Application: Bedford Stuyvesant New Beginnings Charter School

Nicholas Tishuk - ntishuk@bsnbcs.org
2025-2026 Annual Report

Summary

ID: 0000000353
Status: Annual Report Submission
Last submitted: Sep 15 2026 08:57 PM (UTC)

Entry 1 – School Information and Cover Page

Completed - Aug 3 2026

Instructions

Required of ALL Charter Schools

Each Annual Report begins with a completed School Information and Cover Page. The information is collected in a survey format within the Annual Report Portal. When entering information in the portal, some of the following items may not appear, depending on your authorizer and/or your responses to related items.

Entry 1 – School Information and Cover Page

(New schools that were not open for instruction for the 2025-2026 school year are not required to complete or submit an annual report this year).

Please be advised that you will need to complete this cover page (including signatures) before all of the other tasks assigned to you by your school's authorizer are visible on your task page. While completing this cover page task, please ensure that you select the correct authorizer **(as of June 30, 2026)** or you may not be assigned the correct tasks.

BASIC INFORMATION

a. LEGAL SCHOOL NAME (as chartered)

(Select name from the drop down menu)

BEDFORD STUYVESANT NEW BEGINNINGS CHARTER SCHOOL

b. Unofficial or Popular School Name

BSNBCS

c. CHARTER AUTHORIZER (As of June 30th, 2026)

Please select the correct authorizer as of June 30, 2026 or you may not be assigned the correct tasks.

SUNY BOARD OF TRUSTEES

c. School Unionized

Is your charter school unionized?

No

d. District/CSD of Location

New York City Community School District #16

e. Date of Approved Initial Charter

Jan 12 2010

f. Date School First Opened for Instruction

Sep 1 2010

g. Approved School Mission

(Regents, NYCDOE, and Buffalo BOE-authorized schools only)

NA

h. Approved Key Design Elements

(Regents, NYCDOE, and Buffalo BOE-authorized schools only)

NA

i. School Website Address

www.bsnbcs.org

j. Authorized Charter Enrollment for 2025-2026 School Year

756

k. Actual Enrollment on June 30, 2026, Excluding Pre-K Program Enrollment

787

l. Grades Served

Grades served during the 2025-2026 school year (exclude Pre-K program students):

Responses Selected:

3
4
5
6
7
8
9
10

m. Charter Management Organization/Educational Management Organization

Do you have a Charter Management Organization?

No

FACILITIES INFORMATION

n. FACILITIES: Owned, rented, or leased **to educate students**

Will the school maintain or operate multiple sites in 2026-2027?

	Yes, 2 sites

School Site 1 (Primary)

n1. SCHOOL SITES

Please provide information on Site 1 for the upcoming school year.

	Physical Address	Phone Number	District/CSD	Grades Served at Site for 2025-2026 School Year (K-5, 6-9, etc.)	Grades to be Served at Site for 2026-2027 school year (K-5, 6-9, etc.)	Receives Rental Assistance for Which Grades (If yes, enter the appropriate grades. If no, enter No).
Site 1	82 Lewis Avenue, Brooklyn, NY 11206	7184531001	New York City Community School District #16	3-8	4-8	7,8

n1a. Please provide the contact information for Site 1.

	Name	Title	Work Phone	Alternate Phone	Email Address
School Leader	Nicholas Tishuk	Executive Director	718-453-1001	347-943-5940	ntishuk@bsnbcs.org
Operational Leader	Patience Brown	CAO	718-453-1001	347-943-5940	pbrown@bsnbcs.org
Compliance Contact	Nicholas Tishuk	Executive Director	718-453-1001	347-943-5940	ntishuk@bsnbcs.org
Complaint Contact	Patience Brown	CAO	718-453-1001	347-943-5940	pbrown@bsnbcs.org
DASA Coordinator	Patience Brown	CAO	718-453-1001	347-943-5940	pbrown@bsnbcs.org
Phone Contact for After Hours Emergencies	Nicholas Tishuk	Executive Director	718-453-1001	347-943-5940	ntishuk@bsnbcs.org

n1b. Is site 1 in a public space or in a private space?

Private Space

n1c. Is site 1 in a co-located or not in a co-located facility?

Responses Selected:

Not Co-Located

IF LOCATED IN PRIVATE SPACE IN NYC OR IN DISTRICTS OUTSIDE NYC

n1e. Upload a current Certificate of Occupancy (COO) and the annual Fire Inspection Report for school site 1 if located in private space in NYC or located outside of NYC .

Certificate of Occupancy and Fire Inspection. Provide a copy of a current and non-expired certificate of occupancy (if outside NYC or in private space in NYC). For schools that are not in district space (NYC co-locations), provide a copy of a current and non-expired certificate of occupancy, and a copy of the current annual fire inspection results, which should be dated on or after July 1, 2025.

Fire inspection certificates must be updated annually. For the upcoming school year 2026-2027, please submit a current fire inspection certificate.

If the fire inspection certificate will expire between the August 3, 2026 submission of the Annual Report and the November 2 Annual Report submission, please submit the new certificate with the Annual Report entries due no later than 11:59 PM on November 2, 2026.

Site 1 Certificate of Occupancy (COO)

CoO-82Lewis.pdf

Filename: CoO-82Lewis.pdf.pdf **Size:** 372.0 kB

Site 1 Fire Inspection Report

This is required, marked optional for administrative purposes.

School Site 2

n2. SCHOOL SITES

Please provide information on Site 2 for the upcoming school year.

	Physical Address	Phone Number	District/CSD	Grades Served at Site for 2025-2026 School Year (K-5, 6-9, etc.)	Grades to Be Served at Site for 2026-2027 School Year (K-5, 6-9, etc.)	Receives Rental Assistance for Which Grades (If yes, enter the appropriate grades. If no, enter No).
Site 2	217 North 10th Street, Brooklyn,NY 11211	347-943-5940	New York City Community School District #14	9-10	9-11	9-11

n2a. Please provide the contact information for Site 2.

	Name	Title	Work Phone	Alternate Phone	Email Address
School Leader	Nicholas Tishuk	Executive Director	347-943-5940	718-453-1001	ntishuk@bsnbcs.org
Operational Leader	Patience Brown	CAO	347-943-5940	718-453-1001	pbrown@bsnbcs.org
Compliance Contact	Nicholas Tishuk	Executive Director	347-943-5940	718-453-1001	ntishuk@bsnbcs.org
Complaint Contact	Patience Brown	CAO	347-943-5940	718-453-1001	pbrown@bsnbcs.org
DASA Coordinator	Patience Brown	CAO	347-943-5940	718-453-1001	pbrown@bsnbcs.org
Phone Contact for After Hours Emergencies	Nicholas Tishuk	Executive Director	347-943-5940	718-453-1001	ntishuk@bsnbcs.org

n2b. Is site 2 in public space or in private space?

Private Space

n2c. Is site 2 in a co-located or not in a co-located facility?

Responses Selected:

No Co-Located

IF LOCATED IN PRIVATE SPACE IN NYC OR IN DISTRICTS OUTSIDE NYC

n2e. Upload a current Certificate of Occupancy (COO) and the annual Fire Inspection Report for school site 2 if located in private space in NYC or located outside of NYC .

Certificate of Occupancy and Fire Inspection. Provide a copy of a current and non-expired certificate of occupancy (if outside NYC or in private space in NYC). For schools that are not in district space (NYC co-locations), provide a copy of a current and non-expired certificate of occupancy, and a copy of the current annual fire inspection results, which should be dated on or after July 1, 2025.

Fire inspection certificates must be updated annually. For the upcoming school year 2026-2027, please submit a current fire inspection certificate.

If the fire inspection certificate will expire between the August 1, 2026 submission of the Annual Report and the November 3 Annual Report submission, please submit the new certificate with the Annual Report entries due no later than 11:59 PM on November 3, 2026.

Site 2 Certificate of Occupancy (COO)

215 North 10th Street_TCO RENEWAL_321383551_DOB NOW 3329934-0000020_06.03.26_09.01.26.pdf

Filename: 215 North 10th Street_TCO RENEWAL_321383551_DOB NOW 3329934-0000020_06.03.26_09.01.26.pdf.pdf **Size:** 70.7 kB

Site 2 Fire Inspection Report

This is required, marked optional for administrative purposes.

o. List of owned, rented, or leased facilities not used to educate students and the purpose of each.

Separate by semi-colon (;)

NA

p1. Total Number of School Calendar Days

180

p2. Total Number of Anticipated Hours of Instruction by Month (Entries are required for all months. Enter a zero for months with no instructional hours.)

July 2026	0
August 2026	6
September 2026	132
October 2026	126
November 2026	96
December 2026	84
January 2027	114
February 2027	90
March 2027	138
April 2027	90
May 2027	120
June 2027	84

CHARTER REVISIONS DURING THE 2025-2026 SCHOOL YEAR

q. Summary of Material and Non-Material Charter Revisions submitted or approved since August 1, 2025, including updates to the school's board of trustees' by-laws, enrollment policy, discipline policy, or complaint policy.

Please note, listing the revisions here does not constitute a request. Schools are advised to seek revision requests through their authorizer directly.

Does the school have any material or non-material revision requests that have been submitted or approved since August 1, 2025?

No

ATTESTATIONS

r. Name/Position of Person Completing/Submitting the 2025-2026 Annual Report. (To type in a phone number with an extension, please use this format: 123-456-7890-3. The dash and number 3 at the end of the phone number refers to the individual's phone extension. Do not type in the work extension or the abbreviation for it - just the dash and the extension number after the phone number).

Name	Nicholas Tishuk
Position	Executive Director
Phone/Extension	718-453-1001
Email	ntishuk@bsnbcs.org

s. Our signatures (Executive Director/School, Leader/Head of School, and Board President) 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, this will constitute grounds for the revocation of our charter.

Click **YES** to agree and then use the mouse on your PC or the stylus on your mobile device to sign your name).

Responses Selected:

Yes

As outlined in ENTRY 7 (Employee Fingerprint Requirements Attestation):

Our E-Signatures (not digital signatures) (Executive Director/School Leader/Head of School and Board President) below attest that our school has reviewed, understands and will comply with the employee clearance and fingerprint requirements as outlined in Entry 7 and found in the NYSED CSO Fingerprint Clearance Oct 2019 Memo. Click **YES** to agree.

Responses Selected:

Yes

Signature, Head of Charter School

(If you are not signing the application now, please click "Clear" on both signature fields before saving this task or else the system will return an error.)



Signature, President of the Board of Trustees

(If you are not signing the application now, please click "Clear" on both signature fields before saving this task or else the system will return an error.)



Date

Aug 3 2026

Thank you.

Entry 2 – Links to Critical Documents on School Website

Completed - Aug 3 2026

Instructions

Required of ALL Charter Schools - Note that SUNY-authorized charter schools are not required to submit item 4: Authorizer-approved Dignity for All Students Act (DASA) policy and Authorizer-approved School Discipline Policy.

By law, each charter school is required to maintain certain notices and policies listed on its website. All documents must be readily found on the school's website and publicly accessible. Please insert a link to the page on the school's website where each document can be accessed. **DO NOT provide a direct link to a Google document or PDF.**

1. Current Annual Report (i.e., 2025-2026 Annual Report);[1] Please note: schools are responsible for redacting their own annual reports for posting.
2. All Board of Trustees documents, including calendar, meeting notices, agendas, and board meeting minutes;
3. New York State School Report Card - This report captures school-level enrollment and demographic information, staff qualifications, electronic student records, and attendance rates, as prescribed by New York State law.[2] Even if there is no school data yet reported, a direct web link to the most recent New York State School Report Card for the charter school must be provided;
4. Authorizer-approved DASA Policy and Authorizer-approved School Discipline Policy **(For Regents, NYCDOE, and Buffalo BOE-Authorized Charter Schools ONLY)**;

5. District-wide safety plan, not a building-level safety plan (as per the 2024 Emergency Response Plan Memo – Charter Schools Only);
6. Authorizer-approved FOIL Policy; and
7. Subject matter list of FOIL records.

[1] **Each charter school is required to make the Annual Report publicly available by August 1 and to post it on their respective charter school website**. Each school should post an updated and complete version to include accountability data and financial statements that are not or may not be available until after the August deadline (i.e., repost when financials have been submitted in November.)

[2] School Report Card data is included in the reporting requirements for New York charter schools in 8 NYCRR 119.3.

Entry 2 – Links to Critical Documents on School Website

School Name: Bedford Stuyvesant New Beginnings Charter School

Required of ALL Charter Schools - Note that SUNY-authorized charter schools are not required to submit item 4: Authorizer-approved Dignity for All Students Act (DASA) policy and Authorizer-Approved School Discipline Policy.

By law, each charter school is required to maintain certain notices and policies listed on its website. Please insert the link to the page on the school's website where each document can be accessed.

	Link to Documents
1. Current Annual Report (i.e., 2025-2026 Annual Report)	https://drive.google.com/file/d/1FWUdNd3uN9Qy-S1IXrYF8qCHJ441kTbx/view
2. Board meeting notices, agendas, and documents, including board meeting minutes	https://app2.boardontrack.com/public/p4b2x0/home
3. New York State School Report Card. This report captures school-level enrollment and demographic information, staff qualifications, electronic student records, and attendance rates, as prescribed by New York State law. Even if there is no school data yet reported, a direct web link to the most recent New York State School Report Card for the charter school must be provided.	https://data.nysed.gov/profile.php?instid=800000067232
4a. Authorizer-approved DASA Policy (For Regents, NYCDOE, and Buffalo BOE-Authorized Charter Schools ONLY)	NA
4b. Authorizer-approved School Discipline Policy (For Regents, NYCDOE, and Buffalo BOE-Authorized Charter Schools ONLY)	NA
5. District-wide safety plan, not a building level safety plan (as per the 2024 Emergency Response Plan Memo)	https://resources.finalsite.net/images/v1784047222/bsnbcsorg/cqrmiwmx7jxkvayqudbk/SafetyPlan2026-27Emergency-Response-Plan-District-Wide-Safety-Plan_1.pdf
6. Authorizer-approved FOIL Policy	https://resources.finalsite.net/images/v1753277946/bsnbcsorg/iannsob3aztp0clmq7zc/BSNBCS-Authorizer-approved-Freedom-of-Information-Law-Policy.pdf
7. Subject matter list of FOIL records (e.g., see NYSED Subject Matter List)	https://resources.finalsite.net/images/v1753277946/bsnbcsorg/iannsob3aztp0clmq7zc/BSNBCS-Authorizer-approved-Freedom-of-Information-Law-Policy.pdf

It is the school's responsibility to ensure that if a policy appears in more than one place on the website, including as part of the family handbook, that the policy versions are consistent and up to date.

Responses Selected:

Yes, the website has been reviewed to ensure that policies are consistent and up to date.

Thank you. 

Entry 3 – Board of Trustees Membership Table

Completed - Aug 3 2026

Instructions

Required of ALL Charter Schools

ALL charter schools or education corporations governing multiple schools must complete the Board of Trustees Membership Table within the portal. Please be sure to include and identify parents who are members of the Board of Trustees and indicate whether parents are voting or non-voting members.

Entry 3 – Board of Trustees Membership Table

1. **SUNY-AUTHORIZED** charter schools are required to provide information for VOTING trustees only.
2. **REGENTS, NYCDOE**, and **BUFFALO BOE-AUTHORIZED** charter schools are required to provide information for all VOTING and NON-VOTING trustees.

1. **SUNY-AUTHORIZED** charter schools are required to provide information for VOTING trustees only.
2. **REGENTS, NYCDOE**, and **BUFFALO BOE-AUTHORIZED** charter schools are required to provide information for all VOTING and NON-VOTING trustees.

Authorizer:

Who is the authorizer of your charter school?

SUNY

1. 2025-2026 Board Member Information (Enter information for each Board of Trustees member).

	Voting Trustee Name	Trustee Email Address	Position on the Board	Committee Affiliation(s)	Voting Member Per By-Laws (Y/N)	Number of Completed Terms Served	Start Date of Current Term (MM/DD/YYYY)	End Date of Current Term (MM/DD/YYYY)	Board Meetings Attended During 2025-2026
1	Kevin Nesbitt	knesbitt@bsnbcs.org	Chair	Executive	Yes	16	10/12/2023	6/30/2029	11
2	Shawn Carson	scarson@bsnbcs.org	Vice Chair	Executive	Yes	3	10/12/2023	6/30/2029	11
3	John Matos	jmatos@bsnbcs.org	Treasurer	Finance	Yes	2	06/21/2024	06/30/2029	9
4	Doris Givens	dgivens@bsnbcs.org	Secretary	Governance	Yes	4	10/12/2023	06/30/2029	8
5	Joseph Sciame	jsciame@bsnbcs.org	Trustee/ Member	Governance	Yes	16	06/21/2024	06/30/2029	5 or less
6	Cecelia Russo	crusso@bsnbcs.org	Trustee/ Member	Academic	Yes	16	06/21/2024	06/30/2029	9
7	Victor Rivera	vrivera@bsnbcs.org	Trustee/ Member	Governance	Yes	16	06/21/2024	06/30/2029	9
8	Cynthia Aker	caker@bsnbcs.org	Trustee/ Member	Development	Yes	3	06/21/2024	06/30/2029	9
9	Vishal Gupta	vgupta@bsnbcs.org	Trustee/ Member	Governance	Yes	1	04/07/2025	06/30/2026	5 or less

1a. Are there more than 9 members of the Board of Trustees?

Yes

1b. Board Member Information

	Voting Trustee Name	Trustee Email Address	Position on the Board	Committee Affiliation(s)	Voting Member Per By-Laws (Y/N)	Number of Terms Served	Start Date of Current Term (MM/DD/YYYY)	End Date of Current Term (MM/DD/YYYY)	Board Meetings Attended During 2025-2026
10	Simone Pratt	spratt@bsnbcs.org	Trustee/ Member	Governance	Yes	1	04/07/2025	06/30/2026	10
11									
12									
13									
14									
15									

1c. Are there more than 15 members of the Board of Trustees?

No

2. Number of board meetings conducted in 2025-2026

12

3. Number of board meetings scheduled for the 2026-2027 school year

12

4. INFORMATION ABOUT MEMBERS OF THE BOARD OF TRUSTEES

- SUNY-AUTHORIZED charter schools provide responses relative to VOTING Trustees only.
- REGENTS, NYCDOE, and BUFFALO BOE-AUTHORIZED charter schools provide a responses relative to all trustees.

a. Total number of Voting Members on June 30, 2026	10
b. Total number of Voting Members added during the 2025-2026 school year	0
c. Total number of Voting Members who left the board during 2025-2026 school year	0
d. Maximum number of Voting Members in 2025-2026, as set by the board in by-laws, resolution, or minutes	15
e. Board members attending 8 or fewer meetings during 2025-2026	2

Thank you.

Entry 4 – Board of Trustees Disclosure of Financial Interest Form

Completed - Aug 3 2026

Instructions

Required of ALL Charter Schools

Each member of the charter school's Board of Trustees who served on a charter school education corporation governing one or more charter schools for any period during the 2025-2026 school year must complete and sign the most up-to-date version of the Trustee Disclosure of Financial Interest Form **no later than 11:59 PM on August 3, 2026**. Acceptable signature formats include:

- Digitally certified PDF signature (i.e., DocuSign)
- Manual signature (1. download to print, 2. manually sign, 3. scan signed document to PDF, and 4. upload into portal)

All completed forms must be collected and uploaded in PDF format for each individual member. **The education corporation is responsible for ensuring that each member who served on the board during the 2025-2026 school year completes the form.**

Trustees serving an education corporation that governs more than one school are not required to complete a separate disclosure for each school governed by the education corporation. In the Trustee Disclosure of Financial Interest Form, trustees must disclose information relevant to any of the schools served by the governing education corporation.

BSNBCSchools Complete Trustee Financial Disclosures 2025-26

Filename: BSNBCSchools Complete Trustee Financial Disclosures 2025-26.pdf **Size:** 7.3 MB

Entry 6 – Enrollment & Retention of Special Populations

Completed - Jul 30 2026

Instructions

Required of ALL Charter Schools

Describe the good faith efforts the charter school has made in 2025-2026 toward meeting targets to attract and retain the enrollment of students with disabilities (SWD), English language learners (ELL), and students who are economically disadvantaged (ED). In addition, describe the school's plans for meeting or making progress toward meeting its enrollment and retention targets in 2026-2027.

Entry 6 – Enrollment and Retention of Special Populations

Good Faith Efforts to Meet Recruitment Targets

	Describe Recruitment Efforts in 2025-2026	Describe Recruitment Plans for 2026-2027
Students with Disabilities	Since the 2018-19 school year, BSNBCS has included a lottery preference for students with disabilities. This is publicized on our recruitment materials and on the application form. BSNBCS' prospectus and flyers are distributed to local residences, day cares, churches, barbershops, and grocery stores. Led by our Chief Academic Officer, we highlight Special Education services provided by our school. All staff involved with recruitment and with discussion with prospective families can explain the types of academic, behavioral and emotional support systems our school provides for students with disabilities. Our admission policy is non-sectarian and does not discriminate against any student on the basis of ethnicity, national origin, gender or gender identity, disability or any other ground that would be unlawful. Admission to BSNBCS is not limited to the basis of intellectual ability, measures of achievement or aptitude, athletic ability, disability, race, creed, gender or gender identity, national origin, religion or ancestry. Any child who is qualified under NYS law for admission to a public school is qualified for admission to BSNBCS. We ensure compliance with all applicable anti-discrimination laws governing public schools, including Title VI of the Civil Rights Act and New York Educational Laws governing the	Strategies used in 2025-26 (relationship building with local institutions, canvassers, CharterCenter Common Application) were highly effective and we intend to continue using them, to recruit for economically disadvantaged students for the 2026-2027 school year.

	admission to a charter school.These recruitment efforts have been successful with 20% of our students being categorized as Students withDisabilities. This number is on par with the NYCDOE average of 22%,despite the highly effectiveResponse to Intervention model in place at BSNBCS that identifies and remediates student needs proactively, which effectively lowers the total number of students requiring special education services	
English Language Learners	BSNBCS continued to implement recruitment efforts from previous years. All BSNBCS recruitment and advertising materials include language written in Spanish. Our website uses a Google plugin to translate to most languages, and our enrollment forms are available in Spanish. Our staff includes members who speak Spanish, French, Russian, Polish and Creole and who can assist families during enrollment. Our 5 days a week full time on- site instruction was appealing to immigrant families, many of whom come from non-English speaking nations. Finally, we used services provided by the NYCDOE through which a translator can be called to simultaneously translate in a language for which we do not have native speakers on staff. Led by our Chief Academic Officer, these recruitment efforts have been highly successful, with 29% of our students being ELL students, this is compared to the NYCDOE average of 15%.	Strategies used in 2025-26 (relationship building with local institutions, canvassers, Charter Center Common Application) were highly effective and we intend to continue using them, to recruit for English Language Learners students for the 2026-2027 school year.
Economically Disadvantaged	BSNBCS's substantial efforts to recruit students with the greatest need have been successful, with 23	Strategies used in 2025-26 (relationship building with local institutions, canvassers, Charter

	/ 35 over 95% of our students eligible for Free or Reduced Lunch. This compares favorably with NYC's average of 75%. Additionally, over20% of of BSNBCS students experienced homelessness in the 2025-26 school year, compared to the NYCDOE average; these students being doubled up or in a shelter, making them McKinney-Vento services eligible. Led by our Chief Academic Officer, the efforts described above to recruit these students with the greatest need are consistent with our mission as a community-based school. In 2025-26, relationships with local institutions such as NYCHA resident associations, day-cares that accept vouchers, barbershops and churches were used to spread the word about our programming. Because of the socio-economic composition of our neighborhood, these institutions serve a large number of economically disadvantaged families. We also continued to use relationship building with local institutions, canvassers, and the Charter Center's Common Application effectively to recruit to this population of students. We used canvassers to reach out to local residents close to their homes and near transit hubs. Each year we participate in the NYC CharterCenter's Common Application, which is widely advertised across New YorkCity, to extend the reach of our recruitment efforts. We also engaged with local shelters and social workers to make them aware of the educational services our school offers. BSNBCS also used word of mouth and flyers	Center Common Application) were highly effective and we intend to continue using them, to recruit for Students with Disabilities students for the 2026-2027 school year.

	to advertise open seats when they were available.	

Good Faith Efforts To Meet Retention Targets

	Describe Retention Efforts in 2025-2026	Describe Retention Plans for 2026-2027
Students with Disabilities	Our Chief Academic Officer, Principal and Special Education ServicesCoordinator were available to families who wished to better understand services and processed related to their child(ren)'s IEP. OurSpecial Education ServicesCoordinator worked with service providers, families and the CSE to schedule and coordinate evaluations, annual reviews and tri-annual re- evaluations and has continued her proactive work to engage families and obtain related services for students in a timely manner. Our teachers also received support and training in creating differentiated lesson plans, and all students received related served they were eligible for during the year. During school closures and for fully remote students, BSNBCS continued to provide services and supports virtually to ensure the needs of each student was met. If their family did not have ready access to technology or internet services required for them to fully access remote learning materials, BSNBCS provided support with accessing those materials and services.	Strategies used in 2025-2026 were highly effective and we intend to continue using them, with adjustments made as may be necessary to support retention efforts for Students with Disabilities.
English Language Learners	BSNBCS put a heavy focus on providing bilingual facing staff and several educational leaders, including our Chief Academic Officer, who are able to communicate with families in their home language. We also connected with families and guardians in their home language	Strategies used in 2025-2026 were highly effective and we intend to continue using them, with adjustments made as may be necessary to support retention efforts for ELL students.

	as well as produced all communications to families in both English and Spanish. Our Chief Academic Officer, Principal and Special Education Services Coordinator were available to families who wished to better understand services and processed related to their child(ren)'s IEP. OurSpecial Education ServicesCoordinator worked with service providers, families and the CSE to schedule and coordinate evaluations, annual reviews and tri-annual re- evaluations and has continued her proactive work to engage families and obtain related services for students in a timely manner. Our teachers also received support and training in creating differentiated lesson plans, and all students received related served they were eligible for during the year. During school closures and for fully remote students, BSNBCS continued to provide services and supports virtually to ensure the needs of each student was met. If their family did not have ready access to technology or internet services required for them to fully access remote learning materials,BSNBCS provided support with accessing those materials and services.	
Economically Disadvantaged	During the 2025-26 School year, BSNBCS provided student uniforms to families who requested them and all necessary supplies for student's learning in the classroom. We also provided support for families to have access the internet and technology devices for their used in learning if the school moved into a hybrid or fully remote model. To the extent	Strategies used in 2025-2026 were highly effective and we intend to continue using them, with adjustments made as may be necessary to support retention efforts for economically disadvantaged students.

	that they were able to happen in a safe, socially- distanced fashion, all educational trips made during the year were paid for by BSNBCS, so no child ever missed out on an opportunity to learn outside the classroom. Cultural and celebratory trips and events were organized at no charge to students who earn participation trough their pro- social behaviors. We continued offering full scholarships for the K-5 afterschool program for families who requested them and automatically for all McKinney- Vento eligible students. All students in grades 6-8 were eligible to enroll in a free after school program offered through DYCD.	

Entry 7 – Employee Fingerprint Requirements Attestation

Completed - Jul 30 2026

Instructions

Required of ALL Charter Schools

Review and complete the Employee Fingerprint Requirements Attestation.

Entry 7 – Employee Fingerprint Requirements Attestation

A. TEACH System – Employee Clearance

Required of ALL Charter Schools

Charter schools MUST ensure that all prospective employees[1] receive clearance through the NYSED Office of School Personnel Review and Accountability (OSPRA) prior to making an offer of employment. **This includes paraprofessionals and other school personnel who are provided or assigned by the district of location, or related/contracted service providers**. After an employee has been cleared, schools are required to maintain proof of such clearance in the file of each employee.

Please note that all schools should maintain an electronic or hard copy of the clearance certification pulled from TEACH and dated **PRIOR** to the employee's start date. Clearance certifications pulled from TEACH at a later date will show that the staff member was cleared as of that date and may result in a finding of clearance violations against the school.

[1] Employees who must be cleared include, but are not limited to, teachers, administrative staff, janitors, security personnel and cafeteria workers, and other staff who are present when children are in the school building. **This includes paraprofessionals and other school personnel that are provided or assigned by the district of location, as well as related/contracted service providers**. See NYSED memorandum dated October 1, 2019 at NYSED CSO Employee Clearance and Fingerprint Memo or visit the NYSED website at Who Must Be Fingerprinted Charts for more information regarding who must be fingerprinted. Also see, 8 NYCRR §87.2.

B. Emergency Conditional Clearances

Charter schools are **strongly discouraged** from using the emergency conditional clearance provisions for prospective employees. This is because the school must request clearance through NYSED TEACH, and the school's emergency conditional clearance of the employee terminates **automatically** once the school receives notification from NYSED regarding the clearance request. Status notification is provided for all prospective employees through the NYSED TEACH portal within 48 hours after the clearance request is submitted. Therefore, at most, a school's emergency conditional clearance will be valid for only 48 hours after approval by the board.

Schools are not permitted to renew or in any way re-establish a prospective employee's emergency conditional clearance after status notification is sent by NYSED through the TEACH portal.

Schools are asked to attest that they have reviewed and understand these requirements. More information can be found in the memo at NYSED CSO Employee Clearance and Fingerprint Memo.

Attestation

Responses Selected:

I hereby attest that the school has reviewed, understands, and will comply with these requirements.

Entry 9 – School Calendars

Completed - Aug 3 2026

Instructions

Required of ALL Charter Schools

Charter schools must upload final **2025-2026 and 2026-2027** calendars into the portal **no later than 11:59 PM on August 3, 2026**. The calendars must be separate files.

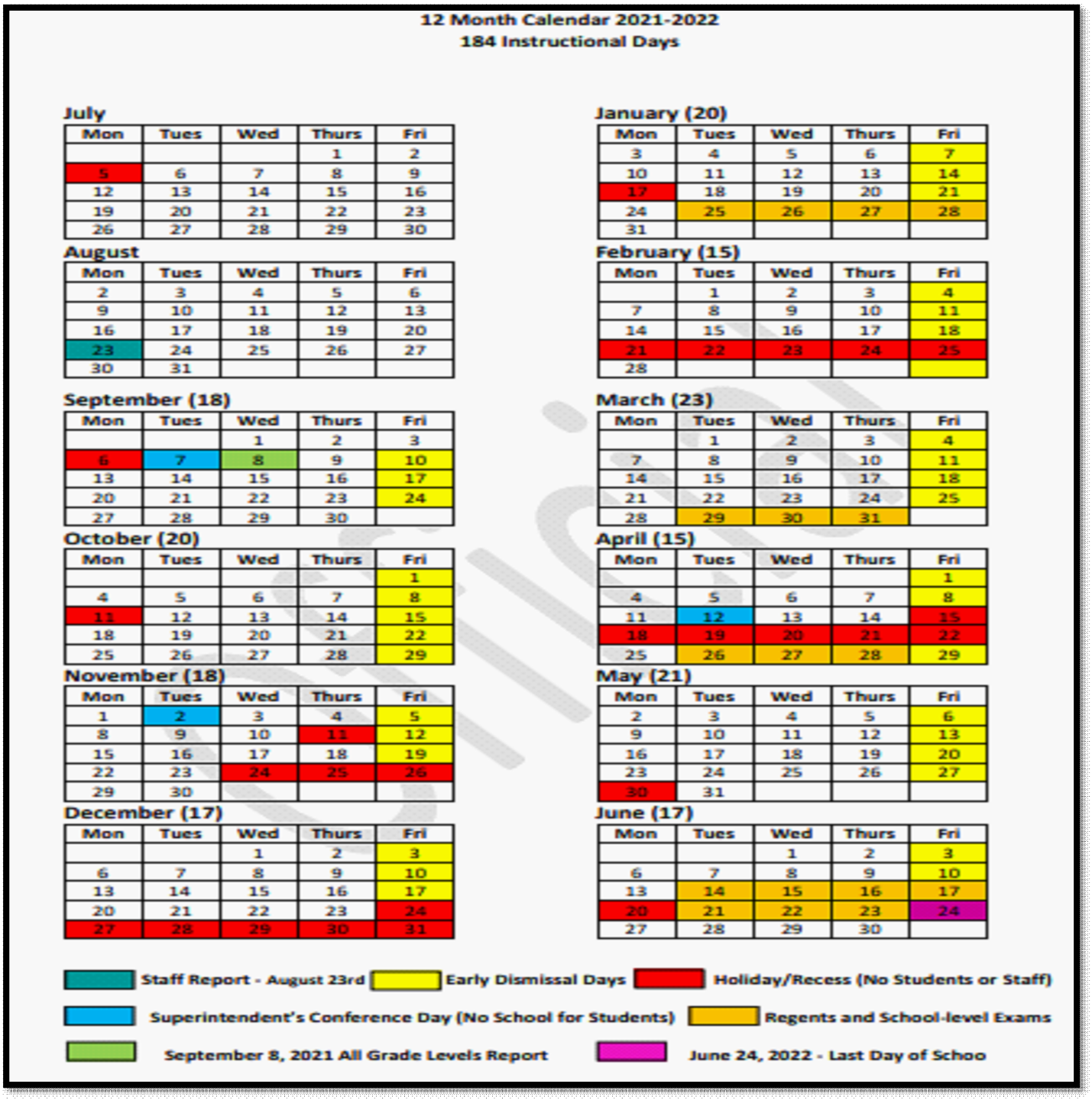
School calendars must meet the minimum instructional requirements as required of other public schools "… *unless the school's charter requires more instructional time than is required under the regulations."*

Board of Regents-authorized charter schools are also required to submit **school calendars that clearly indicate the start and end date of the instructional year AND the number of instructional hours and/or instructional days for each month**. **Schools must use a calendar format and ensure there is a monthly tally of instructional days**.

Charter schools serving elementary and secondary levels may submit one combined calendar showing instructional hours and days for all building levels OR separate calendars uploaded as one PDF. *Note that school calendars will also provide evidence of alignment for schools with extended days/years referenced in their mission statements or key design elements.*

See below for an example of a calendar showing the requested information.

Sample Calendar:



12 Month Calendar 2021-2022
184 Instructional Days

July

Mon	Tues	Wed	Thurs	Fri
			1	2
5	6	7	8	9
12	13	14	15	16
19	20	21	22	23
26	27	28	29	30

August

Mon	Tues	Wed	Thurs	Fri
2	3	4	5	6
9	10	11	12	13
16	17	18	19	20
23	24	25	26	27
30	31			

September (18)

Mon	Tues	Wed	Thurs	Fri
		1	2	3
6	7	8	9	10
13	14	15	16	17
20	21	22	23	24
27	28	29	30	

October (20)

Mon	Tues	Wed	Thurs	Fri
				1
4	5	6	7	8
11	12	13	14	15
18	19	20	21	22
25	26	27	28	29

November (18)

Mon	Tues	Wed	Thurs	Fri
1	2	3	4	5
8	9	10	11	12
15	16	17	18	19
22	23	24	25	26
29	30			

December (17)

Mon	Tues	Wed	Thurs	Fri
		1	2	3
6	7	8	9	10
13	14	15	16	17
20	21	22	23	24
27	28	29	30	31

January (20)

Mon	Tues	Wed	Thurs	Fri
3	4	5	6	7
10	11	12	13	14
17	18	19	20	21
24	25	26	27	28
31				

February (15)

Mon	Tues	Wed	Thurs	Fri
	1	2	3	4
7	8	9	10	11
14	15	16	17	18
21	22	23	24	25
28				

March (23)

Mon	Tues	Wed	Thurs	Fri
	1	2	3	4
7	8	9	10	11
14	15	16	17	18
21	22	23	24	25
28	29	30	31	

April (15)

Mon	Tues	Wed	Thurs	Fri
				1
4	5	6	7	8
11	12	13	14	15
18	19	20	21	22
25	26	27	28	29

May (21)

Mon	Tues	Wed	Thurs	Fri
2	3	4	5	6
9	10	11	12	13
16	17	18	19	20
23	24	25	26	27
30	31			

June (17)

Mon	Tues	Wed	Thurs	Fri
		1	2	3
6	7	8	9	10
13	14	15	16	17
20	21	22	23	24
27	28	29	30	

Staff Report - August 23rd
Early Dismissal Days
Holiday/Recess (No Students or Staff)
Superintendent's Conference Day (No School for Students)
Regents and School-level Exams
September 8, 2021 All Grade Levels Report
June 24, 2022 - Last Day of Schoo

SchoolCalendar SY25-26

Filename: SchoolCalendar SY25-26.pdf **Size:** 428.5 kB

26-27 SY Calendar

Filename: 26-27 SY Calendar.pdf **Size:** 1.3 MB

Entry 11 – Progress Toward Goals (SUNY-Authorized Charter Schools ONLY)

In Progress - Last edited: Sep 15 2026

Instructions

SUNY-Authorized Charter Schools ONLY - Complete Template and Upload to Epicenter

SUNY-authorized charter schools must download an Accountability Plan Progress Report template at Accountability Plan Progress Report. Schools serving high school grades must also submit an accompanying High School Data Submission spreadsheet. After completing, SUNY-authorized charter schools must upload the document into the Annual Report Portal **and** into the SUNY Epicenter document management system **no later than 11:59 PM on September 15, 2026**.

PLEASE NOTE: This is a required task for SUNY-authorized charter schools. It is marked optional for administrative purposes only.

BSNBCS 2025-26-APPR-K-12- Submission 9-15-26

Filename: BSNBCS 2025-26-APPR-K-12- Submission 9-15-26.pdf **Size:** 985.5 kB

HS Data File Submission Final 25-26

Filename: HS Data File Submission Final 25-26.pdf **Size:** 154.0 kB

Entry 11 – Progress Toward Goals (Regents, NYCDOE, and Buffalo BOE-Authorized Charter Schools ONLY

Incomplete

Instructions

Regents, NYCDOE, and Buffalo BOE-Authorized Charter Schools ONLY

Board of Regents, NYCDOE, and Buffalo BOE-authorized schools must report all Progress Toward Charter Goals as per their currently approved charters **no later than 11:59 PM on November 3, 2026**.

Schools must complete the "Goals" tables as provided in the tables below **OR** upload the most current action plan that includes progress made during the 2025-2026 school year toward achieving or maintaining a “Meets” rating on the 10 Performance Framework benchmarks.

PLEASE NOTE: This is a required task for Regents, NYCDOE, and Buffalo BOE-authorized charter schools. It is marked optional for administrative purposes only.

Entry 11 – Progress Toward Goals

PROGRESS TOWARD CHARTER GOALS

Board of Regents, NYCDOE, and Buffalo BOE-authorized schools may complete the "Goals" tables as provided in the portal OR upload the most current action plan that includes progress made during the 2025-2026 school year toward achieving or maintaining a “Meets” rating on the 10 Performance Framework benchmarks.

Please select the method by which you will provide your school's information:

No Responses Selected

PROGRESS TOWARD CHARTER GOALS

Regents, NYCDOE, and Buffalo BOE-Authorized Charter Schools ONLY

Complete the tables provided. List each goal and measure as contained in the school's currently approved charter and indicate whether the school has met or not met the goal. Please provide information for all goals no later than November 3, 2025.

1. ACADEMIC STUDENT PERFORMANCE GOALS

Regents, NYCDOE, and Buffalo BOE-Authorized Charter Schools ONLY

The following tables reflect formatting in the online portal required for Board of Regents, NYCDOE, and Buffalo BOE-authorized charter schools only. These charter schools should report all Progress Toward Charter Goals as per their currently approved charters no later than **November 3, 2025.**

2. ORGANIZATION GOALS

2025-2026 Progress Toward Attainment of Organization Goals

	Organizational Goal	Measure Used to Evaluate Progress	Goal - Met, Not Met, or Unable to Assess	If not met, describe efforts the school will take to meet goal. If unable to assess goal, type N/A for Not Applicable
Org Goal 1				
Org Goal 2				
Org Goal 3				
Org Goal 4				
Org Goal 5				
Org Goal 6				
Org Goal 7				
Org Goal 8				
Org Goal 9				
Org Goal 10				
Org Goal 11				
Org Goal 12				
Org Goal 13				
Org Goal 14				
Org Goal 15				
Org Goal 16				
Org Goal 17				
Org Goal 18				
Org Goal 19				
Org Goal 20				

5. Do have more organizational goals to add?

(No response)

3. FINANCIAL GOALS

2025-2026 Progress Toward Attainment of Financial Goals

	Financial Goals	Measure Used to Evaluate Progress	Goal - Met, Not Met, or Partially Met	If not met, describe efforts the school will take to meet goal.
Financial Goal 1				
Financial Goal 2				
Financial Goal 3				
Financial Goal 4				
Financial Goal 5				

Thank you.

Entry 12 – Audited Financial Statements

Incomplete

Required of ALL Charter Schools

ALL charter schools must upload the financial statements and related documents in PDF format into the portal **no later than 11:59 PM on November 2, 2026.** The statements, the independent auditor's report, any advisory and/or management letter, and the internal controls report must be combined into a PDF file with security features such as password protection removed.

ALL SUNY-authorized charter schools must also submit the documents to the SUNY Compass system **no later than 11:59 PM on November 2, 2026**. **SUNY-authorized charter schools** are asked to ensure that security features such as password protection are turned off.

PLEASE NOTE: This task appears as optional until August 3, 2026. Thereafter, it will be identified as a required task due on November 2, 2026.

Entry 13 – Fiscal Year 2026-2027 Budget

Incomplete

Regents, NYCDOE, and Buffalo BOE-authorized charter schools are required to download the budget template from the portal or the Annual Reports webpage and complete it. Upload the completed template **no later than 11:59 PM on November 2, 2026**. The Assumptions column should be completed for all revenue and expense items unless the item is self-explanatory.

PLEASE NOTE: This task appears as optional until August 3, 2026. Thereafter, it will be identified as a required task due on November 2, 2026.

Optional Additional Documents to Upload (BOR)

Incomplete

Disclosure of Financial Interest by a Current or Former Trustee

Trustee Name:

Cecelia M. Russo

Name of Charter School Education Corporation:

Bedford Stuyvesant New Beginnings Charter Schools

1. List all positions held on the education corporation Board of Trustees ("Board") (e.g., chair, vice-chair, treasurer, secretary, parent representative, etc.).
   Chair Education Committee

2. Are you related, by blood or marriage, to any person employed by the school and/or education corporation?

   ☐ **Yes** ☑ **No**

   If **Yes**, please describe the nature of your relationship and the person's position, job description, and other responsibilities with the school.

3. Are you related by blood, or marriage, or legal adoption/guardianship to any student currently enrolled in a school operated by the education corporation?

   ☐ **Yes** ☑ **No**

   If **Yes**, please describe the nature of your relationship and if the student could benefit from your participation.

4. Are you related, by blood or marriage, to any person that could otherwise benefit from your participation as a board member of the education corporation?

☐ **Yes** ☑ **No**

If **Yes**, please describe the nature of your relationship and if this person could benefit from your participation.

5. Are you a past, current, or prospective employee of the charter school, education corporation, and/or an entity that provides comprehensive management services ("CMO"), whether for-profit or not-for-profit, which contracts, or may contract, with the charter school or education corporation; or do you serve as an employee, officer, or director of, or own a controlling interest in, a business or entity that contracts, or does business with, or plans to contract or do business with, the charter school, education corporation, and/or a CMO, whether for-profit or not-for-profit, including, but not limited to, the lease of real or personal property to the said entities?

☐ **Yes** ☑ **No**

If **Yes**, please provide a description of the position(s) you hold, your responsibilities, your salary and your start date.

6. Identify each interest/transaction (and provide the requested information) that you, any of your immediate family members, and/or any persons who you reside with have held or engaged in with the charter school(s) operated by the education corporation during the time you have served on the Board, and in the six months prior to such service. If there has been no such interest or transaction, check **None**.

☑ **None**

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

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

☑ **None**

Organization conducting business with the school(s)	Nature of business conducted	Approximate value of the business conducted	Name of Trustee and/or immediate family member of household holding an interest in the organization conducting business with the school(s) and the nature of the interest	Steps taken to avoid conflict of interest

This document is considered a public record and, as such, may be made available to members of the public upon request under the Freedom of Information Law. The personal contact information provided below will be redacted.

Business Telephone:

NA

Business Address:

E-mail Address:

[redacted]

Home Telephone:

[redacted]

Home Address:

[redacted]

Cecelia M Russo 6/17/24

Signature **Date**

Acceptable signature formats include:

- Digitally certified PDF signature
- Print form, manually sign, scan to PDF

last revised 04/2022

Disclosure of Financial Interest by a Current or Former Trustee

Trustee Name:
Joseph Sciame

Name of Charter School Education Corporation:
Bedford Stuyvesant New Beginnings Charter Schools

1. List all positions held on the education corporation Board of Trustees ("Board") (e.g., chair, vice-chair, treasurer, secretary, parent representative, etc.).
Trustee

2. Are you related, by blood or marriage, to any person employed by the school and/or education corporation?

☐ **Yes** ☐ **No**

If **Yes**, please describe the nature of your relationship and the person's position, job description, and other responsibilities with the school.

3. Are you related by blood, or marriage, or legal adoption/guardianship to any student currently enrolled in a school operated by the education corporation?

☐ **Yes** ☐ **No**

If **Yes**, please describe the nature of your relationship and if the student could benefit from your participation.

4. Are you related, by blood or marriage, to any person that could otherwise benefit from your participation as a board member of the education corporation?

☐ **Yes** ☑ **No**

If **Yes**, please describe the nature of your relationship and if this person could benefit from your participation.

5. Are you a past, current, or prospective employee of the charter school, education corporation, and/or an entity that provides comprehensive management services ("CMO"), whether for-profit or not-for-profit, which contracts, or may contract, with the charter school or education corporation; or do you serve as an employee, officer, or director of, or own a controlling interest in, a business or entity that contracts, or does business with, or plans to contract or do business with, the charter school, education corporation, and/or a CMO, whether for-profit or not-for-profit, including, but not limited to, the lease of real or personal property to the said entities?

☐ **Yes** ☑ **No**

If **Yes**, please provide a description of the position(s) you hold, your responsibilities, your salary and your start date.

- Joseph Sciame
Jo

6. Identify each interest/transaction (and provide the requested information) that you, any of your immediate family members, and/or any persons who you reside with have held or engaged in with the charter school(s) operated by the education corporation during the time you have served on the Board, and in the six months prior to such service. If there has been no such interest or transaction, check **None**.

☑ **None**

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

Joseph Sciame
Jo

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

☑ **None**

Organization conducting business with the school(s)	Nature of business conducted	Approximate value of the business conducted	Name of Trustee and/or immediate family member of household holding an interest in the organization conducting business with the school(s) and the nature of the interest	Steps taken to avoid conflict of interest

This document is considered a public record and, as such, may be made available to members of the public upon request under the Freedom of Information Law. The personal contact information provided below will be redacted.

Business Telephone:

[redacted]

Business Address:

[redacted]

E-mail Address:

[redacted]

Home Telephone:

[redacted]

Home Address:

[redacted]

Joseph Sciame 6/18/26

Signature **Date**

Acceptable signature formats include:

- Digitally certified PDF signature
- Print form, manually sign, scan to PDF

last revised 04/2022

Disclosure of Financial Interest by a Current or Former Trustee

Trustee Name:
Shawn Carson

Name of Charter School Education Corporation:
Bedford Stuyvesant New Beginnings Charter Schools

1. List all positions held on the education corporation Board of Trustees ("Board") (e.g., chair, vice-chair, treasurer, secretary, parent representative, etc.).
   Vice-chair

2. Are you related, by blood or marriage, to any person employed by the school and/or education corporation?

   ☐ **Yes** ☑ **No**

   If **Yes**, please describe the nature of your relationship and the person's position, job description, and other responsibilities with the school.

3. Are you related by blood, or marriage, or legal adoption/guardianship to any student currently enrolled in a school operated by the education corporation?

   ☐ **Yes** ☑ **No**

   If **Yes**, please describe the nature of your relationship and if the student could benefit from your participation.

4. Are you related, by blood or marriage, to any person that could otherwise benefit from your participation as a board member of the education corporation?

☐ **Yes** ☑ **No**

If **Yes**, please describe the nature of your relationship and if this person could benefit from your participation.

5. Are you a past, current, or prospective employee of the charter school, education corporation, and/or an entity that provides comprehensive management services ("CMO"), whether for-profit or not-for-profit, which contracts, or may contract, with the charter school or education corporation; or do you serve as an employee, officer, or director of, or own a controlling interest in, a business or entity that contracts, or does business with, or plans to contract or do business with, the charter school, education corporation, and/or a CMO, whether for-profit or not-for-profit, including, but not limited to, the lease of real or personal property to the said entities?

☐ **Yes** ☑ **No**

If **Yes**, please provide a description of the position(s) you hold, your responsibilities, your salary and your start date.

6. Identify each interest/transaction (and provide the requested information) that you, any of your immediate family members, and/or any persons who you reside with have held or engaged in with the charter school(s) operated by the education corporation during the time you have served on the Board, and in the six months prior to such service. If there has been no such interest or transaction, check **None**.

☑ **None**

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

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

☑ **None**

Organization conducting business with the school(s)	Nature of business conducted	Approximate value of the business conducted	Name of Trustee and/or immediate family member of household holding an interest in the organization conducting business with the school(s) and the nature of the interest	Steps taken to avoid conflict of interest

This document is considered a public record and, as such, may be made available to members of the public upon request under the Freedom of Information Law. The personal contact information provided below will be redacted.

Business Telephone:

[redacted]

Business Address:

E-mail Address:

[redacted]

Home Telephone:

[redacted]

Home Address:

[redacted]

5/20/2026

Signature **Date**

Acceptable signature formats include:

- Digitally certified PDF signature
- Print form, manually sign, scan to PDF

Disclosure of Financial Interest by a Current or Former Trustee

Trustee Name: Simone Pratt

Name of Charter School Education Corporation:
Bedford Stuyvesant New Beginnings Charter Schools

1. List all positions held on the education corporation Board of Trustees ("Board") (e.g., chair, vice-chair, treasurer, secretary, parent representative, etc.).

development

2. Are you related, by blood or marriage, to any person employed by the school and/or education corporation?

☐ **Yes** ☒ **No**

If **Yes**, please describe the nature of your relationship and the person's position, job description, and other responsibilities with the school.

3. Are you related by blood, or marriage, or legal adoption/guardianship to any student currently enrolled in a school operated by the education corporation?

☐ **Yes** ☒ **No**

If **Yes**, please describe the nature of your relationship and if the student could benefit from your participation.

4. Are you related, by blood or marriage, to any person that could otherwise benefit from your participation as a board member of the education corporation?

☐ **Yes** ☒ **No**

If **Yes**, please describe the nature of your relationship and if this person could benefit from your participation.

5. Are you a past, current, or prospective employee of the charter school, education corporation, and/or an entity that provides comprehensive management services ("CMO"), whether for-profit or not-for-profit, which contracts, or may contract, with the charter school or education corporation; or do you serve as an employee, officer, or director of, or own a controlling interest in, a business or entity that contracts, or does business with, or plans to contract or do business with, the charter school, education corporation, and/or a CMO, whether for-profit or not-for-profit, including, but not limited to, the lease of real or personal property to the said entities?

☐ **Yes** ☒ **No**

If **Yes**, please provide a description of the position(s) you hold, your responsibilities, your salary and your start date.

6. Identify each interest/transaction (and provide the requested information) that you, any of your immediate family members, and/or any persons who you reside with have held or engaged in with the charter school(s) operated by the education corporation during the time you have served on the Board, and in the six months prior to such service. If there has been no such interest or transaction, check **None**.

☒ **None**

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

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

☒ **None**

Organization conducting business with the school(s)	Nature of business conducted	Approximate value of the business conducted	Name of Trustee and/or immediate family member of household holding an interest in the organization conducting business with the school(s) and the nature of the interest	Steps taken to avoid conflict of interest

This document is considered a public record and, as such, may be made available to members of the public upon request under the Freedom of Information Law. The personal contact information provided below will be redacted.

Business Telephone:

[redacted]

Business Address:

[redacted]

E-mail Address:

[redacted]

Home Telephone:

[redacted]

Home Address:

[redacted]

[redacted] 5/20/26

Signature **Date**

Acceptable signature formats include:

- Digitally certified PDF signature
- Print form, manually sign, scan to PDF

Disclosure of Financial Interest by a Current or Former Trustee

Trustee Name:

VICTOR RIVERA JR.

Name of Charter School Education Corporation:
Bedford Stuyvesant New Beginnings Charter Schools

1. List all positions held on the education corporation Board of Trustees ("Board") (e.g., chair, vice-chair, treasurer, secretary, parent representative, etc.).

Trustee

2. Are you related, by blood or marriage, to any person employed by the school and/or education corporation?

☐ **Yes** ☒ **No**

If **Yes**, please describe the nature of your relationship and the person's position, job description, and other responsibilities with the school.

3. Are you related by blood, or marriage, or legal adoption/guardianship to any student currently enrolled in a school operated by the education corporation?

☐ **Yes** ☒ **No**

If **Yes**, please describe the nature of your relationship and if the student could benefit from your participation.

4. Are you related, by blood or marriage, to any person that could otherwise benefit from your participation as a board member of the education corporation?

☐ **Yes** ☒ **No**

If **Yes**, please describe the nature of your relationship and if this person could benefit from your participation.

5. Are you a past, current, or prospective employee of the charter school, education corporation, and/or an entity that provides comprehensive management services ("CMO"), whether for-profit or not-for-profit, which contracts, or may contract, with the charter school or education corporation; or do you serve as an employee, officer, or director of, or own a controlling interest in, a business or entity that contracts, or does business with, or plans to contract or do business with, the charter school, education corporation, and/or a CMO, whether for-profit or not-for-profit, including, but not limited to, the lease of real or personal property to the said entities?

☐ **Yes** ☒ **No**

If **Yes**, please provide a description of the position(s) you hold, your responsibilities, your salary and your start date.

6. Identify each interest/transaction (and provide the requested information) that you, any of your immediate family members, and/or any persons who you reside with have held or engaged in with the charter school(s) operated by the education corporation during the time you have served on the Board, and in the six months prior to such service. If there has been no such interest or transaction, check **None**.

☒ **None**

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

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

☒ **None**

Organization conducting business with the school(s)	Nature of business conducted	Approximate value of the business conducted	Name of Trustee and/or immediate family member of household holding an interest in the organization conducting business with the school(s) and the nature of the interest	Steps taken to avoid conflict of interest

This document is considered a public record and, as such, may be made available to members of the public upon request under the Freedom of Information Law. The personal contact information provided below will be redacted.

Business Telephone:

[redacted]

Business Address:

[redacted]

E-mail Address:

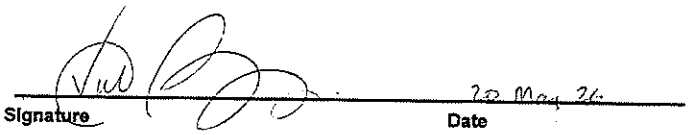
[redacted]

Home Telephone:

[redacted]

Home Address:

[redacted]



Signature

20 May 26

Date

Acceptable signature formats include:

- Digitally certified PDF signature
- Print form, manually sign, scan to PDF

Disclosure of Financial Interest by a Current or Former Trustee

Trustee Name:
Kevin Nesbitt

Name of Charter School Education Corporation:
Bedford Stuyvesant New Beginnings Charter Schools

1. List all positions held on the education corporation Board of Trustees ("Board") (e.g., chair, vice-chair, treasurer, secretary, parent representative, etc.).
Chair & Trustee
Academic + Finance Committee Member

2. Are you related, by blood or marriage, to any person employed by the school and/or education corporation?

☐ **Yes** ☑ **No**

If **Yes**, please describe the nature of your relationship and the person's position, job description, and other responsibilities with the school.

3. Are you related by blood, or marriage, or legal adoption/guardianship to any student currently enrolled in a school operated by the education corporation?

☐ **Yes** ☒ **No**

If **Yes**, please describe the nature of your relationship and if the student could benefit from your participation.

4. Are you related, by blood or marriage, to any person that could otherwise benefit from your participation as a board member of the education corporation?

☐ **Yes** ☒ **No**

If **Yes**, please describe the nature of your relationship and if this person could benefit from your participation.

5. Are you a past, current, or prospective employee of the charter school, education corporation, and/or an entity that provides comprehensive management services ("CMO"), whether for-profit or not-for-profit, which contracts, or may contract, with the charter school or education corporation; or do you serve as an employee, officer, or director of, or own a controlling interest in, a business or entity that contracts, or does business with, or plans to contract or do business with, the charter school, education corporation, and/or a CMO, whether for-profit or not-for-profit, including, but not limited to, the lease of real or personal property to the said entities?

☐ **Yes** ☒ **No**

If **Yes**, please provide a description of the position(s) you hold, your responsibilities, your salary and your start date.

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

☒ **None**

Organization conducting business with the school(s)	Nature of business conducted	Approximate value of the business conducted	Name of Trustee and/or immediate family member of household holding an interest in the organization conducting business with the school(s) and the nature of the interest	Steps taken to avoid conflict of interest

6. Identify each interest/transaction (and provide the requested information) that you, any of your immediate family members, and/or any persons who you reside with have held or engaged in with the charter school(s) operated by the education corporation during the time you have served on the Board, and in the six months prior to such service. If there has been no such interest or transaction, check **None**.

☒ **None**

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

This document is considered a public record and, as such, may be made available to members of the public upon request under the Freedom of Information Law. The personal contact information provided below will be redacted.

Business Telephone: [redacted]

Business Address: [redacted]

E-mail Address: [redacted]

Home Telephone: [redacted]

Home Address: [redacted]

[redacted] 5/20/2026

Signature **Date**

Acceptable signature formats include:

- Digitally certified PDF signature
- Print form, manually sign, scan to PDF

Disclosure of Financial Interest by a Current or Former Trustee

Trustee Name: Aker, Cynthia

Name of Charter School Education Corporation:
Bedford Stuyvesant New Beginnings Charter Schools

1. List all positions held on the education corporation Board of Trustees ("Board") (e.g., chair, vice-chair, treasurer, secretary, parent representative, etc.).

   Member

2. Are you related, by blood or marriage, to any person employed by the school and/or education corporation?

   ☐ **Yes** ☑ **No**

   If **Yes**, please describe the nature of your relationship and the person's position, job description, and other responsibilities with the school.

3. Are you related by blood, or marriage, or legal adoption/guardianship to any student currently enrolled in a school operated by the education corporation?

   ☐ **Yes** ☑ **No**

   If **Yes**, please describe the nature of your relationship and if the student could benefit from your participation.

4. Are you related, by blood or marriage, to any person that could otherwise benefit from your participation as a board member of the education corporation?

☐ **Yes** ☑ **No**

If **Yes**, please describe the nature of your relationship and if this person could benefit from your participation.

5. Are you a past, current, or prospective employee of the charter school, education corporation, and/or an entity that provides comprehensive management services ("CMO"), whether for-profit or not-for-profit, which contracts, or may contract, with the charter school or education corporation; or do you serve as an employee, officer, or director of, or own a controlling interest in, a business or entity that contracts, or does business with, or plans to contract or do business with, the charter school, education corporation, and/or a CMO, whether for-profit or not-for-profit, including, but not limited to, the lease of real or personal property to the said entities?

☐ **Yes** ☑ **No**

If **Yes**, please provide a description of the position(s) you hold, your responsibilities, your salary and your start date.

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

☑ **None**

Organization conducting business with the school(s)	Nature of business conducted	Approximate value of the business conducted	Name of Trustee and/or immediate family member of household holding an interest in the organization conducting business with the school(s) and the nature of the interest	Steps taken to avoid conflict of interest

6. Identify each interest/transaction (and provide the requested information) that you, any of your immediate family members, and/or any persons who you reside with have held or engaged in with the charter school(s) operated by the education corporation during the time you have served on the Board, and in the six months prior to such service. If there has been no such interest or transaction, check **None**.

☑ **None**

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

This document is considered a public record and, as such, may be made available to members of the public upon request under the Freedom of Information Law. The personal contact information provided below will be redacted.

Business Telephone:

[redacted]

Business Address:

[redacted]

E-mail Address:

[redacted]

Home Telephone:

[redacted]

Home Address:

[redacted]

[redacted] 30 May 2026

Signature **Date**

Acceptable signature formats include:

- Digitally certified PDF signature
- Print form, manually sign, scan to PDF

last revised 04/2022

Disclosure of Financial Interest by a Current or Former Trustee

Trustee Name: Doris Givens

Name of Charter School Education Corporation:
Bedford Stuyvesant New Beginnings Charter Schools

1. List all positions held on the education corporation Board of Trustees ("Board") (e.g., chair, vice-chair, treasurer, secretary, parent representative, etc.).

   Governance Chair
   Secretary
   Treasurer

2. Are you related, by blood or marriage, to any person employed by the school and/or education corporation?

   ☐ **Yes** ☒ **No**

   If **Yes**, please describe the nature of your relationship and the person's position, job description, and other responsibilities with the school.

3. Are you related by blood, or marriage, or legal adoption/guardianship to any student currently enrolled in a school operated by the education corporation?

   ☐ **Yes** ☒ **No**

   If **Yes**, please describe the nature of your relationship and if the student could benefit from your participation.

4. Are you related, by blood or marriage, to any person that could otherwise benefit from your participation as a board member of the education corporation?

☐ **Yes** ☒ **No**

If **Yes**, please describe the nature of your relationship and if this person could benefit from your participation.

5. Are you a past, current, or prospective employee of the charter school, education corporation, and/or an entity that provides comprehensive management services ("CMO"), whether for-profit or not-for-profit, which contracts, or may contract, with the charter school or education corporation; or do you serve as an employee, officer, or director of, or own a controlling interest in, a business or entity that contracts, or does business with, or plans to contract or do business with, the charter school, education corporation, and/or a CMO, whether for-profit or not-for-profit, including, but not limited to, the lease of real or personal property to the said entities?

☐ **Yes** ☒ **No**

If **Yes**, please provide a description of the position(s) you hold, your responsibilities, your salary and your start date.

6. Identify each interest/transaction (and provide the requested information) that you, any of your immediate family members, and/or any persons who you reside with have held or engaged in with the charter school(s) operated by the education corporation during the time you have served on the Board, and in the six months prior to such service. If there has been no such interest or transaction, check **None**.

☑ **None**

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

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

☑ **None**

Organization conducting business with the school(s)	Nature of business conducted	Approximate value of the business conducted	Name of Trustee and/or immediate family member of household holding an interest in the organization conducting business with the school(s) and the nature of the interest	Steps taken to avoid conflict of interest

This document is considered a public record and, as such, may be made available to members of the public upon request under the Freedom of Information Law. The personal contact information provided below will be redacted.

Business Telephone:

[redacted]

Business Address:

[redacted]

E-mail Address:

[redacted]

Home Telephone:

[redacted]

Home Address:

[redacted]

5/20/2026

Signature **Date**

Acceptable signature formats include:

- Digitally certified PDF signature
- Print form, manually sign, scan to PDF

Disclosure of Financial Interest by a Current or Former Trustee

Trustee Name:

John Matos

Name of Charter School Education Corporation:

Bedford Stuyvesant New Beginnings Charter Schools

1. List all positions held on the education corporation Board of Trustees ("Board") (e.g., chair, vice-chair, treasurer, secretary, parent representative, etc.).

Treasurer

2. Are you related, by blood or marriage, to any person employed by the school and/or education corporation?

☐ **Yes** ☒ **No**

If **Yes**, please describe the nature of your relationship and the person's position, job description, and other responsibilities with the school.

3. Are you related by blood, or marriage, or legal adoption/guardianship to any student currently enrolled in a school operated by the education corporation?

☐ **Yes** ☒ **No**

If **Yes**, please describe the nature of your relationship and if the student could benefit from your participation.

4. Are you related, by blood or marriage, to any person that could otherwise benefit from your participation as a board member of the education corporation?

☐ **Yes** ☒ **No**

If **Yes**, please describe the nature of your relationship and if this person could benefit from your participation.

5. Are you a past, current, or prospective employee of the charter school, education corporation, and/or an entity that provides comprehensive management services ("CMO"), whether for-profit or not-for-profit, which contracts, or may contract, with the charter school or education corporation; or do you serve as an employee, officer, or director of, or own a controlling interest in, a business or entity that contracts, or does business with, or plans to contract or do business with, the charter school, education corporation, and/or a CMO, whether for-profit or not-for-profit, including, but not limited to, the lease of real or personal property to the said entities?

☐ **Yes** ☒ **No**

If **Yes**, please provide a description of the position(s) you hold, your responsibilities, your salary and your start date.

6. Identify each interest/transaction (and provide the requested information) that you, any of your immediate family members, and/or any persons who you reside with have held or engaged in with the charter school(s) operated by the education corporation during the time you have served on the Board, and in the six months prior to such service. If there has been no such interest or transaction, check **None**.

☒ **None**

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

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

☒ **None**

Organization conducting business with the school(s)	Nature of business conducted	Approximate value of the business conducted	Name of Trustee and/or immediate family member of household holding an interest in the organization conducting business with the school(s) and the nature of the interest	Steps taken to avoid conflict of interest

This document is considered a public record and, as such, may be made available to members of the public upon request under the Freedom of Information Law. The personal contact information provided below will be redacted.

Business Telephone: [redacted]

Business Address: [redacted]

E-mail Address: [redacted]

Home Telephone: [redacted]

Home Address: [redacted]

5/20/26

Signature **Date**

Acceptable signature formats include:

- Digitally certified PDF signature
- Print form, manually sign, scan to PDF

Disclosure of Financial Interest by a Current or Former Trustee

Trustee Name:
Vishal Gupta

Name of Charter School Education Corporation:
Bedford Stuyvesant New Beginnings Charter Schools

1. List all positions held on the education corporation Board of Trustees ("Board") (e.g., chair, vice-chair, treasurer, secretary, parent representative, etc.).
Trustee

2. Are you related, by blood or marriage, to any person employed by the school and/or education corporation?

☐ **Yes** ☐ **No**

If **Yes**, please describe the nature of your relationship and the person's position, job description, and other responsibilities with the school.

3. Are you related by blood, or marriage, or legal adoption/guardianship to any student currently enrolled in a school operated by the education corporation?

☐ **Yes** ☐ **No**

If **Yes**, please describe the nature of your relationship and if the student could benefit from your participation.

-

4. Are you related, by blood or marriage, to any person that could otherwise benefit from your participation as a board member of the education corporation?

☐ **Yes** ☐ **No**

If **Yes**, please describe the nature of your relationship and if this person could benefit from your participation.

5. Are you a past, current, or prospective employee of the charter school, education corporation, and/or an entity that provides comprehensive management services ("CMO"), whether for-profit or not-for-profit, which contracts, or may contract, with the charter school or education corporation; or do you serve as an employee, officer, or director of, or own a controlling interest in, a business or entity that contracts, or does business with, or plans to contract or do business with, the charter school, education corporation, and/or a CMO, whether for-profit or not-for-profit, including, but not limited to, the lease of real or personal property to the said entities?

☐ **Yes** ☐ **No**

If **Yes**, please provide a description of the position(s) you hold, your responsibilities, your salary and your start date.

-

6. Identify each interest/transaction (and provide the requested information) that you, any of your immediate family members, and/or any persons who you reside with have held or engaged in with the charter school(s) operated by the education corporation during the time you have served on the Board, and in the six months prior to such service. If there has been no such interest or transaction, check **None**.

☑ **None**

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

-

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

☑ **None**

Organization conducting business with the school(s)	Nature of business conducted	Approximate value of the business conducted	Name of Trustee and/or immediate family member of household holding an interest in the organization conducting business with the school(s) and the nature of the interest	Steps taken to avoid conflict of interest

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Business Telephone:

[redacted]

Business Address:

[redacted]

E-mail Address:

[redacted]

Home Telephone:

[redacted]

Home Address:

[redacted]

Vishal Gupta Digitally signed by Vishal Gupta
Date: 2026.06.19 23:49:55 -04'00'

Signature **Date**

Acceptable signature formats include:

- Digitally certified PDF signature
- Print form, manually sign, scan to PDF

last revised 04/2022

BEDFORD STUYVESANT
NEW BEGINNINGS
CHARTER SCHOOLS

School Calendar 2025-2026

August	January
Fri, Aug 22 Kindergarten Orientation and the First Day of school for Kindergarten 8am-11:30am	***Mon, Jan 5*** *Students Return to School*
	Mon, Jan 19 MLK Day, School Closed
Mon, Aug 25 First Day of School, all grades	**Tues, Jan 20** Staff PD, School Closed
September	***Wed, Jan 21*** *Students Return to School*
Mon, Sept 1 Labor Day, School Closed	**February**
October	**Mon-Fri, Feb 16-21** Mid-Winter Break, School Closed
Mon, Oct 13 Indigenous People's Day, School Closed	***Mon, Feb 23*** *Students Return to School*
	March- school all month
November	**April**
Tues, Nov 11 Veterans Day, School Closed	**Thurs-Fri, Apr 2-10** Spring Break, School Closed
Mon-Fri, Nov 24-28 Thanksgiving Break, School Closed	***Mon, Apr 13*** *Students Return to School*
	May
December	**Mon, May 25** Memorial Day, School Closed
Mon, Dec 1 *Students Return to School*	**June**
Mon-Fri, Dec 22 - Jan 2 Winter Break, School Closed	**Fri, June 5** Staff PD, School Closed
	Thurs, June 18 LAST DAY OF SCHOOL, all grades

BEDFORD STUYVESANT
NEW BEGINNINGS
CHARTER SCHOOLS

Calendario escolar 2025-2026

agosto	enero
vie 22 ago Primer día de clases para kindergarten y orientación para las familias 8am-11:30am	***lun 5 enero*** *Regresan los estudiantes a la escuela*
lun 25 ago primer día de la escuela, todos los grados	**lun 19 enero** Día de MLK, no hay clases
septiembre	**mar 20 enero** Día de PD, no hay clases
lun 1 sept Día del trabajador, no hay clases	**febrero**
octubre	**16-21 feb** Descanso medio del invierno, no hay clases
lun 13 oct Día de los pueblos indígenas, no hay clases	***lun 23 feb*** *Regresan los estudiantes a la escuela*
noviembre	**marzo-***clases todo el mes*
lun 11 nov Día de los veteranos, no hay clases	**abril**
Lun-vie 24- 28 nov Descanso de la acción de Gracias, no hay clases	**jue-vie 2-10 abr** Descanso de la primavera, no hay clases
diciembre	***lun 13 abr*** *Regresan los estudiantes a la escuela*
lun 1 dic *Regresan los estudiantes a la escuela*	**mayo**
Lun-vie 22 dic - 2 enero Descanso del invierno, no hay clases	**lun 25 mayo** Día de los caídos, no hay clases
	junio
	vie 5 junio Día de PD para las maestras, no hay clases
	jue 18 jun ÚLTIMO DÍA DE CLASES

AUGUST

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

SEPTEMBER

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

OCTOBER

Su	Mo	Tu	We	Th	Fr	Sa
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11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

NOVEMBER

Su	Mo	Tu	We	Th	Fr	Sa
1	2	3	4	5	6	7
8	9	10	11	12	13	14
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29	30					

DECEMBER

Su	Mo	Tu	We	Th	Fr	Sa
		1	2	3	4	5
6	7	8	9	10	11	12
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20	21	22	23	24	25	26
27	28	29	30	31		

JANUARY

Su	Mo	Tu	We	Th	Fr	Sa
					1	2
3	4	5	6	7	8	9
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17	18	19	20	21	22	23
24	25	26	27	28	29	30

FEBRUARY

Su	Mo	Tu	We	Th	Fr	Sa
31	1	2	3	4	5	6
7	8	9	10	11	12	13
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28						

MARCH

Su	Mo	Tu	We	Th	Fr	Sa
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7	8	9	10	11	12	13
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28	29	30	31			

APRIL

Su	Mo	Tu	We	Th	Fr	Sa
				1	2	3
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MAY

Su	Mo	Tu	We	Th	Fr	Sa
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23	24	25	26	27	28	29
30	31					

JUNE

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

No School, School Closed

Students Return to School

First/Last Day of School

State Exams, TBD

Regents Exams, TBD

School Calendar
Bedford Stuyvesant New Beginnings Charter Schools
2026-27

as of April 30, 2026 this calendar is subject to change

AGOSTO

Son	Para	Tú	Nosotros	El	Padre	en
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

SEPTIEMBRE

Son	Para	Tú	Nosotros	El	Padre	en
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

OCTUBRE

Son	Para	Tú	Nosotros	El	Padre	en
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

NOVIEMBRE

Son	Para	Tú	Nosotros	El	Padre	en
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

DICIEMBRE

Son	Para	Tú	Nosotros	El	Padre	en
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

ENERO

Son	Para	Tú	Nosotros	El	Padre	en
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

FEBRERO

Son	Para	Tú	Nosotros	El	Padre	en
31	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28						

MARZO

Son	Para	Tú	Nosotros	El	Padre	en
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

ABRIL

Son	Para	Tú	Nosotros	El	Padre	en
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

MAYO

Su	Mo	Tu	We	Th	Fr	Sa
						1
2	3	4	5	6	77	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

JUNIO

Son	Para	Tú	Nosotros	El	Padre	en
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

No hay clases, escuela cerrada.

Los estudiantes regresan a la escuela

El primer/último día de clases.

Exámenes estatales, fecha por determinar

Exámenes Regents, fecha por determinar

Calendario escolar de las escuelas chárter New Beginnings de Bedford Stuyvesant 2026-27

A partir del 30 de abril de 2026, este calendario está sujeto a cambios.

Bedford Stuyvesant New Beginnings Charter School

2025-26 ACCOUNTABILITY PLAN PROGRESS REPORT

Submitted to the SUNY Charter Schools Institute on:

September 15 2026

By Nicholas Tishuk, Executive Director

82 Lewis Avenue, Brooklyn, NY 11206
217 North 10th Street, Brooklyn, NY 11211

718-453-1001

2025-26 ACCOUNTABILITY PLAN PROGRESS REPORT: K-12

Nicholas Tishuk, Executive Director prepared this 2025-26 Accountability Progress Report on behalf of the charter school's board of trustees:

Trustee's Name	Board Position	
	Office (e.g., chair, treasurer, secretary)	Committees (e.g., finance, executive)
Kevin Nesbitt	Chair	Executive
Shawn Carson	Vice Chair	Finance
John Matos	Treasurer	Finance
Doris Givens	Secretary	Governance
Victor Rivera	Trustee	Governance
Cecelia Russo	Trustee	Academic
Cynthia Aker	Trustee	Academic
Simone Pratt	Trustee	Development

Nicholas Tishuk has served as the Executive Director since 2014.

2025-26 ACCOUNTABILITY PLAN PROGRESS REPORT: K-12

SCHOOL OVERVIEW

At the Bedford Stuyvesant New Beginnings Charter School, families, educators and community members will join together to create a supportive and rigorous academic environment. Through the pursuit of 21st century learning, project based & service learning, and traditional coursework strategies, students will be prepared to succeed in academically competitive schools as well as become responsible citizens of the global community.

BSNBCS opened in 2010. In 2025-27, it served grades 3-10 and it currently services grades 4-11 in two campuses. It is expanding its high school through its grade modification each year from a K-8 school to become a 6-12 school at the end of the current charter term. At the date of this submission, it currently serves 792 students.

BSNBCS serves students who include 96% eligible for Free and Reduced Lunch, 22% with Individual Education Plans, 20% English Language Learners and 20% McKinney-Vento Eligible students. The BSNBCS model includes data-driven instruction, co-teaching in most courses, Response to Intervention supports for students and a positive culture that supports student learning.

ENROLLMENT SUMMARY

School Enrollment by Grade Level and School Year															
School Year	K	1	2	3	4	5	6	7	8	9	10	11	12	Un-graded	Total
2023-24	82	66	86	75	73	89	82	91	82	0	0	0	0	-	726
2024-25	0	0	84	83	80	82	88	81	90	76	0	0	0	-	664
2025-26	-	-	-	82	94	95	98	96	86	143	96	0	0	-	790

HIGH SCHOOL COHORTS

ACCOUNTABILITY COHORT

Bedford Stuyvesant New Beginnings' high school first served 9th graders in the Fall 2024, making the first Cohort Designation 2024, representing the fourth year cohort for 2027-28 who will graduate in June 2028. Accordingly the metrics tied to Accountability metrics for years prior and Fourth Year Total Cohort for Graduation are not included in this report.

PROMOTION POLICY

Per current NYS Graduation Requirements, the following promotion policy is in place:

For Grade Level promotion, students must earn 11 credits each year towards the 44 required. 11 for Sophomore, 22 for Junior, 33 for Senior and 44 for Graduation, within the sequence described below.

Students need 44 credits in these subject areas to earn a Regents diploma consistent with State Commissioner's Part 100.5 Diploma Requirements.

- 8 credits in core English
- 8 credits in social studies, including:
    - 4 credits in Global History
    - 2 credits in U.S. History
    - 1 credit in Participation in Government
    - 1 credit in Economics
- 6 credits in math, including:
    - At least 2 credits in advanced math (for example, Geometry or Algebra II)
- 6 credits in science, including:
    - 2 credits in any life science
    - 2 credits in any physical science
    - 2 credits in any life science or physical science
- 2 credits in World Languages
- 4 credits in physical education, every year in specific ways
- 1 credit in health education
- 2 credits in arts education, including visual arts, music, dance, and theater
- 7 credits in electives

Examination Requirements: Students must achieve a score of 65 or higher on these five exams to earn a Regents diploma.

- English Language Arts (ELA)
- Any math exam (Algebra I, Geometry, or Algebra II/Trigonometry)
- Any social studies exam (Global History and Geography or U.S. History and Government)
- Any science exam (Living Environment, Chemistry, Earth Science, or Physics)
- Any additional Regents exam, or another option approved by the State.

GOAL 1: HIGH SCHOOL GRADUATION

Students at Bedford Stuyvesant New Beginnings Charter School will graduate high school.

Graduation Goal Measure 1 - Leading Indicator

2025-26 ACCOUNTABILITY PLAN PROGRESS REPORT: K-12

Each year, 75 percent of students in first and second year high school Total Graduation Cohorts will earn at least ten credits (if 44 needed for graduation) or five credits (if 22 needed for graduation) each year.

Percent of Students in First and Second Year Cohorts Earning the Required Number of Credits in 2025-26

Cohort Designation	Number in Cohort during 2025-26	Percent Promoted
2024	96	75%
2025	144	92%

Graduation Goal Measure 2 - Leading Indicator

Each year, 75 percent of students in the second year high school Total Graduation Cohort will score at or above proficient on at least three different New York State Regents exams required for graduation.

Percent of Students in their Second Year Passing Three Regents Exams by Cohort

Cohort Designation	School Year	Number in Cohort	Percent Passing at Least Three Regents (including exemptions)
2022	2023-24	-	-
2023	2024-25	-	-
2024	2025-26	95	39%

Graduation Goal Measures 3, 4, 5 and 6.

These measures are N/A as the school's first Cohort is 2024 (fourth year cohort for 2027-28).

Type	Measure	Outcome
Leading Indicator	Each year, 75 percent of students in first and second year high school Total Graduation Cohorts will earn at least ten credits (if 44 needed for graduation) or five credits (if 22 needed for graduation) each year.	MET
Leading Indicator	Each year, 75 percent of students in the high school Total Graduation Cohort will score at least 65 on at least three different New York State Regents exams required for graduation by the completion of their second year in the cohort.	Not Met
Absolute	Each year, 75 percent of students in the fourth year high school Total Graduation Cohort will graduate.	N/A

Absolute	Each year, 95 percent of students in the fifth year high school Total Graduation Cohort will graduate.	N/A
Comparative	Each year, the percent of students in the high school Total Graduation Cohort graduating after the completion of their fourth year will exceed that of the Total Graduation Cohort from the school district of comparison.	N/A
Absolute	Each year, 75 percent of students in the high school Total Cohort pursuing an alternative graduation pathway will achieve a Regents equivalency score and pass an approved pathway assessment required for graduation by the end of their fourth year.	N/A
TOTAL	Of the required measures, the school met:	1/2

Evaluation of the Graduation Goal

Two of the graduation goals are currently applicable to the 2024 and 2025 cohorts. For credit accumulation, both cohorts met the criteria, with the 2025 cohort outperforming the 2024 by 92% to 75%. The 2024 cohort did not meet its Regents Pass of three exams, with only 39% of students meeting this metric.

Additional Context and Evidence

The 2024 Cohort had access to five Regents exams by the end of their second year: Algebra I, Geometry, Global History, Living Environment/Life-Science Biology and Earth and Space Science. 39% of students passed at least three of these exams.

Action Plan

Additional RTI and Multi-Tiered Support Services interventions are needed for this cohort, which includes 32% of students with disabilities greater than 60% and 28% are transfer students. We believe that the longer students are at BSNBCS, they will acquire the needed academic skills and content knowledge to be successful on the Regents Exams at the end of Year 3, setting them up for a four year matriculation and on-time graduation. While we anticipate this pattern is not repeated in Cohort 2025, we will continue to develop interventions and academic strategies that will support these at-risk learners.

GOAL 2: COLLEGE PREPARATION

Graduates of Bedford Stuyvesant New Beginnings Charter School will be prepared for college and/or careers.

Note: Schools are not required to report on College Preparation Measures 2 & 3 for 2025-26. These measures are not templated in this document.

BSNBCS High School students are universally enrolled in our College and Careers Program ("College Bound"), which includes both a regular course and embedded college counseling. In this College Bound program, students learn about different types of post-secondary options, engage in readiness activities, visit schools, speak to individuals from various sectors and career pathways and establish their own interests towards post-secondary readiness.

Last year, we established our eligibility for the CUNY College Now program, which is now currently in place for our junior students. Students additionally had access to externships and internships including Brooklyn Fashion Week, the Pfizer Non-profit and small business program and several one off career opportunities in photography, culinary arts and early childhood education.

While the first cohort will not graduate until June 2028, we anticipate high levels of participation in College Readiness programming, access to College Now and College Credit bearing coursework to meet the various College Preparation Goal Measures.

GOAL 3: ENGLISH LANGUAGE ARTS

Students at Bedford Stuyvesant New Beginnings Charter School will be proficient readers and writers of English.

Background

Across grades 4–11, BSNBCS implements a comprehensive English Language Arts program that integrates explicit, skills-based instruction with knowledge building and authentic literacy application. Students receive systematic instruction in foundational reading skills, phonics and word recognition, fluency, vocabulary, grammar and language, comprehension, and written expression, while applying these skills through increasingly complex and meaningful literacy experiences, including novel and author studies, close analysis of literary and informational texts, research, discussion, and genre-based writing. This integrated approach is designed to ensure that students develop both the discrete competencies required for literacy proficiency and the ability to transfer those skills to sophisticated reading, writing, speaking, and critical thinking.

Additionally, at the 4–8 level, BSNBCS has made significant shifts to strengthen alignment with the **Science of Reading**. While the program has historically incorporated both skills-based and holistic literacy experiences, the school has adopted curricula and strengthened instructional structures to provide more systematic, explicit, and evidence-based reading instruction. These changes reinforce—rather than replace—the rich, text-based experiences central to the ELA program, creating a more coherent progression from elementary to middle to high school.

Elementary and Middle ELA

2025-26 ACCOUNTABILITY PLAN PROGRESS REPORT: K-12

ELA Measure 1 - Absolute

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

2025-26 State English Language Arts Exam
Number of Students Tested and Not Tested

Grade	Total Tested	Total Enrolled	Percent Tested
3	78	84	92.9%
4	90	96	93.8%
5	88	97	90.7%
6	92	98	93.9%
7	90	98	91.8%
8	82	90	91.1%
All	520	563	92.3%

Performance on 2025-26 State English Language Arts Exam
By All Students and Students Enrolled in At Least Their Second Year[1]

Grade	All Students			Enrolled in at least their Second Year		
	Number Tested	Number Proficient	Percent Proficient	Number Tested	Number Proficient	Percent Proficient
3	78	69	88.5%	66	54	81.8%
4	90	79	87.8%	74	68	91.9%
5	88	54	61.4%	71	46	64.8%
6	92	73	79.3%	65	52	80%
7	90	69	76.7%	76	57	75%
8	82	62	75.6%	70	56	80%
All	520	406	78.1%	422	333	78.9%

ELA Measure 2 - Absolute

Each year, the school's aggregate Performance Index ("PI") on the State English language arts exam will meet that year's state Measure of Interim Progress ("MIP") set forth in the state's ESSA accountability system.

English Language Arts 2025-26 Performance Index (PI)

[1] Students are considered "enrolled in at least their second year" if they were enrolled on BEDS day of the school year prior to the most recent exam administration.

2025-26 ACCOUNTABILITY PLAN PROGRESS REPORT: K-12

Number in Cohort	Percent of Students at Each Performance Level			
	Level 1	Level 2	Level 3	Level 4
520	6.9%	15.0%	33.8%	44.2%

$$PI = (0 * [?\,\%]_{Level\,1} + 1 * [?\,\%]_{Level\,2} + 2 * [?\,\%]_{Level\,3} + 2.5 * [?\,\%]_{Level\,4}) * 100 = [?]$$

PI = 6.9*0 + 15*1 + 33.8*2 + 44.2*2.5 * 100 = **193.1**

ELA Measure 3 - 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 all students in the same tested grades in the school district of comparison.

2025-26 State English Language Arts Exam
Charter School and District Performance by Grade Level

Grade	Percent of Students at or Above Proficiency			
	Charter School Students In At Least 2nd Year		All District Students	
	Number Tested	Percent Proficient	Number Tested	Percent Proficient
3	66	81.8%	340	67%
4	74	91.9%	348	63%
5	71	64.8%	355	54%
6	65	80%	262	47%
7	76	75%	262	53%
8	70	80%	272	51%
All	422	78.9%	1839	56%

ELA Measure 4 - 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 meaningful degree) according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State.

METHOD

Given the timing of the state's release of economically disadvantaged data, the 2025-26 Comparative Performance analysis is not yet available. This report contains 2024-25 results.[2]

2024-25 English Language Arts Comparative Performance by Grade Level

[2] These data can be found in the school's Accountability Summary provided by the Institute in spring 2026.

Grade	Percent Economically Disadvantaged	Mean Scale Score		Effect Size
		Actual	Predicted	
3	97.6	478	444.5	3.16
4	97.6	474	445.0	2.63
5	98.8	468	444.1	2.07
6	94.4	470	441.6	2.93
7	96.3	467	444.0	2.37
8	95.6	459	445.3	1.50
All	96.6	469	444.1	2.42

ELA Measure 5 - 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 target of 50.

Method

Given the timing of the state's release of Growth Model data, the 2025-26 analysis is not yet available. This report contains 2024-25 results, the most recent Growth Model data available.[3]

2024-25 English Language Arts Mean Growth Percentile by Grade Level

Grade	Mean Growth Percentile	
	School	Target
4	57.4	50.0
5	52.4	50.0
6	79.3	50.0
7	59.2	50.0
8	44.4	50.0
All	58.1	50.0

ELA Internal Exam Results

Students were assessed using EdVista assessments in order to assess proficiency in standards across the school year. Diagnostic benchmarks are used in addition to assess student proficiency levels and any targeted supports, if needed, in literacy instruction.

[3] These data can be found in the school's Accountability Summary provided by the Institute in spring 2026.

2025-26 ACCOUNTABILITY PLAN PROGRESS REPORT: K-12

During 2025-26, in addition to the New York State 3rd – 8th grade exams, the school primarily used the following assessment to measure student growth and achievement in ELA: Internal Measure Beginning of Year and End of Year(EdVista).

ELA (2025-26)						
Internal Assessment Data						
Grade	# Tested BOY	# Tested EOY	% Proficiency BOY	% Proficiency EOY	Growth in % Proficient	Notes
3	51	50	49%	96%	96%	
4	67	66	54%	97%	81%	
5	63	66	89%	59%	-34%	
6	73	67	44%	87%	97%	
7	78	70	32%	67%	108%	
8	81	74	82%	80%	-2%	

Summary of the ELA Goal

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.	MET
Absolute	Each year, the school's aggregate PI on the state's English language arts exam will meet that year's state MIP as set forth in the state's ESSA accountability system.	MET
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 school district of comparison.	MET
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 meaningful degree) according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State.	MET
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 target of 50.	MET
TOTAL	Of the required measures, the school met:	5/5

Evaluation of ELA Goal

Across grades 3-8, internal assessment data demonstrates strong overall growth in student proficiency from the beginning to end of year scores. Student proficiency in reading skills increased from 57% at BOY to 82% by the end of the academic year. Against our internal measure, and in alignment with state examination standards, the school met seven of nine grade level targets. This data is also reflected in our overall outcomes on state exams, with a need for adjustment and strengthening in Grades 5 and 8.

Grade 5 declined from 89% to 59%, a decrease of 30 percentage points and approximately 34% relative to the BOY rate, representing the most significant area of concern. Grade 8 decreased slightly from 82% to 80%, a decline of 2 percentage points, indicating generally stable performance but not the expected year-over-year instructional growth.

Overall, the results suggest that the school's literacy structures were effective across most grade levels, particularly where instruction consistently emphasized explicit skill development, comprehension, and ongoing use of assessment data to respond to student needs. In the primary grades, results reflect combined performance across foundational literacy/phonics and reading comprehension measures, providing a broader picture of early literacy development. The Grade 5 results, however, indicate a need for closer examination of curriculum implementation, assessment alignment, instructional consistency, and student-level performance trends. While these students in Grade 5 outperformed their Community School District peers on the NYS ELA Assessment, additional focus is being put on the 6th grade program to support their growth in 2026-27. These findings have informed the school's continued efforts to strengthen K–8 ELA through more systematic, evidence-based literacy instruction and tighter alignment to the Science of Reading while maintaining rigorous opportunities for students to apply skills through complex texts and writing.

Additional Context and Evidence

Overall, BSNBCS has no concerns about this data; test participation rate was approximately 95%, mostly parents who held out their students for personal or ideological reasons. The NYS data is generally consistent with our internal measures and we see progress annually in student performance.

ELA Action Plan

The current academic framework is working and is continuing to provide high quality data and reporting for all our students. In particular, our gains in ELL and Students With Disabilities is something we want to continue through our Response to Intervention, ELL and Special Education programming, all under our Multi-Tiered Support Services model. Additionally, with 96% of students eligible for free and reduced lunch, we want to continue to serve all students regardless of their demographic status or needs.

High School ELA

High School ELA Measure
N/A. The high school has not yet offered ELA exams; these will take place for the first time in June 2027, for our 2024 Cohort, so the various Graduation Cohort measures are not applicable.

GOAL 4: MATHEMATICS

Write the school's mathematics goal here from the Accountability Plan.

2025-26 ACCOUNTABILITY PLAN PROGRESS REPORT: K-12

Background

For mathematics, in 2025-26, our 3-8 program consisted of a balanced approach to teach numeracy and arithmetic, while still teaching procedural fluency and metacognition for problem solving. Our curriculum is grounded in Eureka Squared (Great Minds) and has approximately 105 instructional minutes a day. Each classroom typically includes a Teacher and a full-time Special Education teacher who provides special education services through the Collaborative Team Teaching framework. This allows us to provide differentiated instruction across all tiers on a daily basis. We embedded this to compensate for the shift to NGSS, and assess proficiency in mathematics in a more three dimensional way.

During mathematics lessons, teachers use formative data from the curriculum in order to provide explicit instruction in grade level concepts. We use the CPA (concrete-pictorial-abstract) approach in order to scaffold and prioritize conceptual understanding of standards. Daily exit tickets and recent EdVista assessments are then used to remediate and re-teach standards-based content/skills during the second block of math. We use a mixture of station teaching, online programs (ie IXL) and workshop tasks so all students are receiving time to apply skills on their current level of mastery. This allows students who are struggling to have an isolated time for repeated application and practice for skills that are foundational to more complex mathematical skills, and allows time for grade level and above grade level students time for enrichment and a higher push for metacognitive practices in procedural fluency, even as the core instructional program progresses.

For 9th grade, students who did not pass the Regents exam for Algebra I in 8th grade will take it their freshmen year. The mathematics curriculum is aligned with this exam to ensure nearly all students have passed their foundational mathematics course by the end of their freshmen year. Sophomores and juniors can take Geometry and Algebra II as a part of their coursework.

Elementary and Middle Mathematics

Math Measure 1 - Absolute

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

2025-26 State Mathematics Exam
Number of Students Tested and Not Tested

Grade	Total Tested	Total Enrolled	Percent Tested
3	77	84	91.7%
4	92	96	95.8%
5	88	97	90.7%
6	91	98	92.9%
7	89	98	90.8%

8	82	90	91.1%
All	519	563	92.2%

Performance on 2025-26 State Mathematics Exam

By All Students and Students Enrolled in At Least Their Second Year

Grade	All Students			Enrolled in at least their Second Year		
	Number Tested	Number Proficient	Percent Proficient	Number Tested	Number Proficient	Percent Proficient
3	77	70	90.9%	66	59	89.4%
4	92	78	84.8%	77	65	84.4%
5	88	69	78.4%	71	59	83.1%
6	91	73	80.2%	66	54	81.8%
7	89	58	65.1%	77	53	68.8%
8	82	73	89.0%	70	63	90%
All	519	421	81.2%	427	353	82.7%

Math Measure 2 - Absolute

Each year, the school's aggregate Performance Index ("PI") on the state mathematics exam will meet that year's state Measure of Interim Progress ("MIP") set forth in the state's ESSA accountability system.

METHOD

In New York State, ESSA school performance goals are met by showing that an absolute proportion of a school's students who have taken the mathematics test have scored at the partially proficient, or proficient and advanced performance levels (Levels 2 or 3 & 4). The percentage of students at each of these three levels is used to calculate a PI and determine if the school has met the MIP set each year by the state's ESSA accountability system. To achieve this measure, all tested students must have a PI value that equals or exceeds the state's 2025-26 mathematics MIP for all students of **130.4**. The PI is the sum of the percent of students in all tested grades combined scoring at Level 2, plus two times the percent of students scoring at Level 3, plus two-and-a-half times the percent of students scoring at Level 4. Thus, the highest possible PI is 250.

Mathematics 2025-26 Performance Index (PI)

Number in Cohort	Percent of Students at Each Performance Level			
	Level 1	Level 2	Level 3	Level 4
519	7.5%	11.4%	36.8%	44.3%

$$PI = (0 * [?\,\%]_{Level\,1} + 1 * [?\,\%]_{Level\,2} + 2 * [?\,\%]_{Level\,3} + 2.5 * [?\,\%]_{Level\,4}) * 100 = [?]$$

PI = 0*7.5% + 1*11.4*+ 2*36.8% + 2.5*44.3% * 100 = **195.75**

Math Measure 3 - 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 all students in the same tested grades in the school district of comparison.

METHOD

A school compares tested students enrolled in at least their second year to all tested students in the public school district of comparison. 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]

2025-26 State Mathematics Exam
Charter School and District Performance by Grade Level

Grade	Percent of Students at or Above Proficiency			
	Charter School Students In At Least 2nd Year		All District Students	
	Number Tested	Percent Proficient	Number Tested	Percent Proficient
3	66	89.4%	348	68%
4	77	84.4%	356	60%
5	71	83.1%	354	44%
6	66	81.8%	247	42%
7	77	68.8%	260	57%
8	70	90%	234	543%
All	427	82.7%	1831	53%

Math Measure 4 - 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 meaningful degree) according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State.

[4]Schools can access these data when the NYSED releases its database containing grade level ELA and mathematics results for all schools and districts statewide at data.nysed.gov. If 2025-26 district data is not available, schools should compare to 2024-25 district data.

METHOD

Given the timing of the state's release of economically disadvantaged data, the 2025-26 Comparative Performance analysis is not yet available. This report contains 2024-25 results.[5]

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

2024-25 Mathematics Comparative Performance by Grade Level

Grade	Percent Economically Disadvantaged	Mean Scale Score		Effect Size
		Actual	Predicted	
3	97.6	492	448.5	2.87
4	97.6	484	448.5	2.25
5	98.8	473	444.4	1.94
6	94.4	482	442.9	3.04
7	96.3	478	447.6	2.30
8	-	-	-	-
All	96.9	481.9	446.4	2.48

Math Measure 5 - 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 target of 50.

METHOD

Given the timing of the state's release of Growth Model data, the 2025-26 analysis is not yet available. This report contains 2024-25 results, the most recent Growth Model data available.[6]

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 2024-25 and also have a state exam score in 2023-24 including students who were retained in the same grade. Students with the same 2023-24 scores are ranked by their 2024-25 scores and assigned a percentile based on their

[5] These data can be found in the school's Accountability Summary provided by the Institute in spring 2026.

[6] These data can be found in the school's Accountability Summary provided by the Institute in spring 2026.

relative growth in performance (student growth percentile). Students' growth percentiles are aggregated school-wide to yield a school's mean growth percentile.

2024-25 Mathematics Mean Growth Percentile by Grade Level

Grade	Mean Growth Percentile	
	School	Target
4	60.2	50.0
5	52.2	50.0
6	69.9	50.0
7	56.5	50.0
8	-	50.0
All	59.7	50.0

Mathematics Internal Exam Results

During the 2025-26 school year, student growth and achievement in mathematics was evaluated through a combination of internal benchmark assessments, standards-aligned assessments from EdVista, and ongoing formative assessments. Assessment results were incorporated into ongoing data analysis and instructional planning cycles. At the programmatic level, trends across assessments informed priorities in intervention, professional development, and instructional pacing. This process provided the school with multiple internal measures of performance in mathematics while creating a consistent structure for evaluating whether instructional practices were producing measurable growth throughout the year.

EdVista Mathematics Internal Assessments

MATH (2025-26)

Internal Assessment Data

Grade	# Tested BOY	# Tested EOY	% Proficiency BOY	% Proficiency EOY	Growth in % Proficient	Notes
3	54	62	67%	89%	33%	
4	65	75	51%	77%	52%	
5	62	42	39%	24%	-39%	
6	74	72	20%	82%	303%	
7	72	72	35%	49%	41%	
8	90	65	62%	69%	11%	

Summary of the Mathematics Goal

During the 2025-26 school year, BSNBCS demonstrated positive growth with approximately 74% of students showing growth in mastery by the end of the academic year per the Edvista Results above. Five out of six grade levels increased in proficiency from the beginning to end of the year.

2025-26 ACCOUNTABILITY PLAN PROGRESS REPORT: K-12

The primary area of growth continues to focus on strengthening vertical coherence and consistent implementation of programmatic adjustments whenever we have evidence of unfinished learning in prerequisite skills. We will continue to use our internal assessments to ensure gains are both sustained and more consistent across grade levels.

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.	MET
Absolute	Each year, the school's aggregate PI on the state's mathematics exam will meet that year's state MIP as set forth in the state's ESSA accountability system.	MET
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 school district of comparison.	MET
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 meaningful degree) according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State.	MET
Growth	Each year, under the state's Growth Model the school's mean unadjusted growth percentile in mathematics for all tested students in grades 3-8 will be above the target of 50.	MET
TOTAL	Of the required measures, the school met:	5/5

Evaluation of the Mathematics Goal

Overall, the school met its goals and measures for 2025-26. In particular, the school's 81.2% proficiency for both all students and 82.7% proficiency students in the two year cohort compare favorably with the district performance of 53%. Our grade 3 students were a highlight with over 90.9% proficiency. Additionally, students had an aggregate Mean Scale Score of 446.4,which had a large Effect Size of 2.48, clearing the 0.3 expectation.

Additional Context and Evidence

BSNBCS has no concerns about this data; test participation rate was approximately 92%, mostly parents who held out their students for personal or ideological reasons. While this represents a slight decrease in participation, it is higher than the 78% Community School District rate for these same exams.

Performance on the Regents Algebra I Exam
of 8th Grade Students Enrolled in At Least Their Second Year[7]

Year	Charter School		School District	
	Number Tested	Percent Passing	Number Tested	Percent Passing
2023-24	69	71%	**136**	46%
2024-25	77	59.7%	32	62.5%
2025-26	19	100%	-	-

*Data from District was not available for 2025-26.

Mathematics Action Plan

The current academic framework is working and is continuing to provide high quality data and reporting for all our students. In particular, our gains in ELL and Students With Disabilities is something we want to continue through our Response to Intervention, ELL and Special Education programming, all under our Multi-Tiered Support Services model. Additionally, with 96% of students eligible for free and reduced lunch, we want to continue to serve all students regardless of their demographic status or needs.

High School Mathematics

Note: Schools are not required to report on High School Mathematics Measures 3 & 6 in 2025-26. These measures are not templated in this document.

High School Math Measure 1, 2, 4, 5 and 7.

N/A. We have only our 2024 Cohort, so the various Graduation Cohort measures are not applicable.

GOAL 5: SCIENCE

Write the school's science goal here from the Accountability Plan.

Background

Science instruction is grounded in explicit lessons on science concepts, while integrating research and experiential learning in ELA/MATH units. This interdisciplinary approach allows students to engage in more project based learning and prepares them for structured lab work in grade 6-8. Our students in Grade 8 are permitted to take the NYS Life Science Biology Regents exam. For each grade level, we assess prior knowledge at the start of the school year in a "Unit 0", and subsequently assess grade level concepts using interval assessments during the year. The curriculum is aligned with NGSS, and grounded in inquiry, as outlined in the three-dimensional learning model that integrates disciplinary core ideas, science and engineering practices, and crosscutting concepts.

[7]Schools can access these data when the NYSED releases its database containing grade level regents results for all schools and districts statewide at data.nysed.gov. If 2025-26 district data is not available, schools should compare to 2024-25 district data.

Grades 4-5 use the PhD Science curriculum (Great Minds), and have thematic units in ELA that provide students with a more experiential understanding of foundational science concepts, as well as show proficiency of standards within reading and writing tasks. Grade 5 mitigates the shift to a computer based NYS exam by including computer based instruction using Inner Orbit and IXL for skills practice and ensuring students are able to express understanding in multiple formats.

Grades 6-8 use the same approach, for consistency and continuity, however they used the iScience curriculum from McGraw Hill. Students are assessed at the end of each unit, as well as take an end of year exam in order to assess progress towards a Regents level class (8th grade). Grade 8 also takes a mid-year assessment and spiral quizzes in anticipation of taking the NYS Regents exam. Students are offered additional instructional time on Saturdays and during holiday breaks in order to continue receiving academic support for the Regents.

For High School, the standard sequence is Life Science: Biology, Earth and Space Science and then Chemistry in junior year. We anticipate offering advanced science coursework in Year 4, 2026-27, including Physics, Advanced Environmental Science and/or Forensic Science, based on student need and interest.

Elementary and Middle Science

Science Measure 1 - Absolute

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

The school administered the New York State Testing Program science assessment to students in 5th and 8th grade in spring 2026. The table below summarizes the performance of students enrolled for at least two years.

Charter School Performance on 2025-26 State Science Exam
By Students Enrolled in At Least Their Second Year

Grade	Students in At Least Their 2nd Year		
	Number Tested	Number Proficient	Percent Proficient
5	70	57	81.4%
8	67	58	86.6%
All	137	115	83.9%

Science Measure 2 - Comparative

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

2025-26 ACCOUNTABILITY PLAN PROGRESS REPORT: K-12

2025-26 State Science Exam Charter School and District Performance by Grade Level						
	Charter School Students in at Least 2nd Year			All District Students		
Grade	Number Tested	Number Proficient	Percent Proficient	Number Tested	Number Proficient	Percent Proficient
5	70	57	81.4%	321	109	34%
8	67	58	86.6%	106	46	43.4%
All	137	115	83.9%	427	155	36.3%

Summary of the Elementary/Middle Science Goal

The school has met its performance metrics for both exams and, at an 83.9% average, its results compare favorably to the District.

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.	Met
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 school district of comparison.	Met
TOTAL	Of the required measures, the school met:	2/2

Evaluation of the Science Goal

The school met its 5th grade assessment goal with 81.4% proficiency in 2025-26. For the 8th grade assessment, our students had 86.6% proficiency.

Additional Context and Evidence

While the shifting in NYS exams has led to adjustments in our approach to the way we internally assess students, we have considered other shifts and adjustments that will be beneficial and lead to greater proficiency in Middle School science. Namely, we have shifted our Middle School curriculum to ensure our vertical alignment and readiness of students for the 8th grade assessment OR a Regents level course in 8th grade. We have adjusted our scope and sequence to have more in depth inquiry units based in Life Science, while maintaining more breadth of concepts in Grades 4-6 (ie Earth & Space, Physical science). We are also shifting our assessment framework in 4-7 so we are able to track science proficiency over a longer period of time, and thus have predictive models and support for students who may be underperforming in science in elementary grades.

Performance on Regents Exam in Any Science Subject
of 8th Grade Students Enrolled in At Least Their Second Year[8]

Year	Charter School		School District	
	Number Tested	Percent Passing	Number Tested	Percent Passing
2023-24	65	46.2%	112	55%
2024-25	78	52.6%	128	37.5%
2025-26	12	91.7%	-	-

District Data not yet available for 2025-26.

Action Plan

As outlined above, our corrective action in response to Regents data has started with switching to a more robust and in depth curriculum to assess mastery of Life Science concepts before Grade 8. Grade 8 has shifted and will teach Biology, rather than Living Environment which is no longer offered, to remain in alignment with the shifts in the Board of Regents guidance on regents examinations and the NGSS. Professional development in science is a priority shift for Middle School to ensure all teachers are familiar with the core competencies in teaching NGSS aligned curriculum and lessons. We are also adjusting our assessment structures to collect data on a more continuous basis internally, but also expanding it to include diagnostic assessments for early intervention and reteaching of any foundational science concepts that may prevent students from being able to engage in more complex concepts in middle school science.

High School Science

High School Science Measures 1, 2 and 4

N/A. We have only our 2024 Cohort, so the various Graduation Cohort measures are not applicable.

GOAL 6: SOCIAL STUDIES

Students at Bedford Stuyvesant New Beginnings Charter School will be proficient in applying social studies concepts.

Background

In 2025-26, the offered Social Studies courses were Global 1 and 2: The global history and geography core curriculum is designed to focus on the five social studies standards, common themes that recur

[8] Schools can access these data when the NYSED releases its database containing grade level regents results for all schools and districts statewide at data.nysed.gov. If 2025-26 district data is not available, schools should compare to 2024-25 district data.

across time and place, and eight historical units. The content is world history from about ancient civilizations to the present. Each unit lists the content, concepts and themes, and connections teachers should use to organize classroom instruction and plan for assessment. This curriculum provides students with the opportunity to explore what is happening in various regions and cultural groups at a given time. In addition, it enables students to investigate issues and themes from multiple perspectives and make global connections and linkages that lead to in-depth understanding. As students explore the five social studies standards, they should have multiple opportunities to explore the content and intellectual skills of history and the social science disciplines.

Methods of learning include the Socratic Seminar, research projects and accompanying papers and presentations, topical debates in Global History and the study of methodologies. This leads to both content knowledge, the ability to use primary sources as measured by Database Questions and short responses, as well as more in depth work in Global History, leading to the current offering of United States History offered in 2026-2

GOAL 7: ESSA

ESSA Measure 1: Under the state's ESSA accountability system, the school is in good standing: the state has not identified the school for comprehensive or targeted improvement.

Because *all* students are expected to meet the state's performance standards, the federal statute stipulates that various sub-populations and demographic categories of students among all tested students must meet the state standard in and of themselves aside from the overall school results. As New York State, like all states, is required to establish a specific system for making these determinations for its public schools, charter schools do not have latitude in establishing their own performance levels or criteria of success for meeting the Every Student Succeeds Act ("ESSA") accountability requirements. Each year, the state issues School Report Cards that indicate a school's status under the state accountability system. More information on assigned accountability designations and context can be found here.

Accountability Status by Year

Year	Status
2023-24	Local Support and Intervention
2024-25	Local Support and Intervention
2025-26	Local Support and Intervention

Additional Context and Evidence

The school has been on Local Support and Intervention and remains in good standing.

State ID	Local ID	Last Name	First	Date of Birth	IEP	Gender	Ethnicity	LEP Status
6016182425	239830243	Abdulaziz	Faiz	12/11/2011	Yes	Male	Black or African American	No
6221984336	241481548	Abreu Rojas	Rimaris	7/24/2011	No	Female	Hispanic or Latino	No
1367045953	235090750	Abreu	Nathaniel	12/12/2010	Yes	Male	Hispanic or Latino	No
2792051785	238296255	Alboth-Andre	Arianna	4/9/2010	No	Female	Black or African American	No
7621098055	239878077	Allen	Ciryah	12/23/2011	Yes	Female	Black or African American	No
6702924576	239135338	Arcentales	Roland	8/17/2011	No	Male	Hispanic or Latino	No
8266498302	259897684	Arias	Albert	7/13/2011	Yes	Male	Hispanic or Latino	Yes
8891021966	239276322	Armijos	Sury	10/13/2011	No	Female	Hispanic or Latino	No
3524280450	239877962	Baez	Anthony	2/1/2011	No	Male	Hispanic or Latino	No
7921149203	250097895	Bair	Ashyia	10/21/2010	No	Female	Hispanic or Latino	No
3218856641	239797798	Barrios	Moises	1/30/2011	No	Male	Hispanic or Latino	No
1643731900	238558654	Bealle	Shunard	4/20/2011	No	Male	Hispanic or Latino	No
4179060885	240172080	Bermejo	Jason	9/21/2011	No	Male	Hispanic or Latino	No
9272813103	240285296	Betances	Maya	2/6/2011	No	Female	Hispanic or Latino	No
5816227436	225211127	Birchmore	Madison	10/25/2009	Yes	Female	Black or African American	No
6443200131	255949539	Bongoy	Thomas	12/1/2011	No	Male	Black or African American	No
5087633691	238473847	Brewster	Nathaniel	7/1/2011	Yes	Male	Black or African American	No
3847861710	236202412	Brown	Gia	4/7/2010	No	Female	Black or African American	No
8235817301	258631951	Brown	Yendi	9/23/2011	No	Female	Black or African American	No
8112490892	237292974	Bussey Jr	Dasean	6/16/2010	No	Male	Black or African American	No
3912378086	237961578	:aamano Herre	Cristian	8/5/2010	Yes	Male	Hispanic or Latino	No
7552117492	239800451	Caceres	Brandon	11/21/2011	No	Male	Hispanic or Latino	No
7701523964	239786841	Caceres	Keilyn	10/3/2011	No	Female	Hispanic or Latino	No
7495081271	240141820	Candia Santiag	Stacy	3/24/2011	No	Female	Hispanic or Latino	No
8150449696	237832092	Candia	Aaron	6/29/2010	Yes	Male	Hispanic or Latino	No
6070585622	207458472	Cardozo	Dayana	9/15/2010	No	Female	Hispanic or Latino	No
9438171304	241328863	Carter	Esme	3/12/2011	No	Female	Multiracial	No
8329482941	240205849	Castillo	Leandro	1/4/2011	No	Male	Hispanic or Latino	No
8703630481	243118353	Castillo	Lidenny	7/8/2011	No	Female	Hispanic or Latino	Yes
6464229985	239801186	Castro	Andrew	12/28/2011	No	Male	Hispanic or Latino	No
2759088904	240406009	Castro	Jean Manuel	3/9/2011	Yes	Male	Hispanic or Latino	No
8267024746	238112445	Ceballos Villeg	Simeon	7/26/2010	No	Male	Hispanic or Latino	No
5493248365	238086508	Ceballos	Angel	10/28/2010	No	Male	Hispanic or Latino	No
4315380790	236440160	Charles-Mcneil	Yidari	12/2/2010	No	Male	Black or African American	No
4019173735	238558142	China	Jaida	2/20/2011	No	Female	Black or African American	No
4978126620	240216853	Civil	Claudy	11/1/2011	No	Male	Black or African American	No
3216605302	239140783	Collins-Batiz	Nyla	5/26/2011	No	Female	Black or African American	No

2148900374	240233676	Colon	Milania	9/26/2011	No	Female	Hispanic or Latino	No
6465504231	239720626	Cortez	Leslie	5/4/2011	Yes	Female	Hispanic or Latino	No
1267539396	251074332	Cosquillo	July	1/7/2010	No	Female	Hispanic or Latino	No
3909855406	235701661	Cruz	Luis	10/20/2011	No	Male	Hispanic or Latino	No
4720476061	237011788	Cruzjr	Michael	8/17/2009	No	Male	Hispanic or Latino	No
5386221894	242772770	Delancy	Zionna	10/18/2011	No	Female	Black or African American	No
5713560372	239315690	Diaz	Darianny	5/19/2011	No	Female	Hispanic or Latino	No
9231471652	237564752	Diaz	Liliana	1/31/2010	No	Female	Hispanic or Latino	No
7971155230	239019565	Diaz-Ceballos	Rachel	4/9/2011	No	Female	Hispanic or Latino	No
2589216810	239423817	Dominguez	Adalin	10/29/2011	No	Female	Hispanic or Latino	No
8673057223	239891807	Drummond	Demi	6/3/2011	No	Female	Black or African American	No
3821210706	237996319	Eanes	Aayden	12/24/2010	Yes	Male	Black or African American	No
1103234402	237309935	namorado Roch	Carlos	9/12/2010	No	Male	Hispanic or Latino	No
9370975352	239082498	Espinal Nunez	Marvin	9/12/2011	Yes	Male	Hispanic or Latino	No
3901246961	236091567	Feliciano	Lucas	12/7/2011	Yes	Male	Hispanic or Latino	No
7239305721	237399845	Figueroa	Sean	12/27/2011	No	Male	Hispanic or Latino	No
2651801062	240209973	Flores	Gabriella	1/27/2011	No	Female	Hispanic or Latino	No
2193279473	242773661	Forde	Tavares	4/14/2011	No	Male	Black or African American	No
8503315146	242883924	Garcia Najera	Abdi Isaac	6/13/2010	No	Male	Hispanic or Latino	No
6638309825	240267633	Garcia	Denys	10/24/2011	No	Male	Hispanic or Latino	No
9417831375	240671743	Garcia	Nayleth	5/2/2011	No	Female	Hispanic or Latino	No
5927931702	240098848	Garcia	Sherlyn	6/17/2011	Yes	Female	Hispanic or Latino	No
2969263105	237310164	Ghullikie	Taleaha	10/8/2010	No	Female	Black or African American	No
5303112885	241166149	Gomez Jerez	Arielys	9/8/2011	No	Female	Hispanic or Latino	No
1683829673	240672535	Gomez Villa	Victoria	8/8/2011	No	Female	Hispanic or Latino	No
3042271130	240208066	Gumbs Marcell	Sanaa	8/5/2011	No	Female	Black or African American	No
9452613625	236617882	Gutierrez	Henry	10/13/2011	No	Male	Hispanic or Latino	No
8014602485	236313250	Gutierrez	Raymond	9/22/2010	No	Male	Hispanic or Latino	No
1619537682	237424395	Herbert	Jordan	8/31/2010	No	Male	Black or African American	No
1056623713	234882629	Hernandez	Ethan	4/5/2011	No	Male	Hispanic or Latino	No
9341864772	236778338	Hernandez	Justin	12/11/2010	No	Male	Hispanic or Latino	No
4869112952	239231046	Herrera-Torres	Alison Elizabet	2/12/2011	No	Female	Black or African American	No
8755806092	238082242	Hopkinson Jr	Joel	11/18/2011	No	Male	Black or African American	No
4245917876	239756943	Hunter	Mahadi	5/19/2011	No	Male	Black or African American	No
2675244191	237397229	Issaka	Imane	10/26/2010	No	Female	Black or African American	No
7514949125	240538058	Jackson	Gisele	3/2/2011	No	Female	Hispanic or Latino	No
4217796983	207057340	Jackson	Nazayia	8/3/2010	No	Female	Black or African American	No
1235546806	238801948	Jambrina	Fredrick	8/15/2011	Yes	Male	Hispanic or Latino	No

7258973010	259746006	Jones	Jay Sean	4/6/2011	No	Male	Black or African American	No
6629439411	237310099	Jordan	Taron	4/21/2010	No	Male	Black or African American	No
9788106761	240772657	Kabir	Azhadin	9/28/2011	No	Male	Asian or Pacific Islander	No
4521005496	241784305	Kelsay	Piper	10/2/2011	No	Female	American Indian or Alaska Native	No
6675057082	240297986	Laboy	Jace	6/12/2011	No	Male	Hispanic or Latino	No
2390268750	239348170	Leonardo	Derek	12/13/2011	Yes	Male	Hispanic or Latino	Yes
4216985893	244805107	Lightner	Lazaroata Allah	2/15/2011	No	Male	American Indian or Alaska Native	No
5190406486	245318274	Lopez	Armani	5/3/2010	Yes	Male	Hispanic or Latino	No
5799028752	238441687	Lopez	Julian	5/14/2010	Yes	Male	Hispanic or Latino	No
7393196244	240465476	Lynch	Matthew	1/26/2011	No	Male	Black or African American	No
6486145031	239927478	Madeam	Mason	9/28/2011	Yes	Male	Black or African American	No
6281420460	243762309	Madera	Ashly	5/10/2010	No	Female	Hispanic or Latino	No
2718002574	238560841	Maltes	Jayden	11/8/2011	Yes	Male	Hispanic or Latino	No
1703941893	250304234	Martinez Pena	Angel	6/21/2011	No	Male	Hispanic or Latino	Yes
3308715596	236963716	Martinez	Damien	12/10/2011	Yes	Male	Hispanic or Latino	No
9714120884	239347628	Mason	Egypt	7/2/2011	No	Female	Black or African American	No
8247436832	248248676	Matsaquiza Pas	Bryan	10/25/2010	No	Male	Hispanic or Latino	No
2201058193	240648139	Matthews	Jeremiah	1/26/2011	No	Male	Hispanic or Latino	No
2454891312	257082909	Medina	Jeronimo	5/6/2011	No	Male	Hispanic or Latino	No
5446911596	239686769	Monserratt	Brittney	11/10/2011	No	Female	Hispanic or Latino	No
4135606795	223250721	Moore	Kaden	4/17/2010	No	Male	Black or African American	No
7120318785	209539204	Moore	Kimora	5/30/2009	No	Female	Black or African American	No
5269091753	240956631	Morelos	Diego	8/12/2011	No	Male	Hispanic or Latino	Yes
2097176563	258506500	Moreno	Samuel	11/19/2010	No	Male	Hispanic or Latino	Yes
1550499802	240773234	Munoz	Katherine	2/9/2011	No	Female	Hispanic or Latino	No
9820518774	240209809	Murph	Kamiyah	10/26/2011	No	Female	Black or African American	No
8699021545	239316011	Murray	Josai	11/22/2011	No	Male	Black or African American	No
4145823775	239375512	Nedwood	Vinae	2/26/2011	No	Female	Black or African American	No
4036982415	235768314	Ondaan-Simon	Avery-Amarior	11/27/2011	Yes	Male	Black or African American	No
7972121066	259505915	Orellana Mende	John Mateo	2/14/2011	No	Male	Hispanic or Latino	Yes
3462592140	250579612	Otero	Sam	8/20/2010	No	Male	Hispanic or Latino	No
5294230885	260473327	Otto	Dominick	3/10/2011	No	Male	Hispanic or Latino	Yes
5230149173	239605215	Paige	Jayla	1/30/2011	No	Female	Black or African American	No
5869149776	237309950	Palma Arenas	David	1/30/2010	No	Male	Hispanic or Latino	No
5098024381	240817486	Peralta	Camila	3/31/2011	No	Female	Hispanic or Latino	No
4390159056	240207522	Perez	Daniel	2/26/2011	No	Male	Hispanic or Latino	No
6858436274	239927460	Perkins	Paris	6/29/2011	No	Female	Black or African American	No
8442912380	239543317	Plaza Largo	Emily	2/9/2011	No	Female	Hispanic or Latino	No

6788502462	250133336	Preciado Suarez	Nicolas	11/21/2011	No	Male	Hispanic or Latino	Yes
3187047426	239927452	Pride	Malik	2/9/2011	No	Male	Hispanic or Latino	No
7374089506	240112581	Pruden	Amora	10/6/2011	No	Female	Black or African American	No
4565882060	239966351	Rafael	Olivia	6/7/2011	No	Female	Hispanic or Latino	No
6880165734	248349003	Rahman	Arisha	9/27/2010	No	Female	Asian or Pacific Islander	No
7748419056	240475004	Ramirez	Karyme	5/1/2011	No	Female	Hispanic or Latino	No
5520268494	236124772	Ramos	Amy	12/4/2011	Yes	Female	Hispanic or Latino	No
6574892324	235583044	Reese	Fabian	2/3/2011	No	Male	Black or African American	No
6344758002	236840013	Richardson	Brian	8/10/2010	Yes	Male	Hispanic or Latino	Yes
5899542331	245049879	Rios	Mason	9/26/2010	Yes	Male	Hispanic or Latino	No
1692098774	236142709	Roches	Chad	2/9/2010	No	Male	Black or African American	No
6830592970	240399055	Rodriguez	Dylan	10/7/2011	No	Male	Hispanic or Latino	No
4873871406	259938884	Rodriguez	Randy	8/7/2011	No	Male	Hispanic or Latino	Yes
6474087085	244749842	Rodriguez	Santiago	3/18/2011	No	Male	Hispanic or Latino	No
1738915873	260608922	Romero Sanche	Juan Carlos	6/23/2010	No	Male	Hispanic or Latino	Yes
9471497200	236421228	Rucker	James	5/18/2010	No	Male	Black or African American	No
4157082826	237662317	Salas	Jonathan	4/6/2010	Yes	Male	Hispanic or Latino	No
7355024906	238967384	Sanchez	Abigail	7/9/2011	No	Female	Hispanic or Latino	No
5695760940	235569357	Santiago	Jake	6/29/2010	Yes	Male	Hispanic or Latino	No
6544363070	241379320	Sauce	Alexander	3/15/2011	No	Male	Hispanic or Latino	No
6864809971	235199817	Saunders	Zyieemah	12/25/2010	No	Female	Black or African American	No
1240568916	240054932	Schumacher	Joshua	4/19/2011	No	Male	White	No
8320486904	240185942	Segarra	Caleb	2/15/2011	No	Male	Hispanic or Latino	No
1409403136	239004211	Semprit	Ethan	6/21/2011	Yes	Male	Hispanic or Latino	No
5763863950	258283654	Serna Martinez	Jeremyt	8/20/2011	No	Male	Hispanic or Latino	Yes
6271394410	237049051	Shittu	Bernard	10/15/2011	No	Male	Black or African American	No
8148149903	240466318	Simpson	Josiah	6/1/2011	No	Male	Black or African American	No
4697271253	259188928	Sinclair	Malachi	8/25/2011	No	Male	Black or African American	No
8872445715	220867121	Singletary	Denim	1/7/2010	Yes	Male	Black or African American	No
8642658114	240159459	Smith	Kashmeir	3/7/2011	No	Female	Black or African American	No
2600947871	259341915	Sogso	Naomi	6/27/2011	No	Female	Hispanic or Latino	Yes
2895346326	250061089	Soko	Praise	8/9/2011	No	Female	Black or African American	No
9924726861	238079628	Spencer	Taveon	11/21/2010	No	Male	Black or African American	No
6841212485	239879158	Stephen	Madilyn	12/14/2011	No	Female	Black or African American	No
2201071855	242453975	Sukhu	Kiarah	6/23/2011	No	Female	Hispanic or Latino	No
3870647130	242453892	Sukhu	Kristian	6/23/2011	Yes	Male	Hispanic or Latino	No
9183205510	239794803	Tacuri Culala	Karen	9/17/2011	No	Female	Hispanic or Latino	No
2247049363	235035573	Tellez	Ryan	5/18/2011	Yes	Male	Hispanic or Latino	No

2373994804	235683075	Torres	Jayden	8/2/2011	No	Male	Hispanic or Latino	No
8072893942	242577732	Torres	Mayner	2/13/2011	No	Male	Hispanic or Latino	No
6183849096	239446248	Usman	Muhammad	4/20/2011	No	Male	White	No
9970824216	240405951	Valerio	Izzabella	12/25/2011	No	Female	Hispanic or Latino	No
9701195235	239966146	Vasquez	Chris	1/16/2011	No	Male	Hispanic or Latino	No
8269521964	238742225	Velasquez	Maickol	1/21/2011	No	Male	Hispanic or Latino	No
2416800293	242576593	/elazquez Pere:	Dairon	1/18/2011	No	Male	Hispanic or Latino	No
6827435703	237359906	Vivas	Michael	5/16/2010	No	Male	Hispanic or Latino	No
5510873843	239003338	Walsh	Joseph	4/5/2011	No	Male	Black or African American	No
2399058163	240442574	Warren Grant	Kemora	1/29/2011	No	Female	Black or African American	No
5096313712	244440681	Whetstone	Londyn	11/4/2011	No	Female	Black or African American	No
8573710863	250025343	Wilkes	Cornell	9/4/2010	No	Male	Black or African American	No
4146987725	233345297	Williams	Akeem	2/14/2011	Yes	Male	Black or African American	No
7006822614	250165470	Williams	Damiean	4/16/2011	No	Male	Black or African American	No
6338741691	235606498	Williams	London	4/14/2011	No	Female	Hispanic or Latino	No
8672804953	240542563	Xochicale	Gabriel	11/4/2011	No	Male	Hispanic or Latino	No
4817847102	245790043	Zapata	Britany	11/10/2010	Yes	Female	Hispanic or Latino	Yes
8721947680	237397005	Adedoyin	Samuel	11/24/2010	No	Male	Black or African American	No
9274150052	209959162	Adekunle	Mercy	3/12/2009	No	Female	Black or African American	No
9728442593	224738245	Alexander	Courtney	3/5/2009	No	Male	Black or African American	No
2729170840	236750493	Aquino	Jostin	8/12/2009	No	Male	Hispanic or Latino	No
7076412840	215324773	Banks	Brandon	4/18/2008	No	Male	Black or African American	No
7482508243	206908568	Basnight	Blossom	3/30/2010	No	Female	Black or African American	No
2724949780	206888018	Bass	Anaiah	4/7/2010	No	Female	Hispanic or Latino	No
9547306410	219676442	Batista	Alan	4/21/2010	Yes	Male	Hispanic or Latino	No
7507936380	237313077	Benjamin	Zanih	4/20/2010	No	Female	Black or African American	No
7364732680	250130350	Blough	Neveah	12/26/2009	No	Female	Hispanic or Latino	No
4238557966	250129656	Brown	Diamante	2/19/2009	No	Male	Black or African American	No
7373280962	234313146	Campbell	Magnifisent	5/9/2010	Yes	Male	Black or African American	No
7799425342	234254563	Cepeda	Bryan	12/20/2009	Yes	Male	Hispanic or Latino	Yes
6754149322	248873754	Chasug	Christopher	7/28/2010	No	Male	Hispanic or Latino	Yes
7091335510	233067677	Chavez Garcia	Anahi	3/22/2009	No	Female	Hispanic or Latino	No
9417696731	253180731	Chazuy Vivas	Lady Selena	12/9/2009	No	Female	Hispanic or Latino	No
4552240861	250312367	Chinema	Christina	10/10/2010	Yes	Female	Black or African American	No
5097965121	250312368	Ching Oma	John	1/26/2012	Yes	Male	Black or African American	No
5083381464	238425714	Coleman	Laili	5/1/2010	No	Female	Hispanic or Latino	No
2562691795	231593575	Cora	Rayonna	1/6/2009	No	Female	Black or African American	No
4817689335	260470927	Coyago	Melany	8/23/2010	No	Female	Hispanic or Latino	No

4197206861	234643450	Cruz	Luckey	4/16/2009	Yes	Male	Black or African American	No
8525313841	237833561	Des Prinvil	Jimmy	6/4/2010	No	Male	Black or African American	No
3755217420	239247109	Diaz	Yarisnex	3/13/2010	No	Female	Hispanic or Latino	No
6407465182	219988078	Dibble	Channel	8/9/2009	Yes	Female	Black or African American	No
5656127172	230502080	Douglas	Demaari	10/27/2009	No	Male	Black or African American	No
5263179064	238047658	Escobar	Ryan	12/31/2010	Yes	Male	Hispanic or Latino	No
8959533676	234979474	Evans	Michaela	5/20/2010	No	Female	Black or African American	No
1089724814	235441805	Feliciano	Morgan	3/31/2010	No	Female	Black or African American	No
4542739753	256981861	Fernandez	Ismael	3/30/2010	No	Male	Hispanic or Latino	Yes
5250933021	256981879	Fernandez	Maria Isabel	3/30/2010	No	Female	Hispanic or Latino	No
8163250185	236156964	Flores Morales	Agustin	5/5/2010	Yes	Male	Hispanic or Latino	Yes
4421767565	237074075	Fraser	Don Nay	5/10/2010	No	Female	Black or African American	No
6098741826	236250346	Garcia	Diana	11/9/2009	No	Female	Hispanic or Latino	No
4827410790	216518860	Gerardo Tecuat	Alexis	5/4/2010	Yes	Male	Hispanic or Latino	No
5520084982	247434376	Getzen	Ariyana	5/23/2010	No	Female	Black or African American	No
9105036735	237399902	Gibson	Larry	2/25/2010	Yes	Male	Black or African American	No
5608976734	206423659	Gordon	Imani	7/8/2010	No	Female	Black or African American	No
5120367182	238479737	Grant	Darnell	11/22/2010	Yes	Male	Black or African American	No
9891053282	233378264	Greene	Kashi	12/3/2008	No	Female	Black or African American	No
2054963760	245279625	uzman Hernan	Tatiana	3/12/2009	No	Female	Hispanic or Latino	Yes
6815503624	234765618	Guzman	Jayden	9/4/2009	No	Male	Hispanic or Latino	No
4250719351	250293095	Hadeeqa	Fatima	9/29/2009	No	Female	Asian or Pacific Islander	Yes
9876984411	237161369	Hargrove	Shameik	4/12/2010	No	Male	Black or African American	No
1635675732	239614613	Hawkins	Demi-Aubrey	10/12/2010	No	Female	Black or African American	No
8646199812	237293048	Hazel	Joshua	6/23/2010	No	Male	Black or African American	No
2349356204	220847065	Hernandez	Gianel	3/16/2010	Yes	Male	Hispanic or Latino	No
4218991275	237949748	Hernandez	Julian	10/5/2010	No	Male	Hispanic or Latino	No
3416325826	234078111	Herrera	Steven	8/26/2009	No	Male	Hispanic or Latino	No
5614984622	250191629	Hinds	Gregory	11/6/2009	No	Male	Black or African American	Yes
6013179246	239489685	Huggins	Kaylee	10/2/2009	No	Female	Black or African American	No
3439876086	250053557	Janeta	Emily	6/25/2010	No	Female	Hispanic or Latino	No
4622883570	237529391	Johnson	Keyonna	9/9/2009	No	Female	Black or African American	No
4583108045	234099190	Lagua	Juliana	9/10/2009	No	Female	Hispanic or Latino	No
4929884363	236179859	Lee	Dakotah	1/27/2010	No	Female	Black or African American	No
2254460360	250179941	Lema	Mateo	8/11/2010	No	Male	Hispanic or Latino	Yes
9806421254	202918470	Lucas	Kavion	4/4/2009	Yes	Male	Black or African American	No
5436183582	234119873	Martinez	Xavier	8/27/2009	Yes	Male	Hispanic or Latino	Yes
7325470410	238113112	Massiah	Tyrese	1/15/2010	Yes	Male	Black or African American	No

1834369892	220012678	Matthew	Ricardo	10/8/2009	No	Male	Hispanic or Latino	No
8964259385	236174405	Mendez-Gomez	Abdi	6/26/2010	Yes	Male	Hispanic or Latino	Yes
9756098432	236501391	Mirabal	Jeremy	2/20/2010	No	Male	Hispanic or Latino	No
1086670734	232771170	Miranda	Carlos	6/17/2009	No	Male	Hispanic or Latino	No
4133087124	237310255	Mitchell	Corey	8/3/2010	No	Male	Hispanic or Latino	No
9084347112	239866148	Morales	Joseph	12/14/2010	No	Male	Hispanic or Latino	No
9274653362	234024149	Moran	Lorenzo	10/20/2009	No	Male	Hispanic or Latino	No
9558247032	250276282	Morgan	Keanu	5/5/2010	No	Male	Black or African American	No
2677184920	234404184	Morganti	Kelly	3/5/2009	Yes	Female	White	No
3262405310	237294426	Nava	Adrianna	2/21/2010	No	Female	Hispanic or Latino	No
4765176305	238063747	Noel	Charles-Lee	7/2/2010	No	Male	Black or African American	No
7129564540	237690623	Oates	Michael	2/3/2010	No	Male	Black or African American	No
6554392760	240775833	Osoria	Randy	5/14/2010	No	Male	Hispanic or Latino	No
1185930494	259029163	Pagan Perez	Joevan	9/25/2010	No	Male	Hispanic or Latino	No
3042039712	237097415	Palmer	Myeisha	11/10/2009	Yes	Female	Black or African American	No
1524703216	237260377	Pastoriza	Crystal	12/12/2008	Yes	Female	Hispanic or Latino	Yes
2400213156	248925216	Peralta	Lysander	10/20/2009	No	Male	Hispanic or Latino	No
1857962602	207458605	Perez	Jeremy	7/16/2010	No	Male	Hispanic or Latino	No
9758216915	237309885	Pettaway	Destin	10/6/2010	No	Male	Black or African American	No
1079705385	250496148	Pitillo	Kendra	2/17/2010	No	Female	Hispanic or Latino	Yes
4886270345	234603959	Porgo	Habebata	11/23/2009	Yes	Female	Black or African American	Yes
6750628311	234603942	Porgo	Hadiatu	11/23/2009	Yes	Female	Black or African American	No
6288112764	234603967	Porgo	Mariam	11/23/2009	Yes	Female	Black or African American	No
3416842596	260374863	Quinonez Mera	Tiffany	4/14/2010	No	Female	Hispanic or Latino	Yes
1708324071	203532593	Recuero	Zachariah	7/24/2009	Yes	Male	Hispanic or Latino	No
1412857483	234329423	Reyes	Michelle	5/6/2009	Yes	Female	Hispanic or Latino	No
9405223783	237008081	Reynolds-Hamp	Fruquan	9/14/2010	No	Male	Black or African American	No
1550622393	236296794	Ricketts	Tyrek	5/26/2010	Yes	Male	Black or African American	No
3905432102	237205489	Rivera	Adrianna	1/21/2010	No	Female	Hispanic or Latino	No
6138979386	236144390	Rodriguez	Christaly	5/1/2009	No	Female	Hispanic or Latino	No
9643107041	234623999	Rodriguez	Elijah	10/7/2009	No	Male	Black or African American	No
1779689345	235078789	Rosario	Joshua	4/16/2009	Yes	Male	Hispanic or Latino	No
3915420925	235877230	Roseburgh	Philip	3/13/2009	No	Male	Hispanic or Latino	No
9745188264	236637211	Rosendo	Miguel	9/5/2010	No	Male	Hispanic or Latino	No
7788926521	259519817	Ruiz Mogollon	Matias	9/2/2010	No	Male	Hispanic or Latino	No
6569228780	235192358	Simon	Elijah	11/12/2010	No	Male	Black or African American	No
4817210362	236468278	Smith	Sharell	12/20/2009	No	Female	Black or African American	No
7236674042	226011153	Soto	Jordan	12/3/2008	Yes	Male	Hispanic or Latino	No

7328431482	235395191	Taylor	Candace	3/16/2010	No	Female	Hispanic or Latino	No
3978860645	258849769	Tejeda	Soniel	8/18/2010	Yes	Male	Hispanic or Latino	Yes
5337120250	232841023	Thomas	Taylor	11/24/2009	No	Female	Black or African American	No
7675296495	237399993	Thompson	Heaven	7/8/2010	Yes	Female	Black or African American	No
1379028981	204760581	Thompson	Tyviar	8/10/2009	Yes	Male	Black or African American	No
6755691703	232841122	Torres	Ethan	8/17/2009	Yes	Male	Hispanic or Latino	No
7085453204	229207527	Townsend	Phil	7/1/2008	Yes	Male	Black or African American	No
2580369816	237133665	Trinidad	Madison	7/7/2010	No	Female	Hispanic or Latino	No
2891387754	227619780	Vargas	Valerie	5/27/2009	No	Female	Hispanic or Latino	No
8465477620	239639578	Vazquez	Skilah	8/5/2010	No	Female	Hispanic or Latino	No
1167884456	252929393	Velez Cuji	Michael	9/22/2010	No	Male	Hispanic or Latino	Yes
8760985790	238243059	Watson	Shavere	1/25/2010	No	Male	Hispanic or Latino	No
3174209192	237649371	Webb	Khloe	4/6/2010	No	Female	Black or African American	No
8340834556	236854931	Wiggins	Joshua	8/29/2010	Yes	Male	Black or African American	No
1330252696	236518486	Williams	Jaiden	9/7/2010	No	Male	Black or African American	No
5714794226	237315973	Williams	Noah	4/20/2010	No	Male	Black or African American	No
1982080644	236383519	Yearwood	Tayla	10/23/2010	No	Female	Black or African American	No
8723430961	256759002	Yugcha	Cristian	7/19/2010	No	Male	Hispanic or Latino	No
8573474602	245790035	Zapata	Ashley	8/3/2008	Yes	Female	Hispanic or Latino	Yes

Economic	Date First	Cohort	Date First	Grade in	Number of	Number of Credits	Still Enrolled	Date Left
Yes	7/2/2025	2025	7/2/2025	9	18	18	Yes	
Yes	7/2/2025	2025	12/4/2025	9	16	16	No	7/2/2026
Yes	7/2/2025	2025	7/2/2025	9	21	21	Yes	
Yes	7/2/2025	2025	6/3/2026	9	5	5	Yes	
Yes	7/2/2025	2025	7/2/2025	9	23	23	Yes	
Yes	7/2/2025	2025	7/2/2025	9	16	16	No	7/2/2026
Yes	7/2/2025	2025	7/2/2025	9	14	14	Yes	
Yes	7/2/2025	2025	7/2/2025	9	0	0	No	7/2/2026
Yes	7/2/2025	2025	7/2/2025	9	14	14	Yes	
Yes	7/2/2025	2025	9/26/2025	9	0	0	No	9/26/2025
Yes	7/2/2025	2025	5/26/2026	9	9	9	Yes	
Yes	7/2/2025	2025	7/2/2025	9	17	17	Yes	
Yes	7/2/2025	2025	7/2/2025	9	19	19	No	7/2/2026
Yes	7/2/2025	2025	7/2/2025	9	21	21	Yes	
Yes	7/2/2025	2025	7/2/2025	9	16	16	Yes	
Yes	7/2/2025	2025	7/2/2025	9	23	23	Yes	
Yes	7/2/2025	2025	1/5/2026	9	15	15	Yes	
Yes	7/2/2025	2025	7/2/2025	9	18	18	Yes	
Yes	7/2/2025	2025	7/2/2025	9	0	0	No	9/11/2025
Yes	7/2/2025	2025	7/2/2025	9	0	0	No	9/10/2025
Yes	7/2/2025	2025	7/2/2025	9	21	21	Yes	
Yes	7/2/2025	2025	7/2/2025	9	19	19	Yes	
Yes	7/2/2025	2025	7/2/2025	9	23	23	No	7/2/2026
Yes	7/2/2025	2025	7/2/2025	9	23	23	Yes	
Yes	7/2/2025	2025	7/2/2025	9	23	23	Yes	
Yes	7/2/2025	2025	11/24/2025	9	18	18	No	11/7/2025
Yes	7/2/2025	2025	7/2/2025	9	0	0	No	11/7/2025
Yes	7/2/2025	2025	7/2/2025	9	23	23	Yes	
Yes	7/2/2025	2025	10/30/2025	9	14	14	Yes	
Yes	7/2/2025	2025	7/2/2025	9	23	23	Yes	
Yes	7/2/2025	2025	7/2/2025	9	23	23	Yes	
Yes	7/2/2025	2025	7/2/2025	9	16	16	Yes	
Yes	7/2/2025	2025	7/2/2025	9	0	0	No	9/22/2025
Yes	7/2/2025	2025	7/2/2025	9	2	2	Yes	
Yes	7/2/2025	2025	7/2/2025	9	23	23	Yes	
Yes	7/2/2025	2025	7/2/2025	9	21	21	Yes	
Yes	7/2/2025	2025	7/2/2025	9	0	0	No	2/3/2026

Yes	7/2/2025	2025	7/2/2025	9	19	19	No	7/2/2026
Yes	7/2/2025	2025	7/2/2025	9	21	21	Yes	
Yes	7/2/2025	2025	7/2/2025	9	0	0	No	7/2/2025
Yes	7/2/2025	2025	7/2/2025	9	20	20	Yes	
Yes	7/2/2025	2025	7/2/2025	9	3.5	3.5	No	7/2/2025
Yes	7/2/2025	2025	7/2/2025	9	19	19	Yes	
Yes	7/2/2025	2025	7/2/2025	9	18	18	No	7/2/2026
Yes	7/2/2025	2025	12/1/2025	9	21	21	Yes	
Yes	7/2/2025	2025	7/2/2025	9	17	17	Yes	
Yes	7/2/2025	2025	7/2/2025	9	21	21	Yes	
Yes	7/2/2025	2025	7/2/2025	9	14	14	Yes	
Yes	7/2/2025	2025	7/2/2025	9	16	16	Yes	
Yes	7/2/2025	2025	7/2/2025	9	8	8	Yes	
Yes	7/2/2025	2025	7/2/2025	9	16	16	No	7/2/2026
Yes	7/2/2025	2025	7/2/2025	9	19	19	No	7/2/2026
Yes	7/2/2025	2025	7/2/2025	9	19	19	Yes	
Yes	7/2/2025	2025	7/2/2025	9	18	18	Yes	
Yes	7/2/2025	2025	7/2/2025	9	20	20	Yes	
Yes	7/2/2025	2025	7/2/2025	9	17	17	Yes	
Yes	7/2/2025	2025	7/2/2025	9	11	11	Yes	
Yes	7/2/2025	2025	7/2/2025	9	23	23	No	7/2/2026
Yes	7/2/2025	2025	7/2/2025	9	17	17	Yes	
Yes	7/2/2025	2025	7/2/2025	9	6.5	6.5	No	1/27/2026
Yes	7/2/2025	2025	7/2/2025	9	23	23	Yes	
Yes	7/2/2025	2025	7/2/2025	9	0	0	No	1/27/2026
Yes	7/2/2025	2025	7/2/2025	9	23	23	Yes	
Yes	7/2/2025	2025	7/2/2025	9	5.5	5.5	No	2/12/2026
Yes	7/2/2025	2025	7/2/2025	9	14	14	No	9/4/2025
Yes	7/2/2025	2025	7/2/2025	9	12	12	Yes	
Yes	7/2/2025	2025	7/2/2025	9	0	0	Yes	
Yes	7/2/2025	2025	7/2/2025	9	0	0	Yes	
Yes	7/2/2025	2025	7/2/2025	9	19	19	Yes	
Yes	7/2/2025	2025	7/2/2025	9	8.5	8.5	No	3/18/2026
Yes	7/2/2025	2025	7/2/2025	9	20	20	Yes	
Yes	7/2/2025	2025	7/2/2025	9	20	20	Yes	
Yes	7/2/2025	2025	7/2/2025	9	23	23	No	7/2/2026
Yes	7/2/2025	2025	7/2/2025	9	20	20	Yes	
Yes	7/2/2025	2025	7/2/2025	9	14	14	No	7/2/2026

Yes	7/2/2025	2025	7/2/2025	9	8	8	Yes	
Yes	7/2/2025	2025	7/2/2025	9	17	17	Yes	
Yes	7/2/2025	2025	7/2/2025	9	19	19	No	7/2/2026
Yes	7/2/2025	2025	7/2/2025	9	0	0	No	2/2/2026
Yes	7/2/2025	2025	7/2/2025	9	18	18	Yes	
Yes	7/2/2025	2025	7/2/2025	9	16	16	Yes	
Yes	7/2/2025	2025	11/17/2025	9	2.5	2.5	No	3/12/2026
Yes	7/2/2025	2025	7/2/2025	9	19	19	Yes	
Yes	7/2/2025	2025	7/2/2025	9	18	18	Yes	
Yes	7/2/2025	2025	7/2/2025	9	19	19	Yes	
Yes	7/2/2025	2025	7/2/2025	9	14	14	Yes	
Yes	7/2/2025	2025	7/2/2025	9	19	19	Yes	
Yes	7/2/2025	2025	7/2/2025	9	26	26	No	7/2/2026
Yes	7/2/2025	2025	12/2/2025	9	8	8	Yes	
Yes	7/2/2025	2025	1/15/2026	9	11	11	Yes	
Yes	7/2/2025	2025	9/5/2025	9	19	19	Yes	
Yes	7/2/2025	2025	7/2/2025	9	21	21	Yes	
Yes	7/2/2025	2025	7/2/2025	9	5	5	Yes	
Yes	7/2/2025	2025	7/2/2025	9	21	21	No	7/2/2026
Yes	7/2/2025	2025	7/2/2025	9	0	0	No	10/3/2025
Yes	7/2/2025	2025	2/26/2026	9	0	0	No	3/9/2026
Yes	7/2/2025	2025	2/26/2026	9	0	0	No	3/9/2026
Yes	7/2/2025	2025	7/2/2025	9	18	18	No	7/2/2026
Yes	7/2/2025	2025	11/19/2025	9	21	21	Yes	
Yes	7/2/2025	2025	7/2/2025	9	6.5	6.5	No	12/9/2025
Yes	7/2/2025	2025	7/2/2025	9	19	19	Yes	
Yes	7/2/2025	2025	7/2/2025	9	21	21	Yes	
Yes	7/2/2025	2025	7/2/2025	9	19	19	Yes	
Yes	7/2/2025	2025	7/2/2025	9	14	14	Yes	
Yes	7/2/2025	2025	7/2/2025	9	18	18	Yes	
Yes	7/2/2025	2025	11/17/2025	9	0	0	Yes	
Yes	7/2/2025	2025	7/2/2025	9	18	18	Yes	
Yes	7/2/2025	2025	7/2/2025	9	19	19	Yes	
Yes	7/2/2025	2025	7/2/2025	9	14	14	Yes	
Yes	7/2/2025	2025	7/2/2025	9	19	19	Yes	
Yes	7/2/2025	2025	7/2/2025	9	23	23	Yes	
Yes	7/2/2025	2025	7/2/2025	9	23	23	Yes	
Yes	7/2/2025	2025	7/2/2025	9	4.5	4.5	No	1/5/2026

Yes	7/2/2025	2025	7/2/2025	9	18	18	Yes	
Yes	7/2/2025	2025	7/2/2025	9	23	23	Yes	
Yes	7/2/2025	2025	7/2/2025	9	19	19	No	7/2/2026
Yes	7/2/2025	2025	7/2/2025	9	19	19	Yes	
Yes	7/2/2025	2025	7/2/2025	9	21	21	Yes	
Yes	7/2/2025	2025	7/2/2025	9	21	21	Yes	
Yes	7/2/2025	2025	7/2/2025	9	23	23	Yes	
Yes	7/2/2025	2025	7/2/2025	9	1.5	1.5	No	11/19/2025
Yes	7/2/2025	2025	7/2/2025	9	8	8	Yes	
Yes	7/2/2025	2025	12/1/2025	9	16	16	Yes	
Yes	7/2/2025	2025	7/2/2025	9	5	5	Yes	
Yes	7/2/2025	2025	7/2/2025	9	18	18	No	7/2/2026
Yes	7/2/2025	2025	7/2/2025	9	18	18	Yes	
Yes	7/2/2025	2025	7/2/2025	9	7.5	7.5	No	2/9/2026
Yes	7/2/2025	2025	9/5/2025	9	12	12	Yes	
Yes	7/2/2025	2025	7/2/2025	9	17	17	Yes	
Yes	7/2/2025	2025	7/2/2025	9	19	19	Yes	
Yes	7/2/2025	2025	1/5/2026	9	14	14	Yes	
Yes	7/2/2025	2025	7/2/2025	9	18	18	Yes	
Yes	7/2/2025	2025	7/2/2025	9	19	19	Yes	
Yes	7/2/2025	2025	7/2/2025	9	3	3	No	2/27/2026
Yes	7/2/2025	2025	7/2/2025	9	21	21	Yes	
Yes	7/2/2025	2025	7/2/2025	9	21	21	Yes	
Yes	7/2/2025	2025	7/2/2025	9	17	17	Yes	
Yes	7/2/2025	2025	7/2/2025	9	18	18	Yes	
Yes	7/2/2025	2025	12/1/2025	9	20	20	No	7/2/2026
Yes	7/2/2025	2025	7/2/2025	9	12	12	No	7/2/2026
Yes	7/2/2025	2025	7/2/2025	9	19	19	Yes	
Yes	7/2/2025	2025	7/2/2025	9	19	19	Yes	
Yes	7/2/2025	2025	7/2/2025	9	23	23	Yes	
Yes	7/2/2025	2025	7/2/2025	9	14	14	Yes	
Yes	7/2/2025	2025	7/2/2025	9	19	19	Yes	
Yes	7/2/2025	2025	7/2/2025	9	19	19	Yes	
Yes	7/2/2025	2025	7/2/2025	9	16	16	Yes	
Yes	7/2/2025	2025	7/2/2025	9	23	23	Yes	
Yes	7/2/2025	2025	7/2/2025	9	18	18	Yes	
Yes	7/2/2025	2025	7/2/2025	9	6.5	6.5	No	1/27/2026
Yes	7/2/2025	2025	7/2/2025	9	23	23	Yes	

Yes	7/2/2025	2025	7/2/2025	9	4	4	Yes	
Yes	7/2/2025	2025	7/2/2025	9	21	21	Yes	
Yes	7/2/2025	2025	7/2/2025	9	23	23	Yes	
Yes	7/2/2025	2025	7/2/2025	9	21	21	Yes	
Yes	7/2/2025	2025	7/2/2025	9	0	0	No	10/16/2025
Yes	7/2/2025	2025	7/2/2025	9	23	23	Yes	
Yes	7/2/2025	2025	7/2/2025	9	23	23	Yes	
Yes	7/2/2025	2025	7/2/2025	9	20	20	Yes	
Yes	7/2/2025	2025	7/2/2025	9	16	16	Yes	
Yes	7/2/2025	2025	7/2/2025	9	19	19	Yes	
Yes	7/2/2025	2025	7/2/2025	9	22	22	No	7/2/2026
Yes	7/2/2025	2025	7/2/2025	9	4	4	Yes	
Yes	7/2/2025	2025	7/2/2025	9	19	19	Yes	
Yes	7/2/2025	2025	7/2/2025	9	21	21	Yes	
Yes	7/2/2025	2025	10/27/2025	9	16	16	Yes	
Yes	7/2/2025	2025	7/2/2025	9	18	18	Yes	
Yes	7/2/2025	2025	7/2/2025	9	6	6	Yes	
No	7/2/2024	2024	7/2/2025	10	45	22.5	No	7/2/2026
No	7/2/2024	2024	7/2/2025	10	31	15.25	Yes	
Yes	7/2/2024	2024	7/2/2024	10	36	18	No	7/2/2026
Yes	7/2/2024	2024	7/2/2024	10	38	19	No	7/2/2026
Yes	7/2/2024	2024	7/2/2024	10	41	20.5	Yes	
No	7/2/2024	2024	7/2/2025	10	4.5	2.25	No	1/20/2026
Yes	7/2/2024	2024	7/2/2024	10	23.5	11.75	No	2/2/2026
Yes	7/2/2024	2024	7/2/2024	10	30	14.75	Yes	
Yes	7/2/2024	2024	7/2/2024	10	18	9	No	5/4/2026
No	7/2/2024	2024	7/2/2024	10	27	13.5	No	2/11/2026
Yes	7/2/2024	2024	7/2/2024	10	12.5	6.25	No	2/13/2026
Yes	7/2/2024	2024	7/2/2024	10	28	14	Yes	
Yes	7/2/2024	2024	7/2/2024	10	29	14.25	Yes	
Yes	7/2/2024	2024	7/2/2024	10	24	12	Yes	
No	7/2/2024	2024	7/2/2025	10	35	17.25	Yes	
Yes	7/2/2024	2024	7/2/2024	10	20	0	Yes	7/2/2025
No	7/2/2024	2024	3/26/2026	10	23	11.5	No	7/2/2026
No	7/2/2024	2024	3/26/2026	10	23	11.5	No	7/2/2026
Yes	7/2/2024	2024	7/2/2024	10	41	20.5	Yes	
No	7/2/2024	2024	7/2/2025	10	5	2.5	No	2/9/2026
Yes	7/2/2024	2024	7/2/2024	10	19	0	Yes	7/2/2025

Yes	7/2/2024	2024	7/2/2024	10	42	21	Yes	
No	7/2/2024	2024	7/2/2025	10	11	5.5	No	7/2/2026
No	7/2/2024	2024	7/2/2025	10	25	12.5	Yes	
Yes	7/2/2024	2024	7/2/2024	10	34	17	No	7/2/2026
Yes	7/2/2024	2024	7/2/2024	10	30	15	Yes	
No	7/2/2024	2024	10/29/2025	10	19	9.5	Yes	
Yes	7/2/2024	2024	7/2/2024	10	30	15	No	7/2/2026
Yes	7/2/2024	2024	7/2/2024	10	14	0	No	10/8/2025
Yes	7/2/2024	2024	7/2/2024	10	41	20.5	Yes	
Yes	7/2/2024	2024	7/2/2024	10	43	21.5	Yes	
Yes	7/2/2024	2024	7/2/2024	10	36	17.75	No	7/2/2026
No	7/2/2024	2024	7/2/2025	10	2.5	1.25	No	3/6/2026
Yes	7/2/2024	2024	7/2/2024	10	30	15	Yes	
Yes	7/2/2024	2024	7/2/2024	10	32	15.75	Yes	
No	7/2/2024	2024	1/9/2026	10	18	9	Yes	
Yes	7/2/2024	2024	7/2/2024	10	24	12	Yes	
No	7/2/2024	2024	9/29/2025	10	22	10.75	Yes	
No	7/2/2024	2024	9/19/2025	10	7	3.5	Yes	
Yes	7/2/2024	2024	7/2/2025	10	20	0	No	9/8/2025
Yes	7/2/2024	2024	7/2/2024	10	41	20.5	No	7/2/2026
No	7/2/2024	2024	7/2/2025	10	24	11.75	Yes	
No	7/2/2024	2024	11/10/2025	10	21	10.25	No	7/2/2026
Yes	7/2/2024	2024	7/2/2024	10	18	9	No	7/2/2026
No	7/2/2024	2024	7/2/2025	10	19	9.25	Yes	
Yes	7/2/2024	2024	7/2/2024	10	37	18.5	Yes	
No	7/2/2024	2024	7/2/2025	10	11	5.5	Yes	
Yes	7/2/2024	2024	7/2/2024	10	39	19.5	No	7/2/2026
Yes	7/2/2024	2024	7/2/2024	10	36	17.75	Yes	
Yes	7/2/2024	2024	7/2/2024	10	5	2.5	Yes	
No	7/2/2024	2024	7/2/2025	10	13	6.5	Yes	
Yes	7/2/2024	2024	7/2/2024	10	39	19.5	Yes	
No	7/2/2024	2024	10/14/2025	10	33	16.25	Yes	
Yes	7/2/2024	2024	7/2/2024	10	39	19.5	No	7/2/2026
Yes	7/2/2024	2024	7/2/2025	10	20	0	No	9/4/2025
Yes	7/2/2024	2024	7/2/2024	10	26	13	Yes	
Yes	7/2/2024	2024	7/2/2024	10	35	17.5	Yes	
Yes	7/2/2024	2024	7/2/2024	10	36	18	Yes	
Yes	7/2/2024	2024	7/2/2024	10	29	14.5	Yes	

Yes	7/2/2024	2024	7/2/2024	10	25	12.25	No	7/2/2026
Yes	7/2/2024	2024	7/2/2024	10	36	17.75	Yes	
Yes	7/2/2024	2024	7/2/2024	10	26	13	Yes	
Yes	7/2/2024	2024	7/2/2024	10	39	19.5	Yes	
Yes	7/2/2024	2024	7/2/2024	10	43	21.25	Yes	
Yes	7/2/2024	2024	7/2/2024	10	38	19	Yes	
Yes	7/2/2024	2024	7/2/2024	10	17	0	Yes	7/2/2025
No	7/2/2024	2024	7/2/2025	10	9.5	4.75	No	6/16/2026
No	7/2/2024	2024	7/2/2025	10	5	2.5	Yes	
Yes	7/2/2024	2024	7/2/2025	10	20	0	No	9/4/2025
Yes	7/2/2024	2024	7/2/2025	10	38	19	Yes	
Yes	7/2/2024	2024	7/2/2024	10	21	10.5	Yes	
No	7/2/2024	2024	7/2/2025	10	32	15.75	Yes	
Yes	7/2/2024	2024	7/2/2024	10	43	21.5	Yes	
Yes	7/2/2024	2024	7/2/2024	10	36	18	No	7/2/2026
Yes	7/2/2024	2024	7/2/2024	10	5	2.5	Yes	
Yes	7/2/2024	2024	7/2/2024	10	43	21.25	Yes	
Yes	7/2/2024	2024	7/2/2024	10	22	11	Yes	
Yes	7/2/2024	2024	7/2/2025	10	20	0	No	9/9/2025
Yes	7/2/2024	2024	7/2/2024	10	20	10	Yes	
Yes	7/2/2024	2024	7/2/2024	10	36	18	Yes	
Yes	7/2/2024	2024	7/2/2024	10	40	19.75	Yes	
Yes	7/2/2024	2024	7/2/2024	10	41	20.5	Yes	
Yes	7/2/2024	2024	7/2/2024	10	39	19.5	Yes	
Yes	7/2/2024	2024	7/2/2024	10	20	9.75	Yes	
Yes	7/2/2024	2024	7/2/2024	10	35	17.25	Yes	
No	7/2/2024	2024	7/2/2025	10	12	5.75	Yes	
No	7/2/2024	2024	7/2/2025	10	22	10.75	Yes	
Yes	7/2/2024	2024	7/2/2024	10	41	20.5	No	7/2/2026
Yes	7/2/2024	2024	7/2/2024	10	18	0	No	10/1/2025
No	7/2/2024	2024	11/7/2025	10	15	7.5	Yes	
Yes	7/2/2024	2024	7/2/2024	10	29	14.5	Yes	
Yes	7/2/2024	2024	7/2/2024	10	30	14.75	Yes	
Yes	7/2/2024	2024	7/2/2024	10	19	0	Yes	7/2/2025
No	7/2/2024	2024	10/28/2025	10	42	21	No	7/2/2026
No	7/2/2024	2024	7/2/2024	10	5.5	2.75	No	12/1/2025
Yes	7/2/2024	2024	7/2/2024	10	22	11	No	7/2/2026
Yes	7/2/2024	2024	7/2/2024	10	21	10.25	Yes	

Yes	7/2/2024	2024	7/2/2024	10	35	17.5	Yes	
Yes	7/2/2024	2024	7/2/2024	10	19	9.25	Yes	
Yes	7/2/2024	2024	7/2/2025	10	41	20.25	No	7/2/2026
Yes	7/2/2024	2024	9/22/2025	10	6	2.75	No	
Yes	7/2/2024	2024	7/2/2024	10	27	13.25	No	7/2/2026
Yes	7/2/2024	2024	7/2/2024	10	38	18.75	Yes	
Yes	7/2/2024	2024	7/2/2024	10	2	1	Yes	
Yes	7/2/2024	2024	7/2/2024	10	31	15.5	Yes	
No	7/2/2024	2024	10/15/2025	10	4.5	2.25	No	1/27/2026
Yes	7/2/2024	2024	7/2/2024	10	42	21	Yes	
Yes	7/2/2024	2024	7/2/2024	10	38	19	No	7/2/2026
Yes	7/2/2024	2024	7/2/2024	10	27	13.25	Yes	
No	7/2/2024	2024	7/2/2024	10	27	13.5	No	7/2/2026
Yes	7/2/2024	2024	7/2/2024	10	37	18.25	Yes	
Yes	7/2/2024	2024	7/2/2024	10	42	21	Yes	
No	7/2/2024	2024	7/2/2024	10	41	20.25	No	7/2/2026
No	7/2/2024	2024	7/2/2024	10	41	20.25	Yes	
Yes	7/2/2024	2024	7/2/2024	10	18	0	No	9/4/2025
Yes	7/2/2024	2024	7/2/2024	10	34	17	Yes	

Discharge	Diploma	Subsequent	Date of	Confirmat	Included	If Not Included	Included	If Not Included in	College	College
Transferred to out-of-state diploma granting institution										
Transferred to in-state diploma granting institution										
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Grade 8	Grade 8 ELA NYS	Grade 8 Math NYS	Grade 8 Math NYS	NYS Exam	PSAT	PSAT	PSAT	SAT -	SAT -

ACT	ACT	ACT	ACT	ACT	Number	Number	Number	Number
-	-	-	-	-	-	-	-	-

NYC Buildings

Certificate of Occupancy

CO Number:3329934-0000020

This certifies that the premises described herein conforms substantially to the approved plans and specifications and to the requirements of all applicable laws, rules and regulations for the uses and occupancies specified.No change of use or occupancy shall be made unless a new Certificate of Occupancy is issued.*This document or a copy shall be available for inspection at the building at all reasonable times.*

A

Borough: BROOKLYN **Address:** 215 NORTH 10TH STREET **Building Identification Number(BIN):** 3329934	**Block Number:** 2299 **Lot Number(s):** 7503 **Additional Lot Number(s):** **Application Type:** NB - NEW BUILDING	**Full Building Certificate Type:** Temporary **Date Issued:** 06/03/2026

This building is subject to this Building Code: 2014

This Certificate of Occupancy is associated with job# 321383551-01

B

Construction Classification: I-B: 2 HOUR PROTECTED - NON-COMBUST

Building Occupancy Group classification: R-2 - RESIDENTIAL: APARTMENT HOUSES

Multiple Dwelling Law Classification: HAEA

No.of stories: 6	**Height in feet:** 70	**No.of dwelling units:** 31

C

Fire Protection Equipment: Fire Alarm System, Sprinkler System, Standpipe System

D

Parking Spaces and Loading Berths:

Open Parking Spaces: 0 Enclosed Parking Spaces: 60 Total Loading Berths: Not available

E

This Certificate is issued with the following legal limitations:

Restrictive Declaration: 2019000212319 Zoning Exhibit: 2018000320169, 2018000320170

BSA Calendar Number(s): 2018-191-BZ CPC Calendar Number(s): None

Borough Comments:

Use Groups (UG) indicated by numerals 1 through 18 reflect Zoning Resolution Use Group Designations since 1961 but prior to June 6, 2024. UG in Roman numerals I-X reflect Zoning Resolution Use Group Designations on or after June 6, 2024, the effective date of the Zoning Text Amendment.

Borough Commissioner



Commissioner



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NYC Buildings

Permissible Use and Occupancy

FLOOR	Occ Group	Max. Persons Permitted	Live Loads (lbs per sq ft)	Zoning Use Group	Dwelling or Rooming Units	Job Reference	Certificate of Occupancy Type	CO Expiration Date
Sub-Cellar - 1	R-2	3	OG	2B		321383551	Temporary	09/01/2026
Description of Use:	Apartment House ACCESSORY SUPERS OFFICE					Exceptions:		
Sub-Cellar - 1	S-2	6	OG	2B		321383551	Temporary	09/01/2026
Description of Use:	Storage of non combustible materials STORAGE ROOMS					Exceptions:		
Sub-Cellar - 1	S-2	1	OG	2B,6F		321383551	Temporary	09/01/2026
Description of Use:	Storage of non combustible Materials BICYCLE STORAGE FOR 17 BIKES (174 SF)					Exceptions:		
Sub-Cellar - 1	F-2	1	OG	2B		321383551	Temporary	09/01/2026
Description of Use:	Mechanical and/or electrical equipment rooms WATER SERVICE ROOM,ELECTRICAL ROOM,E.M.R., GAS ROOM					Exceptions:		
Sub-Cellar - 1	S-2	2	OG	2B		321383551	Temporary	09/01/2026
Description of Use:	Storage of non combustible materials FLOOD AND TEMPORARY STAIRS STORAGE					Exceptions:		
Sub-Cellar - 1	R-2	2	OG	2B		321383551	Temporary	09/01/2026
Description of Use:	Apartment House BREAK AND STORAGE ROOM					Exceptions:		

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NYC Buildings

Permissible Use and Occupancy

FLOOR	Occ Group	Max. Persons Permitted	Live Loads (lbs per sq ft)	Zoning Use Group	Dwelling or Rooming Units	Job Reference	Certificate of Occupancy Type	CO Expiration Date
Sub-Cellar - 1	F-2	1	OG	2B		321383551	Temporary	09/01/2026
Description of Use:	Mechanical and/or electrical equipment rooms TRASH COMPACTOR ROOM					Exceptions:		
Cellar	R-2	13	100	2B		321383551	Temporary	09/01/2026
Description of Use:	Apartment House ACCESSORY TENANT EXERCISE ROOM					Exceptions:		
Cellar	S-2	2	100	2B		321383551	Temporary	09/01/2026
Description of Use:	Storage of non combustible Materials STORAGE ROOMS					Exceptions:		
Cellar	R-2	10	100	2B		321383551	Temporary	09/01/2026
Description of Use:	Apartment House RESIDENTIAL LOBBY,PACKAGE ROOM					Exceptions:		
Cellar	A-3	278	100	3A		321383551	Temporary	09/01/2026
Description of Use:	Recreation SCHOOL ACCESSORY ASSEMBLY SPACE					Exceptions:		
Cellar	E	1	100	3B		321383551	Temporary	09/01/2026
Description of Use:	Academies and schools COMMUNITY FACILITY - SCHOOL BOH STORAGE					Exceptions:		

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NYC Buildings

Permissible Use and Occupancy

FLOOR	Occ Group	Max. Persons Permitted	Live Loads (lbs per sq ft)	Zoning Use Group	Dwelling or Rooming Units	Job Reference	Certificate of Occupancy Type	CO Expiration Date
Floor 1	E	N/A	100	3A		321383551	Temporary	09/01/2026
Description of Use:	Academies and schools COMMUNITY FACILITY - SCHOOL LOBBY & VESTIBULE ENTRY					Exceptions:		
Floor 1	S-2	37	100	2B,6F		321383551	Temporary	09/01/2026
Description of Use:	Parking Garage ACCESSORY SELF-PARKING GARAGE FOR 19 MOTOR VEHICLES & 9 MOTORCYCLES(DRY FLOODROOFED)					Exceptions:		
Floor 2	E	40	100	3A		321383551	Temporary	09/01/2026
Description of Use:	Academies and schools COMMUNITY FACILITY - SCHOOL ACCESSORY OUTDOOR TERRACE					Exceptions:		
Floor 2	S-2	1	100	3B		321383551	Temporary	09/01/2026
Description of Use:	Storage of non combustible Materials COMMUNITY FACILITY - STORAGE ROOM					Exceptions:		
Floor 2	A-3	280	100	3B		321383551	Temporary	09/01/2026
Description of Use:	Recreation SCHOOL ACCESSORY ASSEMBLY SPACE					Exceptions:		
Floor 2	S-2	1	100	3B		321383551	Temporary	09/01/2026
Description of Use:	Storage of non combustible Materials COMMUNITY FACILITY - STORAGE ROOM					Exceptions:		

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NYC Buildings

Permissible Use and Occupancy

FLOOR	Occ Group	Max. Persons Permitted	Live Loads (lbs per sq ft)	Zoning Use Group	Dwelling or Rooming Units	Job Reference	Certificate of Occupancy Type	CO Expiration Date
Floor 2	E	281	100	3A		321383551	Temporary	09/01/2026
Description of Use:	Academies and schools COMMUNITY FACILITY - SCHOOL CLASSROOM, WARMING KITCHEN, BOYS & GIRLS RESTROOMS, STAFF WC, STAFF OFFICES, ASSEMBLY SPACE					Exceptions:		
Floor 2	S-2	3	100	3B		321383551	Temporary	09/01/2026
Description of Use:	Storage of non combustible Materials COMMUNITY FACILITY - ACCESSORY MECHANICAL ROOMS					Exceptions:		
Floor 3	E	369	100	3A		321383551	Temporary	09/01/2026
Description of Use:	Academies and schools COMMUNITY FACILITY - SCHOOL CLASSROOMS, NURSE'S RM, BOYS & GIRLS RESTROOMS,STAFF WC'S, STAFF OFFICES					Exceptions:		
Floor 3	S-2	2	100	3B		321383551	Temporary	09/01/2026
Description of Use:	Storage of non combustible Materials COMUNITY FACILITY - STORAGE ROOM					Exceptions:		
Floor 3	S-2	1	100	3B		321383551	Temporary	09/01/2026
Description of Use:	Storage of non combustible Materials COMMUNITY FACILITY - MECH ROOM					Exceptions:		
Floor 3	S-2	1	100	3B		321383551	Temporary	09/01/2026
Description of Use:	Storage of non combustible Materials COMMUNITY FACILITY - STORAGE ROOM					Exceptions:		

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NYC Buildings

Permissible Use and Occupancy

FLOOR	Occ Group	Max. Persons Permitted	Live Loads (lbs per sq ft)	Zoning Use Group	Dwelling or Rooming Units	Job Reference	Certificate of Occupancy Type	CO Expiration Date
Floor 4	R-2	N/A	40	2A	11	321383551	Temporary	09/01/2026
Description of Use:	Apartment House ELEVEN(11) CLASS 'A' APARTMENTS					Exceptions:		
Floor 4	R-2	7	100	2B		321383551	Temporary	09/01/2026
Description of Use:	Apartment House ACCESSORY OUTDOOR RECREATION SPACE					Exceptions:		
Floor 5	R-2	N/A	40	2A	13	321383551	Temporary	09/01/2026
Description of Use:	Apartment House THIRTEEN (13) CLASS 'A' APARTMENTS					Exceptions:		
Floor 6	R-2	N/A	40	2A	7	321383551	Temporary	09/01/2026
Description of Use:	Apartment House SEVEN (7) CLASS 'A' APARTMENTS					Exceptions:		
Roof	R-2	19	100	2B		321383551	Temporary	09/01/2026
Description of Use:	Apartment House ACCESSORY RESIDENTIAL ROOF TOP TERRACE					Exceptions:		

CofO Comments: NOTE 1:THESE PREMISES HAVE BEEN DECLARED TO BE SUBJECT TO THE PROVISIONS OF SECTION 12-10 ZONING RESOLUTIONS AS TO ZONING LOT OWNERSHIP AS FILED WITH CITY REGISTER OFFICE CRFN#2018000320169,2018000320170.NOTE 2:THIS BUILDING HAS BEEN DEVELOPED PURSUANT TO QUALITY HOUSING ZR28-00 NOTE 3:ALL RELATED FACILITIES AND AMENITIES REQUIRED PURSUANT TO THE QUALITY HOUSING PROGRAM SHALL NOT BE REMOVED.NOTE 4:RECREATION ROOMS FOR TENANTS AS PER ZONING RESOLUTION QUALITY HOUSING SHALL NOT BE RENTED SEPARATELY AND SHALL NOT BE USED FOR LIVING OR SLEEPING PURPOSES. NOTE 5:THE PROPERTY IS LOCATED IN AN "AE10" FLOOD HAZARD ZONE;BASE FLOOD ELEVATION IS 10'(NGVD)AND DESIGN FLOOD ELEVATION IS 11'(NGVD).DRY FLOOD PROOFED SPACE TO BE EVACUATED AND UNOCCUPIED DURING A FLOOD EVENT. NOTE 6: A FLOOD ZONE RESTRICTIVE DECLARATION HAS BE EN RECORDED WITH THE CITY REGISTER UNDER CRFN#2019000212319. NOTE 7: EXTERIOR WALL DEDUCTIONS IN AMOUNT OF 918SF HAVE BEEN TAKEN FOR THIS BUILDING.THESE DEDUCTIONS ARE IN ACCORDANCES WITH THE REQUIREMENTS OF ZR 12-10(12)I II.NOTE #8: PAID ATTENDANTS EMPLOYED BY THE OWNERS OR OPERATIORS OF SUCH SPACES SHALL BE AVAILABLE TO HANDLE THE PARKING AND MOVING OF AUTOMOBILES AT ALL TIMES WHEN SUCH SPACE ARE IN USE.NOTE #9 BSA APPROVAL UNDER APPLICATION #2018-191-BZ.A)THAT 67 PARKING SPACES(51) SPACES FOR OFFICE USE, 16 RESIDENTIAL USE) SHA LL BE PROVIDED ON SITE B)THAT PATRONS ENTERING THE GARAGE SHALL BE GREETED BY A VALET THEN INSTUCTED TO PARK AND EXIT THEIR VEHICLE WITHIN THE APPROXI METELY 800 SQUARE FOOT(20'WIDE X 40' DEEP) UNLOADING ZONE JUST ISIDE THE GARAGE ENTRANCE, WHICH SHALL BE MAINTAINED MARKED WITH REFLECTIVE STRIPING FOR VISUAL PROMINENCE; C)THAT NO PATRONS ARE ALLOWED OUTSIDE OF THE UNLOADI NG; D) THAT WHEN THE GARAGE IS BUSY WITH INBOUND TRAFFIC, THE VALETS SHALL BE MOVE THE CARS FROM THE UNLOADING ZONE AND TEMPORARILY PARK THE CARS IN THE FIRST AVAILABLE SPACE IN ORDER TO MAKE ROOM FOR MORE INBOUND PATRONS, AND ONCE THE GARAGE ACTIVITY HAS SLOWED DOWN, THE VALETS SHALL E) THAT THE VALET SHALL CATEGORIZE PATRONS INTO ONE OF THREE CATEGORIES OF PARKERS, AS SHORT-,MEDIUM-,AND LONG-TERM F) THAT THE CERTIFICATE OF OCCUPANCY ISSUED FOR THE BUILDING WITHIN WHICH THE COMMERCIAL OFFICE BUILDING(USE GROUP 6B) USE IN PARKING REQUIREMENT CATEGORY B1(USE GROUP 6,7,8,9,10,11,14,16) IS LOCATED SHALL STATE THAT NO CERTIFICATE SHALL THEREAFTER BE ISSUED IF THE USE GROUP 6 OFFICES ARE CHANG ED TO

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A USE LISTED IN PARKING CATEGORY B UNLESS ADDITIONAL ACCESSORY OFF- STREET PARKING SPACES SUFFICIENT TO MEET SUCH REQUIREMENTS ARE PROVIDED ON SITE OR WITHIN THE PERMIT OFF-SITE RADIUS; G) THAT THE ABOVE CONDITIONS SHALL APPEAR ON THE CERTIFICATE OF OCCUPANCY; H)THAT A CERTIFICATE OF OCCUP ANCY , ALSO INDICATING THIS APPROVAL AND CALENDAR NUMBER ("BSA CAL. NO. 2018-191-BZ"), SHALL BE OBTAINED WITHIN FOUR(4) YEARS AND AN ADDITIONAL SIX MONTHS, IN LIGHT OF THE CURRENT STATE OF EMERGENCY DECLARED TO EXIST WITHIN THE CITY OF NEW YORK RESULTING FROM AN OUTBREAK OF NOVEL CORONAVIRUS DISEAS E,BY OCTOBER 24,2024; I)THAT THIS APPROVAL IS LIMITED TO THE RELIEF GRANTED BY THE BOARD IN RESPONSE TO OBJECTIONS CITED AND FILED BY THE DEPARTMENT OF BUILDINGS; J) THAT THE APPROVED PLANS SHALL BE CONSIDERED APPROVED ONLY FOR THE PORTIONS RELATED TO THE SPECIFIC RELIEF GRANTED; K) THAT THE DEPARTMENT OF BUILDINGS MUST ENSURE COMPLIANCE WITH ALL OTHER APPLICABLE PROVISIONS_OF THE ZONING RESOLURION, THE ADMINISTRATIVE CODE AND ANY OTHER RELEVANT LAWS UNDER ITS JURISDICTION IRRESPECTIVE OF PLANS OR CONFIGURATIONS NOT RELATED TO THE RELIEF GRANTED.

Borough Commissioner



Commissioner



DUPLICATE

No. 59520

OFFICE OF THE PRESIDENT OF THE BOROUGH OF BROOKLYN

BUREAU OF BUILDINGS

CERTIFICATE OF OCCUPANCY

(Issued Pursuant to Article 1, Section 5, Building Code)

BROOKLYN, N. Y., Feb 7, 1930.

OWNER St Johns College.

ARCHITECT Geo. E Jones - J Fred Cook.

This is to certify that the NEW [redacted] BUILDING

Located at #80-86 Lewis St N.W. cor Hart St.

has been COMPLETED substantially according to the approved plans and specifications and the requirements of the BUILDING CODE, and PERMISSION is hereby granted for the OCCUPANCY of said building for the following purposes:

This certificate supersedes all previously issued certificates.

STORY	LIVE LOADS LBS. PER SQ. FT.	PERSONS ACCOMMODATED MALE	FEMALE	TOTAL	USE
Cellar					
Basement					
First Story	75				
Second "	75	High School			
Third "	75				
Fourth "	75				
Fifth "	75				
Sixth "	75				
[redacted] "	Corridors 100#				
Eighth "					
Ninth "					
Tenth "					
th					

Number of Buildings One (1)

Permit No. 508626

Work Completed 1/17/30

F. Flanagan

Superintendent of Buildings

Per M. Littlewood

10A-2085-28-CK

CERTIFICATE OF OCCUPANCY

BUREAU OF BUILDINGS

OFFICE OF THE PRESIDENT OF THE BOROUGH OF BROOKLYN

DUPLICATE

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STORY	LIVE LOADS LBS. PER SQ. FT.	PERSONS ACCOMMODATED MALE	FEMALE	TOTAL	USE
Cellar					
Basement					
First Story	75				
Second "	75	High School			
Third "	75				
Fourth "	75				
Fifth "	75				
Sixth "	75				
[redacted] "	Corridors 100#				
Eighth "					
Ninth "					
Tenth "					
th					

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