



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

Created: 07/27/2015

Last updated: 07/31/2015

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

Page 1

1. SCHOOL NAME AND AUTHORIZER

(Select name from the drop down menu)

BEDFORD STUYVESANT COLLEGIATE CS (SUNY TRUSTEES) 331600860918

2. CHARTER AUTHORIZER

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

SUNY-Authorized Charter School

3. DISTRICT / CSD OF LOCATION

NYC CSD 16

4. SCHOOL INFORMATION

	PRIMARY ADDRESS	PHONE NUMBER	FAX NUMBER	EMAIL ADDRESS
	800 Gates Avenue 4th Floor Brooklyn, NY 11221	718-669-7460	718-669-7771	

4a. PHONE CONTACT NUMBER FOR AFTER HOURS EMERGENCIES

Contact Name	Dave Bryson
Title	Director of Operations
Emergency Phone Number (###-###-####)	

5. SCHOOL WEB ADDRESS (URL)

<http://www.bedstuycollegiate.org>

6. DATE OF INITIAL CHARTER

2008-01-01 00:00:00

7. DATE FIRST OPENED FOR INSTRUCTION

2008-08-01 00:00:00

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

488

9. GRADES SERVED IN SCHOOL YEAR 2014-15

Check all that apply

Grades Served	5, 6, 7, 8, 9, 10, 11
---------------	-----------------------

10. DOES THE SCHOOL CONTRACT WITH A CHARTER OR EDUCATIONAL MANAGEMENT ORGANIZATION?

	Yes/No	Name of CMO/EMO
	Yes	Uncommon Schools

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

	Name	Work Phone	Alternate Phone	Email Address	Contact this individual also in emergencies
CEO (e.g., network superintendent)	Brett Peiser	212-844-3584		[REDACTED]	No
CFO (e.g., network CFO)	Diane Flynn	212-844-3584		[REDACTED]	No
Compliance Contact	Jeannemarie Hendershot	917-841-2565		[REDACTED]	Yes
Complaint Contact	Jeannemarie Hendershot	917-841-2565		[REDACTED]	Yes

Page 2

11. FACILITIES

Will the School maintain or operate multiple sites?

Yes, 2 sites

12. SCHOOL SITES

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

	Physical Address	Phone Number	District/CSD	Grades Served at Site	School at Full Capacity at Site	Facilities Agreement
Site 1 (same as primary site)	800 Gates Avenue 4th Floor Brooklyn, NY 11221	718-669-7460	CSD 16	5-8	Yes	DOE space
Site 2	832 Marcy Avenue Brooklyn, NY 11216	347-390-0300	CSD 16	9-11	No	DOE space
Site 3						

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

	Name	Work Phone	Alternate Phone	Email Address
School Leader	Justin Pigeon	[REDACTED]		[REDACTED]
Operational Leader	Dave Bryson	[REDACTED]		[REDACTED]
Compliance Contact	Dave Bryson	[REDACTED]		[REDACTED]
Complaint Contact	Dave Bryson	[REDACTED]		[REDACTED]

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

	Name	Work Phone	Alternate Phone	Email Address
School Leader	Jesse Corburn	[REDACTED]		[REDACTED]
Operational Leader	Livia Angiolillo	[REDACTED]		[REDACTED]
Compliance Contact	Livia Angiolillo	[REDACTED]		[REDACTED]
Complaint Contact	Livia Angiolillo	[REDACTED]		[REDACTED]

Page 3

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

No

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

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

Responses Selected:

Yes

Signature, Head of Charter School

A handwritten signature in black ink on a light gray background. The signature reads "David Bryson" in a cursive, flowing script. The "D" is large and loops around, and the "B" is also large and loops around.

Signature, President of the Board of Trustees

A handwritten signature in black ink on a light gray background. The signature reads "Linton Martin" in a cursive, flowing script. The "L" is large and loops around, and the "M" is also large and loops around. There is a stylized flourish at the end of the signature.

Thank you.



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

Last updated: 07/27/2015

Page 1

Charter School Name: 331600860918 BEDFORD STUY COLLEGIATE CS

1. NEW YORK STATE REPORT CARD

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

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

<http://data.nysed.gov/reportcard.php?year=2014&instid=800000061081>

**BEDFORD STUYVESANT
COLLEGIATE
CHARTER SCHOOL**

**2014-2015 ACCOUNTABILITY PLAN
PROGRESS REPORT**

Submitted to the SUNY Charter Schools Institute on:

September 15, 2015

By Dave Bryson and Justin Pigeon

Bedford Stuyvesant Collegiate Charter School

800 Gates Avenue

Brooklyn, NY 11221

Tel: 718-669-7460

Fax: 718-669-7771

<http://www.bedstuycollegiate.org>

Dave Bryson, Director of Operations, and Justin Pigeon, Principal, prepared this 2014-15 Accountability Progress Report on behalf of the school's board of trustees:

Trustee's Name	Board Position
John Greenstein	Treasurer, Finance Committee
Bob Howitt	Trustee, Executive Committee
Eileen Shy	Trustee, Accountability Committee
Linton Mann III	Chair, Executive, Accountability Joint High School Committees
Julie Kennedy	Trustee, Executive, Accountability Joint High School Committees
Stuart Linde	Trustee, Finance Committee
St. Claire Gerald	Trustee, Executive Committee
Ian Sacks	Trustee
Ekwutozia Nwabuzor	Trustee

Trustee's Name	Board Position
John Greenstein	Treasurer, Finance Committee
Bob Howitt	Trustee, Executive Committee
Eileen Shy	Trustee, Accountability Committee
Linton Mann III	Chair, Executive, Accountability Joint High School Committees
Julie Kennedy	Trustee, Executive, Accountability Joint High School Committees
Stuart Linde	Trustee, Finance Committee
St. Claire Gerald	Trustee, Executive Committee
Ian Sacks	Trustee
Ekwutozia Nwabuzor	Trustee

Mabel Lajes-Guiteras served as the Principal from 2008-2013. Justin Pigeon succeed Ms. Lajes-Guiteras in 2013.

INTRODUCTION

MISSION and GRADES SERVED

The mission of Bedford Stuyvesant Collegiate Charter School is to prepare each student for college. Bedford Stuyvesant Collegiate Charter School opened on August 25, 2008. The school opened with 5th grade and is now in its first full 5-12 grade space. As we continue to grow we look forward to expanding our enrollment in our upper grades.

STUDENT POPULATION

Bedford Stuyvesant Collegiate Charter School operated in the 2014-2015 school year with a total of 299 students.

Gender	51% Boys	49% Girls
Free & Reduced Lunch	95%	
Special Needs	15%	
Race	84% Black 14% Latino 2% Other	
English Language Learners	3%	
Geography	96% Brooklyn	4% Queens
<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
2011-12						89	70	63	40					261
2012-13						81	76	62	53	34				302
2013-14						84	73	73	60	36	31			357
2014-15						69	88	75	67	38	33	21		

*****Figures are updated as of BEDS Day each year.**

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. Bedford Stuyvesant Collegiate 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;
- 30 minutes of a small group leveled reading instruction 4 times per week;
- 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 Designs (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 New York State Mathematics and English Language Arts Assessments, Bedford Stuyvesant Collegiate administers 4, 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 and Dean of Curriculum & Instruction, 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 (185 student days and 200 staff days). For most students, the regular school day begins at 7:40 AM and ends at 4:00 PM. For those receiving tutoring and homework help or serving additional detention, the day ends at 5:00 PM. Finally, students who were struggling academically also attended school from 9:00 AM to 12:00 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 Professional Development time – Bedford Stuyvesant Collegiate students receive weekly:

- 10 periods of Mathematics
- 10 periods of English Language Arts (Reading and Writing)
- 5 periods of History
- 5 periods of Science
- 4 30-minute Periods Guided Reading (grades 5 and 6) or Study Skills (grades 7 and 8)
- 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 Bedford Stuyvesant Collegiate 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. This year, our 5th graders visited Howard University, our 6th graders visited Harvard University and Boston College, and our 7th graders visited Princeton and the College of William and Mary and our 8th graders visited Stanford and UC Berkeley. Each Friday, students who were named "Student of the Week" in homerooms wore a t-shirt from their homeroom teacher's alma mater over their school uniforms.

During the regular school day, from 3:20 to 4:00 PM three days per week, Bedford Stuyvesant Collegiate offers Enrichment classes, which are a variety of rotating electives, including:

- Knitting
- Soccer
- Publishing
- Capoeira
- Hip Hop Dance
- Guitar
- Body Percussion

From 4:00 to 5:00 PM, Bedford Stuyvesant Collegiate offers subject-specific tutoring and requires students struggling to regularly complete homework assignments on-time and at high quality to spend an additional hour in Homework Center working on that night's homework assignments.

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 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
- Internally developed Interim Assessments in English Language Arts
- Internally developed Final Examination in English Language Arts

Bedford Stuyvesant Collegiate Charter School administered 3 internally developed, aligned Interim Assessments and a Final Exam in Reading and Writing during the 2014-15 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, Bedford Stuyvesant Collegiate teachers graded each exam, analyzed the data and developed strategic plans to re-teach specific standards to individuals, small groups, and classes. Bedford Stuyvesant Collegiate also utilized the information to target content- and skills-driven tutoring and re-teaching after school and on Saturdays.

- The Interim Assessments from 2014-2015 provided valuable data on the overall English Language Arts program at Bedford Stuyvesant Collegiate. Analysis of Interim Assessment data throughout the year revealed that Bedford Stuyvesant Collegiate students would benefit from an increase in instructional time spent on non-fiction texts and that our time spent on open responses was yielding better results. This led us to revising our reading and writing curriculum to include a more detailed and strategic approach to exposing our students to non-fiction writing. Interim Assessments in Reading and Writing were revised to reflect the longer test times of the NYS ELA exams and to build student stamina for the passages and writing in these exams. Additionally, passages were revised to be more challenging and more representative of the NYS Common Core exam;
- Reading classes were streamlined to ensure consistent vocabulary rollout and consistent methods for teaching reading strategies;
- We continued to target students who scored a 1 or 2 on State ELA Exams through Saturday School and after-school tutoring to help remediate students' basic skills and better prepare them for the myriad skills they will need to demonstrate proficiency on the state exam and beyond. These students were also prioritized for additional pre-State Exam tutoring.

Goal 1: Absolute Measure

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

Method

The school administered the New York State Testing Program English language arts assessment to students in 5 through 8 grade in April 2015. Each student's raw score has been converted to a grade-specific scaled score and a performance level.

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

**2014-15 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	73				73
6	84				84
7	71				71
8	66				66
All	294				294

Results

In the third year of the Common Core Assessment, we were pleased to see growth in the 5th and 7th grade. We're disappointed not to have met our goal school-wide.

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

Grades	All Students		Enrolled in at least their Second Year	
	Percent Proficient	Number Tested	Percent Proficient	Number Tested

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.

3				
4				
5	23%	73	33%	3
6	21%	84	19%	73
7	31%	71	31%	69
8	24%	66	23%	61
All	25%	294	24%	206

Evaluation

Our scores show our 7th graders achieving the highest out of all of the students in our school. In the second year of the administration of the NYS Common Core exam in English Language Arts, the school did not meet this measure. It is still the school's goal to see that at least 75% of students reach proficiency on the Common Core exam, and we are looking forward to implementing a higher level of rigor in our English Language Arts classes going forward to better prepare our students to meet this bar.

English Language Arts Performance by Grade Level and School Year

Grade	Percent of Students Enrolled in At Least Their Second Year Achieving Proficiency					
	2012-13		2013-14		2014-15	
	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested
3						
4						
5	18%	11	0%	6	33%	3
6	15%	72	24%	68	19%	73
7	27%	55	21%	68	31%	69
8	10%	51	36%	56	23%	61
All	17%	189	25%	198	24%	206

Goal 1: Absolute Measure

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

Method

The federal No Child Left Behind law holds schools accountable for making annual yearly progress towards enabling all students to be proficient. As a result, the state sets an AMO each year to determine if schools are making satisfactory progress toward the goal of proficiency in the state's learning standards in English language arts. To achieve this measure, all tested students must have

a Performance Level Index (“PLI”) value that equals or exceeds the 2014-15 English language arts AMO of 97. The PLI is calculated by adding the sum of the percent of all tested students at Levels 2 through 4 with the sum of the percent of all tested students at Levels 3 and 4. Thus, the highest possible PLI is 200.²

Results

Bedford Stuyvesant Collegiate scored a PI of 88 for the 2014-15 school year.

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

Number in Cohort	Percent of Students at Each Performance Level			
	Level 1	Level 2	Level 3	Level 4
	36%	40%	21%	3%

$$\begin{array}{rclclclclcl}
 \text{PI} & = & 40 & + & 21 & + & 3 & = & 64 \\
 & & & & 21 & + & 3 & = & 24 \\
 & & & & & & \text{PLI} & = & 88
 \end{array}$$

Evaluation

In reference to the AMO, Bedford Stuyvesant Collegiate did not meet the minimum. We are excited to work hard this year to reach this number.

Goal 1: Comparative Measure

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

Method

A school compares tested students enrolled in at least their second year to all tested students in the surrounding public school district. Comparisons are between the results for each grade in which the school had tested students in at least their second year at the school and the total result for all students at the corresponding grades in the school district.³

Results

Overall, 24% of Bedford Stuyvesant Collegiate students in at least their second year scored a 3 or 4 on the 2014-2015 ELA State exam versus 13% of District 16 students.

2014-15 State English Language Arts Exam

² In contrast to SED’s Performance Index, the PLI does not account for year-to-year growth toward proficiency.

³ Schools can acquire these data when the New York State Education Department releases its Access database containing grade level ELA and math test results for all schools and districts statewide. The NYSED announces the release of the data on its [News Release webpage](#).

Charter School and District Performance by Grade Level

Grade	Percent of Students at Proficiency			
	Charter School Students In At Least 2 nd Year		All District Students	
	Percent	Number Tested	Percent	Number Tested
3				
4				
5	33%	3	11.0	583
6	19%	75	15.1	451
7	31%	72	13.6	530
8	23%	62	18.1	530
All	24%	212	<u>13.4</u>	2094

Evaluation

Bedford Stuyvesant Collegiate students outscored their peers in the Community School District (CSD) 16 and met this measure.

Additional Evidence

We have comparative data to the local district since 2012-13. In all years, Bedford Stuyvesant Collegiate students in their second year far-outperformed CSD 16.

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

Grade	Percent of Students Enrolled in at Least their Second Year Who Are at Proficiency Compared to Local District Students					
	2012-13		2013-14		2014-15	
	Charter School	Local District	Charter School	Local District	Charter School	Local District
3						
4						
5	18%	17%	0%	17%	33%	11.0
6	15%	9%	24%	10%	19%	15.1
7	27%	11%	21%	12%	31%	13.6
8	10%	10%	36%	13%	23%	18.1
All	17%	12%	25%	13%	24%	<u>13.4</u>

Goal 1: Comparative Measure

Each year, the school will exceed its predicted level of performance on the state English language arts exam by an Effect Size of 0.3 or above (performing higher than expected to a meaningful degree) according to a regression analysis controlling for economically disadvantaged students 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. The Institute uses a regression analysis to control for the percentage of economically disadvantaged students among all public schools in New York State. The Institute compares the school's actual performance to the predicted performance of public schools with a similar economically disadvantaged percentage. The difference between the schools' actual and predicted performance, relative to other schools with similar economically disadvantaged statistics, produces an Effect Size. An Effect Size of 0.3 or performing higher than expected to a meaningful degree is the requirement for achieving this measure.

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

Results

The data table shows that our scholars did exceed the predicted level of performance given the percentage of our students eligible for free lunch last year. They achieved a positive effect size of .40.

2013-14 English Language Arts Comparative Performance by Grade Level

Grade	Percent of Economically Disadvantaged Students	Number of Students Tested	Percent of Students at Proficiency		Difference between Actual and Predicted	Effect Size
			Actual	Predicted		
3						
4						
5	88.4	79	20	17.6	2.4	0.21
6	78.4	71	22	18.7	3.3	0.24
7	86.3	72	21	16.0	5.0	0.44
8	78.3	58	36	22.9	13.1	0.84
All	83.2	280	24.1	18.6	5.5	0.40

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

--

Evaluation

We did meet this measure based on our 2013-2014 English Language Arts results, as we had an effect size of .40, which was than higher expected to a meaningful degree.

Additional Evidence

We are pleased that after a dip in 12-13 we are back above the median.

English Language Arts Comparative Performance by School Year

School Year	Grades	Percent Eligible for Free Lunch/ Economically Disadvantaged	Number Tested	Actual	Predicted	Effect Size
2011-12	5-8	71%	258	48.4	39.8	0.56
2012-13	5-8	67%	272	21.3	24.8	-0.27
2013-14	5-8	83.2	280	24.1	18.6	.40

Goal 1: Growth Measure⁴

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

Method

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

Given the timing of the state's release of Growth Model data, the 2014-15 analysis is not yet available. This report contains 2013-14 results, the most recent Growth Model data available.⁵

⁴ See Guidelines for [Creating a SUNY Accountability Plan](#) for an explanation.

⁵ Schools can acquire these data from the NYSED's Business Portal: portal.nysed.gov.

Results

The school met the mean growth percentile state-wide median across grades 5-8. Our 8th grade did not meet the median.

2013-14 English Language Arts Mean Growth Percentile by Grade Level

Grade	Mean Growth Percentile	
	School	Statewide Median
4		50.0
5	50.3	50.0
6	55.6	50.0
7	60.9	50.0
8	49.3	50.0
All	<u>54.1</u>	50.0

Evaluation

We met the growth percentile every grade but 8th grade where we missed the median by less than one percentile.

English Language Arts Mean Growth Percentile by Grade Level and School Year

Grade	Mean Growth Percentile			
	2011-12 ⁶	2012-13	2013-14	Statewide Median
4				50.0
5		52	50.3	50.0
6		55	55.6	50.0
7		57	60.9	50.0
8		49	49.3	50.0
All		53.5	<u>54.1</u>	50.0

Summary of the English Language Arts Goal

We achieved our two comparative measures and our growth measure in 2014-2015 and one of our absolute measures but did not achieve our absolute measures. We believe that this year's 2014-2015 data shows that we are continuing towards attaining this Accountability Plan goal and we look forward to next year's results to further reinforce that we are indeed on the right path.

Type	Measure	Outcome
Absolute	Each year, 75 percent of all tested students who are enrolled in at least their second year will perform at proficiency on the New York State English	Did Not Achieve

⁶ Grade level results not available.

	language arts exam for grades 3-8.	
Absolute	Each year, the school's aggregate Performance Level Index (PLI) on the state English language arts exam will meet that year's Annual Measurable Objective (AMO) set forth in the state's NCLB accountability system.	Did Not Achieve
Comparative	Each year, the percent of all tested students who are enrolled in at least their second year and performing at proficiency on the state English language arts exam will be greater than that of students in the same tested grades in the local school district.	Achieved
Comparative	Each year, the school will exceed its predicted level of performance on the state English language arts exam by an Effect Size of 0.3 or above (performing higher than expected to a small degree) according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State. (Using 2013-14 school district results.)	Achieved
Growth	Each year, under the state's Growth Model the school's mean unadjusted growth percentile in English language arts for all tested students in grades 4-8 will be above the state's unadjusted median growth percentile.	Achieved

Action Plan

To increase 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. This year, our Wednesday PD cycle will include departmental time for teachers to collaborate on specific objectives. In the past our ELA department PD has focused primarily on the reading skills; this year we will also be focusing on integrating the writing skills.
- Continue to expose students to nonfiction texts and unfamiliar short passages at least once a week in every content area class.
- Launch a weekly "Close Reading" extended ELA class.
- Continue to use historical fiction novels in History classes to further enhance literacy instruction. Each grade will read 2-3 historical fiction novels that correlate with the historical time period being studied in that grade. History teachers collaborate with the reading teachers at each grade level to make sure that students are continuing to work on their comprehension strategies as they read the novel in history class. History teachers also focus on making connections between the text and the historical events that have been studied.
- Assess Independent Reading books using Accelerated Reader program.
- 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. This rubric is being developed by several of our ELA teachers. The rubric will be a tool to help assess where each student is in the writing process. Students will also be able to use this rubric to gauge their own writing skills. The rubric will evolve to incorporate more college readiness standards as students get older. For example, 5th grade students will be asked to focus on basic grammar and structure. Our 7th graders, on the other hand, will be challenged to incorporate more advanced grammar skills as well as develop a writer's voice as they produce lengthier and more challenging writing pieces. Ultimately students in the 7th grade will also be preparing

for their first full research paper in preparation for the type of work they will be expected to master in our high school. 8th graders will be asked to continue their work on the research paper as well as become more independent on their note taking and writing skills.

- Provide instruction for all content area teachers on literacy strategies across content areas. Each reading, writing, history and science teacher will receive over 20 hours of professional development on the literacy strategies to implement in their classrooms. These sessions will guide all of our teachers through strategies that can be used in any class to increase our students' comprehension, decoding, fluency and response to literature. We will use video, observations, and lesson study as the means to ensure that all teachers are successfully incorporating these techniques into their daily practice.
- Continue to leverage an additional 30 minutes of reading instruction for our 5th and 6th graders. This will be done in guided reading groups. Staff members will work with students at their instructional level with a focus on fluency and comprehension. Each of these additional staff will receive training on best practices in guided discussion groups, increasing fluency and comprehension skills. Additionally, they will receive feedback through observations.
- Select leveled texts for whole-class reading instruction that are more independently accessible for our lowest-skilled readers: both our lowest 5th grade and lowest 6th grade sections will have a set of class novels that are closer to their independent reading level;
- Build up the independent reading classroom-based libraries and teacher-guided reading library to provide more choice and flexibility to teachers and students in reading; additionally, we're creating a school-wide library to provide access to a greater number of books
- Leverage the Uncommon 5-8 Reading Taxonomy – an Uncommon Schools network toolkit of best practices in literacy instruction – and training Reading, Writing, as well as History and Science teachers in Taxonomy techniques. To that end, the Instructional Coach of our history department is a reading teacher which we hope will boost reading instruction inside of History class.

We are also planning to do whatever we can to address the needs of the population of students who will be repeating the 5th, 6th, 7th or 8th grades. During our three weeks of staff orientation and professional development time before the start of school, we plan to have our Reading and Writing teachers, our Special Education Teachers, and our School Social Worker discuss and create action plans for supporting our students repeating grades.

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
- Internally developed Interim Assessments in Mathematics
- Internally developed Final Examination in Mathematics

Bedford Stuyvesant Collegiate Charter School administered 3 internally development aligned Interim Assessments and a Final Exam in Math during the 2014-2015 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, Bedford Stuyvesant Collegiate 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. Bedford Stuyvesant Collegiate also utilized the information to target content- and skills-driven tutoring after school and on Saturdays.

The Interim Assessments from 2014-2015 provided valuable data on the overall Math program at Bedford Stuyvesant Collegiate. As a result of data analysis, Bedford Stuyvesant Collegiate 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;
- Increased rigor of problem solving scenarios and instruction to more closely align with IAs and State Exam
- Reinforced math skills in daily science classes;
- Increased opportunities and feedback cycle for open-response answers in math classes.

Goal 2: Absolute Measure

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

Method

The school administered the New York State Testing Program mathematics assessment to students in 5 through 8 grade in April 2015. Each student's raw score has been converted to a grade-specific scaled score and a performance level.

The table below summarizes participation information for this year's test administration. The table indicates total enrollment and total number of students tested. It also provides a detailed

breakdown of those students excluded from the exam. Note that this table includes all students according to grade level, even if they have not enrolled in at least their second year.

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

Grade	Total Tested	Not Tested ⁷			Total Enrolled
		IEP	ELL	Absent	
3					
4					
5	73				73
6	84				84
7	71				71
8	0				66**
All	228				228

****All 8th Grade students take the Common Core Algebra Regents exam in place fo the 8th grade math exam.**

Results

The overall percent of students in at least their second year performing at proficient or advanced was 41%.

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

Grades	All Students		Enrolled in at least their Second Year	
	Percent Proficient	Number Tested	Percent Proficient	Number Tested
3				
4				
5	23%	73	33%	3
6	51%	84	48%	73
7	49%	71	51%	69
8	0%	0		0
All	41%	228	34%	145

Evaluation

⁷ Students exempted from this exam according to their Individualized Education Program (IEP), because of English Language Learners (ELL) status, or absence for at least some part of the exam.

In the third year of the Common Core standards and assessments, we did not meet our absolute goal. It is still the school's goal to see that at least 75% of students reach proficiency on the Common Core exam, and we are looking forward to implementing a higher level of rigor in our English Language Arts classes going forward to better prepare our students to meet this bar.

Additional Evidence

For the past three years, we have met and far surpassed the measure. We are pleased with the performance of our students in at least their second year on the New York State Math exam.

Also, additional evidence may include other valid and reliable assessment results that demonstrate the effectiveness of the school's instructional program.

Mathematics Performance by Grade Level and School Year

Grade	Percent of Students Enrolled in At Least Their Second Year Achieving Proficiency					
	2012-13		2013-14		2014-15	
	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested
3						
4						
5	0%	11	0%	5	33%	3
6	42%	72	53%	68	48%	73
7	44%	55	54%	68	51%	69
8	41%	51	64%	56		0
All	39%	189	55%	197	34%	145

Goal 2: Absolute Measure

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

Method

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

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

Results

The Performance Index for Bedford Stuyvesant Collegiate scholars performing at or above the Time Adjusted Level 3 Cut Score on the 2013-2014 State Math Exam was 120. This figure exceeded the Annual Measurable Objective (AMO) of 94.

Mathematics 2014-15 Performance Level Index (PLI)

Number in Cohort	Percent of Students at Each Performance Level			
	Level 1	Level 2	Level 3	Level 4
	21%	38%	28%	13

$$\begin{array}{rclclclclclcl} \text{PI} & = & 38 & + & 28 & + & 13 & = & 79 \\ & & & & 28 & + & 13 & = & 41 \\ & & & & & & \text{PLI} & = & 120 \end{array}$$

Evaluation

We are proud of our mathematics results and believe that our results in the upper grades of our school demonstrates that the more time a child spends at our school the more successful they are.

Goal 2: Comparative Measure

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

Method

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

Results

In grades 5-7 a much higher percentage of Bedford Stuyvesant Collegiate students in their second year scored a 3 or 4 on the 2014-2015 Math State exam than students in the local school district (District 16). Additionally, while District 16's results trend downward, Bedford Stuyvesant Collegiate's results generally trend upward. It's important to note that our 5th grade retained students continued to struggle this year in Math. We are focusing on retained student support this year and are looking forward to improved results.

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

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

Grade	Percent of Students at Proficiency			
	Charter School Students In At Least 2 nd Year		All District Students	
	Percent	Number Tested	Percent	Number Tested
3				
4				
5	33%	3	16.4	578
6	48%	73	12.2	444
7	51%	69	10.8	528
8	0	0	10.9	515
All	32%	145	<u>12.7</u>	2065

Evaluation

Bedford Stuyvesant Collegiate met this accountability measure. Our results grow as students grow older. Unfortunately the opposite trend is evident in District 16.

Additional Evidence

We are pleased to see the comparative growth our students are showing relative to their peers in District 16.

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

Grade	Percent of Students Enrolled in at Least their Second Year Who Are at Proficiency Compared to Local District Students					
	2012-13		2013-14		2014-15	
	Charter School	Local District	Charter School	Local District	Charter School	Local District
3						
4						
5	0%	17%	53%	16%	33%	16.4
6	42%	8%	54%	12%	48%	12.2
7	44%	4%	64%	7%	51%	10.8
8	41%	6%	55%	7%	0	10.9
All	40%	9%	53%	10%	32%	12.7

Goal 2: Comparative Measure

Each year, the school will exceed its predicted level of performance on the state mathematics exam by an Effect Size of 0.3 or above (performing higher than expected to a meaningful degree) according to a regression analysis controlling for economically disadvantaged students 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. The Institute uses a regression analysis to control for the percentage of economically disadvantaged students among all public schools in New York State. The Institute compares the school's actual performance to the predicted performance of public schools with a similar economically disadvantaged percentage. The difference between the schools' actual and predicted performance, relative to other schools with similar economically disadvantaged statistics, produces an Effect Size. An Effect Size of 0.3 or performing higher than expected to a meaningful degree is the requirement for achieving this measure.

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

Results

We are pleased with the "Higher than expected to a large degree" Effect Size.

2013-14 Mathematics Comparative Performance by Grade Level

Grade	Percent of Economically Disadvantaged Students	Number of Students Tested	Percent of Students at Proficiency		Difference between Actual and Predicted	Effect Size
			Actual	Predicted		
3						
4						
5	88.4	78	32	25.9	6.1	0.34
6	78.4	71	55	26.4	28.6	1.40
7	86.3	72	54	17.8	36.2	2.21
8	78.3	58	64	16.1	47.9	2.35
All	83.2	279	50.2	21.9	28.3	1.51

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

Evaluation

The school's aggregate Effect Size exceeded 0.3. We are pleased to see the effect size increase as students stay with us.

Additional Evidence

While we dipped as a school in 12-13 we are excited to be moving back to our 11-12 level.

Mathematics Comparative Performance by School Year

School Year	Grades	Percent Eligible for Free Lunch/ Economically Disadvantaged	Number Tested	Actual	Predicted	Effect Size
2011-12	5-8	71%	257	88%	52%	1.70
2012-13	5-8	66%	270	40%	23%	1.03
2013-14	5-8	83.2	279	50.2%	21.9%	1.51

Goal 2: Growth Measure¹⁰

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

Method

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

Given the timing of the state's release of Growth Model data, the 2014-15 analysis is not yet available. This report contains 2013-14 results, the most recent Growth Model data available.¹¹

2013-14 Mathematics Mean Growth Percentile by Grade Level

Grade	Mean Growth Percentile
-------	------------------------

¹⁰ See Guidelines for [Creating a SUNY Accountability Plan](#) for an explanation.

¹¹ Schools can acquire these data from the NYSED's business portal: portal.nysed.gov.

	School	Statewide Median
4		50.0
5	56.2	50.0
6	60.6	50.0
7	62.9	50.0
8	60.0	50.0
All	<u>59.8</u>	50.0

Evaluation

All cohorts are well above the Statewide Median.

Additional Evidence

We are pleased to be above the Statewide median in this measure.

Mathematics Mean Growth Percentile by Grade Level and School Year

Grade	Mean Growth Percentile			
	2011-12 ¹²	2012-13	2013-14	Statewide Median
4				50.0
5		76.0	56.2	50.0
6		64.2	60.6	50.0
7		72.7	62.9	50.0
8		47.0	60.0	50.0
All		<u>62.5</u>	<u>59.8</u>	50.0

In addition, the school administered the NYS Integrated Algebra Regents in Grade 8. The results of the Integrated Algebra Regents exam are below. We feel that the Regents results for the 2013-2014 8th grade cohort are representative of the strong mathematics instruction students are receiving to help prepare them for college.

Mathematics Regents Passing Rate with a score of 65 by Cohort and Year

Cohort Designation	2011-12		2012-13		2013-2014		Number in Cohort	Percent Passing
	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing		
2009								
2010								
2011	39	100%						

¹² Grade level results not available.

2012			53	87%				
2013					57	85%		
2014							66	54%

Summary of the Mathematics Goal

All of our measures were achieved this year with the exception of our absolute measure. We feel that this year's data shows that we are well underway towards attaining this Accountability Plan goal and we look forward to next year's results to further reinforce that we are indeed on the right path.

Type	Measure	Outcome
Absolute	Each year, 75 percent of all tested students who are enrolled in at least their second year will perform at proficiency on the New York State mathematics exam for grades 3-8.	Did Not Achieve
Absolute	Each year, the school's aggregate Performance Level Index (PLI) on the state mathematics exam will meet that year's Annual Measurable Objective (AMO) set forth in the state's NCLB accountability system.	Achieved
Comparative	Each year, the percent of all tested students who are enrolled in at least their second year and performing at proficiency on the state mathematics exam will be greater than that of students in the same tested grades in the local school district.	Achieved
Comparative	Each year, the school will exceed its predicted level of performance on the state mathematics exam by an Effect Size of 0.3 or above (performing higher than expected to a small degree) according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State. (Using 2013-14 school district results.)	Achieved
Growth	Each year, under the state's Growth Model the school's mean unadjusted growth percentile in mathematics for all tested students in grades 4-8 will be above the state's unadjusted median growth percentile.	Achieved

Action Plan

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

- With the addition of the Common Core, math lessons will be diving deeply into each objective, giving scholars more time to explore math problems. Teachers will focus on celebrating the problem solving process/thinking as much or more than the final product. Lesson will be introduced using a rigorous exploratory problem. The main purpose of this activity is to give the students a chance to use their prior knowledge to explore and solve a problem. Teachers will update lesson plans with the creation of a list of questions that the teacher will use to help guide the students through the exploratory nature and self-discovery of mathematical concepts. Teachers will create a list of common errors/pitfalls that the students may make, and highlight these anticipated mistakes to the class before they fall trap to these errors.

- Revise lesson plans to ensure that there is direct instruction in explicit problem-solving strategies for identifying the operation in word-problems. Our math teachers noted that this was an area of weakness in our students. Often times, reading comprehension is a problem for our students when needing to determine how to solve the math problem. As teachers revise last year's lesson plans and materials, they will be sure to keep these strategies in mind. Observations and lesson plan feedback will be used to ensure that these skills are being incorporated.
- Continue double periods of Math daily. The double period of math gives students the opportunity to learn a procedure and immediately apply it within the same class period. The longer time block allows teachers the time needed to use highly effective math structures (such as timed computation sheets and oral drill) while still having time to provide guided practice and a significant amount of time during Independent practice for students to practice the skills and for the teacher to provide feedback on their work.
- Celebrate student achievement in Math through special events with students and families. Some wonderful traditions that we have developed at Bedford Stuyvesant Collegiate are our annual Pi Day (where students compete to memorize as many numbers of Pi as possible), Fun Fact Friday Day (when our 5th graders must all know their multiplication facts), and our Back to School Night (families come in and play math games with their students).
- Support students with special needs through targeted intervention both through push-in support during class and through small-group instruction out of class. The focus of these interventions will be to remediate previously taught, but not mastered skills. Typically the school hour interventions will take place during the last 30 minutes of the math block. Students who need more remediation will meet with our support team before and after school or during lunch. Our support team will also be providing our math teachers with feedback on their lesson plans and materials in regards to accessibility of the material and best practices for students with learning needs.
- Offer math enrichment through participation in Math competitions such as our Mathletes. Our top math students are invited to join the Mathletes. This team practices once a week after school and to prepare for city-wide math competitions. Students enjoy the opportunity to be challenged and share their love of math with other students.
- Reinforce math skills in daily science classes. Measurement skills, unit conversions, solving for unknown in physics equations and graph creation and interpretation all provide students with an opportunity to use skills learned in math classes. Science and math teachers collaborate and communicate during their common prep periods in order to provide students with a common language to help students develop these skills.

SCIENCE

Goal 3: Science

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

Background

The Science curriculum at Bed Stuy Collegiate 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. During the 2013-2014 school year, Bed Stuy Collegiate 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, sixth, seventh and eighth grade science content. Science instruction consistently reinforced both math and reading skills, and our science teachers 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.

In eighth grade Science, the Regents examinations in The Living Environment were administered for the second time. In preparation for this, students participated in a rigorous course of study and set of laboratory activities, again using literacy skills to complete lab reports throughout the year and conduct research. Students took the Living Environment Regents exam in lieu of the 8th grade State Science exam, following guidance from NYSED which allowed students to forego the 8th grade science exam if they took the Regents instead.

Goal 3: Absolute Measure

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

Method

In lieu of administering the New York State Testing Program science assessment in 8th grade science, the school administered the Regents examination in the Living Environment. The state has set the passing score for Regents exams at 65.

Results

In the school's administration of the NYS Regents exam in The Living Environment, 74% of students tested scored a 65 or higher on the exam, which was equivalent to passing the exam.

Science Regents Passing Rate with a score of 65 by Cohort and Year

Cohort Designation	2012-13		2013-14		2014-2015	
	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing
2012	53	89%				
2013			58	86%		
2014					66	74%

2014-2015 was our fourth year that our 8th graders took the Living Environment Regents Exam. We're very pleased with the high degree of success our students achieved on this exam. We know they will be prepared to take AP classes later in High School because of these results. We also know that our 8th grade science course will continue to refine our practice until we can get to 100% on this exam. We are very aware of the drop in scores from the past two years and we are significantly focused on addressing this challenge.

Evaluation

This measure was met and exceeded, with 74%% of students achieving "proficiency" as measured by a passing grade of 65 or higher on the Regents exam (equivalent to "Level 3 or higher" on the State Science exam).

Additional Evidence

The table below shows performance of Bedford Stuyvesant Collegiate 8th graders on the Living Environment Regents exam for 2013-2014 who are enrolled in at least their second year. 89%of students passed the Regents exam with a score of 65 or higher. We're pleased with this result in our first year of taking this Regents Exam and look forward to improving in the future.

Also, additional evidence may include other valid and reliable assessment results that demonstrate the effectiveness of the science program.

Science Performance by Grade Level and School Year

Grade	Percent of Students Enrolled in At Least Their Second Year at Proficiency					
	2012-13		2013-14		2014-15	
	Percent Proficient	Number Tested	Percent	Number Tested	Percent Proficient	Number Tested
4						
8	88%	51	89%	56	66	74%
All	88%	51	89%	56	66	74%

Goal 3: Comparative Measure

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

Method

n/a Our students did not take the State Science Exam in 2014-2015.

Results

n/a

Evaluation

N/A

Additional Evidence

N/A

Summary of the Science Goal

Bedford Stuyvesant Collegiate exceeded its one measureable science goal for the 2013-2014 school year and feels confident that it will exceed the comparative goal once data is released on Community School District 16's Living Environment Regents performance.

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

Action Plan

Bedford Stuyvesant Collegiate looks forward to continuing to build on the success of its first two years of successful Regents exam administration in the following ways:

- Implementing a revised 8th grade Living Environment curriculum that builds on lessons from the past two years
- Align classroom lessons and materials to revised Scope & Sequence for science grades 5-8 that builds up to Regents preparation in 8th grade and also adds elements of Common Core standards so that this course is aligned to the new Common Core Regents expectations
- Revise assessments and scope and sequence for 5th-8th grade science to align all grades with Common Core science standards

NCLB

Goal 4: NCLB

The school will make Adequate Yearly Progress.

Goal 4: Absolute Measure

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

Method

Because *all* students are expected to meet the state's learning standards, the federal No Child Left Behind legislation stipulates that various sub-populations and demographic categories of students among all tested students must meet state proficiency standards. New York, like all states, established a system for making these determinations for its public schools. Each year the state issues School Report Cards. The report cards indicate each school's status under the state's No Child Left Behind (NCLB) accountability system.

Results

Bedford Stuyvesant Collegiate Accountability Status is in "Good Standing".

Evaluation

We have consistently met this measure during our initial charter period.

Additional Evidence

Bedford Stuyvesant has met this measure each year.

NCLB Status by Year

Year	Status
2012-13	Good Standing
2013-14	Good standing
2014-15	Good standing

APPENDIX A: HIGH SCHOOL GOALS AND MEASURES

High School Cohorts

ENGLISH LANGUAGE ARTS

Goal 1: Absolute Measure

Each year, 75 percent of students in the high school Accountability Cohort will score at least 65 on the New York State Regents English exam by the completion of their fourth year in the cohort.

(§) Each year, 65 percent of students in the high school Accountability Cohort will meet the college and career ready standard (currently scoring 75 on the New York State Regents English exam) by the completion of their fourth year in the cohort.

Method

The school administered the New York State Regents Comprehensive English exam that students must pass to graduate. The school scores Regents on a scale from 0 to 100. The State Education Department defines the following pass levels: scoring 65 to meet the graduation requirement for a Regents diploma; and scoring 75 to meet the college and career readiness standard.¹³ This measure examines the percent of the Accountability Cohort that passed the exam by the completion of their fourth year in the cohort. Students have until the summer of their fourth year to do so.

Results

As this is Bedford Stuyvesant Collegiate's third year in high school, the ELA goals are not yet applicable. However, 86% of Bedford Stuyvesant Collegiate's 9th grade students already received a score of 65 or above on their New York State Common Core Regents English exam. We expect that we will continue to make progress toward our goal over the next three years by continuing to refine our curriculum and offer supports throughout the school day and after school from peers and staff.

Additionally, there is no Bedford Stuyvesant Collegiate cohort in their fourth year, so we cannot measure whether the Accountability Performance Level (APL)¹⁴ on the Regents English exam of students completing their fourth year in the Accountability Cohort will meet the Annual Measurable Objective (AMO) set forth in the state's NCLB accountability system.

¹³ The statewide adaptation of the Common Core State Standards includes incorporating college and career readiness performance standards for the English language arts exam. The state has benchmarked student ELA test performance to the likely need for remedial course work when students enter college by comparing student 3-8 test results and Regents results to their post-secondary experience at SUNY and CUNY. Besides raising the cut scores for proficiency in the 3-8 testing program, the state has begun to set college and career readiness standards for passing Regents.

¹⁴ The APL for Regents exams is based on the college and career ready standard. In English, 0 to 64 is Level 1, 65 to 74 is Level 2, 75 to 100 Levels 3&4.. The APL is the sum of the percent of students in an Accountability Cohort at Levels 2, 3 and 4 plus the percent at Levels 3&4.

We will not be able to report on the comparative and growth measures until 2016 when the first cohort of Bedford Stuyvesant Collegiate will be in their fourth year of high school.

Evaluation

In its first year, Bedford Stuyvesant Collegiate met its measure with an 82% passing rate. In its second administration of the Comprehensive English Regents Exam, 84% of students tested passed with a score of 65 or higher at the completion of their second year in the cohort. This indicates meets the goal of 75% of students passing this exam by completion of their fourth year in the cohort.

Additional Evidence

English Regents Passing Rate with a score of 65 (75) by Cohort and Year

Cohort Designation	2012-13		2013-14		2014-2015	
	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing
2012	34	82%	21	100%	21	100%
2013			34	88%	33	100%
2014					38	86%

MATHEMATICS

Goal 2: Absolute Measure

Each year, 75 percent of students in the high school Accountability Cohort will score at least 65 on a New York State Regents mathematics exam by the completion of their fourth year in the cohort.

(§) Each year, 65 percent of students in the high school Accountability Cohort will meet the college and career ready standard (currently scoring 80 on a New York State Regents math exam) by the completion of their fourth year in the cohort.

Method

The school administered the New York State Regents Geometry, exams. The school scores Regents on a scale from 0 to 100. The State Education Department defines the following pass levels: scoring 65 to meet the graduation requirement for a Regents diploma; and scoring 80 to meet the college and career readiness standard.¹⁵ This measure requires students in each Accountability Cohort to achieve the requisite score on any one of the Regents mathematics exams by their fourth year in the cohort. Students may have taken a particular Regents mathematics exam multiple times

¹⁵ The statewide adaptation of the Common Core State Standards includes incorporating college and career readiness performance standards for the English language arts exam. The state has benchmarked student mathematics test performance to the likely need for remedial course work when students enter college by comparing student 3-8 test results and Regents results to their post-secondary experience at SUNY and CUNY. Besides raising the cut scores for proficiency in the 3-8 testing program, the state has begun to set college and career readiness standards for passing Regents.

or have taken multiple mathematics exams. Students have until the summer of their fourth year to pass a mathematics exam.

Results

Even though this goal does not yet apply to Bedford Stuyvesant Collegiate, our students are showing strong progress towards this goal, with 100% of students in only their third year cohort passing the mandatory mathematics Regents exams. We hope to continue to build on these strong results as students encounter more Regents exams in their high school career.

We expect that we will continue to make progress toward our goal over the next three years by continuing to refine our curriculum and offer supports throughout the school day and after school from peers and staff.

All of the Bedford Stuyvesant Collegiate students scored a proficient or above on their 8th grade New York State Math Exam.

Additionally, there is no Bedford Stuyvesant Collegiate cohort in their fourth year, so we cannot measure whether the Accountability Performance Level (APL)¹⁶ on the Regents Math exam of students completing their fourth year in the Accountability Cohort will meet the Annual Measurable Objective (AMO) set forth in the state's NCLB accountability system.

We will not be able to report on the comparative and growth measures until 2016 when the first cohort of Bedford Stuyvesant Collegiate will be in their fourth year of high school.

Additional Evidence

Mathematics Regents Passing Rate with a score of 65 (80) by Cohort and Year

Cohort Designation	2010-11		2011-12		2012-13		2013-14		2014-15	
	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing
2012					34	97%	31	98%	23	100%
2013							34	56%	31	100%
2014									38	76%

¹⁶ The APL for Regents exams is based on the college and career ready standard. In English, 0 to 64 is Level 1, 65 to 74 is Level 2, 75 to 100 Levels 3&4.. The APL is the sum of the percent of students in an Accountability Cohort at Levels 2, 3 and 4 plus the percent at Levels 3&4.



Appendix B: Total Expenditures and Administrative Expenditures per Child

Last updated: 07/27/2015

Page 1

Charter School Name: 331600860918 BEDFORD STUY COLLEGIATE CS

B. Financial Information

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

1. Total Expenditures Per Child

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

Line 1: Total Expenditures	6716792
Line 2: Year End Per Pupil Count	488
Line 3: Divide Line 1 by Line 2	13764

2. Administrative Expenditures per Child

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

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

Please note the following:

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

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

Line 1: Relevant Personnel Services Cost (Row)	686689
Line 2: Management and General Cost (Column)	684125
Line 3: Sum of Line 1 and Line 2	1370814
Line 4: Year End Per Pupil Count	488
Line 5: Divide Line 3 by the Year End Per Pupil Count	2809

Thank you.



GENERAL INSTRUCTIONS FOR ANNUAL BUDGET/QUARTERLY REPORT

TEMPLATE TABS

1- GRAY tab contains the Instructions

Instructions	Provides description of tabs and input requirements.
------------------------------	--

2- BLUE tabs require input of information

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

CELL COLORS & GUIDANCE COMMENTS

 = Enter information into the light BLUE shaded cells.

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

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

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

District Code	School District Name	Final 2014-15 Basic Tuition*	Final 2015-16 Basic Tuition*
--------------------------	-----------------------------	---	---



Charter Schools Institute
The State University of New York

ANNUAL BUDGET & QUARTERLY REPORT TEMPLATE

Bedford Stuyvesant Collegiate Charter School

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

Current Academic Year: 2015-16

Prior Academic Year: #NAME?

BEDFORD STUYVESANT COLLEGIATE CHAR
2015-16

ENROLLMENT BY GRADES								
GRADES	K	1	2	3	4	5	6	7
INITIAL BUDGETED ENROLLMENT						84.3	84.18	82
TOTAL ENROLLMENT = 317.48								

ENROLLMENT BY DISTRICT								
		PRIOR YEAR	ANNUAL BUDGET					
			TOTAL DISTRICTS/ENROLLMENT BY QUARTER					
		ACTUAL	QUARTER 1		QUARTER 2		QUARTER 3	
			Original	Revised	Original	Revised	Original	Revised
NUMBER OF SCHOOL DISTRICTS ENROLLED:		0	1	0	1	0	1	0
NUMBER OF STUDENTS ENROLLED:		0	317	0	317	0	317	0
			NOTE:					
			IF there are NO Annual Budget revisions leave "Revised Budgeted Enrollment" Column(s) COME BLANK.					
			IF "Revised Budgeted Enrollment" column is utilized, all cells in the entire column should be completed.					
			ANNUAL BUDGET					
			ENROLLMENT BY QUARTER					
		#NAME?	QUARTER 1		QUARTER 2		QUARTER 3	
		Actual Enrollment	Original Budgeted Enrollment	Revised Budgeted Enrollment	Original Budgeted Enrollment	Revised Budgeted Enrollment	Original Budgeted Enrollment	Revised Budgeted Enrollment
PRIMARY/OTHER		DISTRICT NAME(S)	317		317		317	
1	PRIMARY District	NYC CHANCELLOR'S OFFICE						
2	SECONDARY District	(Select from drop-down list)						
	Other District 3	(Select from drop-down list)						
	Other District 4	(Select from drop-down list)						
	Other District 5	(Select from drop-down list)						
	Other District 6	(Select from drop-down list)						
	Other District 7	(Select from drop-down list)						
	Other District 8	(Select from drop-down list)						
	Other District 9	(Select from drop-down list)						
	Other District 10	(Select from drop-down list)						
	Other District 11	(Select from drop-down list)						
	Other District 12	(Select from drop-down list)						
	Other District 13	(Select from drop-down list)						
	Other District 14	(Select from drop-down list)						
	Other District 15	(Select from drop-down list)						
	Other District 16	(Select from drop-down list)						
	Other District 17	(Select from drop-down list)						
	Other District 18	(Select from drop-down list)						
	Other District 19	(Select from drop-down list)						
	Other District 20	(Select from drop-down list)						
	Other District 21	(Select from drop-down list)						
	Other District 22	(Select from drop-down list)						
	Other District 23	(Select from drop-down list)						
	Other District 24	(Select from drop-down list)						
	Other District 25	(Select from drop-down list)						
	Other District 26	(Select from drop-down list)						
	Other District 27	(Select from drop-down list)						
	Other District 28	(Select from drop-down list)						
	Other District 29	(Select from drop-down list)						
	Other District 30	(Select from drop-down list)						
	Other District 31	(Select from drop-down list)						
	Other District 32	(Select from drop-down list)						
	Other District 33	(Select from drop-down list)						
	Other District 34	(Select from drop-down list)						
	Other District 35	(Select from drop-down list)						
	Other District 36	(Select from drop-down list)						
	Other District 37	(Select from drop-down list)						
	Other District 38	(Select from drop-down list)						
	Other District 39	(Select from drop-down list)						
	Other District 40	(Select from drop-down list)						
	Other District 41	(Select from drop-down list)						
	Other District 42	(Select from drop-down list)						
	Other District 43	(Select from drop-down list)						
	Other District 44	(Select from drop-down list)						
	Other District 45	(Select from drop-down list)						
	Other District 46	(Select from drop-down list)						
	Other District 47	(Select from drop-down list)						
	Other District 48	(Select from drop-down list)						
	Other District 49	(Select from drop-down list)						
	Other District 50	(Select from drop-down list)						

TER SCHOOL

8	9	10	11	12
67				

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

**BEDFORD STUYVESANT COLLEGIATE CHAR
2015-16**

STAFFING PLAN - FULL TIME EQUIVALENT

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

ADMINISTRATIVE PERSONNEL FTE		ANNUAL BUDGETED FTE						
*NOTE: Enter the number of FTE positions in the "blue" cells.		Q1		Q2		Q3		Q4
	ACTUAL	Original	Revised	Original	Revised	Original	Revised	Original
Executive Management		1.0		1.0		1.0		1.0
Instructional Management		1.0		1.0		1.0		1.0
Deans, Directors & Coordinators		3.7		3.7		3.7		3.7
CFO / Director of Finance								
Operation / Business Manager								
Administrative Staff		1.0		1.0		1.0		1.0
TOTAL ADMINISTRATIVE STAFF	0.0	6.7	0.0	6.7	0.0	6.7	0.0	6.7
INSTRUCTIONAL PERSONNEL FTE		ANNUAL BUDGETED FTE						
*NOTE: Enter the number of FTE positions in the "blue" cells.		Q1		Q2		Q3		Q4
	ACTUAL	Original	Revised	Original	Revised	Original	Revised	Original
Teachers - Regular		22.0		22.0		22.0		22.0
Teachers - SPED		4.0		4.0		4.0		4.0
Substitute Teachers								
Teaching Assistants		2.0		2.0		2.0		2.0
Specialty Teachers		1.0		1.0		1.0		1.0
Aides								
Therapists & Counselors		1.0		1.0		1.0		1.0
Other		1.0		1.0		1.0		1.0
TOTAL INSTRUCTIONAL	0.0	31.0	0.0	31.0	0.0	31.0	0.0	31.0
NON-INSTRUCTIONAL PERSONNEL FTE		ANNUAL BUDGETED FTE						
*NOTE: Enter the number of FTE positions in the "blue" cells.		Q1		Q2		Q3		Q4
	ACTUAL	Original	Revised	Original	Revised	Original	Revised	Original
Nurse								
Librarian								
Custodian								
Security								
Other		1.0		1.0		1.0		1.0
TOTAL NON-INSTRUCTIONAL	0.0	1.0	0.0	1.0	0.0	1.0	0.0	1.0
TOTAL PERSONNEL SERVICE FTE	0.0	38.7	0.0	38.7	0.0	38.7	0.0	38.7

STAFFING PLAN - WAGES

ADMINISTRATIVE PERSONNEL WAGES		ANNUAL BUDGETED WAGES							
*NOTE: Enter the average salary for each category in the "blue" cells.	2014-15	Q1		Q2		Q3		Q4	
	ACTUAL	Original	Revised	Original	Revised	Original	Revised	Original	Revised
Executive Management		113842		113842		113842		113842	
Instructional Management		118458		118458		118458		118458	
Deans, Directors & Coordinators		86082.2727273		86082.2727273		86082.2727273		86082.2727273	
CFO / Director of Finance									
Operation / Business Manager									
Administrative Staff		50000		50000		50000		50000	
INSTRUCTIONAL PERSONNEL WAGES		ANNUAL BUDGETED WAGES							
*NOTE: Enter the average salary for each category in the "blue" cells.	2014-15	Q1		Q2		Q3		Q4	
	ACTUAL	Original	Revised	Original	Revised	Original	Revised	Original	Revised
Teachers - Regular		71596.8181818		71596.8181818		71596.8181818		71596.8181818	
Teachers - SPED		76305.75		76305.75		76305.75		76305.75	
Substitute Teachers									
Teaching Assistants		52300		52300		52300		52300	
Specialty Teachers		43016		43016		43016		43016	
Aides									
Therapists & Counselors		65405		65405		65405		65405	
Other		159400		159400		159400		159400	
NON-INSTRUCTIONAL PERSONNEL WAGES		ANNUAL BUDGETED WAGES							
*NOTE: Enter the average salary for each category in the "blue" cells.	2014-15	Q1		Q2		Q3		Q4	
	ACTUAL	Original	Revised	Original	Revised	Original	Revised	Original	Revised
Nurse									
Librarian									
Custodian									
Security									
Other		54000		54000		54000		54000	

FTE ("FTE")

TELY BLANK.
ctions.

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

ADMINISTRATIVE PERSONNEL FTE		ACTUAL QUARTERLY FTE				Description of Assumptions
*NOTE: Enter the number of FTE positions in the "blue" cells.	4	Q1 Actual	Q2 Actual	Q3 Actual	Q4 Actual	
Revised						
Executive Management						
Instructional Management						
Deans, Directors & Coordinators						
CFO / Director of Finance						
Operation / Business Manager						
Administrative Staff						
TOTAL ADMINISTRATIVE STAFF	0.0	0.0	0.0	0.0	0.0	
INSTRUCTIONAL PERSONNEL FTE		ACTUAL QUARTERLY FTE				Description of Assumptions
*NOTE: Enter the number of FTE positions in the "blue" cells.	4	Q1 Actual	Q2 Actual	Q3 Actual	Q4 Actual	
Revised						
Teachers - Regular						
Teachers - SPED						
Substitute Teachers						
Teaching Assistants						
Specialty Teachers						
Aides						
Therapists & Counselors						
Other						
TOTAL INSTRUCTIONAL	0.0	0.0	0.0	0.0	0.0	
NON-INSTRUCTIONAL PERSONNEL FTE		ACTUAL QUARTERLY FTE				Description of Assumptions
*NOTE: Enter the number of FTE positions in the "blue" cells.	4	Q1 Actual	Q2 Actual	Q3 Actual	Q4 Actual	
Revised						
Nurse						
Librarian						
Custodian						
Security						
Other						
TOTAL NON-INSTRUCTIONAL	0.0	0.0	0.0	0.0	0.0	
TOTAL PERSONNEL SERVICE FTE	0.0	0.0	0.0	0.0	0.0	

TER SCHOOL

ADMINISTRATIVE PERSONNEL WAGES		ACTUAL QUARTERLY WAGES				Description of Assumptions
*NOTE: Enter the average salary for each category in the "blue" cells.	4	Q1	Q2	Q3	Q4	
	Revised	Actual	Actual	Actual	Actual	
Executive Management						
Instructional Management						
Deans, Directors & Coordinators						
CFO / Director of Finance						
Operation / Business Manager						
Administrative Staff						
INSTRUCTIONAL PERSONNEL WAGES		ACTUAL QUARTERLY WAGES				Description of Assumptions
*NOTE: Enter the average salary for each category in the "blue" cells.	4	Q1	Q2	Q3	Q4	
	Revised	Actual	Actual	Actual	Actual	
Teachers - Regular						
Teachers - SPED						
Substitute Teachers						
Teaching Assistants						
Specialty Teachers						
Aides						
Therapists & Counselors						
Other						
NON-INSTRUCTIONAL PERSONNEL WAGES		ACTUAL QUARTERLY WAGES				Description of Assumptions
*NOTE: Enter the average salary for each category in the "blue" cells.	4	Q1	Q2	Q3	Q4	
	Revised	Actual	Actual	Actual	Actual	
Nurse						
Librarian						
Custodian						
Security						
Other						

Total Revenue	-	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?
Total Expenses	-	1,275,815	#NAME?	#NAME?	1,275,815	#NAME?	#NAME?	1,275,815
Net Income	-	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?
Actual Student Enrollment	-	317	-	-	317	-	-	317

Prior Year Actual	1st Quarter - 7/1 - 9/30			2nd Quarter - 10/1 - 12/31			3rd Quarter - 1/1 - 3/31
	Original Budget	Revised Budget	Variance	Original Budget	Revised Budget	Variance	
#NAME?							

REVENUES FROM STATE SOURCES

Per Pupil Revenue

[illegible]

TOTAL Per Pupil Revenue (Weighted Average Per Pupil Funding)

Special Education Revenue

Grants

Stimulus
DYCD (Department of Youth and Community Development)

Other

TOTAL REVENUE FROM STATE SOURCES

REVENUE FROM FEDERAL FUNDING

IDEA Special Needs

Title I

Title Funding - Other

School Food Service (Free Lunch)

Grants

Charter School Program (CSP) Planning & Implementation

Other

Other

TOTAL REVENUE FROM FEDERAL SOURCES

LOCAL and OTHER REVENUE

Contributions and Donations

Fundraising

Erate Reimbursement

Earnings on Investments

Interest Income

Food Service (Income from meals)

Text Book

OTHER

TOTAL REVENUE FROM LOCAL and OTHER SOURCES

[illegible]

TOTAL REVENUE

BEDFORD STUYVESANT COLLEGIATE CHART
Budget / Operating Plan
2015-16

Total Revenue	-	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?
Total Expenses	-	1,275,815	#NAME?	#NAME?	1,275,815	#NAME?	#NAME?	1,275,815
Net Income	-	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?
Actual Student Enrollment	-	317	-	-	317	-	-	317
	Prior Year Actual	1st Quarter - 7/1 - 9/30			2nd Quarter - 10/1 - 12/31			3rd Quarter
	#NAME?	Original Budget	Revised Budget	Variance	Original Budget	Revised Budget	Variance	Original Budget
EXPENSES								
ADMINISTRATIVE STAFF PERSONNEL COSTS	Avg. No. of Positions							
Executive Management	1.00	-	28,461	-	#NAME?	28,461	-	#NAME?
Instructional Management	1.00	-	29,615	-	#NAME?	29,615	-	#NAME?
Deans, Directors & Coordinators	3.67	-	78,909	-	#NAME?	78,909	-	#NAME?
CFO / Director of Finance	-	-	-	-	#NAME?	-	-	#NAME?
Operation / Business Manager	-	-	-	-	#NAME?	-	-	#NAME?
Administrative Staff	1.00	-	12,500	-	#NAME?	12,500	-	#NAME?
TOTAL ADMINISTRATIVE STAFF	6.67	-	149,484	-	#NAME?	149,484	-	#NAME?
INSTRUCTIONAL PERSONNEL COSTS								
Teachers - Regular	22.00	-	393,783	-	#NAME?	393,783	-	#NAME?
Teachers - SPED	4.00	-	76,306	-	#NAME?	76,306	-	#NAME?
Substitute Teachers	-	-	-	-	#NAME?	-	-	#NAME?
Teaching Assistants	2.00	-	26,150	-	#NAME?	26,150	-	#NAME?
Specialty Teachers	1.00	-	10,754	-	#NAME?	10,754	-	#NAME?
Aides	-	-	-	-	#NAME?	-	-	#NAME?
Therapists & Counselors	1.00	-	16,351	-	#NAME?	16,351	-	#NAME?
Other	1.00	-	39,850	-	#NAME?	39,850	-	#NAME?
TOTAL INSTRUCTIONAL	31.00	-	563,194	-	#NAME?	563,194	-	#NAME?
NON-INSTRUCTIONAL PERSONNEL COSTS								
Nurse	-	-	-	-	#NAME?	-	-	#NAME?
Librarian	-	-	-	-	#NAME?	-	-	#NAME?
Custodian	-	-	-	-	#NAME?	-	-	#NAME?
Security	-	-	-	-	#NAME?	-	-	#NAME?
Other	1.00	-	13,500	-	#NAME?	13,500	-	#NAME?
TOTAL NON-INSTRUCTIONAL	1.00	-	13,500	-	#NAME?	13,500	-	#NAME?
SUBTOTAL PERSONNEL SERVICE COSTS	38.67	-	726,177	-	#NAME?	726,177	-	#NAME?
PAYROLL TAXES AND BENEFITS								
Payroll Taxes		-	59,487	-	#NAME?	59,487	-	#NAME?
Fringe / Employee Benefits		-	95,669	-	#NAME?	95,669	-	#NAME?
Retirement / Pension		-	-	-	#NAME?	-	-	#NAME?
TOTAL PAYROLL TAXES AND BENEFITS		-	155,156	-	#NAME?	155,156	-	#NAME?
TOTAL PERSONNEL SERVICE COSTS	38.67	-	881,333	-	#NAME?	881,333	-	#NAME?
CONTRACTED SERVICES								
Accounting / Audit		-	1,691	-	#NAME?	1,691	-	#NAME?
Legal		-	750	-	#NAME?	750	-	#NAME?
Management Company Fee		-	101,497	-	#NAME?	101,497	-	#NAME?
Nurse Services		-	-	-	#NAME?	-	-	#NAME?
Food Service / School Lunch		-	-	-	#NAME?	-	-	#NAME?
Payroll Services		-	2,430	-	#NAME?	2,430	-	#NAME?
Special Ed Services		-	1,250	-	#NAME?	1,250	-	#NAME?
Titlement Services (i.e. Title I)		-	-	-	#NAME?	-	-	#NAME?
Other Purchased / Professional / Consulting		-	9,781	-	#NAME?	9,781	-	#NAME?
TOTAL CONTRACTED SERVICES		-	117,399	-	#NAME?	117,399	-	#NAME?

	BEDFORD STUYVESANT COLLEGIATE CHARTER SCHOOL Budget / Operating Plan 2015-16							
Total Revenue	-	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?
Total Expenses	-	1,275,815	#NAME?	#NAME?	1,275,815	#NAME?	#NAME?	1,275,815
Net Income	-	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?
Actual Student Enrollment	-	317	-	-	317	-	-	317
	Prior Year Actual	1st Quarter - 7/1 - 9/30			2nd Quarter - 10/1 - 12/31			3rd Quarter
	#NAME?	Original Budget	Revised Budget	Variance	Original Budget	Revised Budget	Variance	Original Budget
ENROLLMENT - *School Districts Are Linked To Above Entries*								
Number of Districts:	-	1	-	-	1	-	-	1
NYC CHANCELLOR'S OFFICE	-	317	-	-	317	-	-	317
-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-
ALL OTHER School Districts: (Weighted Avg)	-	-	-	-	-	-	-	-
TOTAL ENROLLMENT	-	317	-	-	317	-	-	317
REVENUE PER PUPIL	-	#NAME?	-	#NAME?	#NAME?	-	#NAME?	#NAME?
EXPENSES PER PUPIL	-	4,025	-	#NAME?	4,025	-	#NAME?	4,025

			ER SCHOOL				
Total Revenue			#NAME?	#NAME?	#NAME?	#NAME?	#NAME?
Total Expenses			#NAME?	#NAME?	1,275,815	#NAME?	#NAME?
Net Income			#NAME?	#NAME?	#NAME?	#NAME?	#NAME?
Actual Student Enrollment			-	-	317	-	-
			Quarter - 1/1 - 3/31		4th Quarter - 4/1 - 6/30		
			Revised Budget	Variance	Original Budget	Revised Budget	Variance
REVENUE			SED' Column(s) COMPLETELY BLANK. ST be completed.				
REVENUES FROM STATE SOURCES		2015-16					
Per Pupil Revenue		Per Pupil Rate					
NYC CHANCELLOR'S OFFICE		#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?
-		#N/A	#N/A	#NAME?	#N/A	#N/A	#NAME?
-		#N/A	#N/A	#NAME?	#N/A	#N/A	#NAME?
-		#N/A	#N/A	#NAME?	#N/A	#N/A	#NAME?
-		#N/A	#N/A	#NAME?	#N/A	#N/A	#NAME?
-		#N/A	#N/A	#NAME?	#N/A	#N/A	#NAME?
-		#N/A	#N/A	#NAME?	#N/A	#N/A	#NAME?
-		#N/A	#N/A	#NAME?	#N/A	#N/A	#NAME?
-		#N/A	#N/A	#NAME?	#N/A	#N/A	#NAME?
-		#N/A	#N/A	#NAME?	#N/A	#N/A	#NAME?
-		#N/A	#N/A	#NAME?	#N/A	#N/A	#NAME?
-		#N/A	#N/A	#NAME?	#N/A	#N/A	#NAME?
-		#N/A	#N/A	#NAME?	#N/A	#N/A	#NAME?
-		#N/A	#N/A	#NAME?	#N/A	#N/A	#NAME?
-		#N/A	#N/A	#NAME?	#N/A	#N/A	#NAME?
-		#N/A	#N/A	#NAME?	#N/A	#N/A	#NAME?
ALL OTHER School Districts: (Weighted Avg)		#N/A	#N/A	#NAME?	#N/A	#N/A	#NAME?
TOTAL Per Pupil Revenue (Weighted Average Per Pupil Funding)		#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?
Special Education Revenue			-	#NAME?	131,856	-	#NAME?
Grants							
Stimulus			-	#NAME?	-	-	#NAME?
DYCD (Department of Youth and Community Development)			-	#NAME?	-	-	#NAME?
Other			-	#NAME?	-	-	#NAME?
Other			-	#NAME?	-	-	#NAME?
TOTAL REVENUE FROM STATE SOURCES			#NAME?	#NAME?	#NAME?	#NAME?	#NAME?
REVENUE FROM FEDERAL FUNDING							
IDEA Special Needs			-	#NAME?	5,659	-	#NAME?
Title I			-	#NAME?	30,698	-	#NAME?
Title Funding - Other			-	#NAME?	749	-	#NAME?
School Food Service (Free Lunch)			-	#NAME?	-	-	#NAME?
Grants							
Charter School Program (CSP) Planning & Implementation			-	#NAME?	-	-	#NAME?
Other			-	#NAME?	-	-	#NAME?
Other			-	#NAME?	-	-	#NAME?
TOTAL REVENUE FROM FEDERAL SOURCES			-	#NAME?	37,105	-	#NAME?
LOCAL and OTHER REVENUE							
Contributions and Donations			-	#NAME?	-	-	#NAME?
Fundraising			-	#NAME?	-	-	#NAME?
Erate Reimbursement			-	#NAME?	20,598	-	#NAME?
Earnings on Investments			-	#NAME?	-	-	#NAME?
Interest Income			-	#NAME?	-	-	#NAME?
Food Service (Income from meals)			-	#NAME?	-	-	#NAME?
Text Book			-	#NAME?	-	-	#NAME?
OTHER			-	#NAME?	-	-	#NAME?
TOTAL REVENUE FROM LOCAL and OTHER SOURCES			-	#NAME?	20,598	-	#NAME?
TOTAL REVENUE			#NAME?	#NAME?	#NAME?	#NAME?	#NAME?

ER SCHOOL					
Total Revenue		#NAME?	#NAME?	#NAME?	#NAME?
Total Expenses		#NAME?	#NAME?	1,275,815	#NAME?
Net Income		#NAME?	#NAME?	#NAME?	#NAME?
Actual Student Enrollment		-	-	317	-
		Quarter - 1/1 - 3/31		4th Quarter - 4/1 - 6/30	
		Revised Budget	Variance	Original Budget	Revised Budget Variance
EXPENSES					
ADMINISTRATIVE STAFF PERSONNEL COSTS		Avg. No. of Positions			
Executive Management	1.00	-	#NAME?	28,461	- #NAME?
Instructional Management	1.00	-	#NAME?	29,615	- #NAME?
Deans, Directors & Coordinators	3.67	-	#NAME?	78,909	- #NAME?
CFO / Director of Finance	-	-	#NAME?	-	- #NAME?
Operation / Business Manager	-	-	#NAME?	-	- #NAME?
Administrative Staff	1.00	-	#NAME?	12,500	- #NAME?
TOTAL ADMINISTRATIVE STAFF	6.67	-	#NAME?	149,484	- #NAME?
INSTRUCTIONAL PERSONNEL COSTS					
Teachers - Regular	22.00	-	#NAME?	393,783	- #NAME?
Teachers - SPED	4.00	-	#NAME?	76,306	- #NAME?
Substitute Teachers	-	-	#NAME?	-	- #NAME?
Teaching Assistants	2.00	-	#NAME?	26,150	- #NAME?
Specialty Teachers	1.00	-	#NAME?	10,754	- #NAME?
Aides	-	-	#NAME?	-	- #NAME?
Therapists & Counselors	1.00	-	#NAME?	16,351	- #NAME?
Other	1.00	-	#NAME?	39,850	- #NAME?
TOTAL INSTRUCTIONAL	31.00	-	#NAME?	563,194	- #NAME?
NON-INSTRUCTIONAL PERSONNEL COSTS					
Nurse	-	-	#NAME?	-	- #NAME?
Librarian	-	-	#NAME?	-	- #NAME?
Custodian	-	-	#NAME?	-	- #NAME?
Security	-	-	#NAME?	-	- #NAME?
Other	1.00	-	#NAME?	13,500	- #NAME?
TOTAL NON-INSTRUCTIONAL	1.00	-	#NAME?	13,500	- #NAME?
SUBTOTAL PERSONNEL SERVICE COSTS		-	#NAME?	726,177	- #NAME?
PAYROLL TAXES AND BENEFITS					
Payroll Taxes		-	#NAME?	59,487	- #NAME?
Fringe / Employee Benefits		-	#NAME?	95,669	- #NAME?
Retirement / Pension		-	#NAME?	-	- #NAME?
TOTAL PAYROLL TAXES AND BENEFITS		-	#NAME?	155,156	- #NAME?
TOTAL PERSONNEL SERVICE COSTS		-	#NAME?	881,333	- #NAME?
CONTRACTED SERVICES					
Accounting / Audit		-	#NAME?	1,691	- #NAME?
Legal		-	#NAME?	750	- #NAME?
Management Company Fee		-	#NAME?	101,497	- #NAME?
Nurse Services		-	#NAME?		- #NAME?
Food Service / School Lunch		-	#NAME?		- #NAME?
Payroll Services		-	#NAME?	2,430	- #NAME?
Special Ed Services		-	#NAME?	1,250	- #NAME?
Titlement Services (i.e. Title I)		-	#NAME?		- #NAME?
Other Purchased / Professional / Consulting		-	#NAME?	9,781	- #NAME?
TOTAL CONTRACTED SERVICES		-	#NAME?	117,399	- #NAME?

	ER SCHOOL				
Total Revenue	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?
Total Expenses	#NAME?	#NAME?	1,275,815	#NAME?	#NAME?
Net Income	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?
Actual Student Enrollment	-	-	317	-	-
	Quarter - 1/1 - 3/31		4th Quarter - 4/1 - 6/30		
	Revised Budget	Variance	Original Budget	Revised Budget	Variance
SCHOOL OPERATIONS					
Board Expenses	-	#NAME?	125	-	#NAME?
Classroom / Teaching Supplies & Materials	-	#NAME?	19,750	-	#NAME?
Special Ed Supplies & Materials	-	#NAME?		-	#NAME?
Textbooks / Workbooks	-	#NAME?	2,375	-	#NAME?
Supplies & Materials other	-	#NAME?		-	#NAME?
Equipment / Furniture	-	#NAME?	2,934	-	#NAME?
Telephone	-	#NAME?	13,956	-	#NAME?
Technology	-	#NAME?	75,392	-	#NAME?
Student Testing & Assessment	-	#NAME?	3,782	-	#NAME?
Field Trips	-	#NAME?	31,113	-	#NAME?
Transportation (student)	-	#NAME?	250	-	#NAME?
Student Services - other	-	#NAME?	4,750	-	#NAME?
Office Expense	-	#NAME?	5,000	-	#NAME?
Staff Development	-	#NAME?	25,750	-	#NAME?
Staff Recruitment	-	#NAME?	2,475	-	#NAME?
Student Recruitment / Marketing	-	#NAME?	7,875	-	#NAME?
School Meals / Lunch	-	#NAME?		-	#NAME?
Travel (Staff)	-	#NAME?		-	#NAME?
Fundraising	-	#NAME?		-	#NAME?
Other	-	#NAME?	40,629	-	#NAME?
TOTAL SCHOOL OPERATIONS	-	#NAME?	236,156	-	#NAME?
FACILITY OPERATION & MAINTENANCE					
Insurance	-	#NAME?	11,919	-	#NAME?
Janitorial	-	#NAME?	-	-	#NAME?
Building and Land Rent / Lease / Facility Finance Interest	-	#NAME?	27,508	-	#NAME?
Repairs & Maintenance	-	#NAME?	750	-	#NAME?
Equipment / Furniture	-	#NAME?	750	-	#NAME?
Security	-	#NAME?	-	-	#NAME?
Utilities	-	#NAME?	-	-	#NAME?
TOTAL FACILITY OPERATION & MAINTENANCE	-	#NAME?	40,926	-	#NAME?
DEPRECIATION & AMORTIZATION	-	#NAME?	-	-	#NAME?
RESERVES / CONTINGENCY	-	#NAME?	-	-	#NAME?
TOTAL EXPENSES	-	#NAME?	1,275,815	-	#NAME?
NET INCOME	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?

	ER SCHOOL				
Total Revenue	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?
Total Expenses	#NAME?	#NAME?	1,275,815	#NAME?	#NAME?
Net Income	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?
Actual Student Enrollment	-	-	317	-	-
	Quarter - 1/1 - 3/31		4th Quarter - 4/1 - 6/30		
	Revised Budget	Variance	Original Budget	Revised Budget	Variance
ENROLLMENT - *School Districts Are Linked To Above Entries*					
Number of Districts:	-	-	1	-	-
NYC CHANCELLOR'S OFFICE	-	-	317	-	-
-	-	-	-	-	-
-	-	-	-	-	-
-	-	-	-	-	-
-	-	-	-	-	-
-	-	-	-	-	-
-	-	-	-	-	-
-	-	-	-	-	-
-	-	-	-	-	-
-	-	-	-	-	-
-	-	-	-	-	-
-	-	-	-	-	-
-	-	-	-	-	-
-	-	-	-	-	-
ALL OTHER School Districts: (Weighted Avg)	-	-	-	-	-
TOTAL ENROLLMENT	-	-	317	-	-
REVENUE PER PUPIL					
	-	#NAME?	#NAME?	-	#NAME?
EXPENSES PER PUPIL					
	-	#NAME?	4,025	-	#NAME?

		BEDFORD STUYVESANT COLLEGE				
		Budget / Operating 2015-16				
Total Revenue		#NAME?	#NAME?	#NAME?	#NAME?	#NAME?
Total Expenses		5,103,259	#NAME?	#NAME?	(5,103,259)	#NAME?
Net Income		#NAME?	#NAME?	#NAME?	#NAME?	#NAME?
Actual Student Enrollment						
		Total Year			VARIANCE	
		Original Budget	Revised Budget	Variance	Original Budget vs. PY Budget	Revised Budget vs. PY Budget
REVENUE						
REVENUES FROM STATE SOURCES		2015-16				
Per Pupil Revenue		Per Pupil Rate				
NYC CHANCELLOR'S OFFICE		#NAME?	#NAME?	#NAME?	#NAME?	#NAME?
-		#N/A	#N/A	#NAME?	#N/A	#NAME?
-		#N/A	#N/A	#NAME?	#N/A	#NAME?
-		#N/A	#N/A	#NAME?	#N/A	#NAME?
-		#N/A	#N/A	#NAME?	#N/A	#NAME?
-		#N/A	#N/A	#NAME?	#N/A	#NAME?
-		#N/A	#N/A	#NAME?	#N/A	#NAME?
-		#N/A	#N/A	#NAME?	#N/A	#NAME?
-		#N/A	#N/A	#NAME?	#N/A	#NAME?
-		#N/A	#N/A	#NAME?	#N/A	#NAME?
-		#N/A	#N/A	#NAME?	#N/A	#NAME?
-		#N/A	#N/A	#NAME?	#N/A	#NAME?
-		#N/A	#N/A	#NAME?	#N/A	#NAME?
-		#N/A	#N/A	#NAME?	#N/A	#NAME?
ALL OTHER School Districts: (Weighted Avg)		#N/A	#N/A	#NAME?	#N/A	#NAME?
TOTAL Per Pupil Revenue (Weighted Average Per Pupil Funding)		#NAME?	#NAME?	#NAME?	#NAME?	#NAME?
Special Education Revenue		527,423	#NAME?	#NAME?	527,423	#NAME?
Grants		-	#NAME?	#NAME?	-	#NAME?
Stimulus		-	#NAME?	#NAME?	-	#NAME?
DYCD (Department of Youth and Community Development)		-	#NAME?	#NAME?	-	#NAME?
Other		-	#NAME?	#NAME?	-	#NAME?
Other		-	#NAME?	#NAME?	-	#NAME?
TOTAL REVENUE FROM STATE SOURCES		#NAME?	#NAME?	#NAME?	#NAME?	#NAME?
REVENUE FROM FEDERAL FUNDING						
IDEA Special Needs		22,637	#NAME?	#NAME?	22,637	#NAME?
Title I		122,790	#NAME?	#NAME?	122,790	#NAME?
Title Funding - Other		2,994	#NAME?	#NAME?	2,994	#NAME?
School Food Service (Free Lunch)		-	#NAME?	#NAME?	-	#NAME?
Grants		-	#NAME?	#NAME?	-	#NAME?
Charter School Program (CSP) Planning & Implementation		-	#NAME?	#NAME?	-	#NAME?
Other		-	#NAME?	#NAME?	-	#NAME?
Other		-	#NAME?	#NAME?	-	#NAME?
TOTAL REVENUE FROM FEDERAL SOURCES		148,421	#NAME?	#NAME?	148,421	#NAME?
LOCAL and OTHER REVENUE						
Contributions and Donations		-	#NAME?	#NAME?	-	#NAME?
Fundraising		-	#NAME?	#NAME?	-	#NAME?
Erate Reimbursement		82,390	#NAME?	#NAME?	82,390	#NAME?
Earnings on Investments		-	#NAME?	#NAME?	-	#NAME?
Interest Income		-	#NAME?	#NAME?	-	#NAME?
Food Service (Income from meals)		-	#NAME?	#NAME?	-	#NAME?
Text Book		-	#NAME?	#NAME?	-	#NAME?
OTHER		-	#NAME?	#NAME?	-	#NAME?
TOTAL REVENUE FROM LOCAL and OTHER SOURCES		82,390	#NAME?	#NAME?	82,390	#NAME?
TOTAL REVENUE		#NAME?	#NAME?	#NAME?	#NAME?	#NAME?

BEDFORD STUYVESANT COLLEGE				
Budget / Operating				
2015-16				
Total Revenue	#NAME?	#NAME?	#NAME?	#NAME?
Total Expenses	5,103,259	#NAME?	#NAME?	(5,103,259)
Net Income	#NAME?	#NAME?	#NAME?	#NAME?
Actual Student Enrollment				
Total Year			VARIANCE	
Original Budget	Revised Budget	Variance	Original Budget vs. PY Budget	Revised Budget vs. PY Budget
EXPENSES				
ADMINISTRATIVE STAFF PERSONNEL COSTS	Avg. No. of Positions			
Executive Management	1.00	113,842	#NAME?	#NAME?
Instructional Management	1.00	118,458	#NAME?	#NAME?
Deans, Directors & Coordinators	3.67	315,635	#NAME?	#NAME?
CFO / Director of Finance	-	-	#NAME?	#NAME?
Operation / Business Manager	-	-	#NAME?	#NAME?
Administrative Staff	1.00	50,000	#NAME?	#NAME?
TOTAL ADMINISTRATIVE STAFF	6.67	597,935	#NAME?	#NAME?
INSTRUCTIONAL PERSONNEL COSTS				
Teachers - Regular	22.00	1,575,130	#NAME?	#NAME?
Teachers - SPED	4.00	305,223	#NAME?	#NAME?
Substitute Teachers	-	-	#NAME?	#NAME?
Teaching Assistants	2.00	104,600	#NAME?	#NAME?
Specialty Teachers	1.00	43,016	#NAME?	#NAME?
Aides	-	-	#NAME?	#NAME?
Therapists & Counselors	1.00	65,405	#NAME?	#NAME?
Other	1.00	159,400	#NAME?	#NAME?
TOTAL INSTRUCTIONAL	31.00	2,252,774	#NAME?	#NAME?
NON-INSTRUCTIONAL PERSONNEL COSTS				
Nurse	-	-	#NAME?	#NAME?
Librarian	-	-	#NAME?	#NAME?
Custodian	-	-	#NAME?	#NAME?
Security	-	-	#NAME?	#NAME?
Other	1.00	54,000	#NAME?	#NAME?
TOTAL NON-INSTRUCTIONAL	1.00	54,000	#NAME?	#NAME?
SUBTOTAL PERSONNEL SERVICE COSTS	38.67	2,904,709	#NAME?	#NAME?
PAYROLL TAXES AND BENEFITS				
Payroll Taxes		237,948	#NAME?	#NAME?
Fringe / Employee Benefits		382,674	#NAME?	#NAME?
Retirement / Pension		-	#NAME?	#NAME?
TOTAL PAYROLL TAXES AND BENEFITS		620,622	#NAME?	#NAME?
TOTAL PERSONNEL SERVICE COSTS	38.67	3,525,331	#NAME?	#NAME?
CONTRACTED SERVICES				
Accounting / Audit		6,765	#NAME?	#NAME?
Legal		3,000	#NAME?	#NAME?
Management Company Fee		405,988	#NAME?	#NAME?
Nurse Services		-	#NAME?	#NAME?
Food Service / School Lunch		-	#NAME?	#NAME?
Payroll Services		9,720	#NAME?	#NAME?
Special Ed Services		5,000	#NAME?	#NAME?
Titlement Services (i.e. Title I)		-	#NAME?	#NAME?
Other Purchased / Professional / Consulting		39,124	#NAME?	#NAME?
TOTAL CONTRACTED SERVICES		469,597	#NAME?	#NAME?

BEDFORD STUYVESANT COLLEGE Budget / Operating 2015-16					
Total Revenue	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?
Total Expenses	5,103,259	#NAME?	#NAME?	(5,103,259)	#NAME?
Net Income	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?
Actual Student Enrollment					
	Total Year			VARIANCE	
	Original Budget	Revised Budget	Variance	Original Budget vs. PY Budget	Revised Budget vs. PY Budget
SCHOOL OPERATIONS					
Board Expenses	500	#NAME?	#NAME?	(500)	#NAME?
Classroom / Teaching Supplies & Materials	79,000	#NAME?	#NAME?	(79,000)	#NAME?
Special Ed Supplies & Materials	-	#NAME?	#NAME?	-	#NAME?
Textbooks / Workbooks	9,500	#NAME?	#NAME?	(9,500)	#NAME?
Supplies & Materials other	-	#NAME?	#NAME?	-	#NAME?
Equipment / Furniture	11,735	#NAME?	#NAME?	(11,735)	#NAME?
Telephone	55,824	#NAME?	#NAME?	(55,824)	#NAME?
Technology	301,566	#NAME?	#NAME?	(301,566)	#NAME?
Student Testing & Assessment	15,129	#NAME?	#NAME?	(15,129)	#NAME?
Field Trips	124,454	#NAME?	#NAME?	(124,454)	#NAME?
Transportation (student)	1,000	#NAME?	#NAME?	(1,000)	#NAME?
Student Services - other	19,000	#NAME?	#NAME?	(19,000)	#NAME?
Office Expense	20,000	#NAME?	#NAME?	(20,000)	#NAME?
Staff Development	103,001	#NAME?	#NAME?	(103,001)	#NAME?
Staff Recruitment	9,900	#NAME?	#NAME?	(9,900)	#NAME?
Student Recruitment / Marketing	31,500	#NAME?	#NAME?	(31,500)	#NAME?
School Meals / Lunch	-	#NAME?	#NAME?	-	#NAME?
Travel (Staff)	-	#NAME?	#NAME?	-	#NAME?
Fundraising	-	#NAME?	#NAME?	-	#NAME?
Other	162,517	#NAME?	#NAME?	(162,517)	#NAME?
TOTAL SCHOOL OPERATIONS	944,626	#NAME?	#NAME?	(944,626)	#NAME?
FACILITY OPERATION & MAINTENANCE					
Insurance	47,675	#NAME?	#NAME?	(47,675)	#NAME?
Janitorial	-	#NAME?	#NAME?	-	#NAME?
Building and Land Rent / Lease / Facility Finance Interest	110,030	#NAME?	#NAME?	(110,030)	#NAME?
Repairs & Maintenance	3,000	#NAME?	#NAME?	(3,000)	#NAME?
Equipment / Furniture	3,000	#NAME?	#NAME?	(3,000)	#NAME?
Security	-	#NAME?	#NAME?	-	#NAME?
Utilities	-	#NAME?	#NAME?	-	#NAME?
TOTAL FACILITY OPERATION & MAINTENANCE	163,705	#NAME?	#NAME?	(163,705)	#NAME?
DEPRECIATION & AMORTIZATION	-	#NAME?	#NAME?	-	#NAME?
RESERVES / CONTINGENCY	-	#NAME?	#NAME?	-	#NAME?
TOTAL EXPENSES	5,103,259	#NAME?	#NAME?	(5,103,259)	#NAME?
NET INCOME	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?

BEDFORD STUYVESANT COLLEGE				
Budget / Operatin				
2015-16				
Total Revenue	#NAME?	#NAME?	#NAME?	#NAME?
Total Expenses	5,103,259	#NAME?	#NAME?	(5,103,259)
Net Income	#NAME?	#NAME?	#NAME?	#NAME?
Actual Student Enrollment				
	Total Year			VARIANCE
	Original Budget	Revised Budget	Variance	Original Budget vs. PY Budget
ENROLLMENT - *School Districts Are Linked To Above Entries*				
Number of Districts:				
NYC CHANCELLOR'S OFFICE				
-				
-				
-				
-				
-				
-				
-				
-				
-				
-				
-				
ALL OTHER School Districts: (Weighted Avg)				
TOTAL ENROLLMENT				
REVENUE PER PUPIL				
EXPENSES PER PUPIL				

Total Revenue
Total Expenses
Net Income
Actual Student Enrollment

DESCRIPTION OF ASSUMPTIONS

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

Total Revenue
Total Expenses
Net Income
Actual Student Enrollment

DESCRIPTION OF ASSUMPTIONS

EXPENSES	
ADMINISTRATIVE STAFF PERSONNEL COSTS	Avg. No. of Positions
Executive Management	1.00
Instructional Management	1.00
Deans, Directors & Coordinators	3.67
CFO / Director of Finance	-
Operation / Business Manager	-
Administrative Staff	1.00
TOTAL ADMINISTRATIVE STAFF	6.67
INSTRUCTIONAL PERSONNEL COSTS	
Teachers - Regular	22.00
Teachers - SPED	4.00
Substitute Teachers	-
Teaching Assistants	2.00
Specialty Teachers	1.00
Aides	-
Therapists & Counselors	1.00
Other	1.00
TOTAL INSTRUCTIONAL	31.00
NON-INSTRUCTIONAL PERSONNEL COSTS	
Nurse	-
Librarian	-
Custodian	-
Security	-
Other	1.00
TOTAL NON-INSTRUCTIONAL	1.00
SUBTOTAL PERSONNEL SERVICE COSTS	38.67
PAYROLL TAXES AND BENEFITS	
Payroll Taxes	
Fringe / Employee Benefits	
Retirement / Pension	
TOTAL PAYROLL TAXES AND BENEFITS	
TOTAL PERSONNEL SERVICE COSTS	38.67
CONTRACTED SERVICES	
Accounting / Audit	
Legal	
Management Company Fee	
Nurse Services	
Food Service / School Lunch	
Payroll Services	
Special Ed Services	
Titlement Services (i.e. Title I)	
Other Purchased / Professional / Consulting	
TOTAL CONTRACTED SERVICES	

ATE CHARTER SCHOOL

g Plan

Total Revenue	
Total Expenses	
Net Income	
Actual Student Enrollment	

DESCRIPTION OF ASSUMPTIONS

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

TOTAL SCHOOL OPERATIONS

- Insurance
- Janitorial
- Building and Land Rent / Lease / Facility Finance Interest
- Repairs & Maintenance
- Equipment / Furniture
- Security
- Utilities

TOTAL FACILITY OPERATION & MAINTENANCE

RESERVES / CONTINGENCY

TOTAL EXPENSES

NET INCOME	\$ 79,800
-------------------	------------------

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

BEDFORD STUYVESANT COLLEGIATE CHARTER SCHOOL
BALANCE SHEET
2015-16

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

BEDFORD STUYVESANT COLLEGIATE CHARTER SCHOOL

Budget / Operating Plan

2015-16

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

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

EXPENSES

Quarter 0

No. of Positions

ADMINISTRATIVE STAFF PERSONNEL COSTS

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

INSTRUCTIONAL PERSONNEL COSTS

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

NON-INSTRUCTIONAL PERSONNEL COSTS

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

SUBTOTAL PERSONNEL SERVICE COSTS

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

PAYROLL TAXES AND BENEFITS

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

TOTAL PERSONNEL SERVICE COSTS

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

CONTRACTED SERVICES

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

2015-16

NET INCOME

BEDFORD STUYVESANT COLLEGIATE CHARTER SCHOOL
Budget / Operating Plan

2015-16

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

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

ENROLLMENT - *School Districts Are Linked To Above Entries*

NYC CHANCELLOR'S OFFICE	-	#NAME?	-	-	#NAME?	-	-
-	-	#NAME?	-	-	#NAME?	-	-
-	-	#NAME?	-	-	#NAME?	-	-
-	-	#NAME?	-	-	#NAME?	-	-
-	-	#NAME?	-	-	#NAME?	-	-
-	-	#NAME?	-	-	#NAME?	-	-
-	-	#NAME?	-	-	#NAME?	-	-
-	-	#NAME?	-	-	#NAME?	-	-
-	-	#NAME?	-	-	#NAME?	-	-
-	-	#NAME?	-	-	#NAME?	-	-
-	-	#NAME?	-	-	#NAME?	-	-
-	-	#NAME?	-	-	#NAME?	-	-
-	-	#NAME?	-	-	#NAME?	-	-
-	-	#NAME?	-	-	#NAME?	-	-
-	-	#NAME?	-	-	#NAME?	-	-
-	-	#NAME?	-	-	#NAME?	-	-
-	-	#NAME?	-	-	#NAME?	-	-
-	-	#NAME?	-	-	#NAME?	-	-
ALL OTHER School Districts: (Count = 0)	-	#NAME?	-	-	#NAME?	-	-
TOTAL ENROLLMENT	-	#NAME?	-	-	#NAME?	-	-
REVENUE PER PUPIL	-	#NAME?	#NAME?	-	#NAME?	#NAME?	-
EXPENSES PER PUPIL	-	#NAME?	#NAME?	-	#NAME?	#NAME?	-

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

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

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

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

BEDFORD STUYVESANT COLLEGIATE CHA

Budget / Operating Plan

2015-16

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

*NOTE: Enrollment, Revenue and Expenditure Data IN the 'Total and Variance Analysis' Section is Based on LAST ACTUAL Quarter Completed	TOTALS AND VARIANCE ANALYSIS						
	Actual		vs.				
	Current Budget (Current Quarter)	Current Budget	Current Budget - TY	Actual vs. Current Budget TY	Original Budget (Current Quarter)	Actual vs. Original Budget	
	Actual						

EXPENSES		Quarter 0					
ADMINISTRATIVE STAFF PERSONNEL COSTS		No. of Positions					
Executive Management	#NAME?		#NAME?	#NAME?	#NAME?	#NAME?	#NAME?
Instructional Management	#NAME?		#NAME?	#NAME?	#NAME?	#NAME?	#NAME?
Deans, Directors & Coordinators	#NAME?		#NAME?	#NAME?	#NAME?	#NAME?	#NAME?
CFO / Director of Finance	#NAME?		#NAME?	#NAME?	#NAME?	#NAME?	#NAME?
Operation / Business Manager	#NAME?		#NAME?	#NAME?	#NAME?	#NAME?	#NAME?
Administrative Staff	#NAME?		#NAME?	#NAME?	#NAME?	#NAME?	#NAME?
TOTAL ADMINISTRATIVE STAFF	#NAME?		#NAME?	#NAME?	#NAME?	#NAME?	#NAME?
INSTRUCTIONAL PERSONNEL COSTS							
Teachers - Regular	#NAME?		#NAME?	#NAME?	#NAME?	#NAME?	#NAME?
Teachers - SPED	#NAME?		#NAME?	#NAME?	#NAME?	#NAME?	#NAME?
Substitute Teachers	#NAME?		#NAME?	#NAME?	#NAME?	#NAME?	#NAME?
Teaching Assistants	#NAME?		#NAME?	#NAME?	#NAME?	#NAME?	#NAME?
Specialty Teachers	#NAME?		#NAME?	#NAME?	#NAME?	#NAME?	#NAME?
Aides	#NAME?		#NAME?	#NAME?	#NAME?	#NAME?	#NAME?
Therapists & Counselors	#NAME?		#NAME?	#NAME?	#NAME?	#NAME?	#NAME?
Other	#NAME?		#NAME?	#NAME?	#NAME?	#NAME?	#NAME?
TOTAL INSTRUCTIONAL	#NAME?		#NAME?	#NAME?	#NAME?	#NAME?	#NAME?
NON-INSTRUCTIONAL PERSONNEL COSTS							
Nurse	#NAME?		#NAME?	#NAME?	#NAME?	#NAME?	#NAME?
Librarian	#NAME?		#NAME?	#NAME?	#NAME?	#NAME?	#NAME?
Custodian	#NAME?		#NAME?	#NAME?	#NAME?	#NAME?	#NAME?
Security	#NAME?		#NAME?	#NAME?	#NAME?	#NAME?	#NAME?
Other	#NAME?		#NAME?	#NAME?	#NAME?	#NAME?	#NAME?
TOTAL NON-INSTRUCTIONAL	#NAME?		#NAME?	#NAME?	#NAME?	#NAME?	#NAME?
SUBTOTAL PERSONNEL SERVICE COSTS							
PAYROLL TAXES AND BENEFITS							
Payroll Taxes			#NAME?	#NAME?	#NAME?	#NAME?	#NAME?
Fringe / Employee Benefits			#NAME?	#NAME?	#NAME?	#NAME?	#NAME?
Retirement / Pension			#NAME?	#NAME?	#NAME?	#NAME?	#NAME?
TOTAL PAYROLL TAXES AND BENEFITS			#NAME?	#NAME?	#NAME?	#NAME?	#NAME?
TOTAL PERSONNEL SERVICE COSTS							
CONTRACTED SERVICES							
Accounting / Audit			#NAME?	#NAME?	#NAME?	#NAME?	#NAME?
Legal			#NAME?	#NAME?	#NAME?	#NAME?	#NAME?
Management Company Fee			#NAME?	#NAME?	#NAME?	#NAME?	#NAME?
Nurse Services			#NAME?	#NAME?	#NAME?	#NAME?	#NAME?
Food Service / School Lunch			#NAME?	#NAME?	#NAME?	#NAME?	#NAME?
Payroll Services			#NAME?	#NAME?	#NAME?	#NAME?	#NAME?
Special Ed Services			#NAME?	#NAME?	#NAME?	#NAME?	#NAME?
Titlement Services (i.e. Title I)			#NAME?	#NAME?	#NAME?	#NAME?	#NAME?
Other Purchased / Professional / Consulting			#NAME?	#NAME?	#NAME?	#NAME?	#NAME?
TOTAL CONTRACTED SERVICES			#NAME?	#NAME?	#NAME?	#NAME?	#NAME?

**Budget / Operating Plan
2015-16**

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

BEDFORD STUYVESANT COLLEGIATE CHA
Budget / Operating Plan
2015-16

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

*NOTE: Enrollment, Revenue and Expenditure Data IN the 'Total and Variance Analysis' Section is Based on LAST ACTUAL Quarter Completed	TOTALS AND VARIANCE ANALYSIS						
	Actual vs.			Actual vs.			
	Current Budget (Current Quarter)	Current Budget	Current Budget - TY	Current Budget TY	Original Budget (Current Quarter)	Actual vs. Original Budget	
	Actual						

ENROLLMENT - *School Districts Are Linked To Above Entries*	* Enrollment Data Based on Last Actual Quarter Completed						
	-	-	-		-	-	
NYC CHANCELLOR'S OFFICE	-	-	-		-	-	
-	-	-	-		-	-	
-	-	-	-		-	-	
-	-	-	-		-	-	
-	-	-	-		-	-	
-	-	-	-		-	-	
-	-	-	-		-	-	
-	-	-	-		-	-	
-	-	-	-		-	-	
-	-	-	-		-	-	
-	-	-	-		-	-	
-	-	-	-		-	-	
-	-	-	-		-	-	
-	-	-	-		-	-	
-	-	-	-		-	-	
-	-	-	-		-	-	
-	-	-	-		-	-	
ALL OTHER School Districts: (Count = 0)	-	-	-		-	-	
TOTAL ENROLLMENT	-	-	-		-	-	
REVENUE PER PUPIL	-	-	-		-	-	
EXPENSES PER PUPIL	-	-	-		-	-	

ARTER SCHOOL				
Total Revenue	#NAME?	#NAME?	#NAME?	#NAME?
Total Expenses	5,103,259	#NAME?	#NAME?	#NAME?
Net Income	#NAME?	#NAME?	#NAME?	#NAME?
Actual Student Enrollment			-	
*NOTE: Enrollment, Revenue and Expenditure Data IN the 'Total and Variance Analysis' Section is Based on LAST ACTUAL Quarter Completed		\$		
		Actual vs. Original Budget - TY	PY Actual (PY TY / No. of COMPLETED Actual CY Quarters	Actual CY vs. Actual PY
REVENUE				
REVENUES FROM STATE SOURCES				
Per Pupil Revenue	CY Per Pupil Rate			
NYC CHANCELLOR'S OFFICE	#NAME?	#NAME?	#NAME?	#NAME?
-	#N/A	#N/A	#NAME?	#NAME?
-	#N/A	#N/A	#NAME?	#NAME?
-	#N/A	#N/A	#NAME?	#NAME?
-	#N/A	#N/A	#NAME?	#NAME?
-	#N/A	#N/A	#NAME?	#NAME?
-	#N/A	#N/A	#NAME?	#NAME?
-	#N/A	#N/A	#NAME?	#NAME?
-	#N/A	#N/A	#NAME?	#NAME?
-	#N/A	#N/A	#NAME?	#NAME?
-	#N/A	#N/A	#NAME?	#NAME?
-	#N/A	#N/A	#NAME?	#NAME?
-	#N/A	#N/A	#NAME?	#NAME?
-	#N/A	#N/A	#NAME?	#NAME?
-	#N/A	#N/A	#NAME?	#NAME?
ALL OTHER School Districts: (Count = 0)	#N/A	#N/A	#NAME?	#NAME?
TOTAL Per Pupil Revenue (Weighted Average Per Pupil Funding)	#NAME?	#NAME?	#NAME?	#NAME?
Special Education Revenue		527,423	#NAME?	#NAME?
Grants				
Stimulus		-	#NAME?	#NAME?
DYCD (Department of Youth and Community Development)		-	#NAME?	#NAME?
Other		-	#NAME?	#NAME?
Other		-	#NAME?	#NAME?
TOTAL REVENUE FROM STATE SOURCES		#NAME?	#NAME?	#NAME?
REVENUE FROM FEDERAL FUNDING				
IDEA Special Needs		22,637	#NAME?	#NAME?
Title I		122,790	#NAME?	#NAME?
Title Funding - Other		2,994	#NAME?	#NAME?
School Food Service (Free Lunch)		-	#NAME?	#NAME?
Grants				
Charter School Program (CSP) Planning & Implementation		-	#NAME?	#NAME?
Other		-	#NAME?	#NAME?
Other		-	#NAME?	#NAME?
TOTAL REVENUE FROM FEDERAL SOURCES		148,421	#NAME?	#NAME?
LOCAL and OTHER REVENUE				
Contributions and Donations		-	#NAME?	#NAME?
Fundraising		-	#NAME?	#NAME?
Erate Reimbursement		82,390	#NAME?	#NAME?
Earnings on Investments		-	#NAME?	#NAME?
Interest Income		-	#NAME?	#NAME?
Food Service (Income from meals)		-	#NAME?	#NAME?
Text Book		-	#NAME?	#NAME?
OTHER		-	#NAME?	#NAME?
TOTAL REVENUE FROM LOCAL and OTHER SOURCES		82,390	#NAME?	#NAME?
TOTAL REVENUE		#NAME?	#NAME?	#NAME?

ARTER SCHOOL				
Total Revenue	#NAME?	#NAME?	#NAME?	#NAME?
Total Expenses	5,103,259	#NAME?	#NAME?	#NAME?
Net Income	#NAME?	#NAME?	#NAME?	#NAME?
Actual Student Enrollment			-	
*NOTE: Enrollment, Revenue and Expenditure Data IN the 'Total and Variance Analysis' Section is Based on LAST ACTUAL Quarter Completed		\$		
		Actual vs. Original Budget - TY	PY Actual (PY TY / No. of COMPLETED Actual CY Quarters	Actual CY vs. Actual PY
EXPENSES				
ADMINISTRATIVE STAFF PERSONNEL COSTS		Quarter 0 No. of Positions		
Executive Management	#NAME?	113,842	#NAME?	#NAME?
Instructional Management	#NAME?	118,458	#NAME?	#NAME?
Deans, Directors & Coordinators	#NAME?	315,635	#NAME?	#NAME?
CFO / Director of Finance	#NAME?	-	#NAME?	#NAME?
Operation / Business Manager	#NAME?	-	#NAME?	#NAME?
Administrative Staff	#NAME?	50,000	#NAME?	#NAME?
TOTAL ADMINISTRATIVE STAFF	#NAME?	597,935	#NAME?	#NAME?
INSTRUCTIONAL PERSONNEL COSTS				
Teachers - Regular	#NAME?	1,575,130	#NAME?	#NAME?
Teachers - SPED	#NAME?	305,223	#NAME?	#NAME?
Substitute Teachers	#NAME?	-	#NAME?	#NAME?
Teaching Assistants	#NAME?	104,600	#NAME?	#NAME?
Specialty Teachers	#NAME?	43,016	#NAME?	#NAME?
Aides	#NAME?	-	#NAME?	#NAME?
Therapists & Counselors	#NAME?	65,405	#NAME?	#NAME?
Other	#NAME?	159,400	#NAME?	#NAME?
TOTAL INSTRUCTIONAL	#NAME?	2,252,774	#NAME?	#NAME?
NON-INSTRUCTIONAL PERSONNEL COSTS				
Nurse	#NAME?	-	#NAME?	#NAME?
Librarian	#NAME?	-	#NAME?	#NAME?
Custodian	#NAME?	-	#NAME?	#NAME?
Security	#NAME?	-	#NAME?	#NAME?
Other	#NAME?	54,000	#NAME?	#NAME?
TOTAL NON-INSTRUCTIONAL	#NAME?	54,000	#NAME?	#NAME?
SUBTOTAL PERSONNEL SERVICE COSTS		#NAME?	2,904,709	#NAME?
PAYROLL TAXES AND BENEFITS				
Payroll Taxes		237,948	#NAME?	#NAME?
Fringe / Employee Benefits		382,674	#NAME?	#NAME?
Retirement / Pension		-	#NAME?	#NAME?
TOTAL PAYROLL TAXES AND BENEFITS		620,622	#NAME?	#NAME?
TOTAL PERSONNEL SERVICE COSTS		#NAME?	3,525,331	#NAME?
CONTRACTED SERVICES				
Accounting / Audit		6,765	#NAME?	#NAME?
Legal		3,000	#NAME?	#NAME?
Management Company Fee		405,988	#NAME?	#NAME?
Nurse Services		-	#NAME?	#NAME?
Food Service / School Lunch		-	#NAME?	#NAME?
Payroll Services		9,720	#NAME?	#NAME?
Special Ed Services		5,000	#NAME?	#NAME?
Titlement Services (i.e. Title I)		-	#NAME?	#NAME?
Other Purchased / Professional / Consulting		39,124	#NAME?	#NAME?
TOTAL CONTRACTED SERVICES		469,597	#NAME?	#NAME?

IRTER SCHOOL				
Total Revenue	#NAME?	#NAME?	#NAME?	#NAME?
Total Expenses	5,103,259	#NAME?	#NAME?	#NAME?
Net Income	#NAME?	#NAME?	#NAME?	#NAME?
Actual Student Enrollment			-	
5				
*NOTE: Enrollment, Revenue and Expenditure Data IN the 'Total and Variance Analysis' Section is Based on LAST ACTUAL Quarter Completed Actual vs. Original Budget TY PY Actual (PY TY / No. of COMPLETED Actual CY Quarters Actual CY vs. Actual PY				
SCHOOL OPERATIONS				
Board Expenses	500	#NAME?	#NAME?	#NAME?
Classroom / Teaching Supplies & Materials	79,000	#NAME?	#NAME?	#NAME?
Special Ed Supplies & Materials	-	#NAME?	#NAME?	#NAME?
Textbooks / Workbooks	9,500	#NAME?	#NAME?	#NAME?
Supplies & Materials other	-	#NAME?	#NAME?	#NAME?
Equipment / Furniture	11,735	#NAME?	#NAME?	#NAME?
Telephone	55,824	#NAME?	#NAME?	#NAME?
Technology	301,566	#NAME?	#NAME?	#NAME?
Student Testing & Assessment	15,129	#NAME?	#NAME?	#NAME?
Field Trips	124,454	#NAME?	#NAME?	#NAME?
Transportation (student)	1,000	#NAME?	#NAME?	#NAME?
Student Services - other	19,000	#NAME?	#NAME?	#NAME?
Office Expense	20,000	#NAME?	#NAME?	#NAME?
Staff Development	103,001	#NAME?	#NAME?	#NAME?
Staff Recruitment	9,900	#NAME?	#NAME?	#NAME?
Student Recruitment / Marketing	31,500	#NAME?	#NAME?	#NAME?
School Meals / Lunch	-	#NAME?	#NAME?	#NAME?
Travel (Staff)	-	#NAME?	#NAME?	#NAME?
Fundraising	-	#NAME?	#NAME?	#NAME?
Other	162,517	#NAME?	#NAME?	#NAME?
TOTAL SCHOOL OPERATIONS	944,626	#NAME?	#NAME?	#NAME?
FACILITY OPERATION & MAINTENANCE				
Insurance	47,675	#NAME?	#NAME?	#NAME?
Janitorial	-	#NAME?	#NAME?	#NAME?
Building and Land Rent / Lease / Facility Finance Interest	110,030	#NAME?	#NAME?	#NAME?
Repairs & Maintenance	3,000	#NAME?	#NAME?	#NAME?
Equipment / Furniture	3,000	#NAME?	#NAME?	#NAME?
Security	-	#NAME?	#NAME?	#NAME?
Utilities	-	#NAME?	#NAME?	#NAME?
TOTAL FACILITY OPERATION & MAINTENANCE	163,705	#NAME?	#NAME?	#NAME?
DEPRECIATION & AMORTIZATION	-	#NAME?	#NAME?	#NAME?
RESERVES / CONTINGENCY	-	#NAME?	#NAME?	#NAME?
TOTAL EXPENSES	5,103,259	#NAME?	#NAME?	#NAME?
NET INCOME	#NAME?	#NAME?	#NAME?	#NAME?

INTER SCHOOL				
Total Revenue	#NAME?	#NAME?	#NAME?	#NAME?
Total Expenses	5,103,259	#NAME?	#NAME?	#NAME?
Net Income	#NAME?	#NAME?	#NAME?	#NAME?
Actual Student Enrollment			-	
*NOTE: Enrollment, Revenue and Expenditure Data IN the 'Total and Variance Analysis' Section is Based on LAST ACTUAL Quarter Completed		\$	FY Actual (FY	
		Original Budget - TY	Actual vs. Original Budget TY	Actual CY vs. Actual PY
ENROLLMENT - *School Districts Are Linked To Above Entries*				
NYC CHANCELLOR'S OFFICE			-	-
-			-	-
-			-	-
-			-	-
-			-	-
-			-	-
-			-	-
-			-	-
-			-	-
-			-	-
-			-	-
-			-	-
-			-	-
-			-	-
ALL OTHER School Districts: (Count = 0)			-	-
TOTAL ENROLLMENT			-	-
REVENUE PER PUPIL			-	-
EXPENSES PER PUPIL			-	-



Charter Schools Institute
The State University of New York

Annual Report Requirement

for SUNY Authorized Charter Schools

BEDFORD STUYVESANT COLLEGIATE CHARTER SCHOOL

2015-16

Administrative
expenditures per pupil:

\$0.00

Per NYS Statute

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

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

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

Created Wednesday, October 28, 2015

<https://nysed.fluidsurveys.com/account/surveys/537586/responses/export/?collector=109126/s/Regents-Appendix-E-BOT-Form/27>

Page 1

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

1. TRUSTEE NAME

	First Name	Last Name
Trustee Name	St. Claire	Gerald

2. *Your Home Address:

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

3. *Your Business Address

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

4. *Daytime Phone Number:

--

5. *E-mail Address:

--

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

No, I am not.

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

BEDFORD STUYVESANT COLLEGIATE CS (SUNY TRUSTEES) 331600860918

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

(check all that apply)

-
- Parent Representative
-

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

No

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

No

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

No

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

No

Signature of Trustee

A handwritten signature in black ink that reads "St. Claire Gerald". The signature is written in a cursive, flowing style. The first name "St." is written with a large, stylized 'S' and a small 't'. "Claire" is written with a large 'C' and a small 'a'. "Gerald" is written with a large 'G' and a small 'a'.

Thank you.

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

Created Friday, October 02, 2015

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

Page 1

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

1. TRUSTEE NAME

	First Name	Last Name
Trustee Name	John	Greenstein

2. *Your Home Address:

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

3. *Your Business Address

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

4. *Daytime Phone Number:

5. *E-mail Address:

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

No, I am not.

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

BEDFORD STUYVESANT COLLEGIATE CS (SUNY TRUSTEES) 331600860918

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

(check all that apply)

-
- Other, please specify...: Finance Committee Head
-

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

No

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

No

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

No

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

No

Signature of Trustee

A handwritten signature in black ink, appearing to read "J. C. [unclear]", enclosed within a hand-drawn triangular border.

Thank you.

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

Created Thursday, October 15, 2015

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

Page 1

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

1. TRUSTEE NAME

	First Name	Last Name
Trustee Name	Robert	Howitt

2. *Your Home Address:

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

3. *Your Business Address

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

4. *Daytime Phone Number:

5. *E-mail Address:

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

No, I am not.

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

BEDFORD STUYVESANT COLLEGIATE CS (SUNY TRUSTEES) 331600860918

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

(check all that apply)

(No response)

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

No

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

No

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

No

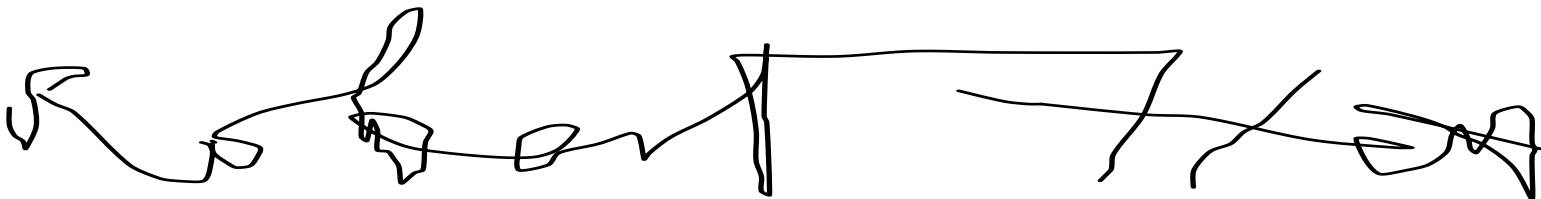
12. Are you a member, director, officer or employee of an organization formally partnered with a school that is doing business with the charter school and in which such entity, during your tenure as a trustee, you and/or your immediate family member or person living in your house had a financial interest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

(No response)

12a. Identify each individual, business, corporation, union association, firm, partnership, committee proprietorship, franchise holding company, joint stock company, business or real estate trust, non-profit organization, or other organization or group of people doing business with the school and in which such entity, during the time of your tenure as a trustee, you and/or your immediate family member or person living in your house had a financial interest or other relationship. If you are a member, director, officer or employee of an organization formally partnered with the school that is doing business with the school through a management or services agreement, please identify only the name of the organization, your position in the organization as well as the relationship between such organization and the school. If there was no financial interest, write **None**.

Organization Conducting Business with the School	Nature of Business Conducted	Approximate Value of the Business Conducted	Name of Trustee and/or Immediate Family Member with Interest	Steps Taken to Avoid Conflict of Interest
1				
2				
3				
4				
5				

Signature of Trustee



Thank you.

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

Created Friday, October 02, 2015

<https://nysed.fluidsurveys.com/account/surveys/537586/responses/export/?collector=109126/s/Regents-Appendix-E-BOT-Form/f3>

Page 1

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

1. TRUSTEE NAME

	First Name	Last Name
Trustee Name	Julie	Kennedy

2. *Your Home Address:

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

3. *Your Business Address

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

4. *Daytime Phone Number:

5. *E-mail Address:

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

No, I am not.

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

BEDFORD STUYVESANT COLLEGIATE CS (SUNY TRUSTEES) 331600860918

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

(check all that apply)

(No response)

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

No

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

No

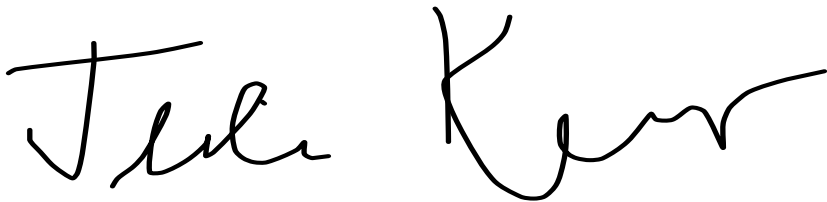
11. Have you or any of your immediate family members or any persons who live with you in your house had an interest in or engaged in a transaction with the charter school during the time you have served on the board, and in the six-month period prior to such service?

No

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

No

Signature of Trustee

A handwritten signature in black ink, appearing to read "Julie K. Kern". The signature is written in a cursive, flowing style.

Thank you.

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

Created Saturday, October 03, 2015

<https://nysed.fluidsurveys.com/account/surveys/537586/responses/export/?collector=109126/s/Regents-Appendix-E-BOT-Form/b6>

Page 1

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

1. TRUSTEE NAME

	First Name	Last Name
Trustee Name	John	Kim

2. *Your Home Address:

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

3. *Your Business Address

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

4. *Daytime Phone Number:

5. *E-mail Address:

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

Uncommon New York City Charter Schools (Ed Corp)

Bedford Stuyvesant Collegiate Charter School

Brooklyn East Collegiate Charter School

Brownsville Collegiate Charter School Excellence

Boys Charter School of Bedford Stuyvesant Excellence

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

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

(check all that apply)

(No response)

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

No

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

No

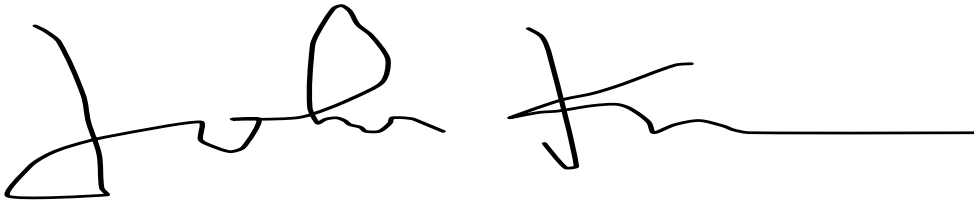
11. Have you or any of your immediate family members or any persons who live with you in your house had an interest in or engaged in a transaction with the charter school during the time you have served on the board, and in the six-month period prior to such service?

No

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

No

Signature of Trustee

A handwritten signature in black ink, consisting of a series of loops and a long horizontal stroke at the end.

Thank you.

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

Created Sunday, October 11, 2015

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

Page 1

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

1. TRUSTEE NAME

	First Name	Last Name
Trustee Name	Arvind	Krishnamurthy

2. *Your Home Address:

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

3. *Your Business Address

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

4. *Daytime Phone Number:

--

5. *E-mail Address:

--

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

Uncommon New York City Charter Schools (Ed Corp)

Bedford Stuyvesant Collegiate Charter School

Brooklyn East Collegiate Charter School

Brownsville Collegiate Charter School Excellence

Boys Charter School of Bedford Stuyvesant Excellence

Girls Charter School Kings Collegiate Charter School

Leadership Preparatory Bedford Stuyvesant Charter School

Leadership Preparatory Brownsville Charter School

Leadership Preparatory Canarsie Charter School

Leadership Preparatory Ocean Hill Charter School

Ocean Hill Collegiate Charter School

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

(check all that apply)

-
- Chair/President
-

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

No

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

No

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

No

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

No

Signature of Trustee

A handwritten signature in black ink, consisting of a large, stylized 'A' followed by a long horizontal line and a small loop at the end.

Thank you.

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

Created Monday, October 05, 2015

<https://nysed.fluidsurveys.com/account/surveys/537586/responses/export/?collector=109126/s/Regents-Appendix-E-BOT-Form/a8>

Page 1

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

1. TRUSTEE NAME

	First Name	Last Name
Trustee Name	stuart	linde

2. *Your Home Address:

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

3. *Your Business Address

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

4. *Daytime Phone Number:

5. *E-mail Address:

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

No, I am not.

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

BEDFORD STUYVESANT COLLEGIATE CS (SUNY TRUSTEES) 331600860918

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

(check all that apply)

(No response)

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

No

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

No

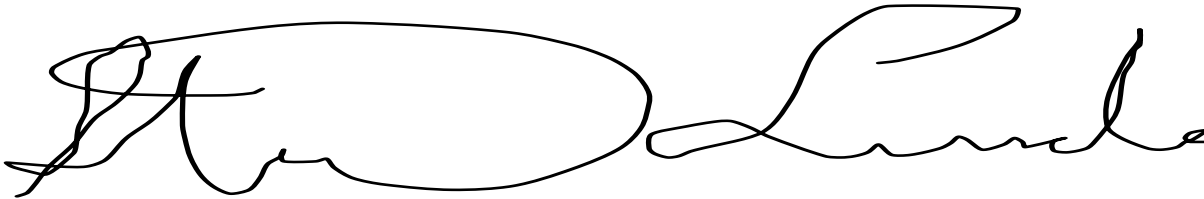
11. Have you or any of your immediate family members or any persons who live with you in your house had an interest in or engaged in a transaction with the charter school during the time you have served on the board, and in the six-month period prior to such service?

No

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

No

Signature of Trustee

A handwritten signature in black ink, appearing to read "H. L. ...", written in a cursive style.

Thank you.

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

Created Sunday, November 01, 2015

<https://nysed.fluidsurveys.com/account/surveys/537586/responses/export/?collector=109126/s/Regents-Appendix-E-BOT-Form/44>

Page 1

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

1. TRUSTEE NAME

	First Name	Last Name
Trustee Name	Linton	Mann III

2. *Your Home Address:

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

3. *Your Business Address

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

4. *Daytime Phone Number:

--

5. *E-mail Address:

--

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

No, I am not.

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

BEDFORD STUYVESANT COLLEGIATE CS (SUNY TRUSTEES) 331600860918

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

(check all that apply)

-
- Vice Chair/Vice President
-

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

No

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

No

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

No

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

No

Signature of Trustee

Linton M. Amin

Thank you.

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

Created Thursday, November 05, 2015

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

Page 1

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

1. TRUSTEE NAME

	First Name	Last Name
Trustee Name	Ekwutozia	Nwabuzor

2. *Your Home Address:

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

3. *Your Business Address

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

4. *Daytime Phone Number:

--

5. *E-mail Address:

--

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

No, I am not.

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

BEDFORD STUYVESANT COLLEGIATE CS (SUNY TRUSTEES) 331600860918

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

(check all that apply)

-
- Secretary
-

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

No

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

No

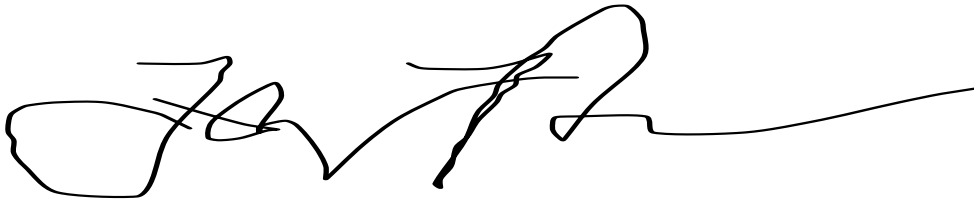
11. Have you or any of your immediate family members or any persons who live with you in your house had an interest in or engaged in a transaction with the charter school during the time you have served on the board, and in the six-month period prior to such service?

No

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

No

Signature of Trustee

A handwritten signature in black ink, consisting of a large, stylized 'J' followed by a series of loops and a long horizontal stroke extending to the right.

Thank you.

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

Created Monday, November 02, 2015

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

Page 1

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

1. TRUSTEE NAME

	First Name	Last Name
Trustee Name	Brett	Peiser

2. *Your Home Address:

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

3. *Your Business Address

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

4. *Daytime Phone Number:

5. *E-mail Address:

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

Uncommon New York City Charter Schools (Ed Corp)

Bedford Stuyvesant Collegiate Charter School

Brooklyn East Collegiate Charter School

Brownsville Collegiate Charter School Excellence

Boys Charter School of Bedford Stuyvesant Excellence

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

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

(check all that apply)

(No response)

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

No

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

Yes

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

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

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

No

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

Yes

12a. Identify each individual, business, corporation, union association, firm, partnership, committee proprietorship, franchise holding company, joint stock company, business or real estate trust, non-profit organization, or other organization or group of people doing business with the school and in which such entity, during the time of your tenure as a trustee, you and/or your immediate family member or person living in your house had a financial interest or other relationship. If you are a member, director, officer or employee of an organization formally partnered with the school that is doing business with the school through a management or services agreement, please identify only the name of the organization, your position in the organization as well as the relationship between such organization and the school. If there was no financial interest, write **None**.

	Organization Conducting Business with the School	Nature of Business Conducted	Approximate Value of the Business Conducted	Name of Trustee and/or Immediate Family Member with Interest	Steps Taken to Avoid Conflict of Interest
1	Uncommon Schools	I am the CEO of the schools' management organization.		Brett Peiser	I recuse myself from any conflicts of interest.
2					
3					
4					

Signature of Trustee

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

Thank you.

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

Created Friday, November 06, 2015

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

Page 1

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

1. TRUSTEE NAME

	First Name	Last Name
Trustee Name	eileen	shy

2. *Your Home Address:

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

3. *Your Business Address

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

4. *Daytime Phone Number:

5. *E-mail Address:

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

No, I am not.

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

BEDFORD STUYVESANT COLLEGIATE CS (SUNY TRUSTEES) 331600860918

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

(check all that apply)

-
- Other, please specify...
-

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

No

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

No

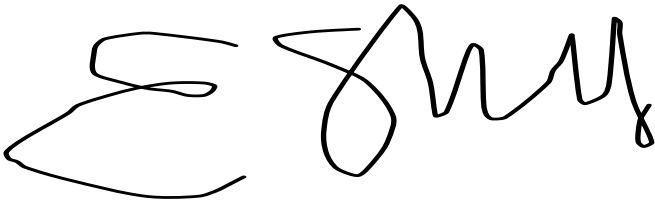
11. Have you or any of your immediate family members or any persons who live with you in your house had an interest in or engaged in a transaction with the charter school during the time you have served on the board, and in the six-month period prior to such service?

No

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

No

Signature of Trustee

A handwritten signature in black ink, consisting of a large, stylized 'E' followed by a series of loops and a final vertical stroke.

Thank you.



Appendix F: BOT Membership Table

Created: 07/27/2015

Last updated: 07/31/2015

Page 1

331600860918 BEDFORD STUY COLLEGIATE CS

1. Current Board Member Information

	Trustee Name	Email Address	Committee Affiliation(s)	Voting Member? (Y/N)	Area of Expertise, and/or Additional Role and School (parent, staff member, etc.)	Number of Terms Served and Length of Each (Include election date and term expiration)
1	John Greenstein	[REDACTED]	Treasurer	Yes	Finance	Renewed for his 3rd term in June 2013, current term expires June 2016
2	Bob Howitt	[REDACTED]	Trustee/Member	Yes	Finance	Renewed for his 3rd term in June 2014, current term expires June 2017
3	Eileen Shy	[REDACTED]	Trustee/Member	Yes	Program/Organization Management	2 terms, elected July 2009, renewed June 2012, current term expires July 2015
4	Linton Mann III	[REDACTED]	Chair/Board President	Yes	Legal	2 terms, elected July 2009, renewed June 2012, current term expires July 2015
5	Julie Kennedy	[REDACTED]	Trustee/Member	Yes	Program	3 years; elected June 2012; current term expires July 2015
6	Stuart Linde	[REDACTED]	Trustee/Member	Yes	Finance	3 years elected Sept 2012, approved October 2012; current term expires Sep. 2015
7	St. Claire Gerald	[REDACTED]	Trustee/Member	Yes	Parent Representative; Organization Management	3 years elected Sept 2012, approved October 2012; current term expires Sep. 2015
8	Ian Sacks	[REDACTED]	Trustee/Member	Yes	Finance	2 years, Elected June 2013, approved October 2013, Term Expires July 2015

9	Ekwutozia Nwabuzor	██████████ ██	Trustee/Member	Yes	Legal	2 years, Elected June 2013, approved October 2013, Term Expires July 2015
10						
11						
12						
13						
14						
15						
16						
17						
18						
19						
20						

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

0

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

0

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

13

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

5

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

5

Thank you.

Plan for Meeting Enrollment and Retention Targets

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

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

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

I. Outreach to Target Populations

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

IIA. Overview of Recruitment Strategies

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

Specifically,

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

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

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

IIB. Recruitment of Students with Disabilities

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

Specifically,

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

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

Specifically,

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

IIC. Recruitment of English Language Learner

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

Specifically,

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

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

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

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

Specifically,

- Similar to our strategy for reaching new ELL families, we believe that enlisting the help of the families of FRPL students who are currently in our schools, is one of the most effective ways of recruiting new FRPL students. All of our schools will continue to send home Kindergarten and 5th grade lottery applications with all their current students. In addition, schools will continue to ask families who are interested in volunteering further to assist with hanging flyers in their neighborhoods, participating in phone banks to local organizations, or speaking at churches or other organizations that they are involved with.
- Bedford Stuyvesant Collegiate will continue to work closely with a number of community organizations, in particular local Head Starts. Head Start programs are designed to serve low-income families, enrolling only families that meet income eligibility requirements.

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

Specifically,

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

IIE. Year-Round Community Outreach

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

II. Admissions

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

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

III. Evaluation of Recruitment and Enrollment Efforts

Bedford Stuyvesant Collegiate is committed to serving all students and will actively monitor enrollment with respect to enrollment targets established by the SUNY Trustees. While the Uncommon NYC Regional Team will continue to help coordinate the recruitment process for all its Brooklyn schools and support each school in its efforts, the Directors of Operations at Bedford Stuyvesant Collegiate will continue to be responsible for leading the recruitment and enrollment

efforts. As a means of evaluating the efficacy of the school's recruitment and enrollment efforts at attracting these sub- populations of students, Bedford Stuyvesant Collegiate will closely monitor admissions information during the enrollment period and after students have enrolled in the school.

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

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

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

In the fall of 2014, Uncommon NYC Regional Team launched a partnership with SchoolMint, an enrollment data base platform. This platform serves as an application management tool -- allowing parents to create an account and apply for multiple Uncommon schools at one time. It also provides various data reports, tracking systems, online enrollment, and communication platforms which allow the Bedford Stuyvesant Collegiate Operations Team to identify applicants, run their lottery, register new students, and follow up as necessary. The Regional Team is also working closely with the Uncommon Schools Product Solutions Team to ensure that our IT infrastructure aligns with SchoolMint requirements and so that the network can determine the partnership's efficacy for future years.

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

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

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

VI. Persistence

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

VII. Evaluation of Retention Efforts

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



Appendix I: Teacher and Administrator Attrition

Created: 07/27/2015

Last updated: 07/28/2015

Report changes in teacher and administrator staffing.

Page 1

Charter School Name: 331600860918 BEDFORD STUY COLLEGIATE CS

Instructions for completing the Teacher and Administrator Attrition Tables

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

2013-14 Teacher Attrition Table

	FTE Teachers on June 30, 2014	FTE Teachers Additions 7/1/14 – 6/30/15	FTE Teacher Departures 7/1/14 – 6/30/15
	27	9	9

2013-14 Administrator Position Attrition Table

	FTE Administrator Positions On 6/30/2014	FTE Administrator Additions 7/1/14 – 6/30/15	FTE Administrator Departures 7/1/14 – 6/30/15
	6.88	1	1

Thank you