



Charter Schools Institute
The State University of New York

Renewal Recommendation Report

Bedford Stuyvesant Collegiate Charter School

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The school should broadly share the final version of the SUNY Charter Schools Institute’s renewal recommendation report with the entire school community. The Institute will post the final report on its website at: www.newyorkcharters.org/pubsReportsRenewals.htm.

REPORT INTRODUCTION

This report is the primary means by which the SUNY Charter Schools Institute (the “Institute”) transmits to the Board of Trustees of the State University of New York (the “SUNY Trustees”) its findings and recommendations regarding a school’s Application for Charter Renewal, and more broadly, details the merits of a school’s case for renewal. This report has been created and issued pursuant to the *Practices, Policies and Procedures for the Renewal of Charter Schools Authorized by the Board of Trustees of the State University of New York* (the “SUNY Renewal Policies”).¹

Information about the SUNY renewal process and an overview of the requirements for renewal under the New York Charter Schools Act of 1998 (as amended) (the “Act”) are available on the Institute’s website at: www.newyorkcharters.org/schoolsRenewOverview.htm.

RECOMMENDATION

Recommendation

Initial Full-Term Renewal

The Institute recommends that the SUNY Trustees approve the Application for Charter Renewal of the Bedford Stuyvesant Collegiate Charter School and renew its charter for a period of five years with authority to provide instruction to students in 5th through 12th grade in such configuration as set forth in its Application, with a projected total enrollment of 469 students.

Background and Required Findings

In initial renewal reviews, the SUNY Trustees evaluate the strength and effectiveness of a school’s academic program by the degree to which the school has succeeded in meeting its academic Accountability Plan goals during the Accountability Period² and the quality of the instructional program in place at the school at the time of the renewal review, as assessed using the Qualitative Education Benchmarks (a subset of the SUNY Charter Renewal Benchmarks (the “SUNY Renewal Benchmarks”) available on the Institute’s website at:

<http://www.newyorkcharters.org/schoolsRenewOverview.htm>). In giving weight to both student achievement and the emergent program, this approach provides a balance between an outcomes-based system of accountability that holds schools accountable for meeting measurable student achievement results and a determination of the likelihood that the educational program will improve student learning and achievement going forward.

Bedford Stuyvesant Collegiate Charter School (“Bed Stuy Collegiate”) has applied for an Initial Full-Term Renewal. The SUNY Renewal Policies provide three possible renewal outcomes for Bed Stuy

¹ The *Practices, Policies and Procedures for the Renewal of Charter Schools Authorized by the Board of Trustees of the State University of New York* (revised June 25, 2012) are available at:

<http://www.newyorkcharters.org/documents/SUNYRenewalPolicies.pdf>.

² In the case of an initial renewal, the SUNY Trustees consider student achievement data from only the first four years of a school’s operation as evidence of the school’s progress toward achieving its Accountability Plan goals.

Collegiate: Full-Term Renewal, Short-Term Renewal or Non-Renewal. To earn a Full-Term Renewal, Bed Stuy Collegiate must demonstrate that it has either (a) compiled a strong and compelling record of meeting or coming close to meeting its academic Accountability Plan goals, and has a generally effective educational program in place; or (b) made progress toward meeting its academic Accountability Plan goals and has a particularly strong and effective educational program in place.

The SUNY Trustees voted to grant Bed Stuy Collegiate a first charter in October of 2007. Based on the Institute's review of the evidence that it gathered and that Bed Stuy Collegiate has provided including, but not limited to, the school's Application for Charter Renewal, evaluation visits conducted during the charter term, a renewal evaluation visit conducted in the last year of the current charter term, and the school's record of academic performance determined by the extent to which it has met its academic Accountability Plan goals, the Institute finds that the school has met the criteria for a Full-Term Renewal by compiling a strong and compelling record of meeting its academic Accountability Plan goals, and having in place at the time of the renewal review an educational program that is generally effective.

As part of the renewal process, the Institute reviewed evidence submitted during the Accountability Period, the Application for Charter Renewal and supplemental information requested or provided. Based on the foregoing, the Institute makes the following findings required by the Act:

- the school, as described in the Application for Charter Renewal, meets the requirements of the Act and all other applicable laws, rules and regulations (with one exception noted below);
- the school can demonstrate the ability to operate in an educationally and fiscally sound manner in the next charter term; and,
- given the programs it will offer, its structure and its purpose, approving the school to operate for another five years is likely to improve student learning and achievement and materially further the purposes of the Act.³

As required by Education Law subdivision 2851(4)(e), the Institute acting on behalf of the SUNY Trustees, considered the means by which Bed Stuy Collegiate would meet or exceed SUNY's enrollment and retention targets for students with disabilities, English language learners ("ELLs"), and students who are eligible applicants for the federal Free and Reduced Price Lunch ("FRPL") program. SUNY⁴ and the Board of Regents have finalized the methodology for setting targets, but the Institute has not yet set final targets for individual schools. Therefore, the Institute, for this purpose, used district enrollment averages, and will assign final targets by the end of February 2013. The school will agree to substitute the final school targets for the district average targets as part of its renewal charter agreement. In accordance with the Act, the Institute, acting on behalf of the SUNY Trustees, considered the school's plans for meeting its enrollment and retention targets prior to recommending the renewal application for approval.

In accordance with the standard for Initial Renewal found in the SUNY Renewal Policies, the Institute recommends that the SUNY Trustees approve Bed Stuy Collegiate's Application for Charter Renewal and renew the school's charter for a full term of five years.

³ New York Education Law §2850(2).

⁴ SUNY Trustees' Charter Schools Committee resolution dated October 2, 2012.

Consideration of School District Comments

In accordance with the Act, the Institute notified the school district in which the charter school is located regarding the school's Application for Charter Renewal. As of the date of this report, the Institute has received no district comments in response.

SUMMARY DISCUSSION

Academic Success

Academic Accountability Plan Goals

Serving students from 5th through 9th grade in the current school year, Bed Stuy Collegiate has met its key Accountability Plan goals of English language arts ("ELA") and math. Since 2009-10, when all five measures were applicable for the first time, the school has met virtually all measures in both subjects each year. The school is also meeting its science and No Child Left Behind ("NCLB") goals. As the school only just began providing instruction in 9th grade at the start of the 2012-13 school year, it does not yet have high school accountability results.

The Institute presents Bed Stuy Collegiate's attainment of its academic accountability goals below under Academic Attainment and Improvement. Specific results for the key academic Accountability Plan goals in ELA and math appear on pages 18 and 19.

Based on results of the five measures in its Accountability Plan, Bed Stuy Collegiate has met its ELA goal. The school has exceeded the absolute target of 75 percent proficiency during all three years in which it has been applicable.⁵ It has consistently met the Annual Measurable Objective ("AMO"), which is a standard set each year by the New York State Education Department ("SED") to monitor progress toward the NCLB goal of having all students proficient in ELA and math. The school outperformed the local New York City Community School District 16 ("CSD 16") by more than 20 percentage points in all three years. In comparison to demographically similar schools, the school has met its target throughout the Accountability Period, performing better than expected to a small degree and showing improvement every year. The school met its year-to-year cohort growth target in two of the three years.

Bed Stuy Collegiate has met all five measures in its math goal throughout the Accountability Period. It far exceeded the absolute target with 99 percent of students achieving proficiency in 2011-12.⁶ The school has consistently exceeded the state's AMO and outperformed CSD 16, doing so by a margin of roughly 50 percentage points in each of the three years. In comparison to

⁵ For the purpose of evaluating the goal's absolute measure, the Institute has again adapted the New York State Education Department's "time-adjusted" ELA cut score for 2011-12 as it had in 2010-11. The other four measures utilize the current, revised ELA cut scores. As such, the cut scores for the Annual Measurable Objective and cohort growth are different from 2009-10 when the "time-adjusted cut score" was used instead.

⁶ For the purpose of evaluating the goal's absolute measure, the Institute has again adapted SED's "time-adjusted" math cut score for 2011-12 as it had in 2010-11. The other four measures utilize the current, revised math cut scores. As such, the cut scores for the AMO and cohort growth are different from 2009-10 when the "time-adjusted cut score" was used instead.

demographically similar schools, Bed Stuy Collegiate met its target in each year of the Accountability Period, performing higher than expected to a large degree. The school met the year-to-year cohort growth measure each year.

Qualitative Education Benchmarks⁷

Instructional Leadership. Bed Stuy Collegiate has had strong and consistent instructional leadership throughout the charter term. Instructional leaders have created an environment of high expectations for teacher performance and have built a strong culture of continual improvement among staff. While only the school principal at each site (middle and high) conducts formal teacher evaluations, the school effectively deploys a number of teachers and fellows as instructional leaders (“ILs”) to provide sustained, systemic and effective coaching focused entirely on classroom practice. ILs conduct frequent classroom observations and meet weekly with their assigned teachers to provide feedback and discuss progress toward achieving individual professional development goals. Teachers report that the coaching feedback is timely, specific and actionable. The school formally evaluates teachers during mid-year reviews. The mid-year evaluation process builds on the weekly meetings with ILs. Teachers report that the areas of strength as well as areas for growth documented in the formal evaluation are consistent with ILs’ ongoing feedback. Mid-year reviews consist of detailed and thoughtful comments along four common dimensions of practice; teachers report that these reviews, in conjunction with the ongoing coaching, help them to improve their pedagogical practices and develop professionally. The school has developed formal improvement plans for ineffective teachers in the past and has declined to renew contracts in some cases.

Both the school and its not-for-profit charter management organization, Uncommon Schools, Inc. (the “Uncommon”), continue to provide differentiated professional development opportunities specifically targeted to meet teachers’ needs, based on data gathered during classroom observations. The school’s intensive four-week summer training includes sessions designed for new hires as well as sessions for experienced teachers. The school continues to provide sufficient time for teachers to collaborate by both grade and department, using the time to adjust curriculum, create lesson plans, analyze student data and norm grading practices.

Use of Assessment Data. Bed Stuy Collegiate continues to implement a comprehensive assessment system that improves instructional effectiveness and student learning. Throughout the charter term, Bed Stuy Collegiate has regularly administered a variety of assessments including the nationally-normed Terra Nova assessment, Interim Assessments (“IAs”) developed by Uncommon in collaboration with teachers and ILs, curriculum-based unit assessments and informal daily assessments such as “do-nows.” The school utilizes a valid and reliable process for scoring and analyzing data, which includes norming the use of rubrics. Uncommon also coordinates an inter-school exchange for grading IAs, with Bed Stuy Collegiate teachers grading IAs from other schools and teachers from other schools in the network grading the IAs of Bed Stuy Collegiate students.

The school uses data to set high expectations for students by sharing school-wide goals and, most notably, by administering the PSAT and Regents exams to 8th grade students in preparation for high

⁷ The Qualitative Education Benchmarks are a subset of the SUNY Charter Renewal Benchmarks (the “SUNY Renewal Benchmarks”) available at: <http://www.newyorkcharters.org/documents/SUNYRenewalBenchmarks5FINAL5-8-12.pdf> (p. 2).

school and college. ILS meet with teachers weekly to analyze performance on classroom-level assessments and IAs and to determine whether to adjust instruction by re-teaching or developing interventions for individual students or for targeted groups. At the time of the renewal visit, teachers also met in grade and department level meetings to discuss data trends on these assessments across classrooms. ILS use data to determine areas in which teachers may need support to effectively teach a given skill to students, as well as to monitor student progress and the effectiveness of school programs. The principal at each site conducts a monthly meeting with grade team leads to discuss student performance across the school. The school communicates student performance to parents through bi-weekly progress reports and quarterly report cards, which include student performance on IAs.

Curriculum. Bed Stuy Collegiate’s curriculum effectively supports teachers in their instructional planning. Uncommon continues to provide the school with a comprehensive and organized curriculum framework as well as scope and sequence documents for middle school grades. At the time of the renewal visit, Uncommon had recently aligned these documents to the Common Core State Standards.⁸ At the high school level, the instructional leader, supported by Uncommon staff, recently collaborated with staff from Uncommon’s other operating high schools to create a curriculum framework and scope and sequence documents that largely align to the Common Core Standards. Teachers for all grades have access to network and archived unit and lesson plans, which they can modify in collaboration with their grade and department teams. Teachers regularly submit lesson and unit plans, as well as assessments, to instructional leaders for their review. Uncommon coordinates a systematic curriculum review and revision process for what it calls its “Collegiate” schools. The network’s regional director and principals analyze assessment data from all units to identify areas in the curriculum that teachers should adjust or that the network should implement in all schools. The network and school leaders also encourage teachers to propose revisions. For example, teachers upload lessons to an online database called BetterLesson where they evaluate the effectiveness of delivered lessons. The network identifies trends from BetterLesson and adjusts the curriculum accordingly. Additionally, school leaders discuss possible changes with the regional director after each unit plan.

Pedagogy. High quality instruction is generally evident throughout the school. Teachers continue to deliver purposeful lessons with clear objectives aligned to the school’s curriculum. In most classrooms, teachers use custom-made worksheets to lead students through a mini-lesson, followed by independent practice. At the time of the renewal visit, teachers had increased the amount of individual and group practice time in their lessons in order to give students more “at bats” or attempts to successfully master a concept. Teachers deeply engage students in their lessons, blending the introduction of rigorous material with short creative introductory artifacts to engage students in direct instruction. This method is evident throughout the school. Teachers regularly and effectively use techniques to check for student understanding including cold-calling, choosing student’s names from a jar at random to answer questions, oral drills and exit tickets. In

⁸ The Common Core State Standards initiative is a state-led effort coordinated by the National Governors Association Center for Best Practices and the Council of Chief State School Officers. They developed in collaboration with teachers, school administrators, and experts, a clear and consistent framework to prepare students for college training and the workforce. New York State adopted the Common Core State Standards in 2011 and began assessing student achievement toward meeting the standards in 2012.

addition, they create seating charts that place stronger students next to others who need more assistance, giving these struggling students peer support.

Throughout the charter term, evaluation teams have seen evidence of teachers providing opportunities in their lessons to challenge students with rigorous questioning. Teachers maximize learning time, consistently using timers to keep mini-lessons and student activities on schedule. Students have mastered transitions and classroom routines. With few exceptions, teachers have very effective classroom management techniques that create a consistent focus on academic achievement.

At-Risk Students. Over the course of the charter term, the school has continually met the educational needs of at-risk students. The school uses clear procedures for identifying at-risk students including students with disabilities and those struggling academically. The school Student Support Team (“SST”) meets monthly to discuss students whom teachers have identified as struggling based on IAs, other assessment results and informal observations and develop intervention plans for those students. If these interventions fail to result in improved student performance, the SST refers students to the Student Support Office (“SSO”), largely composed of school administrators, for consideration of further interventions or special education referral.

Bed Stuy Collegiate regularly provides before- and after-school tutoring and Saturday school for low-performing students as well as Special Education Teacher Support Services (“SETSS”) pull-out services to the school’s 29 students with disabilities. Less frequently, special education teachers push into classes to support students with Individualized Education Programs (“IEPs”). The school adequately monitors the progress and success of at-risk students, closely tracking their progress on assessments, and attempting to give students more independence by removing supports when they show improvement. General education teachers receive extensive information on their students with IEPs including a snapshot discussing both mandated modifications as well as tips from the child’s previous teachers on effective teaching techniques. Special education teachers regularly monitor students’ progress toward meeting IEP goals and discuss students’ progress during weekly meetings with the school’s social worker. With the assistance of Uncommon, the school provides extensive training for special education teachers on meeting the needs of at-risk students, as well as differentiation and testing accommodation training for general education teachers. Bed Stuy Collegiate reports opportunities for collaboration between classroom teachers and specialists including joint participation at SST meetings and professional development sessions; however, the school does not provide regular, formal opportunities for classroom teachers and at-risk program staff to plan curriculum and modify lessons for students with IEPs.

The school has a process for identifying ELLs when new students enroll, for monitoring the progress of the three currently enrolled ELL students and for providing extensive intervention and tutoring. Nevertheless, at the time of the renewal visit, the school’s ELL program was vague, with school staff unable to clearly articulate its dimensions. Therefore, the Institute required the school to submit an educationally sound, legally compliant and detailed plan for serving ELL students through its Request for Amendments process. The school has submitted such a plan and the Institute finds it to be a detailed design for serving ELL students in the next charter term in compliance with federal law.

Organizational Effectiveness and Viability

Mission. Throughout the charter term, Bed Stuy Collegiate has remained faithful to its mission to “prepare each student for college.” The school’s culture embodies this mission by surrounding students with verbal and visual reminders of this long-range goal including naming classrooms after colleges and using hallway posters to announce the year students will graduate from college. The school further supports the mission through the implementation of its key design elements, such as frequent assessments, increased instruction in math and literacy, and after-school tutoring and Saturday school.

Parent Satisfaction. Annual survey results from the New York City Department of Education (“NYCDOE”) indicate high levels of parent satisfaction with the school. The school scored a grade of “A” in the school environment portion of the survey in each of the last three school years, suggesting that parents, students and teachers rate the school highly in the areas of communication, engagement and academic expectations.

Organizational Capacity. Bed Stuy Collegiate’s administrative structure, with its distinct lines of accountability and clearly defined roles, continues to support the delivery of the educational program. Consistent with Uncommon’s practice, the school’s director of operations productively manages the school’s business operations, systems and procedures. The separation of operations from the academic program allows the school’s principals to focus exclusively on student achievement and teacher effectiveness. Similarly, the school separates middle and high school leadership and operations functions, with network personnel providing support to ensure that the programs align. Nevertheless, the priorities of the school’s leadership clearly align to the school’s mission. Uncommon provides a variety of tools and services to support both the operational and instructional components of the school including implementation of a fellows program that provides the school with additional senior staff while also creating a leadership pipeline to effectively place leaders throughout the network.

With significant network support, the school recruits and retains high quality staff. The return of all teachers from the previous school year reflects the school’s success in building a culture of community and shared investment in student success. A clear career ladder through Uncommon’s leadership development program provides professional growth opportunities for teachers.

The school has implemented a clear student discipline policy that the dean of students consistently applies. The school reports that student culture has been steadily improving, credited to a greater degree of teacher retention, which also leads to consistency from year to year. The middle and high school principals review the discipline code annually and make adjustments where appropriate, with support from the network to ensure consistency. The school provides classroom teachers with significant professional development on school culture, student discipline and effective classroom management strategies designed to prevent student conduct from rising to a level warranting suspension.

Uncommon’s managing director conducts annual evaluations of the school’s principals, and the chief operating officer evaluates the directors of operations; both reports are reviewed by the

education corporation's board of trustees. Uncommon also continues to conduct regular school culture inspections. Bed Stuy Collegiate has maintained adequate student enrollment throughout the charter term and has seen considerable student demand; it backfills only grades 5-8. The school reports having received applications equaling ten times the school's current enrollment. Network representatives largely handle the school's outreach efforts, which they target to areas within large populations of at-risk students. The school is also considering seeking a charter amendment to implement admissions preferences for at-risk students. In conjunction with effective services for students with disabilities, ELLs and students who qualify for the FRPL program, the school's recruitment efforts suggest that Bed Stuy Collegiate will be successful in meeting the enrollment and retention targets set by the SUNY Trustees for the next charter term.

Board Oversight. The composition of the board of Bed Stuy Collegiate includes individuals with a diverse set of skills. The board believes that it is well represented in critical areas including management, business, legal and financial expertise. The board also has a trustee who is a former parent with full voting privileges, and a representative from the network also sits on the board. The same individuals who serve on the Bed Stuy Collegiate board also serve on the boards of the other Uncommon Collegiate charter schools.

The education corporation board fulfills its responsibilities primarily as a whole, although a joint high school committee oversees the co-located high school's operations along with representatives from Brownsville Collegiate Charter School (also authorized by the SUNY Trustees). The board has generally avoided creating conflicts of interest; where conflicts of interest exist, such as with the network representative, the board has managed conflicts in a clear and transparent manner through recusal. In all material respects, the education corporation board has implemented adequate board policies and procedures to ensure the effective governance and oversight of the school. The board regularly requests, and both the network and school management supplies, a dashboard containing regular reports and statements related to student academic performance, fiscal status of the school and student attendance and discipline. The education corporation board holds Uncommon accountable for the school's day-to-day operations and student achievement. The board also reviews Uncommon's annual evaluations of school leaders. The board has in place a comprehensive annual formal self-assessment as well as an informal orientation process for new trustees. The board regularly conducts education sessions with other boards outside the Uncommon network.

The board only formally acts on personnel decisions at the school leader level with the advice and recommendations of network representatives. The education corporation has delegated all other personnel decisions to school principals, with assistance provided by Uncommon. As stated above, the model established by the network, with many leadership roles at the school level, creates opportunities for career growth both within the school and throughout the network.

The board communicates with the school community primarily through regular board meetings. The school also maintains an active family involvement committee, functioning much like a traditional parent-teacher association, which meets monthly. Outside of special events, the school community generally does not attend meetings, but staff attending committee meetings report findings and concerns to the board.

Governance. While the board did not have immediate plans to add new trustees, it reported that it is always looking for individuals that share the mission and vision of the school and that can devote significant time to the school. The education corporation board formally evaluates school leaders, relying on reports and data supplied by the network, the Uncommon Managing Director’s evaluation and parent and staff survey results. The board holds the school leader, as well as the network, accountable for measurable student performance results and for maintaining a fiscally strong and legally compliant organization.

During the previous charter period, the education corporation board has generally abided by its by-laws and has held its meetings generally in compliance with the Open Meetings Law. The Institute noted an exception with respect to recording minutes, which historically have not contained sufficient detail to ascertain the results of all board votes. The board has effectively delegated the development and revision of school policies to the school leaders, which the board revises after consultation with the school principals, deans, operations directors and the network.

In material respect, the education corporation board has implemented adequate policies and procedures to ensure the effective governance and oversight of the school. The board reported that the school leadership has clear expectations, and the board demonstrated a thorough understanding of its role in holding school leadership and its management partner accountable for academic results, fiscal soundness and legal compliance.

Legal Requirements. Based on the evidence available at the time of the renewal inspection visit and throughout the current charter term, in material respect, Bed Stuy Collegiate has been in general and substantial compliance with the terms of its charter, by-laws, applicable state and federal law, rules and regulations. As noted above, the Institute noted minor deficiencies in the Open Meetings Law compliance, particularly with respect to recording minutes. In addition, the school’s student discipline policy lacked clarity in the areas of mandatory alternative instruction for suspended students, and a provision allowing an interlocutory appeal of suspensions/expulsions to the State Commissioner of Education. Based on interviews with school staff, the school did not consistently provide suspended students with adequate alternative instruction. The school will amend its policy and practice and the Institute will follow-up with school leadership on implementation. The school maintains a relationship with outside council, where necessary, and has substantially followed the terms of its monitoring plan.

Fiscal Soundness

Budgeting and Long Range Planning. Over the course of the charter term, Bed Stuy Collegiate has created realistic budgets that it routinely monitors and adjusts when appropriate. The education corporation develops annual budgets as a collaborative effort among the school’s director of operations, principals and Uncommon’s director of finance (“DOF”). The team identifies and determines the programmatic needs for the following year (and beyond). Once a preliminary budget is ready, Uncommon’s chief operating officer of the Collegiate network and associate chief operating officer review it and provide input. The director of operations then presents the proposed budget to the education corporation’s board for consideration and approval. The network’s philosophy in developing a budget is to strive for sustainability from operating revenue only, i.e. per pupil funding. Network staff and the director of operations analyze financial results on

a monthly basis and discuss material variances from the budget with the principals and the board. Uncommon and the school have implemented a strategic approach when considering spending trends, staffing and instructional needs in the development of its budgets. Actual expenses have been consistently less than actual revenue over the course of this charter period.

Internal Controls. The school has adopted Uncommon's written fiscal policies, procedures and controls related to external and internal compliance for cash disbursements, cash receipts, bank reconciliations, payroll, fixed assets, grants/contributions and the preparation of financial statements. The school-based operations team accurately records transactions in accordance to the network's directives. The director of operations works with the school's principal and the education corporation board to ensure that school staff follow fiscal policies and procedures. The school's annual audit reports of internal controls related to financial reporting and compliance with laws, regulations and grants, did not disclose any material weaknesses or instances of non-compliance. The lack of any other deficiencies in the reports provides some, but not absolute, assurance that the school has maintained adequate internal controls and procedures.

Financial Reporting. Bed Stuy Collegiate has complied with financial reporting requirements during the charter period. The school, through the Uncommon network, filed budget, quarterly and annual financial statement audit reports in a timely, accurate and complete manner. The network manages all external and internal reporting requirements for the school to ensure consistent record-keeping, compliance with the charter agreement and to develop operational efficiency at the school level. Each of the education corporation's annual financial audits indicate that staff followed and conducted reports in accordance with generally accepted accounting principles and received an unqualified opinion, indicating that, in the auditor's opinion, the education corporation's financial statements and notes fairly represent, in all material respects, the education corporation's financial position, changes in net assets, and cash flows. The education corporation board reviews and approves various monthly and quarterly reports along with the annual financial audit reports.

Financial Condition. Bed Stuy Collegiate's financial condition is good. It has successfully managed cash flow and has adequate financial resources to ensure stable operations. At fiscal year-end June 30, 2012, the education corporation had approximately \$1.2 million in cash and a similar amount in unrestricted net assets.

The SUNY Fiscal Dashboard, a multi-year financial data and analysis tool for SUNY authorized charter schools, is an appendix to this report. As illustrated in the school analysis section, Bed Stuy Collegiate has a "fiscally strong" financial responsibility composite score rating over the current charter term that includes fiscal year 2012, indicating a consistent level of fiscal stability. The composite score assists in measuring the financial health of an education corporation using a blended score that measures its performances on key financial indicators. The blended score offsets the education corporation's financial strengths against areas where there are financial weaknesses. Over the years, Bed Stuy Collegiate has averaged a "low risk/excellent" rating in its working capital ratio and quick ratio, indicating that it has had sufficient short-term assets to cover liabilities due in the near to medium term. The education corporation has averaged a "low risk/excellent" rating debt-to-asset ratio, indicating the low proportion of debt the education corporation has relative to its assets. The education corporation has no long-term debt; the middle

school and joint high school program operate in NYCDOE facilities that are cost free. The education corporation's months of cash ratio averaged 2.2 months, below the Institute's minimum three months of cash guideline. However, in fiscal year 2011-12, its cash was equal to 3.5 months, an improvement from prior years. The months of cash ratio indicates the length of time the education corporation could continue its operations without tapping into other non-cash forms of financing in the event that state revenues were to cease flowing to the school. The education corporation allocated on average 87 percent of all expenses to program services over the current charter term. It also showed revenues exceeding expenses per student on an average of 14 percent.

Based on all of the foregoing, Bed Stuy Collegiate has demonstrated fiscal soundness over the course of its charter term.

Plans for the Next Charter Term

Renewal Charter Exhibits. Bed Stuy Collegiate has provided all of the key structural elements for a charter renewal and those elements are reasonable, feasible and achievable. Proposed changes to the schools' education programs, facilities, enrollment and staffing structure are consistent with the core features of the educational program in place during the current charter term.

Bed Stuy Collegiate would maintain the following mission for its next charter term:

The mission of Bedford Stuyvesant (Bed Stuy) Collegiate Charter School is to prepare each student for college.

Plans for the Educational Program. In April 2012, the SUNY Trustees granted Bed Stuy Collegiate authority to operate a high school program in conjunction with Brownsville Collegiate Charter School ("Brownsville Collegiate"). The high school program currently serves students in 9th grade and will continue to add one grade per year until it serves students through 12th grade.

Bed Stuy Collegiate would continue to instruct up to 366 students in 5th to 9th grades. Enrollment would increase during the proposed charter term with the addition of the new high school grades (grades 10-12), growing to a total projected enrollment of 469 students. Bed Stuy Collegiate would hire 23 additional staff members to support the high school program expansion.

Plans for Board Oversight and Governance. Members of the current education corporation board express an interest in continuing their service to the school. The board has also expressed a desire to add new members with additional experience in education.

Fiscal and Facility Plans. The school plans to continue the core features of its current educational program. The middle school program will remain at its current NYCDOE shared space at 800 Gates Avenue, Brooklyn. The shared high school program, located in NYCDOE space at 832 Marcy Avenue, will expand its offering to grades 10th, 11th and 12th in the next charter term.

Bed Stuy Collegiate has presented a reasonable and appropriate fiscal plan for the next charter term that is feasible and achievable. The plan includes the addition of grades 10, 11 and 12 using a one percent increase on the current per pupil funding level as the baseline for the fiscal year 2013-

14 and additional one percent annual increases in years two to five of the charter term. Future projections include a two percent annual rate increase for salaries. The Bed Stuy Collegiate operations team will manage the shared high school program's revenues and expenses, allocating proportionate funds to Brownsville Collegiate and Bed Stuy Collegiate based on the number of students matriculating from the respective middle schools. The two education corporations will maintain financial independence and separate accounting systems.

The plan for the high school program shows revenues will cover all planned expenses each year, assuming it garners substantial philanthropic contributions in the first three years of operations (\$2.25 million total); the Uncommon network will provide fundraising support to meet financial and operational needs. High fixed costs versus the low initial enrollment drive the need for contributions in the first three years. Projections indicate the high school program will cover all operating expenses on public funding by the 2016-17 fiscal year when the program will grow to full scale. The network has secured significant philanthropic support in the past and reports that it continues to enjoy a positive fundraising climate. According to the application, Uncommon has secured a \$1.0 million multi-year gift from a foundation and is continuing its fundraising efforts. Operational balance is contingent upon Bed Stuy Collegiate meeting enrollment goals and fund development goals (for the high school), which it has met in the past. Operating surpluses, if realized, will improve the education corporation's fiscal stability.

Long-range fiscal projections are more susceptible to error than those for a single year. Such projections are subject to revision due to changes in local conditions, objectives, laws and state funding. The education corporation would be required to continually develop and adopt annual budgets based on known per pupil amounts for the districts from which it draws enrollment.

Based on the foregoing fiscal information and Bed Stuy Collegiate's track record of fiscal soundness to date, the Institute finds that the education corporation has demonstrated the ability to operate Bed Stuy Collegiate in a fiscally sound manner during the next charter term. The enrollment, staffing and facility plans are also likely to meet the needs of the proposed educational programs.

The Application for Charter Renewal contained all the necessary elements as required by the Act. The proposed school calendar allots an appropriate amount of instructional time to comply with all necessary requirements, and taken together with other academic and key design elements, should be sufficient to allow the school to meet its proposed Accountability Plan goals. The education corporation has amended other key aspects of the renewal application, to include the proposed by-laws and code of ethics to comply with various provisions of the Education Law, Not-for-Profit Corporation Law, Public Officers Law and the General Municipal Law, as appropriate.

SCHOOL OVERVIEW

School Name

| | Name | Date |
|----------------|--|------------------|
| Chartered Name | Collegiate Charter School | October 26, 2007 |
| Revised Name | Bedford Stuyvesant Collegiate Charter School | June 9, 2008 |

Opening Information

| | |
|---|------------------|
| Date Initial Charter Approved by SUNY Trustees | October 26, 2007 |
| Date Initial Charter Approved by Board of Regents | July 28, 2008 |
| School Opening Date | August 18, 2008 |

Location

| School Year(s) | Location(s) | Grades At Location | District |
|-----------------------|--|---------------------------|--------------------------|
| 2008-09 to 2011-12 | 800 Gates Avenue Brooklyn, NY | 5-8 | NYC CSD 16 |
| 2012-13 | 800 Gates Avenue Brooklyn, NY 832 Marcy Avenue Brooklyn, NY | 5-8 9 | NYC CSD 16 NYC CSD 13 |

Partner Organizations

| | Partner Name | Partner Type | Dates of Service |
|-----------------|------------------------|---------------------------------|-------------------------|
| Current Partner | Uncommon Schools, Inc. | Charter Management Organization | 2007 to Present |

Current Mission Statement

| |
|---|
| The mission of Bedford Stuyvesant Collegiate Charter School is to prepare each student for college. |
|---|

Current Key Design Elements

| |
|---|
| <ul style="list-style-type: none"> • A longer school day and year; • Double periods of English and math daily, as well as an hour each of science and history for all students; • Tutoring and Saturday school; • Emphasis on college, including meetings with a college advisor and frequent college visits; • Calm, composed and disciplined environment, including a strictly enforced dress code, and merit/demerit and rubric systems; • Explicit instruction in literacy skills; • Targeted curriculum focused on basic skills; • Frequent school-wide assessments; and • Strong family involvement. |
|---|

School Characteristics

| School Year | Original Chartered Enrollment | Actual Enrollment ⁹ | Original Chartered Grades | Actual Grades |
|-------------|-------------------------------|--------------------------------|---------------------------|---------------|
| 2008-09 | 81 | 79 | 5 | 5 |
| 2009-10 | 158 | 137 | 5-6 | 5-6 |
| 2010-11 | 231 | 198 | 5-7 | 5-7 |
| 2011-12 | 300 | 255 | 5-8 | 5-8 |
| 2012-13 | 366 | 312 ¹⁰ | 5-9 | 5-9 |

Student Demographics

| | 2008-09 ¹¹ | | 2009-10 | | 2010-11 | |
|---|------------------------------|----------------------------------|------------------------------|----------------------------------|--|--|
| | Percent of School Enrollment | Percent of NYC CSD 16 Enrollment | Percent of School Enrollment | Percent of NYC CSD 16 Enrollment | Percent of School Enrollment ¹² | Percent of NYC CSD 16 Enrollment ¹³ |
| Race/Ethnicity | | | | | | |
| American Indian or Alaska Native | 0 | 1 | 0 | 1 | 0 | 1 |
| Black or African American | 94 | 84 | 93 | 84 | 92 | 82 |
| Hispanic | 5 | 13 | 7 | 14 | 7 | 15 |
| Asian, Native Hawaiian, or Pacific Islander | 1 | 1 | 0 | 1 | 0 | 1 |
| White | 0 | 1 | 0 | 1 | 0 | 1 |
| Multiracial | 0 | 0 | 0 | 0 | 1 | 0 |
| Special Populations | | | | | | |
| Students with Disabilities | N/A | N/A | N/A | N/A | 14 | N/A |
| English Language Learners | 0 | 3 | 0 | 3 | 1 | 4 |
| Free/Reduced Lunch | | | | | | |
| Eligible for Free Lunch | 69 | 74 | 50 | 76 | 72 | 75 |
| Eligible for Reduced-Price Lunch | 16 | 6 | 12 | 5 | 10 | 5 |

⁹ Source: SUNY Charter Schools Institute's Official Enrollment Binder. (Figures may differ slightly from New York State Report Cards, depending on date of data collection.)

¹⁰ Source: 1st Quarter Financial Report, 2012-13.

¹¹ Source: 2008-09, 2009-10 and 2010-11 School Report Cards, SED.

¹² The 2010-11 Students with Disabilities statistic is derived from the school's October 2010 student enrollment report to SED (2010-11 BEDS Report).

¹³ District-level Students with Disabilities enrollment data are not available for 2010-11. SED released these district data for the first time in spring 2012. Based on the state's Empirical Analysis of Enrollment Targets, the CSD's 2011-12 Students with Disabilities enrollment is 23 percent compared to 13 percent for the school.

Current Board of Trustees¹⁴

| Board Member Name | Term | Position/Committees |
|-------------------|----------------|---------------------|
| Linton Mann III | June 2015 | Chair |
| John Greenstein | June 2013 | Treasurer |
| Bob Howitt | June 2014 | Trustee |
| Julie Kennedy | June 2015 | Trustee |
| Stuart Linde | September 2015 | Trustee |
| St. Claire Gerald | September 2015 | Trustee |
| Eileen Shy | June 2015 | Trustee |

School Leader(s)

| School Year | School Leader(s) Name and Title |
|--------------------|---|
| 2008-09 to 2011-12 | Mabel Lajes-Guiteras, Principal |
| 2012-13 | Mabel Lajes-Guiteras, 5-8 th Grade Principal Jesse Corburn, 9 th Grade Principal |

School Visit History

| School Year | Visit Type | Evaluator (Institute/External) | Date |
|-------------|-----------------------|-----------------------------------|--------------------|
| 2008-09 | First Year Visit | Institute | March 26, 2009 |
| 2009-10 | Second-Year Visit | External (Class Measures) | May 11-12, 2010 |
| 2012-13 | Initial Renewal Visit | Institute | December 3-4, 2012 |

¹⁴ Source: Institute Board records.

ACADEMIC ATTAINMENT AND IMPROVEMENT

Background

At the beginning of the charter term, the school developed and adopted an Accountability Plan that set academic goals in the key subjects of ELA and math. The Accountability Plan also includes science and NCLB goals. For each goal in the Accountability Plan, specific outcome measures define the level of performance necessary to meet that goal. The required subject-area outcome measures include the following three types: 1) the absolute level of student performance on state examinations; 2) the comparative level of student performance on state examinations; and 3) the growth in student learning according to year-to-year comparisons of grade level cohorts. The following table shows the outcome measures currently required by the Institute in each subject area goal, as well as for the NCLB goal. The schools may have also elected to include optional goals and measures in the Accountability Plan.

| Summary of Required Goals and Outcome Measures in Elementary/Middle School (K-8) Accountability Plans | | | | | |
|--|--|--|---|---|--|
| GOAL | Required Outcome Measures | | | | |
| | Absolute¹⁵ | | Comparative | | Growth |
| | 75 percent at or above Level 3 on state exam | Performance Index (PI) meets Annual Measurable Objective (AMO) | Percent proficient greater than that of local school district | School exceeds predicted level of performance compared to similar public schools by small Effect Size | Grade-level cohorts reduce by half the gap between prior year's percent at or above Level 3 and 75 percent |
| English Language Arts | ◆ | ◆ | ◆ | ◆ | ◆ |
| Math | ◆ | ◆ | ◆ | ◆ | ◆ |
| Science | ◆ | | ◆ | | |
| NCLB | School is deemed in "Good Standing" under state's NCLB accountability system | | | | |

The most important criterion for renewal is academic success, which a school demonstrates in large part by meeting the goals in its Accountability Plan. The Institute determines the outcome of a goal by evaluating the multiple measures associated with that goal.

The following presentation indicates the outcome of each of the school's goals. A general analysis of the key academic goals appears above under Academic Accountability Plan Goals in the summary of the school's academic success. The ensuing format divides the data into two sections: 1) the key goals of ELA, math; and 2) the additional goals of science and NCLB. The analysis consists of the three years of the Accountability Period for which data are applicable.

¹⁵ Note: In 2009-10, the SED raised its achievement standard, by increasing the scaled score cutoff for proficiency or Level 3 performance on the ELA and math exams. In order to maintain a consistent standard for determining the absolute measure, the Institute has adapted SED's "time-adjusted" cutoffs. In the presentation below of ELA and math results, the Institute uses the "time-adjusted" Level 3 cutoffs for 2009-10, 2010-11 and 2011-12.

Aside from required Accountability Plan measures, the additional goals section below also presents the results of optional academic measures, included in the school's plan. Based on the Institute's analysis, numbers of students at times differ from those the school reported; these differences do not affect the interpretation of results.

SCHOOL PERFORMANCE SUMMARY: English Language Arts
Bedford Stuyvesant Collegiate Charter School



| | 2009-10 | | | MET | 2010-11 | | | MET | 2011-12 | | | MET | | | |
|---|----------------------------------|--------------------|-------------------------|-------------|----------------------------------|--------------------|-------------------------|-------------|----------------------------------|--------------------|-------------------------|-------------|------|--------|--------|
| | Grades Served: 5-6 | | | | Grades Served: 5-7 | | | | Grades Served: 5-8 | | | | | | |
| | Grades | All Students % (N) | 2+ Years Students % (N) | | Grades | All Students % (N) | 2+ Years Students % (N) | | Grades | All Students % (N) | 2+ Years Students % (N) | | | | |
| ABSOLUTE MEASURES | | | | | | | | | | | | | | | |
| 1. Each year 75 percent of students who are enrolled in at least their second year will perform at or above a Level 3 on the New York State exam. | 3 | (0) | (0) | | 3 | (0) | (0) | | 3 | (0) | (0) | | | | |
| | 4 | (0) | (0) | | 4 | (0) | (0) | | 4 | (0) | (0) | | | | |
| | 5 | 85.2 (81) | 84.6 (13) | | 5 | 64.2 (81) | 30.0 (10) | | 5 | 76.7 (90) | 50.0 (8) | | | | |
| | 6 | 78.2 (55) | 76.5 (31) | | 6 | 93.0 (71) | 94.0 (66) | | 6 | 84.1 (69) | 82.8 (58) | | | | |
| | 7 | (0) | (0) | | 7 | 88.4 (43) | 97.7 (43) | | 7 | 93.2 (59) | 93.2 (59) | | | | |
| | 8 | (0) | (0) | | 8 | (0) | (0) | | 8 | 77.5 (40) | 77.5 (40) | | | | |
| | All | 82.4 (136) | 78.1 (64) | YES | All | 80.0 (195) | 89.9 (119) | YES | All | 82.6 (258) | 83.6 (165) | YES | | | |
| 2. Each year the school's aggregate Performance Index on the State exam will meet the Annual Measurable Objective set forth in the State's NCLB accountability system. | Grades | PI | AMO | | Grades | PI | AMO | | Grades | PI | AMO | | | | |
| | 5-6 | 182 | 155 | YES | 5-7 | 137 | 122 | YES | 5-8 | 142 | 135 | YES | | | |
| COMPARATIVE MEASURES | Comparison: Brooklyn District 16 | | | | Comparison: Brooklyn District 16 | | | | Comparison: Brooklyn District 16 | | | | | | |
| 3. Each year the percent of students enrolled in at least their second year and performing at or above Level 3 will be greater than that of students in the same grades in the local district. | Grades | School | District | | Grades | School | District | | Grades | School | District | | | | |
| | 6 | 51.6 | 30.2 | YES | 6-7 | 50.8 | 22.0 | YES | 6-8 | 57.3 | 26.6 | YES | | | |
| 4. Each year the school will exceed its predicted percent of students at or above Level 3 on the state exam by at least a small Effect Size (at least 0.3) based on its Free Lunch (FL) rate. | % FL | Actual | Predicted | Effect Size | % FL | Actual | Predicted | Effect Size | % FL | Actual | Predicted | Effect Size | | | |
| | 50.4 | 55.1 | 48.3 | 0.46 | YES | 71.6 | 45.1 | 38.1 | 0.48 | YES | 71.2 | 48.4 | 39.8 | 0.56 | YES |
| GROWTH MEASURE | Gr | N | Base | Target | Result | Gr | N | Base | Target | Result | Gr | N | Base | Target | Result |
| 5. The year-to-year school-wide cohort of students will meet the target of reducing by one-sixth the difference between the previous year's baseline and 75 percent performing at or above Level 3 on the New York State exam. An asterisk indicates grade-level cohort met target. | 3 | | | | | 3 | | | | | 3 | | | | |
| | 4 | | | | | 4 | | | | | 4 | | | | |
| | 5 | 13 | 30.8 | 38.2 | 84.6 * | 5 | 10 | 20.0 | 29.2 | 20.0 | 5 | 8 | 0.0 | 12.5 | 0.0 |
| | 6 | 51 | 84.3 | 84.4 | 76.5 | 6 | 68 | 60.3 | 62.7 | 44.1 | 6 | 61 | 45.9 | 50.8 | 59.0 * |
| | 7 | | | | | 7 | 43 | 60.5 | 62.9 | 65.1 | 7 | 58 | 50.0 | 54.2 | 55.2 * |
| | 8 | | | | | 8 | | | | | 8 | 40 | 67.5 | 68.8 | 57.5 |
| | All | 64 | 73.4 | 73.7 | 78.0 | All | 121 | 57.0 | 60.0 | 49.6 | All | 167 | 50.3 | 54.4 | 54.5 |

TACS The Institute uses SED's "time adjusted cut scores", or "TACS", for evaluating the designated measures in the respective years. Although a lower standard than that used before 2009-10, TACS provide continuity with the standard used in previous years. Data Sources: SED data; school data workbooks; the Institute's student test database.

SCHOOL PERFORMANCE SUMMARY: Mathematics

Bedford Stuyvesant Collegiate Charter School



| | 2009-10 Grades Served: 5-6 | | | MET | 2010-11 Grades Served: 5-7 | | | MET | 2011-12 Grades Served: 5-8 | | | MET | | | | | | |
|---|----------------------------------|-----------------------|----------------------------|-------------|----------------------------------|-----------------------|----------------------------|-----------|----------------------------------|-----------------------|----------------------------|--------|-----------|-------------|-------|--------|--------|-----|
| | Grades | All Students % (N) | 2+ Years Students % (N) | | Grades | All Students % (N) | 2+ Years Students % (N) | | Grades | All Students % (N) | 2+ Years Students % (N) | | | | | | | |
| ABSOLUTE MEASURES | | | | | | | | | | | | | | | | | | |
| 1. Each year 75 percent of students who are enrolled in at least their second year will perform at or above a Level 3 on the New York State exam. | 3 | (0) | (0) | | 3 | (0) | (0) | | 3 | (0) | (0) | | | | | | | |
| | 4 | (0) | (0) | | 4 | (0) | (0) | | 4 | (0) | (0) | | | | | | | |
| | 5 | 93.8 (81) | 100.0 (13) | | 5 | 87.7 (81) | 80.0 (10) | | 5 | 94.4 (90) | 87.5 (8) | | | | | | | |
| | 6 | 100.0 (55) | 100.0 (51) | | 6 | 100.0 (71) | 90.9 (100) | | 6 | 98.6 (69) | 98.3 (58) | | | | | | | |
| | 7 | (0) | (0) | | 7 | 100.0 (43) | 66.0 (43) | | 7 | 100.0 (58) | 100.0 (58) | | | | | | | |
| | 8 | (0) | (0) | | 8 | (0) | (0) | | 8 | 100.0 (40) | 100.0 (40) | | | | | | | |
| | All | 96.3 (136) | 100.0 (64) | YES | All | 94.9 (195) | 98.3 (119) | YES | All | 97.7 (257) | 98.8 (164) | YES | | | | | | |
| 2. Each year the school's aggregate Performance Index on the State exam will meet the Annual Measurable Objective set forth in the State's NCLB accountability system. | Grades | PI | AMO | | Grades | PI | AMO | | Grades | PI | AMO | | | | | | | |
| | 5-6 | 196 | 135 | YES | 5-7 | 179 | 137 | YES | 5-8 | 187 | 148 | YES | | | | | | |
| COMPARATIVE MEASURES | | | | | | | | | | | | | | | | | | |
| 3. Each year the percent of students enrolled in at least their second year and performing at or above Level 3 will be greater than that of students in the same grades in the local district. | Comparison: Brooklyn District 16 | | | | Comparison: Brooklyn District 16 | | | | Comparison: Brooklyn District 16 | | | | | | | | | |
| | Grades | School | District | | Grades | School | District | | Grades | School | District | | | | | | | |
| | 6 | 89.1 | 41.1 | YES | 6-7 | 89.1 | 36.8 | YES | 6-8 | 94.9 | 41.5 | YES | | | | | | |
| 4. Each year the school will exceed its predicted level of students at or above Level 3 on the State exam by at least a small Effect Size (at least 0.3) based on its Free Lunch (FL) rate. | % FL | Actual | Predicted | Effect Size | | % FL | Actual | Predicted | Effect Size | | % FL | Actual | Predicted | Effect Size | | | | |
| | 50.4 | 78.0 | 59.0 | 1.03 | YES | 71.6 | 82.5 | 51.0 | 1.53 | YES | 71.2 | 88.7 | 52.3 | 1.70 | YES | | | |
| GROWTH MEASURE | | | | | | | | | | | | | | | | | | |
| 5. The year-to-year school-wide cohort of students will meet the target of reducing by one-sixth the difference between the previous year's baseline and 75 percent performing at or above Level 3 on the New York State exam. An asterisk indicates grade-level cohort met target. | Gr | N | Base | Target | Result | | Gr | N | Base | Target | Result | | Gr | N | Base | Target | Result | |
| | 3 | | | | | NO | 3 | | | | | YES | 3 | | | | | YES |
| | 4 | | | | | | 4 | | | | | | 4 | | | | | |
| | 5 | 13 | 53.9 | 57.4 | 100.0 * | | 5 | 10 | 10.0 | 20.8 | 30.0 * | | 5 | 8 | 12.5 | 22.9 | 50.0 * | |
| | 6 | 51 | 100.0 | 100.0 | 100.0 * | | 6 | 68 | 79.4 | 79.5 | 91.2 * | | 6 | 61 | 78.7 | 78.8 | 88.5 * | |
| | 7 | | | | | | 7 | 43 | 97.7 | 97.8 | 100.0 * | | 7 | 57 | 94.7 | 94.8 | 98.2 * | |
| | 8 | | | | | | 8 | | | | | | 8 | 40 | 100.0 | 100.0 | 100.0 | |
| | All | 51 | 100.0 | 100.0 | 100.0 | | All | 121 | 80.2 | 80.3 | 89.3 | | All | 166 | 86.1 | 86.2 | 92.8 | |

TACS The Institute uses SED's "time adjusted cut scores", or "TACS", for evaluating the designated measures in the respective years. Although a lower standard than that used before 2009-10, TACS provide continuity with the standard used in previous years. Data Sources: SED data; school data workbooks; the Institute's student test database.

ADDITIONAL ACCOUNTABILITY PLAN GOALS

Science

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

Outcome: *Bed Stuy Collegiate has met its Science Accountability Goal.*

Analysis of Accountability Plan Measures:

| | | | | |
|--|------------------------------|------------------------------|------------------------------|--------------------------------|
| Absolute Measure: <i>Each year, 75 percent of eighth graders who are enrolled in at least their second year will perform at or above Level 3 on the New York State Science examination.</i> | | | | |
| Results (in percents) | | | | |
| | School Year | | | |
| Grade | 2008-09 (Tested:) | 2009-10 (Tested:) | 2010-11 (Tested:) | 2011-12 (Tested: 36) |
| 4 | - | - | - | - |
| 8 | - | - | - | 100.0 |

In the first year it administered the 8th grade state science exam, Bed Stuy Collegiate posted strong performance, far exceeding the target of 75 percent proficiency with 100 percent of students scoring proficient.

| | | | | |
|---|-----------------------------|-----------------------------|-----------------------------|-----------------------------|
| Comparative Measure: <i>Each year, the percent of eighth grade 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 the eighth grade students in Brooklyn CSD 16.</i> | | | | |
| Results (in percents) | | | | |
| | School Year | | | |
| Comparison | 2008-09 (Grade 8) | 2009-10 (Grade 8) | 2010-11 (Grade 8) | 2011-12 (Grade 8) |
| School | - | - | - | 100.0 |
| District | 33.0 | 41.0 | 34.0 | 41.8 |

Bed Stuy Collegiate outperformed Brooklyn CSD 16 by 58 points, well exceeding its target.

NCLB

In addition to meeting its specific subject area goals, the Accountability Plan requires schools under NCLB to make adequate yearly progress toward enabling all students to score at the proficient level on the state ELA and math exams. In holding charter schools to the same standards as other public schools, the state issues an annual school accountability report that indicates the school’s status each year.

Accountability Plan Goal: *The school will make adequate yearly progress.*

Outcome: The school met the goal. The state deemed that Bed Stuy Collegiate was in good standing each year during the Accountability Period.

| | | | | |
|---|--------------------|----------------|----------------|----------------|
| Absolute Measure: <i>Under the state’s NCLB accountability system, the school’s Accountability Status will be “Good Standing” each year.</i> | | | | |
| Results | | | | |
| Status | School Year | | | |
| | 2008-09 | 2009-10 | 2010-11 | 2011-12 |
| Good Standing | Yes | Yes | Yes | Yes |

Analysis of Additional Evidence

Bed Stuy Collegiate received a letter grade of “**A**” on its 2011-12 NYCDOE Progress Report. The NYCDOE bases the overall grade on school performance in three categories: School Environment, Student Performance and Student Progress, with the greatest emphasis placed on Student Progress. To raise the bar for schools and increase stability in the letter grades, the city reports that it set overall cut scores for 2011-12 based on a pre-determined scoring distribution. For elementary and middle schools, the distribution is: 25 percent A, 35 percent B, 30 percent C, seven percent D, and three percent E. For high schools, the distribution is: 33 percent A, 32 percent B, 24 percent C, eight percent D, and four percent E.

Bed Stuy Collegiate received the “**A**” based on the composite score of the three categories. The school received an “**A**” in School Environment, which measures factors other than student achievement. This category is largely based on parent and teacher satisfaction surveys, which measure the conditions necessary for learning. In the category that measures student performance, the school received an “**A**,” indicating that the school’s absolute performance was better on the whole than its peer schools in New York City. As a result of Bed Stuy Collegiate’s moderate year-to-year growth in ELA in comparison to its peer schools, it received a “**B**” in Student Progress.

These results are consistent with the Institute’s analysis above.

APPENDIX: FISCAL DASHBOARD

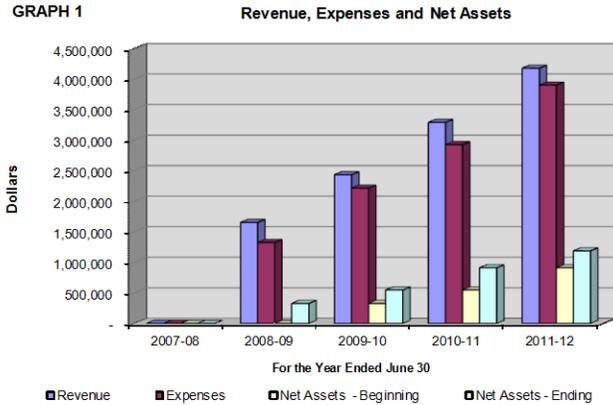


Bedford Stuyvesant Collegiate

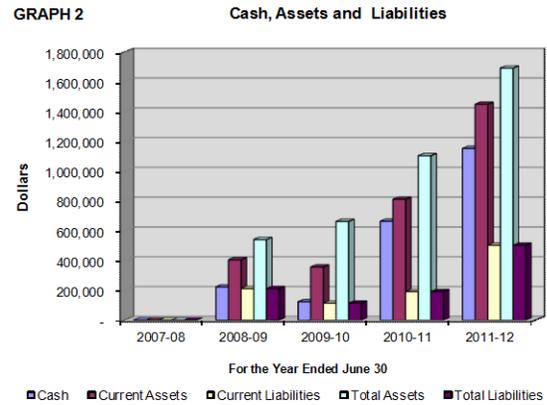
| SCHOOL INFORMATION | | | | | | |
|--|---|-----------|-----------|-----------|-----------|---------|
| FINANCIAL POSITION | | 2007-08 | 2008-09 | 2009-10 | 2010-11 | 2011-12 |
| Assets | | | | | | |
| Current Assets | | | | | | |
| Cash and Cash Equivalents - GRAPH 2 | - | 223,636 | 124,121 | 663,941 | 1,152,771 | - |
| Grants and Contracts Receivable | - | 177,257 | 222,248 | 129,566 | 202,612 | - |
| Accounts Receivable | - | - | - | - | - | - |
| Prepaid Expenses | - | 5,378 | 10,745 | 17,906 | 93,759 | - |
| Contributions and Other Receivables | - | - | - | - | - | - |
| Total Current Assets - GRAPH 2 | - | 406,271 | 357,114 | 811,413 | 1,449,142 | - |
| Property, Building and Equipment, net | - | 135,492 | 305,836 | 292,790 | 243,089 | - |
| Other Assets | - | - | - | - | - | - |
| Total Assets - GRAPH 2 | - | 541,763 | 662,950 | 1,104,203 | 1,692,231 | - |
| Liabilities and Net Assets | | | | | | |
| Current Liabilities | | | | | | |
| Accounts Payable and Accrued Expenses | - | 82,831 | 115,072 | 192,587 | 503,131 | - |
| Accrued Payroll and Benefits | - | - | - | - | - | - |
| Deferred Revenue | - | 130,000 | - | - | - | - |
| Current Maturities of Long-Term Debt | - | - | - | - | - | - |
| Short Term Debt - Bonds, Notes Payable | - | - | - | - | - | - |
| Other | - | - | - | - | - | - |
| Total Current Liabilities - GRAPH 2 | - | 212,831 | 115,072 | 192,587 | 503,131 | - |
| L-T Debt and Notes Payable, net current maturities | - | - | - | - | - | - |
| Total Liabilities - GRAPH 2 | - | 212,831 | 115,072 | 192,587 | 503,131 | - |
| Net Assets | | | | | | |
| Unrestricted | - | 328,932 | 547,878 | 326,616 | 499,100 | - |
| Temporarily restricted | - | - | - | 585,000 | 690,000 | - |
| Total Net Assets | - | 328,932 | 547,878 | 911,616 | 1,189,100 | - |
| Total Liabilities and Net Assets | - | 541,763 | 662,950 | 1,104,203 | 1,692,231 | - |
| ACTIVITIES | | | | | | |
| Operating Revenue | | | | | | |
| Resident Student Enrollment | - | 1,018,042 | 1,705,935 | 2,700,936 | 3,537,581 | - |
| Students with Disabilities | - | - | 97,147 | 228,580 | 243,645 | - |
| Grants and Contracts | | | | | | |
| State and local | - | - | 25,251 | 166,916 | 17,720 | - |
| Federal - Title and IDEA | - | 336,715 | 124,579 | 135,513 | 138,509 | - |
| Federal - Other | - | - | 296,677 | - | 94,299 | - |
| Other | - | - | 7,073 | 51,807 | - | - |
| Food Service/Child Nutrition Program | - | - | - | - | - | - |
| Total Operating Revenue | - | 1,354,757 | 2,256,661 | 3,283,752 | 4,031,754 | - |
| Expenses | | | | | | |
| Regular Education | - | - | 1,847,027 | 2,576,849 | 3,511,767 | - |
| SPED | - | - | 68,002 | - | - | - |
| Regular Education & SPED (combined) | - | 1,100,746 | - | - | - | - |
| Other | - | - | - | - | - | - |
| Total Program Services | - | 1,100,746 | 1,915,029 | 2,576,849 | 3,511,767 | - |
| Management and General | - | 224,930 | 300,543 | 350,268 | 390,032 | - |
| Fundraising | - | - | - | - | - | - |
| Total Expenses - GRAPH 1 / GRAPH 4 | - | 1,325,676 | 2,215,572 | 2,927,117 | 3,901,799 | - |
| Surplus / (Deficit) From School Operations | - | 29,081 | 41,089 | 356,635 | 129,955 | - |
| Support and Other Revenue | | | | | | |
| Contributions | - | 299,714 | 177,856 | - | - | - |
| Fundraising | - | - | - | 7,002 | 147,400 | - |
| Miscellaneous Income | - | 137 | - | 101 | 129 | - |
| Net assets released from restriction | - | - | - | - | - | - |
| Total Support and Other Revenue | - | 299,851 | 177,856 | 7,103 | 147,529 | - |
| Total Unrestricted Revenue | - | 1,654,608 | 2,434,517 | 3,290,855 | 4,179,283 | - |
| Total Temporarily Restricted Revenue | - | - | - | - | - | - |
| Total Revenue - GRAPH 1 | - | 1,654,608 | 2,434,517 | 3,290,855 | 4,179,283 | - |
| Change in Net Assets | - | 328,932 | 218,945 | 363,738 | 277,484 | - |
| Net Assets - Beginning of Year - GRAPH 1 | - | - | 328,932 | 547,877 | 911,615 | - |
| Prior Year Adjustment(s) | - | - | - | - | - | - |
| Net Assets - End of Year - GRAPH 1 | - | 328,932 | 547,877 | 911,615 | 1,189,099 | - |
| Functional Expense Breakdown | | | | | | |
| Personnel Service | | | | | | |
| Administrative Staff Personnel | - | - | 558,759 | 1,782,142 | 143,590 | - |
| Instructional Personnel | - | - | 832,307 | - | 233,498 | - |
| Non-Instructional Personnel | - | - | - | - | - | - |
| Personnel Services (Combined) | - | 766,634 | - | - | - | - |
| Total Salaries and Staff | - | 766,634 | 1,391,066 | 1,782,142 | 377,088 | - |
| Fringe Benefits & Payroll Taxes | - | 140,211 | 210,852 | 298,964 | 372,599 | - |
| Retirement | - | - | 22,353 | - | - | - |
| Management Company Fees | - | 109,202 | 195,291 | 308,767 | 374,058 | - |
| Building and Land Rent / Lease | - | 9,593 | 2,990 | 10,306 | - | - |
| Staff Development | - | 45,108 | 69,244 | 59,817 | 82,168 | - |
| Professional Fees, Consultant & Purchased Services | - | 10,113 | 13,205 | 28,495 | 17,687 | - |
| Marketing / Recruitment | - | - | - | - | - | - |
| Student Supplies, Materials & Services | - | 57,692 | 99,123 | 95,686 | 179,643 | - |
| Depreciation | - | 22,380 | 63,812 | 103,229 | 114,766 | - |
| Other | - | 164,743 | 147,637 | 239,711 | 283,790 | - |
| Total Expenses | - | 1,325,676 | 2,215,572 | 2,927,117 | 1,801,799 | - |
| ENROLLMENT | | | | | | |
| Chartered Enroll | - | 81 | 158 | 231 | 300 | - |
| Revised Enroll | - | - | - | - | - | - |
| Actual Enroll - GRAPH 4 | - | 81 | 158 | 231 | 300 | - |
| Chartered Grades | - | 5 | 5-6 | 5-7 | 5-8 | - |
| Revised Grades | - | - | - | - | - | - |

SCHOOL ANALYSIS

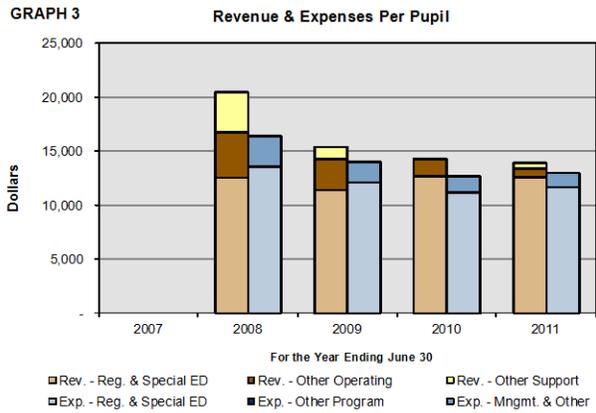
| | 2007-08 | 2008-09 | 2009-10 | 2010-11 | 2011-12 |
|--|---------|---------------|-----------------|-----------------|-----------------|
| Primary School District | | | | | |
| Per Pupil Funding | | | | | |
| NYC | 10,196 | 11,023 | 12,443 | 12,443 | 13,527 |
| Increase over prior year | | 8.1% | 12.9% | 0.0% | 8.7% |
| #DIV/0! | | | | | |
| PER STUDENT BREAKDOWN | | | | | |
| Revenue | | | | | |
| Operating | - | 16,725 | 14,283 | 14,215 | 13,439 |
| Other Revenue and Support | - | 3,702 | 1,126 | 31 | 492 |
| TOTAL - GRAPH 3 | - | 20,427 | 15,408 | 14,246 | 13,931 |
| Expenses | | | | | |
| Program Services | - | 13,589 | 12,120 | 11,155 | 11,706 |
| Management and General, Fundraising | - | 2,777 | 1,902 | 1,516 | 1,300 |
| TOTAL - GRAPH 3 | - | 16,366 | 14,023 | 12,672 | 13,006 |
| % of Program Services | 0.0% | 83.0% | 86.4% | 88.0% | 90.0% |
| % of Management and Other | 0.0% | 17.0% | 13.6% | 12.0% | 10.0% |
| % of Revenue Exceeding Expenses - GRAPH 5 | 0.0% | 24.8% | 9.9% | 12.4% | 7.1% |
| Student to Faculty Ratio | | | | | |
| | | | | 33.0 | 37.5 |
| Faculty to Admin Ratio | | | | | |
| | | | | 1.4 | 0.3 |
| Financial Responsibility Composite Scores - GRAPH 6 | | | | | |
| Score | - | - | 2.4 | 2.2 | 2.6 |
| Fiscally Strong 1.5 - 3.0 / Fiscally Adequate 1.0 - 1.4 / Fiscally Needs Monitoring -1.0 - 0.9 | N/A | N/A | Fiscally Strong | Fiscally Strong | Fiscally Strong |
| Working Capital - GRAPH 7 | | | | | |
| Net Working Capital | - | 193,440 | 242,042 | 618,826 | 946,011 |
| As % of Unrestricted Revenue | 0.0% | 11.7% | 9.9% | 18.8% | 22.6% |
| Working Capital (Current) Ratio Score | - | 1.9 | 3.1 | 4.2 | 2.9 |
| Risk (Low > 3.0 / Medium 1.4 - 2.9 / High < 1.4) | N/A | MEDIUM | LOW | LOW | MEDIUM |
| Rating (Excellent > 3.0 / Good 1.4 - 2.9 / Poor < 1.4) | N/A | Good | Excellent | Excellent | Good |
| Quick (Acid Test) Ratio | | | | | |
| Score | - | 1.9 | 3.0 | 4.1 | 2.7 |
| Risk (Low > 2.5 / Medium 1.0 - 2.4 / High < 1.0) | N/A | MEDIUM | LOW | LOW | LOW |
| Rating (Excellent > 2.5 / Good 1.0 - 2.4 / Poor < 1.0) | N/A | Good | Excellent | Excellent | Excellent |
| Debt to Asset Ratio - GRAPH 7 | | | | | |
| Score | - | 0.4 | 0.2 | 0.2 | 0.3 |
| Risk (Low < 0.50 / Medium 0.51 - .95 / High > 1.0) | N/A | LOW | LOW | LOW | LOW |
| Rating (Excellent < 0.50 / Good 0.51 - .95 / Poor > 1.0) | N/A | Excellent | Excellent | Excellent | Excellent |
| Months of Cash - GRAPH 8 | | | | | |
| Score | - | 2.0 | 0.7 | 2.7 | 3.5 |
| Risk (Low > 6 mo. / Medium 3 - 6 mo. / High < 3 mo.) | N/A | HIGH | HIGH | HIGH | MEDIUM |
| Rating (Excellent > 6 mo. / Good 3 - 6 mo. / Poor < 3) | N/A | Poor | Poor | Poor | Good |



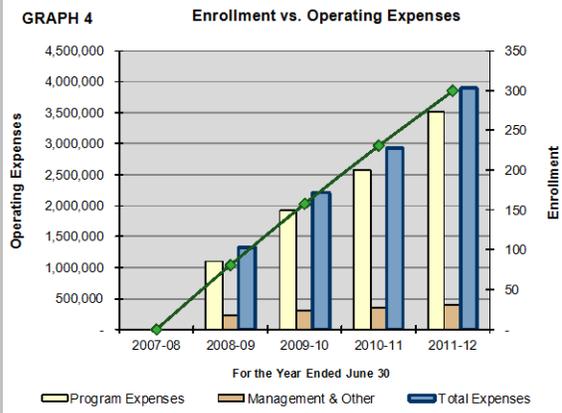
This chart illustrates total revenue and expenses each year and the relationship those subsets have on the increase/decrease of net assets on a year to year basis. Ideally subset 1, revenue, will be taller than subset 2, expenses, and as a result subset 3, net assets - beginning, will increase each year building a more fiscally viable school.



This chart illustrates the relationship between assets and liabilities and to what extent cash reserves makes up current assets. Ideally for each subset, subsets 2 thru 4, (i.e. current assets vs. current liabilities), the column on the left is taller than the immediate column on the right; and, generally speaking, the bigger that gap, the better.

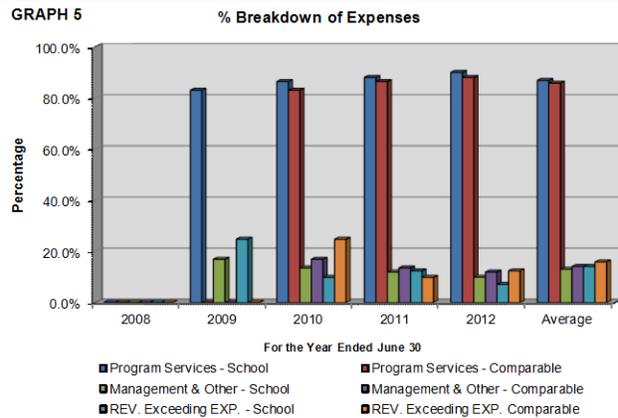


This chart illustrates the breakdown of revenue and expenses on a per pupil basis. Caution should be exercised in making school-by-school comparisons since schools serving different missions or student populations are likely to have substantially different educational cost bases. Comparisons with similar schools with similar dynamics are most valid.

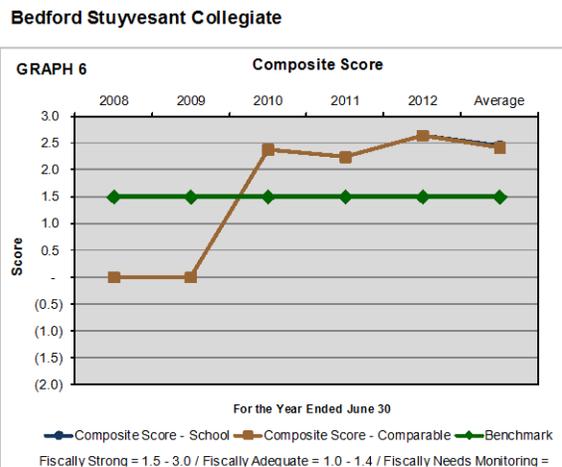


This chart illustrates to what extent the school's operating expenses have followed its student enrollment pattern. A baseline assumption that this data tests is that operating expenses increase with each additional student served. This chart also compares and contrasts growth trends of both, giving insight into what a reasonable expectation might be in terms of economies of scale.

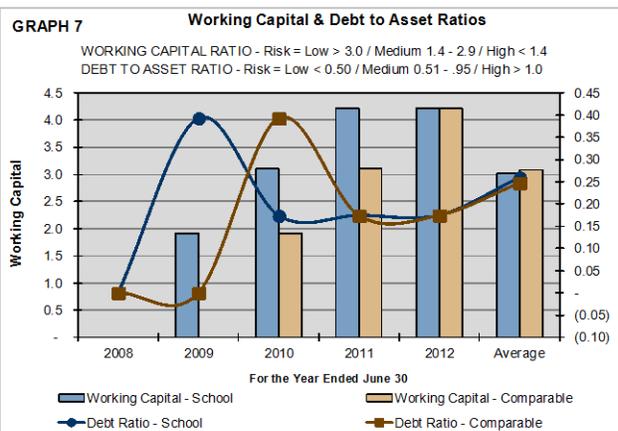
Comparable School, Region or Network
 * Average = Average - 5 Yrs. OR Charter Term



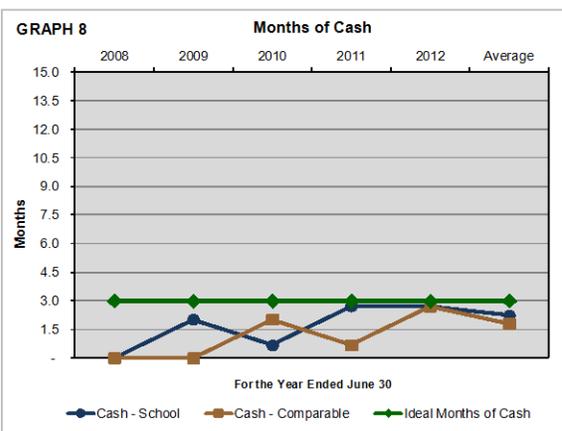
This chart illustrates the percentage expense breakdown between program services and management & others as well as the percentage of revenues exceeding expenses. Ideally the percentage expense for program services will far exceed that of the management & other expense. The percentage of revenues exceeding expenses should not be negative. Similar caution, as mentioned on GRAPH 3, should be used in comparing schools.



This chart illustrates a school's composite score based on the methodology developed by the United States Department of Education (USDOE) to determine whether private not-for-profit colleges and universities are financially strong enough to participate in federal loan programs. These scores can be valid for observing the fiscal trends of a particular school and used as a tool to compare the results of different schools.



This chart illustrates Working Capital and Debt to Asset Ratios. W/C indicates if a school has enough short-term assets to cover its immediate liabilities/short term debt. Debt to Asset indicates what proportion of debt a school has relative to its assets. The measure gives an idea to the leverage of the school along with the potential risks the school faces in terms of its debt-load.



This chart illustrates how many months of cash the school has in reserves. This metric is to measure solvency – the school's ability to pay debts and claims as they come due. This gives some idea of how long a school could continue its ongoing operating costs without tapping into some other, non-cash form of financing in the event that revenues were to cease flowing to the school.