

I. SCHOOL INFORMATION AND COVER PAGE

Created Tuesday, July 15, 2014
Updated Thursday, July 31, 2014

Page 1

1. SCHOOL NAME

(Select School name from dropdown menu; BEDS # appears first)

331600860918 BEDFORD STUY COLLEGIATE CS

2. CHARTER AUTHORIZER

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://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. TOTAL NUMBER OF STUDENTS ENROLLED IN 2013-14 (as reported on BEDS Day)

(as reported on BEDS Day)

347

9. GRADES SERVED IN SCHOOL YEAR 2013-14

Check all that apply

- 5
- 6
- 7
- 8
- 9
- 10

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	[REDACTED]		[REDACTED]	No
CFO (e.g., network CFO)	Carolyn Hack	[REDACTED]		[REDACTED]	No
Compliance Contact	Mike D'Auria	[REDACTED]		[REDACTED]common	Yes
Complaint Contact	Mike D'Auria	[REDACTED]		[REDACTED]	Yes

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 2014-15.

	Physical Address	Phone Number	District/C SD	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	718-669-74 60	CSD 16	5-8	Yes	DOE space
Site 2	832 Marcy Avenue Brooklyn, NY 11216	347 390 0300	CSD 16	9-10	No	DOE space

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]

14. Were there any revisions to the school's charter during the 2013-2014 school year? (Please include both those that required authorizer approval and those that did not require authorizer approval).

No

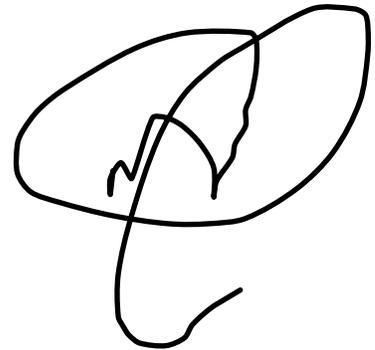
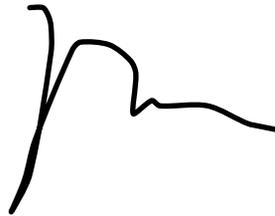
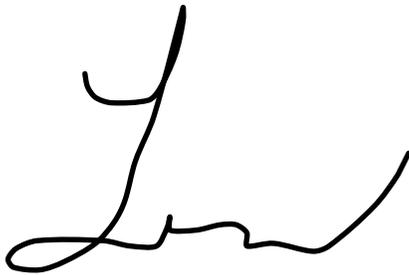
16. Our signatures below attest that all of the information contained herein is truthful and accurate and that this charter school is in compliance with all aspects of its charter, and with all pertinent Federal, State, and local laws, regulations, and rules. We understand that if any information in 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).

• Yes

Signature, Head of Charter School

.

Signature, President of the Board of Trustees



Thank you.

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

Created Monday, August 04, 2014

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/profile.php?instid=800000061081>

**BEDFORD STUYVESANT
COLLEGIATE
CHARTER SCHOOL**

**2013-2014 ACCOUNTABILITY PLAN
PROGRESS REPORT**

Submitted to the SUNY Charter Schools Institute on:

September 14, 2014

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 2013-2014 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

Mabel Lajes-Guiteras served as the Principal from 2008-2013. Justin Pigeon succeeded 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 will grow to grades 5-12 over time.

STUDENT POPULATION

Bedford Stuyvesant Collegiate Charter School ended the 2013-2014 school year with a total of 279 students.

Gender	48% Boys	52% Girls
Free & Reduced Lunch	88%	
Special Needs	11%	
Race	90% Black 9% Latino 1% Other	
English Language Learners	1%	
Geography	98% Brooklyn	2% 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
2007-08														
2008-09						79								79
2009-10						82	57							139
2010-11						84	74	43						201
2011-12						89	70	63	40					261
2012-13						81	76	62	53	34				302
2013-14						84	73	73	60	36	31			357

*****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 for 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 the TerraNova Assessments (nationally-normed tests that students take at the beginning and end of the year in Grades 5 and 6 to measure annual performance gains) and 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 Co-Director of Curriculum & Instruction 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 7:45 AM and ends at 4:30 PM. For those receiving tutoring and homework help or serving additional detention, the day ends at 5:30 PM. Finally, students who were struggling academically also attended school from 9:00 AM to 12:00 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 3:30 to 4:25 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 4:30 to 5:30 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 2013-14 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 2013-2014 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 3-8.¹

Method

The school administered the New York State Testing Program English language arts assessment to students in 5 through 8 grade in April 2014. 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.

**2013-14 State English Language Arts Exam
Number of Students Tested and Not Tested**

Grade	Total Tested	Not Tested ²			Total Enrolled
		IEP	ELL	Absent	
3					
4					
5	81				81
6	71				71
7	72				72
8	58				58
All	282				282

**Performance on 2013-14 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	Number Tested	Percent	Number Tested
5	20%	81	0%	6
6	23%	71	24%	68
7	21%	72	21%	68
8	36%	58	36%	56
All	24%	282	25%	198

¹ Because of the state’s new 3-8 testing program, aligned to its high school college and career readiness standards, the Institute is no longer using Time Adjusted Level 3 cut scores. Please report results for previous years using the state’s published results for scoring at proficiency.

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

Results

In the second year of the Common Core Assessment, we were pleased to see the overall percent of students achieving 3s or 4s grow from 21% in 2012-2013 to 25% in 2013-2014. We're disappointed not to have met our goal.

Evaluation

Our scores show our 8th 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.

Additional Evidence

As you can see below, it is exciting to see that the number of students in their second year with our school earning 3s or 4s improved by 8 percentage from 2012-2013 to 2013-2014. We believe this indicates that our students are constantly improving the more time they spend at our school.

English Language Arts Performance by Grade Level and School Year

Grade	Percent of Students Enrolled in At Least Their Second Year Achieving Proficiency							
	2010-11		2011-12		2012-13		2013-2014	
	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested
3								
4								
5	30%	10	50%	8	18%	11	0%	6
6	88%	68	83%	58	15%	72	24%	68
7	98%	43	93%	59	27%	55	21%	68
8			78%	40	10%	51	36%	56
All	87%	121	84%	165	17%	189	25%	198

Goal 1: Absolute Measure

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

Method

The federal No Child Left Behind law holds schools accountable for making annual yearly progress towards 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 2013-14 English language arts AMO of 89. The PLI is calculated by adding the sum of the percent of all tested students at Levels 2 through 4 with the sum of the percent of all tested students at Levels 3 and 4. Thus, the highest possible PLI is 200.³

Results

Bedford Stuyvesant Collegiate scored a PI of 99 for the 2013-14 school year. We are pleased to have achieved this measure.

Calculation of 2013-2014 English Language Arts Performance Index (PI)

Grades	Percent of Students at Each Performance Level				Number Tested
	Level 1	Level 2	Level 3	Level 4	
5-8	24%	51%	21%	3%	282

$$\begin{array}{rclclclclcl}
 A & & \text{PI} & = & 51 & + & 21 & + & 3 & = & 75 \\
 & & & & & + & 21 & + & 3 & = & 24 \\
 & & & & & & & & \text{PI} & = & \mathbf{99}
 \end{array}$$

Evaluation

In achieving the AMO, Bedford Stuyvesant Collegiate is very proud of our Reading and Writing teachers. This is another indicator that students who spend more time in our school are better prepared for rigorous high school curriculum on the path to college.

Goal 1: Comparative Measure

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

Method

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

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

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

Results

Overall, 25% of Bedford Stuyvesant Collegiate students in at least their second year scored a 3 or 4 on the 2013-2014 ELA State exam versus 13% of District 16 students.

2013-14 State English Language Arts Exam Charter School and District Performance by Grade Level

Grade	Percent of Students at Proficiency			
	Charter School Students In At Least 2 nd Year		All District Students	
	Percent	Number Tested	Percent	Number Tested
5	0%	6	17%	608
6	24%	68	10%	533
7	21%	68	12%	574
8	36%	56	13%	678
All	25%	198	13%	2393

Evaluation

Bed Stuy Collegiate students outscored their peers in the Community School District (CSD) 16 and met this measure with the exception of our 5th grade year. More specifically, while District 16 students improved by 1% overall from year to year, Bedford Stuyvesant Collegiate Students improved by 8% from 17% to 25%.

Additional Evidence

We have comparative data to the local district since 2010-11. 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							
	2010-11		2011-12		2012-13		2013-2014	
	Charter School	Local District	Charter School	Local District	Charter School	Local District	Charter School	Local District
5	20%	42%	0%	43%	18%	17%	0%	17%
6	44%	26%	59%	28%	15%	9%	24%	10%
7	65%	18%	56%	29%	27%	11%	21%	12%
8			58%	23%	10%	10%	36%	13%
All	50%	26%	55%	31%	17%	12%	25%	13%

Goal 1: Comparative Measure

Each year, the school will exceed its predicted level of performance on the state English language arts exam by an Effect Size of 0.3 or above (performing higher than expected to a small degree) according to a regression analysis controlling for students eligible for economically disadvantaged students among all public schools in New York State.⁵

Method

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

Given the timing of the state's release of economically disadvantaged data and the demands of the data analysis, the 2013-14 analysis is not yet available. This report contains 2012-13 results (using free-lunch eligible percentage), the most recent Comparative Performance Analysis available.

Results

The data table shows that our scholars did not exceed the predicted level of performance given the percentage of our students eligible for free lunch last year. They achieved a negative effect size of -0.27.

2012-13 English Language Arts Comparative Performance by Grade Level

The chart below displays how the charter school students in each grade performed compared to students in public schools in New York State with the same grade and a similar percent of economically disadvantaged students.

Grade	Percent of Economically Disadvantaged Students	Number of Students Tested	Percent of Students at Proficiency		Difference between Actual and Predicted	Effect Size
			Actual	Predicted		
5	68.7	81	21.0	24.8	- 3.8	-0.27
6	68.4	76	17.1	22.1	- 5.0	-0.40
7	69.8	62	27.4	23.2	4.2	0.29
8	56.4	53	20.7	30.6	- 9.9	-0.72
All	66.5	272	21.3	24.8	- 3.5	-0.27

School's Overall Comparative Performance:

Lower than expected

⁵ The Institute will begin using *economically disadvantaged* instead of *eligibility for free lunch* as the demographic variable in 2012-13. Schools should report previous year's results using reported free-lunch statistics.

Evaluation

We did not meet this measure based on our 2012-13 English Language Arts results, as we had an effect size of -.27, which was than expected.

Additional Evidence

Our comparative performance dipped dramatically this year. We are increasing our ELA efforts moving forward.

English Language Arts Comparative Performance by School Year

School Year	Grades	Percent Eligible for Free Lunch	Number Tested	Actual	Predicted	Effect Size
2009-10	5-6	50%	136	55%	48.3	0.46
2010-11	5-7	72%	195	45%	38.1	0.48
2011-12	5-8	71%	258	48.4	39.8	0.56
2012-13	5-8	67%	272	21.3	24.8	-0.27

Goal 1: Growth Measure⁶

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 2012-13 and also have a state exam score from 2011-12 including students who were retained in the same grade. Students with the same 2011-12 score are ranked by their 2012-13 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.

⁶ See Guidelines for [Creating a SUNY Accountability Plan](#) for an explanation.

Given the timing of the state’s release of Growth Model data, the 2013-14 analysis is not yet available. This report contains 2012-13 results, the most recent Growth Model data available.⁷

Results

2012-13 English Language Arts Mean Growth Percentile by Grade Level

Grade	Mean Growth Percentile	
	School	Statewide Median
5	52	50.0
6	55	50.0
7	57	50.0
8	49	50.0
All	53.5	50.0

Evaluation

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

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

Grade	Mean Growth Percentile			
	2010-11 ⁸	2011-12 ⁷	2013-14	Statewide Average
5			52	50.0
6			55	50.0
7			57	50.0
8			49	50.0
All			53.5	50.0

Summary of the English Language Arts Goal

We achieved our two comparative measures in 2011-2012 and one of our absolute measures but did not achieve one of our absolute measures and our growth measure. We feel that this year’s

⁷ Schools can acquire these data from the NYSED’s Business Portal: portal.nysed.gov.

⁸ Grade level results not available.

2011-2012 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 language arts exam for grades 3-8.	Did Not Achieve
Absolute	Each year, the school's aggregate Performance Level Index (PLI) on the state English language arts exam will meet that year's Annual Measurable Objective (AMO) set forth in the state's NCLB accountability system.	Achieved
Comparative	Each year, the percent of all tested students who are enrolled in at least their second year and performing at proficiency on the state English language arts exam will be greater than that of students in the same tested grades in the local school district.	Achieved
Comparative	Each year, the school will exceed its predicted level of performance on the state English language arts exam by an Effect Size of 0.3 or above (performing higher than expected to a small degree) according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State. (Using 2012-13 school district results.)	Did Not Achieve
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.
- 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 asses 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 1: 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 2011-12 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 2013-2014 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 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 mathematics examination for grades 3-8.⁹

Method

The school administered the New York State Testing Program mathematics assessment to students in 5 through 8 grade in April 2014. 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.

**2013-14 State Mathematics Exam
Number of Students Tested and Not Tested**

Grade	Total Tested	Not Tested ¹⁰			Total Enrolled
		IEP	ELL	Absent	
3					
4					
5	80				80
6	71				71
7	72				72
8	58				58
All	281**				281

**We had one student leave our school after the ELA exam to move to a different state. This explains the discrepancy of total number of students tested in the different exams.

Results

The overall percent of students in at least their second year performing at proficient or advanced was 55%. Our students grew from 40% achieving 3s and 4s on the 2012-13 NYS ELA exam, so we are really excited about the 15% increase.

Performance on 2013-2014 State Mathematics Exam By All Students and Students Enrolled in At Least Their Second Year

⁹ Because of the state's new 3-8 testing program, aligned to its high school college and career readiness standards, the Institute is no longer using Time Adjusted Level 3 cut scores. Please report results for previous year's using the state's published results for scoring at proficiency.

¹⁰ 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.

Grades	All Students		Enrolled in at least their Second Year	
	Percent	Number Tested	Percent	Number Tested
5	31%	80	0%	5
6	55%	71	53%	68
7	54%	72	54%	68
8	64%	58	64%	56
All	50%	281	55%	197

Evaluation

In the second year of the Common Core standards and assessments, we did not meet our absolute goal. We increased from an overall achievement level of 39% to 50%, and 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.

Mathematics Performance by Grade Level and School Year

Grade	Percent of Students Enrolled in At Least Their Second Year Achieving Proficiency							
	2010-11		2011-12		2012-13		2013-14	
	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested
3								
4								
5	80%	10	88%	8	0%	11	0%	5
6	100%	68	98%	58	42%	72	53%	68
7	100%	43	100%	58	44%	55	54%	68
8	N/A	N/A	100%	40	41%	51	64%	56
All	98%	121	98%	164	39%	189	55%	197

Goal 1: Absolute Measure

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

Method

The federal No Child Left Behind law holds schools accountable for making annual yearly progress towards 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 2013-14 mathematics AMO of 86. 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 200.¹¹

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 135. This figure exceeded the Annual Measurable Objective (AMO) of 86.

Calculation of 2013-14 Mathematics Performance Index (PI)

Grades	Percent of Students at Each Performance Level				Number Tested
	Level 1	Level 2	Level 3	Level 4	
5-8	15%	35%	37%	13%	281

PI	=	35	+	37	+	13	=	85
			+	37	+	13	=	50
						PI	=	135

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 1: Comparative Measure

Each year, the percent of all tested students who are enrolled in at least their second year and performing at or above Level 3 on the state mathematics 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

¹¹ In contrast to NYSED's Performance Index, the PLI does not account for year-to-year growth toward proficiency.

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.¹²

Results

In grades 6, 7 and 8 a much higher percentage of Bedford Stuyvesant Collegiate students in their second year scored a 3 or 4 on the 2013-2014 Math State exam than students in the local school district (District 16). The percentage of 5th graders in their second year scoring a 3 or 4 on the 2013-2014 Math State exam did not surpass the percentage of 5th graders in the district scoring a 3 or 4 on the exam, but that represents the small sample size of students who were repeating the grade. 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.

2013-2014 State Mathematics Exam Charter School and District Performance by Grade Level

Grade	Percent of Students at Levels 3 and 4			
	Charter School Students In At Least 2 nd Year		All District Students	
	Percent	Number Tested	Percent	Number Tested
5	53%	5	16%	614
6	54%	68	12%	541
7	64%	68	7%	581
8	55%	56	7%	679
All	53%	197	10%	2415

Evaluation

Bedford Stuyvesant Collegiate met this accountability measure. In particular, the results for grades 6-8 far exceed the results in the district.

Additional Evidence

As this is the fifth year that we have utilized this measure, we have comparative data to the local district since the 2009-10 academic year. Bedford Stuyvesant Collegiate met this accountability measure, exceeding the aggregate district performance by more than 40 percentage points.

¹² Schools can acquire these data when the State Education Department releases its Access database containing grade level ELA and math test results for all schools and districts statewide. The SED announces the release of the data on its [News Release webpage](#).

**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							
	2010-11		2011-12		2012-13		2013-2014	
	Charter School	Local District	Charter School	Local District	Charter School	Local District	Charter School	Local District
3								
4								
5	30%	53%	50%	57%	0%	17%	53%	16%
6	92%	38%	88%	40%	42%	8%	54%	12%
7	100%	36%	98%	43%	44%	4%	64%	7%
8	N/A	N/A	100%	41%	41%	6%	55%	7%
All	89%	43%	93%	46%	40%	9%	53%	10%

Goal 1: Comparative Measure

Each year, the school will exceed its predicted level of performance on the state mathematics exam by an Effect Size of 0.3 or above (performing higher than expected to a small degree) according to a regression analysis controlling for students eligible for economically disadvantaged students among all public schools in New York State.¹³

Method

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

Given the timing of the state’s release of economically disadvantaged data and the demands of the data analysis, the 2013-14 analysis is not yet available. This report contains 2012-13 results (using free-lunch eligible percentage), the most recent Comparative Performance Analysis available.

Results

¹³ The Institute will begin using *economically disadvantaged* instead of *eligibility for free lunch* as the demographic variable in 2012-13. Schools should report previous year’s results using reported free-lunch statistics.

The data table shows that we far exceeded the predicted level of performance given the percentage of our students eligible for free lunch last year by 17.9 percentage points and therefore had a positive effect size of 1.03.

2012-13 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		
5	68.7	80	37.6	24.7	12.9	0.80
6	68.4	76	42.1	23.6	18.5	1.09
7	69.8	61	41.0	19.6	21.4	1.25
8	56.4	53	41.5	23.6	17.9	1.02
All	66.4	270	40.4	23.0	17.4	1.03

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

Evaluation

We met this measure based on our 2013-2014 Math State exam results, as we had an effect size of 1.03 and a higher than expected comparative performance to a large degree.

Additional Evidence

Mathematics Comparative Performance by School Year

School Year	Grades	Percent Eligible for Free Lunch	Number Tested	Actual	Predicted	Effect Size
2009-10	5-6	50%	136	78.0%	59.0%	1.03
2010-11	5-7	72%	195	82.5%	51.0%	1.53
2011-12	5-8	71%	257	88%	52%	1.70
2012-13	5-8	66%	270	40%	23%	1.03

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	2010-11		2011-12		2012-13		2012-2013	
	Number in Cohort	Percent Passing						
2009								
2010								
2011			39	100%				
2012					53	87%		
2013							57	85%

Goal 1: Growth Measure

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

Method

This measure examines the change in performance of the same group of students from one year to the next and the progress they are making in comparison to other students with the same score in the previous year. The analysis only includes students who took the state exam in 2012-13 and also have a state exam score in 2011-12 including students who were retained in the same grade. Students with the same 2011-12 scores are ranked by their 2012-13 scores and assigned a percentile based on their relative growth in performance (mean 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 2013-14 analysis is not yet available. This report contains 2012-13 results, the most recent Growth Model data available.¹⁴

Results

Grade	Mean Growth Percentile	
	School	Statewide Average
5	57	50.0
6	62	50.0
7	68.5	50.0
8	64.5	50.0
All	62.5	50.0

¹⁴ Schools can acquire these data from the NYSED's business portal: portal.nysed.gov.

Summary of the of the Mathematics Goal

All of our measures were achieved this year. We feel that this year’s 2013-14 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 2012-13 school district results.)	Achieved
Growth	Each year, under the state’s Growth Model the school’s mean unadjusted growth percentile in mathematics for all tested students in grades 4-8 will be above the state’s unadjusted median growth percentile.	Achieved

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 or above a score of 65 on the New York State Regents Living Environment 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 first administration of the NYS Regents exam in The Living Environment, 89% 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	2011-12		2012-13		2013-14	
	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing
2012			53	89%		
2013					58	86%

2013-2014 was our second 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.

Evaluation

This measure was met and exceeded, with 86% 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.

Science Performance by Grade Level and School Year

Grade	Percent of Students Enrolled in At Least Their Second Year at Proficiency							
	2010-11		2011-12		2012-13		2013-14	
	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested
4								
8	N/A	N/A	N/A	N/A	88%	51	89%	56
All	N/A	N/A	N/A	N/A	88%	51	89%	56

Goal 3: Comparative Measure

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

Method

n/a Our students did not take the State Science Exam in 2013-2014.

Results

n/a

Evaluation

N/A

Additional Evidence

N/A

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

Grade	Percent of Charter School Students at Proficiency and Enrolled in At Least their Second Year Compared to Local District Students					
	2011-12		2012-13		2013-14	
	Charter School	Local District	Charter School	Local District	Charter School	Local District
4	n/a	Data Not Released	n/a	Data Not Released	n/a	Data Not Released
8	n/a	Data not released	88%	Data Not Released	89%	Data not released
All	n/a	Data not released	88%	Data Not Released	89%	Data not released

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

BSC 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 5: NCLB

The school will make Adequate Yearly Progress.

Goal 5: Absolute Measure

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

Method

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

Results

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
2007-08	N/A
2008-09	Good Standing
2009-10	Good Standing
2010-11	Good Standing
2011-12	Good Standing
2012-13	Good Standing
2013-14	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.¹⁵ 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 second year in high school, the ELA goals are not yet applicable. However, 84% of Bedford Stuyvesant Collegiate's 9th grade students already received a score of 65 or above on their New York State 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)¹⁶ 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.

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 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.

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.

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	2010-11		2011-12		2012-13		2013-14	
	Number in Cohort	Percent Passing						
2009								
2010								
2011								
2012					34	82%	31	84%
2013							N/A	N/A

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.¹⁷ This measure requires students in each Accountability

¹⁷ 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.

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 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 98% of students in only their second 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)¹⁸ 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	
	Number in Cohort	Percent Passing						
2009								
2010								
2011								
2012					34	97%	31	98%
2013							34	56%

¹⁸ 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.

**BEDFORD STUYVESANT COLLEGIATE CHARTER
SCHOOL**

ADVISORY COMMENT LETTER

JUNE 30, 2014



MENGEL METZGER BARR & CO. LLP

Certified Public Accountants

October 16, 2014

To the Board of Trustees
Bedford Stuyvesant Collegiate Charter School

In planning and performing our audit of the financial statements of Bedford Stuyvesant Collegiate Charter School (the “Charter School”) as of and for the year ended June 30, 2014, in accordance with auditing standards generally accepted in the United States of America, we considered the Charter School’s internal control over financial reporting (internal control) as a basis for designing our auditing procedures for the purpose of expressing our opinion on the financial statements, but not for the purpose of expressing an opinion on the effectiveness of the Charter School’s internal control. Accordingly, we do not express an opinion on the effectiveness of the Charter School’s internal control.

A deficiency in internal control exists when the design or operation of a control does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct misstatements on a timely basis. A material weakness is a deficiency, or combination of deficiencies, in internal control, such that there is a reasonable possibility that a material misstatement of the entity’s financial statements will not be prevented, or detected and corrected on a timely basis.

Our consideration of internal control was for the limited purpose described in the first paragraph and was not designed to identify all deficiencies in internal control that might be material weaknesses. Given these limitations, during our audit we did not identify any deficiencies in internal control that we consider to be material weaknesses. However, material weaknesses may exist that have not been identified.

During the course of our audit of the financial statements of Bedford-Stuyvesant Collegiate Charter School as of June 30, 2014 and for the year then ended, we observed the Charter School’s significant accounting policies and procedures and certain business, financial and administrative practices. As a result of our observations, we suggest you consider the following comment which we do not consider to be a significant deficiency or material weakness:

Records Retention

During our audit, we noted two student files were not maintained for students that transferred out of the School.

Recommendation

We recommend the Charter School adhere to its record retention policy.

Status of matters included in our letter as of June 30, 2013, dated October 16, 2013:

Approval for Transfers of Funds to Uncommon Schools

During our audit, we selected certain transfers made from the Charter School to Uncommon Schools, Inc. (USI) which primarily related to payment of management fees. We noted that in one instance the transfer of funds was not authorized in writing by the Director of Finance.

Recommendation

We recommend the Charter School adhere to their internal control policy requiring approval from both the Director of Operations and USI Director of Finance prior to transferring funds to USI. This will remove any appearance of impropriety as the actual bank transfers are made by USI personnel.

Status at June 30, 2013

During our interim fieldwork for the current year audit, we noted that in three instances, transfer authorization forms were either not signed by the USI Director of Finance or the school's Director of Operations to indicate approval. However, during year-end fieldwork, the forms that were not signed as of interim had now been signed. We recommend that the Charter School not only adhere to their internal control policy requiring approval from both the Director of Operations and USI Director of Finance prior to transferring funds to USI, but do so in a timely manner. Signing the transfer authorization forms subsequent to the transfer of funds does not provide the full benefit that is intended with this internal control function.

Status at June 30, 2014

During our current year audit, all transfers to USI that were tested either had the appropriate signatures of approval from the Director of Operations and USI Director of Finance or were appropriately approved via e-mail prior to the transfer of funds being made.

* * * * *

We believe that the implementation of these recommendations will improve the controls in place and efficiency of the Charter School's internal control.

This communication is intended solely for the information and use of Management, Finance Committee Members and Board Members and is not intended to be and should not be used by anyone other than these specified parties.

We appreciate the outstanding cooperation from your staff that our personnel received during the audit of the Charter School's financial statements. Should you have any questions or comments, please contact Shelby Stenson or Ryan Snyder.

Very truly yours,



MENGEL, METZGER, BARR & CO. LLP

**BEDFORD STUYVESANT COLLEGIATE
CHARTER SCHOOL**

BROOKLYN, NEW YORK

AUDITED FINANCIAL STATEMENTS

OTHER FINANCIAL INFORMATION

**REPORT REQUIRED BY
GOVERNMENT AUDITING STANDARDS**

AND

INDEPENDENT AUDITOR'S REPORTS

JUNE 30, 2014

(With Comparative Totals for 2013)



MENGEL METZGER BARR & CO. LLP

Certified Public Accountants

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INDEPENDENT AUDITOR'S REPORT

Board of Trustees
Bedford Stuyvesant Collegiate Charter School

Report on the Financial Statements

We have audited the accompanying financial statements of Bedford Stuyvesant Collegiate Charter School, which comprise the statement of financial position as of June 30, 2014, and the related statements of activities and changes in net assets, functional expenses, and cash flows for the year then ended, and the related notes to the financial statements.

Management's Responsibility for the Financial Statements

Management is responsible for the preparation and fair presentation of these financial statements in accordance with accounting principles generally accepted in the United States of America; this includes the design, implementation, and maintenance of internal control relevant to the preparation and fair presentation of financial statements that are free from material misstatement, whether due to fraud or error.

Auditor's Responsibility

Our responsibility is to express an opinion on these financial statements based on our audit. We conducted our audit in accordance with auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards* issued by the Comptroller General of the United States. Those standards require that we plan and perform the audit to obtain reasonable assurance about whether the financial statements are free from material misstatement.

An audit involves performing procedures to obtain audit evidence about the amounts and disclosures in the financial statements. The procedures selected depend on the auditor's judgment, including the assessment of the risks of material misstatement of the financial statements, whether due to fraud or error. In making those risk assessments, the auditor considers internal control relevant to the entity's preparation and fair presentation of the financial statements in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the entity's internal control. Accordingly, we express no such opinion. An audit also includes evaluating the appropriateness of accounting policies used and the reasonableness of significant accounting estimates made by management, as well as evaluating the overall presentation of the financial statements.

We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our audit opinion.

Opinion

In our opinion, the financial statements referred to above present fairly, in all material respects, the financial position of Bedford Stuyvesant Collegiate Charter School as of June 30, 2014, and the changes in its net assets and its cash flows for the year then ended in accordance with accounting principles generally accepted in the United States of America.

Report on Summarized Comparative Information

We have previously audited Bedford Stuyvesant Collegiate Charter School's June 30, 2013 financial statements, and we expressed an unmodified audit opinion on those audited financial statements in our report dated October 16, 2013. In our opinion, the summarized comparative information presented herein as of and for the year ended June 30, 2013 is consistent, in all material respects, with the audited financial statements from which it has been derived.

Other Report Required by Government Auditing Standards

In accordance with *Government Auditing Standards*, we have also issued our report dated October 16, 2014 on our consideration of Bedford Stuyvesant Collegiate Charter School's internal control over financial reporting and on our tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements and other matters. The purpose of that report is to describe the scope of our testing of internal control over financial reporting and compliance and the results of that testing, and not to provide an opinion on internal control over financial reporting or on compliance. That report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering Bedford Stuyvesant Collegiate Charter School's internal control over financial reporting and compliance.

Mengel, Metzger, Barw & Co. LLP

Rochester, New York
October 16, 2014

BEDFORD STUYVESANT COLLEGIATE CHARTER SCHOOL

STATEMENT OF FINANCIAL POSITION

JUNE 30, 2014

(With Comparative Totals for 2013)

<u>ASSETS</u>	<u>June 30,</u>	
	<u>2014</u>	<u>2013</u>
<u>CURRENT ASSETS</u>		
Cash	\$ 1,556,061	\$ 1,447,971
Grants and other receivables	102,884	165,009
Prepaid expenses	41,185	55,053
TOTAL CURRENT ASSETS	<u>1,700,130</u>	<u>1,668,033</u>
<u>PROPERTY AND EQUIPMENT, net</u>	<u>469,005</u>	<u>405,339</u>
TOTAL ASSETS	<u>\$ 2,169,135</u>	<u>\$ 2,073,372</u>
 <u>LIABILITIES AND NET ASSETS</u>		
<u>CURRENT LIABILITIES</u>		
Accounts payable and accrued expenses	\$ 363,838	\$ 395,953
<u>NET ASSETS, unrestricted</u>		
Designated for stability fund	865,000	865,000
Undesignated	940,297	812,419
TOTAL LIABILITIES AND NET ASSETS	<u>1,805,297</u>	<u>1,677,419</u>
	<u>\$ 2,169,135</u>	<u>\$ 2,073,372</u>

The accompanying notes are an integral part of the financial statements.

BEDFORD STUYVESANT COLLEGIATE CHARTER SCHOOL

STATEMENT OF ACTIVITIES AND CHANGES IN NET ASSETS

YEAR ENDED JUNE 30, 2014
(With Comparative Totals for 2013)

	<u>Year ended June 30,</u>	
	<u>2014</u>	<u>2013</u>
Operating revenue and support:		
State and local per pupil operating revenue	\$ 5,026,853	\$ 4,401,394
Government grants	242,757	297,599
Contributions	414,905	607,187
Other income	22,443	20,935
TOTAL OPERATING REVENUE AND SUPPORT	<u>5,706,958</u>	<u>5,327,115</u>
Expenses:		
Program services - education	5,002,099	4,293,242
General and administrative	576,981	545,554
TOTAL EXPENSES	<u>5,579,080</u>	<u>4,838,796</u>
CHANGE IN NET ASSETS	127,878	488,319
Unrestricted net assets at beginning of year	<u>1,677,419</u>	<u>1,189,100</u>
UNRESTRICTED NET ASSETS AT END OF YEAR	<u>\$ 1,805,297</u>	<u>\$ 1,677,419</u>

The accompanying notes are an integral part of the financial statements.

BEDFORD STUYVESANT COLLEGIATE CHARTER SCHOOL

STATEMENT OF FUNCTIONAL EXPENSES

YEAR ENDED JUNE 30, 2014
(With Comparative Totals for 2013)

	Year ended June 30,			2013
	2014	2013	2012	
	Program services - education	General and administrative	Total	Total
Salaries	\$ 3,150,079	\$ 236,454	\$ 3,386,533	\$ 2,831,664
Payroll taxes and employee benefits	510,189	38,049	548,238	454,989
Occupancy	1,934	-	1,934	1,274
Repairs and maintenance	30,959	9,804	40,763	44,040
Textbooks	49,890	-	49,890	37,737
Instructional supplies and assessments	133,272	-	133,272	96,643
Computer and technology support	156,516	-	156,516	249,652
Student enrichment and services	207,804	-	207,804	136,210
Professional development	177,615	-	177,615	142,465
Professional services	-	24,176	24,176	18,546
Telephone	-	83,979	83,979	90,880
Insurance	-	50,121	50,121	42,749
Management fees	375,500	66,264	441,764	414,168
Office expense	42,155	32,627	74,782	83,320
Depreciation and amortization	166,186	2,785	168,971	158,954
Bad debt expense	-	-	-	2,358
Other	-	32,722	32,722	33,147
	<u>\$ 5,002,099</u>	<u>\$ 576,981</u>	<u>\$ 5,579,080</u>	<u>\$ 4,838,796</u>

The accompanying notes are an integral part of the financial statements.

BEDFORD STUYVESANT COLLEGIATE CHARTER SCHOOL

STATEMENT OF CASH FLOWS

JUNE 30, 2014

(With Comparative Totals for 2013)

	<u>Year ended June 30,</u>	
	<u>2014</u>	<u>2013</u>
<u>CASH FLOWS - OPERATING ACTIVITIES</u>		
Change in net assets	\$ 127,878	\$ 488,319
Adjustments to reconcile change in net assets to net cash provided from operating activities:		
Depreciation and amortization	168,971	158,954
Bad debt expense	-	2,358
Changes in certain assets and liabilities affecting operations:		
Grants and other receivables	62,125	35,245
Prepaid expenses	13,868	38,706
Accounts payable and accrued expenses	<u>(32,115)</u>	<u>(107,178)</u>
NET CASH PROVIDED FROM OPERATING ACTIVITIES	340,727	616,404
<u>CASH FLOWS - INVESTING ACTIVITIES</u>		
Purchases of property and equipment	<u>(232,637)</u>	<u>(321,204)</u>
NET CASH USED FOR INVESTING ACTIVITIES	<u>(232,637)</u>	<u>(321,204)</u>
NET INCREASE IN CASH	108,090	295,200
Cash at beginning of year	<u>1,447,971</u>	<u>1,152,771</u>
CASH AT END OF YEAR	<u>\$ 1,556,061</u>	<u>\$ 1,447,971</u>

The accompanying notes are an integral part of the financial statements.

BEDFORD STUYVESANT COLLEGIATE CHARTER SCHOOL

NOTES TO FINANCIAL STATEMENTS

JUNE 30, 2014 AND 2013

NOTE A: THE CHARTER SCHOOL AND SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES

The Charter School

Bedford Stuyvesant Collegiate Charter School (the “Charter School”), is an educational corporation operating as a charter school in the borough of Brooklyn, New York City. On January 15, 2008, the Board of Regents of the University of the State of New York granted the Charter School a provisional charter valid for a term of five years which was renewed for an additional five years effective February 26, 2013 and renewable upon expiration.

The Charter School’s mission is to prepare each student for college.

Financial Statement presentation

The financial statements of the Charter School have been prepared on the accrual basis of accounting in conformity with accounting principles generally accepted in the United States of America (GAAP). The Charter School reports information regarding its financial position and activities according to three classes of net assets: unrestricted net assets, temporarily restricted net assets and permanently restricted net assets.

These classes of net assets are defined as follows:

Permanently restricted – Net assets resulting from contributions and other inflows of assets whose use by the Charter School is limited by donor-imposed stipulations that neither expire by passage of time nor can be fulfilled or otherwise removed by actions of the Charter School. The Charter School had no permanently restricted net assets at June 30, 2014 and 2013.

Temporarily restricted – Net assets resulting from contributions and other inflows of assets whose use by the Charter School is limited by donor-imposed stipulations that either expire by passage of time or can be fulfilled and removed by actions of the Charter School pursuant to those stipulations. The Charter School had no temporarily restricted net assets at June 30, 2014 and 2013.

Unrestricted – The net assets over which the Governing Board has discretionary control to use in carrying on the Charter School’s operations in accordance with the guidelines established by the Charter School. The Board may designate portions of the current unrestricted net assets for specific purposes, projects or investment.

Revenue and support recognition

Revenue from state and local governments resulting from the Charter School’s charter status and based on the number of students enrolled is recorded when services are performed in accordance with the charter agreement.

Revenue from federal, state and local government grants and contracts are recorded by the Charter School when qualifying expenditures are incurred and billable.

BEDFORD STUYVESANT COLLEGIATE CHARTER SCHOOL

NOTES TO FINANCIAL STATEMENTS, Cont'd

JUNE 30, 2014 AND 2013

NOTE A: THE CHARTER SCHOOL AND SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES,

Cont'd

Contributions

Contributions received are recorded as unrestricted, temporarily or permanently restricted support depending on the existence of any donor restrictions. A contribution that is received and expended in the same year for a specific purpose is classified as unrestricted revenue.

Contributions are recorded as restricted support if they are received with donor stipulations that limit the use of the donated assets. When a donor restriction expires, that is, when a stipulated purpose restriction is accomplished, temporarily restricted net assets are reclassified to unrestricted net assets and reported in the statement of activities and changes in net assets as net assets released from restrictions.

Cash

Cash balances are maintained at a financial institution located in New York. Cash is insured by the Federal Deposit Insurance Corporation up to \$250,000 at the institution. In the normal course of business, the cash account balances at any given time may exceed insured limits. However, the Charter School has not experienced any losses in such accounts and does not believe it is exposed to significant risk in cash.

Grants and other receivables

Grants and other receivables are stated at the amount management expects to collect from outstanding balances. Management provides for probable uncollectible amounts based on its assessment of the current status of individual receivables from grants, agencies and others. Balances that are still outstanding after management has used reasonable collection efforts are written off against the allowance for doubtful accounts. There was no allowance for doubtful accounts at June 30, 2014 and 2013.

Property and equipment

Property and equipment are recorded at cost. Depreciation and amortization is computed using the straight-line method on a basis considered adequate to depreciate the assets over their estimated useful lives, which range from three to ten years.

Tax exempt status

The Charter School is a tax-exempt organization under section 501(c)(3) of the Internal Revenue Code and applicable state regulations and, accordingly, is exempt from federal and state taxes on income.

The Charter School has filed for and received income tax exemptions in the jurisdictions where it is required to do so. The Charter School files Form 990 in the U.S. federal jurisdiction. The tax returns for the years ended June 30, 2011 through June 30, 2014 are still subject to potential audit by the IRS. Management of the Charter School believes it has no material uncertain tax positions and, accordingly it has not recognized any liability for unrecognized tax benefits.

BEDFORD STUYVESANT COLLEGIATE CHARTER SCHOOL

NOTES TO FINANCIAL STATEMENTS, Cont'd

JUNE 30, 2014 AND 2013

NOTE A: THE CHARTER SCHOOL AND SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES,

Cont'd

Contributed services

The Charter School receives contributed services from volunteers to develop its academic program and to serve on the Board of Trustees. These services are not valued in the financial statements because they do not require "specialized skills" and would typically not be purchased if they were not contributed.

In-kind contributions

Gifts and donations other than cash are recorded at fair value at the date of contribution. The Charter School received in-kind contributions of textbooks totaling \$22,443 and \$20,318 in the years ended June 30, 2014 and 2013, respectively, and are included in other income in the accompanying statement of activities and changes in net assets for the years ended June 30, 2014 and 2013.

Use of estimates in the preparation of financial statements

The preparation of financial statements in conformity with accounting principles generally accepted in the United States of America requires management to make estimates and assumptions that affect the reported amounts of assets and liabilities and disclosure of contingent assets and liabilities at the date of the financial statements and the reported amounts of revenue and expenses during the reporting period. Actual results could differ from those estimates.

Comparatives for year ended June 30, 2013

The financial statements include certain prior year summarized comparative information in total but not by functional classification. Such information does not include sufficient detail to constitute a presentation in conformity with accounting principles generally accepted in the United States of America. Accordingly, such information should be read in conjunction with the Charter School's financial statements for the year ended June 30, 2013, from which the summarized information was derived.

Subsequent events

The Charter School has conducted an evaluation of potential subsequent events occurring after the statement of financial position date through October 16, 2014, which is the date the financial statements are available to be issued. No subsequent events requiring disclosure were noted.

NOTE B: RELATED PARTY TRANSACTIONS

Uncommon Schools, Inc. ("USI"), a not-for-profit organization dedicated to helping start and run charter schools, provides management and other administrative support services to the Charter School. The Charter School entered into a five year agreement with USI, dated July 1, 2008, which was renewed for an additional five years on July 1, 2013, under which the Charter School pays USI a service fee of a set percentage of the average number of students enrolled at the Charter School during the school year multiplied by the approved per pupil operating expenses for the school year, and a percentage of all other public entitlement funding receivable during the fiscal year, excluding in-kind contributions and funds from competitive public grants. This percentage is fixed at 9% in 2013, 8.5% in 2014, and 8% for 2015-2018. The fee incurred for the years ended June 30, 2014 and 2013 was approximately \$442,000 and \$414,000, respectively. At June 30, 2014 and 2013, approximately \$169,300 and \$74,200, respectively, were included in accounts payable relating to USI.

BEDFORD STUYVESANT COLLEGIATE CHARTER SCHOOL

NOTES TO FINANCIAL STATEMENTS, Cont'd

JUNE 30, 2014 AND 2013

NOTE B: RELATED PARTY TRANSACTIONS, Cont'd

The Charter School is related to Brownsville Collegiate Charter School, Ocean Hill Collegiate Charter School, Brooklyn East Collegiate Charter School, Kings Collegiate Charter School and Williamsburg Collegiate Charter School through common Board representation. As none of the schools have an economic interest in the net assets of any other school, the facts do not require consolidation of any of these schools with the Charter School in accordance with GAAP.

In December 2011, the Charter School entered into a memorandum of understanding with Brownsville Collegiate Charter School ("Brownsville") to co-locate in a shared high school beginning in the 2012 – 2013 school year. The Charter School is the funding agent for the shared high school and expenses are allocated among applicable schools based on full time equivalent numbers. At June 30, 2014, there were no amounts included in grants and other receivables, and approximately \$1,700 are included in accounts payable to Brownsville. At June 30, 2013, approximately \$80,200 are included in grants and other receivables, and approximately \$44,700, are included in accounts payable to Brownsville.

NOTE C: SCHOOL FACILITY

The Charter School is located in a New York City Department of Education facility. At June 30, 2014 and 2013, the Board of Trustees has designated \$865,000 as a stability fund to meet future needs of the Charter School. For the years ended June 30, 2014 and 2013, the Charter School paid a fee to the New York City Department of Education for additional after-school and weekend usage amounting to approximately \$1,900 and \$1,300, respectively.

NOTE D: PROPERTY AND EQUIPMENT

Property and equipment consist of the following:

	<u>June 30,</u>	
	<u>2014</u>	<u>2013</u>
Furniture and fixtures	\$ 131,381	\$ 127,326
Computers and software	593,418	513,648
Leasehold improvements	<u>376,317</u>	<u>227,505</u>
	1,101,116	868,479
Less accumulated depreciation and amortization	<u>632,111</u>	<u>463,140</u>
	<u>\$ 469,005</u>	<u>\$ 405,339</u>

BEDFORD STUYVESANT COLLEGIATE CHARTER SCHOOL

NOTES TO FINANCIAL STATEMENTS, Cont'd

JUNE 30, 2014 AND 2013

NOTE E: RETIREMENT PLAN

The Charter School sponsors a defined contribution 403(b) plan covering most employees. The Charter School matches employees' contributions up to the lesser of 3% of gross payroll or \$3,500. The Charter School's total contribution to the Plan for the years ended June 30, 2014 and 2013 approximated \$72,700 and \$55,900, respectively.

NOTE F: CONTINGENCY

Certain grants and contracts may be subject to audit by funding sources. Such audits might result in disallowance of costs submitted for reimbursement by the Charter School. Management is of the opinion that such disallowances, if any, will not have a material effect on the accompanying financial statements. Accordingly, no amounts have been provided in the accompanying financial statements for such potential claims.

NOTE G: CONCENTRATIONS

At June 30, 2014 and 2013, 81% and 38% of accounts receivable are due from a grantor, respectively. At June 30, 2014 and 2013, 14% and 9% of accounts receivable are due from New York State, respectively.

During the years ended June 30, 2014 and 2013, 88% and 90%, respectively, of total operating revenue and support came from per-pupil funding provided by New York State. The per-pupil rate is set annually by the State based on the school district in which the Charter School is located.

NOTE H: OPERATING LEASES

The Charter School leases office equipment under non-cancelable lease agreements expiring through August 2016. The future minimum payments on these agreements are as follows:

<u>Year ending June 30,</u>	<u>Amount</u>
2015	\$ 34,938
2016	20,364
2017	<u>3,394</u>
	<u>\$ 58,696</u>

BEDFORD STUYVESANT COLLEGIATE CHARTER SCHOOL

OTHER FINANCIAL INFORMATION

INDEPENDENT AUDITOR'S REPORT ON OTHER FINANCIAL INFORMATION

Board of Trustees
Bedford Stuyvesant Collegiate Charter School

We have audited the financial statements of Bedford Stuyvesant Collegiate Charter School as of and for the year ended June 30, 2014, and we have issued our report thereon dated October 16, 2014, which contained an unmodified opinion on those financial statements. Our audit was conducted for the purpose of forming an opinion on the financial statements as a whole. The 2014 financial information hereinafter is presented for purposes of additional analysis and is not a required part of the financial statements. Such information is the responsibility of management and was derived from and relates directly to the underlying accounting and other records used to prepare the financial statements. The information has been subjected to the auditing procedures applied in the audit of the financial statements and certain additional procedures, including comparing and reconciling such information directly to the underlying accounting and other records used to prepare the financial statements or to the financial statements themselves, and other additional procedures in accordance with auditing standards generally accepted in the United States of America. In our opinion, the information is fairly stated in all material respects in relation to the financial statements for the year ended June 30, 2014, as a whole.

Mengel, Metzger, Barr & Co. LLP

Rochester, New York
October 16, 2014

BEDFORD STUYVESANT COLLEGIATE CHARTER SCHOOL

SCHEDULE OF MIDDLE SCHOOL AND HIGH SCHOOL ACTIVITIES

YEAR ENDED JUNE 30, 2014

	<u>Middle School</u>	<u>High School</u>	<u>Total</u>
State and local per pupil operating revenue	\$ 4,087,255	\$ 939,598	\$ 5,026,853
Government grants	196,936	45,821	242,757
Contributions	-	414,905	414,905
Other income	<u>18,089</u>	<u>4,354</u>	<u>22,443</u>
TOTAL OPERATING REVENUE AND SUPPORT	4,302,280	1,404,678	5,706,958
Salaries	2,630,166	756,367	3,386,533
Payroll taxes and employee benefits	424,115	124,123	548,238
Occupancy	-	1,934	1,934
Repairs and maintenance	24,692	16,071	40,763
Textbooks	16,336	33,554	49,890
Instructional supplies and assessments	97,663	35,609	133,272
Computer and technology supplies	108,646	47,870	156,516
Student enrichment and services	156,194	51,610	207,804
Professional development	130,317	47,298	177,615
Professional services	16,942	7,234	24,176
Telephone	52,497	31,482	83,979
Insurance	40,459	9,662	50,121
Management fees	360,422	81,342	441,764
Office expense	49,783	24,999	74,782
Depreciation and amortization	91,998	76,973	168,971
Other	<u>22,945</u>	<u>9,777</u>	<u>32,722</u>
TOTAL EXPENSES	<u>4,223,175</u>	<u>1,355,905</u>	<u>5,579,080</u>
CHANGE IN NET ASSETS	<u>\$ 79,105</u>	<u>\$ 48,773</u>	<u>\$ 127,878</u>

BEDFORD STUYVESANT COLLEGIATE CHARTER SCHOOL

REPORT REQUIRED BY GOVERNMENT AUDITING STANDARDS

INDEPENDENT AUDITOR'S REPORT ON INTERNAL CONTROL OVER FINANCIAL REPORTING
AND ON COMPLIANCE AND OTHER MATTERS BASED ON AN AUDIT OF FINANCIAL
STATEMENTS PERFORMED IN ACCORDANCE WITH GOVERNMENT AUDITING STANDARDS

Board of Trustees
Bedford Stuyvesant Collegiate Charter School

We have audited in accordance with auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States, the financial statements of Bedford Stuyvesant Collegiate Charter School, which comprise the statement of financial position as of June 30, 2014, and the related statements of activities and changes in net assets, functional expenses, and cash flows for the year then ended, and the related notes to the financial statements and have issued our report thereon dated October 16, 2014.

Internal Control over Financial Reporting

In planning and performing our audit of the financial statements, we considered Bedford Stuyvesant Collegiate Charter School's internal control over financial reporting (internal control) to determine the audit procedures that are appropriate in the circumstances for the purpose of expressing our opinion on the financial statements, but not for the purpose of expressing an opinion on the effectiveness of Bedford Stuyvesant Collegiate Charter School's internal control. Accordingly, we do not express an opinion on the effectiveness of Bedford Stuyvesant Collegiate Charter School's internal control.

A *deficiency in internal control* exists when the design or operation of a control does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct misstatements on a timely basis. A *material weakness* is a deficiency, or a combination of deficiencies, in internal control, such that there is a reasonable possibility that a material misstatement of the entity's financial statements will not be prevented, or detected and corrected on a timely basis. A *significant deficiency* is a deficiency, or a combination of deficiencies, in internal control that is less severe than a material weakness, yet important enough to merit attention by those charged with governance.

Our consideration of internal control was for the limited purpose described in the first paragraph of this section and was not designed to identify all deficiencies in internal control that might be material weaknesses or significant deficiencies. Given these limitations, during our audit, we did not identify any deficiencies in internal control that we consider to be material weaknesses. However, material weaknesses may exist that have not been identified.

Compliance and Other Matters

As part of obtaining reasonable assurance about whether Bedford Stuyvesant Collegiate Charter School's financial statements are free from material misstatement, we performed tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements, noncompliance with which could have a direct and material effect on the determination of financial statement amounts. However, providing an opinion on compliance with those provisions was not an objective of our audit and, accordingly, we do not express such an opinion. The results of our tests disclosed no instances of noncompliance or other matters that are required to be reported under *Government Auditing Standards*.

We noted certain matters that we reported to management of Bedford Stuyvesant Collegiate Charter School in a separate letter dated October 16, 2014.

Purpose of This Report

The purpose of this report is solely to describe the scope of our testing of internal control and compliance and the results of that testing, and not to provide an opinion on the effectiveness of the entity's internal control or on compliance. This report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering the entity's internal control and compliance. Accordingly, this communication is not suitable for any other purpose.

Restricted Use

This report is intended solely for the information and use of the Board of Trustees, management, federal, state and local awarding agencies, the State University of New York, the New York State Education Department and others within the Charter School and is not intended to be and should not be used by anyone other than these specified parties.

Mengel, Metzger, Barw & Co. LLP

Rochester, New York
October 16, 2014

**BEDFORD STUYVESANT COLLEGIATE CHARTER
SCHOOL**

ADVISORY COMMENT LETTER

JUNE 30, 2014



MENGEL METZGER BARR & CO. LLP

Certified Public Accountants

October 16, 2014

To the Board of Trustees
Bedford Stuyvesant Collegiate Charter School

In planning and performing our audit of the financial statements of Bedford Stuyvesant Collegiate Charter School (the “Charter School”) as of and for the year ended June 30, 2014, in accordance with auditing standards generally accepted in the United States of America, we considered the Charter School’s internal control over financial reporting (internal control) as a basis for designing our auditing procedures for the purpose of expressing our opinion on the financial statements, but not for the purpose of expressing an opinion on the effectiveness of the Charter School’s internal control. Accordingly, we do not express an opinion on the effectiveness of the Charter School’s internal control.

A deficiency in internal control exists when the design or operation of a control does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct misstatements on a timely basis. A material weakness is a deficiency, or combination of deficiencies, in internal control, such that there is a reasonable possibility that a material misstatement of the entity’s financial statements will not be prevented, or detected and corrected on a timely basis.

Our consideration of internal control was for the limited purpose described in the first paragraph and was not designed to identify all deficiencies in internal control that might be material weaknesses. Given these limitations, during our audit we did not identify any deficiencies in internal control that we consider to be material weaknesses. However, material weaknesses may exist that have not been identified.

During the course of our audit of the financial statements of Bedford-Stuyvesant Collegiate Charter School as of June 30, 2014 and for the year then ended, we observed the Charter School’s significant accounting policies and procedures and certain business, financial and administrative practices. As a result of our observations, we suggest you consider the following comment which we do not consider to be a significant deficiency or material weakness:

Records Retention

During our audit, we noted two student files were not maintained for students that transferred out of the School.

Recommendation

We recommend the Charter School adhere to its record retention policy.

Status of matters included in our letter as of June 30, 2013, dated October 16, 2013:

Approval for Transfers of Funds to Uncommon Schools

During our audit, we selected certain transfers made from the Charter School to Uncommon Schools, Inc. (USI) which primarily related to payment of management fees. We noted that in one instance the transfer of funds was not authorized in writing by the Director of Finance.

Recommendation

We recommend the Charter School adhere to their internal control policy requiring approval from both the Director of Operations and USI Director of Finance prior to transferring funds to USI. This will remove any appearance of impropriety as the actual bank transfers are made by USI personnel.

Status at June 30, 2013

During our interim fieldwork for the current year audit, we noted that in three instances, transfer authorization forms were either not signed by the USI Director of Finance or the school's Director of Operations to indicate approval. However, during year-end fieldwork, the forms that were not signed as of interim had now been signed. We recommend that the Charter School not only adhere to their internal control policy requiring approval from both the Director of Operations and USI Director of Finance prior to transferring funds to USI, but do so in a timely manner. Signing the transfer authorization forms subsequent to the transfer of funds does not provide the full benefit that is intended with this internal control function.

Status at June 30, 2014

During our current year audit, all transfers to USI that were tested either had the appropriate signatures of approval from the Director of Operations and USI Director of Finance or were appropriately approved via e-mail prior to the transfer of funds being made.

* * * * *

We believe that the implementation of these recommendations will improve the controls in place and efficiency of the Charter School's internal control.

This communication is intended solely for the information and use of Management, Finance Committee Members and Board Members and is not intended to be and should not be used by anyone other than these specified parties.

We appreciate the outstanding cooperation from your staff that our personnel received during the audit of the Charter School's financial statements. Should you have any questions or comments, please contact Shelby Stenson or Ryan Snyder.

Very truly yours,



MENGEL, METZGER, BARR & CO. LLP

**BEDFORD STUYVESANT COLLEGIATE
CHARTER SCHOOL**

BROOKLYN, NEW YORK

AUDITED FINANCIAL STATEMENTS

OTHER FINANCIAL INFORMATION

**REPORT REQUIRED BY
GOVERNMENT AUDITING STANDARDS**

AND

INDEPENDENT AUDITOR'S REPORTS

JUNE 30, 2014

(With Comparative Totals for 2013)



MENGEL METZGER BARR & CO. LLP

Certified Public Accountants

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INDEPENDENT AUDITOR'S REPORT

Board of Trustees
Bedford Stuyvesant Collegiate Charter School

Report on the Financial Statements

We have audited the accompanying financial statements of Bedford Stuyvesant Collegiate Charter School, which comprise the statement of financial position as of June 30, 2014, and the related statements of activities and changes in net assets, functional expenses, and cash flows for the year then ended, and the related notes to the financial statements.

Management's Responsibility for the Financial Statements

Management is responsible for the preparation and fair presentation of these financial statements in accordance with accounting principles generally accepted in the United States of America; this includes the design, implementation, and maintenance of internal control relevant to the preparation and fair presentation of financial statements that are free from material misstatement, whether due to fraud or error.

Auditor's Responsibility

Our responsibility is to express an opinion on these financial statements based on our audit. We conducted our audit in accordance with auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards* issued by the Comptroller General of the United States. Those standards require that we plan and perform the audit to obtain reasonable assurance about whether the financial statements are free from material misstatement.

An audit involves performing procedures to obtain audit evidence about the amounts and disclosures in the financial statements. The procedures selected depend on the auditor's judgment, including the assessment of the risks of material misstatement of the financial statements, whether due to fraud or error. In making those risk assessments, the auditor considers internal control relevant to the entity's preparation and fair presentation of the financial statements in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the entity's internal control. Accordingly, we express no such opinion. An audit also includes evaluating the appropriateness of accounting policies used and the reasonableness of significant accounting estimates made by management, as well as evaluating the overall presentation of the financial statements.

We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our audit opinion.

Opinion

In our opinion, the financial statements referred to above present fairly, in all material respects, the financial position of Bedford Stuyvesant Collegiate Charter School as of June 30, 2014, and the changes in its net assets and its cash flows for the year then ended in accordance with accounting principles generally accepted in the United States of America.

Report on Summarized Comparative Information

We have previously audited Bedford Stuyvesant Collegiate Charter School's June 30, 2013 financial statements, and we expressed an unmodified audit opinion on those audited financial statements in our report dated October 16, 2013. In our opinion, the summarized comparative information presented herein as of and for the year ended June 30, 2013 is consistent, in all material respects, with the audited financial statements from which it has been derived.

Other Report Required by Government Auditing Standards

In accordance with *Government Auditing Standards*, we have also issued our report dated October 16, 2014 on our consideration of Bedford Stuyvesant Collegiate Charter School's internal control over financial reporting and on our tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements and other matters. The purpose of that report is to describe the scope of our testing of internal control over financial reporting and compliance and the results of that testing, and not to provide an opinion on internal control over financial reporting or on compliance. That report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering Bedford Stuyvesant Collegiate Charter School's internal control over financial reporting and compliance.

Mengel, Metzger, Barw & Co. LLP

Rochester, New York
October 16, 2014

BEDFORD STUYVESANT COLLEGIATE CHARTER SCHOOL

STATEMENT OF FINANCIAL POSITION

JUNE 30, 2014

(With Comparative Totals for 2013)

<u>ASSETS</u>	<u>June 30,</u>	
	<u>2014</u>	<u>2013</u>
<u>CURRENT ASSETS</u>		
Cash	\$ 1,556,061	\$ 1,447,971
Grants and other receivables	102,884	165,009
Prepaid expenses	41,185	55,053
TOTAL CURRENT ASSETS	<u>1,700,130</u>	<u>1,668,033</u>
<u>PROPERTY AND EQUIPMENT, net</u>	<u>469,005</u>	<u>405,339</u>
TOTAL ASSETS	<u>\$ 2,169,135</u>	<u>\$ 2,073,372</u>
 <u>LIABILITIES AND NET ASSETS</u>		
<u>CURRENT LIABILITIES</u>		
Accounts payable and accrued expenses	\$ 363,838	\$ 395,953
 <u>NET ASSETS, unrestricted</u>		
Designated for stability fund	865,000	865,000
Undesignated	940,297	812,419
TOTAL LIABILITIES AND NET ASSETS	<u>1,805,297</u>	<u>1,677,419</u>
	<u>\$ 2,169,135</u>	<u>\$ 2,073,372</u>

The accompanying notes are an integral part of the financial statements.

BEDFORD STUYVESANT COLLEGIATE CHARTER SCHOOL

STATEMENT OF ACTIVITIES AND CHANGES IN NET ASSETS

YEAR ENDED JUNE 30, 2014
(With Comparative Totals for 2013)

	Year ended June 30,	
	<u>2014</u>	<u>2013</u>
Operating revenue and support:		
State and local per pupil operating revenue	\$ 5,026,853	\$ 4,401,394
Government grants	242,757	297,599
Contributions	414,905	607,187
Other income	22,443	20,935
TOTAL OPERATING REVENUE AND SUPPORT	<u>5,706,958</u>	<u>5,327,115</u>
Expenses:		
Program services - education	5,002,099	4,293,242
General and administrative	576,981	545,554
TOTAL EXPENSES	<u>5,579,080</u>	<u>4,838,796</u>
CHANGE IN NET ASSETS	127,878	488,319
Unrestricted net assets at beginning of year	<u>1,677,419</u>	<u>1,189,100</u>
UNRESTRICTED NET ASSETS AT END OF YEAR	<u>\$ 1,805,297</u>	<u>\$ 1,677,419</u>

The accompanying notes are an integral part of the financial statements.

BEDFORD STUYVESANT COLLEGIATE CHARTER SCHOOL

STATEMENT OF FUNCTIONAL EXPENSES

YEAR ENDED JUNE 30, 2014
(With Comparative Totals for 2013)

	Year ended June 30,			2013
	2014	2013	2012	
	Program services - education	General and administrative	Total	Total
Salaries	\$ 3,150,079	\$ 236,454	\$ 3,386,533	\$ 2,831,664
Payroll taxes and employee benefits	510,189	38,049	548,238	454,989
Occupancy	1,934	-	1,934	1,274
Repairs and maintenance	30,959	9,804	40,763	44,040
Textbooks	49,890	-	49,890	37,737
Instructional supplies and assessments	133,272	-	133,272	96,643
Computer and technology support	156,516	-	156,516	249,652
Student enrichment and services	207,804	-	207,804	136,210
Professional development	177,615	-	177,615	142,465
Professional services	-	24,176	24,176	18,546
Telephone	-	83,979	83,979	90,880
Insurance	-	50,121	50,121	42,749
Management fees	375,500	66,264	441,764	414,168
Office expense	42,155	32,627	74,782	83,320
Depreciation and amortization	166,186	2,785	168,971	158,954
Bad debt expense	-	-	-	2,358
Other	-	32,722	32,722	33,147
	<u>\$ 5,002,099</u>	<u>\$ 576,981</u>	<u>\$ 5,579,080</u>	<u>\$ 4,838,796</u>

The accompanying notes are an integral part of the financial statements.

BEDFORD STUYVESANT COLLEGIATE CHARTER SCHOOL

STATEMENT OF CASH FLOWS

JUNE 30, 2014

(With Comparative Totals for 2013)

	<u>Year ended June 30,</u>	
	<u>2014</u>	<u>2013</u>
<u>CASH FLOWS - OPERATING ACTIVITIES</u>		
Change in net assets	\$ 127,878	\$ 488,319
Adjustments to reconcile change in net assets to net cash provided from operating activities:		
Depreciation and amortization	168,971	158,954
Bad debt expense	-	2,358
Changes in certain assets and liabilities affecting operations:		
Grants and other receivables	62,125	35,245
Prepaid expenses	13,868	38,706
Accounts payable and accrued expenses	<u>(32,115)</u>	<u>(107,178)</u>
NET CASH PROVIDED FROM OPERATING ACTIVITIES	340,727	616,404
<u>CASH FLOWS - INVESTING ACTIVITIES</u>		
Purchases of property and equipment	<u>(232,637)</u>	<u>(321,204)</u>
NET CASH USED FOR INVESTING ACTIVITIES	<u>(232,637)</u>	<u>(321,204)</u>
NET INCREASE IN CASH	108,090	295,200
Cash at beginning of year	<u>1,447,971</u>	<u>1,152,771</u>
CASH AT END OF YEAR	<u>\$ 1,556,061</u>	<u>\$ 1,447,971</u>

The accompanying notes are an integral part of the financial statements.

BEDFORD STUYVESANT COLLEGIATE CHARTER SCHOOL

NOTES TO FINANCIAL STATEMENTS

JUNE 30, 2014 AND 2013

NOTE A: THE CHARTER SCHOOL AND SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES

The Charter School

Bedford Stuyvesant Collegiate Charter School (the “Charter School”), is an educational corporation operating as a charter school in the borough of Brooklyn, New York City. On January 15, 2008, the Board of Regents of the University of the State of New York granted the Charter School a provisional charter valid for a term of five years which was renewed for an additional five years effective February 26, 2013 and renewable upon expiration.

The Charter School’s mission is to prepare each student for college.

Financial Statement presentation

The financial statements of the Charter School have been prepared on the accrual basis of accounting in conformity with accounting principles generally accepted in the United States of America (GAAP). The Charter School reports information regarding its financial position and activities according to three classes of net assets: unrestricted net assets, temporarily restricted net assets and permanently restricted net assets.

These classes of net assets are defined as follows:

Permanently restricted – Net assets resulting from contributions and other inflows of assets whose use by the Charter School is limited by donor-imposed stipulations that neither expire by passage of time nor can be fulfilled or otherwise removed by actions of the Charter School. The Charter School had no permanently restricted net assets at June 30, 2014 and 2013.

Temporarily restricted – Net assets resulting from contributions and other inflows of assets whose use by the Charter School is limited by donor-imposed stipulations that either expire by passage of time or can be fulfilled and removed by actions of the Charter School pursuant to those stipulations. The Charter School had no temporarily restricted net assets at June 30, 2014 and 2013.

Unrestricted – The net assets over which the Governing Board has discretionary control to use in carrying on the Charter School’s operations in accordance with the guidelines established by the Charter School. The Board may designate portions of the current unrestricted net assets for specific purposes, projects or investment.

Revenue and support recognition

Revenue from state and local governments resulting from the Charter School’s charter status and based on the number of students enrolled is recorded when services are performed in accordance with the charter agreement.

Revenue from federal, state and local government grants and contracts are recorded by the Charter School when qualifying expenditures are incurred and billable.

BEDFORD STUYVESANT COLLEGIATE CHARTER SCHOOL

NOTES TO FINANCIAL STATEMENTS, Cont'd

JUNE 30, 2014 AND 2013

NOTE A: THE CHARTER SCHOOL AND SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES,

Cont'd

Contributions

Contributions received are recorded as unrestricted, temporarily or permanently restricted support depending on the existence of any donor restrictions. A contribution that is received and expended in the same year for a specific purpose is classified as unrestricted revenue.

Contributions are recorded as restricted support if they are received with donor stipulations that limit the use of the donated assets. When a donor restriction expires, that is, when a stipulated purpose restriction is accomplished, temporarily restricted net assets are reclassified to unrestricted net assets and reported in the statement of activities and changes in net assets as net assets released from restrictions.

Cash

Cash balances are maintained at a financial institution located in New York. Cash is insured by the Federal Deposit Insurance Corporation up to \$250,000 at the institution. In the normal course of business, the cash account balances at any given time may exceed insured limits. However, the Charter School has not experienced any losses in such accounts and does not believe it is exposed to significant risk in cash.

Grants and other receivables

Grants and other receivables are stated at the amount management expects to collect from outstanding balances. Management provides for probable uncollectible amounts based on its assessment of the current status of individual receivables from grants, agencies and others. Balances that are still outstanding after management has used reasonable collection efforts are written off against the allowance for doubtful accounts. There was no allowance for doubtful accounts at June 30, 2014 and 2013.

Property and equipment

Property and equipment are recorded at cost. Depreciation and amortization is computed using the straight-line method on a basis considered adequate to depreciate the assets over their estimated useful lives, which range from three to ten years.

Tax exempt status

The Charter School is a tax-exempt organization under section 501(c)(3) of the Internal Revenue Code and applicable state regulations and, accordingly, is exempt from federal and state taxes on income.

The Charter School has filed for and received income tax exemptions in the jurisdictions where it is required to do so. The Charter School files Form 990 in the U.S. federal jurisdiction. The tax returns for the years ended June 30, 2011 through June 30, 2014 are still subject to potential audit by the IRS. Management of the Charter School believes it has no material uncertain tax positions and, accordingly it has not recognized any liability for unrecognized tax benefits.

BEDFORD STUYVESANT COLLEGIATE CHARTER SCHOOL

NOTES TO FINANCIAL STATEMENTS, Cont'd

JUNE 30, 2014 AND 2013

NOTE A: THE CHARTER SCHOOL AND SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES,

Cont'd

Contributed services

The Charter School receives contributed services from volunteers to develop its academic program and to serve on the Board of Trustees. These services are not valued in the financial statements because they do not require "specialized skills" and would typically not be purchased if they were not contributed.

In-kind contributions

Gifts and donations other than cash are recorded at fair value at the date of contribution. The Charter School received in-kind contributions of textbooks totaling \$22,443 and \$20,318 in the years ended June 30, 2014 and 2013, respectively, and are included in other income in the accompanying statement of activities and changes in net assets for the years ended June 30, 2014 and 2013.

Use of estimates in the preparation of financial statements

The preparation of financial statements in conformity with accounting principles generally accepted in the United States of America requires management to make estimates and assumptions that affect the reported amounts of assets and liabilities and disclosure of contingent assets and liabilities at the date of the financial statements and the reported amounts of revenue and expenses during the reporting period. Actual results could differ from those estimates.

Comparatives for year ended June 30, 2013

The financial statements include certain prior year summarized comparative information in total but not by functional classification. Such information does not include sufficient detail to constitute a presentation in conformity with accounting principles generally accepted in the United States of America. Accordingly, such information should be read in conjunction with the Charter School's financial statements for the year ended June 30, 2013, from which the summarized information was derived.

Subsequent events

The Charter School has conducted an evaluation of potential subsequent events occurring after the statement of financial position date through October 16, 2014, which is the date the financial statements are available to be issued. No subsequent events requiring disclosure were noted.

NOTE B: RELATED PARTY TRANSACTIONS

Uncommon Schools, Inc. ("USI"), a not-for-profit organization dedicated to helping start and run charter schools, provides management and other administrative support services to the Charter School. The Charter School entered into a five year agreement with USI, dated July 1, 2008, which was renewed for an additional five years on July 1, 2013, under which the Charter School pays USI a service fee of a set percentage of the average number of students enrolled at the Charter School during the school year multiplied by the approved per pupil operating expenses for the school year, and a percentage of all other public entitlement funding receivable during the fiscal year, excluding in-kind contributions and funds from competitive public grants. This percentage is fixed at 9% in 2013, 8.5% in 2014, and 8% for 2015-2018. The fee incurred for the years ended June 30, 2014 and 2013 was approximately \$442,000 and \$414,000, respectively. At June 30, 2014 and 2013, approximately \$169,300 and \$74,200, respectively, were included in accounts payable relating to USI.

BEDFORD STUYVESANT COLLEGIATE CHARTER SCHOOL

NOTES TO FINANCIAL STATEMENTS, Cont'd

JUNE 30, 2014 AND 2013

NOTE B: RELATED PARTY TRANSACTIONS, Cont'd

The Charter School is related to Brownsville Collegiate Charter School, Ocean Hill Collegiate Charter School, Brooklyn East Collegiate Charter School, Kings Collegiate Charter School and Williamsburg Collegiate Charter School through common Board representation. As none of the schools have an economic interest in the net assets of any other school, the facts do not require consolidation of any of these schools with the Charter School in accordance with GAAP.

In December 2011, the Charter School entered into a memorandum of understanding with Brownsville Collegiate Charter School ("Brownsville") to co-locate in a shared high school beginning in the 2012 – 2013 school year. The Charter School is the funding agent for the shared high school and expenses are allocated among applicable schools based on full time equivalent numbers. At June 30, 2014, there were no amounts included in grants and other receivables, and approximately \$1,700 are included in accounts payable to Brownsville. At June 30, 2013, approximately \$80,200 are included in grants and other receivables, and approximately \$44,700, are included in accounts payable to Brownsville.

NOTE C: SCHOOL FACILITY

The Charter School is located in a New York City Department of Education facility. At June 30, 2014 and 2013, the Board of Trustees has designated \$865,000 as a stability fund to meet future needs of the Charter School. For the years ended June 30, 2014 and 2013, the Charter School paid a fee to the New York City Department of Education for additional after-school and weekend usage amounting to approximately \$1,900 and \$1,300, respectively.

NOTE D: PROPERTY AND EQUIPMENT

Property and equipment consist of the following:

	<u>June 30,</u>	
	<u>2014</u>	<u>2013</u>
Furniture and fixtures	\$ 131,381	\$ 127,326
Computers and software	593,418	513,648
Leasehold improvements	<u>376,317</u>	<u>227,505</u>
	1,101,116	868,479
Less accumulated depreciation and amortization	<u>632,111</u>	<u>463,140</u>
	<u>\$ 469,005</u>	<u>\$ 405,339</u>

BEDFORD STUYVESANT COLLEGIATE CHARTER SCHOOL

NOTES TO FINANCIAL STATEMENTS, Cont'd

JUNE 30, 2014 AND 2013

NOTE E: RETIREMENT PLAN

The Charter School sponsors a defined contribution 403(b) plan covering most employees. The Charter School matches employees' contributions up to the lesser of 3% of gross payroll or \$3,500. The Charter School's total contribution to the Plan for the years ended June 30, 2014 and 2013 approximated \$72,700 and \$55,900, respectively.

NOTE F: CONTINGENCY

Certain grants and contracts may be subject to audit by funding sources. Such audits might result in disallowance of costs submitted for reimbursement by the Charter School. Management is of the opinion that such disallowances, if any, will not have a material effect on the accompanying financial statements. Accordingly, no amounts have been provided in the accompanying financial statements for such potential claims.

NOTE G: CONCENTRATIONS

At June 30, 2014 and 2013, 81% and 38% of accounts receivable are due from a grantor, respectively. At June 30, 2014 and 2013, 14% and 9% of accounts receivable are due from New York State, respectively.

During the years ended June 30, 2014 and 2013, 88% and 90%, respectively, of total operating revenue and support came from per-pupil funding provided by New York State. The per-pupil rate is set annually by the State based on the school district in which the Charter School is located.

NOTE H: OPERATING LEASES

The Charter School leases office equipment under non-cancelable lease agreements expiring through August 2016. The future minimum payments on these agreements are as follows:

<u>Year ending June 30,</u>	<u>Amount</u>
2015	\$ 34,938
2016	20,364
2017	<u>3,394</u>
	<u>\$ 58,696</u>

BEDFORD STUYVESANT COLLEGIATE CHARTER SCHOOL

OTHER FINANCIAL INFORMATION

INDEPENDENT AUDITOR'S REPORT ON OTHER FINANCIAL INFORMATION

Board of Trustees
Bedford Stuyvesant Collegiate Charter School

We have audited the financial statements of Bedford Stuyvesant Collegiate Charter School as of and for the year ended June 30, 2014, and we have issued our report thereon dated October 16, 2014, which contained an unmodified opinion on those financial statements. Our audit was conducted for the purpose of forming an opinion on the financial statements as a whole. The 2014 financial information hereinafter is presented for purposes of additional analysis and is not a required part of the financial statements. Such information is the responsibility of management and was derived from and relates directly to the underlying accounting and other records used to prepare the financial statements. The information has been subjected to the auditing procedures applied in the audit of the financial statements and certain additional procedures, including comparing and reconciling such information directly to the underlying accounting and other records used to prepare the financial statements or to the financial statements themselves, and other additional procedures in accordance with auditing standards generally accepted in the United States of America. In our opinion, the information is fairly stated in all material respects in relation to the financial statements for the year ended June 30, 2014, as a whole.

Mengel, Metzger, Barr & Co. LLP

Rochester, New York
October 16, 2014

BEDFORD STUYVESANT COLLEGIATE CHARTER SCHOOL

SCHEDULE OF MIDDLE SCHOOL AND HIGH SCHOOL ACTIVITIES

YEAR ENDED JUNE 30, 2014

	<u>Middle School</u>	<u>High School</u>	<u>Total</u>
State and local per pupil operating revenue	\$ 4,087,255	\$ 939,598	\$ 5,026,853
Government grants	196,936	45,821	242,757
Contributions	-	414,905	414,905
Other income	<u>18,089</u>	<u>4,354</u>	<u>22,443</u>
TOTAL OPERATING REVENUE AND SUPPORT	4,302,280	1,404,678	5,706,958
Salaries	2,630,166	756,367	3,386,533
Payroll taxes and employee benefits	424,115	124,123	548,238
Occupancy	-	1,934	1,934
Repairs and maintenance	24,692	16,071	40,763
Textbooks	16,336	33,554	49,890
Instructional supplies and assessments	97,663	35,609	133,272
Computer and technology supplies	108,646	47,870	156,516
Student enrichment and services	156,194	51,610	207,804
Professional development	130,317	47,298	177,615
Professional services	16,942	7,234	24,176
Telephone	52,497	31,482	83,979
Insurance	40,459	9,662	50,121
Management fees	360,422	81,342	441,764
Office expense	49,783	24,999	74,782
Depreciation and amortization	91,998	76,973	168,971
Other	<u>22,945</u>	<u>9,777</u>	<u>32,722</u>
TOTAL EXPENSES	<u>4,223,175</u>	<u>1,355,905</u>	<u>5,579,080</u>
CHANGE IN NET ASSETS	<u>\$ 79,105</u>	<u>\$ 48,773</u>	<u>\$ 127,878</u>

BEDFORD STUYVESANT COLLEGIATE CHARTER SCHOOL

REPORT REQUIRED BY GOVERNMENT AUDITING STANDARDS

INDEPENDENT AUDITOR'S REPORT ON INTERNAL CONTROL OVER FINANCIAL REPORTING
AND ON COMPLIANCE AND OTHER MATTERS BASED ON AN AUDIT OF FINANCIAL
STATEMENTS PERFORMED IN ACCORDANCE WITH GOVERNMENT AUDITING STANDARDS

Board of Trustees
Bedford Stuyvesant Collegiate Charter School

We have audited in accordance with auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States, the financial statements of Bedford Stuyvesant Collegiate Charter School, which comprise the statement of financial position as of June 30, 2014, and the related statements of activities and changes in net assets, functional expenses, and cash flows for the year then ended, and the related notes to the financial statements and have issued our report thereon dated October 16, 2014.

Internal Control over Financial Reporting

In planning and performing our audit of the financial statements, we considered Bedford Stuyvesant Collegiate Charter School's internal control over financial reporting (internal control) to determine the audit procedures that are appropriate in the circumstances for the purpose of expressing our opinion on the financial statements, but not for the purpose of expressing an opinion on the effectiveness of Bedford Stuyvesant Collegiate Charter School's internal control. Accordingly, we do not express an opinion on the effectiveness of Bedford Stuyvesant Collegiate Charter School's internal control.

A *deficiency in internal control* exists when the design or operation of a control does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct misstatements on a timely basis. A *material weakness* is a deficiency, or a combination of deficiencies, in internal control, such that there is a reasonable possibility that a material misstatement of the entity's financial statements will not be prevented, or detected and corrected on a timely basis. A *significant deficiency* is a deficiency, or a combination of deficiencies, in internal control that is less severe than a material weakness, yet important enough to merit attention by those charged with governance.

Our consideration of internal control was for the limited purpose described in the first paragraph of this section and was not designed to identify all deficiencies in internal control that might be material weaknesses or significant deficiencies. Given these limitations, during our audit, we did not identify any deficiencies in internal control that we consider to be material weaknesses. However, material weaknesses may exist that have not been identified.

Compliance and Other Matters

As part of obtaining reasonable assurance about whether Bedford Stuyvesant Collegiate Charter School's financial statements are free from material misstatement, we performed tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements, noncompliance with which could have a direct and material effect on the determination of financial statement amounts. However, providing an opinion on compliance with those provisions was not an objective of our audit and, accordingly, we do not express such an opinion. The results of our tests disclosed no instances of noncompliance or other matters that are required to be reported under *Government Auditing Standards*.

We noted certain matters that we reported to management of Bedford Stuyvesant Collegiate Charter School in a separate letter dated October 16, 2014.

Purpose of This Report

The purpose of this report is solely to describe the scope of our testing of internal control and compliance and the results of that testing, and not to provide an opinion on the effectiveness of the entity's internal control or on compliance. This report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering the entity's internal control and compliance. Accordingly, this communication is not suitable for any other purpose.

Restricted Use

This report is intended solely for the information and use of the Board of Trustees, management, federal, state and local awarding agencies, the State University of New York, the New York State Education Department and others within the Charter School and is not intended to be and should not be used by anyone other than these specified parties.

Mengel, Metzger, Barw & Co. LLP

Rochester, New York
October 16, 2014

Transmittal Form
Annual Financial Statement Audit Report

for SUNY Authorized Charter Schools

School Name:	Bedford Stuyvesant Collegiate Charter School
Date (Report is due Nov. 1):	November 1, 2014
School Fiscal Contact Name:	Dave Bryson
School Fiscal Contact Email:	[REDACTED]
School Fiscal Contact Phone:	[REDACTED]
School Audit Firm Name:	Mengel Metzger Barr & Co. LLP
School Audit Contact Name:	Shelby Stenson
School Audit Contact Email:	sstenson@mmb-co.com
School Audit Contact Phone:	585-672-1810
Audit Period:	2013-14
Prior Year:	2012-13

The following items are required to be included:

- .. The independent auditor's report on financial statements and notes.
- .. Excel template file containing the Financial Position, Statement of Activities, Cash Flow and Functional Expenses worksheets.
- .. Reports on internal controls over financial reporting and on compliance.

The additional items listed below should be included if applicable. Please explain the reason(s) if the items are not included. Examples might include: a written management letter was not issued; the school did not expend federal funds in excess of the Single Audit Threshold of \$500,000; the management letter response will be submitted by the following date (should be no later than 30 days from the submission of the report); etc.

Item	If not included, state the reason(s) below (if not applicable fill in N/A):
Management Letter	
Management Letter Response	
Form 990	
Federal Single Audit (A-133) ¹	
Corrective Action Plan	

Please also send an ELECTRONIC copy of: 1.) This transmittal form; 2.) Audited Financial Report; and if applicable 3.) Management Letter and Response; 4.) Federal Single Audit (A-133) ONLY to the following offices via email. A copy of the Excel file containing the four schedules Does NOT need to be included.

NYS Education Department Public School Choice Programs 89 Washington Avenue Room 462 EBA Albany, New York 12234 charterschools@mail.nysed.gov	NYS Education Department Office of Audit Services 89 Washington Avenue Room 524 EBA Room 524 EBA Albany, New York 12234 fsanda133@mail.nysed.gov
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¹ A copy of the Federal Single Audit must be filed with the Federal Audit Clearinghouse. Please refer to [OMB Circular A-133](#) for the federal filing requirements.

Appendix B: Total Expenditures and Administrative Expenditures per Child

Created Monday, November 03, 2014

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 2013-14 Schedule of Functional Expenses) and divide by the count of students you reported on of BEDS Day. (Integers Only. No dollar signs or commas).

1. Total Expenditures Per Child Line 1: Total Expenditures	4838796
1. Total Expenditures Per Child Line 2: BEDS Day Pupil Count	347
1. Total Expenditures Per Child Line 3: Divide Line 1 by Line 2	13945

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 2013-14 Schedule of Functional Expenses) and divide by the BEDS 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 21 of the 2012 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 2013-14 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 2013-14 Schedule of Functional Expenses) and divide by the count of students as of BEDS Day. (Integers Only. No dollar signs or commas).

To calculate 'Administrative Expenditures per Child' take the relevant portion from the 'personnel services cost' row and the 'management and general' column (from the 2013-14 Schedule of Functional Expenses) and divide by the count of students as of BEDS Day. (Integers Only. No dollar signs or commas). Line 1: Relevant Personnel Services Cost (Row)	0
To calculate 'Administrative Expenditures per Child' take the relevant portion from the 'personnel services cost' row and the 'management and general' column (from the 2013-14 Schedule of Functional Expenses) and divide by the count of students as of BEDS Day. (Integers Only. No dollar signs or commas). Line 2: Management and General Cost (Column)	236454
To calculate 'Administrative Expenditures per Child' take the relevant portion from the 'personnel services cost' row and the 'management and general' column (from the 2013-14 Schedule of Functional Expenses) and divide by the count of students as of BEDS Day. (Integers Only. No dollar signs or commas). Line 3: Sum of Line 1 and Line 2	236454
To calculate 'Administrative Expenditures per Child' take the relevant portion from the 'personnel services cost' row and the 'management and general' column (from the 2013-14 Schedule of Functional Expenses) and divide by the count of students as of BEDS Day. (Integers Only. No dollar signs or commas). Line 4: BEDS Day Pupil Count	347
To calculate 'Administrative Expenditures per Child' take the relevant portion from the 'personnel services cost' row and the 'management and general' column (from the 2013-14 Schedule of Functional Expenses) and divide by the count of students as of BEDS Day. (Integers Only. No dollar signs or commas). Line 5: Divide Line 3 by the BEDS Day Pupil Count	681

Thank you.



Budget and Quarterly Report Template
for SUNY Authorized Charter Schools

**Bedford Stuyvesant Collegiate
Charter School**

Contact Name: Reva Gorelick
Contact Email: [REDACTED]
Contact Phone: [REDACTED]

Prior Year: 2013-14
Current Year: 2014-15

Appendix E: Disclosure of Financial Interest Form

Created Monday, November 03, 2014

Page 1

331600860918 BEDFORD STUY COLLEGIATE CS

An Appendix E: Disclosure of Financial Interest Form must be completed for each active Trustee who served on the charter school's Board of Trustees during the 2013-14 school year. Trustees are at times difficult to track down in the summer months. Trustees may complete and submit at their leisure (but before the deadline) their individual form at:

<http://fluidsurveys.com/surveys/vickie-smith/appendix-e-trustee-disclosure-form/>. Trustees may download and/or email their forms to you upon completion.

Trustees who are technologically advanced may complete the survey using their smartphones or other mobile devices by downloading the this bar code link to the survey <https://fluidsurveys.com/account/surveys/540612/publish/qrcode/>. (Make sure you have the bar code application reader on your phone).

If a Trustee is unable to complete the form by the deadline (i.e, out of the country), the school is responsible for submitting the information required on the form for that individual trustee.

Just send the links via email today to your Trustees requesting that they each complete their form as soon as possible.
Thank you.

Yes, each member of the school's Board of Trustees has received a link to the Disclosure of Financial Interest Form.

Yes

Thank you.

Appendix F: BOT Membership Table

Created Tuesday, July 15, 2014

Page 1

331600860918 BEDFORD STUY COLLEGIATE CS

1. Current Board Member Information

	Full Name of Individual Trustees	Position on Board (Officer or Rep).	Voting Member	Area of Expertise &/or Additional Role	Terms Served & Length (include date of election and expiration)	Committee affiliations
1	John Greenstein	Treasurer	Yes	Finance	Renewed for his 3rd term in June 2013, current term expires June 2016	Finance
2	Bob Howitt	Member	Yes	Finance	Renewed for his 3rd term in June 2014, current term expires June 2017	Executive
3	Eileen Shy	Member	Yes	Program/Organization Management	2 terms, elected July 2009, renewed June 2012, current term expires June 2015	Accountability
4	Linton Mann III	Chair/President	Yes	Legal	2 terms, elected July 2009, renewed June 2012, current term expires June 2015	Executive, Accountability, Joint High School
5	Julie Kennedy	Member	Yes	Program	2 years; elected June 2012; current term expires June 2015	Accountability, Joint High School Committee, Finance, Executive
6	Stuart Linde	Member	Yes	Finance	2 years elected Sept 2012, approved October 2012; current term expires Sep. 2015	Finance, Joint High School Committee
7	St. Claire Gerald	Member	Yes	Parent Representative; Organization Management	2 years elected Sept 2012, approved October 2012; current term expires Sep. 2015	Executive
8	Ian Sacks	Member	Yes	Finance	1 year, Elected June 2013, approved October 2013, Term Expires June 2015	Joint HS Committee
9	Ekwutozia Nwabuzor	Member	Yes	Legal	1 year, Elected June 2013, approved October 2013, Term Expires June 2015	Finance & Accountability

2. Total Number of Members Joining Board during the 2013-14 school year

0

3. Total Number of Members Departing the Board during the 2013-14 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 2013-14 school year?

5

6. How many times will the Board meet during the 2014-15 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 has revised its plan for meeting enrollment and retention targets. Bedford Stuyvesant Collegiate will be taking 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, Excellence Girls, 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.

Ultimately, school leaders will be responsible for recruitment at their schools, but by collaborating, meeting regularly, dividing labor, and sharing best practices, we will be able to significantly increase the overall number of families that each school can reach.

- 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 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 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 partnered with WBLS to launch a radio ad. This ad was recorded by an Uncommon graduate and aired during the most popular air times – A.M. and P.M. rush hour.

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 12 early childhood development centers in the Bed Stuy community, nine of which are 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 5th grade applications.
- Schools will continue to reach out to other schools in their Community School Districts, and talk about the supports we offer students. Schools will ask if they have any referrals for students that would benefit from our programmatic support.
- Schools will continue to build strong connections with their 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.
- Schools will reach out to related service agencies that they 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, 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 Learners

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 for each Uncommon School 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.
- 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 3rd 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 the following NYCHA sites:
 - Stuyvesant Garden I and II, which provide 479 public housing units for 1,078 residents in Community School District (CSD) 16. According to the U.S. Census, the population in this development's zip code is approximately 14% Hispanic-Latino.
 - Roosevelt II, a NYCHA development located in the 11206 zip code that is approximately 20% Hispanic-Latino, provides public housing units for over 700 residents in CSD 16.
 - Sterling Place Rehab--Buffalo & Saint Johns, two NYCHA developments located in the 11212 zip code that is approximately 12% Hispanic-Latino, provide housing for nearly 700 residents in CSD 17. Excellence Girl's Middle Academy campus is located in CSD 17.

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

The Bedford Stuyvesant Collegiate 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 Excellence Girls' 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 Director 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. 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 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 store information on an Uncommon Schools shared drive or on shared spreadsheets. For example, Uncommon Schools has a shared spreadsheet of over 600 community organizations, many of which are identified as organizations that provide services to low income families, families whose first language is not English, and families whose children receive special needs services. The Bedford Stuyvesant Collegiate Operations Team will continue to use this spreadsheet to identify organizations to conduct community outreach and then record all interactions with these organizations in the spreadsheet, so that the school can determine the partnership's efficacy for future years.

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 Director 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 Tuesday, July 15, 2014

Updated Monday, August 04, 2014

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, 2013, the FTE for added staff from July 1, 2013 through June 30, 2014, and the FTE for any departed staff from July 1, 2013 through June 30, 2014 using the two tables provided.

2013-14 Teacher Attrition Table

FTE Teachers on June 30, 2013	FTE Teachers Additions 7/1/13 – 6/30/14	FTE Teacher Departures 7/1/13 – 6/30/14
30.5	7	10.5

2013-14 Administrator Position Attrition Table

FTE Administrator Positions On 6/30/2013	FTE Administrator Additions 7/1/13 – 6/30/14	FTE Administrator Departures 7/1/13 – 6/30/14
7.25	2.63	3

Thank you

Required Form: 2013-14 Appendix E - Disclosure of Financial Interest Form

Created Tuesday, July 08, 2014

<https://fluidsurveys.com/account/surveys/540612/responses/export//surveys/vickie-smith/appendix-e-trustee-disclosure-form/38f21>

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:

Bob Howitt

2. Charter School Name:

Bedford Stuyvesant Collegiate Charter School

3. Charter Authorizer:

SUNY

4. *Your Home Address:

4. *Your Home Address: | Street Address

4. *Your Home Address: | City/State

4. *Your Home Address: | Zip

5. *Your Business Address

5. *Your Business Address | Street Address

5. *Your Business Address | City/State

5. *Your Business Address | Zip

6. *Daytime Phone Number:

7. *E-mail Address:

8. Select all positions you held on 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

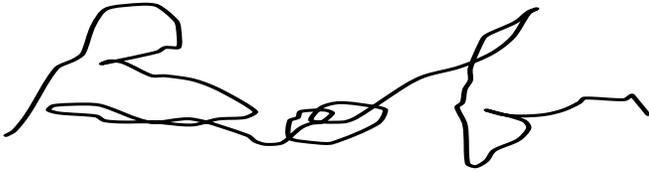
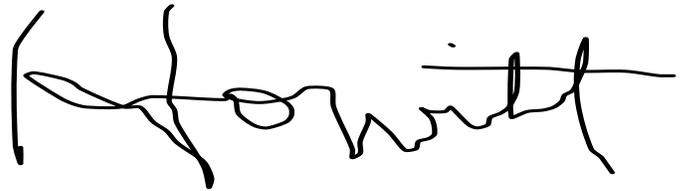
13. Have you or any of your immediate family members or any persons who live with you in your house had an interest in or engaged in a transaction with the charter school during the time you have served on the board, and in the six-month period prior to such service?

No

14. Are you a member, director, officer or employee of an organization formally partnered with 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 several loops and a long horizontal stroke extending to the right.A handwritten signature in black ink, appearing to read "K. Hornwith", with a long horizontal stroke extending to the right.

Required Form: 2013-14 Appendix E - Disclosure of Financial Interest Form

Created Wednesday, July 09, 2014

Updated Friday, May 15, 2015

<https://fluidsurveys.com/account/surveys/540612/responses/export//surveys/vickie-smith/appendix-e-trustee-disclosure-form/32a60>

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:

David Cooper

2. Charter School Name:

Bedford Stuyvesant Collegiate Charter School

3. Charter Authorizer:

SUNY

4. *Your Home Address:

4. *Your Home Address: | Street Address

4. *Your Home Address: | City/State

4. *Your Home Address: | Zip

5. *Your Business Address

5. *Your Business Address | Street Address

5. *Your Business Address | City/State

5. *Your Business Address | Zip

6. *Daytime Phone Number:

7. *E-mail Address:

8. Select all positions you held on Board:

(check all that apply)

• Other, please specify...: Director; Chairman of Governance committee

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

13. 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

14. Are you a member, director, officer or employee of an organization formally partnered with 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 "David K Cooper". The signature is written in a cursive style with a long, sweeping flourish at the end of the word "Cooper".

Required Form: 2013-14 Appendix E - Disclosure of Financial Interest Form

Created Friday, July 11, 2014

<https://fluidsurveys.com/account/surveys/540612/responses/export//surveys/vickie-smith/appendix-e-trustee-disclosure-form/2b010>

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:

Linton Mann III

2. Charter School Name:

Bedford Stuyvesant Collegiate Charter School

3. Charter Authorizer:

SUNY

4. *Your Home Address:

4. *Your Home Address: | Street Address

4. *Your Home Address: | City/State

4. *Your Home Address: | Zip

5. *Your Business Address

5. *Your Business Address | Street Address

5. *Your Business Address | City/State

5. *Your Business Address | Zip

6. *Daytime Phone Number:

7. *E-mail Address:

8. Select all positions you held on 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

13. 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

14. Are you a member, director, officer or employee of an organization formally partnered with 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 Mason

III

Required Form: 2013-14 Appendix E - Disclosure of Financial Interest Form

Created Wednesday, July 23, 2014

<https://fluidsurveys.com/account/surveys/540612/responses/export//surveys/vickie-smith/appendix-e-trustee-disclosure-form/bf594>

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:

St. Claire Gerald

2. Charter School Name:

Bedford Stuyvesant Collegiate Charter School

3. Charter Authorizer:

SUNY

4. *Your Home Address:

4. *Your Home Address: | Street Address

4. *Your Home Address: | City/State

4. *Your Home Address: | Zip

5. *Your Business Address

5. *Your Business Address | Street Address

5. *Your Business Address | City/State

5. *Your Business Address | Zip

6. *Daytime Phone Number:

7. *E-mail Address:

8. Select all positions you held on 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

13. 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

14. Are you a member, director, officer or employee of an organization formally partnered with 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

St. Clavin Gerald

Required Form: 2013-14 Appendix E - Disclosure of Financial Interest Form

Created Thursday, July 31, 2014

<https://fluidsurveys.com/account/surveys/540612/responses/export//surveys/vickie-smith/appendix-e-trustee-disclosure-form/c9200>

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:

Ekwutozia Nwabuzor

2. Charter School Name:

Bedford Stuyvesant Collegiate Charter School

3. Charter Authorizer:

SUNY

4. *Your Home Address:

4. *Your Home Address: | Street Address

4. *Your Home Address: | City/State

4. *Your Home Address: | Zip

5. *Your Business Address

5. *Your Business Address | Street Address

5. *Your Business Address | City/State

5. *Your Business Address | Zip

6. *Daytime Phone Number:

[Redacted]

7. *E-mail Address:

[Redacted]

8. Select all positions you held on 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

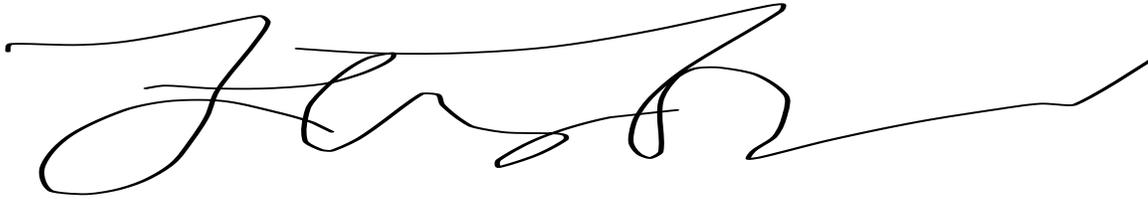
13. Have you or any of your immediate family members or any persons who live with you in your house had an interest in or engaged in a transaction with the charter school during the time you have served on the board, and in the six-month period prior to such service?

No

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

No

Signature of Trustee

A handwritten signature in black ink, appearing to be "John B.", written in a cursive style. The signature is positioned below the text "Signature of Trustee".

Required Form: 2013-14 Appendix E - Disclosure of Financial Interest Form

Created Thursday, August 21, 2014

<https://fluidsurveys.com/account/surveys/540612/responses/export//surveys/vickie-smith/appendix-e-trustee-disclosure-form/3cf51>

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:

Eileen Shy

2. Charter School Name:

Bedford Stuyvesant Collegiate Charter School

3. Charter Authorizer:

SUNY

4. *Your Home Address:

4. *Your Home Address: | Street Address

4. *Your Home Address: | City/State

4. *Your Home Address: | Zip

5. *Your Business Address

5. *Your Business Address | Street Address

5. *Your Business Address | City/State

5. *Your Business Address | Zip

6. *Daytime Phone Number:

7. *E-mail Address:

8. Select all positions you held on 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

13. 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

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

No

Signature of Trustee

A handwritten signature in black ink, appearing to be 'E. S. A.', written in a cursive style. The signature is located below the 'Signature of Trustee' label.