

The State Education Department
The University of the State of New York

Office of Instructional Support and Development
Public School Choice Programs
462 EBA
Albany, New York 12234
518-474-1762

Charter School Annual Report
2008 – 2009

Charter School Information and Cover Page

Name of Charter School: Leadership Prep Bedford Stuyvesant Charter School

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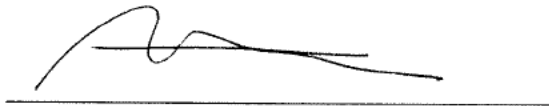
BEDS #: 331300860901

District/CSD of Location: New York City, Community District 13

Charter Entity: Leadership Prep Bedford Stuyvesant Charter School / Uncommon Schools, Inc.

Head of School: Max Koltuv

Contact Person: Francine Iheukumere



Email Address of Head of School:

[Redacted]



Email Address of Contact Person:

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President, Board of Trustees: Tokumbo Shobowale



Email Address and Phone Number of Board President:

[Redacted]



THOMAS F. CHEW
Notary Public, State of New York
No. 01CH6189195
Qualified in Kings County
Certificate filed in New York County
Commission Expires June 23, 2012

Name of Charter School: LEADERSHIP PREP BEDFORD STUYVESANT CHARTER SCHOOL

[illegible]

Other Student Assessment Data
2008-2009

Name of Charter School: LEADERSHIP PREP BEDFORD STUYVESANT CHARTER SCHOOL

Name of Test: CTB / McGraw Hill TerraNova CAT 2nd Edition

Subtest: Reading

Grade	Date of Test (DOT)	# Enrolled in Grade on DOT	# Absent on Grade on DOT	# Exempted in Grade by IEP	# Exempted in Grade by ELL Status	# Students Assessed in Grade*	Score (Indicate Type of Score, e.g., NCE)	Qualitative Level and Percent Attaining**	Other ***
K	06/09/09	88	0	0	0	88	76.5=Mean NCE	97.7% of students scored at or above grade level	n/a
1 st	06/09/09	57	0	0	0	57	73.8=Mean NCE	94.7% of students scored at or above grade level	n/a
2 nd	06/09/09	56	0	0	0	56	59.9=Mean NCE	66.1% of students scored at or above grade level	n/a
3 rd	06/09/09	47	0	0	0	47	56.0=Mean NCE	63.8% of students scored at or above grade level	n/a

Other Student Assessment Data
2008-2009

Name of Charter School: LEADERSHIP PREP BEDFORD STUYVESANT CHARTER SCHOOL

Name of Test: CTB / McGraw Hill TerraNova CAT 2nd Edition

Subtest: Language

Grade	Date of Test (DOT)	# Enrolled in Grade on DOT	# Absent on Grade on DOT	# Exempted in Grade by IEP	# Exempted in Grade by ELL Status	# Students Assessed in Grade*	Score (Indicate Type of Score, e.g., NCE)	Qualitative Level and Percent Attaining**	Other ***
K	06/09/09	88	0	0	0	88	77.8=Mean NCE	96.6% of students scored at or above grade level	n/a
1 st	06/09/09	57	0	0	0	57	87.4=Mean NCE	100.0% of students scored at or above grade level	n/a
2 nd	06/09/09	56	0	0	0	56	84.7=Mean NCE	100.0% of students scored at or above grade level	n/a
3 rd	06/09/09	47	0	0	0	47	62.9=Mean NCE	76.6% of students scored at or above grade level	n/a

Other Student Assessment Data
2008-2009

Name of Charter School: LEADERSHIP PREP BEDFORD STUYVESANT CHARTER SCHOOL

Name of Test: CTB / McGraw Hill TerraNova CAT 2nd Edition

Subtest: Mathematics

Grade	Date of Test (DOT)	# Enrolled in Grade on DOT	# Absent on Grade on DOT	# Exempted in Grade by IEP	# Exempted in Grade by ELL Status	# Students Assessed in Grade*	Score (Indicate Type of Score, e.g., NCE)	Qualitative Level and Percent Attaining**	Other ***
K	06/09/09	88	0	0	0	88	83.3=Mean NCE	98.9% of students scored at or above grade level	n/a
1 st	06/09/09	57	0	0	0	57	85.2=Mean NCE	98.2% of students scored at or above grade level	n/a
2 nd	06/09/09	56	0	0	0	56	85.4=Mean NCE	98.2% of students scored at or above grade level	n/a
3 rd	06/09/09	47	0	0	0	47	72.1=Mean NCE	97.9% of students scored at or above grade level	n/a

**Leadership Prep Bedford
Stuyvesant Charter School****2008 – 2009
ACCOUNTABILITY PLAN
PROGRESS REPORT**

Submitted to the SUNY Charter Schools Institute on:
August 3, 2009

By Francine Iheukumere

Leadership Prep Bedford Stuyvesant Charter School
600 Lafayette Street, 3rd Floor, Brooklyn, NY 11216
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Francine Iheukumere and Max Koltuv prepared this 2008-2009 Accountability Progress Report on behalf of the school's board of trustees:

Trustee's Name	Board Position
Tokumbo Shobowale	Chair, Member of Governance, Facilities Committees
Jeffrey Wetzler	Vice-Chair, Member of Governance, Facilities Committees
Ruth Meyler	Secretary, Chair of Governance Committee, Member of Facilities Committee
Caroline Curry	Treasurer, Chair of Finance Committee
Carrie Abrahamson	Chair of Development Committee, Member of Governance Committee
Gail Brousal	Member of Development, Facilities Committees
Richard Buery	Member of Program Committee
Ben Esner	Member of Finance, Facilities Committees
Michael Hall	Member of Development Committee
John King	Member of Facilities Committee
Matthew Klein	Member of Facilities Committee
Arvind Krishnamurthy	Member, Finance Committee
Joseph Lewis	Member of Finance, Facilities Committees
Renee Muir	Member of Development Committee
Dyrnest Sinckler	Member of Finance and Facilities Committees

INTRODUCTION

Organizational Information

Leadership Prep Bedford Stuyvesant Charter School (Leadership Prep) opened in August of 2006 with 116 students in Kindergarten and First Grade. During the 2008-2009 school year, Leadership Prep enrolled 251 students in Kindergarten through Third Grade. A new class of Kindergarteners will enroll each year until the school reaches its full capacity of over 650 students in grades K through 8. The school's mission, despite the students' young age, is to prepare them to enter into, excel within, and graduate from college by providing them with the academic skills, background knowledge, and character traits required to achieve at the highest levels. Through academic achievement, Leadership Prep scholars also prepare to serve as leaders in their communities. In pursuit of this mission, the school built upon the success of its first two years and finished the 2008-2009 school year in an extremely strong position.

The 2008-2009 school year was the first year in which Leadership Prep had a cohort of third graders, so was the first time that the school participated in the New York State examinations. On both the New York State English Language Arts (ELA) exam and the New York State Mathematics Exam, Leadership Prep's third grade students posted outstanding performances, with 89% and 100% of its student body scoring advanced or proficient in the ELA and Math exams, respectively.

With enrollment based on random lottery, 99% of students attending Leadership Prep live in Central Brooklyn where the school is located. At the end of the school year, 248 students were enrolled in Leadership Prep's 2008-2009 student body. Of these students:

- 69% are eligible for free or reduced price lunch
- 45% come from households which subsist below the federal poverty line of \$20,000 of income per year for a family of four
- 92% are Black, 7% are Latino, 1% is White
- 56% are girls and 44% are boys; and
- 11% are special education students

Elements of Leadership Prep's academic design include: increased learning time through an extended day and school year, high expectations academically and behaviorally for all students, research-based curricula that have a clear emphasis on skill development, a strong focus on literacy skills in the early grades, and frequent use of assessments to inform and drive instruction.

Teach Until They Learn

Leadership Prep Charter School strives to provide its students with every possible opportunity to learn. This means that Leadership Prep not only has a longer school day that begins at 7:30 AM and ends at 4:00 PM with 6+ hours of instruction, but also has a longer school year consisting of 188 instructional days. Over the course of the school year, this is equivalent to at least 25% more instructional time than the New York City Department of Education's minimum of 5 hours of daily instruction over 180 school days in grades K-6.

Each day consists of over 3 hours of literacy instruction, 80 minutes of math instruction, a daily class in social studies or science, a class devoted to character development, a fitness class, and an art class. In addition, students in need of extra help to reach proficiency receive two hours per week of after school tutoring from their teachers.

Even as students leave for the day, the learning continues. Each student, including each Kindergarten student, takes home at least 20 minutes of homework every evening. 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. Leadership Prep Bedford Stuyvesant students finished the 2008-09 school year with a 98% Homework completion rate.

Character Development

More instructional time, however, is not enough. Leadership Prep holds students to high standards in behavior and community involvement. To maintain an energetic, orderly, and productive environment where teachers can focus on teaching and students can focus on learning, the school implements a strict code of conduct, provides explicit daily instruction in core values, and enforces a dress code.

Additionally, routines and rituals constantly reinforce Leadership Prep's expectations, core values, and mission. This process begins before students even enter the building. Every morning, the Head of School and/or Dean of Students meets students outside the school's front door to greet each student by name and shake each student's hand as the student crosses the threshold. This reminds students to conduct themselves with self-respect, dignity, and love.

Each week ends with a Friday Creed Circle. Each Creed Circle is an opportunity to feature student accomplishments and reinforce the values that are celebrated at Leadership Prep. Classes perform memorized poems related to school values, individual students present knowledge they acquired during the week, teachers highlight exceptional academic work, and each meeting closes with the presentation of Character Awards. Each week, several scholars are recognized for exemplifying the school's values.

Faculty

One Lead Teacher and one Teacher are assigned to each classroom and provide differentiated instruction in small groups as well as individually. In 2008-2009, every staff member held a Bachelor's Degree and 100% either held or were working towards a Masters Degree.

New faculty for 2009-2010 were hired from a recruitment pool that exceeded 12,000 candidates. Leadership Prep, in conjunction with Uncommon Schools, Inc., continues to strive to recruit, train and retain a talented and diverse staff committed to urban education.

Family Involvement

Leadership Prep understands that family involvement is a key variable in the success of our students. We strive to engage families in their children's education from the very beginning of our recruitment process and we continue this outreach in several ways during the school year:

- Prior to the beginning of the school year, Family Orientation meetings are held in June and August to introduce families to the culture of Leadership Prep. Upon enrollment, families meet one-on-one with our Dean of Students and Families and sign a *Family & School Covenant* in which families and the school pledge to support and engage one another in the joint effort of raising Leadership Prep Scholars.
- Monthly phone calls home from teachers, frequent parent/family conferences, report cards

- Parents/families at Leadership Prep ended the school year extremely pleased. In a survey administered near the end of the year, 98% of respondents expressed overall satisfaction with the school.

School Enrollment by Grade Level and School Year

[illegible]

Goal 1: English Language Arts

All students at Leadership Preparatory Charter School will be proficient readers and writers of the English language.

Background

Literacy is the core academic skill on which all future learning is based. For this reason, Leadership Prep's academic program has a laser-like focus on literacy during the elementary years. The Leadership Prep reading program "overwhelms the challenge" of early literacy deficits by aggressively accelerating students through a program that addresses the five components of early literacy highlighted by the U.S. government's blue-ribbon Reading First panel: phonemic awareness, phonics, vocabulary, fluency, and comprehension. The school uses three strong, complementary, research-based programs— Direct Instruction (Reading Mastery), Waterford Early Reading, and Reading Comprehension instruction based on the Urban Education Exchange's Concepts of Comprehension – that incorporate these five elements and are used concurrently to provide a rigorous reading education. Leadership Prep classes are split into three groups of 8-10 students based on reading skill. Each day, students receive 80-minutes of Reading Mastery instruction, 40 minutes of instruction using the highly-successful Waterford Early Reading program and 60 minutes of teacher-generated Reading Comprehension instruction based on the Concepts of Comprehension.

Leadership Prep's core reading program is highly effective in moving most students to mastery and beyond. In 2008-2009, the school once again provided a small number of students with additional reading instruction through an intervention program that has yielded promising results.

RESULTS**FIRST GRADE INTERIM ASSESSMENT**

Leadership Prep utilizes a series of three interim assessments in English/Language Arts and Math throughout the school year to evaluate student progress.

At the beginning of the year, 33% of the students receiving intervention services were on grade level. By the end of the year, 83% of students receiving intervention services were performing at or above grade level on the interim assessments.

	% of Students at or Above Grade Level (75%) on Interim Assessment		
Group	October	January	April
Non-intervention	33%	83%	83%
Intervention	75%	90%	92%

SECOND GRADE INTERIM ASSESSMENT

At the beginning of the year, 25% of the students receiving intervention services were on grade level. By the end of the year, 75% of students receiving intervention services were performing at or above grade level. While scores improved dramatically from the beginning of the year, it is important to note that interim assessments become more challenging as the year progresses. Therefore, the slight decline in scores from January to April is understandable given the nature of the assessments and the small sample size.

	% of Students at or Above Grade Level (75%) on Interim Assessment		
Group	October	January	April
Non-intervention	48%	86%	91%
Intervention	25%	83%	75%

THIRD GRADE INTERIM ASSESSMENT

At the beginning of the year, 14% of the students receiving intervention services were on grade level. By the end of the year, 41% of students receiving intervention services were performing at or above grade level.

	% of Students at or Above Grade Level (75%) on Interim Assessment	
Group	October	April
Non-intervention	41%	57%
Intervention	14%	84%

During the 2009-2010 school year, Leadership Prep will continue to deploy two teachers in each classroom, divide classrooms into three, skill-differentiated small reading groups, and deliver 160 minutes of daily reading instruction. The school will also continue to utilize Direct Instruction (Reading Mastery) as its main K-3 reading program, particularly because of its success in building the core decoding and fluency skills of students and to utilize the Waterford Early Reading computer program to take students from basic phonemic awareness to sophisticated reading comprehension skills in a three-year sequence. Teachers will also continue to develop and lead daily Reading Comprehension lessons in which students learn and practice reading comprehension skills.

In addition to the continued use of a Reading Specialist, Leadership Prep will also add the STEP™ Literacy Assessment Visualizer ("STEP") to its wide array of existing literacy evaluation tools. The STEP was developed for the University of Chicago's Center for School Improvement to facilitate teachers in exploring reading behavior patterns of individual or groups of students in a class, grade or school. Teachers then apply the insight provided by the STEP to provide more targeted, student-specific literacy support services (e.g. reading recovery) to each scholar. To properly

implement the assessment tool, Leadership Prep hired a professional developer who has already begun to provide training to all staff on administering the STEP.

In preparation for the 2009-10 school year, teachers who are new to Leadership Prep will participate in two days of Reading Mastery training. This training will be supplemented by a series of multi-day visits throughout the fall by a nationally recognized Reading Mastery professional developer who will observe teachers, provide feedback, and deliver model lessons. Teachers who are new to Leadership Prep Bedford Stuyvesant will also participate in training by an Urban Education Exchange professional developer (a veteran elementary school teacher and curriculum developer) and a workshop by Margaret McKeown, nationally renowned vocabulary researcher and co-author with Isabel Beck of *Bringing Words to Life: Robust Vocabulary Instruction*. All teachers will participate in workshops developed by star Leadership Prep and Excellence Charter School literacy teachers on the Uncommon Schools Reading Taxonomy (a taxonomy and video database of best practices developed by Uncommon Schools Managing Directors and star literacy teachers from across the Uncommon network) and Reading Comprehension Strategy instruction. Additionally, seasoned, returning Leadership Prep teachers, will serve as Grade Team Chairs, and will develop unit and lesson plans for reading comprehension which will help guide newer teachers and raise the overall quality of Reading Comprehension instruction. These Grade Team Chairs will present professional development during our August training period to ensure that all members of their grade teams are prepared to teach these materials successfully and will provide further professional development throughout the year.

Leadership Prep remains strongly committed to keeping literacy at the forefront of our curriculum and to taking whatever steps are necessary to ensure that all of our students become proficient readers and writers.

Goal 1: Absolute Measures

THIRD GRADE

Measure 1.A

Each year, 75 percent of 3-8 grade students who are enrolled in at least their second year will perform at or above Level 3 on the New York State ELA examination.

Method

The school administered the New York State Testing Program English language arts assessment to students in 3rd grade in January 2009. Each student's raw score has been converted to a grade-specific scaled score and a performance level. The criterion for success on this measure requires students who have been enrolled in at least their second year (defined as enrolled by BEDS day of the previous school year) to score at Levels 3 or 4.

The table below summarizes participation information for this year's test administration. The table indicates total enrollment and total number of students tested. It also provides a detailed breakdown of those students excluded from the exam which for Leadership Prep Bedford Stuyvesant's third grade class was zero. **All** our students took both the NY State ELA and Mathematics exams, regardless of IEP or ELL status, and all were enrolled at the school for at least 2 years.

Results

2008-09 marked the first year that Leadership Prep Bedford Stuyvesant had a class of students who could take the state exams. All our third grade students sat the ELA exam, and 89.3% scored proficient or advanced on the exam.

2008-09 State English Language Arts Exam Number of Students Tested and Not Tested

Grade	Total Tested	Not Tested ¹			Total Enrolled
		IEP	ELL	Absent	
3	47	0	0	0	47
4 – 8	n/a	n/a	n/a	n/a	n/a
All	47	0	0	0	47

Performance on 2008-09 State English Language Arts Exam By All Students and Students Enrolled in At Least Their Second Year

Grade	Population	Percent at Each Performance Level					Number Tested
		Level 1	Level 2	Level 3	Level 4	Level 3/4	
3	All Students	0.0%	10.6%	78.8%	10.6%	89.3%	47
	Students in At Least 2 nd Year	0.0%	10.6%	78.8%	10.6%	89.3%	47
4 – 8	All Students	n/a	n/a	n/a	n/a	n/a	n/a
	Students in At Least 2 nd Year	n/a	n/a	n/a	n/a	n/a	n/a
All	All Students	0	10.6%	78.8%	10.6%	89.3%	47
	Students in At Least 2 nd Year	0	10.6%	78.8%	10.6%	89.3%	47

Evaluation

Leadership Prep Bedford Stuyvesant's students exceeded the evaluation benchmark by almost 15 percentage points, and 4 of the 5 students who fell below the line were within 1 or 2 questions of meeting the "proficiency" standard. We are proud of these impressive results, but will continue to enforce and apply the taxonomy and principles that have led to this accomplishment. We are aware that students' performance on the state exams is a good predictor of their graduation from college, so we aim internally for 100% of our scholars to score "advanced" in each subject test. Therefore, we will continue to provide robust intervention services for all the students who we feel did not comfortably meet the benchmark.

¹ Students exempted from this exam according to their Individualized Education Program (IEP), because of English Language Learners (ELL) status, or absence for at least some part of the exam.

Additional Evidence

As this is the first year that the school has taken the NY State exams, year-to-year trends are not applicable.

Measure I.B

Each year, the school's aggregate Performance Index on the State ELA exam will meet the Annual Measurable Objective set forth in the state's NCLB accountability system.

Method

The federal No Child Left Behind law holds schools accountable for making annual yearly progress towards 100% student proficiency in reading by the year 2013-14. As a result, the state sets an Annual Measurable Objective (AMO) each year to determine if schools are making satisfactory progress toward the articulated goal. To achieve this measure, all tested students must have a Performance Index (PI) value that equals or exceeds this year's English language Arts AMO, which for 2008-09 is 144. The PI is calculated by adding the sum of the percent of all tested students at Levels 2 through 4 with the sum of the percent of all tested students at Levels 3 and 4. Thus, the highest possible PI is 200.

Results and Evaluation

Leadership Prep Bedford Stuyvesant's scored 189, which comfortably exceeded the annual measurable objective (AMO) of 144.

Calculation of 2008-09 ELA Performance Index (PI)

Grades	Percent of Students at Each Performance Level				Number Tested
	Level 1	Level 2	Level 3	Level 4	
3	0.0%	10.6%	78.8%	10.6%	47

$$\begin{array}{rclclclclcl} \text{PI} & = & 10.6 & + & 78.8 & + & 10.6 & = & 100.0 \\ & & & & + & 78.8 & + & 10.6 & = & 89.3 \end{array}$$

PI = 189.3

Additional Evidence

As stated in the prior section, comparisons to previous years are not applicable in our instance, as this is the first year that the school has taken the test.

Measure I.C.

Each year, the percent of students who are enrolled in at least their second year and performing at or above Level 3 on the State ELA exam will be greater than that of students in the same tested grades in the local school district.

Results and Evaluation

Leadership Prep Bedford Stuyvesant outperformed its local district (District 13) by more than 30 percentage points, again comfortably meeting the evaluation benchmark.

**2008-09 State English Language Arts Exam
Charter School and District Performance by Grade Level**

Grade	Percent of Students at Levels 3 and 4			
	Charter School Students In At Least 2 nd Year		All District Students	
	Percent	Number Tested	Percent	Number Tested
3	89.3%	47	66.2%	1,141
4 – 8	n/a	0	n/a	n/a
All	89.3%	47	66.2%	1,141

Additional Evidence

Comparisons to previous years are not applicable in our instance, as this is the first year that the school has taken the NY State exams.

Measure I.D.

Each year, the school will exceed its predicted level of performance on the State ELA exam by at least a small Effect Size (performing higher than expected to a small degree) according to a regression analysis controlling for students eligible for free lunch among all public schools in New York State.

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

Given the timing of the state's release of poverty data, the 2008-09 analysis is not yet available. As 2008-09 was the first year that Leadership Prep Bedford Stuyvesant scholars took the NY State exams, we cannot yet gauge the school's comparative performance by grade level.

Measure I.E.

Each year, each grade-level cohort of students will reduce by one-half the gap between the percent at or above Level 3 on the previous year's State ELA exam and 75 percent at or above Level 3 on the current year's State ELA exam. If a grade-level cohort exceeds 75 percent at or above Level 3 in the previous year, the cohort is expected to show at least an increase in the current year.

As 2008-09 is the first year that Leadership Prep Bedford Stuyvesant's students took the NY State exams, comparative results are not yet possible.

Summary of the English Language Arts Goal

Leadership Prep Bedford Stuyvesant remains confident that we are on track to achieve our accountability goals in the years going forward, and that our work advances the education of urban youth by successfully preparing them for college.

We also believe that while there is room for improvement, our students' performance, as gauged by the New York State ELA Exam results and in our 3rd Grade TerraNova results, is robust, and will appropriately prepare them to succeed in the upcoming school year and onwards until they graduate from college.

Type	Measure	Outcome
Absolute	Each year, 75 percent of all tested students who are enrolled in at least their second year will perform at or above Level 3 on the New York State examination.	Achieved
Absolute	Each year, the school's aggregate Performance Index (PI) on the State exam will meet the Annual Measurable Objective (AMO) set forth in the state's NCLB accountability system.	Achieved
Comparative	Each year, the percent of all tested students who are enrolled in at least their second year and performing at or above Level 3 on the State exam will be greater than that of all students in the same tested grades in the local school district.	Achieved
Comparative	Each year, the school will exceed its predicted level of performance on the State exam by at least a small Effect Size.	N/A
Growth	Each year, each grade-level cohort will reduce by one-half the gap between the percent at or above Level 3 on the previous year's State exam and 75 percent at or above Level 3 on the current year's State exam.	N/A

ADDITIONAL EVIDENCE: KINDERGARTEN – SECOND GRADE

Leadership Prep Bedford Stuyvesant On Track to Perform Well in Subsequent State Exams

Method and Explanation

During the 2008-09 school year, Leadership Prep Bedford Stuyvesant enrolled students in Kindergarten, First, Second and Third Grade. Consequently, only the Third Grade participated in any of the New York City examinations.

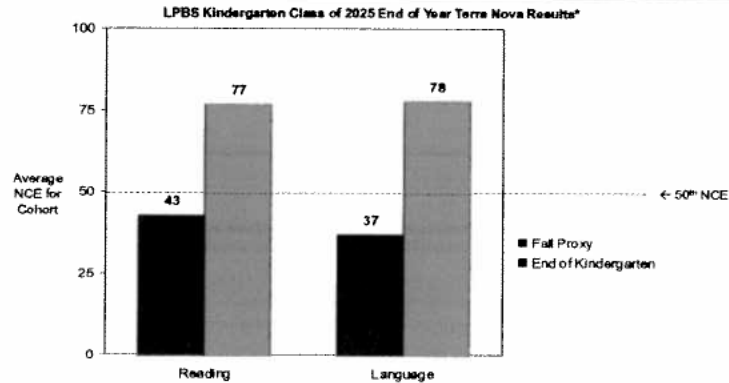
As outlined above, Leadership Prep's third grade students exceeded the goals that were articulated in the school's Accountability Plan. In anticipation and preparation for **all** our students to meet or exceed the targeted performance measures, the school administered the CTB/McGraw-Hill TerraNova CAT 2nd Edition Assessment to all current students. Kindergarten students were given the test in January of 2009. The TerraNova was administered to all students in Kindergarten, First, and Second Grade in June of 2009. Leadership Prep believes that the TerraNova assessment closely mirrors the skills measured by the New York State examinations. By administering the TerraNova we are 1) preparing our students to take future assessments, 2) getting an immediate picture of what skills our students are mastering and which skills they are not mastering thus allowing us to adjust our curriculum accordingly and 3) assessing our progress as a school so as to ensure all our students meet our accountability plan goals as they become applicable.

Kindergarten Results: Focus on Literacy

For Kindergarten, Leadership Prep administered the TerraNova in the late winter (January 2009, the earliest time that normed results are available from the publisher), and again in June of 2009.

To highlight growth between fall and spring, however, Leadership Prep assumed that Kindergarten students enrolled in the school with proficiency rates similar to that of the 2007-2008 entering 1st grade – the first cohort for which we have fall assessment data thus the “fall proxy.”

Class of 2025 (Kindergarten in 2008-09) June 2009 TerraNova Results



*In Kindergarten, LPBS administers the TerraNova in the late winter (the earliest time that "normed" results are available from the publisher) and again at the end of the school year. To assess mid-year progress, we assume that Kindergarten students enroll with rates of academic proficiency similar to that of First Graders who did take the Terra Nova upon entering the school—a "Fall Proxy."

Please note that the chart above shows the Leadership Prep Bedford Stuyvesant grade level NCE performance vs. the average NCE for the grade's cohort.

Measured against the fall proxy, Leadership Prep Bedford Stuyvesant Kindergarten students made substantial gains in literacy. They ended the 2008-2009 school year well above grade level.

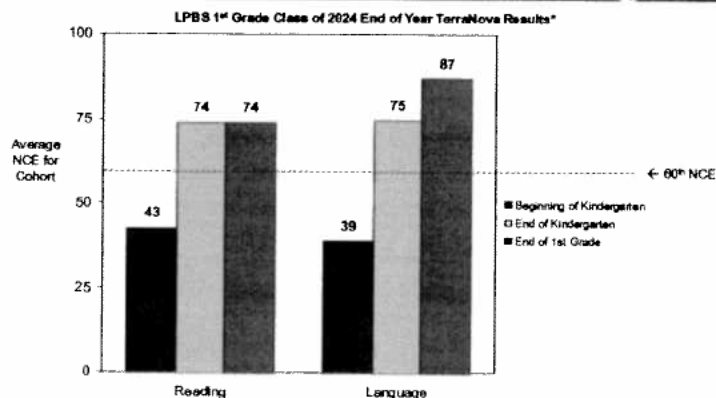
At the end of the school year on the TerraNova:

- 92% of Leadership Prep Kindergarten students scored at or above grade level (NCE of 50 or higher) in reading
- 85% of Leadership Prep Kindergarten students scored at or above grade level (NCE of 50 or higher) in language

First Grade Results: Focus on Literacy

The cohort enrolled in first grade at Leadership Prep for the 2008-2009 school year maintained a solid performance on the TerraNova despite the fact that the test increases in difficulty from year to year (especially between Kindergarten and 1st grade). The chart below details their performance at the end of their Kindergarten year in 2007-2008 compared with their performance at the end of first grade in 2008-2009.

Class of 2024 (1st Grade in 2008-09) June 2009 TerraNova Results



*In Kindergarten, LPBS administers the TerraNova in the late winter (the earliest time that "normed" results are available from the publisher) and again at the end of the school year. To assess mid-year progress, we assume that Kindergarten students enroll with rates of academic proficiency similar to that of First Graders who did take the Terra Nova upon entering the school—a "Fall Proxy."

Please note that the chart above shows the Leadership Prep Bedford Stuyvesant grade level NCE performance vs. the average NCE for the grade's cohort.

Leadership Prep students enrolled in first grade ended the 2007-2008 school year well above grade level in literacy.

At the end of the year on the TerraNova:

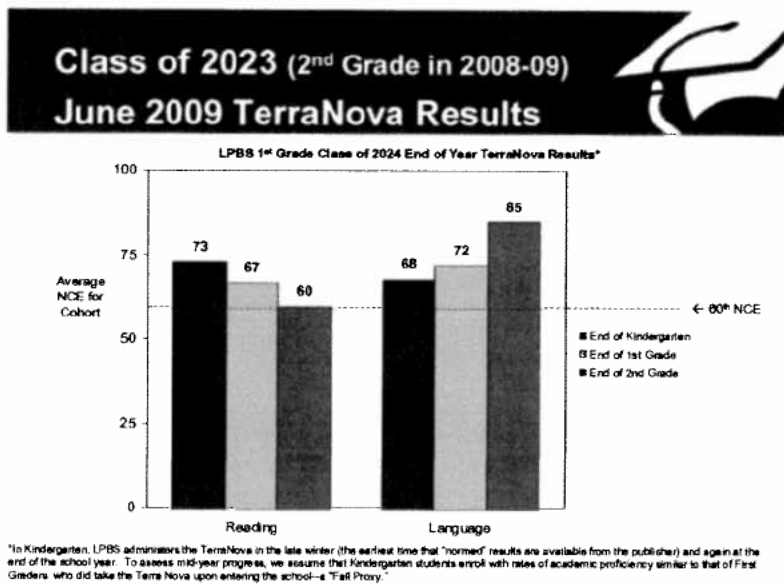
- 89% of Leadership Prep First Grade students scored at or above grade level (NCE of 50 or higher) in reading
- 95% of Leadership Prep First Grade students scored at or above grade level (NCE of 50 or higher) in language

Results

Second Grade Results: Focus on Literacy

The second grade results on the Language Subtest reveal marked progress over time as students remain enrolled at Leadership Prep. However, results on the Reading Subtest indicate a slight decline in student performance relative to their grade level peers nationally (in other words, students acquired new 2nd grade skills but lost a small amount of ground against their peers nationally). We are disappointed that we were not able to move students more dramatically in this area in 2008-09, although we noted that last year's 2nd Grade cohort experienced similar declines vs. their peers nationally, yet still performed well, with 89% of students scoring "advanced" or "proficient" on the NY State ELA exam. Just as we did with 2nd Grade students in 2007-08, we will provide additional reading support so that the third grade class in 2009-10 can also outperform the achievement levels set this year. Again, similar to efforts expended in 2008-09, we are determined to make the

significant investments of staff time in ELA professional development and curriculum development described above, and we will also make the 2nd Grade assessments more robust.



Please note that the chart above shows the Leadership Prep Bedford Stuyvesant grade level NCE performance vs. the average NCE for the grade's cohort.

At the end of the year on the TerraNova:

- 50% of Leadership Prep Second Grade students scored at or above grade level (NCE of 60 or higher) in reading
- 96% of Leadership Prep Second Grade students scored at or above grade level (NCE of 60 or higher) in language

Evaluation

While Leadership Prep's K – 2 students were not able to take the New York State assessments yet, their strong performance in ELA sections on the TerraNova indicates that we are making meaningful progress with our young scholars.

MATHEMATICS

Goal 2: Mathematics

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

Background

As Bob Moses has noted, algebra has become a gate-keeper to college admissions for many urban students of color. Leadership Prep employs a rigorous, fast paced math program that is designed to carry all students through a minimum of one year of high school algebra by the time they complete eighth grade.

Currently, with only Kindergarten, First, Second and Third Grades, Leadership Prep uses the Saxon Math program. The Saxon program employs explicit instruction as well as a distributed approach to instruction, practice and assessment. This dual approach has proven especially effective with low-income students and ensures that students master both basic math skills and critical thinking skills. Moreover, Saxon is backed by extensive research demonstrating its effectiveness with student populations similar to Leadership Prep.

Essentially, the Saxon program breaks complex concepts into smaller, related increments in order to foster greater understanding and retention. Saxon then systematically distributes the instruction, practice and assessment of those increments across a grade level. Students work toward mastery of the increments as the lessons progress. This approach is backed by research which supports the idea that students absorb material better when it is presented over several increments rather than in large chunks such as chapters.

All students attending Leadership Prep receive 80 minutes of math instruction each day. The math program includes a 25 minute Math Meeting as well as a lesson and practice for 55 minutes.

A new Saxon lesson is taught every day. Teachers therefore have many opportunities to re-teach lessons if necessary. There are 135 lessons in the Saxon Kindergarten program. By completing a lesson each day, Leadership Prep Kindergarten students were able to move to First Grade math by the end of April. By mastering a complete Saxon lesson every school day, our students remain on pace to complete at least a year of high school algebra by the end of eighth grade.

In Leadership Prep classrooms, the Math Meeting is conducted as a full class on the rug. The Lesson is conducted in two homogeneous, ability-based groups. One group is led by one of the classroom teachers in one part of the room, while the other is led by the other teacher in another part of the room. In both cases, students have a neat, structured environment in which to learn. Teachers use chairs, desks, physical spacing, explicit expectations, clear modeling, and lots of training to ensure that students are on-task and focused on learning.

Leadership Prep's math curriculum uses various methodologies and approaches to move students towards competency in the understanding and application of mathematical computation and problem solving. The school is committed to meeting its accountability plan goals related to mathematics as listed below:

THIRD GRADE

Measure II.A

Each year, 75 percent of 3-8 grade students who are enrolled in at least their second year perform at or above Level 3 on the New York State Mathematics examination.

Method

Leadership Prep Bedford Stuyvesant administered the New York State Testing Program mathematics assessment to students in third grade in March 2009. Each student's raw score has been converted to a performance level and a grade-specific scaled score. The criterion for success on this measure requires students who have been enrolled in at least their second year (defined as enrolled by BEDS day of the previous school year) to score at Levels 3 or 4.

The table below summarizes participation information for this year's test administration. The table indicates total enrollment and total number of students tested. It also provides a detailed breakdown of those students excluded from the exam. Note that this table includes all students according to grade level, even if they have been enrolled for less than one year.

**2008-09 State Mathematics Exam
Number of Students Tested and Not Tested**

Grade	Total Tested	Not Tested ²			Total Enrolled
		IEP	ELL	Absent	
3	47	0	0	0	47
4 - 8	n/a	n/a	n/a	n/a	n/a
All	47	0	0	0	47

**Performance on 2008-09 State Mathematics Exam
By All Students and Students Enrolled in At Least Their Second Year**

Grade	Population	Percent at Each Performance Level					Number Tested
		Level 1	Level 2	Level 3	Level 4	Level $\frac{3}{4}$	
3	All Students	0.0%	0.0%	85.1%	14.9%	100.0%	47
	Students in At Least 2 nd Year	0.0%	0.0%	85.1%	14.9%	100.0%	47
4 - 8	All Students	n/a	n/a	n/a	n/a	n/a	n/a
	Students in At Least 2 nd Year	n/a	n/a	n/a	n/a	n/a	n/a
All	All Students	0.0%	0.0%	85.1%	14.9%	100.0%	47
	Students in At Least 2 nd Year	0.0%	0.0%	85.1%	14.9%	100.0%	47

Results and Evaluation

100% of Leadership Prep students scored "advanced" or "proficient" on the NY State mathematics exam.

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

Additional Evidence

Comparisons to previous years are not applicable in our instance, as this is the first year that the school has taken the NY State exams.

Measure II.B

Each year, the school's aggregate Performance Index on the State math exam will meet the Annual Measurable Objective set forth in the state's NCLB accountability system.

The federal No Child Left Behind law holds schools accountable for making annual yearly progress towards all students being proficient by the year 2013-14. As a result, the state sets an Annual Measurable Objective (AMO) each year to determine if schools are making satisfactory progress toward the goal that 100 percent of students will ultimately be proficient in the state's learning standards in Mathematics. To achieve this measure, all tested students must have a Performance Index (PI) value that equals or exceeds this year's Mathematics AMO, which for 2008-09 is 119. The PI is calculated by adding the sum of the percent of all tested students at Levels 2 through 4 with the sum of the percent of all tested students at Levels 3 and 4. Thus, the highest possible PI is 200.

Results and Evaluation

All the students at Leadership Prep Bedford Stuyvesant scored "advanced" or "proficient" on the NY State Mathematics exam, yielding the highest possible performance index score of 200. Therefore, the targeted measure was clearly and definitively met and the school is well prepared to achieve the ultimate goal as articulated by the No Child Left Behind law, which is to produce a student body that is 100% proficient in the state's learning standards in Mathematics.

Calculation of 2008-09 Mathematics Performance Index (PI)

Grades	Percent of Students at Each Performance Level				Number Tested
	Level 1	Level 2	Level 3	Level 4	
3	0.0%	0.0%	85.1%	14.9%	47

$$\begin{array}{rccccccccc} \text{PI} & = & 0.0 & + & 85.1 & + & 14.9 & = & 100.0 \\ & & & & + & & 14.9 & = & 100.0 \\ & & & & & & \text{PI} & = & \boxed{200.0} \end{array}$$

Additional Evidence

Comparisons to previous years are not applicable in our instance, as this is the first year that the school has taken the NY State exams.

Measure II.C

Each year, the percent of students who are enrolled in at least their second year and performing at or above Level 3 on the State Math exam will be greater than that of students in the same tested grades in the local school district.

Method

Tested students who were enrolled in at least their second year are compared to all tested students in the surrounding public school district. Comparisons are between the results for each grade in which the school had tested students and the results for the respective grades in the local school district, as well as between the total result of students in at least their second year at the school and the total result for the corresponding grades in the school district.

Results and Evaluation

Leadership Prep Bedford Stuyvesant's scholars outperformed the district in aggregate by more than ten percentage points. We see this as proof that our taxonomy and curriculum are highly effective in preparing urban youth for college.

**2008-09 State Mathematics Exam
Charter School and District Performance by Grade Level**

Grade	Percent of Students at Levels 3 and 4			
	Charter School Students In At Least 2 nd Year		All District Students	
	Percent	Number Tested	Percent	Number Tested
3	100%	47	89.1%	1,151
4 – 8	n/a	0	n/a	n/a
All	100%	47		

Additional Evidence

As stated in the prior section, comparisons to previous years are not applicable in our instance, as this is the first year that the school has taken the NY State Mathematics exam.

Measure II.D

Each year, the school will exceed its predicted level of performance on the State Math exam by at least a small Effect Size (performing higher than expected to a small degree) according to a regression analysis controlling for students eligible for free lunch among all public schools in New York State.

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

Given the timing of the state's release of poverty data, the 2008-09 analysis is not yet available. As 2008-09 was the first year that Leadership Prep Bedford Stuyvesant scholars took the NY State exams, we cannot yet gauge the school's comparative performance by grade level.

Measure II.E

Each year, each grade-level cohort of students will reduce by one-half the gap between the percent at or above Level 3 on the previous year's State Math exam and 75 percent at or above Level 3 on the current year's State Math exam. If grade-level cohort exceeds 75 percent at or above Level 3 in the previous year, the cohort is expected to show at least an increase in the current year.

As 2008-09 is the first year that Leadership Prep Bedford Stuyvesant's students took the New York State exams, comparative results are not yet possible.

Summary of the Mathematics Goal

All the measures that were possible to evaluate based on the performance of the school's third grade cohort were comfortably achieved in 2008-09. Leadership Prep Bedford Stuyvesant remains confident that it is on track to achieve its accountability goals in the years going forward, and that our work advances the education of urban youth by successfully preparing them for college.

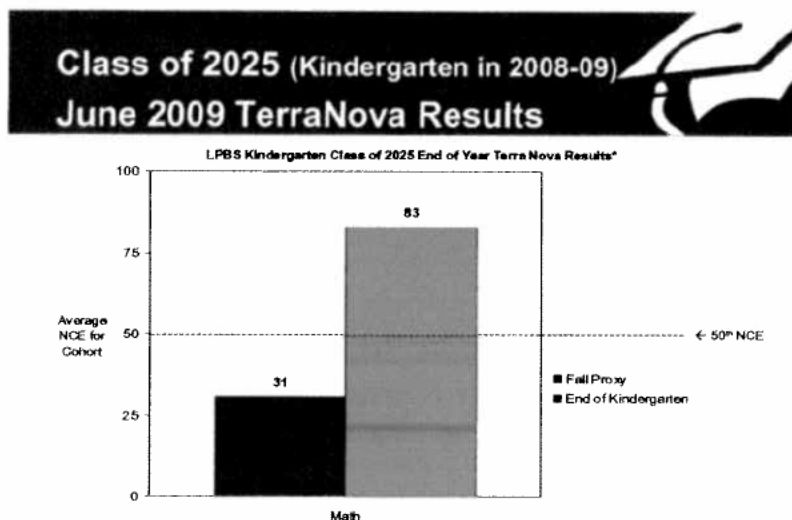
Type	Measure	Outcome
Absolute	Each year, 75 percent of all tested students who are enrolled in at least their second year will perform at or above Level 3 on the New York State examination.	Achieved
Absolute	Each year, the school's aggregate Performance Index (PI) on the State exam will meet the Annual Measurable Objective (AMO) set forth in the state's NCLB accountability system.	Achieved
Comparative	Each year, the percent of all tested students who are enrolled in at least their second year and performing at or above Level 3 on the State exam will be greater than that of all students in the same tested grades in the local school district.	Achieved
Comparative	Each year, the school will exceed its predicted level of performance on the State exam by at least a small Effect Size.	N/A
Growth	Each year, each grade-level cohort will reduce by one-half the gap between the percent at or above Level 3 on the previous year's state exam and 75 percent at or above Level 3 on the current year's State exam.	N/A

ADDITIONAL EVIDENCE: KINDERGARTEN – SECOND GRADE

As noted previously in regard to ELA instruction, 2008-2009 was the first year that a cohort of students at Leadership Prep Bedford Stuyvesant were old enough to take the NY Exams. While the school performed exceedingly well with 100% of its students scoring “advanced” or “proficient” on the test, we must continue to assess our younger students’ progress in mathematics. To that end, the school administered the TerraNova math assessment to all its Kindergarten, First and Second Grade students. Again, we believe the TerraNova closely mirrors the New York State examinations and provides the best possible insight at this point in the school’s development as to our students’ progress.

Kindergarten Results: Focus on Math

The Leadership Prep Kindergarteners ended the year well above grade level in mathematics.



*In Kindergarten, LPBS administers the TerraNova in the late winter (the earliest time that "normed" results are available from the publisher) and again at the end of the school year. To assess mid-year progress, we assume that Kindergarten students enroll with rates of academic proficiency similar to that of First Graders, who did take the Terra Nova upon entering the school—a "Fall Proxy."

Please note that the chart above shows the Leadership Prep Bedford Stuyvesant grade level NCE performance vs. the average NCE for the grade's cohort.

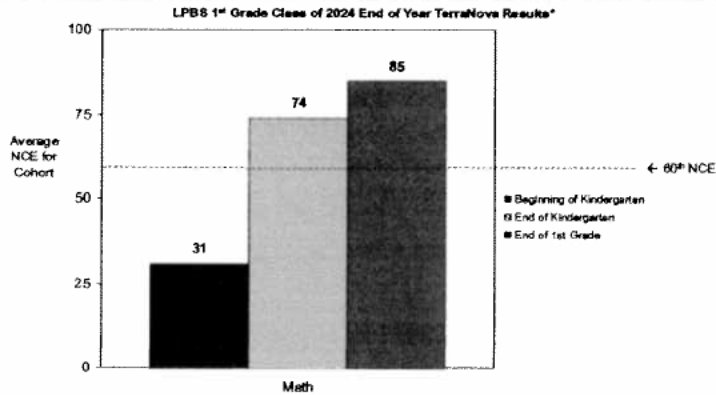
At the end of the school year on the TerraNova:

- 99% of Leadership Prep Kindergarten students scored at or above grade level (NCE of 50 or higher) in math

First Grade Results: Focus on Math

The Leadership Prep First Graders ended the year well above grade level in mathematics.

Class of 2024 (1st Grade in 2008-09) June 2009 TerraNova Results



*In Kindergarten, LPB8 administers the TerraNova in the late winter (the earliest time that "normed" results are available from the publisher) and again at the end of the school year. To assess mid-year progress, we assume that Kindergarten students enroll with rates of academic proficiency similar to that of First Graders who did take the Terra Nova upon entering the school—a "Fall Proxy."

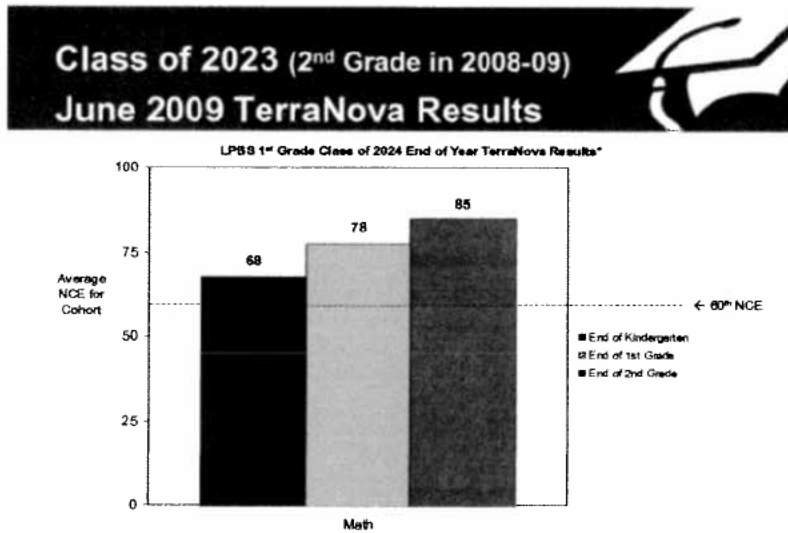
Please note that the chart above shows the Leadership Prep Bedford Stuyvesant grade level NCE performance vs. the average NCE for the grade's cohort.

At the end of the school year on the TerraNova:

- 98% Leadership Prep First Grade students scored at or above grade level (NCE of 50 or higher) in math

Second Grade Results: Focus on Math

The Leadership Prep Second Graders ended the year well above grade level in mathematics.



*In Kindergarten, LPBS administers the TerraNova in the late winter (the earliest time that "normed" results are available from the publisher) and again at the end of the school year. To assess mid-year progress, we assume that Kindergarten students enroll with rates of academic proficiency similar to that of First Graders who did take the Terra Nova upon entering the school at Fall Proxy.

Please note that the chart above shows the Leadership Prep Bedford Stuyvesant grade level NCE performance vs. the average NCE for the grade's cohort.

At the end of the school year on the TerraNova:

- 98% Leadership Prep Second Grade students scored at or above grade level (NCE of 50 or higher) in math

Summary

Leadership Prep Bedford Stuyvesant students made incredible strides in mathematics in the 2008-09 school year. Students continue to benefit from the "Morning Math Meeting" concept, in which twenty five minutes each day is dedicated to reviewing essential background concepts related to math, such as counting, knowing the days of the week, and writing the date. Leadership Prep's math curriculum was further supplemented with exercises in mental computation, graphing, pattern recognition, and money.

For the 2nd consecutive year in a row, teachers used the summer break to analyze data from the TerraNova and interim assessments given throughout the year in order to identify the skills which were most difficult for students. Teachers then created supplemental lessons for the 2008-09 school year to target these particular areas for growth.

With a vast majority of students at or above grade level on the standardized assessments and a majority demonstrating proficiency on the school's Saxon Math curriculum, Leadership Prep Bedford Stuyvesant is confident in its ability to achieve even greater gains for the next school year as it moves towards consistently meeting the accountability plan goals.

SCIENCE and SOCIAL STUDIES

Goal 3: Science

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

Goal 4: Social Studies

Students will demonstrate proficiency in the understanding and application of principles related to the social sciences.

Measure III.A

Each year in each tested grade, 75 percent of students who are enrolled in at least their second year will perform at or above Level 3 on the New York State Science examination.

Measure III.B

Each year in each tested grade, the percent of students who are enrolled in at least their second year and performing at or above Level 3 on the State Science exam will be greater than that of students in the respective grades in the local school district.

Measure IV.A

Each year in each tested grade, 75 percent of students who are enrolled in at least their second year will perform at or above Level 3 on the New York State Social Studies examination.

Measure IV.B

Each year in each tested grade, the percent of students who are enrolled in at least their second year and performing at or above Level 3 on the State Social Studies exam will be greater than that of students in the respective grades in the local school district.

Background

Leadership Prep's curricula in Science and Social Studies are based on a combination of the NYS Science and Social Studies Standards and the principles of the Core Knowledge curriculum, designed by Professor E. D. Hirsch, Jr., author of *Cultural Literacy* and *The Schools We Need*. The school meets all New York City and State Standards and will go beyond them in our coverage of some units, such as Science Biographies for each grade level. At Leadership Prep, our year-long academic planning ensures that both Science and Social Studies are organized into cohesive units that build upon one another as the year progresses. Our instruction alternates throughout the year with one month focused on Science explorations each day, while the next month will focus on Social Studies lessons. This ensures that teachers have uninterrupted stretches of time to develop students' depth of knowledge and to support their mastery of the material.

Learning through Doing

Our Core Knowledge instruction relies on student-centered inquiry and observation, as students learn new concepts through hands-on lessons. Both Social Studies and Science investigations integrate literacy and research—students communicate their ideas, form and investigate their hypotheses, record their observations (data) through accurate drawings, diagrams, and notebook entries, and think critically to evaluate their results. We provide students with the tools, experiences, and personal motivation to perceive the world as scientists and social scientists.

Teachers model and make explicit the topic-specific investigation and comprehension strategies to guide students in their effective use of materials and tools. Teachers regularly ask students to articulate their own theories, explanations, and understandings so these ideas can be tested and discussed. Generating thoughtful, focused dialogue between even our youngest students is one of the goals of our Science and Social Studies curriculum. As part of ongoing assessment in Social Studies and Science, teachers look for misconceptions and create experiences that challenge those misconceptions. For example, many students might say that plants need water, sunlight, and soil. Are these factors sufficient? Are they accurate? During the unit on plants, teachers deepen Kindergarten scientists' understanding by guiding them to sprout seeds without light (in a box in the closet), by attempting to sprout seeds without the use of soil and in an airtight container to investigate the need for "air." Immediately, the level of scientific inquiry and precision rises dramatically when teachers expect that students will be capable and interested in trying to understand rather than trying a superficial activity.

For the 2008-2009 school year, Leadership Prep Bedford Stuyvesant utilized the Scott Foresman Science and Social Studies elementary curriculum which is completely aligned with the New York State Performance Indicators. The school purchased NYS editions of all relevant materials and teachers, who have previously taught the Core Knowledge curriculum, generated weekly lesson plans which lay out objectives, key vocabulary, activities, assessments, and homework for each day of the year.

Both the Science and Social Studies curricula from Scott Foresman contain teacher-friendly materials with extensive professional development resources. The curricula are highly adaptable so teachers have the freedom and flexibility to modify the curricula based on the needs of their particular students. Each curricula contains a test-preparation component which is valuable for assessments. Finally, the Science and Social Studies programs provide ample opportunities for integration across all subjects, especially reading and writing.

More specifically, the Science curriculum consists of extensive hands-on experiments which support Leadership Prep's goal of creating an interactive Core Knowledge component of the curriculum. The Social Studies program draws heavily on primary sources, incorporates geography and offers many real-life/role-play scenarios to keep students interested and engaged. Based on the significant strengths of the Scott Foresman Science and Social Studies programs, Leadership Prep believes that implementing these new curricula will prepare our students to perform on Science and Social Studies state assessments as we work towards our Accountability Plan goals.

NCLB

Goal 5: NCLB

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

Goal 5: Absolute Measure

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

Method

Since *all* students are expected to meet the state's learning standards, the federal No Child Left Behind legislation stipulates that various sub-populations and demographic categories of students among all tested students must meet the state standard in and of themselves aside from the overall school results. New York, like all states, established a system for making these determinations for its public schools. Each year the state issues School Report Cards which indicate each school's status under the state's NCLB accountability system. For a school's status to be "Good Standing" it must not have failed to make Adequate Yearly Progress (AYP) for two consecutive years.

Results

Leadership Prep anticipates being in "Good Standing" under the NCLB accountability system for the 2008-2009 school year. The school has diligently worked to meet each NCLB requirement and comply with all stated guidelines, and 89.3% and 100% of our students scored "advanced" or "proficient" on the NY State ELA and Mathematics exams, respectively. Additionally, the school received a rating of "Good Standing" for the 2007-2008 and 2006-2007 school years.

NCLB Status by Year

Year	Status
2003-04	N/A
2004-05	N/A
2005-06	N/A
2006-07	Good Standing
2007-08	Good Standing
2008-09	Good Standing

Name of Charter School: LEADERSHIP PREP BEDFORD STUYVESANT CHARTER SCHOOL

Charter School Student Attrition Rates
2008-2009

	2008-09	2007-08	2006-07	2005-06
Number of students leaving for lack of transportation	1	0	0	N/A
Number of students leaving for geographic reasons (e.g., out of state/district relocation)	0	4	2	N/A
Number of students leaving for more restrictive special education setting	1	1	0	N/A
Number of students leaving due to parental choice (e.g., school transfer closer to residence, local elementary school, parent convenience)	2	3	1	N/A
Number leaving for other reasons (undetermined)	0	0	0	N/A
Total number of students leaving	4	8	3	N/A
Highest Number Enrolled (July 1 - June 30)	251	170	116	N/A
Total Percent Attrition	1.2%	4.7%	2.6%	N/A

**Charter School Teacher Attrition Rates
2008-09**

	2008-09	2007-08	2006-07	2005-06
Number of Classroom Teachers	18	12	8	N/A
Number of Special Area Teachers	4	3	2	N/A
Total Number of Teachers	22	15	10	N/A
Total Number of Teachers Leaving	5	4	0	N/A
Total Percent Attrition	23%	26%	0%	N/A

Explanation of Teacher Attrition:

- 2 of the 5 non-returning teachers were promoted within the Uncommon Schools Network, one to the Dean of Students of a network K-8 school and the second to an Instructional Fellow in preparation for opening Leadership Prep 3 in the fall of 2010
- 2 of the 4 were not offered positions at Leadership Prep for the 2009-2010 school year
- 1 is relocating to another state with her fiancé, and will become a founding teacher at another charter school

THE UNIVERSITY OF THE STATE OF NEW YORK
THE STATE EDUCATION DEPARTMENT
OFFICE OF ELEMENTARY, MIDDLE,
SECONDARY AND CONTINUING EDUCATION
CHOICE PROGRAMS
ROOM 462, EDUCATION BUILDING ANNEX
ALBANY, NEW YORK 12234

CHARTER SCHOOL ANNUAL
REPORT OF FISCAL PERFORMANCE
FOR THE SCHOOL YEAR ENDED (

Charter School Code:

3	3	1	3	0	0	8	6	0	9	0	1
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Charter School Name: Leadership Preparatory Bedford Stuyvesant Charter School

Contact Person: Francine Iheukwumere

Phone:

REVENUES

A. STATE SOURCES	
B. FEDERAL SOURCES	259,499
C. PUBLIC SCHOOL DISTRICTS	
1. BASIC OPERATING REVENUES	3,098,307
2. STATE AID-PUPILS WITH DISABILITIES	45,235
3. FED. AID-PUPILS WITH DISABILITIES	25,690
4. OTHER REV FROM PUB SCH DISTRICTS	20,332
D. ALL OTHER REVENUES	607,076
E. TOTAL REVENUES FROM ALL SOURCES	<u>4,056,138</u>

EXPENDITURES

SALARIES	OTHER	TOTAL
F. GENERAL ADMINISTRATION	422,766	499,857
G. INSTRUCTIONAL SUPERVISION	1,278,604	1,278,604
H. ALL OTHER INSTRUCTION	58,500	507,379
I. PUPIL SERVICES	64,382	2,000
J. PUPILS WITH DISABILITIES	130,106	12,646
K. TRANSPORTATION		6,000
L. COMMUNITY SERVICE		2,505
M. OPERATION & MAINTENANCE		321,143
N. EMPLOYEE BENEFITS		384,388
O. DEBT SERVICE		
P. SCHOOL LUNCH		29,000
Q. CAPITAL EXPENSE		312,190
R. GRAND TOTAL EXPENDITURES		<u>4,031,465</u>

S. ENROLLMENT	248
T. EXPENDITURES PER PUPIL	16,256
	(R/S)

COMPLETED FORM MUST BE RETURNED
NO LATER THAN AUGUST 3, 2009

Signature:



Chief School Officer

Date:

August 1, 2009

Section V

NEW YORK STATE EDUCATION DEPARTMENT

**Disclosure of Financial Interest by a Charter School Trustee
Annual Report 2008-09**

Name (print) Olatokumbo Shobowale

Name of Charter School: Leadership Prep Bedford Stuyvesant Charter School

Charter Entity: State University of New York, Charter Schools Institute

Home Address _____

Business Address _____

Daytime Phone _____

E-Mail Address _____

1. List all positions held on board (e.g., chair, treasurer, parent representative):
_____ chair, member of program committee
2. Is the trustee an employee of the School? ____ Yes __X__ No
3. If you checked **Yes**, please provide a description of the position you hold and your responsibilities, your salary and your start date.

4. Is the trustee an employee or agent of the management company? ____ Yes __X__ No
5. Is the trustee an employee or agent of any institutional partner of the School? ____ Yes __X__ No

Identify each interest/transaction (and provide the requested information) that you or any of your immediate family members or any persons who live with you in your house have held or engaged in with the charter school during the time you have served on the board, and in the six month period prior to such service. If there has been no such financial interest or transaction, write **none**. Please note that if you answered **yes** to Question 2, you need not disclose again your employment status, salary, etc.

Date(s)	Nature of Financial Interest/Transaction	Steps taken to avoid a conflict of interest, (e.g., did not vote, did not participate in discussion)	Name of person holding interest or engaging in transaction and relationship to yourself
	none		

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

Organization Conducting Business with the School	Nature of Business Conducted	Approximate Value of the Business Conducted	Name of Trustee/ Immediate Family/Member of Household Holding an Interest in the Organization Conducting Business with the School and the Nature of the Interest
none			


Signature

7/24/09
Date

Subscribed and sworn to before me this 24th day of 7, 2009.


Notary Public

THOMAS F. CHEW
Notary Public, State of New York
No. 01CH6189195
Qualified in Kings County
Certificate filed in New York County
Commission Expires June 23, 2012

Section V

NEW YORK STATE EDUCATION DEPARTMENT

**Disclosure of Financial Interest by a Charter School Trustee
Annual Report 2008-09**

Name (print) Jeffrey R. Wetzler

Name of Charter School: **Leadership Prep Bedford Stuyvesant Charter School**

Charter Entity: **State University of New York, Charter Schools Institute**

Home Address [REDACTED]

Business Address [REDACTED]
[REDACTED]

Daytime Phone [REDACTED]

E-Mail Address [REDACTED]

1. List all positions held on board (e.g., chair, treasurer, parent representative):

Vice Chair;

Member of governance committee

2. Is the trustee an employee of the School? Yes ☒ No

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

4. Is the trustee an employee or agent of the management company? Yes ☒ No


5. Is the trustee an employee or agent of any institutional partner of the School? ☒ Yes No

Identify each interest/transaction (and provide the requested information) that you or any of your immediate family members or any persons who live with you in your house have held or engaged in with the charter school during the time you have served on the board, and in the six month period prior to such service. If there has been no such financial interest or transaction, write **none**. Please note that if you answered **yes** to Question 2, you need not disclose again your employment status, salary, etc.

Date(s)	Nature of Financial Interest/Transaction	Steps taken to avoid a conflict of interest, (e.g., did not vote, did not participate in discussion)	Name of person holding interest or engaging in transaction and relationship to yourself
Full academic year	I work for Teach For America and LPCS hires multiple Teach For America corps members every year. Teach For America receives a financial payment for each corps member hired.	I am not involved in the decisions (on either the LPCS side or the Teach For America side) related to LPCS hiring Teach For America corps members.	Jemina Bernard at Teach For America is our NYC executive director. We work in different operating units of the Teach For America organization.

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

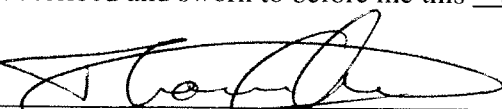
Organization Conducting Business with the School	Nature of Business Conducted	Approximate Value of the Business Conducted	Name of Trustee/ Immediate Family/Member of Household Holding an Interest in the Organization Conducting Business with the School and the Nature of the Interest
Teach For America	See previous question	Unknown to me, but likely less than \$20k per year	self



 Signature

 July 21, 2009
 Date

Subscribed and sworn to before me this 21st day of 7, 2009



 Notary Public

THOMAS F. CHEW
 Notary Public, State of New York
 No. 01CH6189195
 Qualified in Kings County
 Certificate filed in New York County
 Commission Expires June 23, 2012

Section V

NEW YORK STATE EDUCATION DEPARTMENT

**Disclosure of Financial Interest by a Charter School Trustee
Annual Report 2008-09**

Name (print) Ruth Meyler

Name of Charter School: Leadership Prep Bedford Stuyvesant Charter School

Charter Entity: State University of New York, Charter Schools Institute

Home Address _____

Business Address None

Daytime Phone _____

E-Mail Address: _____

1. List all positions held on board (e.g., chair, treasurer, parent representative): _____

Secretary _____

Chair of governance committee _____

2. Is the trustee an employee of the School? ____Yes __x__No

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

4. Is the trustee an employee or agent of the management company? ____Yes __x__No

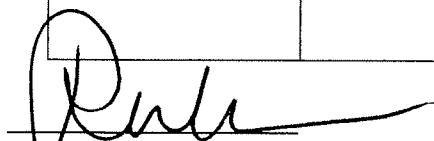
5. Is the trustee an employee or agent of any institutional partner of the School? __Yes __X__No

Identify each interest/transaction (and provide the requested information) that you or any of your immediate family members or any persons who live with you in your house have held or engaged in with the charter school during the time you have served on the board, and in the six month period prior to such service. If there has been no such financial interest or transaction, write **none**. Please note that if you answered **yes** to Question 2, you need not disclose again your employment status, salary, etc.

Date(s)	Nature of Financial Interest/Transaction	Steps taken to avoid a conflict of interest, (e.g., did not vote, did not participate in discussion)	Name of person holding interest or engaging in transaction and relationship to yourself
	None.		

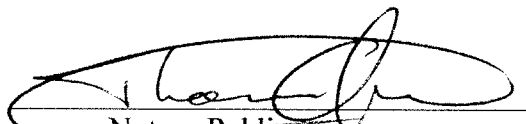
Identify each individual, business, corporation, union association, firm, partnership, committee proprietorship, franchise holding company, joint stock company, business or real estate trust, non-profit organization, or other organization or group of people doing business with the School **and** in which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

Organization Conducting Business with the School	Nature of Business Conducted	Approximate Value of the Business Conducted	Name of Trustee/ Immediate Family/Member of Household Holding an Interest in the Organization Conducting Business with the School and the Nature of the Interest
None			


Signature

____ July 24, 2009 ____
Date

Subscribed and sworn to before me this 24th day of 7, 2009


Notary Public

THOMAS F. CHEW
Notary Public, State of New York
No. 01CH6189195
Qualified in Kings County
Certificate filed in New York County
Commission Expires June 23, 2012

Section V

NEW YORK STATE EDUCATION DEPARTMENT

**Disclosure of Financial Interest by a Charter School Trustee
Annual Report 2008-09**

Name (print) Caroline Curry

Name of Charter School: **Leadership Prep Bedford Stuyvesant Charter School**

Charter Entity: **State University of New York, Charter Schools Institute**

Home Address _____

Business Address _____

Daytime Phone _____

E-Mail Address _____

1. List all positions held on board (e.g., chair, treasurer, parent representative): Treasurer

2. Is the trustee an employee of the School? ____ Yes ☒ No

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

4. Is the trustee an employee or agent of the management company? ____ Yes ☒ No

5. Is the trustee an employee or agent of any institutional partner of the School? ____ Yes ☒ No

Identify each interest/transaction (and provide the requested information) that you or any of your immediate family members or any persons who live with you in your house have held or engaged in with the charter school during the time you have served on the board, and in the six month period prior to such service. If there has been no such financial interest or transaction, write **none**. Please note that if you answered **yes** to Question 2, you need not disclose again your employment status, salary, etc.

Date(s)	Nature of Financial Interest/Transaction	Steps taken to avoid a conflict of interest, (e.g., did not vote, did not participate in discussion)	Name of person holding interest or engaging in transaction and relationship to yourself
<u>none</u>			

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

Organization Conducting Business with the School	Nature of Business Conducted	Approximate Value of the Business Conducted	Name of Trustee/ Immediate Family/Member of Household Holding an Interest in the Organization Conducting Business with the School and the Nature of the Interest
none			

Carl G.
Signature

July 20, 2009
Date

Subscribed and sworn to before me this 20th day of 7, 2009

Miriam B. Schatz
Notary Public

MIRIAM B. SCHATZ
Notary Public, State of New York
No. 01SC 015815
Qualified in Rockland County
Commission Expires July 26, 2013

Section V

NEW YORK STATE EDUCATION DEPARTMENT

Disclosure of Financial Interest by a Charter School Trustee
Annual Report 2008-09

Name (print) Carrie Abramson

Name of Charter School: Leadership Prep Bedford Stuyvesant Charter School

Charter Entity: State University of New York, Charter Schools Institute

Home Address _____

Business Address _____

Daytime Phone _____

E-Mail Address _____

1. List all positions held on board (e.g., chair, treasurer, parent representative): Development Committee Chair

2. Is the trustee an employee of the School? Yes ☒ No

3. If you checked Yes, please provide a description of the position you hold and your responsibilities, your salary and your start date.

4. Is the trustee an employee or agent of the management company? Yes ☒ No

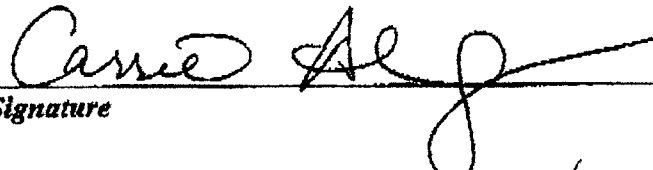
5. Is the trustee an employee or agent of any institutional partner of the School? Yes ☒ No

Identify each interest/transaction (and provide the requested information) that you or any of your immediate family members or any persons who live with you in your house have held or engaged in with the charter school during the time you have served on the board, and in the six month period prior to such service. If there has been no such financial interest or transaction, write **none**. Please note that if you answered **yes** to Question 2, you need not disclose again your employment status, salary, etc.

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

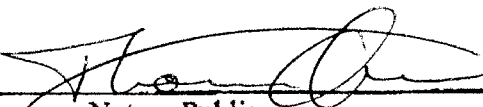
Identify each individual, business, corporation, union association, firm, partnership, committee proprietorship, franchise holding company, joint stock company, business or real estate trust, non-profit organization, or other organization or group of people doing business with the School and in which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

Organization Conducting Business with the School	Nature of Business Conducted	Approximate Value of the Business Conducted	Name of Trustee/ Immediate Family/Member of Household Holding an Interest in the Organization Conducting Business with the School and the Nature of the Interest
N/A			


Signature

7/24/09
Date

Subscribed and sworn to before me this 21st day of 7, 2009


Notary Public

THOMAS F. CHEW
Notary Public, State of New York
No. 01CH6189195
Qualified in Kings County
Certificate filed in New York County
Commission Expires June 23, 2012

Section V

NEW YORK STATE EDUCATION DEPARTMENT

**Disclosure of Financial Interest by a Charter School Trustee
Annual Report 2008-09**

Name (print) GAIL BROUSAL

Name of Charter School: Leadership Prep Bedford Stuyvesant Charter School

Charter Entity: State University of New York, Charter Schools Institute

Home Address _____

Business Address _____

Daytime Phone _____

E-Mail Address _____

1. List all positions held on board (e.g., chair, treasurer, parent representative): _____

2. Is the trustee an employee of the School? ____ Yes ____ ☒ No

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


4. Is the trustee an employee or agent of the management company? ____ Yes ____ ☒ No

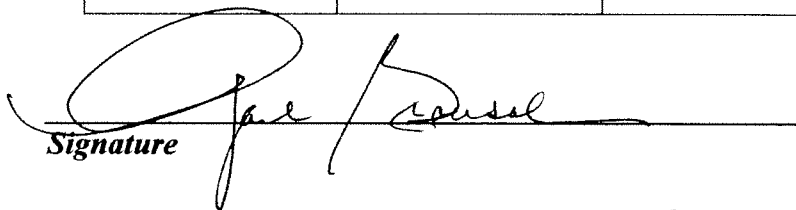
5. Is the trustee an employee or agent of any institutional partner of the School? ____ Yes ____ ☒ No

Identify each interest/transaction (and provide the requested information) that you or any of your immediate family members or any persons who live with you in your house have held or engaged in with the charter school during the time you have served on the board, and in the six month period prior to such service. If there has been no such financial interest or transaction, write **none**. Please note that if you answered **yes** to Question 2, you need not disclose again your employment status, salary, etc.

Date(s)	Nature of Financial Interest/Transaction	Steps taken to avoid a conflict of interest, (e.g., did not vote, did not participate in discussion)	Name of person holding interest or engaging in transaction and relationship to yourself
<div>← none →</div>			

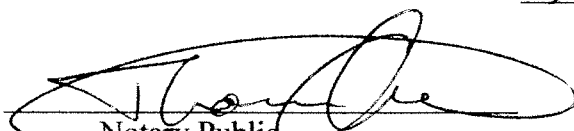
Identify each individual, business, corporation, union association, firm, partnership, committee proprietorship, franchise holding company, joint stock company, business or real estate trust, non-profit organization, or other organization or group of people doing business with the School and in which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

Organization Conducting Business with the School	Nature of Business Conducted	Approximate Value of the Business Conducted	Name of Trustee/ Immediate Family/Member of Household Holding an Interest in the Organization Conducting Business with the School and the Nature of the Interest
			


Signature

July 30, 2009
Date

Subscribed and sworn to before me this 30th day of 7, 2009


Notary Public
THOMAS F. CHEW
Notary Public, State of New York
No. 01CH6189195
Qualified in Kings County
Certificate filed in New York County
Commission Expires June 23, 2012

NEW YORK STATE EDUCATION DEPARTMENT

Disclosure of Financial Interest by a Charter School Trustee
Annual Report 2008-09

Name (print) Richard Buery

Name of Charter School Leadership Prep Charter School

Charter Entity Uncommon Schools

Home Address _____

Business Address _____

Daytime Phone _____

E-Mail Address _____

1. List all positions held on board (e.g., chair, treasurer, parent representative): Member

2. Is the trustee an employee of the School? ___ Yes ___ ☒ No

3. If you checked Yes, please provide a description of the position you hold and your responsibilities, your salary and your start date.

4. Is the trustee an employee or agent of the management company? ___ Yes ___ ☒ No

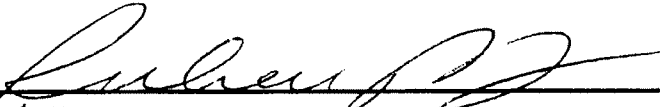
5. Is the trustee an employee or agent of any institutional partner of the School? ___ Yes ___ ☒ No

Identify each interest/transaction (and provide the requested information) that you or any of your immediate family members or any persons who live with you in your house have held or engaged in with the charter school during the time you have served on the board, and in the six month period prior to such service. If there has been no such financial interest or transaction, write **none**. Please note that if you answered yes to Question 2, you need not disclose again your employment status, salary, etc.

Date(s)	Nature of Financial Interest/Transaction	Steps taken to avoid a conflict of interest, (e.g., did not vote, did not participate in discussion)	Name of person holding interest or engaging in transaction and relationship to yourself
NONE			

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

Organization Conducting Business with the School	Nature of Business Conducted	Approximate Value of the Business Conducted	Name of Trustee/ Immediate Family/Member of Household Holding an Interest in the Organization Conducting Business with the School and the Nature of the Interest
NONE			


Signature

7/24/09
Date

Subscribed and sworn to before me this 24th day of July, 2009.


Notary Public

OTELLIA VALENTINE
NOTARY PUBLIC-STATE OF NEW YORK
No. 81-VA6138329
Qualified in Kings County
My Commission Expires February 15, 2015

Section V

NEW YORK STATE EDUCATION DEPARTMENT

**Disclosure of Financial Interest by a Charter School Trustee
Annual Report 2008-09**

Name (print) Benjamin Esner

Name of Charter School: Leadership Prep Bedford Stuyvesant Charter School

Charter Entity: State University of New York, Charter Schools Institute

Home Address [REDACTED]

Business Address [REDACTED]
[REDACTED]

Daytime Phone [REDACTED]

E-Mail Address [REDACTED]

1. List all positions held on board (c.g., chair, treasurer, parent representative):_Serves on Finance and Program Committees ____

2. Is the trustee an employee of the School? ____Yes __X__No

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

4. Is the trustee an employee or agent of the management company? ____Yes __X__No

5. Is the trustee an employee or agent of any institutional partner of the School? __Yes
_X__No

Identify each interest/transaction (and provide the requested information) that you or any of your immediate family members or any persons who live with you in your house have held or engaged in with the charter school during the time you have served on the board, and in the six month period prior to such service. If there has been no such financial interest or transaction, write **none**. Please note that if you answered **yes** to Question 2, you need not disclose again your employment status, salary, etc.

Date(s)	Nature of Financial Interest/Transaction	Steps taken to avoid a conflict of interest, (e.g., did not vote, did not participate in discussion)	Name of person holding interest or engaging in transaction and relationship to yourself
None			

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

Organization Conducting Business with the School	Nature of Business Conducted	Approximate Value of the Business Conducted	Name of Trustee/ Immediate Family/Member of Houschold Holding an Interest in the Organization Conducting Business with the School and the Nature of the Interest
Independence Community Foundation (ICF)	ICF is a grant making philanthropy; during my tenure as a Trustee, the Foundation has made grants of \$25,000 (to Friends of LP in the 2007-08 school year) and \$10,000 (to LP in the 2008-09 school year) in support of hiring a reading intervention specialist. In addition, through its Employee Matching Gift program, ICF has made \$2,225 in grants matching my personal contributions for general support to Friends of LP since Friends was founded in 2006.	\$37,225.00	Benjamin Esner is employed by Independence Community Foundation as its Deputy Director.

Brian
Signature

July 24, 2009
Date

Subscribed and sworn to before me this 24th day of 7, 2009

[Signature]
Notary Public

THOMAS F. CHEW
Notary Public, State of New York
No. 01CH6189195
Qualified in Kings County
Certificate filed in New York County
Commission Expires June 23, 2012

Section V

NEW YORK STATE EDUCATION DEPARTMENT

**Disclosure of Financial Interest by a Charter School Trustee
Annual Report 2008-09**

Name (print) MICHAEL HALL

Name of Charter School: **Leadership Prep Bedford Stuyvesant Charter School**

Charter Entity: **State University of New York, Charter Schools Institute**

Home Address

Business Address

Daytime Phone

E-Mail Address

1. List all positions held on board (e.g., chair, treasurer, parent representative): member

2. Is the trustee an employee of the School? Yes ☒ No

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

4. Is the trustee an employee or agent of the management company? Yes ☒ No

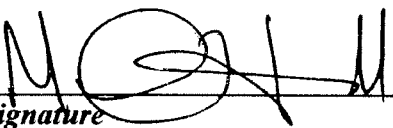
5. Is the trustee an employee or agent of any institutional partner of the School? Yes ☒ No

Identify each interest/transaction (and provide the requested information) that you or any of your immediate family members or any persons who live with you in your house have held or engaged in with the charter school during the time you have served on the board, and in the six month period prior to such service. If there has been no such financial interest or transaction, write **none**. Please note that if you answered **yes** to Question 2, you need not disclose again your employment status, salary, etc.

Date(s)	Nature of Financial Interest/Transaction	Steps taken to avoid a conflict of interest, (e.g., did not vote, did not participate in discussion)	Name of person holding interest or engaging in transaction and relationship to yourself
none			

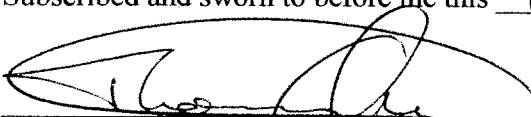
Identify each individual, business, corporation, union association, firm, partnership, committee proprietorship, franchise holding company, joint stock company, business or real estate trust, non-profit organization, or other organization or group of people doing business with the School **and** in which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

Organization Conducting Business with the School	Nature of Business Conducted	Approximate Value of the Business Conducted	Name of Trustee/ Immediate Family/Member of Household Holding an Interest in the Organization Conducting Business with the School and the Nature of the Interest
NONE			


Signature

7/17/09
Date

Subscribed and sworn to before me this 17th day of 7, 2009



Notary Public, State of New York
No. 01CH6189195
Qualified in Kings County
Certificate filed in New York County
Commission Expires June 23, 2012

Section V

NEW YORK STATE EDUCATION DEPARTMENT

**Disclosure of Financial Interest by a Charter School Trustee
Annual Report 2008-09**

Name (print): John King

Name of Charter School: Leadership Prep Bedford Stuyvesant Charter School

Charter Entity: State University of New York, Charter Schools Institute

Home Address:

Business Address:

Daytime Phone:

E-Mail Address:

1. List all positions held on board (e.g., chair, treasurer, parent representative):

Member, Leadership Prep Board of Trustees

2. Is the trustee an employee of the School? ____Yes __X__No

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

While Mr. King is not an employee of Leadership Prep Bedford Stuyvesant Charter School, he is an employee of Uncommon Schools, Inc., the charter management organization that oversees Leadership Prep Bedford Stuyvesant.

4. Is the trustee an employee or agent of the management company? __X__Yes ____No

5. Is the trustee an employee or agent of any institutional partner of the School? __Yes __X__No

Identify each interest/transaction (and provide the requested information) that you or any of your immediate family members or any persons who live with you in your house have held or engaged in with the charter school during the time you have served on the board, and in the six month period prior to such service. If there has been no such financial interest or transaction, write **none**. Please note that if you answered **yes** to Question 2, you need not disclose again your employment status, salary, etc.

Date(s)	Nature of Financial Interest/Transaction	Steps taken to avoid a conflict of interest, (e.g., did not vote, did not participate in discussion)	Name of person holding interest or engaging in transaction and relationship to yourself
NONE -----	-----	-----	----->

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

Organization Conducting Business with the School	Nature of Business Conducted	Approximate Value of the Business Conducted	Name of Trustee/ Immediate Family/Member of Household Holding an Interest in the Organization Conducting Business with the School and the Nature of the Interest
Uncommon Schools, Inc. I am currently employed as a Managing Director at Uncommon Schools.	Uncommon Schools provides Leadership Prep Bedford Stuyvesant with operations and management support in the areas of teacher recruitment, human resources, finance, technology, and curriculum and instruction.	Leadership Prep pays Uncommon Schools an annual management fee of approximately \$200,000.	John King

John King
Signature

July 31, 2009
Date

Subscribed and sworn to before me this 31st day of July, 2009.

Thomas E. Chew
Notary Public

THOMAS E. CHEW
Notary Public, State of New York
No. 01CH6189195
Qualified in Kings County
Certificate filed in New York County
Commission Expires June 23, 2012

Section V

NEW YORK STATE EDUCATION DEPARTMENT

Disclosure of Financial Interest by a Charter School Trustee
Annual Report 2008-09

Name (print) MATTHEW KLEIN

Name of Charter School: Leadership Prep Bedford Stuyvesant Charter School

Charter Entity: State University of New York, Charter Schools Institute

Home Address _____

Business Address _____

Daytime Phone _____

E-Mail Address _____

1. List all positions held on board (e.g., chair, treasurer, parent representative): MEMBER

2. Is the trustee an employee of the School? Yes ☒ No

3. If you checked Yes, please provide a description of the position you hold and your responsibilities, your salary and your start date.

4. Is the trustee an employee or agent of the management company? Yes ☒ No

5. Is the trustee an employee or agent of any institutional partner of the School? Yes ☒ No

Identify each interest/transaction (and provide the requested information) that you or any of your immediate family members or any persons who live with you in your house have held or engaged in with the charter school during the time you have served on the board, and in the six month period prior to such service. If there has been no such financial interest or transaction, write **none**. Please note that if you answered yes to Question 2, you need not disclose again your employment status, salary, etc.

Date(s)	Nature of Financial Interest/Transaction	Steps taken to avoid a conflict of interest, (e.g., did not vote, did not participate in discussion)	Name of person holding interest or engaging in transaction and relationship to yourself
NONE			

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

Organization Conducting Business with the School	Nature of Business Conducted	Approximate Value of the Business Conducted	Name of Trustee/ Immediate Family/Member of Household Holding an Interest in the Organization Conducting Business with the School and the Nature of the Interest
None			

Matthew VL
Signature

7/23/09
Date

Subscribed and sworn to before me this 23rd day of 7, 2009

Thomas F. Chew
Notary Public

THOMAS F. CHEW
Notary Public, State of New York
No. 01CH6189195
Qualified in Kings County
Certificate filed in New York County
Commission Expires June 23, 2012

Section V

NEW YORK STATE EDUCATION DEPARTMENT

Disclosure of Financial Interest by a Charter School Trustee
Annual Report 2008-09

Name (print) ARVIND KRISHNAMORTHY

Name of Charter School: Leadership Prep Bedford Stuyvesant Charter School

Charter Entity: State University of New York, Charter Schools Institute

Home Address [REDACTED]

Business Address [REDACTED]

Daytime Phone [REDACTED]

E-Mail Address [REDACTED]

1. List all positions held on board (e.g., chair, treasurer, parent representative):

Board member

2. Is the trustee an employee of the School? Yes ☒ No

3. If you checked Yes, please provide a description of the position you hold and your responsibilities, your salary and your start date.

4. Is the trustee an employee or agent of the management company? Yes ☒ No

5. Is the trustee an employee or agent of any institutional partner of the School? Yes ☒ No

Identify each interest/transaction (and provide the requested information) that you or any of your immediate family members or any persons who live with you in your house have held or engaged in with the charter school during the time you have served on the board, and in the six month period prior to such service. If there has been no such financial interest or transaction, write **none**. Please note that if you answered **yes** to Question 2, you need not disclose again your employment status, salary, etc.

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 yourself

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

Organization Conducting Business with the School	Nature of Business Conducted	Approximate Value of the Business Conducted	Name of Trustee/ Immediate Family/Member of Household Holding an Interest in the Organization Conducting Business with the School and the Nature of the Interest

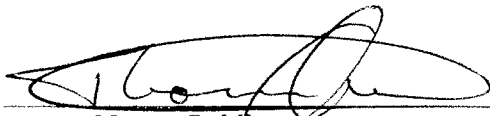


 Signature

7/15/09

 Date

Subscribed and sworn to before me this 15th day of 7, 2009



 Notary Public

THOMAS F. CHEW
 Notary Public, State of New York
 No. 01CH6189195
 Qualified in Kings County
 Certificate filed in New York County
 Commission Expires June 23, 2012

Section V

NEW YORK STATE EDUCATION DEPARTMENT

Disclosure of Financial Interest by a Charter School Trustee
Annual Report 2008-09

Name (print) _____

Joseph Lewis

Name of Charter School: Leadership Prep Bedford Stuyvesant Charter School

Charter Entity: State University of New York, Charter Schools Institute

Home Address _____

Business Address _____

Daytime Phone _____

E-Mail Address _____

1. List all positions held on board (e.g., chair, treasurer, parent representative): Finance Committee

2. Is the trustee an employee of the School? ___ Yes ☒ No

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

4. Is the trustee an employee or agent of the management company? ___ Yes ☒ No

5. Is the trustee an employee or agent of any institutional partner of the School? ___ Yes ☒ No

[Signature]

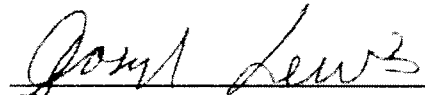
Identify each interest/transaction (and provide the requested information) that you or any of your immediate family members or any persons who live with you in your house have held or engaged in with the charter school during the time you have served on the board, and in the six month period prior to such service. If there has been no such financial interest or transaction, write **none**. Please note that if you answered **yes** to Question 2, you need not disclose again your employment status, salary, etc.

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



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

Organization Conducting Business with the School	Nature of Business Conducted	Approximate Value of the Business Conducted	Name of Trustee/ Immediate Family/Member of Household Holding an Interest in the Organization Conducting Business with the School and the Nature of the Interest

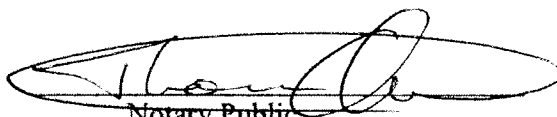


 Signature

7/15/2009

 Date

Subscribed and sworn to before me this 15th day of 7, 2009



 Notary Public

THOMAS F. CHEW
 Notary Public, State of New York
 No. 01CH6189195
 Qualified in Kings County
 Certificate filed in New York County
 Commission Expires June 23, 2012



Section V

NEW YORK STATE EDUCATION DEPARTMENT

Disclosure of Financial Interest by a Charter School Trustee
Annual Report 2008-09

Name (print) RANCE D. MUIR

Name of Charter School: **Leadership Prep Bedford Stuyvesant Charter School**

Charter Entity: **State University of New York, Charter Schools Institute**

Home Address

Business Address

Daytime Phone

E-Mail Address

1. List all positions held on board (e.g., chair, treasurer, parent representative): Development Committee Member, Governance Committee Member

2. Is the trustee an employee of the School? Yes ☒ No

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

10/08

4. Is the trustee an employee or agent of the management company? Yes ☒ No

5. Is the trustee an employee or agent of any institutional partner of the School? Yes ☒ No

Identify each interest/transaction (and provide the requested information) that you or any of your immediate family members or any persons who live with you in your house have held or engaged in with the charter school during the time you have served on the board, and in the six month period prior to such service. If there has been no such financial interest or transaction, write **none**. Please note that if you answered **yes** to Question 2, you need not disclose again your employment status, salary, etc.

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 yourself

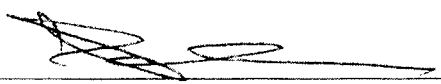
Identify each individual, business, corporation, union association, firm, partnership, committee proprietorship, franchise holding company, joint stock company, business or real estate trust, non-profit organization, or other organization or group of people doing business with the School **and** in which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

Organization Conducting Business with the School	Nature of Business Conducted	Approximate Value of the Business Conducted	Name of Trustee/ Immediate Family/Member of Household Holding an Interest in the Organization Conducting Business with the School and the Nature of the Interest
		NONE	


Signature

7/22/09
Date

Subscribed and sworn to before me this 24th day of July, 2009.


Notary Public
BOBBY P. SONI
Notary Public, State of New York
No. 01SO6193740
Qualified in Kings County
Commission Expires September 22, 2012

Section V

NEW YORK STATE EDUCATION DEPARTMENT


**Disclosure of Financial Interest by a Charter School Trustee
Annual Report 2008-09**

Name (print) Dyrnest K. Sinckler

Name of Charter School: Leadership Prep Bedford Stuyvesant Charter School

Charter Entity: State University of New York, Charter Schools Institute

Home Address 

Business Address 

Daytime Phone

E-Mail Address 

1. List all positions held on board (e.g., chair, treasurer, parent representative): _____

2. Is the trustee an employee of the School? ☐ **Yes** ☒ **No**

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

4. Is the trustee an employee or agent of the management company? ☐ **Yes** ☒ **No**

5. Is the trustee an employee or agent of any institutional partner of the School? ☐ **Yes** ☒ **No**

Identify each interest/transaction (and provide the requested information) that you or any of your immediate family members or any persons who live with you in your house have held or engaged in with the charter school during the time you have served on the board, and in the six month period prior to such service. If there has been no such financial interest or transaction, write **none**. Please note that if you answered **yes** to Question 2, you need not disclose again your employment status, salary, etc.

Date(s)	Nature of Financial Interest/Transaction	Steps taken to avoid a conflict of interest, (e.g., did not vote, did not participate in discussion)	Name of person holding interest or engaging in transaction and relationship to yourself
none	none		

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

Organization Conducting Business with the School	Nature of Business Conducted	Approximate Value of the Business Conducted	Name of Trustee/ Immediate Family/Member of Household Holding an Interest in the Organization Conducting Business with the School and the Nature of the Interest
none	none		

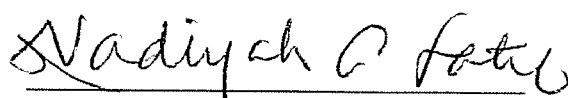


Signature

July 24, 2009

Date

Subscribed and sworn to before me this 24 day of July, 2009.



 Notary Public

WADIYAH A. LATIF
 Notary Public, State of New York
 No. 01LA4693332
 Qualified in Kings County 2005
 Commission Expires Oct. 31, _____

Section VI. Other Reporting Requirements

2008 – 2009 ACADEMIC YEAR CALENDAR

AUGUST 2008 (2 days of Instruction)

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
					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 First Day of School	29	30
31						

SEPTEMBER 2008 (21 days of Instruction)

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
	1 Labor Day School Closed	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 2008 (22 days of Instruction)

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
			1	2	3	4
5	6	7	8	9	10	11
12	13 Columbus Day No School	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

NOVEMBER 2008 (16 days of Instruction)

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
						1
2	3	4 Election Day School Closed	5	6	7	8
9	10	11 Veteran's Day No School	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27 Thanksgiving Holiday School Closed	28 Thanksgiving Holiday School Closed	29
30						

DECEMBER 2008 (17 days of Instruction)

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24 Winter Break School Closed	25 Winter Break School Closed	26 Winter Break School Closed	27
28	29 Winter Break School Closed	30 Winter Break School Closed	31 Winter Break School Closed			

JANUARY 2009 (19 days of Instruction)

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
				1 Winter Break School Closed	2 Winter Break School Closed	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19 Martin Luther King Jr Day School Closed	20	21	22	23	24
25	26	27	28	29	30	31

FEBRUARY 2009 (14 days of Instruction)

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
1	2 Professional Development Day No School	3	4	5	6	7
8	9	10	11	12	13	14
15	16 Mid-Winter Break School Closed	17 Mid-Winter Break School Closed	18 Mid-Winter Break School Closed	19 Mid-Winter Break School Closed	20 Mid-Winter Break School Closed	21
22	23	24	25	26	27	28

MARCH 2009 (21 days of Instruction)

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
1	2	3	4	5	6	7
8	9 Professional Development Day No School	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

APRIL 2009 (16 days of Instruction)

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
			1	2	3	4
5	6	7	8	9	10 Spring Recess School Closed	11
12	13 Spring Recess School Closed	14 Spring Recess School Closed	15 Spring Recess School Closed	16 Spring Recess School Closed	17 Spring Recess School Closed	18
19	20	21	22	23	24	25
26	27	28	29	30		

MAY 2009 (20 days of Instruction)

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
					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 Memorial Day School Closed	26	27	28	29	30
31						

JUNE 2009 (20 days of Instruction)

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
	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 Last Day of School	27
28	29	30				

188 Days of Instruction for 2008 – 2009

2009 – 2010 ACADEMIC YEAR CALENDAR

SEPTEMBER 2009 (19 days of Instruction)

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

OCTOBER 2009 (21 days of Instruction)

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
				1	2	3
4	5	6	7	8	9	10
11	12 Columbus Day No School — Professional Development Day for Faculty	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

NOVEMBER 2009 (17 days of Instruction)

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
1	2	3 Election Day No School -- Professional Development Day for Faculty	4	5	6	7
8	9	10	11 Veteran's Day No School	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26 Thanksgiving Day No School	27 Thanksgiving No School	28
29	30					

DECEMBER 2009 (17 days of Instruction)

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24 Winter Recess No School	25 Winter Recess No School	26
27	28 Winter Recess No School	29 Winter Recess No School	30 Winter Recess No School	31 Winter Recess No School		

JANUARY 2010 (19 days of Instruction)

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
					1 Winter Recess No School	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18 MLK Day No School	19	20	21	22	23
24	25	26	27	28	29	30
31						

FEBRUARY 2010 (15 days of Instruction)

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15 Mid-Winter Recess No School	16 Mid-Winter Recess No School	17 Mid-Winter Recess No School	18 Mid-Winter Recess No School	19 Mid-Winter Recess No School	20
21	22	23	24	25	26	27
28						

MARCH 2010 (20 days of Instruction)

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
	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 Spring Recess No School	30 Spring Recess No School	31 Spring Vacation No School			

APRIL 2010 (18 days of Instruction)

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
				1 Spring Vacation No School	2 Spring Vacation No School	3
4	5 Spring Vacation No School	6 Spring Vacation No School	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 2010 (20 days of Instruction)

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
						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 Memorial Day No School					

JUNE 2010 (21 days of Instruction)

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
		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 Last Day of School	30			

187 Days of Instruction for 2009 – 2010

CLASS SCHEDULES

Kindergarten Schedule: 2008 – 2009

	Mon/Wed	Tues/Thurs		Friday
7:15-7:30	Arrival		7:15-7:30	Arrival
7:30-7:55	Breakfast		7:30-7:55	Breakfast
7:55-8:19	Read Aloud		7:55-8:19	Read Aloud
8:21-8:59	Reading Block I		8:21-8:59	Reading Block I
9:01-9:39	Reading Block II		9:01-9:39	Reading Block II
9:40-9:50	Bathrooms Old		9:40-9:50	Bathrooms Old
9:50-10:00	Snack		9:50-10:00	Snack
10:00-10:39	Reading Block III		10:00-10:39	Reading Block III
10:41-11:19	Reading Block IV		10:41-11:19	Reading Block IV
11:20-11:45	Math Meeting		11:20-11:45	Math Meeting
11:45-12:43	Math		11:45-12:40	Math
12:47-1:08	Lunch		12:45-1:05	Creed Circle
1:12-1:49	Writing		1:05-1:30	Lunch
1:51-2:29	Core			
2:30-2:39	Bathrooms Old			
2:41-3:19	Character Ed	PE		
3:21-3:52	Art/Music			
3:52-4:00	Dismissal			

First Grade Schedule: 2008 – 2009

	Mon/Wed	Tues/Thurs		Friday
7:15-7:30	Arrival		7:15-7:30	Arrival
7:30-7:55	Breakfast		7:30-7:55	Breakfast
7:55-8:19	Read Aloud		7:55-8:19	Read Aloud
8:21-8:59	Reading Block I		8:21-8:59	Reading Block I
9:01-9:39	Reading Block II		9:01-9:39	Reading Block II
9:40-9:50	Snack		9:40-9:50	Snack
9:50-10:00	Bathrooms New		9:50-10:00	Bathrooms New
10:00-10:39	Reading Block III		10:00-10:39	Reading Block III
10:41-11:19	Art/Music		10:41-11:19	Reading Block IV
11:20-11:45	Math Meeting		11:20-11:45	Math Meeting
11:45-12:43	Math		11:45-12:40	Math
12:47-1:08	Lunch		12:45-1:05	Creed Circle
1:12-1:49	Character Ed	PE	1:05-1:30	Lunch
1:50-2:00	Bathrooms New			
2:00-2:39	Reading Block IV			
2:41-3:15	Core			
3:17-3:52	Writing			
3:52-4:00	Dismissal			

Second Grade Schedule: 2008 – 2009

	Mon/Wed	Tues/Thurs		Friday
7:15-7:30	Arrival		7:15-7:30	Arrival
7:30-7:55	Breakfast		7:30-7:55	Breakfast
7:55-8:19	Read Aloud		7:55-8:19	Read Aloud
8:21-8:59	Reading Block I		8:21-8:59	Reading Block I
9:01-9:39	Reading Block II		9:01-9:39	Reading Block II
9:41-10:19	Reading Block III		9:41-10:19	Reading Block III
10:20-10:30	Bathrooms Old		10:20-10:30	Bathrooms Old
10:30-10:40	Snack		10:30-10:40	Snack
10:40-11:19	PE	Character Ed	10:40-11:19	Reading Block IV
11:20-11:45	Math Meeting		11:20-11:45	Math Meeting
11:45-12:43	Math		11:45-12:40	Math
12:47-1:08	Lunch		12:45-1:05	Creed Circle
1:12-1:49	Reading Block IV		1:05-1:30	Lunch
1:51-2:29	Art/Music			
2:31-3:05	Core			
3:06-3:15	Bathrooms Old			
3:17-3:52	Writing			
3:52-4:00	Dismissal			

Third Grade Schedule: 2008 – 2009

	Mon/Wed	Tues/Thurs		Friday
7:15-7:30	Arrival		7:15-7:30	Arrival
7:30-7:55	Breakfast		7:30-7:55	Breakfast
7:55-8:19	Read Aloud		7:55-8:19	Read Aloud
8:21-9:09	Reading Block I		8:21-9:09	Reading Block I
9:11-9:59	Reading Block II		9:11-9:59	Reading Block II
10:00-10:10	Bathrooms New		10:00-10:10	Bathrooms New
10:10-10:20	Snack		10:10-10:20	Snack
10:20-10:45	Math Meeting		10:20-10:45	Math Meeting
10:45-11:54	Math		10:45-11:54	Math
11:56-12:33	Art/Music		11:55-12:40	Reading Block III
12:37-12:58	Lunch		12:45-1:05	Creed Circle
1:02-1:39	PE	Character Ed	1:05-1:30	Lunch
1:40-1:49	Bathroom New			
1:50-2:39	Reading Block III			
2:41-3:15	Writing			
3:17-3:52	Core			
3:52-4:00	Dismissal			

STATEMENT OF CHANGES TO EDUCATIONAL PROGRAM AND ORGANIZATIONAL STRUCTURE

Beginning in 2009 – 2010, and in preparation to segment its student body into an Elementary Academy that serves K-4 and a Middle Academy that serves Grades 5-8, Leadership Prep Bedford Stuyvesant will once again have a Head of School. This Head of School will oversee the Elementary Academy Director of Instruction for K-4 during the 2009-2010 Academic year.

The school will also revert to its prior model of having a Director of Operations who will report to the Head of School and to the Chief Operating Officer of the Preparatory Network of Uncommon Schools, Leadership Prep Bedford Stuyvesant's charter management organization.

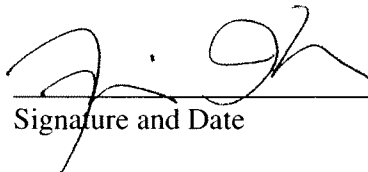
TEACHER EXPERIENCE AND CERTIFICATION ROSTER

Teacher's Name	Room #	Teaching Assignment (Grades/Subjects)	Type of Certification	Certification Issue Date	Certification Expiration Date	Years Teaching Experience Prior to This Year	Years Teaching Experience at This School Prior to This Year	Highly Qualified (Yes or N/A)
George Davis	Dartmouth	Lead teacher (K)	Childhood Education (Grades 1-6) Transitional B	9/1/2007	8/31/2010	3	3	Yes
Andrea Palmer	Dartmouth	Teacher (K)	Childhood Education (Grades 1-6) Transitional B	9/1/2008	8/31/2011	0	0	Yes
Lisa Wilcoxon	UC Berkeley	Lead teacher (K)	Childhood Education (Grades 1-6) Transitional B	2/1/2007	1/31/2010	2	0	Yes
Anne Albrecht	UC Berkeley	Teacher (K)	Childhood Education (Grades 1-6) Transitional B	9/1/2008	8/31/2011	0	0	Yes
Farrell Sharkey	Lafayette	Lead teacher (K)	Childhood Education (Grades 1-6) Transitional B	9/1/2007	8/31/2010	2	0	Yes
David Hartstein	Lafayette	Teacher (K)	Childhood Education (Grades 1-6) Transitional B	9/1/2008	8/31/2011	0	0	Yes
Katie Melcher	University of Wisconsin	Lead teacher (1)	Childhood Education (Grades 1-6) Transitional B	9/1/2006	8/31/2009	2	0	Yes
Emily Crouch	University of Wisconsin	Teacher (1)	Childhood Education (Grades 1-6) Transitional B	2/1/2008	1/31/2011	1	1	Yes
Nikki Bowen	Princeton	Teacher (1)	Childhood Education (Grades 1-6) Transitional B	9/1/2008	8/31/2011	0	0	Yes
Hilary Lewis	Princeton	Lead teacher (1)	Childhood Education (Grades 1-6) Transitional B	2/1/2007	1/31/2010	3	3	Yes
Antonio Freitas	University of Iowa	Lead teacher (2)	Pre Kindergarten, Kindergarten And Grades 1-6, Permanent Certificate	9/1/2008		4	1	Yes
Jennifer Quinn	University of Iowa	Teacher (2)	Childhood Education (Grades 1-6) Transitional B	9/1/2008	8/31/2011	0	0	Yes
Alexa Andersen	University of Michigan	Lead teacher (2)	Childhood Education (Grades 1-6) Transitional B	9/1/2006	8/31/2009	2	0	Yes
Sonya Bapna	University of Michigan	Teacher (2)	Childhood Education (Grades 1-6) Transitional B	9/1/2008	8/31/2011	0	0	Yes
Darby Hollirake	Trinity College	Lead teacher (3)	Childhood Education (Grades 1-6) Transitional B	9/1/2007	8/31/2010	3	3	Yes
Dan Cosgrove	Trinity College	Teacher (3)	Childhood Education (Grades 1-6) Transitional B	9/1/2008	8/31/2011	0	0	Yes
Nikki Bridges	Georgetown	Lead teacher (3)	Childhood Education (Grades 1-6), Conditional Initial	9/1/2005	8/31/2007	4	0	Yes
Hannah Lofthus	Georgetown	Teacher (3)	Childhood Education (Grades 1-6) Transitional B	2/1/2008	1/31/2011	1	1	Yes
Anne Glazer	Bucknell	Music (K-4)	Music, Initial Certificate	2/1/2008	1/31/2013	1	0	Yes
Suzanne Vera <i>continued</i>	Pratt	Visual arts (K-4)	Childhood Education (Grades 1-6) Transitional B Art, Provisional Certificate	9/1/2007 9/1/2000	8/31/2010 8/31/2007	8	2	Yes
Erin Larkin <i>continued</i>	Wesleyan	Learning support coordinator (K-4)	Students With Disabilities (Grades 1-6), Professional Certificate Childhood Education (Grades 1-6), Professional Certificate	9/1/2007 9/1/2007		4	1	Yes
John E. King	Umass Amherst	Learning specialist (K-4)	Childhood Education (Grades 1-6), Conditional Initial	9/1/2008	8/31/2010	4	1	Yes

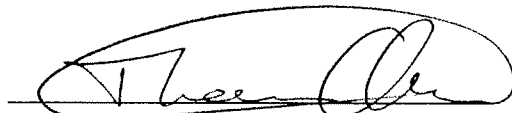
Statement of Assurances

Our signatures below attest that all of the information contained herein is truthful and accurate, and that this charter school is in compliance with all aspects of its charter, and with all pertinent Federal, State, and local laws, regulations, and rules. We understand that if any information in any part of this report is found to have been deliberately misrepresented, that will constitute grounds for the revocation of our charter.

FRANCINE IHEUKUMERE
Director of Operations



Signature and Date July 31, 2009

Subscribed and sworn to before me this 7 day of 31, 2009



Notary Public

THOMAS F. CHEW
Notary Public, State of New York
No. 01CH6189195
Qualified in Kings County
Certificate filed in New York County
Commission Expires June 23, 2012

TOKUMBO SHOBOWALE
President, Board of Trustees


Signature and Date July 31, 2009

Subscribed and sworn to before me this 7 day of 31, 2009


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