



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

Created: 07/31/2015

Last updated: 08/01/2015

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

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1. SCHOOL NAME AND AUTHORIZER

(Select name from the drop down menu)

LEADERSHIP PREPARATORY BEDFORD STUYVESANT CS (SUNY TRUSTEES) 331300860901

2. CHARTER AUTHORIZER

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

SUNY-Authorized Charter School

3. DISTRICT / CSD OF LOCATION

NYC CSD 13

4. SCHOOL INFORMATION

	PRIMARY ADDRESS	PHONE NUMBER	FAX NUMBER	EMAIL ADDRESS
	K258, 141 Macon Street, 1st Floor, Brooklyn, NY 11216	718-636-0360	718-636-0747	

4a. PHONE CONTACT NUMBER FOR AFTER HOURS EMERGENCIES

Contact Name	Kennette Banks
Title	Director of Operations, Elementary Academy
Emergency Phone Number (###-###-####)	

5. SCHOOL WEB ADDRESS (URL)

leadershipprepbedstuy.uncommonschoools.org

6. DATE OF INITIAL CHARTER

2005-08-01 00:00:00

7. DATE FIRST OPENED FOR INSTRUCTION

2006-08-01 00:00:00

8. FINAL VERIFIED BEDS ENROLLMENT FOR THE 2014-15 School Year as reported to Department's Office of Information and Reporting Services (via the NYC DOE for charter schools in NYC) in August.

710

9. GRADES SERVED IN SCHOOL YEAR 2014-15

Check all that apply

Grades Served	K, 1, 2, 3, 4, 5, 6, 7, 8, 9
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10. DOES THE SCHOOL CONTRACT WITH A CHARTER OR EDUCATIONAL MANAGEMENT ORGANIZATION?

	Yes/No	Name of CMO/EMO
	Yes	Uncommon Schools

10a. Please provide the name and contact information for each of the following individuals who are management level personnel associated with the CMO.

	Name	Work Phone	Alternate Phone	Email Address	Contact this individual also in emergencies
CEO (e.g., network superintendent)	Brett Peiser				No
CFO (e.g., network CFO)	Diane Flynn				No
Compliance Contact	Jeannemarie Hendershot				Yes
Complaint Contact	Sara Griffin				Yes

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11. FACILITIES

Will the School maintain or operate multiple sites?

Yes, 2 sites

12. SCHOOL SITES

Please list the sites where the school will operate in 2015-16.

	Physical Address	Phone Number	District/CSD	Grades Served at Site	School at Full Capacity at Site	Facilities Agreement
Site 1 (same as primary site)	141 Macon Street Brooklyn, NY 11216	718-636-0360	BROOKLYN (TOTAL)	K-8	Yes	DOE space
Site 2	6565 Flatlands Avenue, Brooklyn, NY 11236	718 307 5077	BROOKLYN (TOTAL)	9	No	DOE space
Site 3						

12a. Please provide the contact information for Site 1 (same as the primary site).

	Name	Work Phone	Alternate Phone	Email Address
School Leader	Ishani Mehta, Owen Losse	[REDACTED]		[REDACTED]
Operational Leader	Kennette Banks, Ashley High	[REDACTED]		[REDACTED]
Compliance Contact	Jeannemarie Hendershot	[REDACTED]		[REDACTED]
Complaint Contact	Sara Griffin	[REDACTED]		[REDACTED]

12b. Please provide the contact information for Site 2.

	Name	Work Phone	Alternate Phone	Email Address
School Leader	Christine Algozo	[REDACTED]		[REDACTED]
Operational Leader	Cliff Campbell	[REDACTED]		[REDACTED]
Compliance Contact	Jason Shaad			[REDACTED]
Complaint Contact				

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14. Were there any revisions to the school's charter during the 2014-2015 school year? (Please include both those that required authorizer approval and those that did not require authorizer approval).

No

15. Name and Position of Individual(s) Who Completed the 2014-15 Annual Report.

Ashley High, Director of Operations Middle Academy; Kennette Banks, Director of Operations Elementary Academy

16. Our signatures below attest that all of the information contained herein is truthful and accurate and that this charter

school is in compliance with all aspects of its charter, and with all pertinent Federal, State, and local laws, regulations, and rules. We understand that if any information in any part of this report is found to have been deliberately misrepresented, that will constitute grounds for the revocation of our charter. Check **YES** if you agree and use the mouse on your PC or the stylus on your mobile device to sign your name).

Responses Selected:

Yes

Signature, Head of Charter School

Handwritten signature of Ashley Hyl in black ink on a light gray background.

Signature, President of the Board of Trustees

Handwritten signature of Bernard Rodriguez in black ink on a light gray background.

Thank you.



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

Last updated: 07/31/2015

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Charter School Name: 331300860901 LEADERSHIP PREP BEDFORD STUYVESANT

1. NEW YORK STATE REPORT CARD

Provide a direct URL or web link to the most recent New York State School Report Card for the charter school (See <https://reportcards.nysed.gov/>).

(Charter schools completing year one will not yet have a School Report Card or link to one. Please type "URL is not available" in the space provided).

<http://data.nysed.gov/reportcard.php?year=2014&instid=800000059311>

**Leadership Prep
Bedford Stuyvesant
CHARTER SCHOOL**

**2014-15
ACCOUNTABILITY PLAN
PROGRESS REPORT**

Submitted to the SUNY Charter Schools Institute on:

September 10, 2015

By Kennette Banks and Ashley High
Directors of Operations
141 Macon Street
Brooklyn, NY 11216
T: 718 636 0360
F: 718 636 0747

Ashley High and Kennette Banks prepared this 2014-15 Accountability Progress Report on behalf of the school's board of trustees:

Trustee's Name	Board Position
Carrie Abramson	Governance
Caroline Curry	Finance
Ben Esner	Trustee
Michael Hall	Secretary, Governance
John Kim	Trustee
Matthew Klein	Trustee
Arvind Krishnamurthy	Chair, Finance
Dyrnest Sinckler	Trustee, Finance
Jeff Wetzler	Vice Chair, Executive
Julie Jackson	Trustee
Nadine Augusta	Trustee
Blonka Winkfield	Trustee

**Sultana Noormuhammad served as the principal of the Elementary Academy from 2009-2015.
Owen Losse has served as the principal of the Middle Academy since 2010.**

INTRODUCTION

Mission

Leadership Prep Bedford Stuyvesant Charter School (Leadership Prep) ensures academic success for children in grades K through 8. We prepare our students to excel in demanding high schools and colleges and to contribute to their communities as leaders. Through educational success, our students earn opportunities in life for themselves and their communities.

In pursuit of its mission, the school successfully completed its 9th year of operation in June 2015. Leadership Prep Bedford Stuyvesant is organized into two academies: the Elementary Academy, serving students in grades K-4 and the Middle Academy, which serves students in grades 5-8.

Student Population

Located in the Bedford Stuyvesant community of Brooklyn, Leadership Prep serves students from predominately low-income families. 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, 691 students were enrolled in Leadership Prep's 2014-2015 student body. Of these students:

- 83% are eligible for free or reduced price lunch
- 91% are Black, 7% are Latino, 2% are White or "Other"
- 50% are girls and 50% are boys;
- 11% are special education students

Leadership Prep scholars will graduate from college despite the odds facing their demographic. According to the US Department of Education, the high school drop-out rate among young African-Americans (ages 16-24) is twice that of their white counterparts (9.9% compared to 4.8%). This gap persists at the post-secondary level with only 19% of African-Americans (over age 25) obtaining a bachelor's degree compared to 33% of Whites. These education gaps, according to a UC-Berkeley study, result in there being more Black dropouts in prison than in a job by the time they reach their late twenties.

The Leadership Prep community helps its young scholars develop the knowledge, skills, and character traits needed to excel in college and beyond. The hope is that these young scholars will transcend the educational, economic and social conditions that too often limit their life opportunities.

School Enrollment by Grade Level and School Year

School Year	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
2006-07	58	58												116
2007-08	57	58	52											167
2008-09	88	57	56	47										248
2009-10	86	86	58	54	38									322
2010-11	83	87	85	56	49	34								394
2011-12	83	83	87	79	51	46	30							459
2013-14	79	86	82	86	73	82	66	30	19					603
2014-15	88	88	89	82	87	92	84	62	19					691

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 Bedford Stuyvesant 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 7:15 AM and ends at 4:00 PM with 6+ hours of instruction, but also has a longer school year consisting of 184 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-7.

In the Elementary Academy, each day consists of over 3 hours of literacy instruction, 60 minutes of math instruction, a daily class in social studies or science, and a fitness class, music or an art class.

In the Middle Academy, each day consists of 2 hours and 45 minutes of literacy instruction, 77 minutes of math instruction, 1 hour of scientific instruction, 1 hour history instruction, and a daily advisory session. Students participate in fitness and performing arts activities in an end-of-day enrichment session.

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. Beginning in the first grade and until 8th grade, scholars have between thirty minutes and two and a half hours of homework each night. Parents/guardians review and sign each evening's assignment upon completion. Families and scholars are expected to read together for 20 minutes each night at the elementary level and at the middle level, students are required to read independently for 30 minutes each night.

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 Principal and/or Director of Operations 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 community meeting – Community Meeting in the Elementary Academy and PREP Rally in the Middle Academy. Each community meeting is an opportunity to feature student accomplishments and reinforce the values that are celebrated at Leadership Prep. Classes perform memorized poems and chants 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 Core Value Awards. Each week, several scholars are recognized for exemplifying the school's values.

Faculty

In the Elementary Academy, one Lead Teacher and one Co-Teacher are assigned to each classroom and provide differentiated instruction in small groups as well as individually. In the Middle Academy, each teacher teaches a specialized subject area, with one teacher in each classroom. In 2014-2015, every staff member held a Bachelor's Degree and 99% either held or were working towards a Master's Degree.

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 in small groups with our Dean of Students 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 (once per trimester) which parents/guardians are required to pick up in person, and school events kept families apprised of and engaged in their children's performance. Leadership Prep's Families for Achievement events focus on various aspects of the curriculum such as literacy, math, or community service and give families the opportunity to better understand what skills their children are learning each day.

ENGLISH LANGUAGE ARTS

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 places a strong focus on literacy during the elementary years. The Leadership Prep reading program strives to "overwhelm 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 a Guided Reading/Reading Comprehension program 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. In the Elementary Academy, Leadership Prep classes are split into three groups of 8-10 students based on reading skill. Each day, students in grades K-2 receive 45 minutes of Reading Mastery instruction, 45 minutes of instruction using the highly-successful Riverdeep computer literacy program and 45 minutes of teacher-generated Reading Comprehension or Guided Reading instruction based on the Reading Workshop Model. In grades 3-4, students receive 50 minutes of teacher-generated Reading Comprehension or Guided Reading instruction, 50 minutes of Reading Comprehension of Informational texts, as well as 50 minutes of scholar-tailored literacy practice in the form of Independent Reading and Writing. In the Middle Academy, students receive 120 minutes of English Language Arts instruction daily, in addition to a 40 minute Read for College (RFC) group with a student to teacher ratio of approximately 8:1. RFC groups are based on students' reading skill level, as assessed by the Leveled Reading Assessment. In addition, students have between 30 – 60 minutes of independent reading time daily.

Goal 1: Absolute Measure

Each year, 75 percent of all tested students enrolled in at least their second year will perform at proficiency on the New York State English language arts examination for grades 3-8.

Method

The school administered the New York State Testing Program English language arts assessment to students in 3rd through 8th grade in April 2015. Each student's raw score has been converted to a grade-specific scaled score and a performance level.

The table below summarizes participation information for this year's test administration. The table indicates total enrollment and total number of students tested. It also provides a detailed breakdown of those students excluded from the exam. Note that this table includes all students according to grade level, even if they have not enrolled in at least their second year

**2014-15 State English Language Arts Exam
Number of Students Tested and Not Tested**

Grade	Total Tested	1Not Tested ²			Total Enrolled
		IEP	ELL	Absent	
3	78				78
4	84				84
5	87		1		88
6	79				79
7	61	1			62
8	19				19
All	408	1	1		410

Results

The 2014-15 school year was Leadership Prep Bedford Stuyvesant's seventh year administering the NYS ELA exam. The school administered the New York State Testing Program Common Core English language arts assessment to students in 3rd and 8th grade, and roughly 42% of Leadership Prep Bedford Stuyvesant's students enrolled in their second year scored at proficiency on the 2014-15 NYS ELA Exam.

**Performance on 2014-15 State English Language Arts Exam
By All Students and Students Enrolled in At Least Their Second Year**

Grade	All Students		Enrolled in at least their Second Year	
	Percent	Number Tested	Percent	Number Tested
3	56%	78	55%	42
4	36%	84	36%	30
5	25%	87	30%	22
6	32%	79	31%	20
7	49%	61	54%	30
8	74%	19	74%	14
All	40%	408	42%	158

Evaluation

In the third year of the administration of the NYS Common Core exam in English Language Arts, Leadership Prep Bedford Stuyvesant did not meet this measure. However, gains were made towards achieving this goal. In the 2013-2014 school year, 40% of scholars who had been enrolled at Leadership

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.

Prep Bedford Stuyvesant for at least two years, achieved proficiency on the Common Core aligned State Exam. In the 2014-2015 school year, 42% of scholars who had been enrolled at Leadership Prep Bedford Stuyvesant for two years achieved proficiency on the State Exam and in 7th & 8th grades, significant growth was made. The 7th grade cohort grew 22% points from their 2013-14 results and the 8th grade cohort grew 25% points from their 2013-14 results. While there were significant gains made, it is still the school's goal to see that at least 75% of tested students perform at proficiency on the Common Core exam, and we are looking forward to continuing to implement a higher level of rigor in our English Language Arts instruction going forward to continue to move towards this goal.

We believe that the steps we took last year and will continue to take this year will help to increase student performance on the exam in following years.

- While we began to align our curriculum to Common Core standards in summer of 2012, in the 2014-2015 school year, we worked to have increased alignment in Informational Reading as well as Social Studies and Science. Over the 2014-15 school year, we focused on improving our teaching practice and ensuring that teachers received professional development on the shifts happening with Common Core prior to exams.

In the last school year, we began to have a stronger focus on students writing and increased our level of aggressively monitoring writing practice and increased teacher feedback after each writing session. We think that implementing this practice played a significant part in raising the levels of overall proficiency with our scholars. We will continue this practice, and will also implement a periodic writing assessment so that we can collect additional data around writing instruction and student work to continue to increase student achievement.

Additional Evidence

With the rigorous Common Core State Exams, Leadership Prep Bedford Stuyvesant continues to close the achievement gap in the majority of grades and subjects as compared to the state average of white students. This tells us that while the results are still below the school's goal, some of the interventions programs and curriculum changes that we've put into place have resulted in significant progress towards the goal.

We feel challenged by these results and look forward to seeing these numbers increase in the coming years as we revise curriculum and work to ensure all students are prepared for the rigor of the new exams. Additionally, we will continue to strengthen our intervention programs for our lowest students as outlined in the action plan section below.

English Language Arts Performance by Grade Level and School Year

Percent of Students Enrolled in At Least Their Second Year Achieving Proficiency						
Grade	2012-13		2013-14		2014-15	
	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested
3	53%	43	46%	39	55%	42
4	40%	31	52%	37	36%	30
5	25%	13	29%	19	30%	22
6	19%	7	43%	15	31%	20
7	50%	13	46%	11	54%	30
8			72%	13	74%	14
All	39%	107	45%	134	42%	158

Goal 1: Absolute Measure

Each year, the school's aggregate Performance Level Index (PLI) on the State English language arts exam will meet the Annual Measurable Objective (AMO) set forth in the state's NCLB accountability system.

Method

The federal No Child Left Behind law holds schools accountable for making annual yearly progress towards enabling all students to be proficient. As a result, the state sets an Annual Measurable Objective (AMO) each year to determine if schools are making satisfactory progress toward the goal of proficiency in the state's learning standards in English language arts. To achieve this measure, all tested students must have a Performance Level Index (PLI) value that equals or exceeds the current year's English language arts AMO. The PLI is calculated by adding the sum of the percent of all tested students at Levels 2 through 4 with the sum of the percent of all tested students at Levels 3 and 4. Thus, the highest possible PLI is 200.³

Results

Leadership Prep Bedford Stuyvesant scored 123 on the ELA Performance Index.

English Language Arts 2014-15 Performance Level Index (PLI)

Number in Cohort	Percent of Students at Each Performance Level			
	Level 1	Level 2	Level 3	Level 4
406	17%	42%	30%	11%

$$\begin{array}{rclclclclcl}
 \text{PI} & = & 171 & + & 121 & + & 44 & = & 83 \\
 & & & & 121 & + & 44 & = & \underline{43} \\
 & & & & & & \text{PLI} & = & 123
 \end{array}$$

³ In contrast to SED's Performance Index, the PLI does not account for year-to-year growth toward proficiency.

Evaluation

In the 2014-2015 school year, Leadership Prep Bedford Stuyvesant met its goal of meeting the Annual Measureable Objective (AMO) that was set forth by the State's NCLB accountability system. Not only was this goal met, but Leadership Prep Bedford Stuyvesant surpassed the AMO by 26 points with a PLI of 123. This is even more noteworthy given the State's AMO for Black and African American students. With 91% of students at Leadership Prep Bedford Stuyvesant identifying as African American or Black, the school's PLI of 123 significantly surpasses the State's AMO for Black and African American students of 78.

Additionally, Leadership Prep Bedford Stuyvesant surpassed the AMO set forth by the State for White students. In the 2014-2015 school year, the AMO for White students was 114. With a comparative PLI of 123, Leadership Prep Bedford Stuyvesant demonstrated that it closed the achievement gap between Black and White students. With targeted instruction, increased time spent on literacy and increased monitoring and feedback given during writing, we hope that Leadership Prep Bedford Stuyvesant will continue to surpass the state AMO for Black and African American students, White students and all students.

Goal 1: Comparative Measure

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

Method

A school compares tested students enrolled in at least their second year to all tested students in the surrounding public school district. Comparisons are between the results for each grade in which the school had tested students in at least their second year at the school and the total result for all students at the corresponding grades in the school district.⁴

Results

In our sixth testing year, Leadership Prep Bedford Stuyvesant students in at least their second year outperformed peers in Community School District 13 on the administration of the Common Core English Language Arts exam by 17 percentage points.

- 55% of Leadership Prep Bedford Stuyvesant's 3rd grade students, who were at least in their second year, scored "Proficient" (level 3) or "Advanced Proficient" (level 4) on the state ELA exam exceeding CSD 13 3rd graders by 25 percentage points. , 29% of 3rd graders in District 13 scored "Proficient" (level 3) or "Advanced Proficient" (level 4).
- In 4th grade, 36% of Leadership Prep Bedford Stuyvesant's students in at least their 2nd year scored Proficient or Advanced compared to 33% of District 13 4th graders.
- In 5th grade, 30% of Leadership Prep Bedford Stuyvesant's students in at least their 2nd year scored Proficient or Advanced compared to 30% of District 13 5th graders.

⁴ Schools can acquire these data when the State Education Department releases its Access database containing grade level ELA and math test results for all schools and districts statewide. The SED announces the release of the data on its [News Release webpage](#).

- In 6th grade, 31% of Leadership Prep Bedford Stuyvesant's students in at least their 2nd year scored Proficient or Advanced compared to 18% of District 13 6th graders.
- In 7th grade, 54% of Leadership Prep Bedford Stuyvesant's students in at least their 2nd year scored Proficient or Advanced compared to 17% of District 13 7th graders.
- In 8th Grade, 74% of Leadership Prep Bedford Stuyvesant's students in at least their 2nd year scored Proficient or Advanced compared to 20% of District 13 8th graders.

**2014-15 State English Language Arts Exam
Charter School and District Performance by Grade Level**

Grade	Percent of Students at Proficiency			
	Charter School Students In At Least 2 nd Year		All District Students	
	Percent	Number Tested	Percent	Number Tested
3	55%	42	30%	1062
4	36%	30	33%	965
5	30%	22	30%	905
6	31%	20	18%	712
7	54%	30	17%	743
8	74%	14	20%	785
All	42%	158	25%	5172

Leadership Prep Bedford Stuyvesant students outperformed their peers in District 13 in ELA in 4 out of 5 testing grades and overall by a margin of 17 percentage points. We are meeting our goal of outperforming our district peer schools, but also know that we need to continue to strive to meet our absolute goal of 75% proficiency.

**English Language Arts Performance of Charter School and Local District
by Grade Level and School Year**

Grade	Percent of Students Enrolled in at Least their Second Year Who Are at Proficiency Compared to Local District Students					
	2012-13		2013-14		2014-15	
	Charter School	Local District	Charter School	Local District	Charter School	Local District
3	54%	29	46%	30%	55%	30%
4	40%	26%	52%	30%	36%	33%
5	26%	28%	29%	31%	30%	30%
6	21%	18%	43%	18%	31%	18%
7	52%	18%	46%	17%	54%	17%
8			72%	20%	74%	20%
All	40%	24%	45%	24%	42%	25%

Goal 1: Comparative Measure

Each year, the school will exceed its predicted level of performance on the state English language arts exam by an Effect Size of 0.3 or above (performing higher than expected to a small degree) according to a regression analysis controlling for students eligible for economically disadvantaged students among all public schools in New York State..0

Method

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

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

Results

All grade levels had effect sizes surpass the .3 goal. The greatest effect size is occurred in the 8th grade where it was 3.04.

2013-14 English Language Arts Comparative Performance by Grade Level

Grade	Percent of Economically Disadvantaged Students	Number of Students Tested	Percent of Students at Proficiency		Difference between Actual and Predicted	Effect Size
			Actual	Predicted		
3	76.7	86	46	24.5	21.5	1.51
4	76.7	73	53	24.8	28.2	1.96
5	76.5	75	30	21.5	8.5	0.66
6	66.2	64	39	23.2	15.8	1.06
7	66.7	26	42	23.1	18.9	1.21
8	75.0	18	72	24.3	47.7	3.04
All	73.8	342	43.7	23.5	20.2	1.39

School's Overall Comparative Performance:

Higher than expected to a large degree

Evaluation

With an effect size of 1.39, Leadership Prep Bedford Stuyvesant did meet the measure for the 2013-14 school year. While we cannot yet determine performance on the measure for the 2014-15 school year, we hope that the school's ELA performance continues to improve in all grade levels and is higher than the predicted performance on the NYS ELA Exam given the changes made to improve ELA instruction and align the curriculum to Common Core in the 2014-2015 school year.

Additional Evidence

Leadership Prep Bedford Stuyvesant's overall comparative performance was higher than expected to a medium degree on the ELA State Exam for 2013-14.

English Language Arts Comparative Performance by School Year

School Year	Grades	Percent Eligible for Free Lunch/ Economically Disadvantaged	Number Tested	Actual	Predicted	Effect Size
2010-11	3-5	63	140	62	46.4	.83
2011-12	3-6	63	205	57.6	48.2	.62
2012-13	3-7	66	266	40.3	21.9	1.36
2013-14	3-8	73.8	342	43.7	23.5	1.39

Goal 1: Growth Measure⁵

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

Method

This measure examines the change in performance of the same group of students from one year to the next and the progress they are making in comparison to other students with the same score in the previous year. The analysis only includes students who took the state exam in 2013-14 and also have a state exam score from 2012-13 including students who were retained in the same grade. Students with the same 2012-13 score are ranked by their 2013-14 score and assigned a percentile based on their relative growth in performance (student growth percentile). Students' growth percentiles are aggregated school-wide to yield a school's mean growth percentile. In order for a school to perform above the statewide median, it must have a mean growth percentile greater than 50.

Given the timing of the state's release of Growth Model data, the 2014-15 analysis is not yet available. This report contains 2013-14 results, the most recent Growth Model data available.⁶

⁵ See Guidelines for [Creating a SUNY Accountability Plan](#) for an explanation.

⁶ Schools can acquire these data from the NYSED's Business Portal: portal.nysed.gov.

Results

In 2013-2014 Leadership Prep Bedford Stuyvesant exceeded the Statewide Median by 8 percentage points.

Grade	Mean Growth Percentile	
	School	Statewide Median
4	36	50.0
5	41	50.0
6	54	50.0
7	60	50.0
8	65	50.0
All	58	50.0

Evaluation

Leadership Prep Bedford Stuyvesant met or exceeded the Statewide Median in all grades but 4th & 5th grades for the 2013-2014 school year.

Additional Evidence

Leadership Prep Bedford Stuyvesant has exceeded the Statewide Mean Growth Average for each of the past three years. The dip in overall percentage points from 2011-12 to 2012-13 reflected increased rigor of the exams as they shifted to be Common Core aligned.

Summary of the English Language Arts Goal

In its seventh year of state testing, Leadership Prep Bedford Stuyvesant's ELA results demonstrate both accomplishment and evidence that there is room for growth. Leadership Prep Bedford Stuyvesant's achieved the three relevant ELA goals based on results of the 2013-14 and 2014-15 state exams. The school did achieve the absolute goal of having an aggregate PLI meeting the AMO by the state. The school did also surpass the .3 effect size. The school did not achieve the absolute goal of 75% proficiency for students enrolled in at least their second year. We know that we still have a long way to go in terms of absolute performance and that the rigorous Common Core Standards will provide us with an opportunity to work harder to improve student performance in ELA.

Type	Measure	Outcome
Absolute	Each year, 75 percent of all tested students who are enrolled in at least their second year will perform at proficiency on the New York State English language arts exam for grades 3-8.	Did Not Achieve
Absolute	Each year, the school's aggregate Performance Level Index (PLI) on the state English language arts exam will meet that year's Annual Measurable Objective (AMO) set forth in the state's NCLB accountability system.	Achieved
Comparative	Each year, the percent of all tested students who are enrolled in at least their second year and performing at proficiency on the state English language arts exam will be greater than that of students in the same tested grades in the local school district.	Achieved
Comparative	Each year, the school will exceed its predicted level of performance on the state English language arts exam by an Effect Size of 0.3 or above (performing higher than expected to a small degree) according to a	Achieved

	regression analysis controlling for economically disadvantaged students among all public schools in New York State. (Using 2012-13 school district results.)	
Growth	Each year, under the state's Growth Model the school's mean unadjusted growth percentile in English language arts for all tested students in grades 4-8 will be above the state's unadjusted median growth percentile.	Achieved

Action Plan

During the 2015-2016 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-2 reading program, particularly because of its success in building the core decoding and fluency skills of students and to utilize the Riverdeep Destination 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.

Leadership Prep supplements this core reading program for struggling readers through its Reading Intervention program and staffing which allows Leadership Prep to provide highly specialized, intervention-based instruction to students identified as at-risk for academic failure in reading.

Leadership Prep will also continue to give heavy focus to our rising third and fourth grade students. We will continue to offer additional afterschool tutoring to these cohorts and work closely with families to assure all students are meeting grade level benchmarks throughout the year.

We will additionally utilize intervention teachers to work exclusively with our lowest readers in all grades. We will also utilize intelligent scheduling to allow for teacher professional development and coaching. This year, we have created additional instructional coaches and all teachers will be observed and given feedback on their instruction at least 3 times per month. Teachers additionally have more time for co-observation of critical reading blocks.

Leadership Prep will also implement professional development programs targeted towards ELA instruction. In preparation for the 2015-16 school year, teachers who are new to Leadership Prep will participate in two days of Reading Mastery, Guided Reading and STEP training. These trainings will be conducted by content experts and master teachers from the Uncommon Schools network. Moreover, Leadership Prep will continue to deliver professional development for all teachers on Evidence-Based Questions, interactive reading, Accountable Independent Reading and Habits of Discussion.

Finally, the school is energized by the challenge that more rigorous Common Core standards present. As part of the Uncommon Schools network, Leadership Prep Bedford Stuyvesant will continue to make changes to its curriculum to be better prepared to address the increased rigor of the Common Core standards.

Beginning last year, Leadership Prep Bedford Stuyvesant began to modify the schools' existing curricula for English Language Arts (ELA), working to strengthen its Reading Instruction and align the ELA curriculum with the new Common Core learning standards. Leadership Prep Bedford Stuyvesant will continue to make adjustments to their ELA curriculum. With the adoption of Common Core, we need to

factor in the Lexile level of text, and so while 90% of the books used at Leadership Prep were aligned, we continue to adjust other books, with some books moving down in reading level or grade. Furthermore, teachers will continue to make conversations more text based, and students will continue using text based evidence to support verbal and written responses.

While our narrative reading began aligning with Common Core last year, the work that our experienced teachers and instructional leaders have been doing this summer will ensure that our informational reading is also common core aligned. In addition, teachers and instructional leaders are working to strengthen our writing curriculum so that there is an increased focus on the techniques used to teach writing and so that students are receiving an increased amount of feedback on their writing. This will ensure that student performance on the New York State ELA exam is increased in future years.

Interim Assessments have also been redesigned to be more aligned with Common Core. For example passages will be more rigorous and the questions will require students to go back to the text to analyze and synthesize information. Additionally, passages used in both narrative and informational reading will be Lexile leveled to ensure that students are accessing and reading text at the appropriate levels for their grade and content according to the Common Core Learning standards. At the Middle Academy, a will continue to be implemented during the 2015-2016 school year for struggling readers call "Read for College" Recognizing that a strong foundation in literacy is essential for academic success, students who read far below grade level have a 40 minute small group reading block four times a week to help build fluency and comprehension by reading texts that are just their level. Students reading at grade level read books slightly above their level with regular comprehension checks from their teacher while students reading above grade level are able to read texts of their own choosing.

In addition to the measures being taken at the Elementary Academy, at the Middle Academy, novel studies for reading classes have been aligned with the rigorous Common Core standards and non-fiction texts are being used to support and enhance the learning process and to deepen student understanding of the texts they encounter. Furthermore, teachers across all disciplines use standard language to develop writing skills for responding to short answer questions and essay questions. Finally, all scholars engage four times a week in sustained independent reading at a book on their reading level for thirty minutes a day and receive another thirty minutes a day of Guided Reading instruction with students at their reading level.

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.

MATHEMATICS

Goal 2: Mathematics

Leadership Prep students will demonstrate competency in the understanding and application of mathematical computation and problem solving.

Background

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.

Previously, Leadership Prep Bedford Stuyvesant used the Saxon Math program. However, in the fall of 2012, the school moved away from Saxon towards implementing teacher-created math lessons which utilize the Investigations math curriculum. Leadership Prep Bedford Stuyvesant made this change in curriculum to increase the rigor of instruction and to incorporate Common Core.

Investigations is a curriculum that allows scholars to deep dive into mathematical conceptual understanding. Through the use of cognitively guided instruction children have the opportunity to explore using a variety of different strategies. Some of these strategies are:

- Base tens
- Pictures
- Algorithms

The Investigations curriculum allows students to draw upon their own knowledge and understanding to experiment with strategies that further their mathematical conceptual understanding.

Scholars at Leadership Prep receive 60-80 minutes of math instruction each day. The math program in K-2 includes a 20 minute Math Meeting which begins each day as well as a lesson and practice for 55 minutes.

At the Middle Academy, scholars receive 90 minutes of math instruction five days a week with the least 30 minutes focusing on independent work. During this time, scholars are supported by two to three teachers who are providing specific intervention to small groups of students focused on their particular needs.

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:

Goal 2: Absolute Measure

Each year, 75 percent of all tested students enrolled in at least their second year will perform at proficiency on the New York State mathematics examination for grades 3-8.

Method

The school administered the New York State Testing Program mathematics assessment to students in K through 8th grade in April 2015. Each student's raw score has been converted to a grade-specific scaled score and a performance level.

The table below summarizes participation information for this year's test administration. The table indicates total enrollment and total number of students tested. It also provides a detailed breakdown of those students excluded from the exam. Note that this table includes all students according to grade level, even if they have not enrolled in at least their second year.

**2014-15 State Mathematics Exam
Number of Students Tested and Not Tested**

Grade	Total Tested	Not Tested ⁷			Total Enrolled
		IEP	ELL	Absent	
3	78	0	0	0	78
4	84	0	0	0	84
5	88	0	0	0	88
6	79	0	0	0	79
7	61	1	0	0	62
8	19	0	0	0	19
All	409	0	0	1	410

Results

The 2014-2015 school year was Leadership Prep Bedford Stuyvesant's seventh year administering the NYS Math exam. The school administered the New York State Testing Program Common Core math assessment to students in 3rd through 7th grade in April 2015. Roughly 66% of Leadership Prep Bedford Stuyvesant's students enrolled in their second year scored at proficiency on the 2014-15 NYS Math Exam.

⁷ 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.

**Performance on 2014-15 State Mathematics Exam
By All Students and Students Enrolled in At Least Their Second Year**

Grades	All Students		Enrolled in at least their Second Year	
	Percent	Number Tested	Percent	Number Tested
3	62%	78	81%	62
4	46%	84	77%	65
5	35%	88	54%	40
6	37%	79	56%	36
7	64%	61	66%	37
8				
All	48%	390	68%	240

Evaluation

In the third year of the administration of the NYS Common Core exam in Mathematics, Leadership Prep Bedford Stuyvesant did not meet this measure on in grades 3 through 8 on the exams given to elementary and middle school scholars in the spring. On the June Common Core aligned Algebra exam, 100% of students scored a 65% or higher with 21% receiving an 85% or higher. It is still the school's goal to see that at least 75% of tested students perform at proficiency on the Common Core Math exam, and we are looking forward to implementing a higher level of rigor in our Mathematics instruction going forward to better prepare our students to meeting this bar. We are greatly encouraged by the results in 3rd and 4th grade where students did reach 75% or higher proficiency. Our Regents results additionally demonstrate that we are preparing our 8th graders for success in high school and college.

Additional Evidence

While we are disappointed that we have not yet achieved 75 percent proficiency school wide across all testing grades, we will continue to implement changes to our curriculum to meet the more rigorous standards of Common Core and strengthen our intervention programs for our lowest students as outlined in the action plan section below. Additionally, we intend to increase the amount of written work happening during math instruction across all grades and include more independent practice with each lesson.

Mathematics Performance by Grade Level and School Year

Grade	Percent of Students Enrolled in At Least Their Second Year Achieving Proficiency					
	2012-13		2013-14		2014-15	
	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested
3	62%	50	74%	64	81%	62
4	42%	32	85%	60	77%	65
5	26%	14	34%	24	54%	40
6	59%	22	74%	26	56%	36
7	54%	14	41%	11	66%	37

8			94%	17		
All	48%	132	70%	202	68%	240

Goal 2: Absolute Measure

Each year, the school's aggregate Performance Level Index (PLI) on the State mathematics exam will meet the Annual Measurable Objective (AMO) set forth in the state's NCLB accountability system.

Method

The federal No Child Left Behind law holds schools accountable for making annual yearly progress towards enabling all students to be proficient. As a result, the state sets an AMO each year to determine if schools are making satisfactory progress toward the goal of proficiency in the state's learning standards in mathematics. To achieve this measure, all tested students must have a Performance Level Index (PLI) value that equals or exceeds the 2014-15 mathematics AMO of 94. The PLI is calculated by adding the sum of the percent of all tested students at Levels 2 through 4 with the sum of the percent of all tested students at Levels 3 and 4. Thus, the highest possible PLI is 200.⁸

Results

Leadership Prep Bedford Stuyvesant scored 156 on the Math Performance Index.

Mathematics 2014-15 Performance Level Index (PLI)

Number in Cohort	Percent of Students at Each Performance Level			
	Level 1	Level 2	Level 3	Level 4
	10%	24%	34%	32%

$$\begin{array}{rclclclclcl}
 \text{PI} & = & 24 & + & 34 & + & 32 & = & 90 \\
 & & & & 34 & + & 32 & = & \underline{66} \\
 & & & & & & \text{PLI} & = & 156
 \end{array}$$

Evaluation

Leadership Prep Bedford Stuyvesant exceeded the PLI by 62 points, a promising sign that our scholars are continuing to make solid progress towards proficiency.

Goal 2: Comparative Measure

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

⁸ In contrast to NYSED's Performance Index, the PLI does not account for year-to-year growth toward proficiency.

Method

A school compares tested students enrolled in at least their second year to all tested students in the surrounding public school district. Comparisons are between the results for each grade in which the school had tested students in at least their second year at the school and the total result for all students at the corresponding grades in the school district.⁹

Results

In our seventh testing year, Leadership Prep Bedford Stuyvesant students in at least their second year outperformed peers in Community School District 13 on the first administration of the Common Core Math exam by 40 percentage points.

- 81% of Leadership Prep Bedford Stuyvesant's 3rd grade students, who were at least in their second year, scored "Proficient" (level 3) or "Advanced Proficient" (level 4) on the state Math exam exceeding CSD 13 3rd graders by 44 percentage points. 37% of 3rd graders in District 13 scored "Proficient" (level 3) or "Advanced Proficient" (level 4).
- In 4th grade, 77% of Leadership Prep Bedford Stuyvesant's students in at least their 2nd year scored Proficient or Advanced compared to 31% of District 13 4th graders.
- In 5th grade, 54% of Leadership Prep Bedford Stuyvesant's students in at least their 2nd year scored Proficient or Advanced compared to 36% of District 13 5th graders.
- In 6th grade, 56% of Leadership Prep Bedford Stuyvesant's students in at least their 2nd year scored Proficient or Advanced compared to 16% of District 13 6th graders.
- In 7th grade, 66% of Leadership Prep Bedford Stuyvesant's students in at least their 2nd year scored Proficient or Advanced compared to 16% of District 13 7th graders.

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

Grade	Percent of Students at Proficiency			
	Charter School Students In At Least 2 nd Year		All District Students	
	Percent	Number Tested	Percent	Number Tested
3	81%	62	37%	1062
4	77%	65	31%	974
5	54%	40	36%	908
6	56%	36	16%	698
7	66%	37	16%	748
8				
All	68%	240	28%	4390

Evaluation

Leadership Prep Bedford Stuyvesant students outperformed their peers in District 13 in Math in all 6 testing and overall by an overall margin of 40 percentage points. We are meeting our goal of

⁹ Schools can acquire these data when the State Education Department releases its Access database containing grade level ELA and math test results for all schools and districts statewide. The SED announces the release of the data on its [News Release webpage](#).

outperforming our district peer schools, but also know that we need to continue to strive to meet our absolute goal of 75% proficiency.

Mathematics Performance of Charter School and Local District by Grade Level and School Year

Grade	Percent of Students Enrolled in at Least their Second Year Who Are at Proficiency Compared to Local District Students					
	2011-12		2012-13		2013-14	
	Charter School	Local District	Charter School	Local District	Charter School	Local District
3	63%	20%	75%	34%	81%	37%
4	42%	30%	85%	33%	77%	31%
5	28%	30%	36%	31%	54%	36%
6	65%	24%	74%	20%	56%	16%
7	56%	14%	48%	12%	66%	16%
8			94%	9%		
All	50%	22%	70%	23%	68%	28%

Goal 2: Comparative Measure

Each year, the school will exceed its predicted level of performance on the state mathematics exam by an Effect Size of 0.3 or above (performing higher than expected to a small degree) according to a regression analysis controlling for students eligible for economically disadvantaged students among all public schools in New York State.¹⁰

Method

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

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

Results

All grade levels at Leadership Prep Bedford Stuyvesant had effect sizes surpass the .3 goal except for 5th grade. The greatest effect size is occurred in the 8th grade where it was 3.84.

¹⁰ The Institute will begin using *economically disadvantaged* instead of *eligibility for free lunch* as the demographic variable in 2013-14. Schools should report previous year's results using reported free-lunch statistics.

2013-14 Mathematics Comparative Performance by Grade Level

Grade	Percent of Economically Disadvantaged Students	Number of Students Tested	Percent of Students at Proficiency		Difference between Actual and Predicted	Effect Size
			Actual	Predicted		
3	76.7	86	76	34.0	42.0	2.28
4	76.7	73	85	33.0	52.0	2.62
5	76.5	75	34	30.5	3.5	0.18
6	66.2	64	67	31.8	35.2	1.71
7	66.7	25	52	25.9	26.1	1.35
8	75.0	18	95	16.7	78.3	3.84
All	73.9	341	66.2	31.1	35.2	1.80

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

Evaluation

With an Effect Size of 1.80, Leadership Prep Bedford Stuyvesant did meet the measure for the 2013-14 school year. While we cannot yet determine performance on the measure for the 2015-16 school year, we hope that the school's Math performance continues to improve in all grade levels and is higher than the predicted performance on the NYS Math Exam given the changes made to improve Math instruction and align the curriculum to Common Core in the 2015-2016 school year.

Additional Evidence

Leadership Prep Bedford Stuyvesant's overall comparative performance was higher than expected to a large degree on the Math State Exam for 2013-14.

Mathematics Comparative Performance by School Year

School Year	Grades	Percent Eligible for Free Lunch	Number Tested	Actual	Predicted	Effect Size
2010-11	3-5	60	140	88.6	57.2	1.80
2011-12	3-6	63	206	81.5	57.6	1.32
2012-13	3-7	66	266	49.8	24.4	1.45
2013-14	3-8	73.9	341	66.2	31.1	1.80

Goal 2: Growth Measure¹¹

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

Method

This measure examines the change in performance of the same group of students from one year to the next and the progress they are making in comparison to other students with the same score in the previous year. The analysis only includes students who took the state exam in 2013-14 and also have a state exam score in 2012-13 including students who were retained in the same grade. Students with the same 2012-13 scores are ranked by their 2013-14 scores and assigned a percentile based on their relative growth in performance (student growth percentile). Students' growth percentiles are aggregated school-wide to yield a school's mean growth percentile. In order for a school to perform above the statewide median, it must have a mean growth percentile greater than 50.

Given the timing of the state's release of Growth Model data, the 2014-15 analysis is not yet available. This report contains 2013-14 results, the most recent Growth Model data available.¹²

Results**2014-15 Mathematics Mean Growth Percentile by Grade Level**

Grade	Mean Growth Percentile	
	School	Statewide Average
4	58	50.0
5	30	50.0
6	70	50.0
7	61	50.0
8	58	50.0
All	54.8	50.0

Evaluation

Leadership Prep Bedford Stuyvesant met or exceeded the Statewide Median in all grades but 5th grade for the 2014-2015 school year.

¹¹ See Guidelines for [Creating a SUNY Accountability Plan](#) for an explanation.

¹² Schools can acquire these data from the NYSED's business portal: portal.nysed.gov.

Additional Evidence

Leadership Prep Bedford Stuyvesant has exceeded the Statewide Mean Growth Average for each of the past three years. The dip in overall percentage points from 2011-12 to 2012-13 reflects increased rigor of the exams as they shifted to be Common Core aligned.

Mathematics Mean Growth Percentile by Grade Level and School Year

Grade	Mean Growth Percentile			
	2012-13	2013-14	2014-15	Statewide Average
4		59.5	30	50.0
5		42	70	50.0
6		71.5	61	50.0
7		50.5	58	50.0
8		80.5		50.0
All	60	60.5	54.8	50.0

Summary of the Mathematics Goal

In its seventh year of state testing, Leadership Prep Bedford Stuyvesant's Math results demonstrate both accomplishment and evidence that there is room for growth. Leadership Prep Bedford Stuyvesant's achieved two of the three relevant Math goals based on results of the 2013-14 and 2014-15 state exams. The school did achieve the comparative goal of having a significantly higher percentage of students performing at or above Level 3 relative to the district. The school did also surpass the .3 effect size to a large degree. The school did not achieve the absolute goal. We know that we still have a long way to go in terms of absolute performance and that the new rigorous Common Core Standards will provide us with an opportunity to work harder to improve student performance in Math.

Type	Measure	Outcome
Absolute	Each year, 75 percent of all tested students who are enrolled in at least their second year will perform at proficiency on the New York State mathematics exam for grades 3-8.	Did Not Achieve
Absolute	Each year, the school's aggregate Performance Level Index (PLI) on the state mathematics exam will meet that year's Annual Measurable Objective (AMO) set forth in the state's NCLB accountability system.	Achieved
Comparative	Each year, the percent of all tested students who are enrolled in at least their second year and performing at proficiency on the state mathematics exam will be greater than that of students in the same tested grades in the local school district.	Achieved
Comparative	Each year, the school will exceed its predicted level of performance on the state mathematics exam by an Effect Size of 0.3 or above (performing higher than expected to a small degree) according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State. (Using 2012-13 school district results.)	Achieved

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

Leadership Prep will continue to employ the Investigations math curriculum and differentiated instruction, methodologies and approaches to move students towards competency in the understanding and application of mathematical computation and problem solving. The school will also continue to provide additional push-in and pull-out support through our Learning Support Coordinator and Learning Support Teacher to further address the needs of our student sub-populations. Leadership Prep is committed to meeting its accountability plan goals related to mathematics as listed above.

Like ELA, as part of the Uncommon Schools network, Leadership Prep Bedford Stuyvesant will continue to make changes to its curriculum to be better prepared to address the increased rigor of the Common Core standards. Beginning last year, Leadership Prep Bedford Stuyvesant began to modify the schools' existing curricula for Math, ensuring that those curricula are aligned to the Common Core Learning Standards. One significant change is reflected in Leadership Prep Bedford Stuyvesant's switch from using Saxon to Math Investigations to address Common Core which will be rooted in conceptual math. Consequently, math lessons will continue to be adjusted so that the structure and the work students complete are aligned to Common Core standards. Math lessons are currently being revised so that student activities more closely align to the objective, and the independent practices are as rigorous as the lessons being taught to students. Scope and sequences are also being revised to ensure that math meeting in grades Kindergarten through 2nd grade, and fact practices in grades 3-8 are focused solely on reviewing difficult to master material throughout the school year. Middle Academy Principal, Owen Losse, is a member of the Uncommon Schools Math Working Group. Through the work he has done with the committee, the Explore Problem, a conceptual math problem that anchors each math lesson has become a key component in all math lessons across middle school grade levels throughout Uncommon Schools.

Additionally, Interim Assessments will also continue to be redesigned ensuring that each Common Core Learning Standard is taught, assessed and ultimately mastered.

SCIENCE

Goal 3: Science

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

Background

Leadership Prep Bedford Stuyvesant's Science curriculum is aligned to the Common Core standards, and includes the use of both authentic text such as articles, or passages from non-fiction texts, and the use of text books in class to ensure that students are reading to learn new material presented.

In the 2014-2015 school year, the science curriculum has become more aligned to Common Core and has increased the amount of reading done by students and reduced the amount of reading aloud completed solely by the teacher.

In addition, all core teachers are receiving professional development around best practices in strategies to use in reading, understanding and comprehending informational texts that can be used both in reading and in science.

Goal 3: Absolute Measure

Each year, 75 percent of all tested students enrolled in at least their second year will perform at proficiency on the New York State science examination.

The school administered the New York State Testing Program science assessment to students in the 4th grade Spring 2015 and the Living Environment Regents to students in the 8th grade. The school converted each student's raw score to a performance level and a grade-specific scaled score. The criterion for success on this measure requires students enrolled in at least their second year (defined as enrolled by BEDS day of the previous school year) to score at proficiency.

Results

In the 2014-15 school year Leadership Prep Bedford Stuyvesant enrolled scholars in grades Kindergarten through 8th grade. Therefore, Leadership Prep Bedford Stuyvesant 4th Grade scholars took the 2015 NYS Science exam and 8th grade scholars took the June Living Environment Regents 93% of Leadership Prep's 4th grades achieved proficiency in the State Science Exam. 100% of Leadership Prep's 8th graders achieved a score of 65% or higher on the Living Environment Regents with 26% achieving a score of 85% or higher.

**Charter School Performance on 2014-15 State Science Exam
By All Students and Students Enrolled in At Least Their Second Year**

Grade	Percent of Students at Proficiency			
	Charter School Students In At Least 2 nd Year		All District Students	
	Percent Proficient	Number Tested	Percent Proficient	Number Tested
4	93%	84		
8	100%	19		
All	97%	103		

District results from the Science Exam are not yet available. Leadership Prep Bedford Stuyvesant will update the following chart when the scores are released.

Evaluation

With 93% of Leadership Prep Bedford Stuyvesant's 4th grades achieving a Level 3 or 4 on the Science Exam and 100% of 8th graders scoring a 65% on the Living Environment Regents, the school has met the absolute measure of 75% of students performing at proficiency.

Additional Evidence

As in previous year's the proficiency rates for the 4th grade science exam and the 8th grade Living Environment Exam are above 90%.

Science Performance by Grade Level and School Year

Grade	Percent of Students Enrolled in At Least Their Second Year at Proficiency					
	2012-13		2013-14		2014-15	
	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested
4	96%	77	92%	73	93%	84
8			100%	18	100%	19
All	96	77	96%	91	97%	103

Goal 3: Comparative Measure

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

Method

The school compares tested students enrolled in at least their second year to all tested students in the surrounding public school district. Comparisons are between the results for each grade in which the

school had tested students in at least their second year and the results for the respective grades in the local school district.

Results

District results from the Science Exam are not yet available. Leadership Prep Bedford Stuyvesant will update the following chart when the scores are released.

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

Grade	Percent of Students at Proficiency			
	Charter School Students In At Least 2 nd Year		All District Students	
	Percent Proficient	Number Tested	Percent Proficient	Number Tested
4	93%	84		
8	100%	19		

Evaluation

For the third year in a row, Leadership Prep Bedford Stuyvesant exceeded our goal of 75% proficiency or higher.

Science Performance of Charter School and Local District by Grade Level and School Year

Grade	Percent of Students Enrolled in At Least Their Second Year at Proficiency					
	2012-13		2013-14		2014-15	
	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested
4	96%	77	92%	73	93%	84
8			100%	18	100%	19
All	96	77	96%	91	97%	103

Summary of the Science Goal

Leadership Prep Bedford Stuyvesant met the absolute goal with well over 75% of 4th grade students achieving proficiency. Leadership Prep will update this report with comparative results once district data are available.

Type	Measure	Outcome
Absolute	Each year, 75 percent of all tested students enrolled in at least their second year will perform at proficiency on the New York State examination.	Achieved
Comparative	Each year, the percent of all tested students enrolled in	N/A – District Score

	at least their second year and performing at proficiency on the state exam will be greater than that of all students in the same tested grades in the local school district.	not yet available
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Action Plan

Building upon the results achieved this year, Leadership Prep Bedford Stuyvesant will continue to make modifications to the school's existing curriculum for Science and History, ensuring that those curricula are aligned to the Common Core Learning Standards for Literacy in History/Social Studies and Science. In particular, we will continue to use non-fiction Science and Social studies texts, relying on evidence-based questioning to ensure comprehension and mastery.

Additionally, Leadership Prep Bedford Stuyvesant will focus their science instruction in a couple different ways to ensure that curriculum continues to be refined so that it is also aligned to Common Core:

- Increase the use of labs and experiments into science in all grade levels to ensure that students are receiving practice and time to become familiar with the scientific process and the different tools and materials used in experiments. Employing the extensive use of hands-on experiments will be utilized with the goal of moving students towards competency in the understanding and application of Science concepts
- Increase the focus of writing during science, and use the practices used in writing workshop into our science classes

NCLB

Goal 5: NCLB

The school will make Adequate Yearly Progress.

Goal 5: Absolute Measure

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

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 state proficiency standards. New York, like all states, established a system for making these determinations for its public schools. Each year the state issues School Report Cards which indicate each school's status under the state's No Child Left Behind (NCLB) accountability system.

Results and Evaluation

Leadership Prep received a "Good Standing" status under the NCLB accountability system. The school has diligently worked to meet each NCLB requirement and comply with all stated guidelines, and has maintained a status of Good Standing for the past three years since our first testing year.

NCLB Status by Year

Year	Status
2010-11	Good Standing
2011-12	Good Standing
2013-14	Good Standing
2014-15	Good Standing



Appendix B: Total Expenditures and Administrative Expenditures per Child

Last updated: 07/31/2015

Page 1

Charter School Name: 331300860901 LEADERSHIP PREP BEDFORD STUYVESANT

B. Financial Information

This information is required of ALL charter schools. Provide the following measures of fiscal performance of the charter school in Appendix B (Total Expenditures and Administrative Expenditures Per Child):

1. Total Expenditures Per Child

To calculate '**Total Expenditures per Child**' take total expenditures (from the unaudited 2014-15 Schedule of Functional Expenses) and divide by the year end per pupil count. (Integers Only. No dollar signs or commas).

Line 1: Total Expenditures	9014835
Line 2: Year End Per Pupil Count	710
Line 3: Divide Line 1 by Line 2	12697

2. Administrative Expenditures per Child

To calculate '**Administrative Expenditures per Child**' take the relevant portion from the 'personnel services cost' row and the 'management and general' column (from the unaudited 2014-15 Schedule of Functional Expenses) and divide by the year end per pupil count. The relevant portion that must be included in this calculation is defined as follows:

Administrative Expenditures: Administration and management of the charter school includes the activities and personnel of the offices of the chief school officers, the treasurer, the finance or business offices, the purchasing unit, the employee personnel offices, the records management offices, or a public information and services offices. It also includes those administrative and management services provided by other organizations or corporations on behalf of the charter school for which the charter school pays a fee or other compensation.

Please note the following:

- Do not include the FTE of personnel dedicated to administration of the instructional programs.
- Do not include Employee Benefit costs or expenditures in the above calculations.
- A template for the Schedule of Functional Expenses is provided on page 20 of the 2014-15 Annual Report Guidelines to assist schools identify the categories of expenses needed to compute the two per pupil calculations. This template does not need to be completed or submitted on August 1st as it will be submitted November 1st as part of the audited financial statements. Therefore schools should use unaudited amounts for these per pupil calculations. (See the 2014-15 Annual Report Guidelines in "Resources" area of your portal task page).

To calculate 'Administrative Expenditures per Child**' take the relevant portion from the 'personnel services cost' row and the 'management and general' column (from the 2014-15 Schedule of Functional Expenses) and divide by the year end per pupil count. (Integers Only. No dollar signs or commas).**

Line 1: Relevant Personnel Services Cost (Row)	832548
Line 2: Management and General Cost (Column)	947332
Line 3: Sum of Line 1 and Line 2	1779880
Line 4: Year End Per Pupil Count	710
Line 5: Divide Line 3 by the Year End Per Pupil Count	2507

Thank you.



GENERAL INSTRUCTIONS FOR ANNUAL BUDGET/QUARTERLY REPORT

TEMPLATE TABS


1- GRAY tab contains the Instructions


Instructions	Provides description of tabs and input requirements.
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2- BLUE tabs require input of information

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

CELL COLORS & GUIDANCE COMMENTS

 = Enter information into the light BLUE shaded cells.

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

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

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

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

ANNUAL BUDGET & QUARTERLY REPORT TEMPLATE

Leadership Preparatory Bedford Stuyvesant Charter School

Contact Name: Reva Gorelick
Contact Title: Associate Director of Finance
Contact Email: [REDACTED]
Contact Phone: [REDACTED]

Current Academic Year: 2015-16

Prior Academic Year: #NAME?

**LEADERSHIP PREPARATORY BEDFORD STUYVESAN
2015-16**

ENROLLMENT BY GRADES								
GRADES	K	1	2	3	4	5	6	7
INITIAL BUDGETED ENROLLMENT	88	88	88	83	80	85	85	81
TOTAL ENROLLMENT = 997								

ENROLLMENT BY DISTRICT								
		PRIOR YEAR ACTUAL	ANNUAL BUDGET TOTAL DISTRICTS/ENROLLMENT BY QUARTER					
			QUARTER 1		QUARTER 2		QUARTER 3	
			Original	Revised	Original	Revised	Original	Revised
NUMBER OF SCHOOL DISTRICTS ENROLLED:		0	1	0	1	0	1	0
NUMBER OF STUDENTS ENROLLED:		0	997	0	997	0	997	0
			NOTE: IF there are NO Annual Budget revisions leave "Revised Budgeted Enrollment" Column(s) COME BLANK. IF "Revised Budgeted Enrollment" column is utilized, all cells in the entire column should be completed.					
		PRIOR YEAR #NAME? Actual Enrollment	ANNUAL BUDGET ENROLLMENT BY QUARTER					
			QUARTER 1		QUARTER 2		QUARTER 3	
			Original Budgeted Enrollment	Revised Budgeted Enrollment	Original Budgeted Enrollment	Revised Budgeted Enrollment	Original Budgeted Enrollment	Revised Budgeted Enrollment
1 PRIMARY District	NYC CHANCELLOR'S OFFICE		997		997		997	
2 SECONDARY District	(Select from drop-down list)							
Other District 3	(Select from drop-down list)							
Other District 4	(Select from drop-down list)							
Other District 5	(Select from drop-down list)							
Other District 6	(Select from drop-down list)							
Other District 7	(Select from drop-down list)							
Other District 8	(Select from drop-down list)							
Other District 9	(Select from drop-down list)							
Other District 10	(Select from drop-down list)							
Other District 11	(Select from drop-down list)							
Other District 12	(Select from drop-down list)							
Other District 13	(Select from drop-down list)							
Other District 14	(Select from drop-down list)							
Other District 15	(Select from drop-down list)							
Other District 16	(Select from drop-down list)							
Other District 17	(Select from drop-down list)							
Other District 18	(Select from drop-down list)							
Other District 19	(Select from drop-down list)							
Other District 20	(Select from drop-down list)							
Other District 21	(Select from drop-down list)							
Other District 22	(Select from drop-down list)							
Other District 23	(Select from drop-down list)							
Other District 24	(Select from drop-down list)							
Other District 25	(Select from drop-down list)							
Other District 26	(Select from drop-down list)							
Other District 27	(Select from drop-down list)							
Other District 28	(Select from drop-down list)							
Other District 29	(Select from drop-down list)							
Other District 30	(Select from drop-down list)							
Other District 31	(Select from drop-down list)							
Other District 32	(Select from drop-down list)							
Other District 33	(Select from drop-down list)							
Other District 34	(Select from drop-down list)							
Other District 35	(Select from drop-down list)							
Other District 36	(Select from drop-down list)							
Other District 37	(Select from drop-down list)							
Other District 38	(Select from drop-down list)							
Other District 39	(Select from drop-down list)							
Other District 40	(Select from drop-down list)							
Other District 41	(Select from drop-down list)							
Other District 42	(Select from drop-down list)							
Other District 43	(Select from drop-down list)							
Other District 44	(Select from drop-down list)							
Other District 45	(Select from drop-down list)							
Other District 46	(Select from drop-down list)							
Other District 47	(Select from drop-down list)							
Other District 48	(Select from drop-down list)							
Other District 49	(Select from drop-down list)							
Other District 50	(Select from drop-down list)							

IT CHARTER SCHOOL

8	9	10	11	12
61	95	77	56	30

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

**LEADERSHIP PREPARATORY BEDFORD STUYVESAN
2015-16**

STAFFING PLAN - FULL TIME EQUIVALENT

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

ADMINISTRATIVE PERSONNEL FTE		ANNUAL BUDGETED FTE							
*NOTE: Enter the number of FTE positions in the "blue" cells.		Q1		Q2		Q3		Q4	
Executive Management		Original	Revised	Original	Revised	Original	Revised	Original	Revised
Instructional Management		3.0		3.0		3.0		3.0	
Deans, Directors & Coordinators		3.0		3.0		3.0		3.0	
CFO / Director of Finance		14.5		14.5		14.5		14.5	
Operation / Business Manager									
Administrative Staff		4.0		4.0		4.0		4.0	
TOTAL ADMINISTRATIVE STAFF		24.5	0.0	24.5	0.0	24.5	0.0	24.5	
PRIOR YEAR 2014-15 ACTUAL									
0.0									
INSTRUCTIONAL PERSONNEL FTE		ANNUAL BUDGETED FTE							
*NOTE: Enter the number of FTE positions in the "blue" cells.		Q1		Q2		Q3		Q4	
Teachers - Regular		Original	Revised	Original	Revised	Original	Revised	Original	Revised
Teachers - SPED		79.0		79.0		79.0		79.0	
Substitute Teachers		7.0		7.0		7.0		7.0	
Teaching Assistants									
Specialty Teachers		3.0		3.0		3.0		3.0	
Aides		3.0		3.0		3.0		3.0	
Therapists & Counselors									
Other		3.0		3.0		3.0		3.0	
TOTAL INSTRUCTIONAL		98.0	0.0	98.0	0.0	98.0	0.0	98.0	
PRIOR YEAR 2014-15 ACTUAL									
0.0									
NON-INSTRUCTIONAL PERSONNEL FTE		ANNUAL BUDGETED FTE							
*NOTE: Enter the number of FTE positions in the "blue" cells.		Q1		Q2		Q3		Q4	
Nurse		Original	Revised	Original	Revised	Original	Revised	Original	Revised
Librarian									
Custodian									
Security									
Other		3.0		3.0		3.0		3.0	
TOTAL NON-INSTRUCTIONAL		3.0	0.0	3.0	0.0	3.0	0.0	3.0	
PRIOR YEAR 2014-15 ACTUAL									
0.0									
TOTAL PERSONNEL SERVICE FTE		125.5	0.0	125.5	0.0	125.5	0.0	125.5	

STAFFING PLAN - WAGES

ADMINISTRATIVE PERSONNEL WAGES		PRIOR YEAR		ANNUAL BUDGETED WAGES							
*NOTE: Enter the average salary for each category in the "blue" cells.		2014-15		Q1		Q2		Q3		Q4	
		ACTUAL		Original	Revised	Original	Revised	Original	Revised	Original	Revised
Executive Management				112343.913333		112343.913333		112343.913333		112343.913333	
Instructional Management				125038.58		125038.58		125038.58		125038.58	
Deans, Directors & Coordinators				80694.7586207		80694.7586207		80694.7586207		80694.7586207	
CFO / Director of Finance											
Operation / Business Manager											
Administrative Staff				48750		48750		48750		48750	
INSTRUCTIONAL PERSONNEL WAGES		PRIOR YEAR		ANNUAL BUDGETED WAGES							
*NOTE: Enter the average salary for each category in the "blue" cells.		2014-15		Q1		Q2		Q3		Q4	
		ACTUAL		Original	Revised	Original	Revised	Original	Revised	Original	Revised
Teachers - Regular				66261.4683544		66261.4683544		66261.4683544		66261.4683544	
Teachers - SPED				66136.7142857		66136.7142857		66136.7142857		66136.7142857	
Substitute Teachers											
Teaching Assistants				47000		47000		47000		47000	
Specialty Teachers				63843.6666667		63843.6666667		63843.6666667		63843.6666667	
Aides				0		0		0		0	
Therapists & Counselors				70749.3333333		70749.3333333		70749.3333333		70749.3333333	
Other				110335.3333333		110335.3333333		110335.3333333		110335.3333333	
NON-INSTRUCTIONAL PERSONNEL WAGES		PRIOR YEAR		ANNUAL BUDGETED WAGES							
*NOTE: Enter the average salary for each category in the "blue" cells.		2014-15		Q1		Q2		Q3		Q4	
		ACTUAL		Original	Revised	Original	Revised	Original	Revised	Original	Revised
Nurse											
Librarian											
Custodian											
Security											
Other				60333.3333333		60333.3333333		60333.3333333		60333.3333333	

FTE ("FTE")

TELY BLANK.
ctions.

***NOTE:** State the assumptions that are being made for personnel FTE levels in the section provided below.

ADMINISTRATIVE PERSONNEL FTE	
*NOTE: Enter the number of FTE positions in the "blue" cells.	4
	Revised
Executive Management	
Instructional Management	
Deans, Directors & Coordinators	
CFO / Director of Finance	
Operation / Business Manager	
Administrative Staff	
TOTAL ADMINISTRATIVE STAFF	0.0
INSTRUCTIONAL PERSONNEL FTE	
*NOTE: Enter the number of FTE positions in the "blue" cells.	4
	Revised
Teachers - Regular	
Teachers - SPED	
Substitute Teachers	
Teaching Assistants	
Specialty Teachers	
Aides	
Therapists & Counselors	
Other	
TOTAL INSTRUCTIONAL	0.0
NON-INSTRUCTIONAL PERSONNEL FTE	
*NOTE: Enter the number of FTE positions in the "blue" cells.	4
	Revised
Nurse	
Librarian	
Custodian	
Security	
Other	
TOTAL NON-INSTRUCTIONAL	0.0
TOTAL PERSONNEL SERVICE FTE	0.0

ACTUAL QUARTERLY FTE			
Q1	Q2	Q3	Q4
Actual	Actual	Actual	Actual
0.0	0.0	0.0	0.0
ACTUAL QUARTERLY FTE			
Q1	Q2	Q3	Q4
Actual	Actual	Actual	Actual
0.0	0.0	0.0	0.0
ACTUAL QUARTERLY FTE			
Q1	Q2	Q3	Q4
Actual	Actual	Actual	Actual
0.0	0.0	0.0	0.0
0.0	0.0	0.0	0.0

Description of Assumptions

Description of Assumptions

Description of Assumptions

--

Total Revenue	-	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?
Total Expenses	-	3,992,134	#NAME?	#NAME?	3,992,134	#NAME?	#NAME?	3,992,134
Net Income	-	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?
Actual Student Enrollment	-	997	-	-	997	-	-	997
	Prior Year Actual	1st Quarter - 7/1 - 9/30			2nd Quarter - 10/1 - 12/31			3rd Quarter
	#NAME?	Original Budget	Revised Budget	Variance	Original Budget	Revised Budget	Variance	Original Budget
REVENUE	NOTE* If there are NO budget revisions at the time of quarterly submittal leave 'REVISED BUDGET' column blank. If Revised Budget column is utilized, the entire column must be completed.							
REVENUES FROM STATE SOURCES	2015-16							
Per Pupil Revenue	Per Pupil Rate							
NYC CHANCELLOR'S OFFICE	#NAME?	-	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?
-	#N/A	-	#N/A	#NAME?	#N/A	#N/A	#NAME?	#N/A
-	#N/A	-	#N/A	#NAME?	#N/A	#N/A	#NAME?	#N/A
-	#N/A	-	#N/A	#NAME?	#N/A	#N/A	#NAME?	#N/A
-	#N/A	-	#N/A	#NAME?	#N/A	#N/A	#NAME?	#N/A
-	#N/A	-	#N/A	#NAME?	#N/A	#N/A	#NAME?	#N/A
-	#N/A	-	#N/A	#NAME?	#N/A	#N/A	#NAME?	#N/A
-	#N/A	-	#N/A	#NAME?	#N/A	#N/A	#NAME?	#N/A
-	#N/A	-	#N/A	#NAME?	#N/A	#N/A	#NAME?	#N/A
-	#N/A	-	#N/A	#NAME?	#N/A	#N/A	#NAME?	#N/A
-	#N/A	-	#N/A	#NAME?	#N/A	#N/A	#NAME?	#N/A
-	#N/A	-	#N/A	#NAME?	#N/A	#N/A	#NAME?	#N/A
-	#N/A	-	#N/A	#NAME?	#N/A	#N/A	#NAME?	#N/A
-	#N/A	-	#N/A	#NAME?	#N/A	#N/A	#NAME?	#N/A
-	#N/A	-	#N/A	#NAME?	#N/A	#N/A	#NAME?	#N/A
-	#N/A	-	#N/A	#NAME?	#N/A	#N/A	#NAME?	#N/A
ALL OTHER School Districts: (Weighted Avg)	#N/A	-	#N/A	#NAME?	#N/A	#N/A	#NAME?	#N/A
TOTAL Per Pupil Revenue (Weighted Average Per Pupil Funding)	#NAME?	-	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?
Special Education Revenue		-	75,328	-	#NAME?	75,328	-	#NAME?
Grants		-	-	-	#NAME?	-	-	#NAME?
Stimulus		-	-	-	#NAME?	-	-	#NAME?
DYCD (Department of Youth and Community Development)		-	-	-	#NAME?	-	-	#NAME?
Other		-	-	-	#NAME?	-	-	#NAME?
Other		-	-	-	#NAME?	-	-	#NAME?
TOTAL REVENUE FROM STATE SOURCES		-	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?
REVENUE FROM FEDERAL FUNDING		-	5,870	-	#NAME?	5,870	-	#NAME?
IDEA Special Needs		-	88,614	-	#NAME?	88,614	-	#NAME?
Title I		-	2,525	-	#NAME?	2,525	-	#NAME?
Title Funding - Other		-	-	-	#NAME?	-	-	#NAME?
School Food Service (Free Lunch)		-	-	-	#NAME?	-	-	#NAME?
Grants		-	-	-	#NAME?	-	-	#NAME?
Charter School Program (CSP) Planning & Implementation		-	-	-	#NAME?	-	-	#NAME?
Other		-	-	-	#NAME?	-	-	#NAME?
Other		-	-	-	#NAME?	-	-	#NAME?
TOTAL REVENUE FROM FEDERAL SOURCES		-	97,009	-	#NAME?	97,009	-	#NAME?
LOCAL and OTHER REVENUE		-	260,000	-	#NAME?	260,000	-	#NAME?
Contributions and Donations		-	2,258	-	#NAME?	2,258	-	#NAME?
Fundraising		-	53,341	-	#NAME?	53,341	-	#NAME?
Erate Reimbursement		-	-	-	#NAME?	-	-	#NAME?
Earnings on Investments		-	-	-	#NAME?	-	-	#NAME?
Interest Income		-	-	-	#NAME?	-	-	#NAME?
Food Service (Income from meals)		-	-	-	#NAME?	-	-	#NAME?
Text Book		-	-	-	#NAME?	-	-	#NAME?
OTHER		-	-	-	#NAME?	-	-	#NAME?
TOTAL REVENUE FROM LOCAL and OTHER SOURCES		-	315,599	-	#NAME?	315,599	-	#NAME?
TOTAL REVENUE		-	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?

LEADERSHIP PREPARATORY BEDFORD STUYVESANT
Budget / Operating Plan
2015-16

Total Revenue	-	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?
Total Expenses	-	3,992,134	#NAME?	#NAME?	3,992,134	#NAME?	#NAME?	3,992,134
Net Income	-	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?
Actual Student Enrollment	-	997	-	-	997	-	-	997
	Prior Year Actual	1st Quarter - 7/1 - 9/30			2nd Quarter - 10/1 - 12/31			3rd Quarter - 1/1 - 3/31
	#NAME?	Original Budget	Revised Budget	Variance	Original Budget	Revised Budget	Variance	Original Budget
EXPENSES								
ADMINISTRATIVE STAFF PERSONNEL COSTS	Avg. No. of Positions							
Executive Management	3.00	-	84,258	-	#NAME?	84,258	-	#NAME?
Instructional Management	3.00	-	93,779	-	#NAME?	93,779	-	#NAME?
Deans, Directors & Coordinators	14.50	-	292,519	-	#NAME?	292,519	-	#NAME?
CFO / Director of Finance	-	-	-	-	#NAME?	-	-	#NAME?
Operation / Business Manager	-	-	-	-	#NAME?	-	-	#NAME?
Administrative Staff	4.00	-	48,750	-	#NAME?	48,750	-	#NAME?
TOTAL ADMINISTRATIVE STAFF	24.50	-	519,305	-	#NAME?	519,305	-	#NAME?
INSTRUCTIONAL PERSONNEL COSTS								
Teachers - Regular	79.00	-	1,308,664	-	#NAME?	1,308,664	-	#NAME?
Teachers - SPED	7.00	-	115,739	-	#NAME?	115,739	-	#NAME?
Substitute Teachers	-	-	-	-	#NAME?	-	-	#NAME?
Teaching Assistants	3.00	-	35,250	-	#NAME?	35,250	-	#NAME?
Specialty Teachers	3.00	-	47,883	-	#NAME?	47,883	-	#NAME?
Aides	-	-	-	-	#NAME?	-	-	#NAME?
Therapists & Counselors	3.00	-	53,062	-	#NAME?	53,062	-	#NAME?
Other	3.00	-	82,752	-	#NAME?	82,752	-	#NAME?
TOTAL INSTRUCTIONAL	98.00	-	1,643,350	-	#NAME?	1,643,350	-	#NAME?
NON-INSTRUCTIONAL PERSONNEL COSTS								
Nurse	-	-	-	-	#NAME?	-	-	#NAME?
Librarian	-	-	-	-	#NAME?	-	-	#NAME?
Custodian	-	-	-	-	#NAME?	-	-	#NAME?
Security	-	-	-	-	#NAME?	-	-	#NAME?
Other	3.00	-	45,250	-	#NAME?	45,250	-	#NAME?
TOTAL NON-INSTRUCTIONAL	3.00	-	45,250	-	#NAME?	45,250	-	#NAME?
SUBTOTAL PERSONNEL SERVICE COSTS	125.50	-	2,207,905	-	#NAME?	2,207,905	-	#NAME?
PAYROLL TAXES AND BENEFITS								
Payroll Taxes		-	178,776	-	#NAME?	178,776	-	#NAME?
Fringe / Employee Benefits		-	260,847	-	#NAME?	260,847	-	#NAME?
Retirement / Pension		-	-	-	#NAME?	-	-	#NAME?
TOTAL PAYROLL TAXES AND BENEFITS		-	439,623	-	#NAME?	439,623	-	#NAME?
TOTAL PERSONNEL SERVICE COSTS	125.50	-	2,647,528	-	#NAME?	2,647,528	-	#NAME?
CONTRACTED SERVICES								
Accounting / Audit		-	5,074	-	#NAME?	5,074	-	#NAME?
Legal		-	3,000	-	#NAME?	3,000	-	#NAME?
Management Company Fee		-	310,516	-	#NAME?	310,516	-	#NAME?
Nurse Services		-	-	-	#NAME?	-	-	#NAME?
Food Service / School Lunch		-	-	-	#NAME?	-	-	#NAME?
Payroll Services		-	7,911	-	#NAME?	7,911	-	#NAME?
Special Ed Services		-	3,250	-	#NAME?	3,250	-	#NAME?
Titlement Services (i.e. Title I)		-	-	-	#NAME?	-	-	#NAME?
Other Purchased / Professional / Consulting		-	38,425	-	#NAME?	38,425	-	#NAME?
TOTAL CONTRACTED SERVICES		-	368,175	-	#NAME?	368,175	-	#NAME?

Total Revenue	-	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?
Total Expenses	-	3,992,134	#NAME?	#NAME?	3,992,134	#NAME?	#NAME?	3,992,134
Net Income	-	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?
Actual Student Enrollment	-	997	-	-	997	-	-	997

ENROLLMENT - *School Districts Are Linked To Above Entries*								
Number of Districts:	-	1	-	-	1	-	-	1
NYC CHANCELLOR'S OFFICE	-	997	-	-	997	-	-	997
-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-
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	CHARTER SCHOOL				
Total Revenue	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?
Total Expenses	#NAME?	#NAME?	3,992,134	#NAME?	#NAME?
Net Income	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?
Actual Student Enrollment	-	-	997	-	-
	Quarter - 1/1 - 3/31		4th Quarter - 4/1 - 6/30		
	Revised Budget	Variance	Original Budget	Revised Budget	Variance
REVENUE	SED' Column(s) COMPLETELY BLANK. <i>ST be completed.</i>				
REVENUES FROM STATE SOURCES					
Per Pupil Revenue	2015-16 Per Pupil Rate				
NYC CHANCELLOR'S OFFICE	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?
-	#N/A	#NAME?	#N/A	#N/A	#NAME?
-	#N/A	#NAME?	#N/A	#N/A	#NAME?
-	#N/A	#NAME?	#N/A	#N/A	#NAME?
-	#N/A	#NAME?	#N/A	#N/A	#NAME?
-	#N/A	#NAME?	#N/A	#N/A	#NAME?
-	#N/A	#NAME?	#N/A	#N/A	#NAME?
-	#N/A	#NAME?	#N/A	#N/A	#NAME?
-	#N/A	#NAME?	#N/A	#N/A	#NAME?
-	#N/A	#NAME?	#N/A	#N/A	#NAME?
-	#N/A	#NAME?	#N/A	#N/A	#NAME?
-	#N/A	#NAME?	#N/A	#N/A	#NAME?
-	#N/A	#NAME?	#N/A	#N/A	#NAME?
-	#N/A	#NAME?	#N/A	#N/A	#NAME?
-	#N/A	#NAME?	#N/A	#N/A	#NAME?
ALL OTHER School Districts: (Weighted Avg)	#N/A	#NAME?	#N/A	#N/A	#NAME?
TOTAL Per Pupil Revenue (Weighted Average Per Pupil Funding)	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?
Special Education Revenue	-	#NAME?	75,328	-	#NAME?
Grants	-	#NAME?	-	-	#NAME?
Stimulus	-	#NAME?	-	-	#NAME?
DYCD (Department of Youth and Community Development)	-	#NAME?	-	-	#NAME?
Other	-	#NAME?	-	-	#NAME?
Other	-	#NAME?	-	-	#NAME?
TOTAL REVENUE FROM STATE SOURCES	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?
REVENUE FROM FEDERAL FUNDING	-	#NAME?	5,870	-	#NAME?
IDEA Special Needs	-	#NAME?	88,614	-	#NAME?
Title I	-	#NAME?	2,525	-	#NAME?
Title Funding - Other	-	#NAME?	-	-	#NAME?
School Food Service (Free Lunch)	-	#NAME?	-	-	#NAME?
Grants	-	#NAME?	-	-	#NAME?
Charter School Program (CSP) Planning & Implementation	-	#NAME?	-	-	#NAME?
Other	-	#NAME?	-	-	#NAME?
Other	-	#NAME?	-	-	#NAME?
TOTAL REVENUE FROM FEDERAL SOURCES	-	#NAME?	97,009	-	#NAME?
LOCAL and OTHER REVENUE	-	#NAME?	260,000	-	#NAME?
Contributions and Donations	-	#NAME?	2,258	-	#NAME?
Fundraising	-	#NAME?	53,341	-	#NAME?
Erate Reimbursement	-	#NAME?	-	-	#NAME?
Earnings on Investments	-	#NAME?	-	-	#NAME?
Interest Income	-	#NAME?	-	-	#NAME?
Food Service (Income from meals)	-	#NAME?	-	-	#NAME?
Text Book	-	#NAME?	-	-	#NAME?
OTHER	-	#NAME?	-	-	#NAME?
TOTAL REVENUE FROM LOCAL and OTHER SOURCES	-	#NAME?	315,599	-	#NAME?
TOTAL REVENUE	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?

				CHARTER SCHOOL					
Total Revenue				#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	
Total Expenses				#NAME?	#NAME?	3,992,134	#NAME?	#NAME?	
Net Income				#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	
Actual Student Enrollment				-	-	997	-	-	
				Quarter - 1/1 - 3/31		4th Quarter - 4/1 - 6/30			
				Revised Budget	Variance	Original Budget	Revised Budget	Variance	
EXPENSES									
ADMINISTRATIVE STAFF PERSONNEL COSTS				Avg. No. of Positions					
Executive Management				3.00	-	#NAME?	84,258	-	#NAME?
Instructional Management				3.00	-	#NAME?	93,779	-	#NAME?
Deans, Directors & Coordinators				14.50	-	#NAME?	292,519	-	#NAME?
CFO / Director of Finance				-	-	#NAME?	-	-	#NAME?
Operation / Business Manager				-	-	#NAME?	-	-	#NAME?
Administrative Staff				4.00	-	#NAME?	48,750	-	#NAME?
TOTAL ADMINISTRATIVE STAFF				24.50	-	#NAME?	519,305	-	#NAME?
INSTRUCTIONAL PERSONNEL COSTS									
Teachers - Regular				79.00	-	#NAME?	1,308,664	-	#NAME?
Teachers - SPED				7.00	-	#NAME?	115,739	-	#NAME?
Substitute Teachers				-	-	#NAME?	-	-	#NAME?
Teaching Assistants				3.00	-	#NAME?	35,250	-	#NAME?
Specialty Teachers				3.00	-	#NAME?	47,883	-	#NAME?
Aides				-	-	#NAME?	-	-	#NAME?
Therapists & Counselors				3.00	-	#NAME?	53,062	-	#NAME?
Other				3.00	-	#NAME?	82,752	-	#NAME?
TOTAL INSTRUCTIONAL				98.00	-	#NAME?	1,643,350	-	#NAME?
NON-INSTRUCTIONAL PERSONNEL COSTS									
Nurse				-	-	#NAME?	-	-	#NAME?
Librarian				-	-	#NAME?	-	-	#NAME?
Custodian				-	-	#NAME?	-	-	#NAME?
Security				-	-	#NAME?	-	-	#NAME?
Other				3.00	-	#NAME?	45,250	-	#NAME?
TOTAL NON-INSTRUCTIONAL				3.00	-	#NAME?	45,250	-	#NAME?
SUBTOTAL PERSONNEL SERVICE COSTS				125.50	-	#NAME?	2,207,905	-	#NAME?
PAYROLL TAXES AND BENEFITS									
Payroll Taxes				-	#NAME?	178,776	-	#NAME?	
Fringe / Employee Benefits				-	#NAME?	260,847	-	#NAME?	
Retirement / Pension				-	#NAME?	-	-	#NAME?	
TOTAL PAYROLL TAXES AND BENEFITS				-	#NAME?	439,623	-	#NAME?	
TOTAL PERSONNEL SERVICE COSTS				125.50	-	#NAME?	2,647,528	-	#NAME?
CONTRACTED SERVICES									
Accounting / Audit				-	#NAME?	5,074	-	#NAME?	
Legal				-	#NAME?	3,000	-	#NAME?	
Management Company Fee				-	#NAME?	310,516	-	#NAME?	
Nurse Services				-	#NAME?		-	#NAME?	
Food Service / School Lunch				-	#NAME?		-	#NAME?	
Payroll Services				-	#NAME?	7,911	-	#NAME?	
Special Ed Services				-	#NAME?	3,250	-	#NAME?	
Titlement Services (i.e. Title I)				-	#NAME?		-	#NAME?	
Other Purchased / Professional / Consulting				-	#NAME?	38,425	-	#NAME?	
TOTAL CONTRACTED SERVICES				-	#NAME?	368,175	-	#NAME?	

	CHARTER SCHOOL				
Total Revenue	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?
Total Expenses	#NAME?	#NAME?	3,992,134	#NAME?	#NAME?
Net Income	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?
Actual Student Enrollment	-	-	997	-	-
	Quarter - 1/1 - 3/31		4th Quarter - 4/1 - 6/30		
	Revised Budget	Variance	Original Budget	Revised Budget	Variance
SCHOOL OPERATIONS					
Board Expenses	-	#NAME?	163	-	#NAME?
Classroom / Teaching Supplies & Materials	-	#NAME?	68,474	-	#NAME?
Special Ed Supplies & Materials	-	#NAME?		-	#NAME?
Textbooks / Workbooks	-	#NAME?	11,888	-	#NAME?
Supplies & Materials other	-	#NAME?		-	#NAME?
Equipment / Furniture	-	#NAME?	25,212	-	#NAME?
Telephone	-	#NAME?	28,983	-	#NAME?
Technology	-	#NAME?	225,318	-	#NAME?
Student Testing & Assessment	-	#NAME?	18,518	-	#NAME?
Field Trips	-	#NAME?	37,369	-	#NAME?
Transportation (student)	-	#NAME?	2,875	-	#NAME?
Student Services - other	-	#NAME?	19,875	-	#NAME?
Office Expense	-	#NAME?	37,700	-	#NAME?
Staff Development	-	#NAME?	119,681	-	#NAME?
Staff Recruitment	-	#NAME?	15,950	-	#NAME?
Student Recruitment / Marketing	-	#NAME?	20,725	-	#NAME?
School Meals / Lunch	-	#NAME?		-	#NAME?
Travel (Staff)	-	#NAME?		-	#NAME?
Fundraising	-	#NAME?		-	#NAME?
Other	-	#NAME?	101,354	-	#NAME?
TOTAL SCHOOL OPERATIONS	-	#NAME?	734,083	-	#NAME?
FACILITY OPERATION & MAINTENANCE					
Insurance	-	#NAME?	30,897	-	#NAME?
Janitorial	-	#NAME?	6,250	-	#NAME?
Building and Land Rent / Lease / Facility Finance Interest	-	#NAME?	196,451	-	#NAME?
Repairs & Maintenance	-	#NAME?	6,500	-	#NAME?
Equipment / Furniture	-	#NAME?	2,250	-	#NAME?
Security	-	#NAME?	-	-	#NAME?
Utilities	-	#NAME?	-	-	#NAME?
TOTAL FACILITY OPERATION & MAINTENANCE	-	#NAME?	242,347	-	#NAME?
DEPRECIATION & AMORTIZATION	-	#NAME?	-	-	#NAME?
RESERVES / CONTINGENCY	-	#NAME?	-	-	#NAME?
TOTAL EXPENSES	-	#NAME?	3,992,134	-	#NAME?
NET INCOME	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?

	CHARTER SCHOOL				
Total Revenue	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?
Total Expenses	#NAME?	#NAME?	3,992,134	#NAME?	#NAME?
Net Income	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?
Actual Student Enrollment	-	-	997	-	-
	Quarter - 1/1 - 3/31		4th Quarter - 4/1 - 6/30		
	Revised Budget	Variance	Original Budget	Revised Budget	Variance
ENROLLMENT - *School Districts Are Linked To Above Entries*					
Number of Districts:	-	-	1	-	-
NYC CHANCELLOR'S OFFICE	-	-	997	-	-
-	-	-	-	-	-
-	-	-	-	-	-
-	-	-	-	-	-
-	-	-	-	-	-
-	-	-	-	-	-
-	-	-	-	-	-
-	-	-	-	-	-
-	-	-	-	-	-
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-	-	-	-	-	-
-	-	-	-	-	-
-	-	-	-	-	-
-	-	-	-	-	-
-	-	-	-	-	-
ALL OTHER School Districts: (Weighted Avg)	-	-	-	-	-
TOTAL ENROLLMENT	-	-	997	-	-
REVENUE PER PUPIL					
	-	#NAME?	#NAME?	-	#NAME?
EXPENSES PER PUPIL					
	-	#NAME?	4,004	-	#NAME?

LEADERSHIP PREPARATORY BEDFORD ST					
Budget / Operating					
2015-16					
Total Revenue	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?
Total Expenses	15,968,535	#NAME?	#NAME?	(15,968,535)	#NAME?
Net Income	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?
Actual Student Enrollment					
	Total Year			VARIANCE	
	Original Budget	Revised Budget	Variance	Original Budget vs. PY Budget	Revised Budget vs. PY Budget
REVENUE					
REVENUES FROM STATE SOURCES	2015-16				
Per Pupil Revenue	Per Pupil Rate				
NYC CHANCELLOR'S OFFICE	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?
-	#N/A	#N/A	#NAME?	#N/A	#NAME?
-	#N/A	#N/A	#NAME?	#N/A	#NAME?
-	#N/A	#N/A	#NAME?	#N/A	#NAME?
-	#N/A	#N/A	#NAME?	#N/A	#NAME?
-	#N/A	#N/A	#NAME?	#N/A	#NAME?
-	#N/A	#N/A	#NAME?	#N/A	#NAME?
-	#N/A	#N/A	#NAME?	#N/A	#NAME?
-	#N/A	#N/A	#NAME?	#N/A	#NAME?
-	#N/A	#N/A	#NAME?	#N/A	#NAME?
-	#N/A	#N/A	#NAME?	#N/A	#NAME?
-	#N/A	#N/A	#NAME?	#N/A	#NAME?
-	#N/A	#N/A	#NAME?	#N/A	#NAME?
-	#N/A	#N/A	#NAME?	#N/A	#NAME?
-	#N/A	#N/A	#NAME?	#N/A	#NAME?
ALL OTHER School Districts: (Weighted Avg)	#N/A	#N/A	#NAME?	#N/A	#NAME?
TOTAL Per Pupil Revenue (Weighted Average Per Pupil Funding)	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?
Special Education Revenue	301,310	#NAME?	#NAME?	301,310	#NAME?
Grants	-	#NAME?	#NAME?	-	#NAME?
Stimulus	-	#NAME?	#NAME?	-	#NAME?
DYCD (Department of Youth and Community Development)	-	#NAME?	#NAME?	-	#NAME?
Other	-	#NAME?	#NAME?	-	#NAME?
Other	-	#NAME?	#NAME?	-	#NAME?
TOTAL REVENUE FROM STATE SOURCES	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?
REVENUE FROM FEDERAL FUNDING					
IDEA Special Needs	23,480	#NAME?	#NAME?	23,480	#NAME?
Title I	354,456	#NAME?	#NAME?	354,456	#NAME?
Title Funding - Other	10,100	#NAME?	#NAME?	10,100	#NAME?
School Food Service (Free Lunch)	-	#NAME?	#NAME?	-	#NAME?
Grants	-	#NAME?	#NAME?	-	#NAME?
Charter School Program (CSP) Planning & Implementation	-	#NAME?	#NAME?	-	#NAME?
Other	-	#NAME?	#NAME?	-	#NAME?
Other	-	#NAME?	#NAME?	-	#NAME?
TOTAL REVENUE FROM FEDERAL SOURCES	388,036	#NAME?	#NAME?	388,036	#NAME?
LOCAL and OTHER REVENUE					
Contributions and Donations	1,040,000	#NAME?	#NAME?	1,040,000	#NAME?
Fundraising	9,030	#NAME?	#NAME?	9,030	#NAME?
Erate Reimbursement	213,365	#NAME?	#NAME?	213,365	#NAME?
Earnings on Investments	-	#NAME?	#NAME?	-	#NAME?
Interest Income	-	#NAME?	#NAME?	-	#NAME?
Food Service (Income from meals)	-	#NAME?	#NAME?	-	#NAME?
Text Book	-	#NAME?	#NAME?	-	#NAME?
OTHER	-	#NAME?	#NAME?	-	#NAME?
TOTAL REVENUE FROM LOCAL and OTHER SOURCES	1,262,395	#NAME?	#NAME?	1,262,395	#NAME?
TOTAL REVENUE	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?

LEADERSHIP PREPARATORY BEDFORD ST				
Budget / Operatin				
2015-16				
Total Revenue	#NAME?	#NAME?	#NAME?	#NAME?
Total Expenses	15,968,535	#NAME?	#NAME?	(15,968,535)
Net Income	#NAME?	#NAME?	#NAME?	#NAME?
Actual Student Enrollment				
Total Year			VARIANCE	
Original Budget	Revised Budget	Variance	Original Budget vs. PY Budget	Revised Budget vs. PY Budget
EXPENSES				
ADMINISTRATIVE STAFF PERSONNEL COSTS				
	Avg. No. of Positions			
Executive Management	3.00	337,032	#NAME?	#NAME?
Instructional Management	3.00	375,116	#NAME?	#NAME?
Deans, Directors & Coordinators	14.50	1,170,074	#NAME?	#NAME?
CFO / Director of Finance	-	-	#NAME?	#NAME?
Operation / Business Manager	-	-	#NAME?	#NAME?
Administrative Staff	4.00	195,000	#NAME?	#NAME?
TOTAL ADMINISTRATIVE STAFF	24.50	2,077,221	#NAME?	#NAME?
INSTRUCTIONAL PERSONNEL COSTS				
Teachers - Regular	79.00	5,234,656	#NAME?	#NAME?
Teachers - SPED	7.00	462,957	#NAME?	#NAME?
Substitute Teachers	-	-	#NAME?	#NAME?
Teaching Assistants	3.00	141,000	#NAME?	#NAME?
Specialty Teachers	3.00	191,531	#NAME?	#NAME?
Aides	-	-	#NAME?	#NAME?
Therapists & Counselors	3.00	212,248	#NAME?	#NAME?
Other	3.00	331,006	#NAME?	#NAME?
TOTAL INSTRUCTIONAL	98.00	6,573,398	#NAME?	#NAME?
NON-INSTRUCTIONAL PERSONNEL COSTS				
Nurse	-	-	#NAME?	#NAME?
Librarian	-	-	#NAME?	#NAME?
Custodian	-	-	#NAME?	#NAME?
Security	-	-	#NAME?	#NAME?
Other	3.00	181,000	#NAME?	#NAME?
TOTAL NON-INSTRUCTIONAL	3.00	181,000	#NAME?	#NAME?
SUBTOTAL PERSONNEL SERVICE COSTS				
	125.50	8,831,619	#NAME?	#NAME?
PAYROLL TAXES AND BENEFITS				
Payroll Taxes		715,104	#NAME?	#NAME?
Fringe / Employee Benefits		1,043,389	#NAME?	#NAME?
Retirement / Pension		-	#NAME?	#NAME?
TOTAL PAYROLL TAXES AND BENEFITS		1,758,493	#NAME?	#NAME?
TOTAL PERSONNEL SERVICE COSTS				
	125.50	10,590,112	#NAME?	#NAME?
CONTRACTED SERVICES				
Accounting / Audit		20,295	#NAME?	#NAME?
Legal		12,000	#NAME?	#NAME?
Management Company Fee		1,242,063	#NAME?	#NAME?
Nurse Services		-	#NAME?	#NAME?
Food Service / School Lunch		-	#NAME?	#NAME?
Payroll Services		31,642	#NAME?	#NAME?
Special Ed Services		13,000	#NAME?	#NAME?
Titlment Services (i.e. Title I)		-	#NAME?	#NAME?
Other Purchased / Professional / Consulting		153,701	#NAME?	#NAME?
TOTAL CONTRACTED SERVICES		1,472,701	#NAME?	#NAME?

LEADERSHIP PREPARATORY BEDFORD ST					
Budget / Operatin					
2015-16					
Total Revenue	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?
Total Expenses	15,968,535	#NAME?	#NAME?	(15,968,535)	#NAME?
Net Income	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?
Actual Student Enrollment					
Total Year			VARIANCE		
Original Budget	Revised Budget	Variance	Original Budget vs. PY Budget	Revised Budget vs. PY Budget	
SCHOOL OPERATIONS					
Board Expenses	650	#NAME?	#NAME?	(650)	#NAME?
Classroom / Teaching Supplies & Materials	273,895	#NAME?	#NAME?	(273,895)	#NAME?
Special Ed Supplies & Materials	-	#NAME?	#NAME?	-	#NAME?
Textbooks / Workbooks	47,550	#NAME?	#NAME?	(47,550)	#NAME?
Supplies & Materials other	-	#NAME?	#NAME?	-	#NAME?
Equipment / Furniture	100,850	#NAME?	#NAME?	(100,850)	#NAME?
Telephone	115,932	#NAME?	#NAME?	(115,932)	#NAME?
Technology	901,271	#NAME?	#NAME?	(901,271)	#NAME?
Student Testing & Assessment	74,070	#NAME?	#NAME?	(74,070)	#NAME?
Field Trips	149,477	#NAME?	#NAME?	(149,477)	#NAME?
Transportation (student)	11,500	#NAME?	#NAME?	(11,500)	#NAME?
Student Services - other	79,500	#NAME?	#NAME?	(79,500)	#NAME?
Office Expense	150,800	#NAME?	#NAME?	(150,800)	#NAME?
Staff Development	478,723	#NAME?	#NAME?	(478,723)	#NAME?
Staff Recruitment	63,800	#NAME?	#NAME?	(63,800)	#NAME?
Student Recruitment / Marketing	82,900	#NAME?	#NAME?	(82,900)	#NAME?
School Meals / Lunch	-	#NAME?	#NAME?	-	#NAME?
Travel (Staff)	-	#NAME?	#NAME?	-	#NAME?
Fundraising	-	#NAME?	#NAME?	-	#NAME?
Other	405,414	#NAME?	#NAME?	(405,414)	#NAME?
TOTAL SCHOOL OPERATIONS	2,936,332	#NAME?	#NAME?	(2,936,332)	#NAME?
FACILITY OPERATION & MAINTENANCE					
Insurance	123,586	#NAME?	#NAME?	(123,586)	#NAME?
Janitorial	25,000	#NAME?	#NAME?	(25,000)	#NAME?
Building and Land Rent / Lease / Facility Finance Interest	785,803	#NAME?	#NAME?	(785,803)	#NAME?
Repairs & Maintenance	26,000	#NAME?	#NAME?	(26,000)	#NAME?
Equipment / Furniture	9,000	#NAME?	#NAME?	(9,000)	#NAME?
Security	-	#NAME?	#NAME?	-	#NAME?
Utilities	-	#NAME?	#NAME?	-	#NAME?
TOTAL FACILITY OPERATION & MAINTENANCE	969,389	#NAME?	#NAME?	(969,389)	#NAME?
DEPRECIATION & AMORTIZATION					
	-	#NAME?	#NAME?	-	#NAME?
RESERVES / CONTINGENCY					
	-	#NAME?	#NAME?	-	#NAME?
TOTAL EXPENSES					
	15,968,535	#NAME?	#NAME?	(15,968,535)	#NAME?
NET INCOME					
	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?

LEADERSHIP PREPARATORY BEDFORD ST				
Budget / Operatin				
2015-16				
Total Revenue	#NAME?	#NAME?	#NAME?	#NAME?
Total Expenses	15,968,535	#NAME?	#NAME?	(15,968,535)
Net Income	#NAME?	#NAME?	#NAME?	#NAME?
Actual Student Enrollment				
	Total Year			VARIANCE
	Original Budget	Revised Budget	Variance	Original Budget vs. PY Budget
ENROLLMENT - *School Districts Are Linked To Above Entries*				
Number of Districts:				
NYC CHANCELLOR'S OFFICE				
-				
-				
-				
-				
-				
-				
-				
-				
-				
-				
ALL OTHER School Districts: (Weighted Avg)				
TOTAL ENROLLMENT				
REVENUE PER PUPIL				
EXPENSES PER PUPIL				

Total Revenue
Total Expenses
Net Income
Actual Student Enrollment

DESCRIPTION OF ASSUMPTIONS

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

Total Revenue
Total Expenses
Net Income
Actual Student Enrollment

DESCRIPTION OF ASSUMPTIONS

EXPENSES

ADMINISTRATIVE STAFF PERSONNEL COSTS		Avg. No. of Positions
Executive Management		3.00
Instructional Management		3.00
Deans, Directors & Coordinators		14.50
CFO / Director of Finance		-
Operation / Business Manager		-
Administrative Staff		4.00
TOTAL ADMINISTRATIVE STAFF		24.50
INSTRUCTIONAL PERSONNEL COSTS		
Teachers - Regular		79.00
Teachers - SPED		7.00
Substitute Teachers		-
Teaching Assistants		3.00
Specialty Teachers		3.00
Aides		-
Therapists & Counselors		3.00
Other		3.00
TOTAL INSTRUCTIONAL		98.00
NON-INSTRUCTIONAL PERSONNEL COSTS		
Nurse		-
Librarian		-
Custodian		-
Security		-
Other		3.00
TOTAL NON-INSTRUCTIONAL		3.00
SUBTOTAL PERSONNEL SERVICE COSTS		125.50
PAYROLL TAXES AND BENEFITS		
Payroll Taxes		
Fringe / Employee Benefits		
Retirement / Pension		
TOTAL PAYROLL TAXES AND BENEFITS		
TOTAL PERSONNEL SERVICE COSTS		125.50
CONTRACTED SERVICES		
Accounting / Audit		
Legal		
Management Company Fee		
Nurse Services		
Food Service / School Lunch		
Payroll Services		
Special Ed Services		
Titlement Services (i.e. Title I)		
Other Purchased / Professional / Consulting		
TOTAL CONTRACTED SERVICES		

Total Revenue
Total Expenses
Net Income
Actual Student Enrollment

DESCRIPTION OF ASSUMPTIONS

SCHOOL OPERATIONS
Board Expenses
Classroom / Teaching Supplies & Materials
Special Ed Supplies & Materials
Textbooks / Workbooks
Supplies & Materials other
Equipment / Furniture
Telephone
Technology
Student Testing & Assessment
Field Trips
Transportation (student)
Student Services - other
Office Expense
Staff Development
Staff Recruitment
Student Recruitment / Marketing
School Meals / Lunch
Travel (Staff)
Fundraising
Other
TOTAL SCHOOL OPERATIONS

FACILITY OPERATION & MAINTENANCE
Insurance
Janitorial
Building and Land Rent / Lease / Facility Finance Interest
Repairs & Maintenance
Equipment / Furniture
Security
Utilities
TOTAL FACILITY OPERATION & MAINTENANCE

DEPRECIATION & AMORTIZATION
RESERVES / CONTINGENCY

TOTAL EXPENSES

NET INCOME

<div> <div>Total Revenue</div> <div>Total Expenses</div> <div>Net Income</div> <div>Actual Student Enrollment</div> </div>	<div> <div> <div>TUYVESANT CHARTER SCHOOL</div> <div>g Plan</div> </div> <div>DESCRIPTION OF ASSUMPTIONS</div> </div>
<div> <div>ENROLLMENT - *School Districts Are Linked To Above Entries*</div> <div> <div>Number of Districts:</div> <div> <div>NYC CHANCELLOR'S OFFICE</div> <div>-</div> <div>-</div> <div>-</div> <div>-</div> <div>-</div> <div>-</div> <div>-</div> <div>-</div> <div>-</div> <div>-</div> <div>-</div> <div>-</div> </div> <div>ALL OTHER School Districts: (Weighted Avg)</div> <div>TOTAL ENROLLMENT</div> <div>REVENUE PER PUPIL</div> <div>EXPENSES PER PUPIL</div> </div> </div>	

LEADERSHIP PREPARATORY BEDFORD STUYVESANT CHARTER SCHOOL
BALANCE SHEET
2015-16

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

2015-16

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

LEADERSHIP PREPARATORY BEDFORD STUYVESANT CHARTER SCHOOL

Budget / Operating Plan

2015-16

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

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

EXPENSES

Quarter 0

No. of Positions

ADMINISTRATIVE STAFF PERSONNEL COSTS

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

INSTRUCTIONAL PERSONNEL COSTS

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

NON-INSTRUCTIONAL PERSONNEL COSTS

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

SUBTOTAL PERSONNEL SERVICE COSTS

#NAME?	-	#NAME?	#NAME?	-	#NAME?	#NAME?	-
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PAYROLL TAXES AND BENEFITS

Payroll Taxes	-	#NAME?	#NAME?	-	#NAME?	#NAME?	-
Fringe / Employee Benefits	-	#NAME?	#NAME?	-	#NAME?	#NAME?	-
Retirement / Pension	-	#NAME?	#NAME?	-	#NAME?	#NAME?	-
TOTAL PAYROLL TAXES AND BENEFITS	-	#NAME?	#NAME?	-	#NAME?	#NAME?	-

TOTAL PERSONNEL SERVICE COSTS

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

CONTRACTED SERVICES

Accounting / Audit	-	#NAME?	#NAME?	-	#NAME?	#NAME?	-
Legal	-	#NAME?	#NAME?	-	#NAME?	#NAME?	-
Management Company Fee	-	#NAME?	#NAME?	-	#NAME?	#NAME?	-
Nurse Services	-	#NAME?	#NAME?	-	#NAME?	#NAME?	-
Food Service / School Lunch	-	#NAME?	#NAME?	-	#NAME?	#NAME?	-
Payroll Services	-	#NAME?	#NAME?	-	#NAME?	#NAME?	-
Special Ed Services	-	#NAME?	#NAME?	-	#NAME?	#NAME?	-
Titlement Services (i.e. Title I)	-	#NAME?	#NAME?	-	#NAME?	#NAME?	-
Other Purchased / Professional / Consulting	-	#NAME?	#NAME?	-	#NAME?	#NAME?	-
TOTAL CONTRACTED SERVICES	-	#NAME?	#NAME?	-	#NAME?	#NAME?	-

2015-16

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

NYC CHANCELLOR'S OFFICE

TOTAL ENROLLMENT

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

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

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

LEADER						
Total Revenue	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?
Total Expenses	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?
Net Income	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?
Actual Student Enrollment	#NAME?	-	-	#NAME?	-	-
*NOTE: Enrollment, Revenue and Expenditure Data IN the 'Total and Variance Analysis' Section is Based on LAST ACTUAL Quarter Completed	Quarter - 1/1 - 3/31		4th Quarter - 4/1 - 6/30			
	Current Budget	Variance	Actual	Current Budget	Variance	
EXPENSES	Quarter 0					
ADMINISTRATIVE STAFF PERSONNEL COSTS	No. of Positions					
Executive Management	#NAME?	#NAME?	#NAME?	-	#NAME?	#NAME?
Instructional Management	#NAME?	#NAME?	#NAME?	-	#NAME?	#NAME?
Deans, Directors & Coordinators	#NAME?	#NAME?	#NAME?	-	#NAME?	#NAME?
CFO / Director of Finance	#NAME?	#NAME?	#NAME?	-	#NAME?	#NAME?
Operation / Business Manager	#NAME?	#NAME?	#NAME?	-	#NAME?	#NAME?
Administrative Staff	#NAME?	#NAME?	#NAME?	-	#NAME?	#NAME?
TOTAL ADMINISTRATIVE STAFF	#NAME?	#NAME?	#NAME?	-	#NAME?	#NAME?
INSTRUCTIONAL PERSONNEL COSTS						
Teachers - Regular	#NAME?	#NAME?	#NAME?	-	#NAME?	#NAME?
Teachers - SPED	#NAME?	#NAME?	#NAME?	-	#NAME?	#NAME?
Substitute Teachers	#NAME?	#NAME?	#NAME?	-	#NAME?	#NAME?
Teaching Assistants	#NAME?	#NAME?	#NAME?	-	#NAME?	#NAME?
Specialty Teachers	#NAME?	#NAME?	#NAME?	-	#NAME?	#NAME?
Aides	#NAME?	#NAME?	#NAME?	-	#NAME?	#NAME?
Therapists & Counselors	#NAME?	#NAME?	#NAME?	-	#NAME?	#NAME?
Other	#NAME?	#NAME?	#NAME?	-	#NAME?	#NAME?
TOTAL INSTRUCTIONAL	#NAME?	#NAME?	#NAME?	-	#NAME?	#NAME?
NON-INSTRUCTIONAL PERSONNEL COSTS						
Nurse	#NAME?	#NAME?	#NAME?	-	#NAME?	#NAME?
Librarian	#NAME?	#NAME?	#NAME?	-	#NAME?	#NAME?
Custodian	#NAME?	#NAME?	#NAME?	-	#NAME?	#NAME?
Security	#NAME?	#NAME?	#NAME?	-	#NAME?	#NAME?
Other	#NAME?	#NAME?	#NAME?	-	#NAME?	#NAME?
TOTAL NON-INSTRUCTIONAL	#NAME?	#NAME?	#NAME?	-	#NAME?	#NAME?
SUBTOTAL PERSONNEL SERVICE COSTS	#NAME?	#NAME?	#NAME?	-	#NAME?	#NAME?
PAYROLL TAXES AND BENEFITS						
Payroll Taxes		#NAME?	#NAME?	-	#NAME?	#NAME?
Fringe / Employee Benefits		#NAME?	#NAME?	-	#NAME?	#NAME?
Retirement / Pension		#NAME?	#NAME?	-	#NAME?	#NAME?
TOTAL PAYROLL TAXES AND BENEFITS		#NAME?	#NAME?	-	#NAME?	#NAME?
TOTAL PERSONNEL SERVICE COSTS	#NAME?	#NAME?	#NAME?	-	#NAME?	#NAME?
CONTRACTED SERVICES						
Accounting / Audit		#NAME?	#NAME?	-	#NAME?	#NAME?
Legal		#NAME?	#NAME?	-	#NAME?	#NAME?
Management Company Fee		#NAME?	#NAME?	-	#NAME?	#NAME?
Nurse Services		#NAME?	#NAME?	-	#NAME?	#NAME?
Food Service / School Lunch		#NAME?	#NAME?	-	#NAME?	#NAME?
Payroll Services		#NAME?	#NAME?	-	#NAME?	#NAME?
Special Ed Services		#NAME?	#NAME?	-	#NAME?	#NAME?
Titlement Services (i.e. Title I)		#NAME?	#NAME?	-	#NAME?	#NAME?
Other Purchased / Professional / Consulting		#NAME?	#NAME?	-	#NAME?	#NAME?
TOTAL CONTRACTED SERVICES		#NAME?	#NAME?	-	#NAME?	#NAME?

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

LEADER					
Total Revenue	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?
Total Expenses	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?
Net Income	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?
Actual Student Enrollment	#NAME?	-	-	#NAME?	-
*NOTE: Enrollment, Revenue and Expenditure Data IN the 'Total and Variance Analysis' Section is Based on LAST ACTUAL Quarter Completed		3rd Quarter - 1/1 - 3/31		4th Quarter - 4/1 - 6/30	
		Current Budget	Variance	Actual	Current Budget Variance
ENROLLMENT - *School Districts Are Linked To Above Entries*					
NYC CHANCELLOR'S OFFICE	#NAME?	-	-	#NAME?	-
-	#NAME?	-	-	#NAME?	-
-	#NAME?	-	-	#NAME?	-
-	#NAME?	-	-	#NAME?	-
-	#NAME?	-	-	#NAME?	-
-	#NAME?	-	-	#NAME?	-
-	#NAME?	-	-	#NAME?	-
-	#NAME?	-	-	#NAME?	-
-	#NAME?	-	-	#NAME?	-
-	#NAME?	-	-	#NAME?	-
-	#NAME?	-	-	#NAME?	-
-	#NAME?	-	-	#NAME?	-
-	#NAME?	-	-	#NAME?	-
-	#NAME?	-	-	#NAME?	-
-	#NAME?	-	-	#NAME?	-
ALL OTHER School Districts: (Count = 0)	#NAME?	-	-	#NAME?	-
TOTAL ENROLLMENT	#NAME?	-	-	#NAME?	-
REVENUE PER PUPIL	#NAME?	#NAME?	-	#NAME?	#NAME?
EXPENSES PER PUPIL	#NAME?	#NAME?	-	#NAME?	#NAME?

LEADER		LEADERSHIP PREPARATORY BEDFORD STUYVESANT						
Budget / Operating Plan 2015-16								
Total Revenue	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	
Total Expenses	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	
Net Income	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	
Actual Student Enrollment	-	-	-			-	-	
*NOTE: Enrollment, Revenue and Expenditure Data IN the 'Total and Variance Analysis' Section is Based on LAST ACTUAL Quarter Completed		TOTALS AND VARIANCE ANALYSIS						
			Current Budget (Current Quarter)	Actual vs. Current Budget	Current Budget - TY	Actual vs. Current Budget TY	Original Budget (Current Quarter)	Actual vs. Original Budget
		Actual						
REVENUE								
REVENUES FROM STATE SOURCES								
Per Pupil Revenue	CY Per Pupil Rate							
NYC CHANCELLOR'S OFFICE	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	
-	#N/A	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	
-	#N/A	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	
-	#N/A	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	
-	#N/A	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	
-	#N/A	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	
-	#N/A	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	
-	#N/A	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	
-	#N/A	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	
-	#N/A	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	
-	#N/A	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	
-	#N/A	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	
-	#N/A	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	
-	#N/A	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	
-	#N/A	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	
-	#N/A	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	
-	#N/A	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	
ALL OTHER School Districts: (Count = 0)	#N/A	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	
TOTAL Per Pupil Revenue (Weighted Average Per Pupil Funding)	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	
Special Education Revenue		#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	
Grants								
Stimulus		#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	
DYCD (Department of Youth and Community Development)		#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	
Other		#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	
Other		#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	
TOTAL REVENUE FROM STATE SOURCES		#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	
REVENUE FROM FEDERAL FUNDING								
IDEA Special Needs		#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	
Title I		#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	
Title Funding - Other		#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	
School Food Service (Free Lunch)		#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	
Grants								
Charter School Program (CSP) Planning & Implementation		#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	
Other		#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	
Other		#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	
TOTAL REVENUE FROM FEDERAL SOURCES		#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	
LOCAL and OTHER REVENUE								
Contributions and Donations		#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	
Fundraising		#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	
Erate Reimbursement		#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	
Earnings on Investments		#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	
Interest Income		#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	
Food Service (Income from meals)		#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	
Text Book		#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	
OTHER		#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	
TOTAL REVENUE FROM LOCAL and OTHER SOURCES		#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	
TOTAL REVENUE	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	

LEADER		LEADERSHIP PREPARATORY BEDFORD STUYVESANT Budget / Operating Plan 2015-16					
Total Revenue	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?
Total Expenses	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?
Net Income	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?
Actual Student Enrollment	-	-	-			-	-
*NOTE: Enrollment, Revenue and Expenditure Data IN the 'Total and Variance Analysis' Section is Based on LAST ACTUAL Quarter Completed		TOTALS AND VARIANCE ANALYSIS					
		Actual vs.		Actual vs.		Actual vs.	
		Current Budget (Current Quarter)	Current Budget	Current Budget - TY	Current Budget TY	Original Budget (Current Quarter)	Actual vs. Original Budget
		Actual					
EXPENSES		Quarter 0					
ADMINISTRATIVE STAFF PERSONNEL COSTS		No. of Positions					
Executive Management	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?
Instructional Management	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?
Deans, Directors & Coordinators	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?
CFO / Director of Finance	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?
Operation / Business Manager	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?
Administrative Staff	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?
TOTAL ADMINISTRATIVE STAFF	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?
INSTRUCTIONAL PERSONNEL COSTS							
Teachers - Regular	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?
Teachers - SPED	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?
Substitute Teachers	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?
Teaching Assistants	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?
Specialty Teachers	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?
Aides	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?
Therapists & Counselors	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?
Other	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?
TOTAL INSTRUCTIONAL	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?
NON-INSTRUCTIONAL PERSONNEL COSTS							
Nurse	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?
Librarian	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?
Custodian	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?
Security	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?
Other	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?
TOTAL NON-INSTRUCTIONAL	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?
SUBTOTAL PERSONNEL SERVICE COSTS		#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?
PAYROLL TAXES AND BENEFITS							
Payroll Taxes		#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?
Fringe / Employee Benefits		#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?
Retirement / Pension		#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?
TOTAL PAYROLL TAXES AND BENEFITS		#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?
TOTAL PERSONNEL SERVICE COSTS		#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?
CONTRACTED SERVICES							
Accounting / Audit		#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?
Legal		#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?
Management Company Fee		#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?
Nurse Services		#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?
Food Service / School Lunch		#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?
Payroll Services		#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?
Special Ed Services		#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?
Titlement Services (i.e. Title I)		#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?
Other Purchased / Professional / Consulting		#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?
TOTAL CONTRACTED SERVICES		#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?

[illegible]

LEADER		LEADERSHIP PREPARATORY BEDFORD STUYVES/					
		Budget / Operating Plan					
		2015-16					
Total Revenue	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?
Total Expenses	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?
Net Income	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?
Actual Student Enrollment	-	-	-	-	-	-	-
*NOTE: Enrollment, Revenue and Expenditure Data IN the 'Total and Variance Analysis' Section is Based on LAST ACTUAL Quarter Completed		TOTALS AND VARIANCE ANALYSIS					
		Actual vs.		Actual vs.		Original vs.	
		Current Budget (Current Quarter)	Current Budget	Current Budget - TY	Current Budget TY	Current Budget (Current Quarter)	Original Budget
ENROLLMENT - *School Districts Are Linked To Above Entries*		* Enrollment Data Based on Last Actual Quarter Completed					
NYC CHANCELLOR'S OFFICE		-	-	-		-	-
-		-	-	-		-	-
-		-	-	-		-	-
-		-	-	-		-	-
-		-	-	-		-	-
-		-	-	-		-	-
-		-	-	-		-	-
-		-	-	-		-	-
-		-	-	-		-	-
-		-	-	-		-	-
-		-	-	-		-	-
-		-	-	-		-	-
-		-	-	-		-	-
-		-	-	-		-	-
-		-	-	-		-	-
ALL OTHER School Districts: (Count = 0)		-	-	-		-	-
TOTAL ENROLLMENT		-	-	-		-	-
REVENUE PER PUPIL		-	-	-		-	-
EXPENSES PER PUPIL		-	-	-		-	-

LEADERANT CHARTER SCHOOL				
Total Revenue	#NAME?	#NAME?	#NAME?	#NAME?
Total Expenses	15,968,535	#NAME?	#NAME?	#NAME?
Net Income	#NAME?	#NAME?	#NAME?	#NAME?
Actual Student Enrollment			-	
*NOTE: Enrollment, Revenue and Expenditure Data IN the 'Total and Variance Analysis' Section is Based on LAST ACTUAL Quarter Completed		\$		
		Actual vs. Original Budget - TY	PY Actual (PY TY / No. of COMPLETED Actual CY Quarters	Actual CY vs. Actual PY
REVENUE				
REVENUES FROM STATE SOURCES				
Per Pupil Revenue	CY Per Pupil Rate			
NYC CHANCELLOR'S OFFICE	#NAME?	#NAME?	#NAME?	#NAME?
-	#N/A	#N/A	#NAME?	#NAME?
-	#N/A	#N/A	#NAME?	#NAME?
-	#N/A	#N/A	#NAME?	#NAME?
-	#N/A	#N/A	#NAME?	#NAME?
-	#N/A	#N/A	#NAME?	#NAME?
-	#N/A	#N/A	#NAME?	#NAME?
-	#N/A	#N/A	#NAME?	#NAME?
-	#N/A	#N/A	#NAME?	#NAME?
-	#N/A	#N/A	#NAME?	#NAME?
-	#N/A	#N/A	#NAME?	#NAME?
-	#N/A	#N/A	#NAME?	#NAME?
-	#N/A	#N/A	#NAME?	#NAME?
-	#N/A	#N/A	#NAME?	#NAME?
-	#N/A	#N/A	#NAME?	#NAME?
ALL OTHER School Districts: (Count = 0)	#N/A	#N/A	#NAME?	#NAME?
TOTAL Per Pupil Revenue (Weighted Average Per Pupil Funding)	#NAME?	#NAME?	#NAME?	#NAME?
Special Education Revenue		301,310	#NAME?	#NAME?
Grants				
Stimulus		-	#NAME?	#NAME?
DYCD (Department of Youth and Community Development)		-	#NAME?	#NAME?
Other		-	#NAME?	#NAME?
Other		-	#NAME?	#NAME?
TOTAL REVENUE FROM STATE SOURCES		#NAME?	#NAME?	#NAME?
REVENUE FROM FEDERAL FUNDING				
IDEA Special Needs		23,480	#NAME?	#NAME?
Title I		354,456	#NAME?	#NAME?
Title Funding - Other		10,100	#NAME?	#NAME?
School Food Service (Free Lunch)		-	#NAME?	#NAME?
Grants				
Charter School Program (CSP) Planning & Implementation		-	#NAME?	#NAME?
Other		-	#NAME?	#NAME?
Other		-	#NAME?	#NAME?
TOTAL REVENUE FROM FEDERAL SOURCES		388,036	#NAME?	#NAME?
LOCAL and OTHER REVENUE				
Contributions and Donations		1,040,000	#NAME?	#NAME?
Fundraising		9,030	#NAME?	#NAME?
Erate Reimbursement		213,365	#NAME?	#NAME?
Earnings on Investments		-	#NAME?	#NAME?
Interest Income		-	#NAME?	#NAME?
Food Service (Income from meals)		-	#NAME?	#NAME?
Text Book		-	#NAME?	#NAME?
OTHER		-	#NAME?	#NAME?
TOTAL REVENUE FROM LOCAL and OTHER SOURCES		1,262,395	#NAME?	#NAME?
TOTAL REVENUE		#NAME?	#NAME?	#NAME?

LEADERANT CHARTER SCHOOL				
Total Revenue	#NAME?	#NAME?	#NAME?	#NAME?
Total Expenses	15,968,535	#NAME?	#NAME?	#NAME?
Net Income	#NAME?	#NAME?	#NAME?	#NAME?
Actual Student Enrollment			-	
*NOTE: Enrollment, Revenue and Expenditure Data IN the 'Total and Variance Analysis' Section is Based on LAST ACTUAL Quarter Completed		\$		
		Original Budget - TY	Actual vs. Original Budget TY	PY Actual (PY TY / No. of COMPLETED Actual CY vs. Actual PY
EXPENSES				
ADMINISTRATIVE STAFF PERSONNEL COSTS		Quarter 0 No. of Positions		
Executive Management	#NAME?		337,032	#NAME?
Instructional Management	#NAME?		375,116	#NAME?
Deans, Directors & Coordinators	#NAME?		1,170,074	#NAME?
CFO / Director of Finance	#NAME?		-	#NAME?
Operation / Business Manager	#NAME?		-	#NAME?
Administrative Staff	#NAME?		195,000	#NAME?
TOTAL ADMINISTRATIVE STAFF	#NAME?		2,077,221	#NAME?
INSTRUCTIONAL PERSONNEL COSTS				
Teachers - Regular	#NAME?		5,234,656	#NAME?
Teachers - SPED	#NAME?		462,957	#NAME?
Substitute Teachers	#NAME?		-	#NAME?
Teaching Assistants	#NAME?		141,000	#NAME?
Specialty Teachers	#NAME?		191,531	#NAME?
Aides	#NAME?		-	#NAME?
Therapists & Counselors	#NAME?		212,248	#NAME?
Other	#NAME?		331,006	#NAME?
TOTAL INSTRUCTIONAL	#NAME?		6,573,398	#NAME?
NON-INSTRUCTIONAL PERSONNEL COSTS				
Nurse	#NAME?		-	#NAME?
Librarian	#NAME?		-	#NAME?
Custodian	#NAME?		-	#NAME?
Security	#NAME?		-	#NAME?
Other	#NAME?		181,000	#NAME?
TOTAL NON-INSTRUCTIONAL	#NAME?		181,000	#NAME?
SUBTOTAL PERSONNEL SERVICE COSTS			8,831,619	#NAME?
PAYROLL TAXES AND BENEFITS				
Payroll Taxes			715,104	#NAME?
Fringe / Employee Benefits			1,043,389	#NAME?
Retirement / Pension			-	#NAME?
TOTAL PAYROLL TAXES AND BENEFITS			1,758,493	#NAME?
TOTAL PERSONNEL SERVICE COSTS		#NAME?	10,590,112	#NAME?
CONTRACTED SERVICES				
Accounting / Audit			20,295	#NAME?
Legal			12,000	#NAME?
Management Company Fee			1,242,063	#NAME?
Nurse Services			-	#NAME?
Food Service / School Lunch			-	#NAME?
Payroll Services			31,642	#NAME?
Special Ed Services			13,000	#NAME?
Titlement Services (i.e. Title I)			-	#NAME?
Other Purchased / Professional / Consulting			153,701	#NAME?
TOTAL CONTRACTED SERVICES			1,472,701	#NAME?

LEADERANT CHARTER SCHOOL				
Total Revenue	#NAME?	#NAME?	#NAME?	#NAME?
Total Expenses	15,968,535	#NAME?	#NAME?	#NAME?
Net Income	#NAME?	#NAME?	#NAME?	#NAME?
Actual Student Enrollment			-	
*NOTE: Enrollment, Revenue and Expenditure Data IN the 'Total and Variance Analysis' Section is Based on LAST ACTUAL Quarter Completed		\$		
		Actual vs. Original Budget - TY	PY Actual (PY TY / No. of COMPLETED Actual CY Quarters	Actual CY vs. Actual PY
SCHOOL OPERATIONS				
Board Expenses	650	#NAME?	#NAME?	#NAME?
Classroom / Teaching Supplies & Materials	273,895	#NAME?	#NAME?	#NAME?
Special Ed Supplies & Materials	-	#NAME?	#NAME?	#NAME?
Textbooks / Workbooks	47,550	#NAME?	#NAME?	#NAME?
Supplies & Materials other	-	#NAME?	#NAME?	#NAME?
Equipment / Furniture	100,850	#NAME?	#NAME?	#NAME?
Telephone	115,932	#NAME?	#NAME?	#NAME?
Technology	901,271	#NAME?	#NAME?	#NAME?
Student Testing & Assessment	74,070	#NAME?	#NAME?	#NAME?
Field Trips	149,477	#NAME?	#NAME?	#NAME?
Transportation (student)	11,500	#NAME?	#NAME?	#NAME?
Student Services - other	79,500	#NAME?	#NAME?	#NAME?
Office Expense	150,800	#NAME?	#NAME?	#NAME?
Staff Development	478,723	#NAME?	#NAME?	#NAME?
Staff Recruitment	63,800	#NAME?	#NAME?	#NAME?
Student Recruitment / Marketing	82,900	#NAME?	#NAME?	#NAME?
School Meals / Lunch	-	#NAME?	#NAME?	#NAME?
Travel (Staff)	-	#NAME?	#NAME?	#NAME?
Fundraising	-	#NAME?	#NAME?	#NAME?
Other	405,414	#NAME?	#NAME?	#NAME?
TOTAL SCHOOL OPERATIONS	2,936,332	#NAME?	#NAME?	#NAME?
FACILITY OPERATION & MAINTENANCE				
Insurance	123,586	#NAME?	#NAME?	#NAME?
Janitorial	25,000	#NAME?	#NAME?	#NAME?
Building and Land Rent / Lease / Facility Finance Interest	785,803	#NAME?	#NAME?	#NAME?
Repairs & Maintenance	26,000	#NAME?	#NAME?	#NAME?
Equipment / Furniture	9,000	#NAME?	#NAME?	#NAME?
Security	-	#NAME?	#NAME?	#NAME?
Utilities	-	#NAME?	#NAME?	#NAME?
TOTAL FACILITY OPERATION & MAINTENANCE	969,389	#NAME?	#NAME?	#NAME?
DEPRECIATION & AMORTIZATION				
	-	#NAME?	#NAME?	#NAME?
RESERVES / CONTINGENCY				
	-	#NAME?	#NAME?	#NAME?
TOTAL EXPENSES	15,968,535	#NAME?	#NAME?	#NAME?
NET INCOME	#NAME?	#NAME?	#NAME?	#NAME?

LEADERANT CHARTER SCHOOL				
Total Revenue	#NAME?	#NAME?	#NAME?	#NAME?
Total Expenses	15,968,535	#NAME?	#NAME?	#NAME?
Net Income	#NAME?	#NAME?	#NAME?	#NAME?
Actual Student Enrollment			-	
*NOTE: Enrollment, Revenue and Expenditure Data IN the 'Total and Variance Analysis' Section is Based on LAST ACTUAL Quarter Completed		\$	PY Actual (PY TY / No. of COMPLETED Actual CY Quarters	
		Original Budget - TY	Actual vs. Original Budget TY	Actual CY vs. Actual PY
ENROLLMENT - *School Districts Are Linked To Above Entries*				
NYC CHANCELLOR'S OFFICE			-	-
-			-	-
-			-	-
-			-	-
-			-	-
-			-	-
-			-	-
-			-	-
-			-	-
-			-	-
-			-	-
-			-	-
-			-	-
-			-	-
ALL OTHER School Districts: (Count = 0)			-	-
TOTAL ENROLLMENT			-	-
REVENUE PER PUPIL			-	-
EXPENSES PER PUPIL			-	-



Charter Schools Institute
The State University of New York

Annual Report Requirement

for SUNY Authorized Charter Schools

**LEADERSHIP PREPARATORY BEDFORD STUYVESANT CHARTER
SCHOOL
2015-16**

Administrative
expenditures per pupil:

\$0.00

Per NYS Statute

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

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

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

Created Friday, October 02, 2015

<https://nysed.fluidsurveys.com/account/surveys/537586/responses/export/?collector=109126/s/Regents-Appendix-E-BOT-Form/f5>

Page 1

Please open the link to this form using **Google Chrome** as your browser. Doing so will allow you to input your signature on page 2 of the form. Thank you.

1. TRUSTEE NAME

	First Name	Last Name
Trustee Name	Carrie	Abramson

2. *Your Home Address:

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

3. *Your Business Address

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

4. *Daytime Phone Number:

5. *E-mail Address:

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

No, I am not.

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

LEADERSHIP PREPARATORY BEDFORD STUYVESANT CS (SUNY TRUSTEES) 331300860901

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

(check all that apply)

(No response)

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

No

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

No

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

No

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

No

Signature of Trustee

A handwritten signature in black ink, appearing to read "C. Smith", written across a horizontal line.

Thank you.

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

Created Tuesday, November 03, 2015

<https://nysed.fluidsurveys.com/account/surveys/537586/responses/export/?collector=109126/s/Regents-Appendix-E-BOT-Form/7c>

Page 1

Please open the link to this form using **Google Chrome** as your browser. Doing so will allow you to input your signature on page 2 of the form. Thank you.

1. TRUSTEE NAME

	First Name	Last Name
Trustee Name	Benjamin	Esner

2. *Your Home Address:

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

3. *Your Business Address

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

4. *Daytime Phone Number:

5. *E-mail Address:

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

No, I am not.

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

LEADERSHIP PREPARATORY BEDFORD STUYVESANT CS (SUNY TRUSTEES) 331300860901

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

(check all that apply)

(No response)

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

No

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

No

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

No

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

No

Signature of Trustee

A handwritten signature in black ink, appearing to be "B. J. ...", written on a light gray background.

Thank you.

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

Created Wednesday, October 07, 2015

<https://nysed.fluidsurveys.com/account/surveys/537586/responses/export/?collector=109126/s/Regents-Appendix-E-BOT-Form/2b>

Page 1

Please open the link to this form using **Google Chrome** as your browser. Doing so will allow you to input your signature on page 2 of the form. Thank you.

1. TRUSTEE NAME

	First Name	Last Name
Trustee Name	Michael	Hall

2. *Your Home Address:

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

3. *Your Business Address

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

4. *Daytime Phone Number:

5. *E-mail Address:

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

No, I am not.

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

LEADERSHIP PREPARATORY BEDFORD STUYVESANT CS (SUNY TRUSTEES) 331300860901

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

(check all that apply)

-
- Secretary
-

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

No

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

No

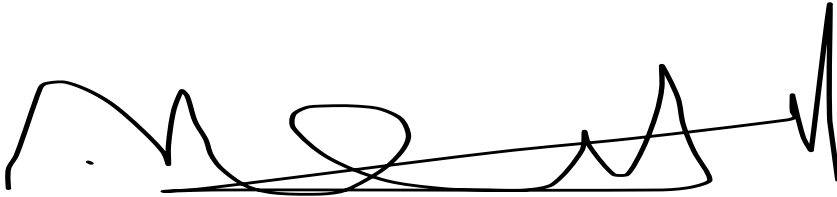
11. Have you or any of your immediate family members or any persons who live with you in your house had an interest in or engaged in a transaction with the charter school during the time you have served on the board, and in the six-month period prior to such service?

No

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

No

Signature of Trustee

A handwritten signature in black ink, consisting of a series of loops and peaks, written on a white background.

Thank you.

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

Created Saturday, October 03, 2015

<https://nysed.fluidsurveys.com/account/surveys/537586/responses/export/?collector=109126/s/Regents-Appendix-E-BOT-Form/79>

Page 1

Please open the link to this form using **Google Chrome** as your browser. Doing so will allow you to input your signature on page 2 of the form. Thank you.

1. TRUSTEE NAME

	First Name	Last Name
Trustee Name	John	Kim

2. *Your Home Address:

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

3. *Your Business Address

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

4. *Daytime Phone Number:

5. *E-mail Address:

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

No, I am not.

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

LEADERSHIP PREPARATORY BEDFORD STUYVESANT CS (SUNY TRUSTEES) 331300860901

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

(check all that apply)

(No response)

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

No

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

No

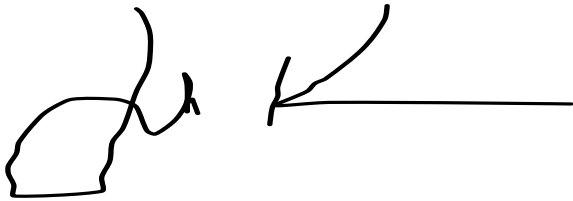
11. Have you or any of your immediate family members or any persons who live with you in your house had an interest in or engaged in a transaction with the charter school during the time you have served on the board, and in the six-month period prior to such service?

No

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

No

Signature of Trustee

A handwritten signature in black ink, consisting of a stylized, cursive-like script followed by a long horizontal line extending to the right.

Thank you.

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

Created Monday, October 26, 2015

<https://nysed.fluidsurveys.com/account/surveys/537586/responses/export/?collector=109126/s/Regents-Appendix-E-BOT-Form/e9>

Page 1

Please open the link to this form using **Google Chrome** as your browser. Doing so will allow you to input your signature on page 2 of the form. Thank you.

1. TRUSTEE NAME

	First Name	Last Name
Trustee Name	Matthew	Klein

2. *Your Home Address:

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

3. *Your Business Address

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

4. *Daytime Phone Number:

5. *E-mail Address:

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

No, I am not.

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

LEADERSHIP PREPARATORY BEDFORD STUYVESANT CS (SUNY TRUSTEES) 331300860901

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

(check all that apply)

(No response)

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

No

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

No

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

No

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

No

Signature of Trustee

A handwritten signature in black ink that reads "Matthew Klein". The signature is written in a cursive style with a large, stylized 'M' and 'K'.

Thank you.

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

Created Sunday, October 11, 2015

<https://nysed.fluidsurveys.com/account/surveys/537586/responses/export/?collector=109126/s/Regents-Appendix-E-BOT-Form/a5>

Page 1

Please open the link to this form using **Google Chrome** as your browser. Doing so will allow you to input your signature on page 2 of the form. Thank you.

1. TRUSTEE NAME

	First Name	Last Name
Trustee Name	Arvind	Krishnamurthy

2. *Your Home Address:

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

3. *Your Business Address

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

4. *Daytime Phone Number:

--

5. *E-mail Address:

--

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

Uncommon New York City Charter Schools (Ed Corp)

Bedford Stuyvesant Collegiate Charter School

Brooklyn East Collegiate Charter School

Brownsville Collegiate Charter School Excellence

Boys Charter School of Bedford Stuyvesant Excellence

Girls Charter School Kings Collegiate Charter School

Leadership Preparatory Bedford Stuyvesant Charter School

Leadership Preparatory Brownsville Charter School

Leadership Preparatory Canarsie Charter School

Leadership Preparatory Ocean Hill Charter School

Ocean Hill Collegiate Charter School

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

(check all that apply)

-
- Chair/President
-

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

No

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

No

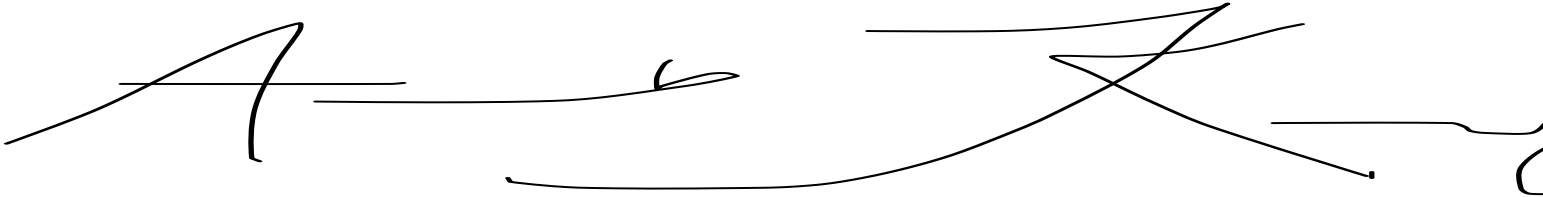
11. Have you or any of your immediate family members or any persons who live with you in your house had an interest in or engaged in a transaction with the charter school during the time you have served on the board, and in the six-month period prior to such service?

No

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

No

Signature of Trustee

A handwritten signature in black ink, consisting of a large, stylized 'A' followed by a horizontal line and a small loop, and a second, more complex signature to the right.

Thank you.

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

Created Monday, November 02, 2015

<https://nysed.fluidsurveys.com/account/surveys/537586/responses/export/?collector=109126/s/Regents-Appendix-E-BOT-Form/10>

Page 1

Please open the link to this form using **Google Chrome** as your browser. Doing so will allow you to input your signature on page 2 of the form. Thank you.

1. TRUSTEE NAME

	First Name	Last Name
Trustee Name	Brett	Peiser

2. *Your Home Address:

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

3. *Your Business Address

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

4. *Daytime Phone Number:

--

5. *E-mail Address:

--

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

Uncommon New York City Charter Schools (Ed Corp)

Bedford Stuyvesant Collegiate Charter School

Brooklyn East Collegiate Charter School

Brownsville Collegiate Charter School Excellence

Boys Charter School of Bedford Stuyvesant Excellence

Girls Charter School Kings Collegiate Charter School
Leadership Preparatory Bedford Stuyvesant Charter School
Leadership Preparatory Brownsville Charter School
Leadership Preparatory Canarsie Charter School
Leadership Preparatory Ocean Hill Charter School
Ocean Hill Collegiate Charter School

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

(check all that apply)

(No response)

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

No

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

Yes

10a. If YES, please provide a description of the position you hold and your responsibilities, your salary and your start date.

[cmoeY.0] 10a. If YES, please provide a description of the position you hold and your responsibilities, your salary and your start date. Position Held	CEO
[cmoeY.1] 10a. If YES, please provide a description of the position you hold and your responsibilities, your salary and your start date. Responsibilities	I lead the organization.
[cmoeY.2] 10a. If YES, please provide a description of the position you hold and your responsibilities, your salary and your start date. Salary	250,000
[cmoeY.3] 10a. If YES, please provide a description of the position you hold and your responsibilities, your salary and your start date. Start Date	9/1/05

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

No

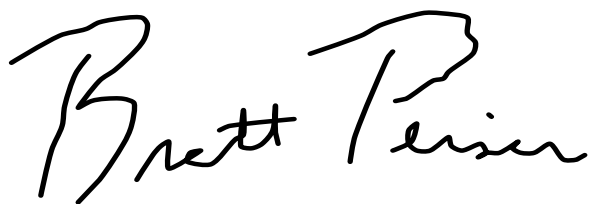
12. Are you a member, director, officer or employee of an organization formally partnered with a school that is doing business with the charter school and in which such entity, during your tenure as a trustee, you and/or your immediate family member or person living in your house had a financial interest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

Yes

12a. 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, 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 and/or Immediate Family Member with Interest	Steps Taken to Avoid Conflict of Interest
1	Uncommon Schools	I am the CEO of the schools' management organization.		Brett Peiser	I recuse myself from any conflicts of interest.
2					
3					
4					

Signature of Trustee

A handwritten signature in black ink that reads "Brett Peris". The signature is written in a cursive style with a large, stylized "B" and "P".

Thank you.



Appendix F: BOT Membership Table

Last updated: 07/31/2015

Page 1

331300860901 LEADERSHIP PREP BEDFORD STUYVESANT

1. Current Board Member Information

	Trustee Name	Email Address	Committee Affiliation(s)	Voting Member? (Y/N)	Area of Expertise, and/or Additional Role and School (parent, staff member, etc.)	Number of Terms Served and Length of Each (Include election date and term expiration)
1	Carrie Abramson	[REDACTED]	Trustee/Member	Yes	Finance	Renewed for 3rd term on June 2012
2	Caroline Curry	[REDACTED]	Treasurer	Yes	Finance	3 terms
3	Ben Esner	[REDACTED]	Trustee/Member	Yes	Program, Organizational Management	3 terms
4	Michael Hall	[REDACTED]	Secretary	Yes	Finance	3 terms
5	Matthew Klein	[REDACTED]	Trustee/Member	Yes	Program	3 terms
6	Arvind Krishnamurthy	[REDACTED]	Chair/Board President	Yes	Elected 2008-2009	
7	Dyrnest Sinckler	[REDACTED]	Trustee/Member	Yes	3 terms	
8	Jeff Wetzler	[REDACTED]	Vice Chair/Vice President	Yes	Elected June 2013	
9	John Kim	[REDACTED]	Trustee/Member	Yes	Elected June 2013	
10	Blonka Winkfield	[REDACTED]	Trustee/Member	Yes	Elected June 2013	
11	Julie Jackson	[REDACTED]	Trustee/Member	Yes	Elected September 2013	
12	Nadine Augusta	[REDACTED]	Trustee/Member	Yes	Elected June 2013	
13						
14						
15						
16						
17						

18						
19						
20						

2. Total Number of Members Joining Board during the 2014-15 school year

0

3. Total Number of Members Departing the Board during the 2014-15 school year

0

4. According to the School's by-laws, what is the maximum number of trustees that may comprise the governing board?

15

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

6

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

6

Thank you.

Plan for Meeting Enrollment and Retention Targets

As a public school, Leadership Prep Bedford Stuyvesant Charter School (Leadership Prep Bedford Stuyvesant) is open to children who are eligible under the laws of New York State for admission to a public school. The school follows all applicable state and federal laws in admitting students. Leadership Prep Bedford Stuyvesant does not discriminate on the basis of intellectual ability, measures of achievement or aptitude, athletic ability, disability, race, creed, national origin, religion, or any other grounds that would be unlawful, in accordance with §2854(2) of the Education Law, the Americans With Disabilities Act, and to the extent permitted by Title IX of the Federal Civil Rights Act.

In accordance with the May 2010 amendments of the Education Law subdivision 2851(4), Leadership Prep Bedford Stuyvesant is committed to meeting and exceeding the enrollment targets prescribed by the SUNY Trustees for charter schools for students with disabilities, English language learners, and students who are eligible applicants for the free and reduced price lunch program.

Leadership Prep Bedford Stuyvesant is committed to attracting and retaining all students by offering a high- quality educational program, hiring and training highly-qualified teachers, and communicating regularly with families.

I. Outreach to Target Populations

In accordance with the May 2010 amendments to the Charter Schools Act, Leadership Prep Bedford Stuyvesant aims to meet and exceed the enrollment targets prescribed by the SUNY Trustees for charter schools and through extensive outreach, the school will attract students who reflect the demographics of its CSD, including students with disabilities, English language learners, and students who are eligible applicants for the free and reduced price lunch program. In an effort to meet and exceed the SUNY enrollment targets, Leadership Prep Bedford Stuyvesant follows the measures below, among others, to recruit student applicants.

IIA. Overview of Recruitment Strategies

In alignment with our school's mission to serve all students from our surrounding communities, Leadership Prep Bedford Stuyvesant, in coordination with other schools within the Uncommon Schools New York City region, will go to great lengths to ensure that our student recruitment outreach efforts target students with disabilities, students who are English language learners and students who are eligible for free or reduced price lunches. Leadership Prep Bedford Stuyvesant and Uncommon Schools NYC will specifically target these high priority student groups, and will also continue to work to ensure that all NYC students have the information and access required to pursue an Uncommon education.

Specifically,

- All Uncommon Schools in New York City that will recruit new students will continue to work together on community outreach efforts. By combining our efforts and sharing information about all of our schools at one time, we will be able to reach far

more students in New York City than if our schools work independently. This has most effectively been achieved through a network-wide Community Day, in which all Uncommon Schools have come together to canvass across Brooklyn, while simultaneously partnering with community organizations to host book fairs in some of our biggest Community School Districts.

- Our schools will continue to use a combined application that will allow a family to apply to multiple Uncommon Schools with just one application. This will make it easier for a family to learn about and access all of our schools and allows our schools to reach a broader population of students.
- One of our largest efforts to reach prospective students will continue to be through multiple mailings that we will send out throughout the student recruitment season. The New York City Department of Education provides lists of students by current grade and zip code to Vanguard Direct, Inc. Uncommon Schools will choose the zip codes near our schools that have the highest number of FRPL and ELL students and then will partner with Vanguard to send a mailing to those families. The final list will include close to 20,000 families of rising Kindergarten or 5th grade students. The mailing will include an application in English and Spanish as well as our brochure and a self-addressed, stamped envelope to limit the barrier to return the completed application.
- Uncommon Schools NYC will continue to run both English and Spanish language ads in the New York City Housing Authority Journal. On their website, the NYCHA Journal says they are “hand-delivered to each of the 178,000 apartments in NYCHA’s 334 public housing developments throughout the five boroughs.” It will also be distributed to more than 10,000 NYCHA employees, and mailed to elected officials and community leaders. It is also available through email subscription.
- Uncommon Schools NYC will continue to run both English and Spanish language ads in the Brooklyn Family Magazine and El Diario – other publications with great readerships.
- Uncommon Schools NYC will continue to run advertisements for enrollment on buses with strategic routes throughout the CSDs we serve in Brooklyn.
 - In order to reach a wider range of potential applicants, we have also launched turnstile advertisements at strategic subway stops like Broadway Junction and selected other highly trafficked subway stops for ads as well.

IIB. Recruitment of Students with Disabilities

In order to meet enrollment targets for students with disabilities, Leadership Prep Bedford Stuyvesant will target its outreach to the families of students with disabilities by focusing on recruiting efforts at organizations serving students with disabilities and creating recruiting materials that more explicitly target students with disabilities.

Specifically,

- Using a list created by NYSED, Leadership Prep Bedford Stuyvesant will continue to identify and target all preschools that are certified to offer services to students with disabilities in our school communities. Head Starts will be included in this search, as they are mandated to serve a student body with at least 10% students with disabilities. We will identify a list of preschools that are high priority for our schools due to their location and student population. These high priority sites will receive calls, visits, and recruitment materials for both elementary and middle school. In particular, Leadership Prep Bedford Stuyvesant will work with early childhood development centers in the Brownsville community, including Head Start centers.
- Uncommon Schools will continue to identify other Head Starts and daycares. While slightly farther away from our schools, each center will still receive a call from our admissions office to introduce Uncommon Schools NYC as well as to offer to have an Uncommon Schools NYC staff member visit the preschool in person to provide more information. These preschools will also receive a mailing that contains brochures, flyers and Kindergarten and 5th grade applications.
- Leadership Prep Bedford Stuyvesant will continue to reach out to schools in our CSD, and talk about the supports we offer students. Leadership Prep Bedford Stuyvesant will ask if they have any referrals for students that would benefit from our programmatic support.
- Leadership Prep Bedford Stuyvesant will continue to build strong connections with our Committee on Special Education and we will also ensure they know we are an option for students, should they wish to recommend students to join us.
- Leadership Prep Bedford Stuyvesant will reach out to related service agencies that we work with/have worked with in the past, and talk about the supports we offer students. We will ask if they have any clients they could recommend to apply.

To increase the likelihood that families of students with disabilities who receive recruiting materials will submit an application and to ensure that families of students with disabilities know that their students are eligible for our schools, we will continue to include language in all our recruiting materials to encourage families of students with disabilities to apply.

Specifically,

- We will ensure that all our outreach and application materials clearly state that all students, including those with disabilities, are eligible to apply. This language will appear on our enrollment websites, Kindergarten and 5th grade lottery applications, waitlist applications for all grades, the brochures that we will distribute to organizations and mail to 20,000 Brooklyn families, as well as in the presentations given at our information sessions.
- Our admissions brochure will continue to explicitly mention our high quality intervention programs that our schools offer of tutoring and small group instruction.
- Our admissions office and school based staff will continue to be trained on this question so that they could answer the concerns of any families of potential applicants with special needs who called in.

- We will create a one-page overview of Special Education Services at Uncommon Schools, providing families with information about our support services.

IIC. Recruitment of English Language Learner

In order to meet enrollment targets for students who are English language learners, Leadership Prep Bedford Stuyvesant will continue to put a strong emphasis on recruiting students who are English language learners, and particularly, given the neighborhood in which our school is located, Spanish-speaking populations. Leadership Prep Bedford Stuyvesant will continue to target its outreach efforts at organizations serving students and families who are English language learners and will continue translating all its student recruitment materials.

Specifically,

- To plan our outreach efforts, we will continue to use Census tract data to create maps showing the distributions of the populations of the top five most spoken languages after English. We will use these maps to locate the highest density areas of these non-English speaking populations near our schools.
- Using these maps, we will continue to create two community canvassing walks Leadership Prep Bedford Stuyvesant to take to travel through those neighborhoods. On the walks, school staff will visit local stores, organizations, and apartment buildings and hang flyers and leave brochures and applications in English and in Spanish at each location. In addition, school staff will talk to residents along the way (in English and in Spanish) to spread the word about our schools.
- We will continue to translate all our outreach materials that are distributed by our schools. Materials that will be produced and disseminated in English and Spanish will include our enrollment website and online lottery and waitlist applications, paper lottery applications, full color brochures and flyers, posters, informational packets, and tear away information sheets.
- We will continue to utilize the New York City Charter School Center's Common Application, which is available to families in six different languages.
- We will continue to identify high priority local community organizations to reach out to based on factors including location, age group served and proximity to high non- English speaking populations. Each organization will receive a call from our admissions office by a fluent Spanish speaking staff member and a mailing including brochures, flyers and applications in both English and Spanish.
- We will continue to meet with the Committee for Hispanic Children and Families, a non-profit referral service which helps Hispanic families find daycares, schools and enrichment programs for their students, to ensure that they are aware of our schools for an option for their families and provide them with outreach materials that they could share with the families that they serve.
- A Spanish speaking staff member will continue to be available at our admissions office by phone and email 40 hours a week. Not only will he/she be available to take incoming calls, he/she will also follow up with all Spanish speaking families to encourage them to send in documentation to qualify for

all admissions preferences to ensure they had the best possible chance of acceptance into our schools.

- We will continue to take advantage of the DOE's Over-the-phone Interpretation Services, which allows our school staff members to communicate with a parent with the assistance of an interpreter on the phone. This service has increased our capacity to connect with families who speak a wider range of languages.
- Uncommon Schools NYC will continue to run Spanish language ads with El Diario – a Spanish publication with the largest readership increase than any other daily newspaper in New York.
- We also know that families of our current ELL students are our best resource to reach new ELL students. All families at our schools will continue to receive applications to distribute to family and friends in English and Spanish. Families of ELL students will continue to receive extra applications in Spanish. In addition, each school will continue to identify families of ELL students and families of non-ELL students where some Spanish is spoken at home who are interested in volunteering to support student admissions efforts. These families will meet with a school staff member to learn about a variety of ways that they can get the word out about our schools and distribute applications to others. These families will also be encouraged to speak at their churches, or other local organizations to spread the word about our schools.
 - Uncommon Schools NYC will continue to run Google ads in Spanish so that families searching for information about schools in New York City in Spanish will see ads for our school and be directed to our Spanish webpages and applications.
 - Each applicant, whether they are selected in the lottery or placed on the waitlist, will continue to receive a letter in both Spanish and English telling them the results of the lottery and the next steps to enrolling in the school.

IID. Recruitment of Students Eligible for Free and Reduced Price Lunch

In order to meet enrollment targets for students who are eligible for free and reduced price lunch, Leadership Prep Bedford Stuyvesant will continue to place a high priority on recruiting students who qualify for free and reduced price lunch. Leadership Prep Bedford Stuyvesant will focus its recruiting efforts at organizations serving students who are eligible for free and reduced price lunch, as well as conducting outreach in New York City Housing Authority housing developments.

Specifically,

- Similar to our strategy for reaching new ELL families, we believe that enlisting the help of the families of FRPL students who are currently in our schools, is one of the most effective ways of recruiting new FRPL students. All of our schools will continue to send home Kindergarten and 5th grade lottery applications with all their current students. In addition, schools will continue to ask families who are interested in volunteering further to assist with hanging flyers in their neighborhoods, participating in phone banks to local organizations, or speaking at churches or other organizations that they are involved with.

- Leadership Prep Bedford Stuyvesant will continue to work closely with a number of community organizations, in particular local Head Starts. Head Start programs are designed to serve low-income families, enrolling only families that meet income eligibility requirements.

We also know that many of our FRPL students currently reside in New York City Housing Authority sites. Leadership Prep Bedford Stuyvesant will continue to focus recruiting efforts on NYCHA sites.

Specifically,

- Each of our schools will be assigned at least one and in most cases several City Housing Authority sites that are within close proximity to their school. The school will then visit these sites to hang flyers, leave applications and speak with residents to ensure that residents of these locations are aware of our schools and have the necessary information and materials needed to apply.
- In particular, Leadership Prep Bedford Stuyvesant will continue to conduct outreach at neighboring NYCHA sites:

IIE. Year-Round Community Outreach

In addition to the many efforts outlined above, we plan to work to identify new organizations that can help us access these target populations. Beyond recruitment specific efforts, Uncommon Schools NYC will expand its community outreach efforts in all its school communities. Uncommon Schools NYC has recently restructured its External Relations team to take on two, full-time Community Engagement Coordinators. These Community Engagement Coordinators will be assisting in the development and implementation of a comprehensive community outreach strategy in order to improve our reach to targeted populations. Outreach and community development will be a year round priority for our schools, and we plan to hold more events to help inform school communities about the work that we are doing and the opportunities that exist within our schools. This includes partnering with local elected officials and community members and holding larger scale events that are open to the general public as well as the families that we serve directly.

II. Admissions

Leadership Prep Bedford Stuyvesant Elementary Academy provides admissions preference in their Kindergarten lotteries for students who qualify for free or reduced price lunch. Families who qualify receive a preference that increases their chances of acceptance over students who do not qualify for free or reduced price lunches. Families who qualify for SNAP (food stamps) or TANF (public

assistance) benefits, or live in New York City Housing Authority housing are given an additional preference that further increases their chances for acceptance.

The Leadership Prep Bedford Stuyvesant Middle Academy's admissions policy gives an absolute admissions preference to students who live within the school's CSD in an effort to enroll a student population that has a similar demographic to that of the CSD in which the school is located. First preference goes to siblings of students previously admitted to the school. Second preference is given to students living in the CSD in which the school is located. If space remains, students who reside outside Leadership Prep Bedford Stuyvesant's CSD are admitted.

Because Leadership Prep Bedford Stuyvesant will take extensive outreach efforts to get the word out to as many families as possible about the school and because the school will enroll predominately students who reside in the school's CSD, the demographics of students at Leadership Prep Bedford Stuyvesant should match that of the school's CSD.

III. Evaluation of Recruitment and Enrollment Efforts

Leadership Prep Bedford Stuyvesant is committed to serving all students and will actively monitor enrollment with respect to enrollment targets established by the SUNY Trustees. While the Uncommon NYC Regional Team will continue to help coordinate the recruitment process for all its Brooklyn schools and support each school in its efforts, the Directors of Operations at Leadership Prep Bedford Stuyvesant will continue to be responsible for leading the recruitment and enrollment efforts. As a means of evaluating the efficacy of the school's recruitment and enrollment efforts at attracting these sub- populations of students, Leadership Prep Bedford Stuyvesant will closely monitor admissions information during the enrollment period and after students have enrolled in the school.

For example, during the student recruitment season, Leadership Prep Bedford Stuyvesant will track the number of applications received by families who indicate their home language is not English and who complete the Spanish version of the application through our online enrollment database, SchoolMint. These numbers will provide good indicators as to whether or not the school's outreach efforts are reaching students who may be English Language Learners and enables the school to adjust outreach efforts during the recruitment season.

When students enroll in the school, Leadership Prep Bedford Stuyvesant will gather information about whether or not the students qualify for Free or Reduced Price Meals or qualify for Special Education services. The school will then compare these numbers to those of the Community School District and determine whether or not it will need to make modifications to community outreach efforts or admissions policies for the following year. Additionally, by examining the demographics of the entering Kindergarten and 5th grade classes, Leadership Prep Bedford Stuyvesant can determine if it is making progress toward meeting the proposed enrollment targets for the entire school population.

Uncommon Schools and Leadership Prep Bedford Stuyvesant will continue to document all student recruitment activities and is excited to continue tracking its progress and communication with families using our enrollment database system, SchoolMint.

In the fall of 2014, Uncommon NYC Regional Team launched a partnership with SchoolMint, an enrollment data base platform. This platform serves as an application

management tool -- allowing parents to create an account and apply for multiple Uncommon schools at one time. It also provides various data reports, tracking systems, online enrollment, and communication platforms which allow the Leadership Prep Bedford Stuyvesant Operations Team to identify applicants, run their lottery, register new students, and follow up as necessary. The Regional Team is also working closely with the Uncom_mon Schools Product Solutions Team to ensure that our IT infrastructure aligns with SchoolMint requirements and so that the network can determine the partnership's efficacy for future years.

After executing its first lottery and student recruitment and enrollment season with SchoolMint, Uncommon Schools NYC saw a 21% increase in the number of applications received.

In addition, Leadership Prep Bedford Stuyvesant will continue to document its community outreach and admissions efforts each year by completing and submitting the Application and Admissions Summary each year.

If the school fails to meet or make progress toward meeting enrollment targets and outreach efforts do not reverse the trend, the school will consider altering its admissions policy to give enrollment preferences to certain demographic groups.

VI. Persistence

In accordance with our mission to prepare students for college, we want all of our students, including FRPL, ELL and students with disabilities, to stay with us through high school graduation. We will continue to analyze our data to ensure that we are serving students from these populations as effectively as all other students, and keeping them in our schools in the same numbers.

VII. Evaluation of Retention Efforts

Leadership Prep Bedford Stuyvesant's leadership team will continue to be responsible for regularly monitoring and overseeing the school's retention efforts and the performance of students in the three populations. Historically, high levels of persistence for these sub-populations are indicators that the school's strategy for retaining students is working. Leadership Prep Bedford Stuyvesant will continue to be committed to attracting and retaining all students by offering a high-quality educational program, hiring and training highly-qualified teachers, and communicating regularly with families. The Directors of Operations at Leadership Prep Bedford Stuyvesant will continue to actively monitor the enrollment and retention of students who are English language learners, students who qualify for free and reduced price lunch, and students with special needs. If the numbers do not reach or exceed the targets established by the SUNY Charter Schools Institute, the school will revisit its enrollment and retention practices.



Appendix I: Teacher and Administrator Attrition

Last updated: 08/01/2015

Report changes in teacher and administrator staffing.

Page 1

Charter School Name: 331300860901 LEADERSHIP PREP BEDFORD STUYVESANT

Instructions for completing the Teacher and Administrator Attrition Tables

ALL charter schools should provide, for teachers and administrators only, the full time equivalent (FTE) of staff on June 30, 2014, the FTE for added staff from July 1, 2014 through June 30, 2015, and the FTE for any departed staff from July 1, 2014 through June 30, 2015 using the two tables provided.

2013-14 Teacher Attrition Table

	FTE Teachers on June 30, 2014	FTE Teachers Additions 7/1/14 – 6/30/15	FTE Teacher Departures 7/1/14 – 6/30/15
	18	34	26

2013-14 Administrator Position Attrition Table

	FTE Administrator Positions On 6/30/2014	FTE Administrator Additions 7/1/14 – 6/30/15	FTE Administrator Departures 7/1/14 – 6/30/15
	15	11	7

Thank you