




focus

Five Year Report 2008-2013

Bank Street College of Education



BANK STREET IS COMMUNITIES
CHILDREN FAMILIES TEACHERS
PRINCIPALS LEADERS ADVOCATES
INFANTS TODDLERS TEENS
CHILDCARE COACHING POLICY
LITERACY MATHEMATICS SCIENCE
ARTS TECHNOLOGY MUSEUMS
HOSPITALS SCHOOLS PUBLIC
PRIVATE CHARTER NONPROFITS
LOCAL STATE FEDERAL GLOBAL



4 Welcome from Tony Asnes
Chair of the Board of Trustees

6 Message from Yolanda Ferrell-Brown
Chair-Elect of the Board of Trustees

8 A Reflection from Elizabeth D. Dickey

12 Milestones and Initiatives, 2008-2013

14 Focus on
Innovation, Policy, and Research
Jon Snyder, Dean of the College

16 Focus on
Graduate School of Education
Virginia Roach, Dean

18 Focus on
School for Children
Alexis Wright, Dean

21 Supporters and Benefactors

28 Financial Overview

30 Board of Trustees



Tony Asnes
Chair of the Board of Trustees

THE BANK STREET
APPROACH IS AS VITAL TODAY
AS IT WAS A CENTURY AGO



As a School for Children alumnus, a trustee for 20 years, and Board Chair for six, it is my pleasure to introduce you to Bank Street's 2008-2013 Five Year Report.

Bank Street was born as a lab school and research organization in the middle of the First World War. It began preparing teachers of young children in 1930, during the Great Depression and with World War II brewing. During the civil rights movement of the 60s, through its advocacy and implementation of programs like Head Start and Follow Through, the College fought to give young children in poor communities quality care and education that paved the way for lifelong success. Through the decades, Bank Street has upheld and expanded its commitment to understanding how children learn and how best to teach them, and to sharing its knowledge and passion as broadly as possible.

As you read this report, I believe you will agree that Bank Street has embraced its challenges to move ahead in important ways, including providing exciting online education programs, taking on a leadership role as a national Head Start center, and pursuing pioneering collaborative work in effective assessments of school leaders. Where we can find a way to empower communities to enrich the lives of children and families, we do, anywhere in the world. Bank Street's engagements extend from Newark to Singapore, from Westchester to Rwanda and beyond. Bank Street believes that parents and teachers should be partners in a child's education. That was my experience when I was a student in the School for Children, and has been true for my children as well. Our Graduate School is one of the few education preparation programs to offer a course on parent-teacher collaboration, and now offers an online parent-educator certificate available to parents everywhere.

Elizabeth Dickey, Bank Street's president, came to the College just as the country entered financial meltdown. She has demonstrated energy, creativity, and persistence in keeping Bank Street on course and engaging the trust-

ees and other members of the community in addressing key issues of strategy and sustainability. Elizabeth will retire in summer 2014, with our gratitude and admiration.

In July we welcome Shael Polakow-Suransky, Chief Academic Officer and Senior Deputy Chancellor at the New York City Department of Education, as Bank Street's seventh president. As a graduate of the College himself, Shael brings with him a deep passion for progressive education as well a breadth of experience as a teacher, principal, and school administrator.

The Bank Street Approach is as vital today as it was a century ago. We want every child to succeed at life, not just do well on a test. We want the children whom we teach, and those taught by educators we prepare, to be ready – in terms of social-emotional development as well as academic knowledge – to be productive, creative, confident, and passionate citizens of the increasingly diverse and competitive global community.

With collaboration, dedication, and leadership, Bank Street will continue to make these ideals the reality for the families we serve. To use the words of Bank Street founder Lucy Sprague Mitchell, I invite you to examine this report and then visit www.bankstreet.edu to learn "with all five senses alert."



Yolanda Ferrell-Brown
Chair-Elect of the Board of Trustees

INVESTING IN THE BANK STREET MAGIC



My introduction to Bank Street began over 30 years ago, before I was married or had children. A colleague who was a Bank Street trustee persuaded me to attend an event that featured eighth-grade students in the School for Children. I was stunned by their critical thinking skills, their intellectual curiosity, their poise and confidence in discussing controversial issues, their strong commitment to social justice and respect for diverse community values, and most of all, by their genuine excitement about learning.

I wished I could enroll in the School for Children myself, but I did something much better: both of my children attended and graduated from the School. Two years ago my daughter participated in an alumni panel, and described how her Bank Street education prepared her for college, business school, and a career in finance.

I feel that I too received a Bank Street education. My husband and I learned how to be better parents as a result of our years engaged with the teachers and staff. Bank Street provides experiential education for the whole family, not just the children. Parents often comment about the “Bank Street magic” that goes on in our classrooms, but the truth is, this sort of magic demands the rigorous teacher preparation programs of our Graduate School of Education, and the entire community’s passionate dedication to children and their development.

Like every college, Bank Street depends on philanthropy to develop innovative programs, invest in its faculty through professional development, and assure a diverse student body by providing financial assistance to students and families. In this report, we acknowledge with thanks the many donors who

have supported our work over the past five years. Nearly ten years ago, Bank Street successfully completed a capital campaign which greatly expanded our endowment. As co-chair of that campaign, I appreciated the outpouring of support. It proved timely, for the larger endowment helped us to weather the recession that began in 2008. In 2014, we will begin the final phase of an endowment campaign focused on our School for Children, for which we have already received commitments exceeding \$6 million.

I have been a Bank Street trustee for nearly 20 years and look forward to becoming Board Chair in May 2014. And as Chair of the Presidential Search Committee this year, it was an honor to facilitate the selection of Shael Polakow-Suransky as Bank Street’s next president. I am as excited by Bank Street’s mission and work today as I was when I met those 8th graders many years ago. I invite you to join me in investing in and sustaining Bank Street’s magic.

Zolanda C. Snell-Brown



Elizabeth D. Dickey
President
2008-2014

IN PROGRESSIVE
EDUCATION, THE ANSWER'S
BEEN HERE ALL ALONG



When all the hand-wringing and teeth-gnashing ended after New York State released the desultory results of English and math exams in August, the despair gave way to the realization that, as educators, we collectively have to regroup. And there's no time to waste.

That does not mean schools should default into panic mode because so many students, especially in urban areas, did not meet the new higher standards. But as the Common Core becomes, well, more common, simply rejiggering curricula to make them more test-friendly will solve nothing. A more comprehensive, holistic approach is required, one that has been long familiar to us at Bank Street.

I've spent 40 years toiling in the vineyards of higher education, almost all of that time at progressive institutions. Now, more than ever, I am reminded of the fundamental challenges posed by these institutions to traditional modes of education. I also recognize the urgent need to balance the deeply held values of the progressive movement with a pragmatism that recognizes financial, political, and cultural realities.

Nonetheless, progressive educators must get into the conversation about meaningful change and not be dogged by some persistent and unfair myths. Here are four of the most pernicious:

MYTH 1: Progressive education sacrifices intellectual rigor in order to accommodate the disparate needs of children from diverse backgrounds.

FACT: We never had to be told not to leave any child behind. We have long known that we must account for the social and physical well-being of children, not just their intellectual needs. Once we do that we can address the curriculum in a way that truly resonates. For example, we partnered this year with 100Kin10 to develop the next wave of STEM educators and optimize their ability to help students embrace, rather than shun, the intricacies of science and math. We recognize the need to not

only instill a love of learning but, in the process, also help students acquire essential skills that will help them in college and beyond.

MYTH 2: Progressive education forces teachers to abdicate too much control of the classroom to students.

FACT: The political theorist Hannah Arendt argued that progressive education spurred a "cutting-off of the child from the world of adults" and "handed over to the tyranny of their own group." With all due respect to Arendt, those sentiments may outline the plot of "Lord of the Flies," but have nothing to do with the core tenets of progressive education. A more apt description comes from Alfie Kohn, who defined progressive education as "a willingness to give up some control and let students take some ownership, which requires guts as well as talent." I couldn't agree more. Progressive education does encourage a more collaborative, interactive style of learning.

We don't teach children how to be curious. That's what they are without prodding. Spend some time with many of our six-year-old students. So many questions originate from them. And so many good questions! It can be akin to holding a press conference. Yet, traditional education too often tamps down that innate curiosity and teaches children what some experts believe children should know. In contrast, we seek to engage children in learning, to provide them with an ownership stake in their own education, acknowledge their individuality, and to fulfill Bank Street founder Lucy Sprague Mitchell's call to awaken "a zest for living that comes from taking in the world with all five senses alert."

MYTH 3: The ideals of progressive education cannot be reconciled with the intense focus in public schools on standardized testing to measure student achievement.

FACT: We at Bank Street and progressive educators more generally are not unequivocally opposed to standardized tests, which can have their place as part of a



broader assessment of student achievement and teacher effectiveness. The problem is test scores are too often used as the sole determinant of a school's success despite lip service about lesson plans that do more than "teach to the test." In New York, for example, public high schools must administer two tests linked to the Annual Professional Performance Review for teachers. Then there are the Common Core tests in the spring, followed by Regents exams at the end of the school year. If you're experiencing test fatigue just reading this, think how the students and teachers feel.

In addition to a less onerous testing regimen, students must be provided outlets to tap into their creativity and acquire problem-solving skills on paths other than those preordained by a dogmatic curriculum. Progressive education is all about innovation, taking risks, trying new ideas, and responding to students' curiosities. We should all be concerned when no less than U.S. Education Secretary Arne Duncan says about standardized testing: "It's never going to be perfect. We're investing \$350 million in the next generation of assessment, so it's going to be a choppy couple of years until we get there." We should have to put up with choppy waters? For a couple of years? There has to be a better way, not only to benefit students but to ensure that the most gifted of teachers can shine and not leave for other professions where their talents are properly valued.

MYTH 4: Progressive education is too "squishy" and "touchy-feely."

FACT: Bank Street's Graduate School sends more than 300 degree candidates into the profession each year; they leave with a foundation of pedagogical knowledge grounded in rigorous research. Theory doesn't just exist in the ether; it is put into practice. Our graduate students also leave with a deep well of subject matter knowledge that will inform their classroom experience and those of

their students. Schools often impose a classroom regimen that inevitably results in an adversarial relationship between teacher and student rather than the development of a community of learning. Bank Street shows teachers how to create. There's nothing "touchy-feely" about a school where children are respected as individuals, have their classroom experience tailored accordingly, and are enabled to navigate an engaging, expertly designed curriculum. To us, it's common sense.

When I visit Bank Street School for Children classrooms, I see for myself the impact on students of great teachers doing their craft. Parents tell me, "Bank Street gets my kid and understands how she ticks." What could be better? Understanding your students AND engaging them in challenging work that leads to meaningful learning — that is what I am talking about, and it happens here every day. Even more encouraging is that the Bank Street model is generative: our educators implement it successfully in public schools of all means, in healthcare facilities, in museums and after school programs, in private and charter schools.

I remain an optimist, especially as the miasma that is No Child Left Behind disappears. I was heartened to read comments made last year by Joshua Starr, the superintendent of the highly regarded schools in Montgomery County, Maryland. He calls himself a "recovering accountability guy" now free of the yoke of NCLB. While he concedes there is no silver bullet to fix all that ails schools, Starr said "we know what our students need: deep and broad academic knowledge; the skills that will allow them to solve problems collaboratively and creatively; and the social and emotional strength — the grit — to handle adversity."

Sound familiar?

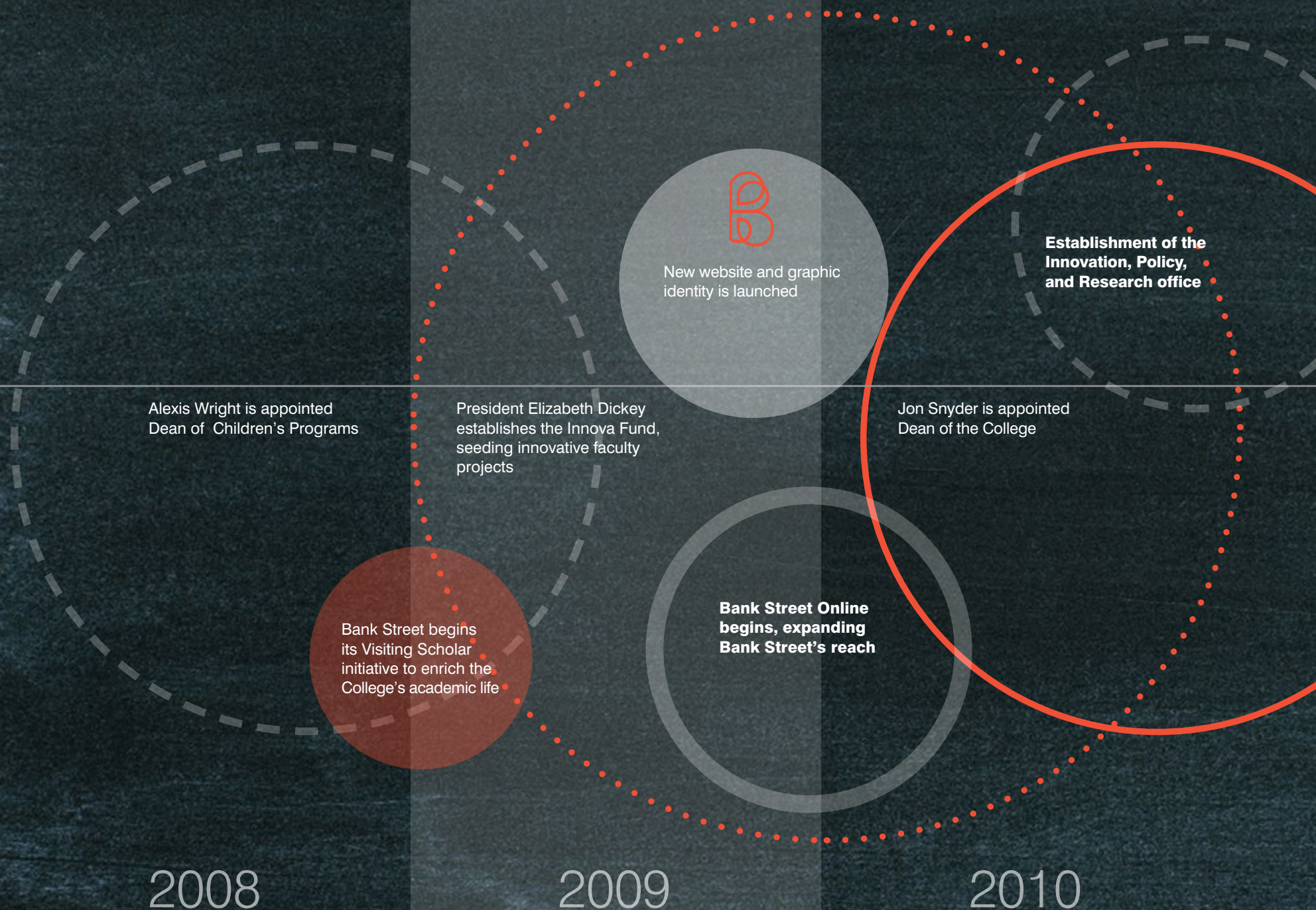
Bank Street remains fully invested in the notion that the classroom is a special place, where time spent should be treasured, not endured. We have proven that school can

be a place for deeply immersive learning and — I'll dare to say it — fun.

I am delighted that my successor, Shael Polakow-Suransky, embodies that approach. As an alumnus of Bank Street's Graduate School of Education, his return is a homecoming for him, and a great opportunity for us.

If you boil down what we do to its barest essence, it comes down to the belief that our kids deserve better. Putting aside the SMART Boards and iPads, Bank Street is a place Lucy Sprague Mitchell would likely recognize today. And she would no doubt also recognize the urgent need for public educators to embrace what progressive education can offer and make it part of their lives and those of their students. So should we all.

milestones and initiatives



Virginia Roach is appointed
Dean of the Graduate School
of Education

With NCATE accreditation,
the Graduate School engages
in an ongoing process of
strategic review, renewal,
and innovation to meet the
needs of its students and
the community at large

The College begins fiscal
systems upgrade to improve
financial transparency and
to promote strategic
program investments

Bank Street updates its
Facilities Master Plan to
make building spaces
more functional in support
of evolving teaching and
learning needs

**The Graduate School
launches the International
Initiatives and Partnerships
program**

The Board of Trustees
convenes the Presidential
Search Committee.
In 2014, the Committee elects
Shael Polakow-Suransky
Bank Street's seventh
president.

The Government
Relations program is
launched, expanding
the College's role as
a resource in education
policymaking

**Bank Street starts the
endowment campaign
for the School for Children**

2011

2012

2013



focus on

INNOVATION, POLICY, AND RESEARCH



Jon Snyder
Dean of the College
2010-2013

Bank Street has always played a role beyond its means in the educational policy and practice landscape. It has always “rolled up its sleeves,” creating and disseminating practices, policies, and educational materials that have benefited children and the adults with whom families and communities entrust their children daily.

In the past five years, Bank Street has continued this tradition with the establishment of the Office of Innovation, Policy, and Research that seeks to enact Bank Street’s core values in an ever changing, and sometimes even hostile, educational environment.

Bank Street (in partnership with Education Development Center), houses The Office of Head Start’s National Center on Cultural and Linguistic Responsiveness (NCCLR). NCCLR provides the Head Start community with an extensive electronic catalog of cutting-edge and evidence-based resources on cultural and linguistic competence as well as research-to-practice materials that support early childhood practitioners to offer high quality services to diverse children and families. In addition, NCCLR reviews and revises existing resources for dual language learners (DLLs) to ensure they appropriately address the needs of DLLs and their families and works closely with Head Start’s other National Centers to ensure that the entire system provides clear and consistent messages of inclusiveness.

We are providing the coaching component of the MDRC “Making Pre-K Count” initiative. Funded by the Robin Hood Foundation, Making Pre-K Count is a major research initiative testing the hypothesis that high quality early childhood care can make a difference in the life trajectories of children traditionally underserved in our current system.

Bank Street is also leading a national team working with the Commonwealth of Massachusetts to develop and pilot a principal performance assessment that, when complete, will be used as part of the State’s decision to grant a principal’s license. This is groundbreaking work in the area of performance assessment of principals that has the potential to significantly improve the learning of principal candidates, the programs that educate them, and most importantly, the legal and ethical responsibility that states have to assure that the principals who lead our schools are capable of hitting the ground running when they begin.

In short, we have continued to enact our values both in our direct work with children and adults as well as in the efforts we make to influence policy and practice beyond our immediate reach.

focus on

GRADUATE SCHOOL OF EDUCATION



Virginia Roach, Dean
Graduate School of Education

Our Graduate School students have always served two roles. Not only do many embark on long and fulfilling careers as educators and leaders in schools, classrooms, museums, and healthcare settings, but they also serve as ambassadors for progressive education. Bank Street stays with them every step of the way by expanding program options to meet learners wherever they are, and by looking beyond New York — beyond the United States — to participate in communities of learning worldwide.

The Bank Street Virtual Classroom

The Graduate School recognizes the increasingly prominent role of online education. That means much more than distance learning. We're using online instruction as a way to build community and support self-advocacy. We reach out to students who might not otherwise be able to attend Bank Street and enable the Graduate School to foster a more diverse student body — culturally, geographically, and in terms of lifestyle.

With Bank Street Online, we convey the essence of what makes the Graduate School a special and nurturing place. We do more than simply deliver information. Opportunities abound for collaborative learning that is just as meaningful and authentic as being in a physical classroom. Experiential, project-based education is not only achievable online, it is at the heart of what we seek to accomplish in the digital realm. That goal will come sharply into focus in fall 2014, when we will begin classes for two fully online degrees—one in Child Life, the other in Leadership in Mathematics Education.

Inspiring STEM Educators

These efforts are being stepped up at a time when our nation's STEM education efforts remain in an acute moment of crisis. Not only are colleges failing to graduate enough students to pursue an abundance of rewarding and lucrative jobs in science, technology, engineering, and math (STEM), there simply aren't enough STEM teachers to teach students and inspire them to pursue these fields. I believe our online presence can not only help ease that shortage but also serve as a useful model for others.

Going Global

Being online means the tenets of progressive education can be available to anyone, anywhere. It's a concept we've actually had a lot of practice with. For decades, our graduates have worked in schools and education systems across the globe, bringing transformational change while opening new perspectives on how we approach our work at home.

As we continue our work overseas to build up infrastructures for education systems, we have added more opportunities to teach abroad. Those efforts were taken to a new level in recent years, with professional development programs in places like Morocco and Costa Rica, with partnerships forming in Liberia and Turkey, and with the appointment of Virginia Casper to the new position of Director of International Partnerships and Initiatives.

Seizing an Opportunity

I'm no less proud of our acolytes closer to home. I'm particularly excited by our bolstered efforts to build up teacher-education programs and demonstration schools, and to foster relationships that enrich learning experiences on all sides.

More than 100 of our graduates have founded charter and public schools. Our students' proposals for schools make it to the final round in competitions held by the New York City Department of Education more than those of students from any other institution. For those who reflexively doubt all that progressive education can offer, I tell them to visit one of the many schools where Bank Street has a presence — PS 212 (Midtown West), Bronx Community Charter School, Community Roots Charter School in Brooklyn — where teachers and students together fuel the passion for learning. They will no doubt be surprised by what they see and hear, even if we at Bank Street are not.

Indeed, what Bank Street is about is often admired if not fully understood. However, I have no doubt our mission will become more apparent as the paradigms of education continue to shift. Our Graduate School students and faculty, wherever you may find them, are two big reasons why that will happen.

a glimpse at what's next

Our goal is to expand Bank Street's ability to develop the best teachers and leaders for schools and educational organizations anywhere and everywhere. Through 2015-16, the Graduate School is committed to raising:

\$4 million

to develop partnerships for progressive education in the areas of online, urban, and international education, creating “authentically Bank Street” learning environments wherever educators may be

\$3.5 million

to increase diversity through scholarships, new research, and program developments

impact

- Increase the diversity of Bank Street's student body
- Develop partnerships and teacher and faculty exchange opportunities in Asia, Africa, and Latin America
- Double the number of math coaches and teacher-leaders Bank Street prepares yearly

bankstreet.edu/graduate-school

focus on

SCHOOL FOR CHILDREN



Alexis Wright, Dean
Children's Programs

At Bank Street's School for Children, what sets us apart is that our students and teachers share in the joy of learning. We reap huge dividends by investing in our children and their teachers' ability to create a nurturing and supportive learning environment. In turn, we see children flourish, parents' involvement increase, fundraising grow, and opportunities for the School and those we serve spiral upward.

Enhancing the Science Curriculum

We've heard the crying need to improve education in the STEM (science, technology, engineering and math) sector. Bank Street has mounted a forceful response. Jenny Ingber, the Graduate School's Director of Science Programs, working with SFC's Math/Science Coordinator José Guzman, collaborated with SFC teachers to further enhance science learning opportunities and contribute to a robust science curriculum. Its hallmarks are hands-on learning and curricula that give our students the key to explore many aspects of their world and make their lessons both relatable and relevant.

The success of that approach is on proud display each year at our Science Expo. Students spend weeks before the Expo conducting investigations and experiments to test a hypothesis and reach a conclusion. It's a great example of what we do at Bank Street. We don't just teach students. We let them learn.

Learning Around the World

When folks at Bank Street talk about the journey of discovery, they mean that literally. Some of our teachers ven-

ture worldwide to enrich their professional development and return with knowledge that makes the classroom experience more meaningful for all. Among them:

- Meghan Armstrong (10/11s Teacher), who was selected to participate in the China Institute's Teach China Study Tour, which included a visit to a progressive school in the historic city of Suzhou.
- Ali McKersie (13/14s Teacher), who spent part of her sabbatical in Nepal at a school where she put on a version of "Mock Congress," a popular part of eighth-grade social studies at Bank Street.
- Stacey Cloud, (former 7/8s Teacher), who spent summers training teachers in Ghana.

Investing in Technology

We don't do technology for the sake of technology. Rather, we employ cutting-edge tools that enable collaborative learning to flourish and help learners of varying needs and abilities.

In recent years, we equipped most classrooms with interactive whiteboards, called Eno boards. Teachers use Eno to assemble charts and notes into visual depictions of materials discussed in class. The best part: those materials can be saved so students can later access them online.

Technology also plays a prominent role in the work of our students. For example, in the Upper School, students use digital cameras, graphing calculators, and laptop computers to support their explorations. All of the technology we employ must serve as a complement to the culture of learning that makes Bank Street such a unique educational ecosystem.

Why We Do What We Do

At Bank Street, STEM and educational technologies are fully integrated into academics and real-world experiences that all come together to create a real ecology of learning. When our students study the Hudson River, it becomes a platform for learning about Earth science, history, art, and culture. Doing so fosters a vibrant sense of discovery, an appreciation of diversity, and a mindfulness of each other and the world beyond school.

That mindfulness for others inspires new initiatives like our buddies program, which pairs younger students with older mentors. The younger kids know there's someone in their corner who can read with them, pal around on a field trip, or play catch during gym. The older students acquire a sense of responsibility and newfound maturity. Observing these interactions is an endless source of fascination for me, not to mention a deep source of pride. The power of imagination lights up all corners of Bank Street. The future is bright. Our children make it so.

fundraising and its impact

The School for Children remains both sustainable and resilient, thanks to the work of many people. Our renewed focus on fundraising for Children's Programs has a direct impact on the success of our teachers and the quality of every student's learning experience.

\$10.2 million

raised for Children's Programs over five years

135% increase

in SFC endowment value (from \$2,193,497 in 2008 to \$5,165,726 in 2013)

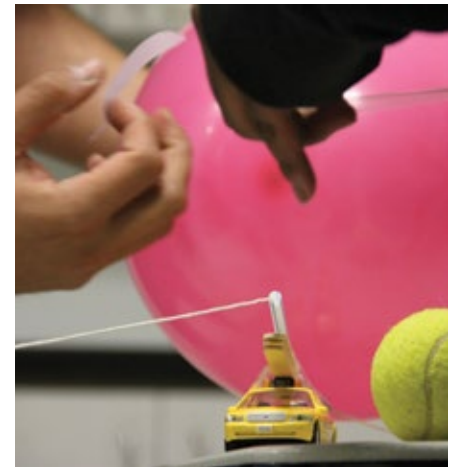
89% parent participation

in the Annual Fund for the last three years

impact

- Financial aid for 30% of families to maintain socioeconomic diversity
- Professional development for faculty, including summer stipends for curricular innovations
- Technology enhancements throughout SFC, including the appointment of a full-time technology coordinator

bankstreet.edu/sfc



supporters 2008-2013



Recognizing the generosity of the people and organizations that have given \$1,000 or more over five years

Anonymous (34)
A G Foundation
Virginia and Roger Aaron
Cynthia and Abram Ackerman
Rochelle and Herbert Adasko
Amie Weitzman and David Adler
Adventist Health Care
Advisory Research, Inc.
Aetna Life and Casualty
The After-School Corporation (TASC)
AJG Foundation
Akin, Gump, Strauss, Hauer, & Feld
Carol and Alan Alterman
Altman Foundation
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Jane and Robert Altman
American Express Company
American Express Foundation
American Express PAC Match
American International Group, Inc.
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Jennifer and Robert Andrews
Alix and John Ankele
Georgi and Robert Antar
A & J Archbold Charitable Trust
Beth and Anthony Armstrong
Arnhold Foundation
Felicia and Arthur Aronov
Kate Ascher
Ana Asghar-Tiburcio and Farhad Asghar
E. Norman Asiel
Norma Asnes
Regan and Anthony Asnes
The Associated: Jewish Community Federation of Baltimore
Association for Supportive Child Care
AT&T Foundation
Atlantic Philanthropies
Carla Scheele and Harold Augenbraum
Daisy and Christopher Auger-Dominguez
Patricia and Kenneth August
Ayco Charitable Foundation
Nancy Balaban
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Bank of America Charitable Foundation
Bank Street Parents' Association

Barclays Capital
Barnard School Foundation
Erika Blumberg and Gregg Barron
Miranda Barry
Basic Trust Miller Day Care Center, Inc.
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James Basker
George K. Baum & Company
Howard Bayne Fund
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Ashley Gillespie and Laura Becking
Kristen and Brian Bedell
BELL Foundation, Inc.
Frances & Benjamin Benenson Foundation
Marcia Bennett
Arnold & Jeanne Bernstein Fund
Bethany Day Nursery, Inc.
Betts Family Foundation
Elizabeth and Scott Bezsylo
Karyn and Andrew Bhak
Mihir Bhanot
BIDS Trading L.P.
Nancy Shor and Charles Binder
Michael Blair
Jeremiah Blitzer *
William Blitzer *
Rose Bluestone *
Maureen and Bruno Boetger
Paul Bond
William Booker
Gina Leonetti Boonshoft and David Boonshoft
John Borden
Marie Konstance and Nicolas Bornozi
Cathy Bose *
Lee Riffaterre and Frank Boyle
Elizabeth Herbst-Brady and Christopher Brady
Linda Henigin and Greg Brail
Susan and Steven Bralove
Barbara and Arthur Bratone
Christine and Lance Braunstein
Yuki Hirose and Eric Brenner
Robin Fins and Samuel Brian
Elizabeth and Stanlee Brimberg
Eileen and Paul Brinberg
Bristol-Myers Squibb Foundation
Gavin Brown
Yolanda Ferrell-Brown and Alvin Brown

Brownington Foundation
Ronald B. Bruder
Buchanan Fund
Monica Schadow and Keir Buckhurst
Bunge North America Foundation
William J. Burback
Florence V. Burden Foundation
Bonnie Lafave and Ric Burns
Doreen Zaldivar-Burns and Patrick Burns
Lisa Goldfarb and George Burns
Carol Johnson and Donald Burroughs
Melissa Hammel and Michael Burton
Heather Bynoe
Alicia and Daniel Bythewood
Capital Group Companies
Corinne Myller Caramonico
Margaret and Tobe Carey
Lynette and John Carr
Sonja and Matthew Carter
Donna Futterman and Virginia Casper
Catholic Big Brothers
Catholic Charities Neighborhood
Robert A. & Leslie N. Cenci Foundation
Saileshi Patel and Jay Chakrapani
Tiffani and Reginald Chambers
Vivien Chan
Charina Foundation / Richard Menschel
Claudia McNamara and Howard Chase
Lynne and David Chelimer
Chester County Community Foundation, Inc.
ChevronTexaco
Child Care Connections, Inc.
Child Care Resources
Child Trends, Inc.
Children's Trust
Children's Aid Society Head Start
Suzanne and Nicolas Childs
Harriette Cole and George Chinsee
Liz Cho
Kristin and Dickson Chu
Hannah Yang and Michael Chung

* Deceased

Virginia Casper
Director of International
Initiatives & Partnerships



around the world

A developmental psychologist and educator, Virginia Casper has spent 25 years in the Graduate School teaching infant, child, and adult development, and serving in numerous leadership positions. In 2010, after 12 years working in South Africa in early care and education settings, Virginia and her colleague Faith Lamb-Parker (Innovation, Policy, and Research) introduced graduate students to a collaborative community-based research and learning methodology there, which has since expanded to Bangladesh and Liberia. Now, Virginia is leading the Graduate School's international efforts under a single banner. Faculty respond to calls for capacity building and scholarly exchanges worldwide, and students have opportunities to teach abroad while working on their culminating master's projects.

"At Bank Street we aspire to move beyond knowledge transfer and toward collaborative engagement. We consider what we bring with us, what we leave behind and what we take home for the benefit of all children, families, and communities with whom we work, especially the many newcomers to American schools."

bankstreet.edu/global

CIT Technology Financing
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 Steven Cohen
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 Nancy Donahoe and Jon Cohen
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 Bettye Fletcher Comer and
 James Comer
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 Community Partnership Charter
 School
 Community Teachers Initiative, Inc.
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 Kristin Conklin
 Steven Connell
 Consolidated Edison Company
 of New York
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 Raymond Daddazio
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 Dammann Fund
 John Darrah
 Monica Azare and
 David Davenport

Davis Memorial Foundation
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 Adina Taubman and
 Michael Dermansky
 Carolyn and Brad Desch
 Deutsche Bank Americas
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 Paul Devlin
 Anna and Raymond Devorkin
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Matt Borgmeyer **11/12s Math &** **Science Teacher**



building community

As a School for Children teacher who earned two master's degrees from the Graduate School, Matt Borgmeyer is a Bank Streeter to the bone. His dedication to the College's values and sense of community led him to take leadership roles throughout Bank Street, including serving as a Staff Associate Trustee on the Bank Street Board. With Bank Street's Staff Council, Matt has advocated for more small-group work based on inter-divisional communication and sharing, and designed surveys and facilitated focus groups that helped to shape strategic thinking around Bank Street's shared future.

"For me, the best part of working at Bank Street is being part of a community that has a sense of shared purpose and passion."

Lauren Smithson
Student, Graduate
School of Education



inspiring learning

Bank Street educators know that everyone is gifted, but not everyone has the same resources. That's where gifts to Bank Street make such a difference. Lauren Smithson's passion is making sure kids in public schools receive as engaging an education as they might receive anywhere, and she sought a degree at Bank Street to make her classroom a model for that. A student in Bank Street's Teaching Literacy: Focus on Classroom Teaching program, Lauren teaches kindergarten and first grade at PS 212 (Midtown West). She's also the first recipient of the Greeman Scholarship, awarded to incoming graduate students who are connected on a personal level to the New York City cultures and communities in which they dedicate themselves to teach.

"From an early age, I knew that working with children was my calling. Through classes, fieldwork, and collaborations with exceptional students and faculty, my Bank Street scholarship affords me incredible opportunities to develop my teaching practice."

bankstreet.edu/scholarships

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Jenny Ingber
Director of Science Programs,
Graduate School



one bank street

When momentum builds around efforts like it has around STEM education, everyone at Bank Street benefits. That's Jenny Ingber's aim as she shares her love of science education with graduate students, School for Children teachers, participants in the Tiorati Workshop for Environmental Studies, and fellows who attend Bank Street's Kerlin Science Institute, which Jenny directs.

"Science is everywhere. The way children see the world around them can open so many doors to a lifelong engagement in how things work, and how we can improve our environment."

bankstreet.edu/stem

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Eddy Cruz '13 Liberty LEADS



pathways to success

Liberty LEADS is Bank Street's dropout-prevention and college access program that seeks to close the opportunity gap for at-risk teens from under-resourced communities, and Eddy Cruz is one of its many bright stars. Born and raised in the South Bronx, Eddy joined the program in 2010, and soon took advantage of its summer programs introducing students to other cultures by visiting China. In his final year he became one of eight college-bound seniors to receive the prestigious New York Times College Scholarship — out of hundreds who applied — providing him with mentorships, tuition aid, and an internship at the paper.

"Liberty LEADS definitely shaped my confidence. It has given me the strength to keep working towards my envisioned future."

bankstreet.edu/liberty-leads

building a strong foundation

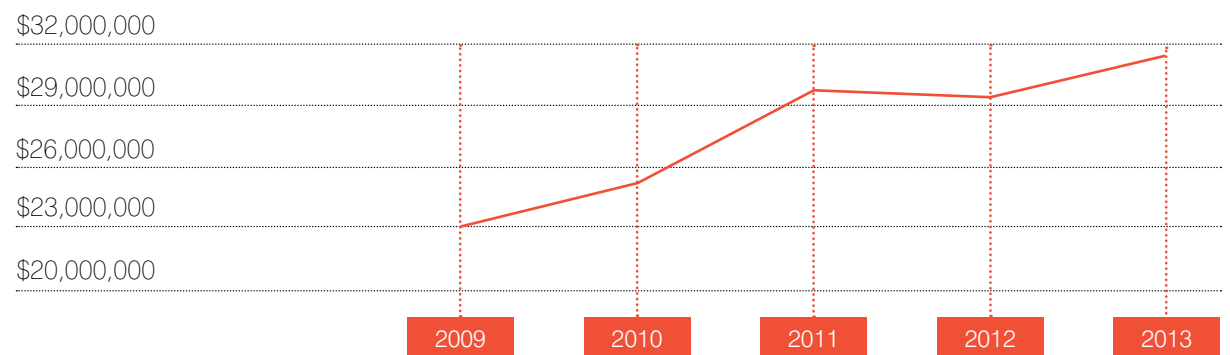
Like many independent schools and colleges, Bank Street is highly dependent on tuition revenue. Tuition and fees, net of discounts and scholarships, provided two-thirds of the College's overall revenues in fiscal 2012, and represented a higher percentage within the Graduate School and School for Children. As with other schools and colleges, teaching is the largest expenditure at over 45% of operating expenses in fiscal 2012.

The impact of the 2008-09 financial crisis and global recession is reflected in the trends for Bank Street's investments (including endowments). The Board of Trustees has established a "spending rate" that reflects prudence and best practice for nonprofits, reducing volatility to help sustain the value of investments over time and reduce the risk of erosion.

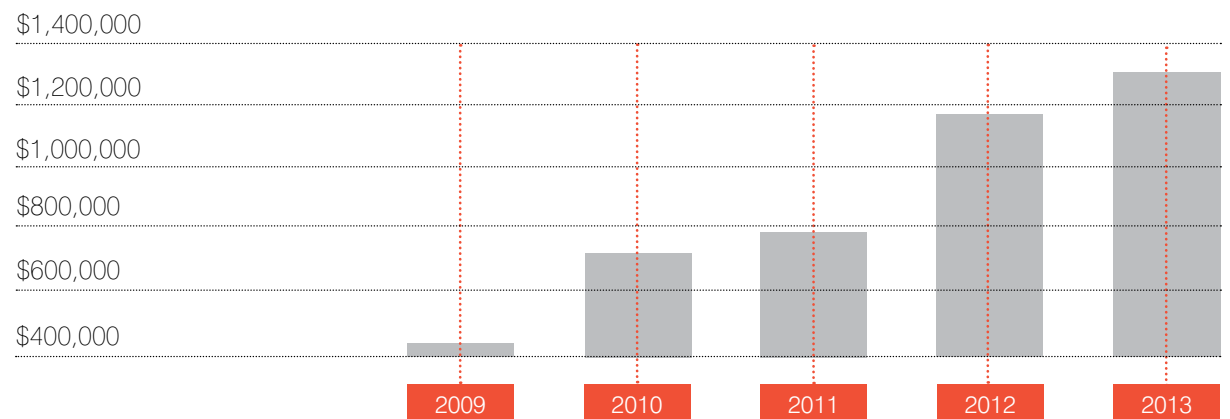
The value of Bank Street's investments, including endowments, has grown by nearly 40% since June 30, 2009, from \$22.9 million to \$31.8 million. Contributions, primarily endowment gifts, increased significantly in fiscal 2012 and 2013 as a result of the School for Children's endowment campaign, which began its "quiet phase" in 2011.

Questions about the College's financial position and policies should be directed to Norman Walker, the interim Vice President for Finance, at nwalker@bankstreet.edu. Inquiries about gift policies and opportunities should go to John Borden, the Vice President for Development and External Relations, at jborden@bankstreet.edu.

Investments, Year Ending June 30, Including Endowments



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The Five Year Report

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