



**Department of
Education**

Carmen Fariña, Chancellor

Annual Comprehensive Review Report
for Bedford Stuyvesant New Beginnings
Charter School

SCHOOL YEAR 2015-16

NEW YORK CITY DEPARTMENT OF EDUCATION
Office of School Design and Charter Partnerships
52 Chambers Street
New York, NY 10007
Tel: 212-374-5419
CharterSchools@schools.nyc.gov
schools.nyc.gov/charters

TABLE OF CONTENTS

PART 1: SCHOOL OVERVIEW	2
CHARTER SCHOOL BACKGROUND	2
SCHOOL HIGHLIGHTS.....	2
CURRENT SCHOOL SNAPSHOT	3
CURRENT BOARD OF TRUSTEES.....	3
CHARTER AUTHORIZATION PROFILE	4
PART 2: ANNUAL COMPREHENSIVE REVIEW PROCESS OVERVIEW	6
FRAMEWORK	6
ESSENTIAL QUESTIONS AND STANDARDS	6
PART 3: REVIEW	7
ESSENTIAL QUESTION 1: IS THE SCHOOL AN ACADEMIC SUCCESS?	7
ESSENTIAL QUESTION 2: IS THE SCHOOL EFFECTIVE AND WELL RUN?	10
ESSENTIAL QUESTION 3: IS THE SCHOOL FINANCIALLY VIABLE?	16
APPENDIX A : SCHOOL OVERVIEW	19
APPENDIX B : ACADEMIC PERFORMANCE	21
APPENDIX C : MOVING THE NEEDLE – CHANGE IN PERFORMANCE LEVELS OVER TIME	22
APPENDIX D : CHARTER SCHOOL GOALS	24
APPENDIX E : RECRUITMENT EFFORTS FOR SPECIAL POPULATIONS	27
APPENDIX F : ADDITIONAL ACCOUNTABILITY DATA	29
APPENDIX G : SCHOOL VISIT NOTES	30

For more information about the essential questions and standards discussed in this annual comprehensive review report, please see the NYC DOE OSDCP Accountability Handbook available on the NYC DOE web site at <http://schools.nyc.gov/community/charters/contacts/DOEresources.htm>.

PART 1: SCHOOL OVERVIEW

CHARTER SCHOOL BACKGROUND

Bedford Stuyvesant New Beginnings Charter School (“BSNBCS”) is an elementary and middle school located in the Bedford Stuyvesant neighborhood of Brooklyn. The school does not have a universal pre-kindergarten program. The school is located in private space in Community School District 16. The school is not co-located with any other schools or programs.¹

The school is in its second charter term.

The school leadership team is comprised of the following individuals: Executive Director Nicholas Tishuk has been at the school for 1.5 years; Director of Middle School Instruction Silbia Pagan has been at the school for 1.5 years; Director of School Culture Anthony Thomas has been at the school for 1.5 years; Chief Development Officer Vicky D’Anjou-Pomerleau has been at the school for 3.5 years and Director of Operations Wanda Morales has been at the school for less than one year.

SCHOOL HIGHLIGHTS

BSNBCS staffing, curricular, operations and organizational frameworks for the school have been in a process of strategic growth following the 2014-15 school year. After receiving its initial renewal in 2015, BSNBCS has since expanded its staffing model, including additional support instructors and additional secondary leadership positions. Non-aligned curricula have been taken out of use, to further align the school with the Common Core standards. The school’s engagement model has seen an increase of parent involvement with teachers, as well as a number of very successful school events and parent conferences. Enrollment and retention have remained within targets and they have increased relationships with local day-cares, NYCHA facilities and local organizations. Operationally, the school continues to address challenges by strengthening its protocols and procedures in operations. The school recently hired a Chief Financial Officer to support the growth of the school’s non-instructional capacity.

¹ According to NYC DOE Location Code Generation and Management System.

CURRENT SCHOOL SNAPSHOT

Bedford Stuyvesant New Beginnings Charter School	
DBN	84K782
School Leader(s)	Silbia Pagan and Nicholas Tishuk
Board Chair(s)	Joseph Sciame
Charter Management Organization (if applicable)	N/A
Other Partner(s)	N/A
District(s) of Location	16
Physical Address(es)	82 Lewis Avenue, Brooklyn, NY 11206
Facility Owner(s)	Private
Enrollment ²	603
Grades Served	K-8

CURRENT BOARD OF TRUSTEES

Board Member Name	Position	Committee(s)	Years on Board	Attendance ³
1. Joseph Sciame	Chair	Executive	6	7/7
2. Patricia Bramwell	Co-Chair	Executive, Engagement, Fundraising	6	7/7
3. Victor Rivera	Secretary	Executive, Finance, Facilities, Fundraising	6	4/7
4. Angel Chavez	Treasurer	Executive, Finance, Facilities	6	4/7
5. Cecelia Russo	Trustee	Executive, Education	6	7/7
6. Kevin Nesbitt	Trustee	Engagement, Education	6	6/7
7. Leticia Theodore-Green	Trustee	Fundraising/Development, Engagement	6	6/7
8. Marlena Salvant Mondesir	Trustee	Education, Engagement	4	7/7

² According to ATS data as of October 14, 2015.

³ The attendance rate is the number of meetings attended by each board member divided by the total number of board meetings applicable to that board member held between July 1, 2015 and February 1, 2016 as evidenced by meeting minutes posted on the school's website.

9.	Dalia Oberlander	Trustee	N/A	<1	N/A
----	------------------	---------	-----	----	-----

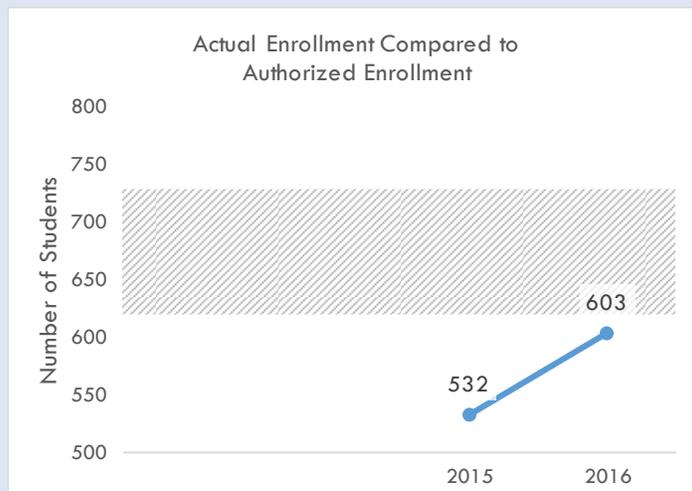
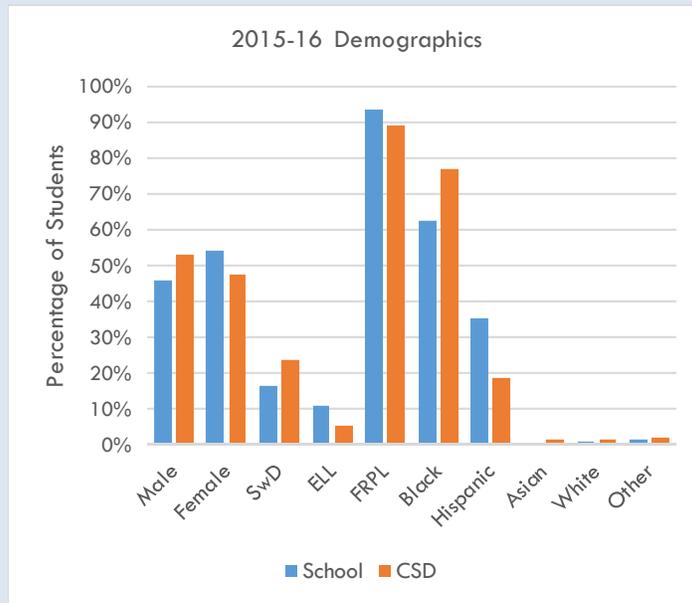
CHARTER AUTHORIZATION PROFILE

Bedford Stuyvesant New Beginnings Charter School	
School Opened For Instruction	2010-2011
Date of First Renewal	2014-2015
Date of Second Renewal	N/A
Date of Third Renewal	N/A
Current Charter Term Expiration Date	6/30/2018
Current Authorized Grade Span	K-8
Current Authorized Enrollment	729

BSNBCS was renewed for a 3.5 year short term in the 2014-15 academic year with the following conditions:

Current Charter Conditions	On Target / Not On Target	Notes
1. In each year of the charter term, in the middle school (grades six through eight), for each grade the percentage of students scoring at a Level 3 or above on the NY State ELA assessment must meet or exceed the CSD of location percent proficient for each grade respectively.	Not on Target	Grade 6 ELA proficiency rate is below CSD 16; Grade 7 ELA proficiency rate is above CSD 16
2. In each year of the charter term, in the middle school (grades six through eight), for each grade the percentage of students scoring at a Level 3 or above on the NY State math assessment must meet or exceed the CSD of location percent proficiency for grade respectively.	Not On Target	Grade 6 Math proficiency rate is below CSD 16; Grade 7 Math proficiency rate is above CSD 16

ENROLLMENT AND DEMOGRAPHICS



Fully grown charter schools must enroll no less than 15% of their authorized enrollment. The acceptable range of enrollment is represented in the shaded area of the chart.

PART 2: ANNUAL COMPREHENSIVE REVIEW PROCESS OVERVIEW

FRAMEWORK

The New York City Department of Education (NYC DOE) Office of School Design and Charter Partnerships (OSDCP) performs an annual comprehensive review of NYC DOE Chancellor-authorized charter schools that did not complete the renewal process in the 2015-16 school year to investigate three primary questions: is the school an academic success; is the school effective and well run; and is the school financially viable?

This annual comprehensive review may include a visit to the school. The review is conducted by analyzing student performance data and evaluating the school's governance, organizational structure, operational compliance, and fiscal sustainability. The report outlines evidence found during this review.

ESSENTIAL QUESTIONS AND STANDARDS

ESSENTIAL QUESTION 1 - IS THE SCHOOL AN ACADEMIC SUCCESS?

To assess whether a school is an academic success, the NYC DOE considers performance measures, including, but not limited to the following (as appropriate for grades served):

- New York State ELA and math assessment results and growth rates; New York State Regents exams performance;
- Comparative graduation rates and progress toward career and college readiness; and
- Academic performance for students with disabilities; students eligible for free and reduced price lunch; and students with limited English proficiency;

ESSENTIAL QUESTION 2 - IS THE SCHOOL EFFECTIVE AND WELL RUN?

To assess whether a school is effective and well run, OSDCP focuses on three areas: supportive environment; operational stability; and compliance with all applicable laws and regulations. OSDCP considers a variety of supporting materials and data, including but not limited to the following:

- Board of Trustee bylaws and meeting minutes;
- Annual Reports submitted by schools to New York State Education Department (NYSED); and
- Information about compliance with applicable laws and regulations (for example, fingerprinting requirements and teacher certification)

ESSENTIAL QUESTION 3 - IS THE SCHOOL FINANCIALLY VIABLE?

To assess whether a school is financially viable, OSDCP analyzes the school's independent audited financial statements using the National Association of Charter School Authorizers' Core Performance Framework (found here:

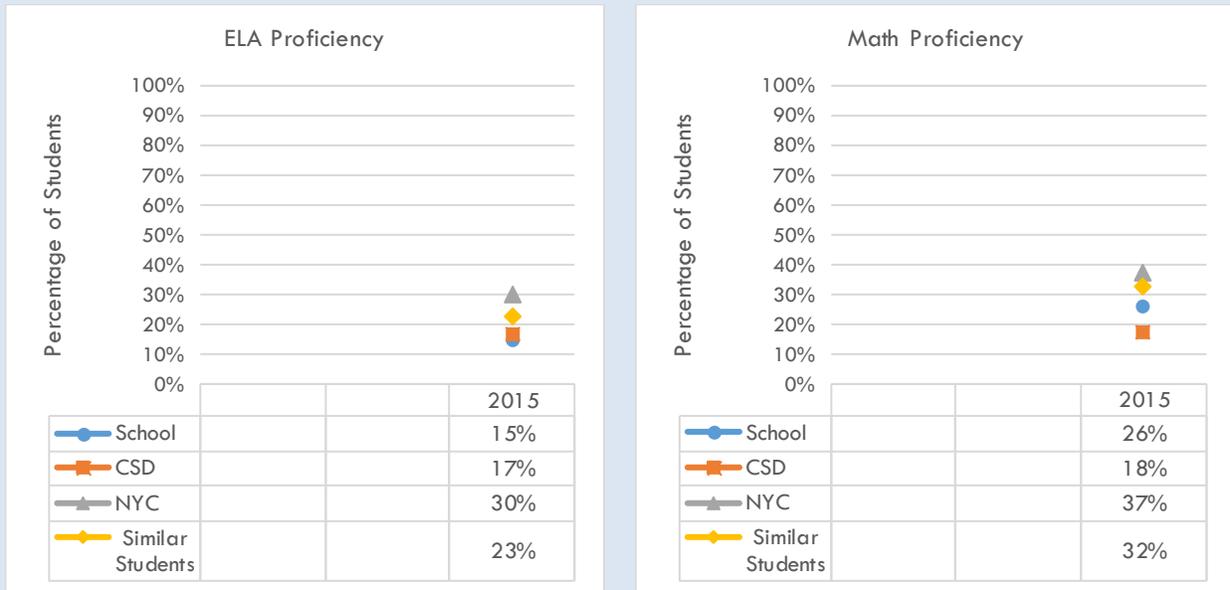
<http://chartercommission.idaho.gov/faq/documents/NACSA%20Core%20Performance%20Framework%20and%20Guidance.pdf>).

PART 3: REVIEW

ESSENTIAL QUESTION 1: IS THE SCHOOL AN ACADEMIC SUCCESS?⁴

For additional academic data, including grade-level proficiency on NYS assessments, please see Appendix B. For detailed information on the school's progress in meeting the academic goals outlined in its charter agreement, please see Appendix D.⁵ These goals relate to academic performance, academic growth, college and career readiness, and closing the achievement gap.

OVERALL PROFICIENCY⁶

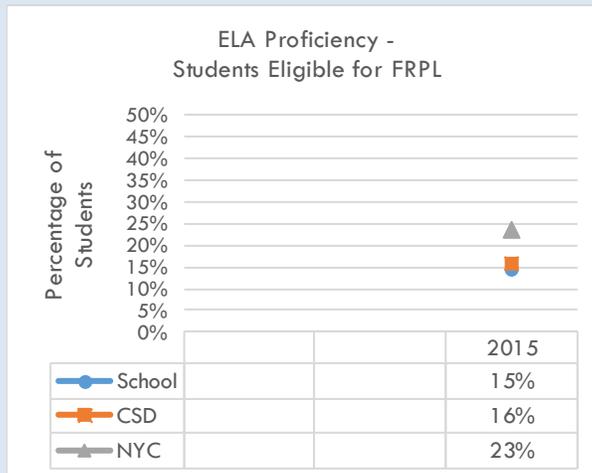
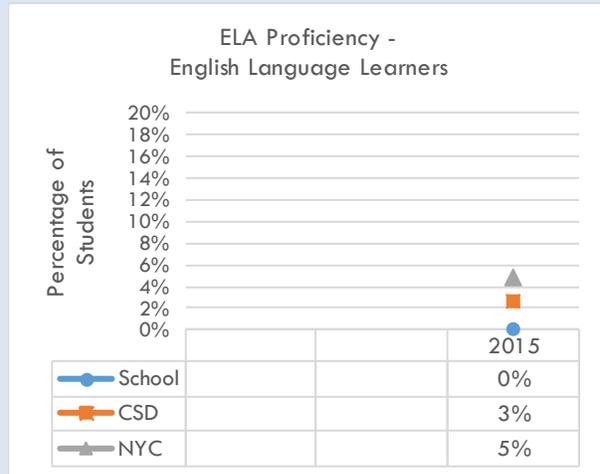
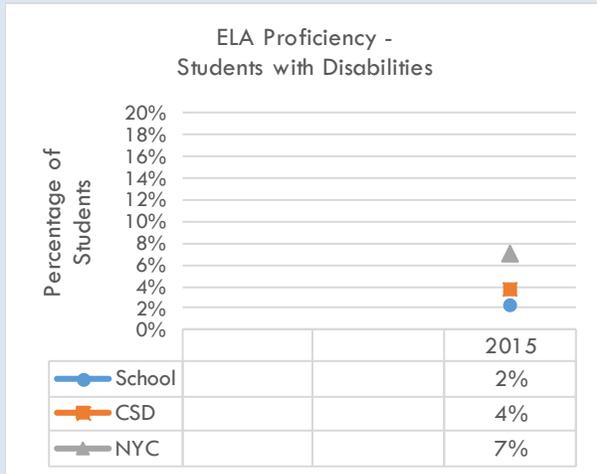


⁴ For NYS assessments administered beginning with the 2012-13 school year, NYS tests were aligned to the Common Core Learning Standards. As such, proficiency rates for school years prior to the 2012-13 are not directly comparable.

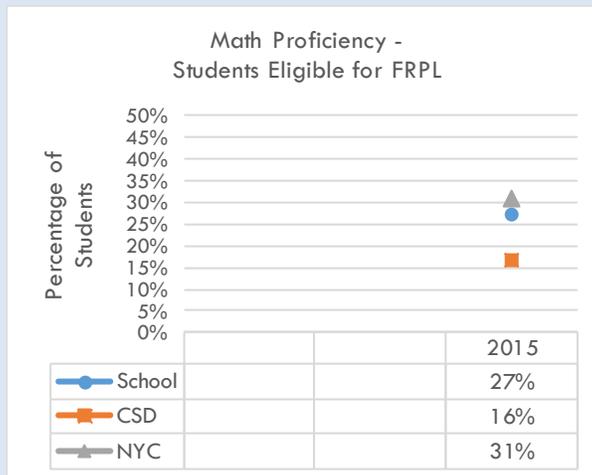
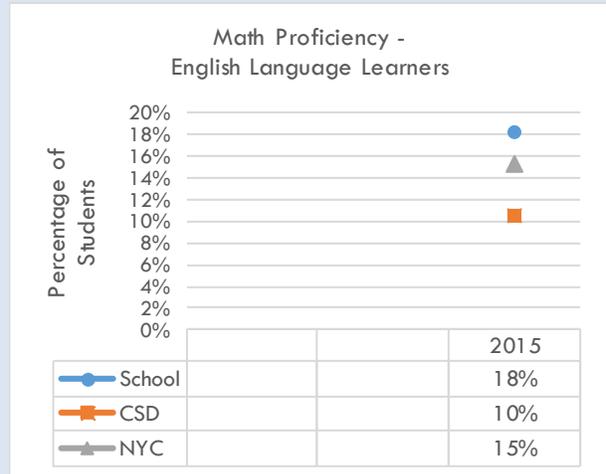
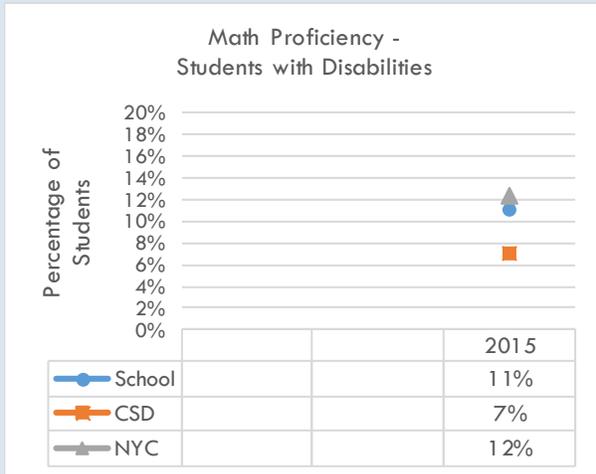
⁵ Please note that in analyzing a school's progress towards its academic goals as outlined in its charter agreement, the NYC DOE did not review goals that measured a school's academic performance relative to 75% absolute proficiency for school years 2012-13 and beyond because of the move to Common Core Learning Standards in 2012-13. In addition, beginning with the 2013-14 school year, due to a change in state regulation, the NYC DOE will not review goals that are related to standardized assessments for students in grades K-2 or NYC DOE Progress Report grades.

⁶ For more on the NYC DOE's similar students comparisons, please see the information here: http://schools.nyc.gov/NR/rdonlyres/EC61C6E7-C71C-4B0B-A0B3-37E19354550E/0/SchoolQualityReports_ComparisonGroupDescription_20151209.pdf.

CLOSING THE ACHIEVEMENT GAP – ENGLISH LANGUAGE ARTS



CLOSING THE ACHIEVEMENT GAP – MATH



ESSENTIAL QUESTION 2: IS THE SCHOOL EFFECTIVE AND WELL RUN?

The OSDCP Charter Authorizing Team reviewed the following primary and secondary evidence relevant to Essential Question 2:

- Primary Evidence: NYC DOE School Survey; Attendance data; Retention data (ATS); Student discipline data; Received complaints and other feedback; board by-laws and meeting minutes; School leadership, board, and staff interviews; Operational policies and procedures; School records pertaining to health, safety, and civil rights; Charter and charter agreement; NYSED BEDS data; NYSED TEACH system data
- Secondary Evidence: Student/Family and Staff Handbooks; Parents Association meeting calendar and minutes; School visit observations; Operational organizational chart; Professional development plans and resources; Other school records

Details on the school's self-reported education program & learning environment are below. Details on the Charter Authorizing Team's visit to the school can be found in Appendix G.

ACADEMIC RESPONSE TO INTERVENTION PROGRAM

BSNBCS boasts two Response-to-intervention coordinators, one for K-4 and another one for 5-8th grade. Both coordinators work closely with grade-level Professional Learning Communities to evaluate student needs and identify students who are experiencing academic challenges. Depending on the needs identified, the coordinators will plan small-group lessons or will co-teach with core-subject instructors to differentiate the content and support student learning.

BEHAVIORAL/EMOTIONAL RESPONSE TO INTERVENTION PROGRAM

BSNBCS implements a positive approach to emotional, behavioral, and interpersonal challenges. Scholars are taught that they can make amends if they cause a tort to the community. Students, teachers, school administrators and family members are involved in a conflict-resolution with a restorative justice approach. Scholars with specific behavioral or emotional challenges are given intervention plans that are implemented by several school personnel members for consistency.

SERVICE LEARNING

All students at BSNBCS complete at least 25 hours of service-learning activities each year. Activities form a cycle of learning and action marked by reflection on scholar's understanding of an issue, initiation of strategies to address a perceived challenge, and evaluation of the effectiveness of the initiatives designed by students.

COMMORE CORE ALIGNED CURRICULUM AND ASSESSMENTS

BSNBCS uses Engage NY as its core curriculum for English and Math. In grades K-4, our school uses Lucy Caulkins' Writers' workshop framework. BSNBCS also uses iReady's online diagnostic and instruction program.

EXTENDED SCHOOL DAY AND SCHOOL YEAR

The academic year is 10 days longer than that of other DOE schools, and teachers receive more than 20 days of professional development on non-school days. The academic day begins at 8:00 for all scholars. Middle schoolers end at 3:30 and have access to a free after school program until 6pm. Students in grades K-4 end at 4pm and have access to an after school program until 6pm.

THRIVE VALUES

The THRIVE values are an acronym derived from Latin words that express the school's values and the building's history housing Catholic schools for more than 80 years. The THRIVE values are: Temperantia (self-control), Humanitas (kindness), Respectus (respect), Industria (hard work), Veritas (truth and honesty), and Excelentia (excellence).

PROFESSIONAL LEARNING COMMUNITIES

All BSNBCS instructors have a daily period dedicated to meeting with their Professional Learning Community, Monday through Thursday. On Friday, that period is dedicated to individual preparation time, in addition to their daily prep scheduled Mondays through Friday. During PLC meetings, instructors discuss curriculum planning and lesson implementation, best instructional practices, and strategies to better engage all students in the learning activities.

GOVERNANCE

BSNBCS Board of Trustees has a developed governance structure. A majority of the trustees, including the Chair, are founding members. The level of membership is consistent with the minimum of seven and maximum of 15 members established in the Board's bylaws. The Board posts meeting agendas, meeting minutes, and the calendar of meetings on the school's website.

For detailed information on the school's progress in meeting the operational goals outlined in its charter agreement, please see Appendix D. These goals relate to school environment, leadership, governance, and compliance.

For detailed information on the efforts the school is taking to enroll students with disabilities (SWDs), English Language Learners (ELLs), and students who are eligible for Free or Reduced Price Lunch (FRPL), as per the NYS Charter Schools Act, please see Appendix E.

SUPPORTIVE ENVIRONMENT

<i>Standard</i>	<i>Compliant / Not Compliant</i>	<i>Notes</i>
School has a compliant, formal, and posted procedure for parents and staff to express concerns to school leadership, the Board, and the authorizer	Compliant	

OPERATIONAL STABILITY		
<i>Standard</i>	<i>Compliant / Not Compliant</i>	<i>Notes</i>
School meets all DOE deadlines for annual reporting requirements	Not Compliant	The school has missed a deadline for annual reporting requirements
School meets all DOE deadlines for the SY14-15 Annual NYC DOE Charter School Survey	Compliant	
School has a formal process for evaluating progress against charter school goals	Compliant	
Board has a formalized governance structure including lines of accountability for the board, school leadership, and all staff	Compliant	
Board meetings consistently meet quorum ⁷	Compliant	

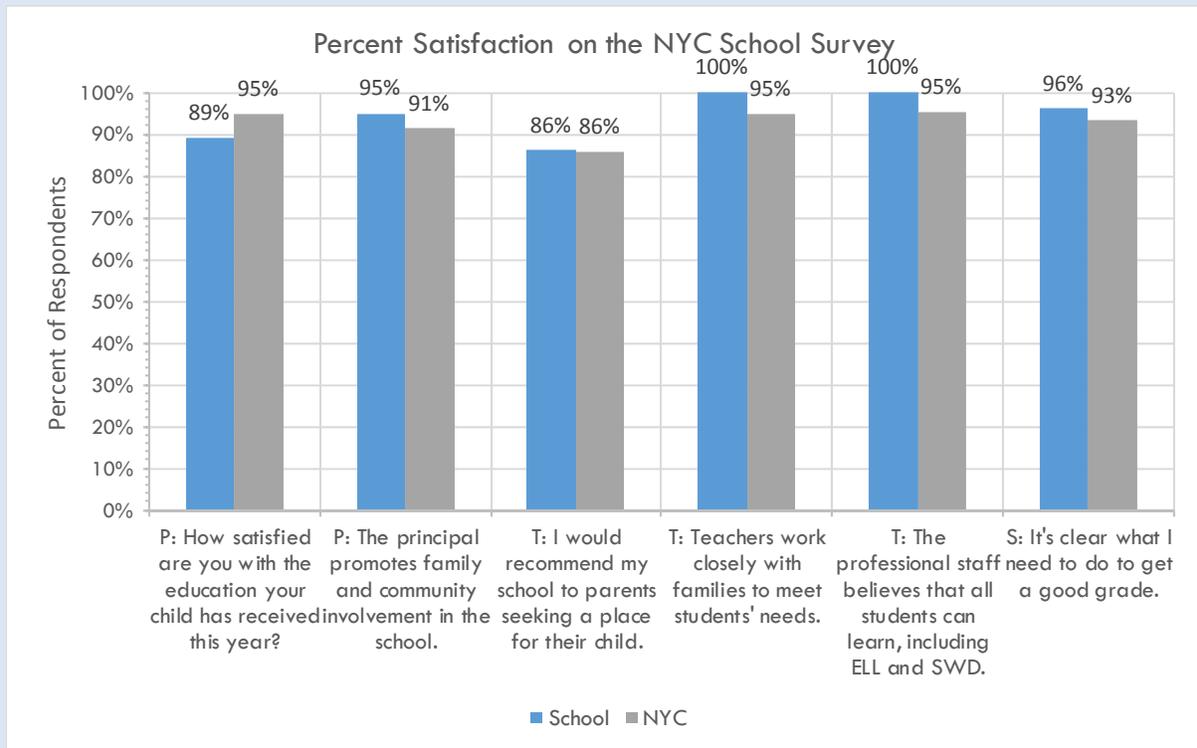
COMPLIANCE (WITH ALL APPLICABLE LAWS & REGULATIONS)

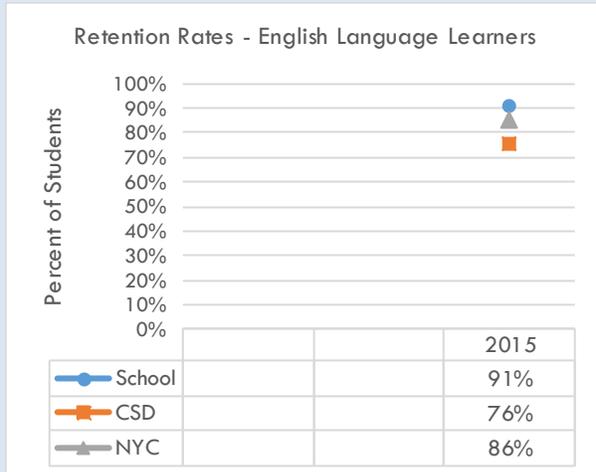
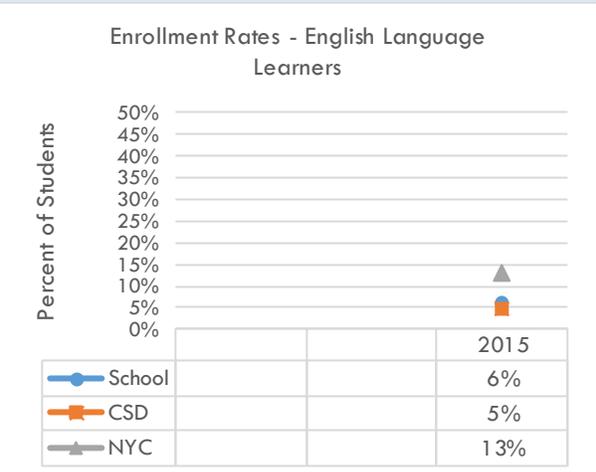
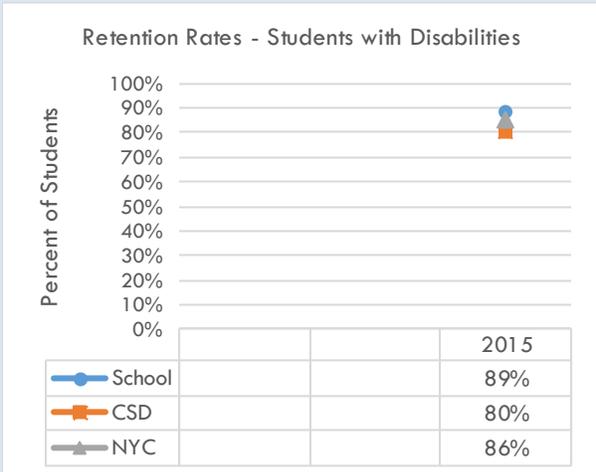
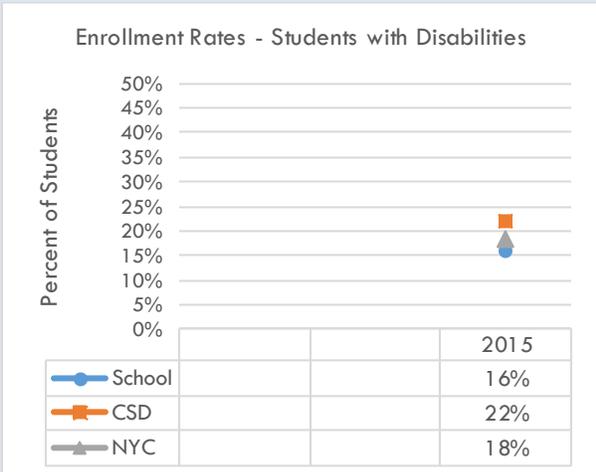
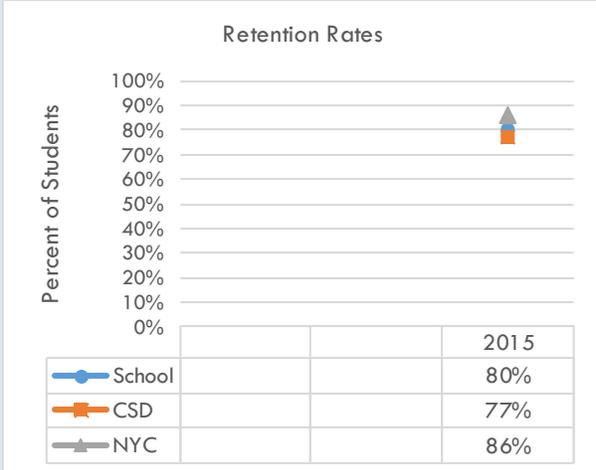
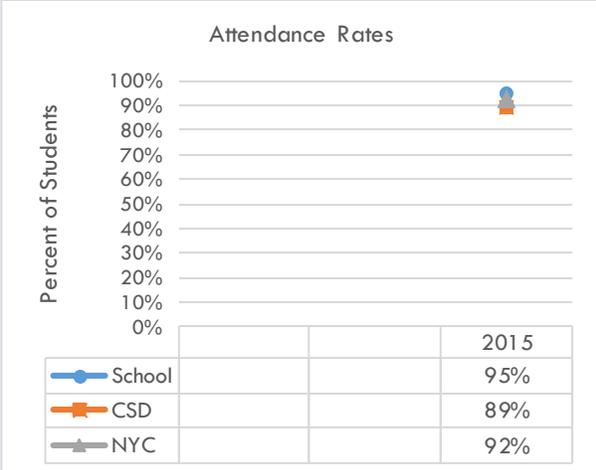
<i>Standard</i>	<i>Compliant / Not Compliant</i>	<i>Notes</i>
School has discipline policy that is consistent with due process and with state and federal laws and regulations governing the placement of SWD	Compliant	
School has required facility documents (certificate of occupancy, certificate of insurance)	Compliant	
School is in compliance with teacher certification requirements proscribed in N.Y. Educ. Law § 2854(3)(a-1)	Not Compliant	The school has more than the allowed number of uncertified teachers on staff
School is in compliance with employee fingerprinting requirements	Not Compliant	Some staff members were cleared after their start date; fingerprint clearance records

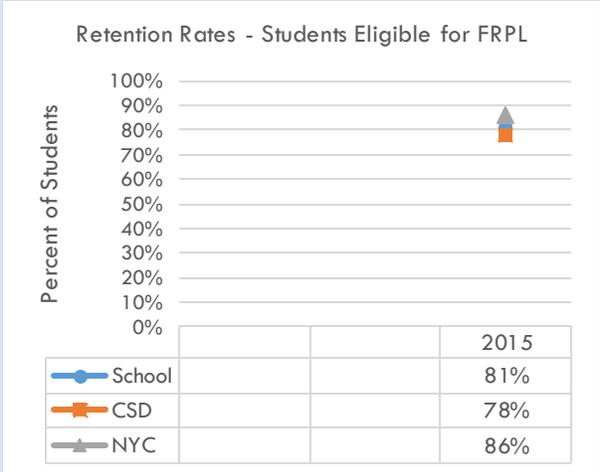
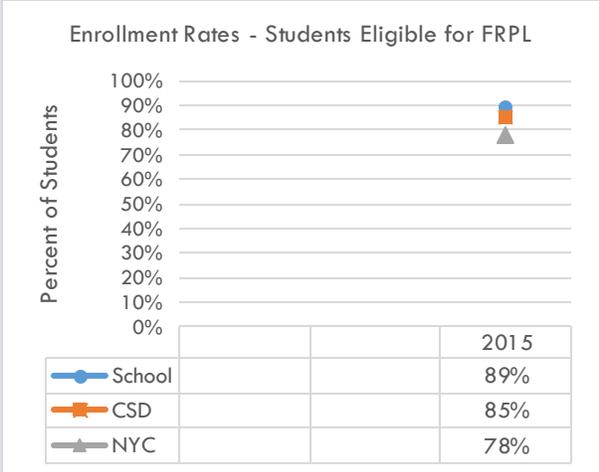
⁷ Quorum is defined is 50% of the board members plus one member present at a board meeting.

were missing for some staff

School has an appropriate safety plan	Compliant
School is meeting Department of Health immunization requirements	Compliant
School has submitted its Annual Report to NYSED and posted it online	Compliant
School has followed all applicable lottery and enrollment regulations	Compliant







ESSENTIAL QUESTION 3: IS THE SCHOOL FINANCIALLY VIABLE?

The OSDCP Charter Authorizing Team reviewed the following primary and secondary evidence for Bedford Stuyvesant New Beginnings Charter School in support of Essential Question 3:

- Primary Evidence: Audited financial statements; Projected budgets
- Secondary Evidence: Quarterly financial statements; Escrow accounts and other fiscal reporting documents

For detailed information on the school's progress in meeting the financial goals outlined in its charter agreement, please see Appendix D. These goals relate to short- and long-term financial viability.

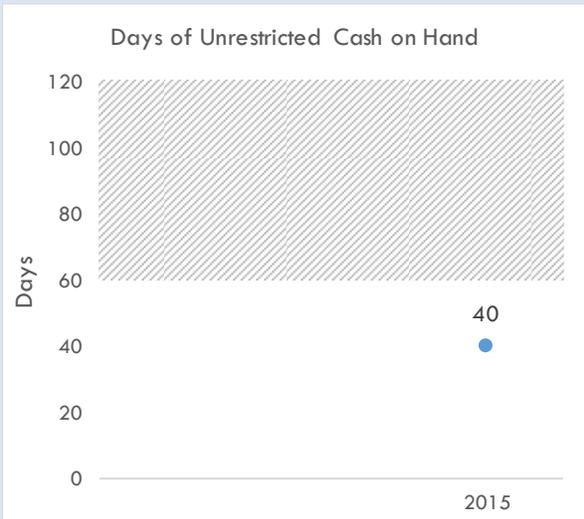
SCHOOL FINANCES

An independent audit performed for fiscal year 2015 (FY15) noted the following observations:

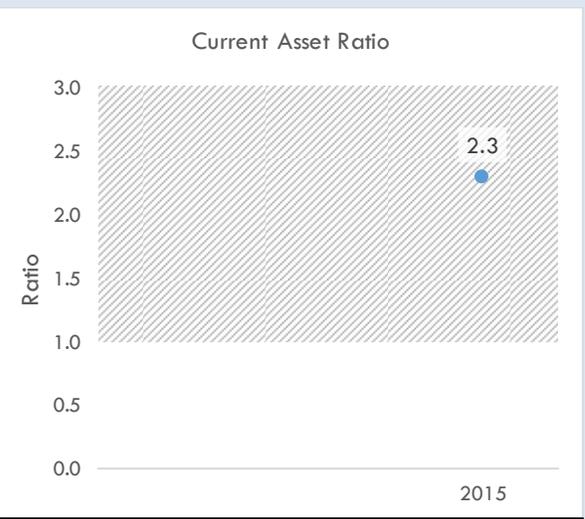
1. Purchases were not supported by competitive bids
2. Five student files had inadequate proof of residence
3. List of property and equipment had not been updated to agree to the fixed assets ledger provided during the 2015 audit

The 2015 audit indicated that the school has \$75,165 in escrow, meeting the \$70,000 requirement.

SHORT-TERM FINANCIAL VIABILITY⁸



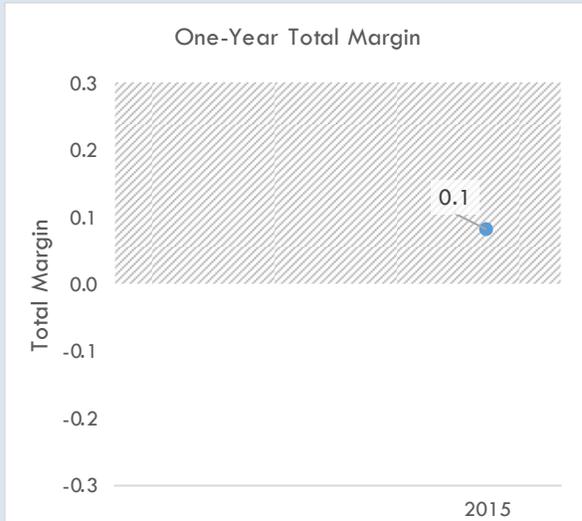
Schools are expected to have at least 60 days of unrestricted cash on hand to cover operating expenses. The acceptable range of days of unrestricted cash on hand are represented in the shaded area of the chart.



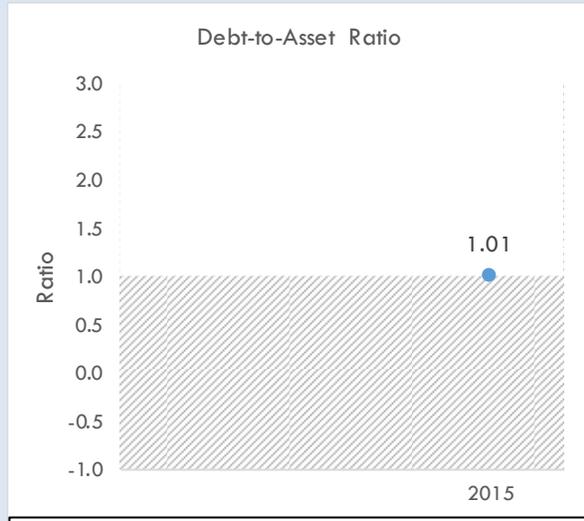
The current asset ratio measures a school's ability to cover 100% of liabilities expected over the next 12 months. Acceptable values of the ratio are represented in the shaded area of the chart and should be at least 1.0.

⁸ Schools are also required to have enrollment within 15% of their authorized enrollment as a measure of financial stability. Please see the chart on page 5.

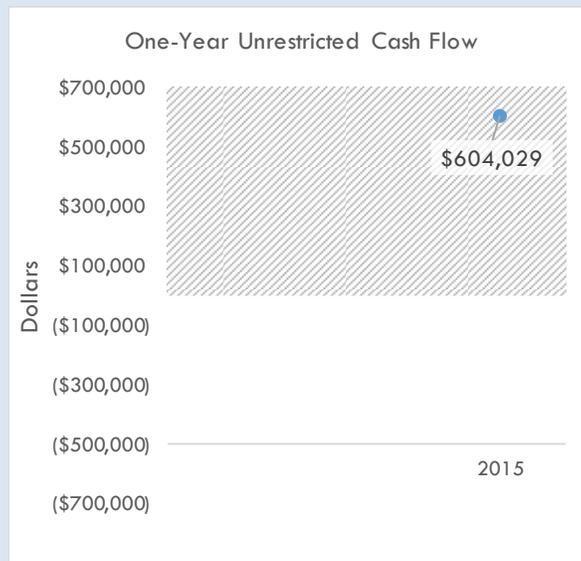
LONG-TERM FINANCIAL SUSTAINABILITY



A total margin greater than 0 indicates that the school is living within its available resources. Acceptable values of total margin are represented by the shaded area on the chart.



This ratio gives an idea of the leverage of the school along with the potential risks the school faces in terms of its debt-load. The acceptable ratio is represented by the shaded area on the chart and should be less than or equal to 1.0.



One-year unrestricted cash flow should be greater than \$0. Acceptable unrestricted cash flow is represented by the shaded area on the chart.

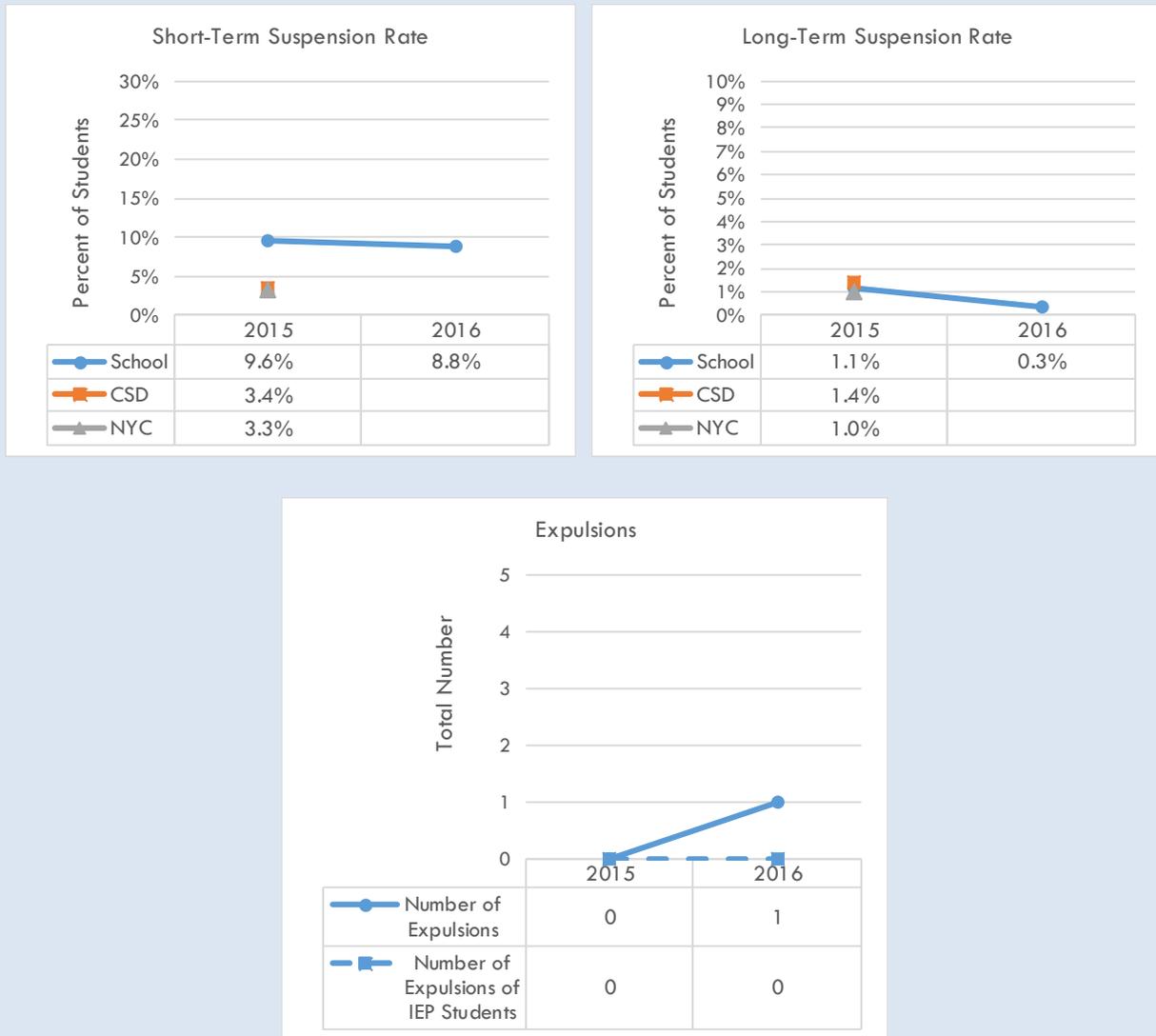
APPENDIX A: SCHOOL OVERVIEW

All information here is self-reported data from the 2015-2016 DOE Annual Charter School Survey and has not been reviewed for accuracy or completeness.

PROGRAMMING, ADMISSIONS, AND LOTTERY

Number of Instructional Days	187
Pre-Kindergarten Program	No
Afterschool Program and/or Other Activities	Yes
Summer Academic Program	No
Saturday Instruction	Yes
Sections per Grade	Grade K – Grade 5, Grade 8: 3 sections Grade 6 – Grade 7: 2 sections
Primary Entry Grade(s)	K-8
Additional Grade(s) for which Student Applications are Accepted	N/A
Does School Enroll New Students Mid-Year?	Yes
Number of Applicants for Admission (School Year 2015-16)	530
Number of Students Accepted via the Lottery (School Year 2015-16)	75 (Grade K), 2 (Grade 1), 5 (Grade 3), 2 (Grade 4), 9 (Grade 5), 2 (Grade 8)
<i>Lottery Preferences</i>	
Attends a Failing School	No
Does Not Speak English at Home	No
Receives SNAP or TANF Benefits	No
Eligible for Free or Reduced-Price Lunch	No
Has IEP and/or Receives Special Education Services	No
Homeless or Living in Shelter or Temporary Residence	No
Lives in New York City Housing Authority Housing	No
Unaccompanied Youth	No

SUSPENSION AND EXPULSION RATES⁹



⁹ City and CSD numbers for principal's suspensions ("Short-Term") and superintendent's suspensions ("Long-Term") are provided for rough comparison purposes only; charters are able to use their own definitions for short- and long-term suspensions and so rates may not be directly comparable. Charter suspension rates for 2015-16 are through February 1, 2016. Comparison rates for 15-16 are not yet available for the city or CSD. Rates are calculated as number of events divided by total population.

APPENDIX B: ACADEMIC PERFORMANCE

The data that follow may contain state test performance from a prior charter term. This data is provided for informational purposes only; schools are not evaluated on performance from prior charter terms.

GRADE-LEVEL PROFICIENCY IN ELA

	2012-2013	2013-2014	2014-2015
Bedford Stuyvesant New Beginnings Charter School			
Grade 3	31%	31%	15%
Grade 4	29%	24%	17%
Grade 5	31%	13%	15%
Grade 6		23%	10%
Grade 7			17%
Grade 8			
DIFFERENCE FROM CSD			
Grade 3	18%	9%	-2%
Grade 4	10%	3%	-8%
Grade 5	14%	-4%	4%
Grade 6		13%	-5%
Grade 7			4%
Grade 8			

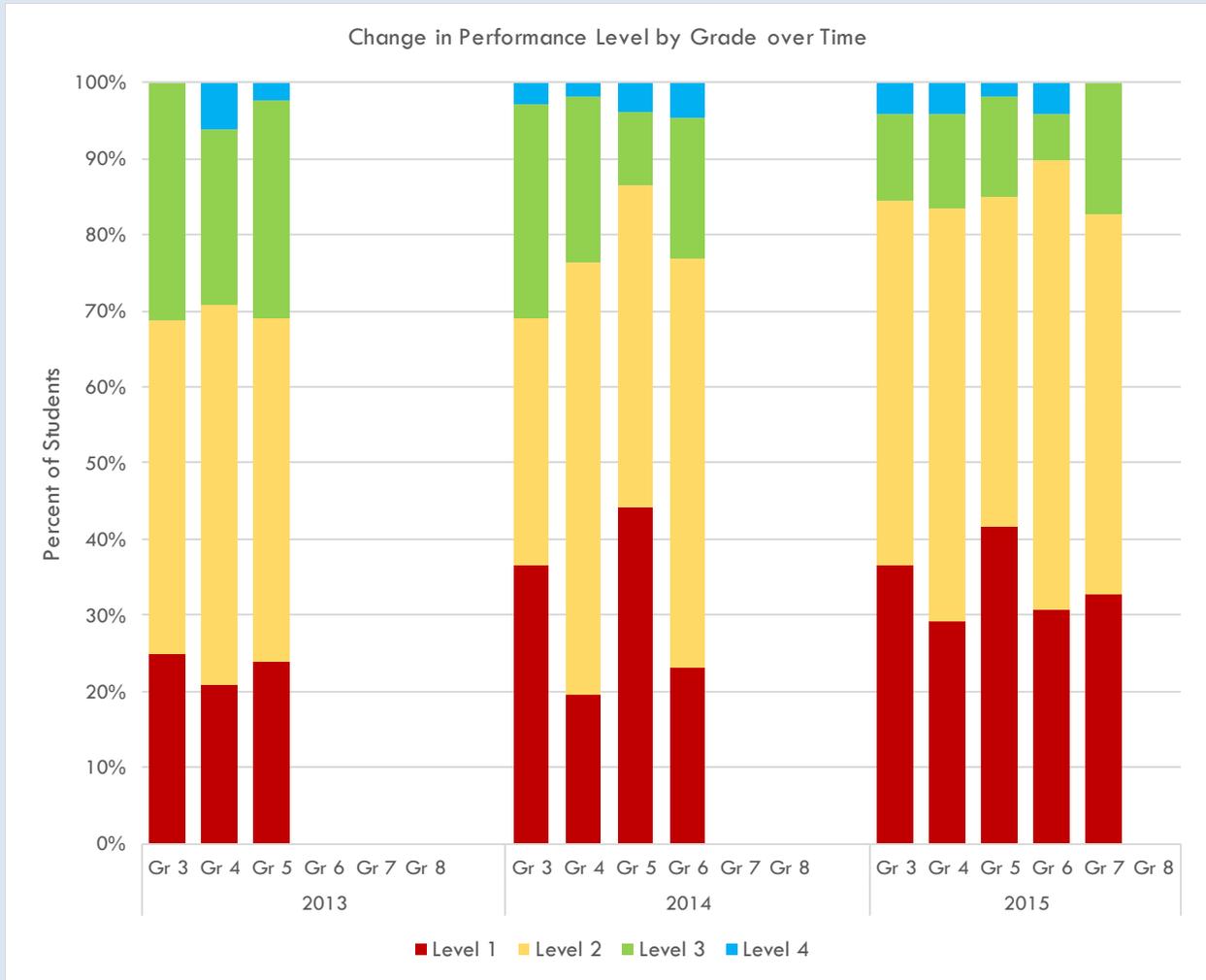
GRADE-LEVEL PROFICIENCY IN MATH

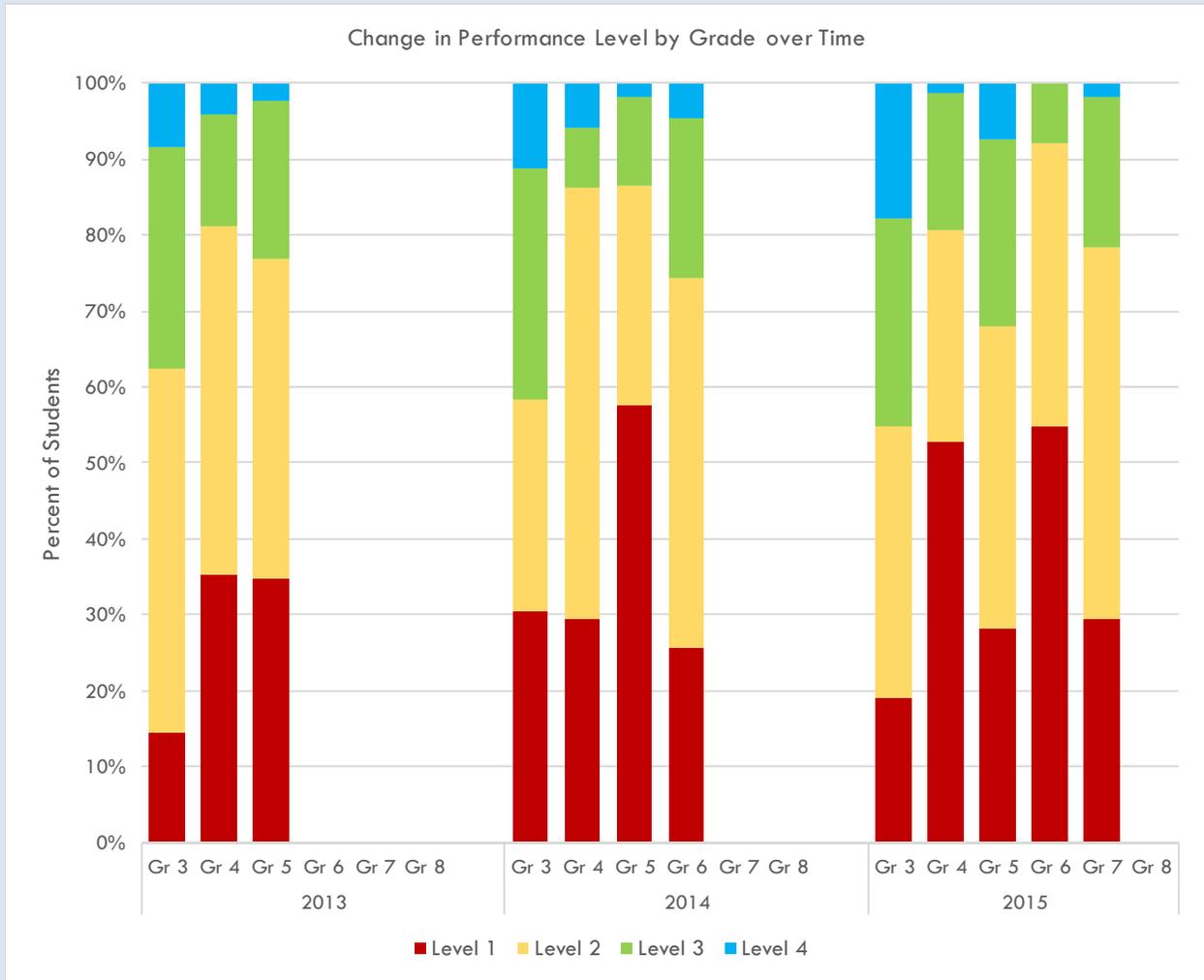
	2012-2013	2013-2014	2014-2015
Bedford Stuyvesant New Beginnings Charter School			
Grade 3	38%	42%	45%
Grade 4	19%	14%	19%
Grade 5	23%	13%	32%
Grade 6		26%	8%
Grade 7			22%
Grade 8			
DIFFERENCE FROM CSD			
Grade 3	24%	21%	22%
Grade 4	-6%	-6%	-3%
Grade 5	6%	-2%	16%
Grade 6		14%	-4%
Grade 7			11%
Grade 8			

APPENDIX C: MOVING THE NEEDLE – CHANGE IN PERFORMANCE LEVELS OVER TIME

The charts that follow may contain state test performance from a prior charter term. This data is provided for informational purposes only; schools are not evaluated on performance from prior charter terms.

ENGLISH/LANGUAGE ARTS





APPENDIX D: CHARTER SCHOOL GOALS

According to annual reports submitted to NYSED this school year¹⁰, the school achieved/met its goals as follows:

- Academic Goals: ¹¹
 - 0 of 6 applicable academic charter goals in its most recent year
- Operational Goals:
 - 1 of 6 applicable operational charter goals in its most recent year
- Financial Goals:
 - 1 of 1 applicable financial charter goals in its most recent year

Charter Goals	2014-15
Academic Goals	No Met. BSNBCS L3-L4: 15.2% CSD16 L3-L4: 16.8% NYC L3-L4: 30.4%
“The school will show academic performance with a percent of students proficient at or above Level 3 that meets or exceeds the percent proficient of the CSD of location and also meet or exceeds the citywide percent proficient on the NYS ELA examination.”	No Met. BSNBCS L3-L4: 15.2% CSD16 L3-L4: 16.8% NYC L3-L4: 30.4%
“Each grade-level cohort will demonstrate growth with a reduction by a half the gap between the percent at or above Level 3 on the previous year’s NYS ELA exam and the CSD or citywide percent (whichever is higher) of students proficient at or above Level 3 on the current year’s State ELA exam.”	Partially met. 2014 vs CSD Gaps Grade 3: 9% Grade 4: 4% Grade 5: -3% Grade 6: 14% 2014 vs NYC Gaps Grade 3: 0%

¹⁰ This information was submitted by schools to NYSED and has not been vetted by NYC DOE for accuracy or completeness.

¹¹ Because of the move to Common Core standards in 2012-13, the NYC DOE did not evaluate goals that measure a school’s actual performance relative to 75% or greater absolute proficiency on the NYS ELA and math exams or goals that measure reducing the performance gap of a cohort in ELA and math assessments in its analysis of progress towards goals for the 2012-13 school year. Goals that refer to comparative academic performance of the school (e.g., to the CSD) were included in the analysis. In addition, beginning with the 2013-14 school year, the NYC DOE will not evaluate goals that are related to NYC DOE Progress Report Grades or, due to a change in state regulation, goals that are related to standardized assessments for students in grades kindergarten through two in its analysis of progress towards goals.

		Grade 4: -8% Grade 5: -15% Grade 6: -2% 2015 vs CSD Gaps Grade 3: -2% Grade 4: -8% Grade 5: 4% Grade 6: -5% 2015 vs NYC Gaps Grade 3: -15% Grade 4: -15% Grade 5: -15% Grade 6: -20%
	“Each grade-level cohort will demonstrate growth with a reduction by a half the gap between the percent at or above Level 3 on the previous year’s NYS math exam and the CSD or citywide percent (whichever is higher) of students proficient at or above Level 3 on the current year’s State math exam.”	Partially met. 2014 vs CSD Gaps Grade 3: 21% Grade 4: -6% Grade 5: -2% Grade 6: 14% 2014 Gaps Grade 3: 2% Grade 4: -27% Grade 5: -25% Grade 6: -9% 2015 vs CSD Gaps Grade 3: 22% Grade 4: -3% Grade 5: 16% Grade 6: -2% 2015 Gaps Grade 3: 7% Grade 4: -20% Grade 5: -9% Grade 6: -25%
	“In each year of the charter term, in the middle school (grades six through eight), for each grade the percentage of students scoring at a Level 3 or above on the New York State ELA assessment must meet or exceed the Community School District of location percent proficient for each grade respectively.	Partially met. 6th Grade BSNBCS L3-4: 10.2% CSD16 L3-4: 15.0% 7th Grade BSNBCS L3-4: 17.3% CSD16 L3-4: 13.6%
	“In each year of the charter term, in the middle school (grades six through eight), for each grade the percentage of students scoring at a Level 3 or above on the New York State math assessment must meet or exceed the Community School District of location percent proficient for each grade respectively.	Partially met. 6th Grade BSNBCS L3-4: 7.8% CSD16 L3-4: 12.2% 7th Grade BSNBCS L3-4: 21.6% CSD16 L3-4: 10.8%
Operational Goals	“Each year, the school will have an average daily student attendance rate of at least 95%.”	Partially met. 94.3% of average daily attendance rate.
	“Each year, 95% of all students enrolled on the last day of the school year will return the following school year.”	Partially met. 88.8% of students enrolled on the last day of 2014-15 returned on the first day of 2015-16.

	<p>“Parents will express satisfaction with the school’s program, based on the NYC DOE School Survey. On key questions as identified in the NYC DOE Charter Schools Accountability Handbook, the school will have a percentage of parents that agree or strongly agree that meets or exceeds citywide averages. The school will only have met this goal if 50% or more parents participate in the survey.”</p>	<p>Partially met. Less than 50% of parents participated in the survey.</p>
	<p>“Staff will express satisfaction with the school’s program, based on the NYC DOE School Survey. On key questions as identified in the NYC DOE Charter Schools Accountability Handbook, the school will have a percentage of staff that agree or strongly agree that meets or exceeds citywide averages. The school will only have met this goal if 50% or more staff participate in the survey.”</p>	<p>Met. “I usually look forward to each working day at this school.” NYC % positive: 85.3% BSNB % positive: 86.4% “I would recommend this school to parents/guardians seeking a place for their child.” NYC % positive: 86.7% BSNB % positive: 86.4%</p>
	<p>“Students will express satisfaction with the school’s program, based on the NYC DOE School Survey. On key questions as identified in the NYC DOE Charter Schools Accountability Handbook, the school will have a percentage of students that agree or strongly agree that meets or exceeds citywide averages. The school will only have met this goal if 50% or more students participate in the survey.” (for grades 6-12 only)</p>	<p>Partially met. “This school offers a wide enough variety of programs, classes and activities to keep me interested in school.” NYC % positive: 80.4% BSNB % positive: 81.6% “I feel safe in the hallways, bathrooms, locker rooms and cafeteria of this school.” NYC % positive: 84.8% BSNB % positive: 82.1%</p>
	<p>“Each year, 90% of all instructional staff employed during the prior school year will return and/or be asked to return the following year.”</p>	<p>Partially met. 86% of instructors employed in 2014-15 returned and/or were asked to return in 2015-16.</p>
Financial Goals	<p>“Each year, the school will operate a balanced budget and maintain a stable cash flow.”</p>	<p>Met. Independent Audit had no material finding, positive savings account balance after liabilities.</p>

APPENDIX E: RECRUITMENT EFFORTS FOR SPECIAL POPULATIONS

NYC DOE Chancellor-authorized charter schools are required to meet enrollment and retention targets in addition to demonstrating the means by which they will meet or exceed these targets for students with disabilities (SWDs), English Language Learners (ELLs), and students who are eligible for Free or Reduced Price Lunch (FRPL). As per the NYS Charter Schools Act, enrollment and retention targets have been finalized by the Board of Regents and the Board of Trustees of the State University of New York. As part of their mandated Annual Report to NYSED, schools are required to describe the efforts they have made towards meeting these targets and any plans for meeting or making progress towards these targets in the future.

LIMITED ENGLISH PROFICIENCY (LEP) STUDENTS

- BSNBCS undertakes the measures below, among others, to recruit student applicants and will provide translation services, if necessary, for all promotional materials and any person-to-person interaction requiring an English translation. The application is available on the school's website in English and Spanish, year round. For any parent that requests assistance in completing the application, bilingual operations staff provides help. If translation services are required and bilingual staff are unavailable, the school will hire translators during the admission period.
- The following outreach strategies may be used:
 - Direct mailings to local residents; of District 16. Materials will include specific references to the school's accessibility for all students, including ELLS and Students with Disabilities. Information will be provided in Spanish, the primary language for the majority of the district's ELLs.
 - Post flyers and notices in Brooklyn, including supermarkets, churches, community centers, and apartment complexes, to expand the likelihood that the families of ELLs or SPED students will learn about the school.
 - Open Houses conducted at BSNBCS for prospective parents.
 - Visit local organizations in surrounding neighborhoods; as a part of our presentations, BSNBCS staff will make clear the school's accessibility for all students, including ELLS and Students with Disabilities.
 - Canvass neighborhoods to further reach interested families.
 - Other outreach via word of mouth, recruiting and other electronic resources.

STUDENTS WITH DISABILITIES (SWD)

- BSNBCS's recruitment efforts towards this special population of students and their families may include:
 - Print and/or web advertisements that include specific information about BSNBCS's Special Education program and that, where appropriate, describe the qualifications of BSNBCS's Special Education teachers
 - Open-house information sessions held in the community will include additional mentions and access for parents of Special Education students
 - Personal meetings between BSNBCS's Special Education and/or BSNBCS's Special Education staff with any parents of Special Education students who express interest in learning more about how BSNBCS can meet the particular needs of their child.

STUDENTS ELIGIBLE FOR THE FREE OR REDUCED PRICE LUNCH PROGRAM

- During 2014-15, bilingual Vanguard mailings were made all households with children eligible for enrollment in Kindergarten, 3rd grade, 5th grade and 7th grade in zip codes 11206, 11207, 11221, 11233, and 11237. The school advertised on Brooklyn News 12 by placing 10 ads that aired for 2 weeks prior to the April 1st lottery application deadline. Information about the school was provided in English and Spanish on our website and an online form was created to facilitate the application process. The school also participated in the NYC Charter Center's Common Application, which is widely advertised across New York City, to extend the reach of their recruitment efforts. Additionally, two staff members attended a Community Board 3 Education Fair to distribute information on BSNBCS programs and to recruit students.

APPENDIX F: ADDITIONAL ACCOUNTABILITY DATA

Please refer to additional accountability reports for this school on the NYC DOE's web site at <http://schools.nyc.gov/community/charters/information/doeauthorizedschools.htm>.

The NYC DOE's School Quality Reports are available on the NYC DOE's web site at <http://schools.nyc.gov/Accountability/tools/report/default.htm>. These reports may provide Chancellor-authorized school communities with additional data, but please note that the reports are not specific to the terms of the charter or to the 2015-16 Accountability Framework for NYC DOE Chancellor-Authorized Charter Schools at http://schools.nyc.gov/NR/rdonlyres/AB35987B-A0E5-4D48-86E0-8BC3A3BE33DC/0/NYCDOECharterSchoolsAccountabilityHandbook201516_V1_August2015.pdf.

APPENDIX G: SCHOOL VISIT NOTES

Two members of the Charter Authorizing Team (CAT) visited the school on March 23, 2016, met with the school leadership team, and observed six classrooms. The school leadership team reported the following priorities for the 2016-17 school year.

- More consistent and effective instruction across all grades K-8.
- Deepen organizational capacity by clarifying roles, making Professional Learning Communities more effective, and having clearer lines of communication.
- Prioritizing the middle school and educating parents & families about the high school process.
- Deepen relationships with Community School District 16.