



Charter Schools Institute
The State University of New York

Initial Renewal Report

Leadership Preparatory Bedford Stuyvesant Charter School

March 11, 2011

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The final version of Institute renewal reports should be broadly shared by the school with the entire school community. This report will be posted on the Institute’s website at: www.newyorkcharters.org/pubsReportsRenewals.htm.

REPORT INTRODUCTION

This report is the primary means by which the Charter Schools Institute (the “Institute”) transmits to the Board of Trustees of the State University of New York (the “SUNY Trustees”) its findings and recommendations regarding a school’s Application for Renewal, and more broadly, details the merits of a school’s case for renewal. This report has been created and issued pursuant to the *Practices, Policies and Procedures for the Renewal of Charter Schools Authorized by the State University Board of Trustees* (the “SUNY Renewal Practices”).¹

Information about the SUNY renewal process and an overview of the requirements for renewal under the New York Charter Schools Act of 1998 (as amended, the “Act”) are available on the Institute’s website at: www.newyorkcharters.org/schoolsRenewOverview.htm.

RECOMMENDATION AND SUMMARY DISCUSSION

Recommendation

Full-Term Renewal

The Institute recommends that the SUNY Trustees approve in part the Application for Renewal of Leadership Preparatory Bedford Stuyvesant Charter School and renew its charter for a period of five years with authority to provide instruction only to students in Kindergarten through 8th grade in such configuration for Elementary and Middle Academies as set forth in its Application for Renewal, as amended, with a maximum projected enrollment of 691 students.

Background and Required Findings

In initial renewal reviews, the SUNY Trustees evaluate the strength and effectiveness of a school’s academic program by the degree to which the school has succeeded in meeting its academic Accountability Plan goals during the Accountability Period² and by the quality of the instructional program in place at the school during the charter period, as assessed using the Qualitative Education Benchmarks (a subset of the SUNY Renewal Benchmarks (available at: www.newyorkcharters.org/schoolsRenewOverview.htm)). In giving weight to both student achievement and the emergent program, this approach provides a balance between an outcome-based system of accountability in which a school is held accountable for meeting measurable student achievement results and a determination of the likelihood that the educational program will improve student learning and achievement going forward.

Leadership Preparatory Bedford Stuyvesant Charter School (“Leadership Prep”) has applied for an Initial, Full-Term Renewal of five years as well as authority to expand instruction into high school grades. The SUNY Renewal Practices provide three possible renewal outcomes for Leadership Prep: Full-Term Renewal; Short-Term Renewal; or Non-Renewal. In order to earn a Full-Term Renewal, Leadership Prep must demonstrate that it has met the criteria for such a renewal as described in the SUNY Renewal Practices. Specifically, the school must either: (a) have compiled a strong and compelling record of meeting or coming close to meeting its academic Accountability Plan goals,

¹ The *Practices, Policies and Procedures for the Renewal of Charter Schools Authorized by the State University Board of Trustees* (revised September 15, 2009) are available at: <http://www.newyorkcharters.org/documents/renewalPractices.doc>.

² For the purpose of reporting student achievement results, the Accountability Period is defined in the SUNY Renewal Practices as the time the Accountability Plan was in effect. In the case of an initial renewal, the plan covers the first four years the school was in operation during the charter period.

and have in place at the time of the renewal review an educational program that, as assessed using the Qualitative Education Benchmarks, is generally effective; or (b) have made progress towards meeting its academic Accountability Plan goals and have in place at the time of the renewal review an educational program that, as assessed using the Qualitative Education Benchmarks, is particularly strong and effective.

Based on the Institute's review of the evidence it gathered and Leadership Prep provided including, but not limited to, the school's Application for Renewal, evaluation visits conducted during the charter period, a renewal evaluation visit conducted in the last year of the charter period, and the school's record of academic performance as determined by the extent to which it has met the academic goals in its Accountability Plan, the Institute finds that the school has made sufficient progress toward building a foundation for meeting its academic Accountability Plan goals and had in place at the time of the renewal review an educational program that, as assessed using the Qualitative Education Benchmarks, is particularly strong and effective. Based on satisfying the Trustees' full-term renewal criteria, the Institute recommends that the school earn a Full-Term Renewal. Given the school's academic performance, however, it will have authority to offer instruction in Kindergarten through 8th grade only.

Based on the evidence, the Institute makes the following findings required by the Act. Leadership Prep, as described in the Application for Renewal as amended, meets the requirements of the Act and all other applicable laws, rules and regulations. The school has demonstrated the ability to operate in an educationally and fiscally sound manner in the next charter period. Finally, given the programs it will offer, its structure and its purpose, approving the school to operate for another five years is likely to improve student learning and achievement and materially further the purposes set out in Education Law subdivision 2850(2).

Therefore, in accordance with the standard for Initial Renewal found in the SUNY Renewal Practices, the Institute recommends that the SUNY Trustees approve in part Leadership Prep's Application for Charter Renewal to the extent the school may provide instruction in Kindergarten through 8th grade, and renew the school's charter for a full-term of five years.

Consideration of School District Comments

In accordance with the Act, the Institute notified the school district in which the charter school is located regarding the school's application for renewal. As of the date of this report, no comments from the school district were received in response.

Summary Discussion

Leadership Prep meets the standard for a Full-Term Renewal to the extent that it has accumulated a record of educational achievement including meeting its mathematics and science goals and having a mixed record in meeting its English language arts goals. As a result of the implementation of sound educational structures and systems and the establishment of effective board oversight, the school is likely to continue to meet its mathematics goal and to meet its English language arts goal in the near future. Further, the school's governing board has demonstrated the capacity to meet the school's academic goals and to operate the school in an educationally and fiscally sound fashion.

Academic Success

Based on limited data, Leadership Prep has consistently met its Accountability Plan mathematics goal, but has a mixed record in English language arts. Having administered state exams for the first

time in 2008-09, Leadership Prep has met its mathematics goal in the two years for which results are available. However, after meeting its English language arts goal in 2008-09, the school just missed meeting it in the current year, with the 4th grade cohort registering a marked decline from the previous year. At its current performance level, the school is achieving slightly lower in English language arts than predicted in comparison to similar schools state-wide based on free lunch eligibility. Leadership Prep met its science goal in the most recent year, the first year in which the test was administered. According to the state's No Child Left Behind ("NCLB") accountability system, the school is deemed to be in good standing.

Based on the results of the five measures in its Accountability Plan, Leadership Prep did not meet the English language arts goal in 2009-10. The school scored slightly below the 75 percent target for absolute proficiency in the most recent year with 72 percent of students achieving proficiency, after having met this measure in the previous year. The school has exceeded the Annual Measurable Objective ("AMO") set by the state and outperformed its local community school district both years that state tests were administered. Most importantly, in comparison to demographically similar schools state-wide, the school performed slightly worse than expected in the most recent year after having met the target in 2008-09. Leadership Prep's overall year-to-year growth performance, based on one cohort (3rd to 4th grade) with available data, declined by more than 15 percentage points from 2008-09 to 2009-10.

Based on the results of the five measures in its Accountability Plan, Leadership Prep has met its mathematics goals both years of the Accountability Period for which it has state test data. The school has had 100 percent of students achieve proficiency each year, far exceeding its absolute target of 75 percent proficiency. The school has consistently exceeded the AMO and outperformed its local community school district by a wide margin. In comparison to demographically similar schools state-wide, the school met its target and performed better than expected to a large degree each year. With respect to growth, the school achieved its target to the extent that all students continued to score proficient.

The school has promoted a culture of scholarship where learning is valued and clearly evident. An effective discipline policy, which has been in place throughout the charter period, supports the implementation of the academic program. A very safe and orderly school environment has been established, in part a result of teachers' effective classroom management strategies.

From its inception, Leadership Prep has developed and implemented a sophisticated system to gather assessment and evaluation data and has consistently used it to improve instructional effectiveness and student learning. This has included the regular administration of standardized and other assessments aligned to the school's curriculum and state standards, systematic collection and analysis of data from these assessments, and the use of the data to inform day-to-day instructional decisions. Teachers have effectively used assessment data to: adjust whole-class instruction; determine student groupings in order to sufficiently tailor instruction; and to identify struggling students in need of instructional interventions. At the time of the renewal inspection visit, the school was in the process of revising its interim assessments, its primary ongoing tool for evaluating student learning, to ensure rigor and alignment with changes to the state's testing program. The school has simultaneously undertaken a thoughtful process to norm its interim assessments in an effort to increase their reliability and validity. Furthermore, the school's instructional leaders and non-profit management partner, Uncommon Schools, Inc. ("USI"), have used assessment data to monitor, change and improve the academic program.

Leadership Prep has created an effective curriculum development system by including teachers in the ongoing review and revision of the written curriculum, and allocating sufficient time and resources to

the effort. This process has resulted in particular in a comprehensive and well-developed curriculum in mathematics, which has contributed to the school's success in preparing students to meet state performance standards. At the time of the renewal visit, the English language arts curriculum was undergoing revision to ensure its alignment to state standards and assessments. Teachers have access to a variety of curricular materials that guide the development of their lessons, and are given significant responsibility to further refine the written curriculum.

Leadership Prep's co-teacher model has resulted in quality instruction that has been evident across the school over the course of the charter period. Lessons have been purposeful, and students generally engaged by rigorous instruction. In particular, instruction has been differentiated to meet the individual needs of students, primarily through student grouping strategies. Inspectors noted consistent instruction across classrooms, indicating clear expectations for its delivery.

Leadership Prep has provided demonstrably effective support structures to assist students who are struggling academically and has utilized a variety of in-class and pull-out strategies to meet their needs. Clear procedures have been put in place to identify students with disabilities and those struggling in general and to provide effective interventions. Instructional leaders and learning specialists have provided teachers with sufficient support based on their level of experience aimed at helping them meet the needs of struggling students by using a variety of resources and supports.

In its early years, Leadership Prep was guided by strong instructional leadership. At the time of the renewal inspection visit, relatively new instructional leaders were instilling high expectations for teacher performance and student achievement. They provided particularly intensive and systematic support to novice teachers, recognizing their shortcomings in order to develop action plans to address areas for improvement. Teachers have also been held accountable for high quality instruction and student achievement throughout the charter period. A detailed and comprehensive system has been used for the evaluation of teacher effectiveness throughout the charter period; however, at the time of the visit new teachers were generally unaware of the criteria for evaluation.

In conjunction with USI, Leadership Prep has provided a robust and comprehensive professional development program for its teachers, which has helped them meet student academic needs. A significant amount of time, resources, and strategic thought has been devoted to the establishment and implementation of professional development, particularly for the school's large number of novice teachers as noted above.

Organizational Effectiveness and Viability

Leadership Prep has been faithful to its mission, evident in its clear approach to preparing students for college, even at a very young age. The school has also implemented the key design elements contained in its charter with fidelity in pursuit of its mission. All school stakeholders, including staff, the school board, parents, and students are well aware of and support the school's mission.

The school has an annual process for determining parent satisfaction with the school, which, based on limited data, suggests that parents and families appear to be satisfied with the school. Parents interviewed during the renewal visit indicated that they get regular reports and calls about their children's performance including state and interim test results, homework completion and behavior. They also described informal communication with teachers, the availability of resources to help them support their children, and opportunities to observe classrooms. Parents indicated that they believe that the administration is professional and cohesive as well as respectful and responsive.

Due in large part to the implementation of its co-director leadership model, Leadership Prep has established a well-functioning organizational structure with staff, systems, and procedures that allow the school to carry out its academic program. Day-to-day operations are competently managed, and the priorities of the school's leadership are clearly aligned to the school's mission. The school's organizational structure supports distinct lines of accountability with clearly defined roles and responsibilities. While the school has been successful in attracting quality personnel, staff retention has presented a number of challenges.

The school board has worked effectively to oversee the educational program and achieve the school's mission. The composition of the school board includes individuals with a diverse set of skills. The board believes that it is well represented in critical areas including management, business, and financial expertise, but it would like to add additional depth during the term of the next charter period focusing on educational programming and legal compliance. The school board fulfills its responsibilities through a traditional committee structure, with the finance committee being the most active. The school board understands the core business of the school – academic achievement – in sufficient depth to provide effective oversight to the total educational program. The school board conducts an on-going assessment and evaluation of its own effectiveness in providing adequate school oversight as well as annual evaluations of the school's managing director and USI. As the school's Middle Academy grows, the Elementary and Middle Academy leaders will collaborate with one another to ensure general charter compliance and a seamless instructional program. The school board has abided by its by-laws and has held its meetings in accordance with the Open Meetings Law.

Leadership Prep's board of trustees has generally avoided creating conflicts of interest, and where conflicts exist, the board has managed those conflicts in a clear and transparent manner through recusal. In all material respects, the school board has implemented adequate policies and procedures to ensure the effective governance and oversight of the school. In the current charter period, the school's board of trustees has demonstrated its willingness to respond to evidence and to take responsibility for improving the quality of the academic program.

Leadership Prep has an active parent group, Families for Achievement, which meets regularly and performs volunteer work at the school. While there is no formal relationship between the school and the parent group, the parent group is attempting to work with other parent groups at network schools to pool resources and help teachers and school staff with special projects.

Based on the evidence available at the time of the renewal inspection visit and throughout the current charter term, in all material respects, the school has been in general and substantial compliance with the terms of its charter, bylaws, applicable state and federal law, rules and regulations throughout the term of its charter with minor exceptions. The school's bylaws and code of ethics will need to undergo required revisions to incorporate additional language as required by the recent amendments to the Act, as well as to incorporate provisions regarding trustee and officer removal, trustee notice, and the calling of special or emergency board meetings. Finally, the school board has made appropriate use of outside legal counsel.

Fiscal Soundness

Leadership Prep has created realistic budgets over the course of the charter period that are monitored and adjusted appropriately. Annual budgets are developed as a collaborative effort between USI staff, with significant involvement of the chief financial officer, and the school's directors of operations for each academy, principals and board of trustees with the goal of creating an operational model that is sustainable based on known per-pupil funding levels. Budget variances are routinely

analyzed by the school-based director of operations and variances are discussed with the principal and school board on a regular basis or when necessary. Actual expenses have been equal to or less than actual revenue over the course of the charter period with minor exception in 2008-09.

The school has adopted USI's written fiscal policies and procedures, accurately recording and appropriately documenting transactions in accordance with the management organization's direction. The directors of operations along with the USI fiscal staff has worked effectively with the school's principals, management team and the board to ensure that policies and procedures are documented and followed by school staff. The school's Fiscal Year ("FY") 2009-10 audit report of internal controls—related to financial reporting and compliance with laws, regulations and grants—disclosed no material weaknesses, or instances of non-compliance. The lack of other deficiencies in the reports provides some, but not absolute, assurance that the school has maintained adequate internal controls and procedures.

The school has complied with financial reporting requirements during the charter period. Budget, quarterly and annual financial statement audit reports have been filed in a timely, accurate and complete manner. USI manages all external and internal reporting requirements for the school to ensure compliance with the charter agreement and to further develop efficiency at making school-level operational decisions. Each of the school's annual financial audits indicates that the reports have been conducted in accordance with generally accepted accounting principles and received an unqualified opinion, indicating that, in the auditor's opinion, the school's financial statements and notes fairly represent, in all material respects, the school's financial position, changes in net assets, and cash flows. The school board reviews and approves various monthly and quarterly reports along with the annual financial audit report.

The school has maintained adequate financial resources to ensure stable operations and has monitored and successfully managed cash flow. The school completed FY 2009-10 in stable financial condition, slightly increasing cash reserves and total net assets.

As indicated within the school's fiscal dashboard, which appears as an appendix to this report,³ it has averaged a "fiscally strong" financial-responsibility-composite score over the current charter term indicating a consistent level of fiscal stability. The composite score assists in measuring the financial health of a school using a blended score that measures the school's performances on key financial indicators. The blended score allows a school's sources of financial strength to offset areas of financial weakness. In addition, the school has averaged a "low risk/excellent" working-capital-ratio which indicates that it has had enough short-term assets to cover immediate liabilities and debt. Further, Leadership Prep has averaged a "low risk/excellent" debt-to-asset ratio, which measures the proportion of debt the school maintains relative to its assets, which is a result of the school maintaining no short or long-term debt. Finally, the school has averaged a "high risk/poor" rating in regard to the months-of-cash-ratio, demonstrating that it has maintained less than the suggested three months of annual expenses in reserves. It should be noted the school has averaged just over two months of cash during this time frame. The school has no major investments and all cash is left in savings and/or money market accounts to ensure the school has sufficient cash available to pay current bills and other payables that are shortly due.

³ The Institute's Fiscal Dashboard, which provides a detailed financial analysis of each school authorized by the SUNY Trustees, is available at: <http://www.newyorkcharters.org/documents/SUNYFiscalDashboard7-10v2.xls>. In addition, an explanation of the metrics used within the dashboard is available at: <http://www.newyorkcharters.org/documents/FiscalDashboardMemo5-18-10.pdf>.

The school has notably averaged slightly below 90 percent of all expenses being allocated to educational program services over the current charter term. The school also saw revenue exceed expenses per-student on an average of 17 percent a year, which indicates the school has followed through with an effective operational plan on a year-to-year basis.

Based on all of the foregoing, it appears that the school has operated in a fiscally sound manner during the first charter term.

Plans for the Next Charter Period

The school has provided all of the key structural elements for a renewal charter and, with the exception of the addition of high school grades, they are deemed to be reasonable, feasible and achievable. The school would maintain its current mission statement for the term of the renewal charter as follows:

Leadership Preparatory Bedford Stuyvesant Charter School ensures academic success for children in grades K through 12. We prepare our students to excel in demanding high schools and colleges and to contribute to their communities as leaders. Through educational success, our students earn opportunities for themselves and their communities.

The school's board of trustees intends to maintain its partner relationship with the Leadership Prep division of USI for school management services including the continued implementation of the academic program, curriculum and assessment services, professional development, and all fiscal and operational management services.

In its Application for Renewal, Leadership Prep presented plans for expansion into a high school. However, given the school's minimally acceptable record in English language arts and the uncertainty of the current plans (including proximity and co-location arrangements) for building a high school program that is to open in nearly four years, the Institute considers it prudent to limit its recommendation for Full-Term Renewal to a school with only elementary and middle school grades. When more positive achievement data is available and the plans for the high school are more definite, the school board may seek a revision of its charter to add the high school program.

The school would continue providing instruction to students in Kindergarten through 5th grade during the proposed charter period, and add one grade each year, providing instruction in Kindergarten through 8th grade until the school reached the approved grade configuration in the third year with slight increases in enrollment during the last two years of the five-year charter period. The school's further expansion plans, to add high school grades 9-12, reaching the overall Kindergarten through 12th grade configuration originally envisioned by the school's board of trustees would take place at the time of the school's subsequent renewal, if approved, or sooner if a revision is approved. For the proposed renewal period, projected enrollment would increase each year, with a student enrollment of 489 students in the first year in Kindergarten through 6th grade, growing to 691 students in Kindergarten through 8th grade in the fifth and final year. The school would offer 185 instructional days each year with the school day lasting from 7:30 a.m. to 4:00 p.m. on Monday through Thursday with early dismissal at 1:30 p.m. on Fridays to allow for regular professional development opportunities for teachers.

The school proposes to organize the educational program into Elementary and Middle Academies. The Elementary Academy would house Kindergarten through 4th grade and would essentially entail the continued implementation of the existing instructional program. The Middle Academy would serve students in 5th through 8th grades and would adopt a modified schedule and academic program

already implemented in other successful schools managed by USI, such as Williamsburg Collegiate Charter School (authorized by the Board of Regents) and Excellence Boys Charter School (authorized by the SUNY Trustees). College readiness standards would be incorporated into unit and lesson planning in addition to the New York State curriculum. Extended English language arts and mathematics blocks of instruction would be complimented by 50-60 minute blocks of science and social studies daily. Leadership Prep proposes to implement the following key design elements for the next charter period in pursuit of its mission: “expect excellence; recruit, develop, and retain great teachers; assess early and often to inform effective instruction; focus on literacy; employ research-based curricula; make more time; help students until they master it; provide structure and order; keep it personal; develop character; involve families; and help students envision a bright future which inspires them to achieve.”

In its Application for Renewal, the school provided detailed plans to support the implementation of the program as proposed. In particular, the school submitted complete curriculum frameworks for the proposed grade expansion (6th through 8th grades). The frameworks for all core areas meet or exceed the Institute’s expectations. The school has included all state required standards and performance indicators, has included assessments used to measure each, and has gone beyond the Institute’s requirements in providing pacing for all core areas at all grade levels. The frameworks are clearly labeled and easy to understand and would be useful to teachers in serving as a starting point from which to develop more detailed unit maps and subsequent lesson plans.

Due to its proposal to expand the grade levels offered, the school’s organizational structure would also evolve over the course of the charter period. The school would generally continue its co-leadership structure at each of its two academies, providing for a principal that serves as the instructional leader and a director of operations that oversees and manages all non-instructional functions of the school. These school-based leaders would report to, and receive support from, USI’s management. Specifically, the principals would report to an associate USI managing director, while the directors of operations would report to the chief operating officer. The associate managing director and chief operating officer would then report to the managing director, who also would continue to serve on the school board.

Members of the current board of trustees expressed an interest in continuing their service to the school. The school board would maintain its existing committee structure to carry out its responsibilities, which also include oversight of three other charter schools authorized by the SUNY Trustees (Leadership Prep Brownsville Charter School, Leadership Prep Ocean Hill Charter School, and Leadership Prep Charter School 4). Finally, the school intends on remaining in its current facility located at 141 Macon Street in Brooklyn for the term of the proposed charter period.

Leadership Prep has presented a reasonable and appropriate fiscal plan for the term of the next charter that is likely achievable including the presentation of adequate budgets. The school has taken a strong strategic and conservative approach to budgeting and planning for the next charter period. Due to state deficit challenges, and the uncertainty of per-pupil funding, the school has developed a working budget that uses the 2009-10 funding levels as a starting point and increases each year by three percent. The plan projects a minor operating and cash flow surplus in each year, contingent on the school continuing to meet realistic enrollment goals that will provide the school with further fiscal stability. Long-range fiscal projections are more susceptible to error than those for a single year. Such projections are subject to revision due to changes in local conditions, objectives, laws and state funding. USI and the school will be required to continually develop and adopt annual budgets based on known per pupil amounts for the districts from which it draws enrollment.

It should be noted that the 2010-11 per pupil rate for the school's primary district, New York City, is 8.7 percent higher than the 2009-10 rate. The school and USI have chosen to use the 2009-10 per pupil amount as a starting point due to the uncertainty around whether or not the 2010-11 per pupil rate will remain. Using the 2009-10 rate, the school has already shown projected surpluses during the next charter term and if the 2010-11 rate remains it will only strengthen the school's fiscal standing further. Using this conservative method while budgeting will help the school generate additional revenue and will further the efforts in reaching its goal of being funded 100% on operating revenue alone while being able to further build school reserves and add to program services.

Critical financial needs of the school will also be contingent to the addition of the proposed grade expansion from Kindergarten through 5th grade in the last year of its current charter period to Kindergarten through 8th grade in the last year of the proposed renewal charter. Based upon its record of maintaining sufficient enrollment and demonstrated parental interest, the related targets that the school has presented are achievable.

To the extent that the Leadership Prep has made progress towards meeting its academic Accountability Plan goals, has in place effective systems and structures to continue delivering the educational program, has a board of trustees that has demonstrated the capacity to operate the school in a fiscally and educational sound manner, its plans for implementing the program over the course of the next charter period as modified by SUNY are reasonable, feasible, and achievable, including the growth of the program as planned to include a full elementary and middle school program. Further, renewing the school's charter as described herein is likely to improve student learning and achievement and materially further the purposes of the Act.

SCHOOL OVERVIEW

Opening Information⁴

Date Initial Charter Approved by SUNY Trustees	July 15, 2005
Date Initial Charter Approved by Operation of Law	December 11, 2005
School Opening Date	September 5, 2006

Location

School Year(s)	Location(s)	Grades	District
2006-07 to 2008-09	600 Lafayette Avenue, Brooklyn, NY 11216	All	NYC CSD 13
2008-09 to Present	141 Macon Street, Brooklyn, NY 11216	All	NYC CSD 13

Partner Organizations

	Partner Name	Partner Type	Dates of Service
Current	Uncommon Schools, Inc.	CMO	2006-07 to Present

Current Mission Statement

Leadership Preparatory Bedford Stuyvesant Charter School's mission is to prepare its students to excel in demanding high schools and colleges and contribute to their communities as leaders.

Current Key Design Elements

• An environment that expects excellence in academics and character of all scholars.
• A strong system to recruit and train top teachers.
• The continuous use of assessment data to drive instruction.
• Over three hours of literacy instruction each day.
• A well defined, research-proven curriculum framework for each grade level.
• A longer school day that runs from 7:30 a.m. to 4:00 p.m. and longer school year with 185 days of instruction.
• Robust academic intervention services to ensure all students will learn.
• Implementation of a strict code of conduct, explicit daily instruction in core values, enforcement of a dress code, and on-going practice of routines and rituals to constantly reinforce Leadership Prep's expectations, core values, and mission.
• A student to teacher ratio of 14 to 1, and reading groups which never exceed 10 students in order to provide highly effective, highly differentiated instruction.
• Weekly all-school meetings to reinforce positive values and celebrate student achievement.
• A philosophy geared towards engaging the community, particularly parents and families.
• Exposure of students to a variety of settings and experiences to prepare them to excel in high school and college.

⁴ This school was originally chartered under the name Leadership Preparatory Charter School. A charter revision, changing the school's name to Leadership Preparatory Bedford Stuyvesant Charter School was approved by the SUNY Trustees in March 2009.

School Characteristics

School Year	Original Chartered Enrollment	Revised Charter Enrollment	Actual Enrollment ⁵	Original Chartered Grades	Actual Grades	Days of Instruction
2006-07	128	N/A	116	K-1	K-1	185
2007-08	192	N/A	170	K-2	K-2	186
2008-09	256	249	248	K-3	K-3	186
2009-10	320	329	328	K-4	K-4	186
2010-11	396	N/A	409	K-5	K-5	185

Student Demographics

	2007-08 ⁶		2008-09 ⁷		2009-10	
	Percent of School Enrollment	Percent of NYC CSD 13 Enrollment	Percent of School Enrollment	Percent of NYC CSD 13 Enrollment	Percent of School Enrollment ⁸	Percent of NYC CSD 13 Enrollment ⁹
Race/Ethnicity						
American Indian or Alaska Native	0	1	0	1	1	1
Black or African American	96	63	92	61	85	61
Hispanic	3	15	8	15	11	15
Asian, Native Hawaiian, or Pacific Islander	0	1	0	15	0	16
White	1	7	0	7	1	8
Multiracial	5	0	0	0	2	0
Special Populations						
Students with Disabilities ¹⁰	12	N/A	11	N/A	11	N/A
Limited English Proficient	1	4	2	4	2	4
Free/Reduced Lunch						
Eligible for Free Lunch	41	60	37	62	57	63
Eligible for Reduced-Price Lunch	24	10	18	10	17	10

⁵ Source: SUNY Charter School Institute's Official Enrollment Binder. (Figures may differ slightly from New York State Report Cards, depending on date of data collection.)

⁶ Source: 2007-08 School Report Cards, New York State Education Department.

⁷ Source: 2008-09 School Report Cards, New York State Education Department.

⁸ Source: 2009-10 Demographics and Limited English Proficient Percentages calculated from BEDS reports submitted at the beginning of the school year. This information is unverified by the schools. It also does not include Free/Reduced Lunch status, but rather categorizes students as "economically disadvantaged." Free/reduced lunch figures were provided by the school.

⁹ Aggregated district data not yet available for 2009-10.

¹⁰ New York State Education Department does not report special education data. School data is school-reported from charter renewal applications. District data from NYSED Special Education School District Data Profile.

Current Board of Trustees¹¹

Board Member Name	Position/Committees
Tokumbo Shobowale	President
Jeffrey Wetzler	Vice President
Michael Hall	Secretary
Caroline Curry	Treasurer
Carrie Abramson	Member
Ben Esner	Member
Matthew Klein	Member
Arvind Krishnamurthy	Member
Joseph Lewis	Member
Brett Peiser	Member (USI Managing Director)
Dyrnest Sinckler	Member

School Leader(s)

School Year	School Leader(s) Name and Title
2006-07 to 2008-09	Max Kultov, Principal; John King, Managing Director
2009-10	Sultana Noormuhammad, Principal; Brett Peiser, Managing Director
2010-11	Sultana Noormuhammad, Elementary Academy Principal; Owen Losse, Middle Academy Principal; Brett Peiser, Managing Director

School Visit History

School Year	Visit Type	Evaluator (Institute/External)	Date
2006-07	First Year	Institute	April 26, 2007
2007-08	Second year	External	April 30-May 1, 2008
2008-09	Third Year	Institute	May 7, 2009
2009-10	None	N/A	N/A
2010-11	Initial Renewal	Institute	October 13-14, 2010

¹¹ Source: School renewal application and Institute board information.

ACADEMIC ATTAINMENT AND IMPROVEMENT

Background

At the beginning of the charter period the school developed and adopted an Accountability Plan that set academic goals in the key subjects of English language arts and mathematics, as well as science and social studies. The plan also included an NCLB goal. For each goal in the Accountability Plan specific outcome measures define the level of performance necessary to meet that goal. Furthermore, the Institute has established a set of required outcome measures that include the following three types: 1) the absolute level of student performance on state examinations; 2) the comparative level of student performance on state examinations; and 3) the growth in student learning according to year-to-year comparisons of grade level cohorts. The following table shows the outcome measures currently required by the Institute in each subject area goal, as well as for the NCLB goal. Schools may have also elected to include additional optional goals and measures in their Accountability Plan.

Summary of Required Goals and Outcome Measures in Elementary/Middle School (K-8) Accountability Plans					
GOAL	Required Outcome Measures				
	Absolute¹²		Comparative		Growth¹
	75 percent at or above Level 3 on state exam	Performance Index (PI) meets Annual Measurable Objective (AMO)	Percent proficient greater than that of local school district	School exceeds predicted level of performance compared to similar public schools by small Effect Size	Grade-level cohorts reduce by half the gap between prior year's percent at or above Level 3 and 75 percent
English Language Arts	◆	◆	◆	◆	◆
Mathematics	◆	◆	◆	◆	◆
Science	◆		◆		
Social Studies	◆		◆		
NCLB	School is deemed in "Good Standing" under state's NCLB accountability system				

The most important criterion for renewal is academic success, which is demonstrated in large part by meeting or coming close to meeting the goals in a school's Accountability Plan. The Institute determines the outcome of a goal by evaluating the multiple measures associated with that goal.

¹² Note: In 2009-10, the State Education Department (SED) raised its achievement standard, by increasing the scaled score cut off for proficiency or Level 3 performance on the English language arts and mathematics exams. In order to maintain a consistent standard for determining meeting the absolute and growth measures, the Institute asked schools to report 2009-10 results on these measures using a 650 scaled score cut-off, as SED had used a 650 cut-off in the previous few years.

SED has itself refined the cut score for its own NCLB accountability system. While following the same principle of maintaining year-to-year consistency in cut scores, the state has also taken into account when the two exams were administered in 2010 compared to previous years. As the exams were administered later in the year, students had more learning opportunities prior to the exam. As such, SED set the cut scores slightly higher than 650 in each grade. For the purpose of evaluating the goals' three absolute and growth measures, the Institute has adapted SED's "time-adjusted" cut-offs.

In the presentation of English language arts and mathematics results below, we use the 'time-adjusted' cut-offs for 2009-10 and include in a footnote what the results would have been using the 650 cut-off.

The following presentation indicates the outcome of each of the school’s goals, as well as an analysis of the respective measures for each goal during the Accountability Period.¹³ Italicized text indicates goals or measures as written in the school’s Accountability Plan; bold numbers appearing in the tables are the critical values for determining if a measure was achieved in a given year. Aside from required Accountability Plan measures, the following also presents the results of optional measures that the school may have included in its plan.

English Language Arts

Accountability Plan Goal: All students at Leadership Prep will become proficient readers and writers of the English language.

Outcome: Leadership Prep has not met its English language arts goal.

Analysis of Accountability Plan Measures:

Absolute Measure: <i>By the 2009-10 school year, 75% of Leadership Prep Charter School students who are enrolled in at least their second year will score at or above a Level 3¹⁴ on the New York State English Language Arts assessment.</i>				
Results (in percents)				
	School Year			
Grade	2006-07	2007-08	2008-09 (Tested: 46)	2009-10¹⁵ (Tested: 92)
3	-	-	89.1	70.4
4	-	-	-	73.7
5	-	-	-	-
6	-	-	-	-
-7	-	-	-	-
8	-	-	-	-
All	-	-	89.1	71.7

Leadership Prep did not meet the absolute performance target of 75 percent of students performing at or above Level 3 on the state’s English language arts exam in the most recent year after having met it the first year state tests were administered.

Absolute Measure: <i>Each year, the school’s aggregate Performance Index on the State ELA exam will meet its Annual Measurable Objective set forth in the State’s No Child Left Behind (NCLB) accountability system.</i>				
Results (in percents)				
	School Year			
Index	2006-07	2007-08	2008-09 (Tested: 47)	2009-10 (Tested: 92)
PI	-	-	189	172
AMO	-	-	144	155

Leadership Prep has surpassed the English language arts AMO established by the state’s NCLB accountability system both years of its Accountability Period when it had state test results.

¹³ Because the renewal decision is made in the last year of a Charter Period, the Accountability Period ends in the next to last year of the Charter Period. For initial renewals, the Accountability Period is the first four years of the Charter Period. For subsequent renewals, the Accountability Period includes the last year of the previous Charter Period through the next to last year of the current Charter Period.

¹⁴ In 2009-10, this is based upon the state determined “time adjusted cut scores” instead of Level 3 cut scores as in previous years.

¹⁵ If using the 650 scale score cutoff as used in previous years, 86 percent of Leadership Prep students would be considered proficient in English Language Arts in 2009-10.

Comparative Measure: <i>Each year, the percent of students who are enrolled in at least their second year and performing at or above Level 3 on the State ELA exam in each tested grade will be greater than that of their peers in New York City CSD 13.</i>				
Results (in percents)				
	School Year			
Comparison	2006-07	2007-08	2008-09 (Grade 3)	2009-10 (Grades 3-4)
School	-	-	89.1	47.8
District	-	-	66.4	43.5

Leadership Prep has outperformed the local school district in both years that it administered state exams, though the gap declined considerably in the most recent year.

Comparative Measure: <i>Each year, the school will exceed its expected level of performance on the State ELA exam by at least a small Effect Size (performing higher than expected to small degree) according to a regression analysis controlling for students eligible for free lunch among all public schools in New York State.</i>				
Results (in percents)				
	School Year			
Index	2006-07	2007-08	2008-09 (Grades 3) (Tested: 47)	2009-10 (Grades 3-4) (Tested: 92)
Predicted	-	-	77.3	48.8
Actual	-	-	89.4	47.8
Effect Size	-	-	1.17	-0.05

In comparison to demographically similar school statewide, Leadership Prep performed slightly worse than predicted in 2009-10. This was a significant decline from the previous year when the school performed better than expected to a large degree.

Growth Measure: <i>Each year, each grade-level cohort of students will reduce by one-half the gap between the percent at or above Level 3 on the previous year's State English Language exam and 75 percent at or above Level 3¹⁶ on the current year's State English language arts exam. If a grade-level cohort exceeds 75 percent at or above Level 3 in the previous year, the cohort is expected to show at least some increase in the current year</i>				
Results (in percents)				
	School Year			
Percent Level 3 & 4	2006-07	2007-08	2008-09	2009-10¹⁷ (Grade 3-4) (N=43)
Baseline	-	-	-	88.5
Target	-	-	-	88.6
Actual	-	-	-	72.1
Cohorts Made Target	-	-	-	(0 of 1)

The 2009-10 school year was the first in which Leadership Prep had growth data. The school's overall performance declined by more than 15 percentage points from the previous year.

¹⁶ 2009-10 results are based on the state determined "time adjusted cut score" instead of Level 3 cut scores as in previous years.

¹⁷ If using the 650 scale score cutoff as used in previous years, the single cohort would not have achieved the requisite gains.

Optional Measures:

The school's Accountability plan did not include any optional measure related to its English Language Arts goal.

Mathematics

Accountability Plan Goal: All students at Leadership Prep will demonstrate competency in the understanding and application of mathematical computation and problem solving.

Outcome: Leadership Prep has met its mathematics goal.

Analysis of Accountability Plan Measures:

Absolute Measure: <i>By the 2009-10 school year, 75% of Leadership Prep students who are enrolled in at least their second year will score at or above a Level 3¹⁸ on the New York State Mathematics assessment.</i>				
Results (in percents)				
Grade	School Year			
	2006-07	2007-08	2008-09 (Tested: 46)	2009-10 ¹⁹ (Tested: 92)
3	-	-	100.0	100.0
4	-	-	-	100.0
5	-	-	-	-
6	-	-	-	-
7	-	-	-	-
8	-	-	-	-
All	-	-	100.0	100.0

Leadership Prep has achieved 100 percent proficiency on the state mathematics exam both years it has been administered. This result far exceeds the absolute performance target of 75 percent of students performing at or above Level 3 on the state's mathematics exam.

Absolute Measure: <i>Each year, the school's aggregate Performance Index on the State Mathematics exam will meet its Annual Measurable Objective set forth in the State's No Child Left Behind (NCLB) accountability system.</i>				
Results (in percents)				
Index	School Year			
	2006-07	2007-08	2008-08 (Tested: 46)	2009-10 (Tested: 92)
PI	-	-	200	200
AMO	-	-	119	135

Leadership Prep has surpassed the mathematics AMO established by the state's NCLB accountability system during each year of its Accountability period, with a perfect Performance Index Score of 200 both years.

¹⁸ In 2009-10, this is based upon the State's determined "time adjusted cut scores" instead of Level 3 cut scores as in previous years.

¹⁹ If using the 650 scale score cutoff as used in previous years, 100 percent of Leadership Prep students would also be considered proficient in mathematics in 2009-10.

Comparative Measure: <i>Each year, the percent of students who are enrolled in at least their second year and performing at or above Level 3 on the State Mathematics exam in each tested grade will be greater than that of their peers in NYC CSD 13.</i>				
Results (in percents)				
School Year				
Comparison	2006-07	2007-08	2008-09 (Grade 3)	2009-10 (Grades 3-4)
School	-	-	100.0	89.1
District	-	-	89.1	49.7

Leadership Prep outperformed its local school district on the state mathematics exam in both years that it administered the exam. In the most recent year the school’s proficiency rate exceeded that of the district by almost 40 percentage points.

Comparative Measure: <i>Each year, the school will exceed its expected level of performance on the State Mathematics exam by at least a small Effect Size (performing higher than expected to small degree) according to a regression analysis controlling for students eligible for free lunch among all public schools in New York State.</i>				
Results (in percents)				
School Year				
Index	2006-07	2007-08	2008-09 (Grade 3) (Tested: 47)	2009-10 (Grades 3-4) (Tested: 92)
Predicted	-	-	93.7	55.1
Actual	-	-	100.0	89.2
Effect Size	-	-	1.19	2.03

In comparison to demographically similar schools, Leadership Prep has performed better than expected on the state mathematics examination and exceeded its Effect Size target to a large degree each year.

Growth Measure: <i>Each year, each grade-level cohort of students will reduce by one-half the gap between the percent at or above Level 3 on the previous year’s State Mathematics exam and 75 percent at or above Level 3²⁰ on the current year’s State mathematics exam. If a grade-level cohort exceeds 75 percent at or above Level 3 in the previous year, the cohort is expected to show at least some increase in the current year</i>				
Results (in percents)				
Percent Level 3 & 4				
School Year				
	2006-07	2007-08	2008-09	2009-10²¹ (Grade 3-4) (N=43)
Baseline	-	-	-	100.0
Target	-	-	-	100.0
Actual	-	-	-	100.0
Cohorts Made	-	-	-	(1 of 1)
Target	-	-	-	(1 of 1)

In 2009-10, the first year growth data was available, Leadership Prep met its target by maintaining its 100 percent proficiency.

Optional Measures:

²⁰ 2009-10 results are based on the state determined “time adjusted cut score” instead of Level 3 cut scores as in previous years.
²¹ If using the 650 scale score cutoff as used in previous years, the school as a whole would still have achieved the target, and the only cohort would have met its individual target.

The school's Accountability plan did not include any optional measure related to its mathematics goal.

Science

Accountability Plan Goal: All students at Leadership Prep will demonstrate proficiency in the understanding and application of scientific principles.

Outcome: The school met its science goal.

Analysis of Accountability Plan Measures:

Absolute Measure: <i>By the 2009-10 school year, 75% of Leadership Prep students who are enrolled in at least their second years will score proficient (i.e. at level three) or better on the New York State science examination.</i>			
Results (in percents)			
Grade	School Year		
	2007-08	2008-09	2009-10 (Tested: 26)
4	-	-	100
8	-	-	-

The 2009-10 school year was the first year in which Leadership administered the New York State science exam. 100 percent of students at the schools scored proficient.

Comparative Measure: <i>On the New York State science assessment, a greater percentage of Leadership Prep Charter School students who have been enrolled at the school for two or more years will score at proficient and advanced levels than will their peers in New York City CSD 13.</i>			
Results (in percents)			
Comparison	School Year		
	2007-08	2008-09	2009-10 (Grades 4)
School	-	-	100
District	-	79	NA

While district comparison data for the 2009-10 school year is not yet available, Leadership Prep's 100 percent proficiency rate far exceeds the district's performance in the two previous years. Assuming district performance increased at a similar rate, the school will have achieved its target in 2009-10.

NCLB

In addition to meeting its specific subject area goals, the school is expected under NCLB to made adequate yearly progress towards enabling all students to score at the proficient level on the state English language arts and mathematics exams. In holding charter schools to the same standards as other public schools, the state issues an annual school accountability report that indicates the school's status each year.

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

Outcome: The school met the goal. Leadership Prep was deemed to be in good standing in each of the four years of the Accountability Period.

Absolute Measure: <i>Under the state’s NCLB accountability system, the school’s Accountability Status will be “Good Standing” each year.</i>				
Results				
Status	School Year			
	2006-07	2007-08	2008-09	2009-10
Good Standing	Yes	Yes	Yes	Yes

Analysis of Additional Evidence

Leadership Prep received a letter grade of “B” on its 2009-10 New York City Department of Education (DOE) Progress Report. According to the DOE, overall Progress Report scores are based on school performance in three categories: School Environment, Student Performance and Student Progress, with the greatest emphasis placed on Student Progress. Schools can also earn extra points by achieving exemplary outcomes for high-need students. To raise the bar for schools and increase stability in grades, the overall cut scores were determined for 2009-10 based on a pre-determined scoring distribution: 25 percent A, 35 percent B, 25 percent C, 10 percent D, and 5 percent E.

The school received a “B” based on the composite score of three categories as discussed above. The school received an “A” in school environment, which measures factors other than student achievement. In Student Performance the school received an “A”, reflecting their strong mathematics performance. In Student Growth the school received a “C”, based on the decline in ELA scores from the previous year.

APPENDIX: FISCAL DASHBOARD

SCHOOL INFORMATION

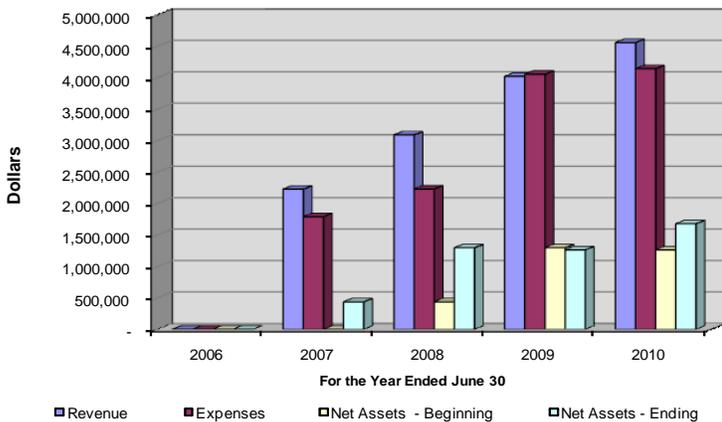
Leadership Prep Bedford Stuyvesant

FINANCIAL POSITION	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11
Assets						
Current Assets						
Cash and Cash Equivalents - GRAPH 2	-	484,927	369,455	565,536	778,859	-
Grants and Contracts Receivable	-	9,822	365,119	291,646	392,797	-
Accounts Receivable	-	-	-	-	147,674	-
Prepaid Expenses	-	49,267	18,218	30,927	51,828	-
Contributions and Other Receivables	-	-	-	-	-	-
Total Current Assets - GRAPH 2	-	544,016	752,792	888,109	1,371,158	-
Property, Building and Equipment, net	-	111,852	461,331	230,501	455,165	-
Other Assets	-	-	154,940	388,592	-	-
Total Assets - GRAPH 2	-	655,868	1,369,063	1,507,202	1,826,323	-
Liabilities and Net Assets						
Current Liabilities						
Accounts Payable and Accrued Expenses	-	118,294	72,480	243,428	148,322	-
Accrued Payroll and Benefits	-	-	-	-	-	-
Deferred Revenue	-	100,000	-	-	-	-
Current Maturities of Long-Term Debt	-	-	-	-	-	-
Short Term Debt - Bonds, Notes Payable	-	-	-	-	-	-
Other	-	-	-	-	-	-
Total Current Liabilities - GRAPH 2	-	218,294	72,480	243,428	148,322	-
L-T Debt and Notes Payable, net current maturities	-	-	-	-	-	-
Total Liabilities - GRAPH 2	-	218,294	72,480	243,428	148,322	-
Net Assets						
Unrestricted	-	437,574	1,296,583	1,248,728	1,668,290	-
Temporarily restricted	-	-	-	15,046	9,711	-
Total Net Assets	-	437,574	1,296,583	1,263,774	1,678,001	-
Total Liabilities and Net Assets	-	655,868	1,369,063	1,507,202	1,826,323	-
ACTIVITIES						
Operating Revenue						
Resident Student Enrollment	-	1,182,735	1,907,451	3,121,143	4,064,506	-
Students with Disabilities	-	-	-	-	93,510	-
Grants and Contracts						
State and local	-	-	-	-	55,042	-
Federal - Title and IDEA	-	-	-	-	243,744	-
Federal - Other	-	472,382	654,099	258,445	-	-
Other	-	-	-	-	-	-
Food Service/Child Nutrition Program	-	-	-	-	-	-
Total Operating Revenue	-	1,655,117	2,561,550	3,379,588	4,456,802	-
Expenses						
Regular Education	-	-	-	-	3,545,991	-
SPED	-	-	-	-	190,332	-
Regular Education & SPED (combined)	-	1,554,223	1,963,958	3,702,298	-	-
Other	-	-	-	-	-	-
Total Program Services	-	1,554,223	1,963,958	3,702,298	3,736,323	-
Management and General	-	236,493	267,038	352,384	406,819	-
Fundraising	-	-	-	-	-	-
Total Expenses - GRAPH 1 / GRAPH 4	-	1,790,716	2,230,996	4,054,682	4,143,142	-
Surplus / (Deficit) From School Operations	-	(135,599)	330,554	(675,094)	313,660	-
Support and Other Revenue						
Contributions	-	560,075	510,515	606,782	90,970	-
Fundraising	-	-	-	-	-	-
Miscellaneous Income	-	13,098	17,940	35,503	9,597	-
Net assets released from restriction	-	-	-	-	-	-
Total Support and Other Revenue	-	573,173	528,455	642,285	100,567	-
Total Unrestricted Revenue	-	2,228,290	3,090,005	4,006,827	4,562,704	-
Total Temporarily Restricted Revenue	-	-	-	15,046	(5,335)	-
Total Revenue - GRAPH 1	-	2,228,290	3,090,005	4,021,873	4,557,369	-
Change in Net Assets	-	437,574	859,009	(32,809)	414,227	-
Net Assets - Beginning of Year - GRAPH 1	-	-	437,574	1,296,583	1,263,774	1,678,001
Prior Year Adjustment(s)	-	-	-	-	-	-
Net Assets - End of Year - GRAPH 1	-	437,574	1,296,583	1,263,774	1,678,001	1,678,001
Functional Expense Breakdown						
Personnel Service						
Administrative Staff Personnel	-	-	-	-	505,583	-
Instructional Personnel	-	-	-	-	1,920,871	-
Non-Instructional Personnel	-	-	-	-	-	-
Personnel Services (Combined)	-	861,387	1,219,888	1,883,894	-	-
Total Salaries and Staff	-	861,387	1,219,888	1,883,894	2,426,453	-
Fringe Benefits & Payroll Taxes	-	140,881	208,843	364,847	408,032	-
Retirement	-	-	-	-	28,878	-
Management Company Fees	-	128,033	204,439	332,089	419,930	-
Building and Land Rent / Lease	-	150,000	150,000	175,000	19,869	-
Staff Development	-	86,198	72,695	112,262	167,731	-
Professional Fees, Consultant & Purchased Services	-	8,500	9,610	9,500	13,821	-
Marketing / Recruitment	-	-	-	-	-	-
Student Supplies, Materials & Services	-	217,686	153,504	237,190	185,474	-
Depreciation	-	15,438	76,163	133,801	121,696	-
Other	-	182,593	135,854	806,099	351,258	-
Total Expenses	-	1,790,716	2,230,996	4,054,682	4,143,142	-
ENROLLMENT						
Chartered Enroll	P-Year	128	192	256	320	396
Revised Enroll	-	-	-	-	329	-
Actual Enroll - GRAPH 4	-	116	170	248	328	397
Chartered Grades	P-Year	K-1	K-2	K-3	K-4	K-5
Revised Grades	-	-	-	-	-	-
Actual Grades	-	K-1	-	-	K-4	-

SCHOOL ANALYSIS

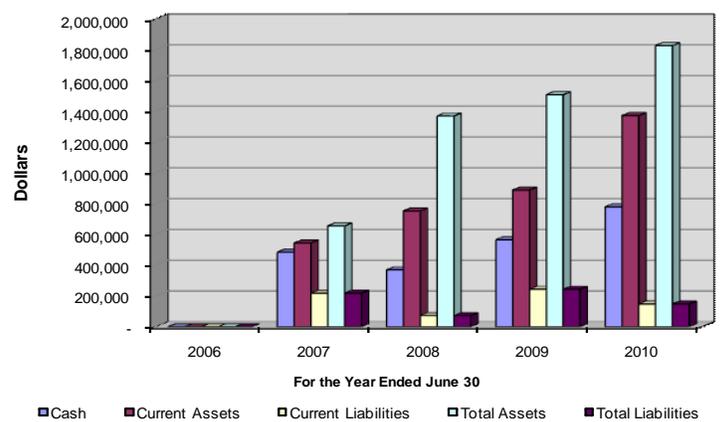
	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11		
Primary School District	NYC							
Per Pupil Funding	9,084	10,196	11,023	12,443	12,443	13,527		
Increase over prior year	5.8%	12.2%	8.1%	12.9%	0.0%	8.7%		
PER STUDENT BREAKDOWN								Average - 5 Yrs. OR Charter Term
Revenue								
Operating	-	14,268	15,068	13,627	13,588	-	14,138	
Other Revenue and Support	-	4,941	3,109	2,590	307	-	2,737	
TOTAL - GRAPH 3	-	19,209	18,177	16,217	13,894	-	16,874	
Expenses								
Program Services	-	13,398	11,553	14,929	11,391	-	12,818	
Management and General, Fundraising	-	2,039	1,571	1,421	1,240	-	1,568	
TOTAL - GRAPH 3	-	15,437	13,124	16,350	12,632	-	14,385	
% of Program Services	0.0%	86.8%	88.0%	91.3%	90.2%	-	89.1%	
% of Management and Other	0.0%	13.2%	12.0%	8.7%	9.8%	-	10.9%	
% of Revenue Exceeding Expenses - GRAPH 5	0.0%	24.4%	38.5%	-0.8%	10.0%	0.0%	17.3%	
Student to Faculty Ratio						11.3		
Faculty to Admin Ratio						2.9		
Financial Responsibility Composite Scores - GRAPH 6								
Score	-	2.5	3.0	2.4	3.0	-	2.7	
Fiscally Strong 1.5 - 3.0 / Fiscally Adequate 1.0 - 1.4 / Fiscally Needs Monitoring -1.0 - 0.9	N/A	Fiscally Strong	Fiscally Strong	Fiscally Strong	Fiscally Strong	N/A	Fiscally Strong	
Working Capital - GRAPH 7								
Net Working Capital	-	325,722	680,312	644,681	1,222,836	-	718,388	
As % of Unrestricted Revenue	0.0%	14.6%	22.0%	16.1%	26.8%	-	19.9%	
Working Capital (Current) Ratio Score	-	2.5	10.4	3.6	9.2	-	6.4	
Risk (Low > 3.0 / Medium 1.4 - 2.9 / High < 1.4)	N/A	MEDIUM	LOW	LOW	LOW	N/A	LOW	
Rating (Excellent > 3.0 / Good 1.4 - 2.9 / Poor < 1.4)	N/A	Good	Excellent	Excellent	Excellent	N/A	Excellent	
Quick (Acid Test) Ratio								
Score	-	2.3	10.1	3.5	8.9	-	6.2	
Risk (Low > 2.5 / Medium 1.0 - 2.4 / High < 1.0)	N/A	MEDIUM	LOW	LOW	LOW	N/A	LOW	
Rating (Excellent > 2.5 / Good 1.0 - 2.4 / Poor < 1.0)	N/A	Good	Excellent	Excellent	Excellent	N/A	Excellent	
Debt to Asset Ratio - GRAPH 7								
Score	-	0.3	0.1	0.2	0.1	-	0.2	
Risk (Low < 0.50 / Medium 0.51 - .95 / High > 1.0)	N/A	LOW	LOW	LOW	LOW	N/A	LOW	
Rating (Excellent < 0.50 / Good 0.51 - .95 / Poor > 1.0)	N/A	Excellent	Excellent	Excellent	Excellent	N/A	Excellent	
Months of Cash - GRAPH 8								
Score	-	3.2	2.0	1.7	2.3	-	2.3	
Risk (Low > 6 mo. / Medium 3 - 6 mo. / High < 3 mo.)	N/A	MEDIUM	HIGH	HIGH	HIGH	N/A	HIGH	
Rating (Excellent > 6 mo. / Good 3 - 6 mo. / Poor < 3 mo.)	N/A	Good	Poor	Poor	Poor	N/A	Poor	

GRAPH 1 Revenue, Expenses and Net Assets



This chart illustrates total revenue and expenses each year and the relationship those subsets have on the increase/decrease of net assets on a year to year basis. Ideally subset 1, revenue, will be taller than subset 2, expenses, and as a result subset 3, net assets - beginning, will increase each year building a more fiscally viable school.

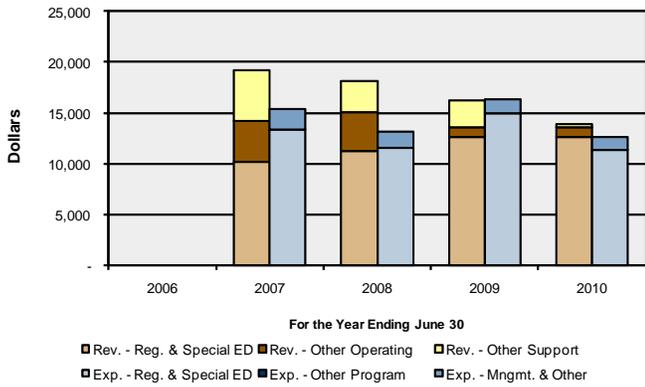
GRAPH 2 Cash, Assets and Liabilities



This chart illustrates the relationship between assets and liabilities and to what extent cash reserves makes up current assets. Ideally for each subset, subsets 2 thru 4, (i.e. current assets vs. current liabilities), the column on the left is taller than the immediate column on the right; and, generally speaking, the bigger that gap, the better.

GRAPH 3

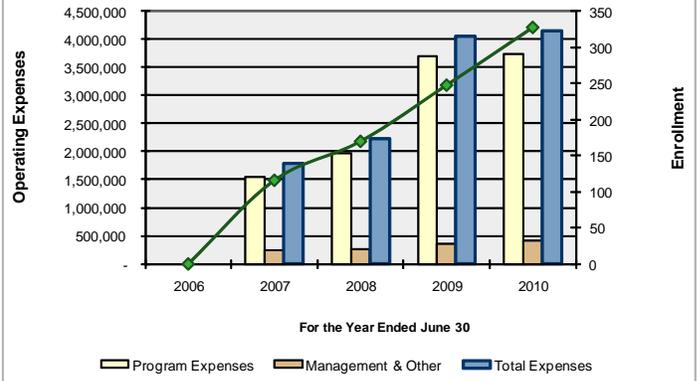
Revenue & Expenses Per Pupil



This chart illustrates the breakdown of revenue and expenses on a per pupil basis. Caution should be exercised in making school-by-school comparisons since schools serving different missions or student populations are likely to have substantially different educational cost bases. Comparisons with similar schools with similar dynamics are most valid.

GRAPH 4

Enrollment vs. Operating Expenses



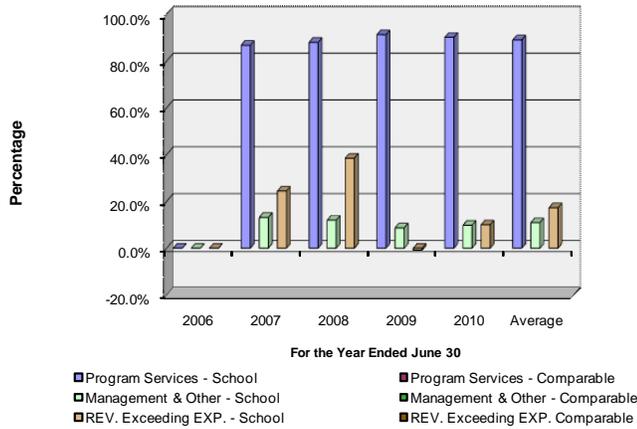
This chart illustrates to what extent the school's operating expenses have followed its student enrollment pattern. A baseline assumption that this data tests is that operating expenses increase with each additional student served. This chart also compares and contrasts growth trends of both, giving insight into what a reasonable expectation might be in terms of economies of scale.

COMPARABLE SCHOOL / REGION:

* Average = Average - 5 Yrs. OR Charter Term

GRAPH 5

% Breakdown of Expenses

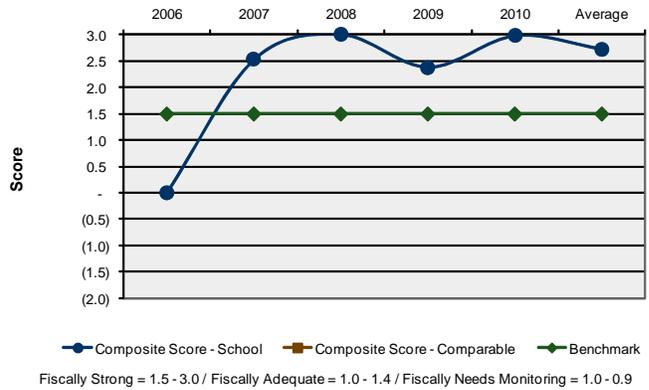


This chart illustrates the percentage expense breakdown between program services and management & others as well as the percentage of revenues exceeding expenses. Ideally the percentage expense for program services will far exceed that of the management & other expense. The percentage of revenues exceeding expenses should not be negative. Similar caution, as mentioned on GRAPH 3, should be used in comparing schools.

GRAPH 6

Composite Score

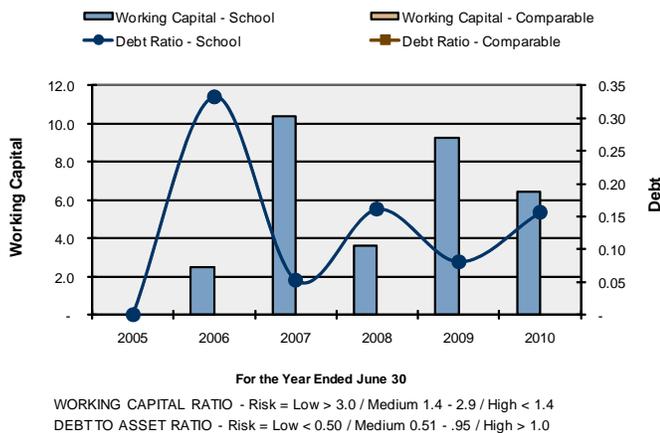
For the Year Ended June 30



This chart illustrates a school's composite score based on the methodology developed by the United States Department of Education (USDOE) to determine whether private not-for-profit colleges and universities are financially strong enough to participate in federal loan programs. These scores can be valid for observing the fiscal trends of a particular school and used as a tool to compare the results of different schools.

GRAPH 7

Working Capital & Debt to Asset Ratios

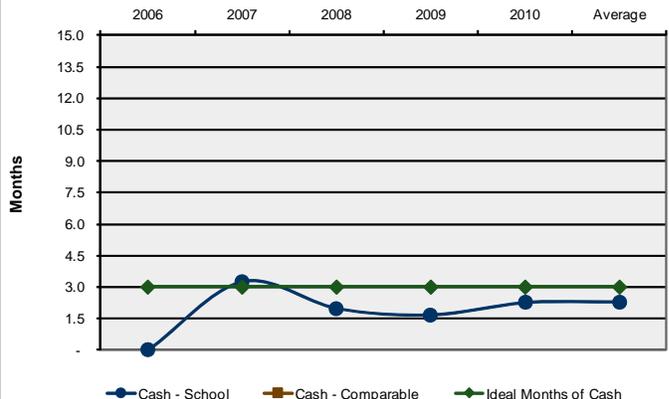


This chart illustrates Working Capital and Debt to Asset Ratios. W/C indicates if a school has enough short-term assets to cover its immediate liabilities/short term debt. Debt to Asset indicates what proportion of debt a school has relative to its assets. The measure gives an idea to the leverage of the school along with the potential risks the school faces in terms of its debt-load.

GRAPH 8

Months of Cash

For the Year Ended June 30



This chart illustrates how many months of cash the school has in reserves. This metric is to measure solvency – the school's ability to pay debts and claims as they come due. This gives some idea of how long a school could continue its ongoing operating costs without tapping into some other, non-cash form of financing in the event that revenues were to cease flowing to the school.