

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

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

Charter School Annual Report
2008 - 2009

Charter School Information and Cover Page

Name of Charter School: Bedford Stuyvesant Collegiate Charter School

Address 800 Gates Avenue, 4th Floor

Brooklyn, NY 11221

Telephone [REDACTED] **Fax** [REDACTED]

BEDS # 331600860918

District/CSD of Location 16

Charter Entity State University of New York

Head of School (Contact Person) Melissa D'Agostino, Mabel Lajes-Guiteras
(print name)

E-mail address of contact person [REDACTED]

President, Board of Trustees John Kim
(print name)

E-mail address and Phone Number of Board President [REDACTED]

General Instructions

1. Read and follow all instructions. Please be sure to provide all requested information. Do not provide data that are not requested.
2. Questions regarding the completion of these forms should be directed to the appropriate program office.

For questions on the fiscal report, call the Office of Management Services, State Aid Unit, at 518-473-8364.

For questions relating to student assessment results, progress made towards stated goals, or student/teacher attrition rates, call the Public School Choice Programs office at 518-474-1762.

For assistance with the audit forms, call the Office of Audit Services at 518-473-4516.

All audits for the 2008-09 school year are due to the Department by **November 1, 2009**. Please ensure that they are sent in **electronic form** to both the Office of Public School Choice Programs charterschools@mail.nysed.gov and to James Conway on the Office of Audit Services at jconway@mail.nysed.gov

3. Each person who was a member of a charter school's Board of Trustees during the 2008-09 school year must complete and submit the Disclosure of Financial Interest questionnaire.

4. Submit the annual report as a PDF file (except where otherwise noted) to the Public School Choice Programs office by **5:00 p.m. August 3, 2009** at charterschools@mail.nysed.gov. ***Fax versions will not be accepted.*** The original signed and notarized Statement of Assurances must be sent to the Office of Public School Choice at the address provided on the cover page above.

5. For all charter schools in New York City, please also provide one electronic copy of the Annual Report to Dr. Lisa Long at Llong@mail.nysed.gov

Section I

Student Assessment Data

This section refers to the academic achievement of your students on all standardized tests, including all State exams. For the State Assessment results in grades 3 - 8, please provide the percent of students scoring at Levels 1 – 4 on each State Assessment in English Language Arts and Mathematics. For those years in which assessments were not administered in grades 3 and 5 – 7, please leave those cells blank. Longitudinal data are being requested back through the 2005-06 school year. If the school was not in operation during any of the previous years, or if it did not serve students in grades for which there was a State exam, please leave those rows blank or enter “NA.”.

You must also provide data for grades 9-12 as well (as applicable).

For all other standardized assessment results, provide the following information for each assessment, by grade, using the chart provided. Complete a separate chart for each subtest. This should also be used to report portfolio assessment data. Please provide:

1. the full name of each assessment (not an acronym). Include portfolios and any performance-based assessment as well;
2. the name of each sub-test that was given (if applicable);
3. the grade of the students being tested;
4. the date the assessment(s) was/were given;
5. the number of students enrolled in the grade on the date the assessment(s) was/were given;
6. the number of students who were absent on the date that the assessment(s) were administered;
7. the number of students who were exempted from such assessment(s) per their IEP;
8. the number of students who were exempted from such assessment(s) as a result of their ELL/LEP status;
9. the number of students who were actually assessed (this figure must equal the number of students in the grade on the date the test was given minus those who were absent or exempted);
10. the score obtained for each grade level (be sure to indicate the type of score being reported, e.g., percentile, normal curve equivalent, percent passing);
11. if applicable, include the qualitative levels of the scores (e.g. percent passing with distinction, percent achieving mastery); and,
12. any other evaluative data that describe the performance of your students on the assessments given.

Name of Charter School: _____ Bedford Stuyvesant Collegiate Charter School

[illegible][illegible]

[illegible]

[illegible]

New York State Assessment Results

[illegible]

[illegible]

[illegible]

New York State Assessment Results

[illegible]

[illegible]

New York State Alternate Assessment Results

<i>NYS Alternate Assessments</i>	<i>Year</i>	<i>All Students</i>					
			<i>Total Tested</i>	<i>% Scoring:</i>			
				<i>L1</i>	<i>L2</i>	<i>L3</i>	<i>L4</i>
Elementary Social Studies	2008-09						
	2007-08						
	2006-07						
	2005-06						
Middle Level Social Studies	2008-09						
	2007-08						
	2006-07						
	2005-06						
Secondary Level Social Studies	2008-09						
	2007-08						
	2006-07						
	2005-06						
Secondary Level Science	2008-09						
	2007-08						
	2006-07						
	2005-06						

High School Completion Rates

High School Completion	Year	All Students		General Education Students		Students with Disabilities	
		Number Of Students	Percent Of Graduates	Number Of Students	Percent Of Graduates	Number Of Students	Percent Of Graduates
Total Graduates	2008-09						
	2007-08						
	2006-07						
	2005-06						
Rec'd. a Regents Diploma	2008-09						
	2007-08						
	2006-07						
	2005-06						
Rec'd. a Regents Diploma w/Adv. Designation	2008-09						
	2007-08						
	2006-07						
	2005-06						
Rec'd. IEP Diploma	2008-09						
	2007-08						
	2006-07						
	2005-06						
To 4-Year College	2008-09						
	2007-08						
	2006-07						
	2005-06						
To 2-Year College	2008-09						
	2007-08						
	2006-07						
	2005-06						

<i>High School Completion</i>	<i>Year</i>	<i>All Students</i>		<i>General Education Students</i>		<i>Students with Disabilities</i>	
		<i>Number Of Students</i>	<i>Percent Of Graduates</i>	<i>Number Of Students</i>	<i>Percent Of Graduates</i>	<i>Number Of Students</i>	<i>Percent Of Graduates</i>
To Other Post-Secondary	2008-09						
	2007-08						
	2006-07						
	2005-06						
Dropped Out	2008-09						
	2007-08						
	2006-07						
	2005-06						
Entered Approved HS Equivalency Prep Program	2008-09						
	2007-08						
	2006-07						
	2005-06						
Total Non-Completers	2008-09						
	2007-08						
	2006-07						
	2005-06						

Name of Charter School: Bedford Stuyvesant Collegiate Charter School

Name of Test: CTB/McGraw-Hill TerraNova CAT 2nd & 3rd Editions 14C, 15C Subtest: Reading[illegible]

* This number should equal the number of students enrolled on the day of the test, minus the number absent and the number exempted by either their IEP or their ELL status.

**If the assessment provides qualitative levels of achievement, e.g., "with honors," indicate the applicable levels and the percent of students who took the test in each grade who attained each level. If not applicable, enter "NA."

*** For any other evaluative data that describe the performance of your students on the assessments given. If not applicable, enter "NA."

Name of Test: CTB/McGraw-Hill TerraNova CAT 2nd & 3rd Editions 14C, 15C Subtest: Language Arts

Grade	Date of Test (DOT)	# Enrolled in Grade on DOT	# Absent on Grade on DOT	# Exempted in Grade by IEP	# Exempted in Grade by ELL Status	# Students Assessed in Grade*	Score (Indicate Type of Score, e.g., NCE)	Qualitative Level and Percent Attaining* [*]	Other ***
5	9/4/2008	79	0	0	0	79	NCE	24.1% = students at or above 50 th percentile	Mean NCE 38.9
5	6/2/2009	75	0	0	0	75	NCE	41.3% = students at or above 50 th percentile	Mean NCE 46.5

* This number should equal the number of students enrolled on the day of the test, minus the number absent and the number exempted by either their IEP or their ELL status.

**If the assessment provides qualitative levels of achievement, e.g., "with honors," indicate the applicable levels and the percent of students who took the test in each grade who attained each level. If not applicable, enter "NA."

Name of Test: CTB/McGraw-Hill TerraNova CAT 2nd & 3rd Editions 14C, 15C **Subtest:** Math

[illegible]

* This number should equal the number of students enrolled on the day of the test, minus the number absent and the number exempted by either their IEP or their ELL status.

**If the assessment provides qualitative levels of achievement, e.g., "with honors," indicate the applicable levels and the percent of students who took the test in each grade who attained each level. If not applicable, enter "NA."

Bedford Stuyvesant Collegiate Charter School
ACCOUNTABILITY PLAN
FOR THE CHARTER PERIOD 2008-09 THROUGH 2011-12

ACADEMIC GOALS

GOAL I: ENGLISH LANGUAGE ARTS

Goal: Students will be proficient readers and writers of the English language.

Absolute Measures

- Each year, 75 percent of all tested students who are enrolled in at least their second year will perform at or above Level 3 on the New York State ELA exam.
- Each year, the school's aggregate Performance Index (PI) on the State ELA exam will meet that year's Annual Measurable Objective (AMO) set forth in the state's NCLB accountability system.

Comparative Measures

- Each year, the percent of all tested students who are enrolled in at least their second year and performing at or above Level 3 on the State ELA exam will be greater than that of students in the same tested grades in the local school district.
- Each year, the school will exceed its predicted level of performance on the State ELA exam by at least a small Effect Size (performing higher than expected to a small degree) according to a regression analysis controlling for students eligible for free lunch among all public schools in New York State.

Value Added Measures

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

GOAL II: MATHEMATICS

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

Absolute Measure

- Each year, 75 percent of all tested students who are enrolled in at least their second year will perform at or above Level 3 on the New York State mathematics exam.

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

Comparative Measures

- Each year, the percent of all tested students who are enrolled in at least their second year and performing at or above Level 3 on the State mathematics exam will be greater than that of students in the same tested grades in the local school district.
- Each year, the school will exceed its predicted level of performance on the State mathematics exam by at least a small Effect Size (performing higher than expected to a small degree) according to a regression analysis controlling for students eligible for free lunch among all public schools in New York State.

Value Added Measures

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

GOAL III: SCIENCE

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

Absolute Measures

- Each year, 75 percent of all tested students who are enrolled in at least their second year will perform at or above Level 3 on the New York State science exam.

Comparative Measures

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

GOAL IV: SOCIAL STUDIES

Goal: Students will demonstrate an understanding of key geographical, economic, and governmental concepts, as well as major historical ideas and developments in the United States, New York and the world.

Absolute Measures

-
- Each year, 75 percent of all tested students who are enrolled in at least their second year will perform at or above Level 3 on the New York State social studies exam.

Comparative Measures

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

GOAL V: NCLB

Goal: The school will make Adequate Yearly Progress.

Absolute Measure

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

Progress Toward Goal Attainment

Using the table provided below, state each goal as listed in your approved charter, and provide a narrative that describes the type and amount of progress made toward attaining that goal. Provide specific examples, and indicate the measures that were used to determine such progress. These measures must also be the same as those listed in your approved charter. If the goal has not been met, describe why you think it was not met, and the efforts that you will undertake in the following year to attain it.

Charter schools authorized by the Trustees of the State University of New York may attach a copy of their Accountability Plan and a report of the progress made towards meeting the goals and objectives described in the Plan.

Progress Toward Goals 2008-09

Charter School Name: _____
School Year: _____

Goal/Objective: Desired Level of Attainment	Actual Result: Observed Level of Attainment	Measure Used To Indicate Attainment of The Goal/Objective	Was the Goal/ Objective Met? (Y/N)	Explanation if Not Met
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PLEASE SEE ATTACHED
ACCOUNTABILITY PLAN
PROGRESS REPORT

**BEDFORD STUYVESANT
COLLEGIATE
CHARTER SCHOOL**

**2008-09
ACCOUNTABILITY PLAN
PROGRESS REPORT**

Submitted to the SUNY Charter Schools Institute on:

August 1, 2009

By Melissa D'Agostino and Mabel Lajes-Guiteras

Bedford Stuyvesant Collegiate Charter School

800 Gates Avenue

Brooklyn, NY 11221

Tel: 718-669-7460

Fax: 718-669-7771

<http://www.bedstuycollegiate.org>

Melissa D'Agostino prepared this 2008-09 Accountability Progress Report on behalf of the school's board of trustees:

Trustee's Name	Board Position
Allyson Alimansky	Trustee
C.J. Cash	Trustee
Kiesha Earle	Trustee
John Greenstein	Treasurer
Bob Howitt	Trustee
John Kim	Chair
Brett Peiser	Clerk
Reemah Sen	Trustee
Mabel Lajcs-Guiteras, <i>ex officio</i>	

(as of June 30, 2009)

INTRODUCTION

MISSION and GRADES SERVED

The mission of Bedford Stuyvesant Collegiate Charter School (BSC) is to prepare each student for college. Bedford Stuyvesant Collegiate Charter School opened on August 25, 2008. The school opened with 5th grade and will grow to grades 5-12 over time.

STUDENT POPULATION

With an initial enrollment of 81 students, Bedford Stuyvesant Collegiate Charter School ended the 2008-09 school year with 75 students in grade 5.

Gender	64% Boys	36% Girls
Free & Reduced Lunch	85%	
Special Needs	9%	
Race	95% Black 4% Latino 1% Asian	
English Language Learners	0%	
Mode of Transportation	36% School Bus 15% Car	43% Subway/City Bus 7% Walk
Geography	100% Brooklyn	
<i>Students selected via public lottery</i>		

School Enrollment by Grade Level and School Year

School Year	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
2005-06														
2006-07														
2007-08														
2008-09						79								79

Based on results from the TerraNova exam, our inaugural group of students began the year scoring below average compared to students nationwide, with our lowest skilled class scoring substantially below average in all areas.

Measurement Tool Fall 2008 Mean Normal Curve Equivalent	Incoming Student Performance 5 th Grade/Class of 2016	Incoming Student Performance Northwestern class (n = 13)
TerraNova Reading	40.6	29.2
TerraNova Language Arts	39.8	28.8
TerraNova Math	45.8	34.5

STRATEGY

Bedford Stuyvesant Collegiate Charter School's educational program rests on three pillars:

1. We believe that creativity flourishes within structured academic environments.
Good work cannot occur unless there is a safe and orderly environment in and out of the classroom.
2. We have very high academic and behavioral expectations.
High expectations demand significant amounts of extra support before, during, and after school and on Saturdays.
3. We know that without great teachers, nothing else matters.
Teachers must have the time and professional tools and resources to do their jobs effectively.

At Bedford Stuyvesant Collegiate, we do not believe that there is a panacea that makes a school work. Nor do we pretend that what we do is "rocket science" or necessarily innovative. BSC teachers work hard and use common sense because elevating student achievement and transforming lives requires constant attention to hundreds of different elements – not one, magical 100% solution but rather one hundred, individual 1% solutions.

Our Design

The school design of Bedford Stuyvesant Collegiate Charter School includes seven core components.

Focus on Literacy. Most students beginning in grade 5 are reading substantially below grade level. If a school does not address this dramatic and central issue immediately, students will be at a huge disadvantage in all subjects in high school and college. The ultimate academic success of Bedford Stuyvesant Collegiate students, therefore, is tied to mastering this fundamental skill. Bedford Stuyvesant Collegiate provides explicit instruction in literacy skills and inculcates the reading habit through:

- More than two hours of daily literacy instruction;
- 20 minutes of Read Aloud to start each school day;
- At least 20 minutes of whole-class novel or independent reading each night;
- Requiring students to read two, reading level-appropriate books during the summer, accompanied by comprehension assessments which are due on the first day of school;

- Expecting graded, written work in every class, including math; and
- Requiring students to carry an independent reading book at all times to serve as the entrance ticket to school in the morning, make better use of transition time in the hallways, and ensure that there is never a lost moment during the day since “you never know when you’ll have a chance to read.”

Target Curriculum Focused on Basic Skills. Bedford Stuyvesant Collegiate does not use an off-the-shelf curriculum. Rather, Bedford Stuyvesant Collegiate develops curriculum directly from the New York State Learning Standards that ensures students master a core set of basic academic skills before they can master higher-level, abstract material.

Bedford Stuyvesant Collegiate teachers pay particularly close attention to the topics, sequence and performance standards outlined in the New York State standards. This ensures that students are mastering the same material as their cohort throughout New York State. At the same time, we trust teachers to adapt the subject topics and performance standards according to their professional expertise. During Staff Summer Orientation, Bedford Stuyvesant Collegiate teachers analyze the New York State standards and exams and create Curriculum Alignment Templates (CATs) and Universal Backwards Design (UBDs) which outline the specific learning objectives they will teach during the school year and activities and assessments for those objectives. During the school year, teachers maintain comprehensive curriculum binders with a year-long scope and sequence, unit plans, daily lesson plans, and assessment materials. Not only does this provide the school with a record of individual course instruction but this also serves as a valuable curricular planning resource for returning and future teachers.

Assess Early and Often to Drive the Instructional Program. The most effective schools use assessment to diagnose student needs, measure instructional impact, and build a culture of continuous reflection and improvement. In addition to the TerraNova Assessments (nationally-normed tests that students take at the beginning and end of the year to measure annual performance gains) and New York State Mathematics and English Language Arts Assessments, Bedford Stuyvesant Collegiate administers 5-6, internally-aligned Interim Assessments in Math, English Language Arts, History, and Science. These tests assess ongoing student mastery of internal standards throughout the year and provide immediate data on individual student and class growth. Bedford Stuyvesant Collegiate teachers, with the support of the Principal, use this data to identify standards mastered and standards in need of re-teaching so that lesson plans could be continuously adjusted. Bedford Stuyvesant Collegiate also utilizes the information to target content- and skills-driven tutoring in class, afterschool, and on Saturdays.

Make More Time. In order to provide students with a comprehensive, college preparatory education, Bedford Stuyvesant Collegiate has a longer-than-usual school day and longer-than-usual school year (nearly 185 student days and 200 staff days). For most students, the regular school day begins at 7:45 AM and ends at 4:30 PM. For those receiving tutoring and homework help or serving additional detention, the day ends at 5:30 PM. Finally, students who were struggling academically also attended school from 9:00 AM to 12:30 PM on Saturday mornings.

With hour-long periods – except on early-release Wednesdays when there are only three, 65-minute periods to allow for significant staff meeting time – Bedford Stuyvesant Collegiate students receive weekly:

- 10 periods of Mathematics (Math Procedures and Math Problem Solving)

- 10 periods of English Language Arts (Reading and Writing)
- 5 periods of History
- 5 periods of Science
- 1 period of Advisory/Character Education
- 3 periods of Enrichment

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

Bedford Stuyvesant Collegiate students begin talking about college on the first day of school, since their homerooms are named after their homeroom teacher's alma mater. In Advisory, students learn about the college application process, financial aid, dorm life, selecting a major, and other important aspects of college survival.

Bedford Stuyvesant Collegiate's school culture is based on its core values of STRIVE: Scholarship, Tenacity, Respect, Introspection, Veracity, Effort. Bedford Stuyvesant Collegiate students are expected to consistently demonstrate these characteristics wherever they find themselves and are rewarded with STRIVE Merits when they model these characteristics well. Students earning merits receive the opportunity to bid on rewards, prizes, and teacher-provided services.

Provide Structure and Order. Students need a safe and orderly environment to be productive. Bedford Stuyvesant Collegiate creates a calm, composed, and disciplined environment to maximize the amount of time on-task. Strategies include:

- Strictly enforced school dress code;
- Merit system that defines clear expectations of and immediate responses to positive behavior;
- Demerit system that defines clear expectations of and immediate responses to negative behavior;
- Rubric system that provides immediate feedback to classes at the end of each class each day; and
- Common Blackboard Configuration (BBC) consisting of a Do Now, Aim, Agenda, and Homework.

Insist on Family Involvement. Bedford Stuyvesant Collegiate's educational program is structured so that families must be involved in their child's academic pursuits. Bedford Stuyvesant Collegiate families:

- Pick up their child's report card in person at the school three times, followed by day and night formal Family-Teacher Conferences;
- Meet with teachers and staff whenever is necessary to formally and informally discuss their child's academic and behavioral performance;
- Maintain an open line of communication with their child's teachers through in-person meetings, phone calls, and e-mails;
- Are called at home or at work each day if any of their child's homework assignments are missing or completed poorly or if students have earned detention;
- Are asked to offer input on the school on annual surveys, grading the school on how it is doing; and

- Are offered the opportunity to chaperone trips, to speak with frequent school guests and visitors, to participate in Family Involvement Committee meetings, and to celebrate their children's success at school events throughout the year.

ENGLISH LANGUAGE ARTS

Goal 1: English Language Arts

Students will be proficient readers and writers of the English Language.

Background

Bedford Stuyvesant Collegiate Charter School uses data from the following assessments to ensure student proficiency in English Language Arts:

- Criterion-referenced New York State exams in English Language Arts
- Norm-referenced TerraNova Assessments in Reading and Language Arts;
- Internally developed Interim Assessments in English Language Arts
- Internally developed Final Examination in English Language Arts.

Each fall for new students, and each spring for returning students, Bedford Stuyvesant Collegiate Charter School administers in grades 5 through 8 exams in Reading, Language Arts and Mathematics using the TerraNova Assessment (CTB/McGraw-Hill TerraNova 2nd Edition (fall), 3rd Edition (spring) Basic Multiple Assessment). All students are then subsequently tested each spring to a) demonstrate their progress over the course of one academic year, and b) compare student performance relative to students nationwide. The TerraNova was selected since its format and the types of questions it contains more closely parallel the New York State exams than other similar, norm-referenced exams.

Bedford Stuyvesant Collegiate Charter School administered 4 internally development aligned Interim Assessments and a Final Exam in English Language Arts (Reading and Writing) during the 2008-09 school year. These assessments were created to reflect the school's scope and sequence in Reading and Writing, and to mirror the style and scope of the New York State English Language Arts exams. Similar to the state exam, the ELA Interim Assessments were administered in two parts: 3-4 reading passages accompanied by multiple choice questions and a listening comprehension section with multiple choice and open response questions. The assessments also included at least two editing passages that assessed student mastery of grammar, capitalization, and punctuation skills.

After the tests were administered, BSC teachers graded each exam and entered individual performance data into a shared template for detailed test analysis. With the individual student, whole class, and whole grade data, Bedford Stuyvesant Collegiate analyzed the data and developed strategic plans to re-teach specific standards to individuals, small groups, and classes. BSC also utilized the information to target content- and skills-driven tutoring and re-teaching after school and on Saturdays.

The Interim Assessments from 2008-09 provided valuable data on the overall English Language Arts program at Bedford Stuyvesant Collegiate. Analysis of Interim Assessment data throughout the year revealed that BSC students would benefit from additional practice with nonfiction texts and constructing open responses. This led us to integrate more reading comprehension and writing work into Science and History classes.

To maintain our rate of progress along this goal next year, we intend to implement the following

changes in the 2009-10 academic year:

- providing highly structured common planning time to increase the quality of collaboration between our Writing and Reading teachers to ensure that students are consistently writing about what they are reading;
- implementing a common writing rubric, and set of editing marks to ensure that all students are being held to the same high expectations for writing across the school, especially since we will now have more than one grade; and
- formalizing our Independent Reading program to include more specific skill-building activities.

Goal 1: Absolute Measure

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

Method

The school administered the New York State Testing Program English Language Arts assessment to students in the 5th grade in January 2009. Each student's raw score has been converted to a grade-specific scaled score and a performance level and. The criterion for success on this measure requires students who have been enrolled in at least their second year (defined as enrolled by BEDS day of the previous school year) to score at Levels 3 or 4.

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

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

Grade	Total Tested	Not Tested ¹			Total Enrolled
		IEP	ELL	Absent	
3					
4					
5	77				77
6					
7					
8					
All	77				77

Results

As we have just completed our first school year, we do not have any students enrolled in at least their second year at our school so this measure is not yet applicable to us.

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

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

Grade	Population	Percent at Each Performance Level					Number Tested
		Level 1	Level 2	Level 3	Level 4	Level 3/4	
3	All Students						
	Students in At Least 2 nd Year						
4	All Students						
	Students in At Least 2 nd Year						
5	All Students	0%	31%	62%	7%	69%	77
	Students in At Least 2 nd Year	N/A	N/A	N/A	N/A	N/A	N/A
6	All Students						
	Students in At Least 2 nd Year						
7	All Students						
	Students in At Least 2 nd Year						
8	All Students						
	Students in At Least 2 nd Year						
All	All Students	0%	31%	62%	7%	69%	77
	Students in At Least 2 nd Year	N/A	N/A	N/A	N/A	N/A	N/A

Evaluation

We look forward to utilizing this measure when we receive next year's State Exam results for our returning students. The percentage of students scoring advanced or proficient on the ELA exam increased by 18% from 2007 to 2008. Of the 76 students who had a NYS ELA exam score from 2007-08, 50% scored a 3 or 4 on the ELA exam on the 2007 exam. Of these same 76 students, 68% of them scored a 3 or 4 on the ELA exam in 2008. We are confident that we will make even more significant gains with our students by next year's exam date, after students will have attended Bedford Stuyvesant Collegiate for nearly 1½ years.

During the 2009-10 school year, we plan to improve our students' performance on the ELA exam by:

- providing highly structured planning time to increase the quality of collaboration between our Writing and Reading teachers to ensure that students are consistently writing about what they are reading;
- implementing a common writing rubric, and set of editing marks to ensure that all students are being held to the same high expectations for writing across the school, especially since we will now have more than one grade; and
- formalizing our Independent Reading program to include more specific skill-building activities.

Additional Evidence

Our students' results on the TerraNova exam help provide a sense of our progress against these results. Despite the fact that Bedford Stuyvesant Collegiate's curriculum is based on the New York State Learning Standards, and not on the curriculum from which the TerraNova is drawn, BSC

students showed strong improvement from the first administration of the exam in early September 2008 to the second administration of the exam in early June 2009.

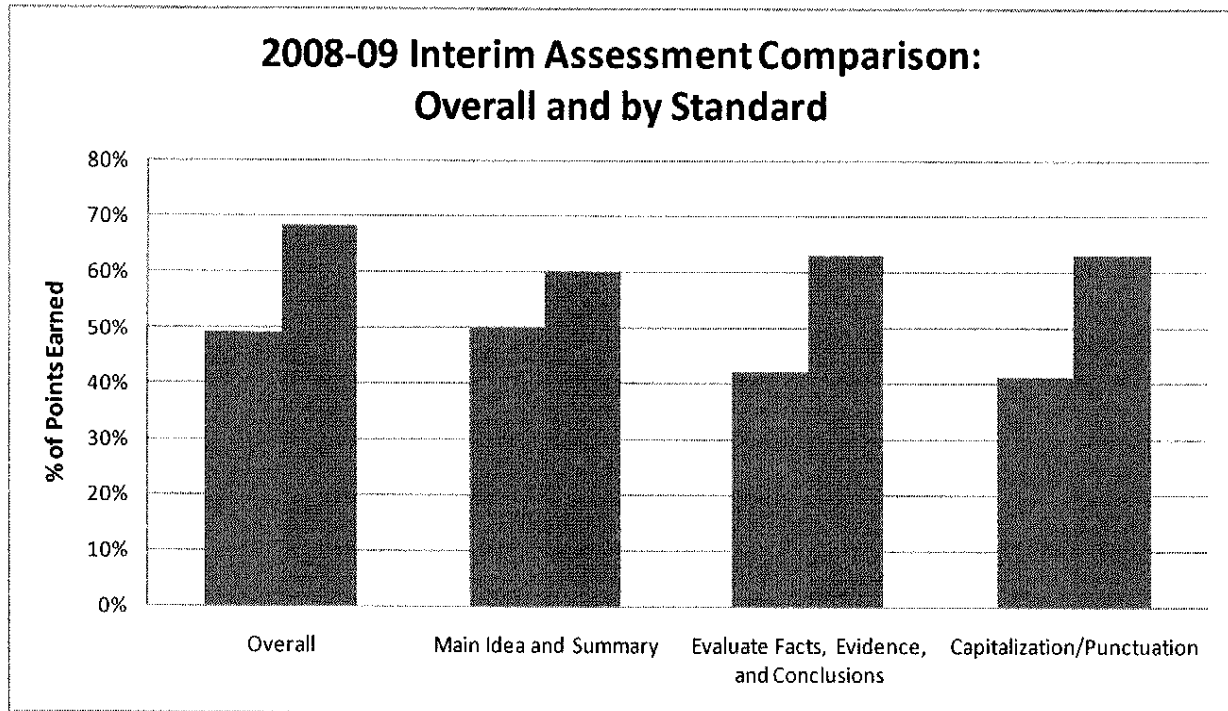
When our 5th grade students first entered BSC, only about a quarter of the students were performing at the national average (50th percentile) on the Reading and Language Arts exams. After only nine months at BSC, the percentage of students scoring above this national average improved significantly, particularly showing strong improvement in Reading.

5th Grade/Class of 2016 – % at or above national average (50th percentile)			
TERRANOVA	2008 5th Grade Pre-Test 72 students	2009 5th Grade Post-Test 72 Students	1-YEAR CHANGE
Reading	23.6%	43.1%	+19.5%
Language Arts	26.4%	38.9%	+12.5%

Similarly, the increase in Mean Normal Curve Equivalent scores of students in Reading and Language Arts shows that student proficiency at Bedford Stuyvesant Collegiate is increasing.

5th Grade/Class of 2016 – Mean Normal Curve Equivalent			
TERRANOVA	2008 5th Grade Pre-Test 72 students	2009 5th Grade Post-Test 72 Students	1-YEAR CHANGE
Reading	40.6	48.6	+ 8.6
Language Arts	39.8	45.8	+ 6.0

Our results from the Interim Assessments also demonstrated student growth on reading grade-level material and answering questions based on the material. As standards were retested throughout the 2008-09 school year, the percentage of questions answered correctly increased as students developed stronger reading skills. For example, BSC fifth graders' ability to identify the main idea in a passage increased from 50% accuracy in October to 69% accuracy in June. Similarly, in October, fifth grade students earned only 41% of points related to capitalization and punctuation; this percentage increased to 63% by June. Student growth overall and an example of growth on tested reading standards, from Interim Assessment #1 to Interim Assessment #5 (final exam), is shown below:



Goal 1: Absolute Measure

Each year, the school's aggregate Performance Index (PI) 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 all students being proficient by the year 2013-14. As a result, the state sets an Annual Measurable Objective (AMO) each year to determine if schools are making satisfactory progress toward the goal that 100 percent of students will ultimately be proficient in the state's learning standards in English Language Arts. To achieve this measure, all tested students must have a Performance Index (PI) value that equals or exceeds this year's English Language Arts AMO, which for 2008-09 is 144. The PI is calculated by adding the sum of the percent of all tested students at Levels 2 through 4 with the sum of the percent of all tested students at Levels 3 and 4. Thus, the highest possible PI is 200.

Results

The table shows the composition of our aggregate PI score of 169.0.

Calculation of 2008-09 English Language Arts Performance Index (PI)

Grades	Percent of Students at Each Performance Level				Number Tested
	Level 1	Level 2	Level 3	Level 4	
5	0%	31%	62%	7%	77

$$\begin{array}{rclclclcl}
 \text{PI} & = & 31 & + & 62 & + & 7 & = & 100 \\
 & & & & + & 62 & + & 7 & = & 69 \\
 & & & & & & \text{PI} & = & 169
 \end{array}$$

Evaluation

Bedford Stuyvesant Collegiate's 2008-09 English Language Arts Performance Index of 169 exceeds this year's English Language Arts Annual Measurable Objective of 144, which fulfills this measure.

Additional Evidence

As we have just completed our first school year, this is the first year we have state assessment data and have a PI. We look forward to seeing the comparison between this year's performance and next year's performance.

English Language Arts Performance Index (PI) and Annual Measurable Objective (AMO) by School Year

Year	Grades ²	Number Tested	Percent of Students at Each Performance Level				PI	AMO
			Level 1	Level 2	Level 3	Level 4		
2005-06								122
2006-07								122
2007-08								133
2008-09	5	77	0	31%	62%	7%	169	144

Goal 1: Comparative Measure

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

Method

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

² Beginning in 2005-06 the state administered tests in grades 3-8 and a single AMO was set for the aggregate PI of all tested students in those grades.

well as between the total result of 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.

Results

As we have just completed our first school year, we do not have any students enrolled in at least their second year at our school so this measure and the accompanying chart are not yet applicable to us.

Evaluation

N/A

Additional Evidence

N/A

Goal 1: Comparative Measure

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

Method

The Charter Schools Institute conducts a Comparative Performance Analysis, which compares the school's performance to demographically similar public schools state-wide. Regression analysis is used to control for the percentage of students eligible for free lunch among all public schools in New York State. The school's actual performance is then compared to the predicted performance of public schools with a similar free lunch percentage. The difference between the school's actual and predicted performance, relative to other schools with similar free lunch statistics, produces an Effect Size. An Effect Size of 0.3 is considered performing higher than expected to a small degree, which is the requirement for achieving this measure. Given the timing of the state's release of poverty data, the 2007-08 analysis is not yet available. As we have just completed the school's first year, we do not yet have data from prior years.

Results

Results are to be determined once the state's release of poverty data and the 2008-09 analysis is available.

2008-09 English Language Arts Comparative Performance by Grade Level

Grade	Percent Eligible for Free Lunch	Number Tested	Percent of Students at Levels 3&4		Difference between Actual and Predicted	Effect Size
			Actual	Predicted		
3						
4						
5						
6						
7						
8						
All						

School's Overall Comparative Performance:*TBD***Evaluation***TBD***Additional Evidence***TBD***English Language Arts Comparative Performance by School Year**

School Year	Grades	Percent Eligible for Free Lunch	Number Tested	Actual	Predicted	Effect Size
2005-06						
2006-07						
2007-08						
2008-09						

Goal 1: Growth Measure

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

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 towards the absolute measure of 75 percent proficient. Each grade level cohort consists of those students who took the state exam in 2008-09 and also have a state exam score in 2007-08. It includes students who repeated the grade. Students who repeated the grade should be included in their current grade level cohort, not the cohort to which they previously belonged. The criterion for achieving this measure is for each grade-level cohort to halve the

difference between the percentage of students proficient in 2007-08 and 75 percent proficient in 2008-09. If a cohort had already achieved 75 percent proficient in 2007-08, it is expected to show some positive growth in the subsequent year. In addition, the aggregate of all cohorts is examined to determine the growth of all students who took a state exam in both years.

Results

The following table presents the cohort growth data for students within a grade level cohort who took the state exam in 2008-09 and also have a state exam score in 2007-08. The percentage scoring at Level 3 and 4 increased from 50% in 2007-08 to 68% in 2008-09 and did achieve the target of 62.5% proficiency.

Cohort Growth on State English Language Arts Exam from 2007-08 to 2008-09

Grade	Cohort Size	Percent at Levels 3 and 4			Target Achieved
		2007-08	Target	2008-09	
4					
5	76	50.0%	62.5%	68.4%	YES
6					
7					
8					
All	76	50.0%	62.5%	68.4%	YES

Evaluation

76 5th graders at Bedford Stuyvesant Collegiate took the state English Language Arts exam in 2007-08 at another New York public school. 50.0% were proficient in 2007-08 and our target for this growth measure was 62.5% (i.e., reducing by one-half the gap between that number and 75 percent scoring at or above Level 3 on the current year's state English Language Arts exam). 68.4% of the cohort received a Level 3 or above on the 2008-09 state English Language Arts exam, meaning that we did achieve that target.

Additional Evidence

N/A

Summary of the English Language Arts Goal

We look forward to next year's data, which will present us with our first opportunity to measure the proficiency of tested students who are enrolled at Bedford Stuyvesant Collegiate for their second year. This will allow us to ascertain our school's performance along the absolute measure of 75% of tested students enrolled in their second year performing at or above Level 3. It will also enable us to assess our achievement of the comparative measure of the percentage of tested students enrolled in their second year demonstrating proficiency exceeding that of all students of the same grade level in the local school district.

The data was also not yet available as of the writing of this report for the comparative measure of exceeding our predicted level of performance on the State exam by at least a small Effect Size.

In terms of the other measures, our school's aggregate Performance Index (169) on the State exam, did meet the Annual Measurable Objective of 144 set forth in the state's NCLB accountability system. We also achieved the measure of our grade-level cohort reducing by one-half the gap between the percent at or above Level 3 on the previous year's State exam and 75% at or above Level 3 on the current year's state exam.

Type	Measure	Outcome
Absolute	Each year, 75 percent of all tested students who are enrolled in at least their second year will perform at or above Level 3 on the New York State examination.	N/A
Absolute	Each year, the school's aggregate Performance Index (PI) on the State exam will meet the Annual Measurable Objective (AMO) set forth in the state's NCLB accountability system.	Achieved
Comparative	Each year, the percent of all tested students who are enrolled in at least their second year and performing at or above Level 3 on the State exam will be greater than that of all students in the same tested grades in the local school district.	N/A
Comparative	Each year, the school will exceed its predicted level of performance on the State exam by at least a small Effect Size.	Data Not Available Yet
Growth	Each year, each grade-level cohort will reduce by one-half the gap between the percent at or above Level 3 on the previous year's State exam and 75 percent at or above Level 3 on the current year's State exam.	Achieved

Action Plan

To maintain our rate of progress along these goals next year, we intend to do the following:

- provide highly structured planning time to increase the quality of collaboration between our Writing and Reading teachers to ensure that students are consistently writing about what they are reading;
- continue to expose students to nonfiction texts and unfamiliar short passages;
- continue to use historical fiction novels in History classes to further enhance literacy instruction;
- implement a common writing rubric, and set of editing marks to ensure that all students are being held to the same high expectations for writing across the school, especially since we will now have more than one grade; and
- formalize our Independent Reading program to include more specific skill-building activities.

MATHEMATICS

Goal 2: Mathematics

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

Background

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

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

Each fall for new students, and each spring for returning students, Bedford Stuyvesant Collegiate Charter School administers in grades 5 through 8 exams in Reading, Language Arts and Mathematics using the TerraNova Assessment (CTB/McGraw-Hill TerraNova 2nd Edition (fall), 3rd Edition (spring) Basic Multiple Assessment). All students are then subsequently tested each spring to a) demonstrate their progress over the course of one academic year, and b) compare student performance relative to students nationwide. The TerraNova was selected since its format and the types of questions it contains more closely parallel the New York State exams than other similar, norm-referenced exams.

Bedford Stuyvesant Collegiate Charter School administered 4 internally development aligned Interim Assessments and a Final Exam in Math during the 2008-09 school year. These assessments were created to reflect the school's scope and sequence in Math, and to mirror the style and scope of the New York State Math exams. Similar to the state exam, the Math Interim Assessments were administered in two parts; a 25-35 question multiple-choice section and a 6-12 question open-response section. The assessments focused primarily on the most recently covered standards, with a smaller focus on standards covered in previous units.

After the tests were administered, BSC teachers graded each exam and entered individual performance data into a shared template for detailed test analysis. With the individual student, whole class, and whole grade data, Bedford Stuyvesant Collegiate analyzed the data and developed strategic plans to re-teach specific standards to individuals, small groups, and classes. BSC also utilized the information to target content- and skills-driven tutoring after school and on Saturdays.

The Interim Assessments from 2008-09 provided valuable data on the overall Math program at Bedford Stuyvesant Collegiate. As a result of data analysis, BSC made the following changes to strengthen and enhance the Math program. Bedford Stuyvesant Collegiate:

- introduced additional targeted instruction through both through push-in support during class and through small-group instruction outside of class;
- reinforced math skills in daily science classes.

Goal 2: Absolute Measure

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

Method

The school administered the New York State Testing Program mathematics assessment to students in 5th grade in March 2009. Each student's raw score has been converted to a performance level and a grade-specific scaled score. The criterion for success on this measure requires students who have been enrolled in at least their second year (defined as enrolled by BEDS day of the previous school year) to score at Levels 3 or 4.

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

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

Grade	Total Tested	Not Tested ³			Total Enrolled
		IEP	ELL	Absent	
3					
4					
5	75				75
6					
7					
8					
All	75				75

Results

As we have just completed our first school year, we do not have any students enrolled in at least their second year at our school so this measure is not yet applicable to us.

³ 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

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

Grade	Population	Percent at Each Performance Level					Number Tested
		Level 1	Level 2	Level 3	Level 4	Level 3/4	
3	All Students						
	Students in At Least 2 nd Year						
4	All Students						
	Students in At Least 2 nd Year						
5	All Students	0.0%	10.7%	53.3%	36.0%	89.3%	75
	Students in At Least 2 nd Year	N/A	N/A	N/A	N/A	N/A	N/A
6	All Students						
	Students in At Least 2 nd Year						
7	All Students						
	Students in At Least 2 nd Year						
8	All Students						
	Students in At Least 2 nd Year						
All	All Students	0.0%	10.7%	53.3%	36.0%	89.3%	75
	Students in At Least 2 nd Year	N/A	N/A	N/A	N/A	N/A	N/A

Evaluation

We look forward to utilizing this measure when we receive next year's State Exam results for our returning students. Looking at just this year's data, however, we are pleased that of the 75 students tested, 89.3% demonstrated proficiency by performing at Level 3 or 4. 74 of our students also have a state exam score in 2007-08. The percentage scoring at Level 3 and 4 increased from 70.3% in 2007-08 to 89.2% in 2008-09, surpassing the target of 79.8% proficiency. We think this preliminary data suggests that we are on the right track with our math instruction and our students.

Additional Evidence

Our students' results on the TerraNova exam help provide a sense of our progress against these results. Despite the fact that Bedford Stuyvesant Collegiate's curriculum is based on the New York State Learning Standards, and not on the curriculum from which the TerraNova is drawn, BSC students showed strong improvement from the first administration of the exam in early September 2008 to the second administration of the exam in early June 2009.

When our 5th grade students first entered BSC, slightly more than one-third of the students were performing above the national average (50th percentile) on the Mathematics exam. After only nine months at BSC, the percentage of students scoring above this national average improved to over half of our students performing above the national average.

5th Grade/Class of 2016 – % at or above national average (50th percentile)			
TERRANOVA	2008	2009	1-YEAR
	5th Grade Pre-Test	5th Grade Post-Test	CHANGE
	72 students	72 Students	
Math	36.1%	59.7%	+25.1 %

Similarly, the increase in Mean Normal Curve Equivalent scores of students in Math shows that student proficiency at BSC is increasing.

5th Grade/Class of 2016 – Mean Normal Curve Equivalent			
TERRANOVA	2008	2009	1-YEAR
	5th Grade Pre-Test	5th Grade Post-Test	CHANGE
	72 students	72 Students	
Math	45.8	52.3	+ 6.5

Goal 2: Absolute Measure

Each year, the school's aggregate Performance Index (PI) 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 all students being proficient by the year 2013-14. As a result, the state sets an Annual Measurable Objective (AMO) each year to determine if schools are making satisfactory progress toward the goal that 100 percent of students will ultimately be proficient in the state's learning standards in Mathematics. To achieve this measure, all tested students must have a Performance Index (PI) value that equals or exceeds this year's Mathematics AMO, which for 2008-09 is 119. The PI is calculated by adding the sum of the percent of all tested students at Levels 2 through 4 with the sum of the percent of all tested students at Levels 3 and 4. Thus, the highest possible PI is 200.

Results

The table shows the composition of our aggregate PI score of 189.3

Calculation of 2008-09 Mathematics Performance Index (PI)

Grades	Percent of Students at Each Performance Level				Number Tested
	Level 1	Level 2	Level 3	Level 4	
5	0	10.7	53.3	36.0	75

$$\begin{array}{rclclclcl}
 \text{PI} & = & 10.7 & + & 53.3 & + & 36.0 & = & 100 \\
 & & & & + & 53.3 & + & 36.0 & = & 89.3 \\
 & & & & & & \text{PI} & = & 189.3
 \end{array}$$

Evaluation

Bedford Stuyvesant Collegiate's 2008-09 Mathematics Performance Index of 189.3 exceeds this year's Mathematics Annual Measurable Objective of 119, which fulfills this measure. Our PI exceeds the AMO by 70.3%.

Additional Evidence

As we have just completed our first school year, this is the first year we have state assessment data and have a PI. We look forward to seeing the comparison between this year's performance and next year's performance, and hope to exceed our already encouraging scores.

Mathematics Performance Index (PI) and Annual Measurable Objective (AMO) by School Year

Year	Grades	Number Tested	Percent of Students at Each Performance Level				PI	AMO
			Level 1	Level 2	Level 3	Level 4		
2005-06								86
2006-07								86
2007-08								102
2008-09	5	75	0	10.7	53.3	36.0	189.3	119

Goal 2: Comparative Measure

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

Method

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

Results

As we have just completed our first school year, we do not have any students enrolled in at least their second year at our school so this measure and the accompanying chart are not yet applicable to us.

Evaluation

N/A

Additional Evidence

N/A

Goal 2: Comparative Measure

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

Method

The Charter Schools Institute conducts a Comparative Performance Analysis, which compares the school's performance to demographically similar public schools state-wide. Regression analysis is used to control for the percentage of students eligible for free lunch among all public schools in New York State. The school's actual performance is then compared to the predicted performance of public schools with a similar free lunch percentage. The difference between the school's actual and predicted performance, relative to other schools with similar free lunch statistics, produces an Effect Size. An Effect Size of 0.3 is considered performing higher than expected to a small degree, which is the requirement for achieving this measure. Given the timing of the state's release of poverty data, the 2007-08 analysis is not yet available. As we have just completed the school's first year, we do not yet have data from prior years.

Results

Results are to be determined once the state's release of poverty data and the 2007-08 analysis is available.

2008-09 Mathematics Comparative Performance by Grade Level

Grade	Percent Eligible for Free Lunch	Number Tested	Percent of Students at Levels 3&4		Difference between Actual and Predicted	Effect Size
			Actual	Predicted		
3						
4						
5						

6		
7		
8		
All		

School's Overall Comparative Performance:
<i>TBD</i>

Evaluation

TBD

Additional Evidence

TBD

Mathematics Comparative Performance by School Year

School Year	Grades	Percent Eligible for Free Lunch	Number Tested	Actual	Predicted	Effect Size
2005-06						
2006-07						
2007-08						
2008-09						

Goal 2: Growth Measure

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

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 towards the absolute measure of 75 percent proficient. Each grade level cohort consists of those students who took the state exam in 2008-09 and also have a state exam score in 2007-08. It includes students who repeated the grade. Students who repeated the grade should be included in their current grade level cohort, not the cohort to which they previously belonged. The criterion for achieving this measure is for each grade-level cohort to halve the difference between the percentage of students proficient in 2007-08 and 75 percent proficient in 2008-09. If a cohort had already achieved 75 percent proficient in 2007-08, it is expected to show some positive growth in the subsequent year. In addition, the aggregate of all cohorts is examined to determine the growth of all students who took a state exam in both years.

Results

The following table presents the cohort growth data for students within a grade level cohort who took the state exam in 2008-09 and also have a state exam score in 2007-08. The percentage scoring at

Level 3 and 4 increased from 70.3% in 2007-08 to 89.2% in 2008-09, surpassing the target of 79.8% proficiency.

Cohort Growth on State Mathematics Exam from 2007-08 to 2008-09

Grade	Cohort Size	Percent at Levels 3 and 4			Target Achieved
		2007-08	Target	2008-09	
4					
5	74	70.3%	72.4%	89.2%	YES
6					
7					
8					
All	74	70.3%	72.4%	89.2%	YES

Evaluation

74 5th graders at Bedford Stuyvesant Collegiate took the state Mathematics exam in 2007-08 at another New York public school. 70.3% were proficient in 2007-08 and our target for this growth measure was 72.4% (i.e., reducing by one-half the gap between that number and 75 percent scoring at or above Level 3 on the current year's state Mathematics exam). 89.2% of the cohort received a Level 3 or above on the 2008-09 state Mathematics exam, meaning that we achieved the target and surpassed it by 16.8%. We are pleased with our students' growth this year and look forward to seeing what they accomplish after being enrolled at our school for another year.

Additional Evidence

N/A

Summary of the Mathematics Goal

We look forward to next year's data, which will present us with our first opportunity to measure the proficiency of tested students who are enrolled at Bedford Stuyvesant Collegiate for their second year. This will allow us to ascertain our school's performance along the absolute measure of 75% of tested students enrolled in their second year performing at or above Level 3. It will also enable us to assess our achievement of the comparative measure of the percentage of tested students enrolled in their second year demonstrating proficiency exceeding that of all students of the same grade level in the local school district.

The data was also not yet available as of the writing of this report for the comparative measure of exceeding our predicted level of performance on the State exam by at least a small Effect Size.

Our success along the other measures indicates that we are making strong progress towards achievement of our goal of all students demonstrating competency in the understanding and application of mathematical computation and problem solving. Our school's aggregate Performance Index (189.3) on the State exam met and surpassed the Annual Measurable Objective of 119 set forth in the state's NCLB accountability system. We also far outshot the measure of our grade-level cohort reducing by one-half the gap between the percent at or above Level 3 on the previous year's State exam and 75% at or above Level 3 on the current year's state exam: 89.2% of the grade-level cohort

scored advanced or proficient versus 70.3% on last year's test. Our strong performance along these two measures demonstrates that we are on the right path with our math instruction.

Type	Measure	Outcome
Absolute	Each year, 75 percent of all tested students who are enrolled in at least their second year will perform at or above Level 3 on the New York State examination.	N/A
Absolute	Each year, the school's aggregate Performance Index (PI) on the State exam will meet the Annual Measurable Objective (AMO) set forth in the state's NCLB accountability system.	Achieved
Comparative	Each year, the percent of all tested students who are enrolled in at least their second year and performing at or above Level 3 on the State exam will be greater than that of all students in the same tested grades in the local school district.	N/A
Comparative	Each year, the school will exceed its predicted level of performance on the State exam by at least a small Effect Size.	Data Not Available Yet
Growth	Each year, each grade-level cohort will reduce by one-half the gap between the percent at or above Level 3 on the previous year's state exam and 75 percent at or above Level 3 on the current year's State exam.	Achieved

Action Plan

To maintain our rate of progress along this goal, we intend to do the following things:

- Continue double periods of Math daily;
- Celebrate student achievement in Math through special events with students and families;
- Support students with special needs through targeted intervention both through push-in support during class and through small-group instruction out of class;
- Offer math enrichment through participation Math competitions and enrichment opportunities; and
- Reinforce math skills in daily science classes.

SCIENCE

Goal 3: Science

Students will demonstrate proficiency in the understanding and application of scientific properties

Background

The Science curriculum at BSC has been designed to provide a solid foundation for students in the essential understandings of Middle Grades Science as outlined in the New York State standards. Our fifth and sixth grade science curriculum is designed to equip students for more in-depth studies of Biology, Chemistry, and Physics in the seventh and eighth grades. During the 2008-2009 school year, BSC students completed units of study on the Scientific Method and Measurement, Physics, Chemistry, and Biology. Students participated in hands-on science activities or demonstrations on a weekly basis, usually adapted from FOSS Science kits that were adopted to align with our fifth grade science content. Science instruction consistently reinforced both math and reading skills, and our science teacher frequently worked closely with both our Math and English Language Arts teachers to ensure that common approaches and language were used to reinforce cross-curricular content. For example, during the Scientific Method and Measurement unit, students worked with units of measurement, tools of measurement, and conversions between units of measure, reinforcing important math skills. In terms of supporting literacy, professional development time was dedicated to determining how to best expose students to nonfiction texts during science class each week and how to encourage them to access and use scientific texts for their own learning and study. This exposure to nonfiction provided an important opportunity for students to practice and continue to develop their reading comprehension and vocabulary skills.

Goal 3: Absolute Measure

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

Method

Schools administered the New York State Testing Program science assessment to students in 4th and 8th grade in spring 2009. Each student's raw score has been converted to a performance level and a grade-specific scaled score. The criterion for success on this measure requires students who have been enrolled in at least their second year (defined as enrolled by BEDS day of the previous school year) to score at Levels 3 or 4.

Results

As we opened with 5th graders only during the 2008-2009 school year, we will not have data for this measure until our students reach the 8th grade in 2011-2012.

Evaluation

N/A

Additional Evidence

N/A

Goal 3: Comparative Measure

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

Method

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

Results

As we opened with 5th graders only during the 2008-2009 school year, we will not have data for this measure until our students reach the 8th grade in 2011-2012.

Evaluation

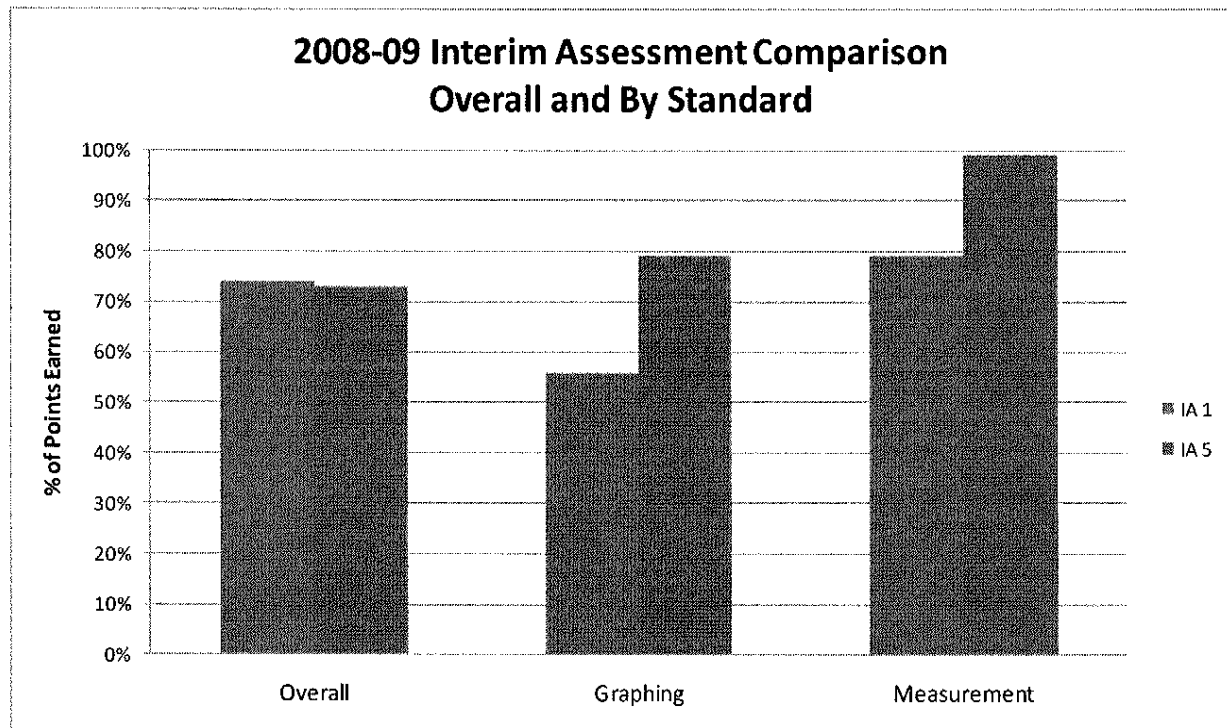
N/A

Additional Evidence

N/A

Summary

We will not have data for these measures until our students reach the 8th grade in 2011-2012. In the meantime, however, we are measuring their growth through our own internally developed Interim Assessments, which show that our students are making progress in science. As standards were retested throughout the 2008-09 school year, the percentage of questions answered correctly increased as students developed stronger science-based skills. BSC fifth graders' overall scores stayed relatively constant from October to June. However, the final exam incorporated more standards than the initial exam, and increased in difficulty. Student performance in specific standards that were tested in both October and June showed growth. For example, in October, fifth grade students earned only 56% of points related to the graphing; this percentage increased to 79% by June. Student performance overall and an example of growth on tested science standards, from Interim Assessment #1 to Interim Assessment #5 (final exam), is shown below:



Type	Measure	Outcome
Absolute	Each year, 75 percent of all tested students who are enrolled in at least their second year will perform at or above Level 3 on the New York State examination.	N/A
Comparative	Each year, the percent of all tested students who are enrolled in at least their second year and performing at or above Level 3 on the State exam will be greater than that of all students in the same tested grades in the local school district.	N/A

Action Plan

To maintain our rate of progress along this goal, we intend to do the following things:

- Continue to use science curriculum to provide students with the essential understandings and skills that will prepare them for more in-depth study of Chemistry, Biology, and Physics during seventh and eighth grade;
- Provide professional development and common planning time dedicated to collaboration between science, math, and literacy teachers to ensure that the BSC science curriculum continues to reinforce essential math and reading comprehension skills; and
- Guarantee that students continue to participate in as many hands-on Science lessons and activities during Science classes as is appropriate and possible.

SOCIAL STUDIES

Goal 4: Social Studies

Students will demonstrate an understanding of key geographical, economic, and governmental concepts, as well as major historical ideas and developments in the United States, New York, and the world.

Background

The fifth grade History curriculum at BSC consists of three parts. History instruction from August through November develops the most essential social studies skills and content knowledge with our students. The scope and sequence for these months focuses largely on preparing students for the New York State Exam in November, developing understandings of geography, history, and social studies; building skills for reading and interpreting graphs and timelines; and preparing students to respond to Document-Based Questions. History instruction from November through early May centers around three historical fiction novels. We use historical fiction as a means of continuing to develop students' literacy skills while teaching historical content both through a storyline and more traditional means. Fifth grade students read The Sign of the Beaver (Native American culture and early European settlement), Tituba (early European settlement and Puritan culture), and My Brother Sam is Dead (American colonies and Revolutionary War). Each day's history lesson is framed by a content-based objective, and each day's readings and assignments reinforce both the history content and literacy skills of vocabulary and reading comprehension.

Goal 4: Absolute Measure

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

Method

The school administered the New York State Testing Program social studies assessment to students in 5th grade in November 2008 and 8th grade in June 2009. Each student's raw score has been converted to a performance level and a grade-specific scaled score. The criterion for success on this measure requires students who have been enrolled in at least their second year (defined as enrolled by BEDS day of the previous school year) to score at Levels 3 or 4.

Results

As we just completed our first year of school, this measure does not yet apply to us.

Charter School Performance on 2008-09 State Social Studies Exam By All Students and Students Enrolled in At Least Their Second Year

Grade	Population	Percent at Each Performance Level					Number Tested
		Level 1	Level 2	Level 3	Level 4	Level 3/4	
5	All Students	9.1%	9.1%	75.3%	6.5%	81.8%	77
	Students in At Least 2 nd Year	N/A	N/A	N/A	N/A	N/A	N/A
8	All Students						
	Students in At Least 2 nd Year						

Evaluation

Because our school starts in 5th grade, we will not have full data to assess this measure until this year's students reach the 8th grade in 2011-12. The data from this year, however, is encouraging as of the 77 students taking the state Social Studies assessment in November, 81.8% scored at a Level 3 or Level 4.

Additional Evidence

N/A

Goal 4: Comparative Measure

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

Method

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

Results

As we just completed our first year of school, this measure does not yet apply to us.

Evaluation

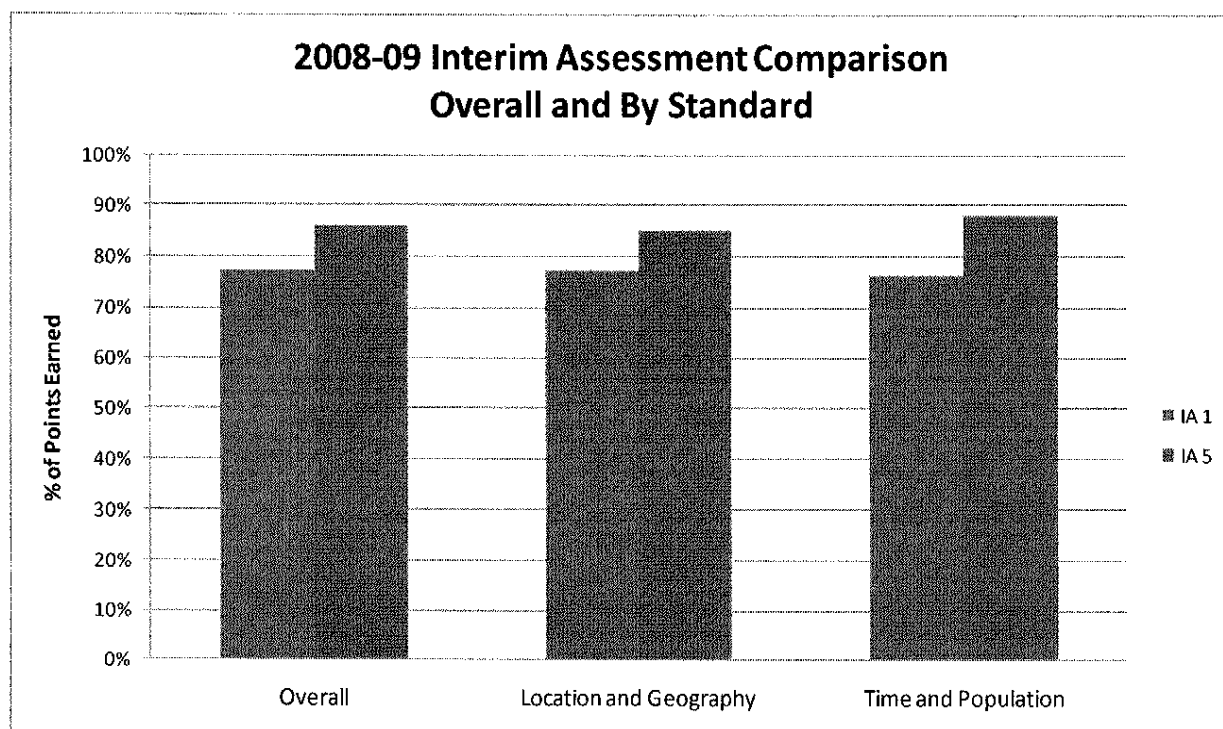
Because our school starts in 5th grade, we will not have full data to assess this measure until this year's students reach the 8th grade in 2011-12.

Additional Evidence

N/A

Summary

We will not have full data for these measures until our students reach the 8th grade in 2011-2012. In the meantime, however, we are measuring their growth through our own internally developed Interim Assessments, which show that our students are making progress in Social Studies. As standards were retested throughout the 2008-09 school year, the percentage of questions answered correctly increased as students developed stronger history-based skills. BSC fifth graders' overall scores grew from 77% in October to 86% in June. As an example, in October, fifth grade students earned only 77% of points related to location and geography; this percentage increased to 85% by June. Student growth overall and an example of growth on tested history standards, from Interim Assessment #1 to Interim Assessment #5 (final exam), is shown below:



Type	Measure	Outcome
Absolute	Each year, 75 percent of all tested students who are enrolled in at least their second year will perform at or above Level 3 on the New York State examination.	N/A
Comparative	Each year, the percent of all tested students who are enrolled in at least their second year and performing at or above Level 3 on the State exam will be greater than that of all students in the same tested grades in the local school district.	N/A

Action Plan

To maintain our rate of progress along this goal, we intend to do the following things:

- Continue to use historical fiction as the vehicle for history instruction in the middle school grades;
- Provide professional development and common planning time dedicated to collaboration between our history and literacy teachers to ensure that the BSC history curriculum continues to reinforce essential reading comprehension and writing skills; and
- Ensure our new 5th grade History teacher works in close collaboration with our returning History teacher to ensure consistency from grade to grade and class to class.

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 will be "Good Standing" each year.

Method

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

Results

The state has not yet issued its report indicating our Accountability Status.

Evaluation

TBD

Additional Evidence

N/A

Section II

Charter School Student and Teacher Attrition Rates

Instructions

Separate tables are included for students and teachers. For students, please provide the total **number** who left for the reasons identified in the table. Then provide the highest number of students enrolled during the course. Using that enrollment figure and the total number of students who left during the year (July 1 – June 30), calculate the percent of students who left the school each year (2005-06 through 2008-09). Do not provide averages or FTEs.

For teachers, provide the total number of classroom teachers (e.g., grades K-6, or secondary subject matter classroom teachers). Do not provide FTEs. A part-time teacher is counted as one teacher. If one person teaches more than one subject area, count them once. Also provide the number of special area teachers (e.g., music, technology). Again, count each such teacher only once. Then, provide the total number of teachers who were retained at the end of each school year. For example, if you had seven classroom teachers (e.g., one each K-6) and three special area teachers (for a total of ten teachers), and three were let go (or otherwise decided to not return in 2009-10) at the end of the 2008-09 school year, your teacher attrition rate would be 30 percent.

If you have any questions, please call the Office of Public School Choice Programs at 518-474-1762.

Charter School Student Attrition Rates
2008-09

	2008-09	2007-08	2006-07	2005-06
Number of students leaving for lack of transportation	1			
Number of students leaving for geographic reasons (e.g., out of state/district relocation)	0			
Number of students leaving for more restrictive special education setting	4			
Number of students leaving due to parental choice (e.g., school transfer closer to residence, local elementary school, parent convenience)	2			
Number leaving for other reasons (undetermined)	1			
Total number of students leaving.	8			
Highest Number Enrolled (July 1 – June 30)	81			
Total Percent Attrition	10.3%			

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

	2008-09	2007-08	2006-07	2005-06
Number of Classroom Teachers	6			
Number of Special Area Teachers	1			
Total Number of Teachers	7			
Total Number of Teachers Leaving	3*			
Total Percent Attrition	42.8%			

**Two teachers' contracts were not renewed for the 2009-10 academic year, and one teacher moved out of state after the 2008-09 academic year.*

Section III

**EXPLANATION OF REVENUES AND EXPENDITURES TO BE REPORTED ON THE
CHARTER SCHOOL ANNUAL REPORT OF FISCAL PERFORMANCE FOR THE
SCHOOL YEAR ENDED JUNE 30, 2009**

I. REVENUES

- A. STATE SOURCES:** Report here any state funded grants or other apportionments paid directly to the charter school by the State of New York.
- B. FEDERAL SOURCES:** Report here any federally funded grants or other apportionments paid directly to the charter school by the Federal government or by the State of New York.
- C. PUBLIC SCHOOL DISTRICTS (TOTAL):** Report in entries C1 through C4 all revenues received from public school districts.
- 1. BASIC OPERATING REVENUES:** Report here any basic operating revenues received from a public school district representing payments received by the charter school from the public school district based on the product of the public school district's adjusted expense per pupil and the current year enrollment in the charter school of the public school district's resident pupils attending the charter school, or based on any reduced amounts per pupil payable to the charter school by public school districts as specified in the charter pursuant to an agreement between the charter school and the chartering entity.
- 2. STATE AID – PUPILS WITH DISABILITIES:** Report here any revenues that represent payments received from a public school district for state aid attributable to special education services or programs provided by the charter school to a student with a disability enrolled in the charter school.
- 3. FEDERAL AID – PUPILS WITH DISABILITIES:** Report here any revenues that represent payments received from a public school district for federal aid attributable to a student with a disability enrolled in the charter school.
- 4. OTHER REVENUE FROM PUBLIC SCHOOL DISTRICTS:** Report here any other revenues that represent payments received from public school districts other than those revenues reported in 1, 2 or 3 above.
- D. ALL OTHER REVENUES:** Report here any additional revenues received by the charter school from sources other than those identified above.
- E. TOTAL REVENUES FROM ALL SOURCES:** The sum of all revenues reported in entries A, B, C and D above.

II. EXPENDITURES

F. GENERAL ADMINISTRATION:

SALARIES FOR GENERAL ADMINISTRATION: Report here salaries and wages paid by the charter school for the services and employment of general administrative staff during the period from July 1, 2008 through June 30, 2009. General administrative staff include staff with the following titles: the chief school officer of the charter school, the treasurer, the finance or business officer, the purchasing agent, the employee personnel officer, the records management officer and the public information and services officer, if any, plus any assistants or clerical staff assigned to these staff members or to their related administrative functions. Employee benefit costs or expenditures should not be reported here.

OTHER EXP FOR GENERAL ADMINISTRATION: Report here any other expenditures incurred by the charter school for general administrative services and functions including office supplies and materials, equipment, communications expenses or other contractual administrative services purchased by the charter school. Employee benefit costs or expenditures should not be reported here.

TOTAL EXP FOR GENERAL ADMINISTRATION: The sum of all general administration salaries and other general administration expenditures. Employee benefit costs or expenditures should not be reported here.

G. INSTRUCTIONAL SUPERVISION:

SALARIES FOR INSTRUCTIONAL SUPERVISION: Report here salaries and wages paid by the charter school for the services and employment of supervisory staff for instructional programs from July 1, 2008 through June 30, 2009. Such staff are those assigned responsibility for the direct administration and management of the instructional programs and services of the charter school including the direct supervision on instructional staff. Such supervisory staff may include the building or school principal, the director for curriculum development and supervision, the director of instructional research, planning and evaluation, and the director for instructional staff development and in-service training, if any, plus any assistants or clerical staff assigned to these staff members or to their related supervisory functions for instruction. Employee benefit costs or expenditures should not be reported here.

OTHER EXP FOR INSTRUCTIONAL SUPERVISION: Report here any other expenditures incurred by the charter school for direct supervision of instructional programs and services including office supplies and materials, equipment, communications expenses or other contractual instructional supervision services purchased by the charter school. Employee benefit costs or expenditures should not be reported here.

TOTAL EXP FOR INSTRUCTIONAL SUPERVISION: The sum of all instructional supervision salaries and other instructional supervision expenditures. Employee benefit costs or expenditures should not be reported here.

H. ALL OTHER INSTRUCTION:

SALARIES FOR ALL OTHER INSTRUCTION: Report here salaries and wages paid by the charter school for the services and employment of instructional staff in regular education programs from July 1, 2008 through June 30, 2009. Such staff are those assigned responsibility for instruction of pupils in the charter school. Such instructional staff may include teachers of regular education courses and programs, school library and audiovisual staff and instructional technology staff, if any, plus any assistants or clerical staff assigned to these staff members or to their related instructional functions. Do not include salaries or wages paid to special education staff. Employee benefit costs or expenditures should not be reported here.

OTHER EXP FOR INSTRUCTION: Report here any other expenditures incurred by the charter school for instruction of pupils including office supplies and materials, equipment, communications expenses or other contractual instructional services purchased by the charter school. Do not include expenditures related to special education programs or services. Employee benefit costs or expenditures should not be reported here.

TOTAL EXP FOR ALL OTHER INSTRUCTION: The sum of salaries for all other instruction and other expenditures for instruction. Do not include expenditures related to special education programs or services. Employee benefit costs or expenditures should not be reported here.

I. PUPIL SERVICES:

SALARIES FOR PUPIL SERVICES: Report here salaries and wages paid by the charter school for the services and employment of pupil personnel services staff from July 1, 2008 through June 30, 2009. Such pupil personnel services staff may include an attendance officer, guidance counselors, pupil health service providers, pupil psychological service providers, pupil social work service providers, a director of co-curricular activities, or a director of interscholastic athletics, if any, plus any assistants or clerical staff assigned to these staff members or to their related pupil personnel service functions. Employee benefit costs or expenditures should not be reported here.

OTHER EXP FOR PUPIL SERVICES: Report here any other expenditures incurred by the charter school for pupil personnel services including office supplies and materials, equipment, communications expenses or other contractual pupil personnel services purchased by the charter school. Employee benefit costs or expenditures should not be reported here.

TOTAL EXP FOR PUPIL SERVICES: The sum of salaries for pupil personnel services and other expenditures for pupil personnel services. Employee benefit costs or expenditures should not be reported here.

J. PUPILS WITH DISABILITIES:

SALARIES FOR SPECIAL EDUCATION PROGRAMS AND SERVICES PROVIDED TO PUPILS WITH DISABILITIES: Report here salaries and wages paid by the charter school for the services and employment of special education program staff from July 1, 2008 through June 30, 2009. Such special education program staff may include special education teachers, teacher assistants, teacher aides or other instructional staff providing special education programs or services for pupils with disabilities as specified in an individualized education plan prescribed by a committee on special education, plus any assistants or clerical staff assigned to these staff members or to their related special education functions. Employee benefit costs or expenditures should not be reported here.

OTHER EXP FOR SPECIAL EDUCATION PROGRAMS AND SERVICES PROVIDED TO PUPILS WITH DISABILITIES: Report here any other expenditures incurred by the charter school for special education programs or services for pupils with disabilities as specified in an individualized education plan created by a committee on special education including office supplies and materials, equipment, communications expenses or other contractual services for special education purchased by the charter school. Employee benefit costs or expenditures should not be reported here.

TOTAL EXP FOR SPECIAL EDUCATION PROGRAMS AND SERVICES PROVIDED TO PUPILS WITH DISABILITIES: The sum of salaries for special education programs or services for pupils with disabilities and other expenditures for special education programs or services for pupils with disabilities. Employee benefit costs or expenditures should not be reported here.

K. TRANSPORTATION:

SALARIES FOR TRANSPORTATION: Report here salaries and wages paid by the charter school for pupil transportation services from July 1, 2008 through June 30, 2009. Such pupil transportation staff may include a director of pupil transportation services, school bus drivers and school bus monitors or aides, if any, plus any clerical staff assigned to these staff members or to their related pupil transportation functions. Employee benefit costs or expenditures should not be reported here.

OTHER EXP FOR TRANSPORTATION: Report here any other expenditures incurred by the charter school for pupil transportation services including office supplies and materials, equipment, communications expenses or other contractual services for pupil transportation purchased by the charter school. Employee benefit costs or expenditures should not be reported here.

TOTAL EXP FOR TRANSPORTATION: The sum of salaries for transportation and other expenditures for transportation. Employee benefit costs or expenditures should not be reported here.

L. COMMUNITY SERVICE:

SALARIES FOR COMMUNITY SERVICE: Report here salaries and wages paid by the charter school for community services from July 1, 2008 through June 30, 2009. Such staff may include a director of a community recreation program, a director of youth programs and staff providing other civic services under the auspices of the charter school, if any, plus any clerical staff assigned to these staff members or to their related community service functions. Employee benefit costs or expenditures should not be reported here.

OTHER EXP FOR COMMUNITY SERVICE: Report here any other expenditures incurred by the charter school for community services including office supplies and materials, equipment, communications expenses or other contractual services for community service functions purchased by the charter school. Employee benefit costs or expenditures should not be reported here.

TOTAL EXP FOR COMMUNITY SERVICE: The sum of salaries for community services and other expenditures for community services. Employee benefit costs or expenditures should not be reported here.

M. OPERATION AND MAINTENANCE:

SALARIES FOR OPERATION AND MAINTENANCE: Report here salaries and wages paid by the charter school for operation and maintenance services and programs required to maintain safe, secure and healthy facilities and learning environments for the charter school staff and students from July 1, 2008 through June 30, 2009. Such staff may include a director of operation and maintenance, janitors, and cleaning staff, if any, plus any assistants or clerical staff assigned to these staff members or to their related operation and maintenance functions. Employee benefit costs or expenditures should not be reported here.

OTHER EXP FOR OPERATION AND MAINTENANCE: Report here any other expenditures incurred by the charter school for operation and maintenance services including supplies and materials, equipment, communications expenses or other contractual services for operation and maintenance purchased by the charter school. Employee benefit costs or expenditures should not be reported here.

TOTAL EXP FOR OPERATION AND MAINTENANCE: The sum of salaries for operation and maintenance and other expenditures for operation and maintenance. Employee benefit costs or expenditures should not be reported here.

N. EMPLOYEE BENEFITS: Report here expenditures representing the charter school's contributions as an employer to employee benefits including retirement systems or plans,

social security, workmen's compensation, life insurance, unemployment insurance, disability insurance, hospital, medical or dental insurance, union welfare benefits or any other such benefits provided to the employees of the charter school as a condition of employment.

- O. DEBT SERVICE:** Report here any expenditures incurred by the charter school during the reporting period for principal and interest payable on long term or short term obligations issued by the charter school.
- P. SCHOOL LUNCH:** Report here any expenditures incurred by the charter school in providing breakfast, milk or lunch to pupils attending the charter school.
- Q. CAPITAL EXPENSE:** Report here any expenditures incurred by the charter school during the reporting period for capital improvements and acquisitions that were financed from current revenues or reserves. Do not include such expenditures that were financed from proceeds received from the sale of obligations by the charter school.
- R. GRAND TOTAL EXPENDITURES:** The sum of all expenditures reported in entries F through Q.
- S. ENROLLMENT:** Report here the sum total of the full-time-equivalent enrollment of all students enrolled in grades kindergarten through twelve of the charter school for the 2008-09 school year.
- T. EXPENDITURES PER PUPIL:** Report here the quotient of the charter school's Grand Total Expenditures as reported in entry R divided by the charter school's Enrollment as reported in entry S. Round the quotient up to the next higher whole dollar.

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

CHARTER SCHOOL ANNUAL
REPORT OF FISCAL PERFORMANCE
FOR THE SCHOOL YEAR ENDED 6/30/09

Charter School Code:

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

Contact Person: Melissa D'Agostino

Phone: 718-669-7460

REVENUES

A. STATE SOURCES	
B. FEDERAL SOURCES	276,143
C. PUBLIC SCHOOL DISTRICTS	
1. BASIC OPERATING REVENUES	930,441
2. STATE AID-PUPILS WITH DISABILITIES	70,033
3. FED. AID-PUPILS WITH DISABILITIES	
4. OTHER REV FROM PUB SCH DISTRICTS	120,107
D. ALL OTHER REVENUES	297,813
E. TOTAL REVENUES FROM ALL SOURCES	<u>1,694,537</u>

	SALARIES	OTHER	EXPENDITURES TOTAL
F. GENERAL ADMINISTRATION	281,665	181,995	463,661
G. INSTRUCTIONAL SUPERVISION	383,000		383,000
H. ALL OTHER INSTRUCTION	13,500	247,488	260,988
I. PUPIL SERVICES	25,441	3,700	29,141
J. PUPILS WITH DISABILITIES	64,095	6,000	70,095
K. TRANSPORTATION		500	500
L. COMMUNITY SERVICE		500	500
M. OPERATION & MAINTENANCE		91,318	91,318
N. EMPLOYEE BENEFITS			154,493
O. DEBT SERVICE			
P. SCHOOL LUNCH			5,000
Q. CAPITAL EXPENSE			25,073
R. GRAND TOTAL EXPENDITURES			<u>1,483,767</u>

S. ENROLLMENT	75
T. EXPENDITURES PER PUPIL	19,784 (R/S)

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

Signature: Melissa D'Agostino
Chief School Officer

Date: 7/29/2009

Section IV

Guidelines for Audits of the Financial Statements of Charter Schools

The New York charter schools act of nineteen hundred ninety-eight requires that a charter school “shall be subject to the financial audits, the audit procedures, and the audit requirements set forth in the charter. Such procedures and standards shall be applied consistent with generally accepted accounting and audit standards. Independent fiscal audits shall be required at least once annually.”

These guidelines are provided to assist charter schools in New York State and their auditors through the annual audit process. The guidelines are also intended to provide some uniformity in the reporting by charter schools and to assist the Board of Regents in meeting its responsibilities for ensuring accountability over public funds and for reporting annually to the Governor and Legislature on the status of charter schools.

Each audit should meet the following minimum standards:

Audit Requirements:

- ❑ An independent and licensed Certified Public Accountant or Public Accountant should perform the audit.
- ❑ The audits should be conducted in accordance with generally accepted auditing standards and Government Auditing Standards, issued by the Comptroller General of the United States.
- ❑ If the charter school spends **\$500,000** or more in federal awards during the fiscal year, an independent audit as prescribed in the federal Office of Management and Budget Circular A-133 must also be completed and filed with the federal government and the State Education Department.

Reporting Requirements:

- ❑ The sample format for the financial statements is provided in accordance with Section 2851 of the Education Law.
- ❑ The financial statements should be prepared on the accrual basis of accounting in accordance with generally accepted accounting principles for not-for-profit organizations.
- ❑ All statements required by Financial Accounting Standards Board (FASB) Statement No. 117, *Financial Statements of Not-for-Profit Organizations*, should be presented including a Statement of Financial Position, Statement of Activities and Statement of Cash Flows. Required note disclosures and others that are deemed appropriate should be included.
- ❑ A supplemental schedule of functional expenses, in a format consistent with the attached, should be included and subject to the auditing procedures applied in the audit of the general purpose financial statements. Such supplemental schedule is not a required part of the general purpose financial statements and should be included for the purposes of additional analysis.
- ❑ When applicable, the auditor should prepare and submit a management letter. A copy of the management letter should be submitted with the financial statements along with the school's corrective action plan to address any weaknesses identified in the report or the management letter.

- ❑ Reports (the independent auditor's report on the financial statements, report on compliance, report on internal control over financial reporting, management letter, and federal Single Audit, if applicable) must be submitted in electronic form within 120 days of the end of the charter school fiscal year to the following addresses:

State Education Department
Office of Audit Services
89 Washington Avenue Room 524 EB
Albany, New York 12234
jconway@mail.nysed.gov

State Education Department
Public School Choice Programs
89 Washington Avenue Room 462 EBA
Albany, New York 12234
charterschools@mail.nysed.gov

SAMPLE FINANCIAL STATEMENTS

Sample financial statements are provided for illustrative purposes. Charter schools and their auditors should consult applicable standards when determining the specific requirements that apply to their schools. The auditor should not consider these examples to be all-inclusive or a substitute for professional judgment.

The following sample financial statements are attached:

- Statement of Financial Position
- Statement of Activities
- Statement of Cash Flows
- Schedule of Functional Expenses

Explanations are provided below for certain key terms included in the sample financial statements:

Revenue:

Public School District:

Revenue - Resident Student Enrollment - Revenue from public school districts based on resident students attending the charter school and each district's adjusted expense per student or the agreed upon amount per student.

Revenue - Students with Disabilities - Revenue from public school districts for aid attributable to special education services or programs provided by the charter school to a student with a disability enrolled in the charter school.

Other Revenue from Public School Districts - Revenues from public school districts other than those defined above.

State Grants: Report state funded grants or other apportionments received directly from the State of New York.

Federal Grants: Report federal funded grants or other apportionments received directly from the federal government or through the State of New York.

Private Grants: Report privately funded grants or other apportionments received.

Program Service Expenses:

Regular Education: Report instructional activities involving the teaching of students, instructional supervision, developing and utilizing learning materials and related services in the classroom or learning environment.

Special Education: Report instructional activities involving the teaching of students with Individualized Education Programs, or those receiving special education services, instructional supervision, developing and utilizing learning materials and related services in the classroom or learning environment.

Other Program: Services other than instructional provided to students, i.e., community services, health services, food services, athletic services, music and theatre arts, and other student activities.

Supporting Service Expenses:

Management and General: Activities related to the overall management and direction of the school that are not identifiable with a particular program or fundraising activity. Management and general expenses typically include the organization oversight, board expenses, business management, record keeping, budgeting, financing and other administrative activities.

Fundraising: Activities related to publicizing and conducting fund-raising campaigns, maintaining donor mailing lists, conducting special fund-raising events, activities involved in the solicitation of contributions from individuals, foundations, government agencies, etc.

Schedule of Functional Expenses:

The schedule of functional expenses must present, in reasonable detail, the nature of the expenses incurred in each category of program and supporting services reported in the activity statement. The sample schedule shows the typical level of detail expected. Charter schools are encouraged to add additional categories if it will enhance the reader's understanding of the schedule. Likewise, classifications not used, or not material to the school's presentation, may be eliminated.

If not otherwise presented, charter schools employing management companies should obtain and provide in note disclosure a breakdown of contracted services fees in a similar format to the schedule of functional expenses to facilitate comparisons among districts.

Note on Allocation of Expenses: Charter schools must use allocation methods that are fair and reasonable. Such allocation methods, as well as the statistical basis used to calculate allocation percentages, should be documented and retained for review upon audit. Salaries of employees who perform tasks for more than one program must be allocated among all programs for which they work. The cost of supplies that are purchased for distribution among multiple programs must be allocated among these programs if direct charges are not possible. Allocation percentages should be reviewed, at a minimum, on an annual basis and adjusted as necessary.

Sample Statement of Financial Position
Charter School Name
Statement of Financial Position
As of June 30, 20XX

	As of June 30, 20XX
Assets	
Current Assets	
Cash and cash equivalents	\$
State and Federal Aid Receivable	
Contributions receivable	
Other Receivables, Net	
Short-term Investments	
Inventories	
Prepaid Expenses	
Total Current Assets	<hr/>
Assets restricted to investment in land, buildings and equipment	
Land, Buildings and Equipment	
Long-term Investments	
Total Assets	<hr/> <hr/> \$
Liabilities	
Current Liabilities	
Accounts Payable	\$
Accrued Liabilities	
Other Liabilities	
Deferred Revenues	
Current Portion of Long-term Debt	
Total Current Liabilities	<hr/>
Long-term Debt	
Total Liabilities	<hr/> <hr/>
Net Assets	
Unrestricted	
Temporarily restricted	
Permanently restricted	
Total Net Assets	<hr/>
Total Liabilities and Net Assets	<hr/> <hr/> \$

**Sample Statement of Activities
Charter School
Statement of Activities
For the Year Ended June 30, 20XX**

	Unrestricted	Temporarily Restricted	Permanently Restricted	Total
Revenues, gains and other support:				
Public School District:				
Revenue - Resident Student Enrollment				
Revenue - Students with Disabilities				
Other Revenue from Public School Districts				
State Grants				
Federal Grants				
Private grants				
Contributions				
Investment Income				
Other Income				
Net Assets Released from Restrictions				
Total Revenues, Gains and Other Support				
Expenses:				
<u>Program Expenses:</u>				
Regular Education				
Special Education				
Other Program				
<u>Supporting Services:</u>				
Management and General				
Fundraising				
Total Expenses				
Change in Net Assets				
Net Assets Beginning of Year				
Net Assets End of Year				

Sample Statement of Cash Flows
Charter School Name
Statement of Cash Flows
For the Year Ended June 30, 20XX

	<u>20XX</u>
Cash flows from operating activities:	
Revenues from School Districts	\$
Grant revenues	
Contributions and fund-raising activities	
Miscellaneous sources	
Payments to vendors for goods and services rendered	()
Payments to charter school personnel for services rendered	()
Interest payments	()
Net cash provided by operating activities	<u> </u>
Cash flows from investing activities:	
Purchase of equipment	()
Net cash used by investing activities	<u> </u>
Cash flows from financing activities:	
Principal payments on long-term debt	()
Net cash provided by investing activities	<u> </u>
Net increase in cash	
Cash at beginning of year	<u> </u>
Cash at ending of year	\$ <u> </u>
Reconciliation of change in net assets to net cash provided by operating activities:	
Change in net assets	\$
Adjustments to reconcile change in net assets to net cash provided by operating activities:	
Depreciation	
(Increase) Decrease in assets:	
Accounts receivable	
Increase (Decrease) in liabilities:	
Accounts payable	
Accrued liabilities	()
Net cash provided by operating activities	\$ <u> </u>

Sample Schedule of Functional Expenses
Charter School Name
Schedule of Functional Expenses
For the Year Ended June 30, 20XX

	Program Services			Supporting Services		
	Regular Education	Special Education	Other Program	Fundraising & Special Events	Management and General	Total
Salaries	\$	\$	\$	\$	\$	\$
Employee Benefits and Payroll Taxes						
Accounting/Auditing Fees						
Board Expenses						
Consultants - Computer						
Consultants – Education						
Contracted Services – Management Co.						
Contracted Services - Other						
Equipment Rental/Lease						
Food						
Insurance						
Interest Expense						
Legal						
Library						
Maintenance & Repairs						
Occupancy						
Printing						
Supplies & Materials						
Other Expenses						
Staff Development						
Telephone						
Textbooks						
Transportation (Student)						
Travel						
Utilities						
Vehicle Rental/Lease						
Depreciation and Amortization						
Total Expenses	\$	\$	\$	\$	\$	\$

NEW YORK STATE EDUCATION DEPARTMENT

Disclosure of Financial Interest by a Charter School Trustee
2008-2009

Name (print):

Bob Howitt

Name of Charter School:

Bedford Stuyvesant Collegiate

Home Address:

Business Address:

Daytime Phone:

E-Mail Address:

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

Trustee

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

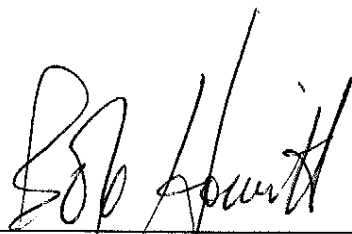
3. If you checked Yes, please provide a description of the position you hold and your responsibilities, your salary and your start date.

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

Date(s)	Nature of Financial Interest/Transaction	Steps taken to avoid a conflict of interest, (e.g., did not vote, did not participate in discussion)	Name of person holding interest or engaging in transaction and relationship to yourself
	Trustee of non-profit Uncommon Schools	Recuse from voting	no financial interest

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

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


Signature


Date

NEW YORK STATE EDUCATION DEPARTMENT

Disclosure of Financial Interest by a Charter School Trustee
2008-2009

Name (print): John Greenstein

Name of Charter School: Bedford Stuyvesant Collegiate

Home Address: _____

Business Address: _____

Daytime Phone: _____

E-Mail Address: _____

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

Treasurer

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

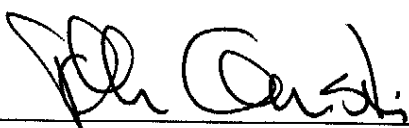
3. If you checked Yes, please provide a description of the position you hold and your responsibilities, your salary and your start date.

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

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

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

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


Signature


9/8/08
Date

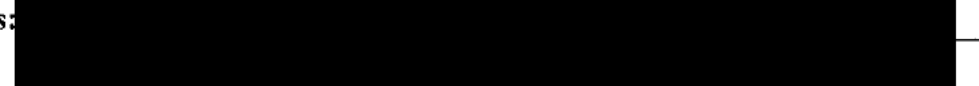
NEW YORK STATE EDUCATION DEPARTMENT

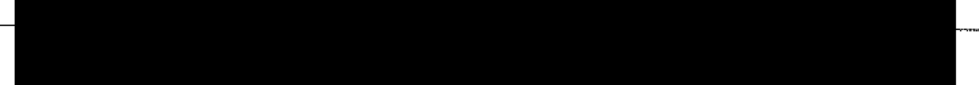
Disclosure of Financial Interest by a Charter School Trustee
2008-2009

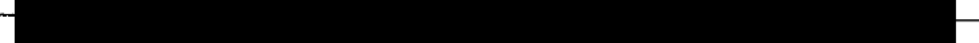
Name (print): Allyson Alimansky

Name of Charter School: Bedford Stuyvesant Collegiate

Home Address: 

Business Address: 

Daytime Phone: 

E-Mail Address: 

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

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

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

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

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

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

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

Alley
Signature

9/6/08
Date

NEW YORK STATE EDUCATION DEPARTMENT

Disclosure of Financial Interest by a Charter School Trustee
2008-2009

Name (print): JOHN K. KIM

Name of Charter School: BEDFORD STUYVESANT COLLEGIATE

Home Address: _____

Business Address _____

Daytime Phone: _____

E-Mail Address: _____

1. List all positions held on board (e.g., chair, treasurer, parent representative, etc): X- CHAIR, EXECUTIVE COMMITTEE

2. Is the Trustee an employee of the School? ____ Yes X No

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

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

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

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

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

Signature



Date

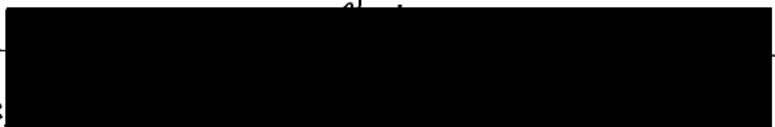
9/9/08

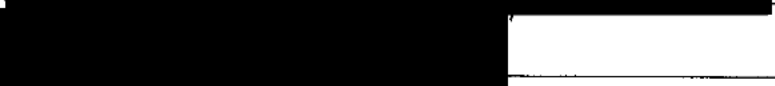
NEW YORK STATE EDUCATION DEPARTMENT

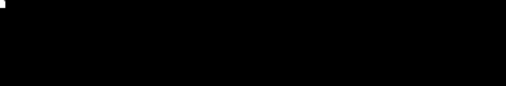
Disclosure of Financial Interest by a Charter School Trustee
2008-2009

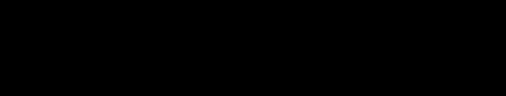
Name (print): C. J. Cash

Name of Charter School: Bedford Stuyvesant Collegiate Charter School

Home Address: 

Business Address: 

Daytime Phone: 

E-Mail Address: 

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

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

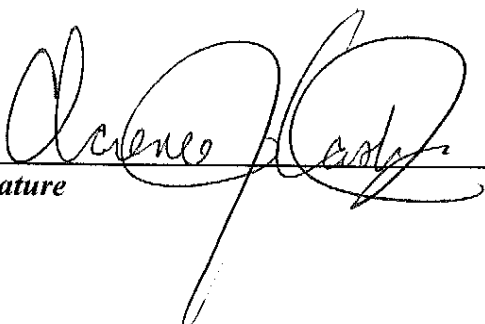
3. If you checked Yes, please provide a description of the position you hold and your responsibilities, your salary and your start date.

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

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

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

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


Signature

12/02/08
Date

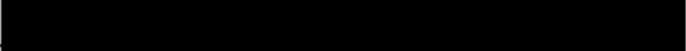
NEW YORK STATE EDUCATION DEPARTMENT

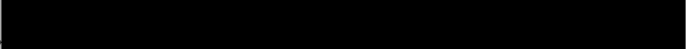
Disclosure of Financial Interest by a Charter School Trustee
2008-2009

Name (print): Kiesha Earle

Name of Charter School: Bed-Stuy Collegiate

Home Address: 

Business Address: 

Daytime Phone: 

E-Mail Address: 

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

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

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

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

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

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

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

Kurt L. Loh
Signature

3/24/09
Date

NEW YORK STATE EDUCATION DEPARTMENT

Disclosure of Financial Interest by a Charter School Trustee
2008-2009

Name (print): Rebecca Peiser

Name of Charter School: Redford Street School Charter School

Home Address: _____

Business Address: _____

Daytime Phone: _____

E-Mail Address: _____

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

Chair / Trustee

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

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

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

Date(s)	Nature of Financial Interest/Transaction	Steps taken to avoid a conflict of interest, (e.g., did not vote, did not participate in discussion)	Name of person holding interest or engaging in transaction and relationship to yourself
	Employee of Unumman Schools, school's non-profit management/ organization/ partner	Recuse from voting on matters related to Unumman	Self

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

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


Signature

9/10/08
Date

BEDFORD STUYVESANT

BEDFORD STUYVESANT COLLEGIATE CHARTER SCHOOL

Academic Year 2008-2009 DRAFT

August

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

September

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

October

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

November

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

December

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

January

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

February

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

March

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

April

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

May

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

June

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

July

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

Note: Shaded boxes indicate no school due to vacation, holiday, or PD day. Boxes with diagonal lines indicate a 1/2 day. Dismissal on 1/2 days will be at 11:45 AM.

Lunch will not be served on 1/2 days. Regular dismissal is at 4:30 PM except for Wednesdays when regular dismissal will be at 1:30 (WCCS)/2:00 PM (KCCS/BSC).

--- indicates Terra Nova and State Exams

□ indicates Interim Assessments

August 25 Gr. 5 First Day of School
 August 26 Gr. 6-8 First Day of School (WCCS, KCCS)
 September 1 Labor Day: No School
 September 4-5 TerraNova Exams
 September 30 Rosh Hashanah: No School
 October 1 Rosh Hashanah: No School
 October 9 Yom Kippur: No School
 October 13 Columbus Day: No School
 October 14-15 Interim Assessments #1
 October 17 Prof. Dev. Day: IA Analysis
 October 22 End of First Quarter
 October 30 Family-Tchr. Confs. #1: 5-7PM
 October 31 Family-Tchr. Confs. #1: 1/2 Day, 11:45 Dismissal
 November 11 Veterans' Day: No School
 November 12-13 NYS Social Studies Exam: Grade 5
 November 26 Pre-Thanksgiving Day Holiday: 1/2 Day
 November 27-28 Thanksgiving Holiday

December 2-3 Interim Assessments #2
 December 5 Prof. Dev. Day: IA Analysis
 December 10 End of Second Quarter
 December 18 Family-Tchr. Confs. #2: 5-7PM
 December 19 Family-Tchr. Confs. #2: 1/2 Day, 11:45 Dismissal
 December 24-31 Winter Recess: No School
 January 1-2 New Year's Day Holiday: No School
 January 13-14 New York State English Exam: Grade 5
 January 19 Martin Luther King, Jr. Day: No School
 January 26-27 Interim Assessments #3 (ao ELA)
 January 30 Prof. Dev. Day: IA Analysis
 February 16-20 February Recess: No School
 March 3-4 New York State Math Exam: Grade 5

March 20 Prof. Dev. Day
 March 25 End of Third Quarter
 April 2 Family-Tchr. Confs. #3: 5-7PM
 April 3 Family-Tchr. Confs. #3: 1/2 Day, 11:45 Dismissal
 April 9-17 Spring Recess: No School
 April 27 - 28 Interim Assessment #4
 May 1 Prof. Dev. Day: IA Analysis
 May 25 Memorial Day: No School
 June 2-5 TerraNova Exams
 June 15-16 Interim Assessments #5 (Final Exams)
 June 26 Last Day of School
 June 30 Staff Check Out/Last Day for Staff
 July 2 Report Card #4 Mailed

COLLEGIATE CHARTER SCHOOL
Academic Year 2009-2010 DRAFT

August							September							October						
Su	M	Tu	W	Th	F	Sa	Su	M	Tu	W	Th	F	Sa	Su	M	Tu	W	Th	F	Sa
						1			1	2	3	4	5					1	2	3
2	3	4	5	6	7	8	6	7	8	9	10	11	12	4	5	6	7	8	9	10
9	10	11	12	13	14	15	13	14	15	16	17	18	19	11	12	13	14	15	16	17
16	17	18	19	20	21	22	20	21	22	23	24	25	26	18	19	20	21	22	23	24
23	24	25	26	27	28	29	27	28	29	30				25	26	27	28	29	30	31
30	31																			

November							December							January						
Su	M	Tu	W	Th	F	Sa	Su	M	Tu	W	Th	F	Sa	Su	M	Tu	W	Th	F	Sa
1	2	3	4	5	6	7			1	2	3	4	5					1	2	3
8	9	10	11	12	13	14	6	7	8	9	10	11	12	3	4	5	6	7	8	9
15	16	17	18	19	20	21	13	14	15	16	17	18	19	10	11	12	13	14	15	16
22	23	24	25	26	27	28	20	21	22	23	24	25	26	17	18	19	20	21	22	23
29	30						27	28	29	30	31			24	25	26	27	28	29	30
														31						

February							March							April						
Su	M	Tu	W	Th	F	Sa	Su	M	Tu	W	Th	F	Sa	Su	M	Tu	W	Th	F	Sa
1	2	3	4	5	6				1	2	3	4	5					1	2	3
7	8	9	10	11	12	13	7	8	9	10	11	12	13	4	5	6	7	8	9	10
14	15	16	17	18	19	20	14	15	16	17	18	19	20	11	12	13	14	15	16	17
21	22	23	24	25	26	27	21	22	23	24	25	26	27	18	19	20	21	22	23	24
28							28	29	30	31				25	26	27	28	29	30	

May							June							July						
Su	M	Tu	W	Th	F	Sa	Su	M	Tu	W	Th	F	Sa	Su	M	Tu	W	Th	F	Sa
						1							1					1	2	3
2	3	4	5	6	7	8	6	7	8	9	10	11	12	4	5	6	7	8	9	10
9	10	11	12	13	14	15	13	14	15	16	17	18	19	11	12	13	14	15	16	17
16	17	18	19	20	21	22	20	21	22	23	24	25	26	18	19	20	21	22	23	24
23	24	25	26	27	28	29	27	28	29	30				25	26	27	28	29	30	31
30	31																			

Note: Shaded boxes indicate no school due to vacation, holiday, or PD day. Boxes with diagonal lines indicate a 1/2 day. Dismissal on 1/2 days will be at 11:45 AM. Lunch will not be served on 1/2 days. Regular dismissal is at 4:30 PM except for Wednesdays when dismissal will be at 1:30 PM.

August 31	Gr. 5 First Day of School	February 4	Report Card Conference #2: 1/2 Day
September 1	Gr. 6-7 First Day of School	February 15-19	February Recess: No School
September 7	Labor Day: No School	March 1-2	Interim Assessments #3
September 10-11	TerraNova Exams	March 5	Prof. Dev. Day: IA Analysis
October 12	Columbus Day: No School	Mar 29-Apr 6	Spring Recess: No School
October 19-20	Interim Assessments #1	April 14	End of Third Quarter
October 23	Prof. Dev. Day: IA Analysis	April 22	Report Card Conference #3: 1/2 Day
November 4	End of First Quarter	April 26-27	Interim Assessments #4
November 11	Veterans' Day: No School	April 30	Prof. Dev. Day: IA Analysis
November 12	Report Card Conference #1: 1/2 Day	May TBD	New York State English Exam: Grade 5
November 18-19	NYS Social Studies Exam: Grade 5	May TBD	New York State English Exam: Grade 6-7
November 25	Pre-Thanksgiving Day Holiday: 1/2 Day	May TBD	New York State Math Exam: Grade 5
November 26-27	Thanksgiving Holiday	May TBD	New York State Math Exam: Grades 6-7
December 23-31	Winter Recess: No School	May 31	Memorial Day: No School
January 1	New Year's Day Holiday: No School	June 1-4	TerraNova Exams
January 11-12	Interim Assessments #2	June 14-15	Interim Assessments #5 (Final Exams)
January 15	Prof. Dev. Day: IA Analysis	June 25	Last Day of School: 1/2 Day
January 18	Martin Luther King, Jr. Day: No School	June 29	Staff Check Out/Last Day for Staff
January 27	End of Second Quarter	July 1	Report Card #4 Mailed

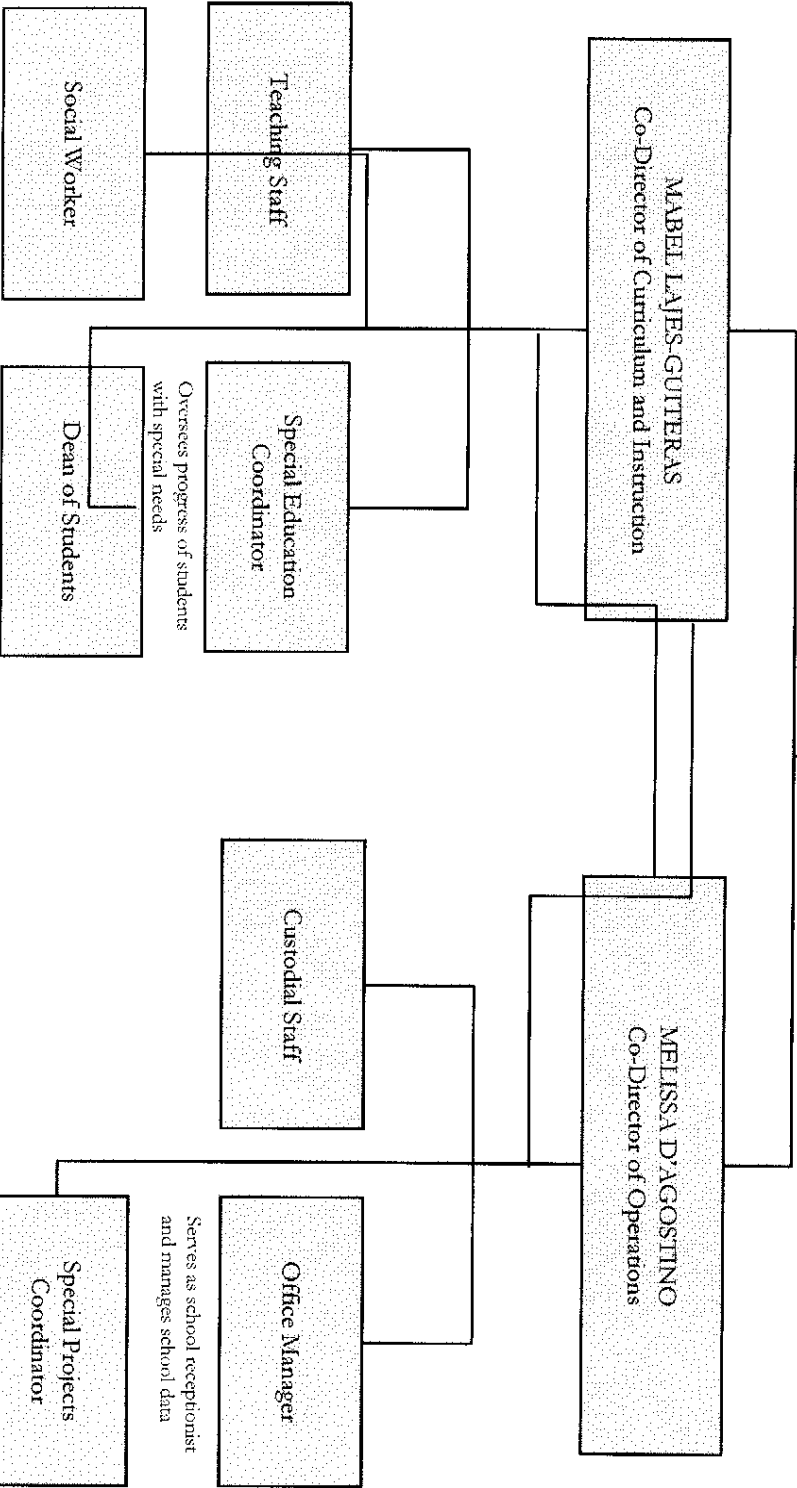
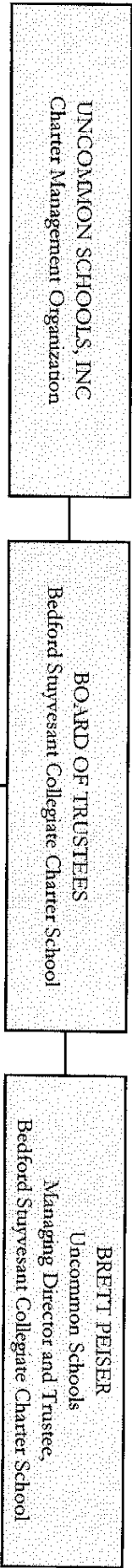
Statement of Changes to Educational Program and Organizational Structure

Bedford Stuyvesant Collegiate Charter School leaders have changed titles. Mabel Lajes-Guiteras, formerly Principal, is now the Co-Director of Curriculum and Instruction. Melissa D'Agostino, formerly Director of Operations, is now the Co-Director of Operations. These are changes in title only, and do not reflect a change in roles or responsibilities.

Please see the attached updated organizational chart.

BEDFORD STUYVESANT

Bedford Stuyvesant Collegiate Charter School Organization Chart



Teacher Certification and Experience

[illegible]

Statement of Assurances

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

Melissa DiAgostino
Print Name, Head of Charter School

Melissa DiAgostino 7/30/09
Signature and Date

Subscribed and sworn to before me this 30 day of July, 2009.

[Signature]
Notary Public
RANDY BATES
NEW YORK
01BA6176526
QUEENS
10/29/2011

JOHN KIM
Print Name, President, Board of Trustees

[Signature]
Signature and Date

Subscribed and sworn to before me this 30 day of July, 2009.

[Signature]
Notary Public

