THE SUNY CHARTER SCHOOLS

INSTITUTE

RENEWAL RECOMMENDATION REPORT
BEGINNING WITH CHILDREN CHARTER SCHOOL II

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INTRODUCTION & REPORT FORMAT

This report is the primary means by which the SUNY Charter Schools Institute (the "Institute") transmits to the State University of New York Board of Trustees (the "SUNY Trustees") its findings and recommendations regarding a school's Application for Charter Renewal, and more broadly, details the merits of a school's case for renewal. The Institute has created and issued this report pursuant to the *Policies for the Renewal of Not-For-Profit Charter School Education Corporations and Charter Schools Authorized by the Board of Trustees of the State University of New York* (the "SUNY Renewal Policies").[1]

THE INSTITUTE MAKES ALL RENEWAL RECOMMENDATIONS BASED ON

- A SCHOOL'S APPLICATION FOR CHARTER RENEWAL
- INFORMATION GATHERED DURING THE CHARTER TERM
- ACADEMIC PERFORMANCE
- FISCAL SOUNDNESS
- LEGAL COMPLIANCE
- RENEWAL EVALUATION VISIT

Most importantly, the Institute analyzes the school's record of academic performance and the extent to which it has met its academic Accountability Plan goals.

1. Revised September 4, 2013 and available at: www.newyorkcharters.org/SUNY-Renewal-Policies/.

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REPORT FORMAT

This renewal recommendation report compiles the evidence below using the ***State University of New York Charter Renewal Benchmarks*** (the "SUNY Renewal Benchmarks"),[2] which specify in detail what a successful school should be able to demonstrate at the time of the renewal review. The Institute uses the four interconnected renewal questions below for framing benchmark statements to determine if a school has made an adequate case for renewal.

RENEWAL QUESTIONS

1. IS THE SCHOOL AN ACADEMIC SUCCESS?

2. IS THE SCHOOL AN EFFECTIVE, VIABLE ORGANIZATION?

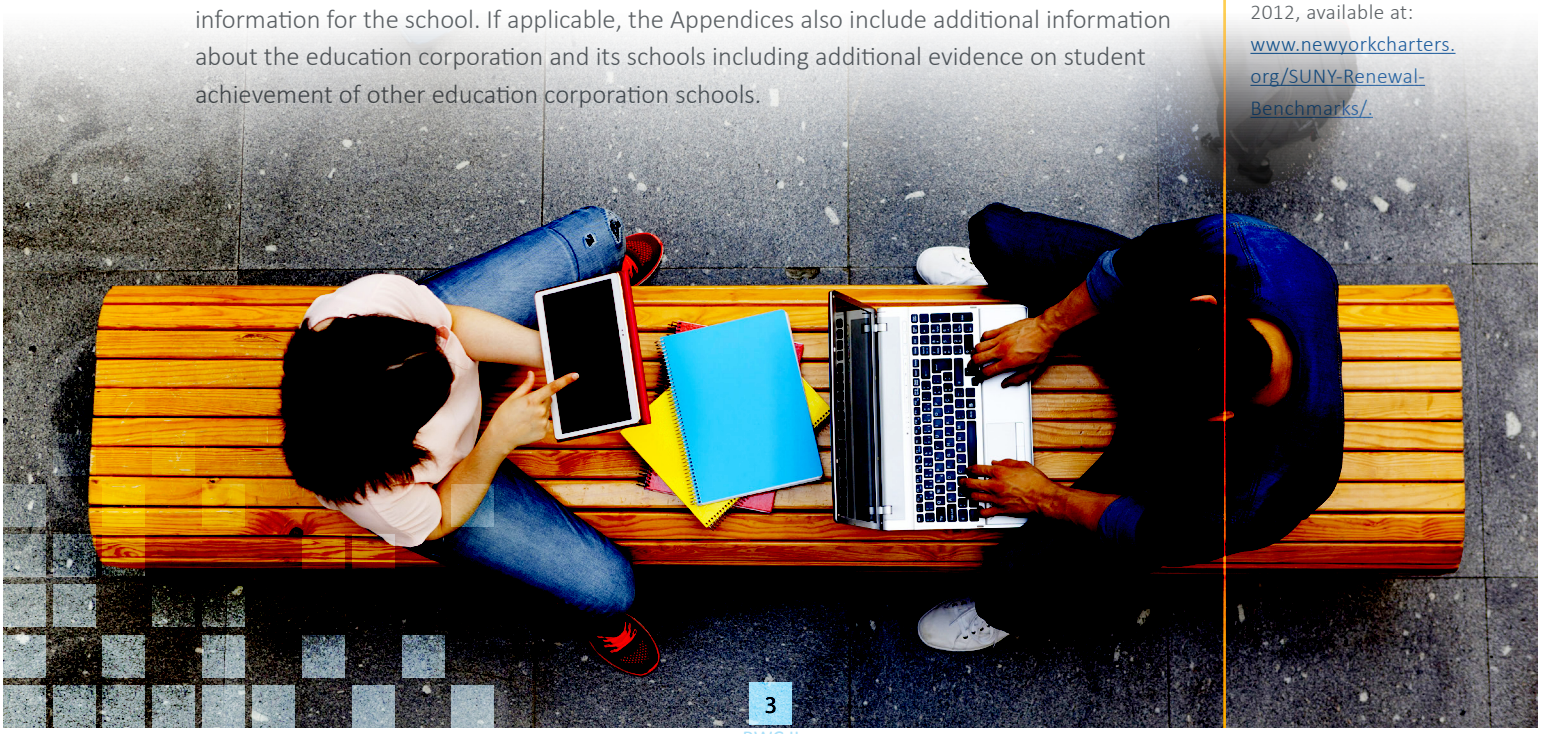
3. IS THE SCHOOL FISCALLY SOUND?

4. IF THE SUNY TRUSTEES RENEW THE EDUCATION CORPORATION'S AUTHORITY TO OPERATE THE SCHOOL, ARE ITS PLANS FOR THE SCHOOL REASONABLE, FEASIBLE AND ACHIEVABLE?

This report contains Appendices that provide additional statistical and organizationally related information including a largely statistical school overview, copies of any school district comments on the Application for Charter Renewal, and the SUNY Fiscal Dashboard information for the school. If applicable, the Appendices also include additional information about the education corporation and its schools including additional evidence on student achievement of other education corporation schools.

Additional 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/renewal.

2. Version 5.0, May 2012, available at: www.newyorkcharters.org/SUNY-Renewal-Benchmarks/.



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RENEWAL RECOMMENDATION

Full-Term Renewal The Institute recommends that the SUNY Trustees approve the Application for Charter Renewal of Beginning with Children Charter School II for a period of five years and renew Community Partnership Charter School Education Corporation's authority to operate the school with the authority to provide instruction to students in Kindergarten through 8th grade in such configuration as set forth in its Application for Charter Renewal, with a projected total enrollment of 460 students.

To earn an ***Initial Full-Term Renewal***, a school must either:

- have compiled a strong and compelling record of meeting or coming close to 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,[3] is generally effective; or,

- have made progress toward meeting its academic Accountability Plan goals and have in place at the time of the renewal review an education program that, as assessed using the Qualitative Education Benchmarks, is particularly strong and effective.[4]

REQUIRED FINDINGS

In addition to making a recommendation based on a determination of whether the school has met the SUNY Trustees' specific renewal criteria, the Institute makes the following findings required by the Act:

1: the school, as described in the Application for Charter Renewal meets the requirements of the Act and all other applicable laws, rules and regulations;

2: the education corporation can demonstrate the ability to operate the school in an educationally and fiscally sound manner in the next charter term; and,

3: 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 of the Act.[5]

3. The Qualitative Education Benchmarks are a subset of the SUNY Renewal Benchmarks.

4. SUNY Renewal Policies (p. 12).

5. *See* New York Education Law § 2852(2).

Enrollment and retention targets apply to all charter schools approved pursuant to any of the Institute's Request for Proposal ("RFP") processes (August 2010-present) and charter schools that applied for renewal after January 1, 2011. Beginning with Children Charter School II ("BWC II") received its original charter on September 13, 2011, and has not previously applied for renewal. Per the amendments to the Act in 2010, charter schools are required to make good faith efforts to meet enrollment and retention targets for students with disabilities, English language learners ("ELLs") and students who are eligible applicants for the federal Free and Reduced Price Lunch ("FRPL") program.

As required by Education Law § 2851(4)(e), a school must include in its renewal application information regarding the efforts it will put in place to meet or exceed SUNY's enrollment and retention targets for students with disabilities, ELLs, and FRPL eligible students. SUNY and the New York State Board of Regents (the "Board of Regents") finalized the methodology for setting targets in October 2012, and the Institute communicated specific targets for each school, where applicable, in July 2013. Since that time, new schools receive targets during their first year of operation and others receive targets at renewal.

BWC II makes good faith efforts to meet its enrollment and retention targets and will continue to use the following strategies to meet its targets:

- visiting local preschools and Universal Pre-Kindergarten programs, specifically programs that serve students with disabilities;
- canvassing and posting flyers in local establishments such as churches, public housing complexes, laundromats and grocery stores to recruit families;
- mailing information in both English and Spanish to local families, specifically targeting communities near the school that have high populations of high needs children;
- providing recruitment materials in multiple languages to reach a wider audience;
- advertising information about the school at bus stops and in local newspapers; and,
- sharing with prospective families the high level of special education and at-risk supports the school provides to current students.

For additional information on the school's enrollment and retention target progress, see Appendix A.

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RENEWAL RECOMMENDATION

CONSIDERATION OF SCHOOL DISTRICT COMMENTS

In accordance with the Act, the Institute notified the district in which the charter school is located regarding the school's Application for Charter Renewal. The full text of any written comments received from the district appears in Appendix C, which also includes a summary of any public comments.

As of the date of this report, the Institute has received no district comments in response to the renewal application.

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SCHOOL BACKGROUND AND EXECUTIVE SUMMARY

BEGINNING WITH CHILDREN CHARTER SCHOOL II

BACKGROUND

The SUNY Trustees approved the original charter for BWC II on June 15, 2011. The school opened its doors in the fall of 2012 initially serving 100 students in Kindergarten and 1st grade. BWC II co-locates in a New York City Department of Education ("NYCDOE") facility located at 215 Heyward Street, Brooklyn, NY in Community School District ("CSD") 14. The building also houses Juan Morel Campos Secondary School, a district school that serves students in 6th through 12th grade. BWC II is authorized to serve 300 students in Kindergarten through 5th grade during the 2016-17 school year.

The current charter term expires on July 31, 2017. Pending renewal, BWC II plans to grow to serve students in Kindergarten through 8th grade, with a projected total enrollment of 460 students. A subsequent charter term would enable the school to operate through July 31, 2022. Commencing in the 2017-18 school year, the school plans to operate middle school grades at 11 Bartlett Street, Brooklyn, NY, a leased building.

The mission of BWC II is:

> *"Beginning with Children Charter School II is a nurturing community that fosters a love of learning and the development of character for students in grades K - 8. Our students achieve academic excellence and are prepared to succeed in top performing high schools and colleges. BWC II students develop and use G.R.I.T. (Good Judgment, Resilience, Integrity, and Teamwork) for personal and community improvement."*

BWC II is one of two schools of Community Partnership Charter School Education Corporation, a not-for-profit charter school education corporation. Effective October 1, 2014, BWC II merged into Community Partnership Charter School ("Community Partnership"), also authorized by the SUNY Trustees. Both schools have a management agreement with the Beginning with Children Foundation, Inc. (the "network"), a New York not-for-profit corporation founded in 1990 by Joe and Carol Reich to advocate for public education

reform. The management agreement outlines support for both schools including services such as leadership, teacher and curriculum development and operations, fiscal and business services. The Beginning with Children Foundation, Inc., supported Beginning with Children Charter School ("BWC") until 2013. BWC, authorized by the New York City Schools Chancellor ("NYC Chancellor"), converted from a district school to a charter school in 2001 and was not renewed by the NYC Chancellor when its initial charter term ended in 2016.

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SCHOOL BACKGROUND AND EXECUTIVE SUMMARY

EXECUTIVE SUMMARY

BWC II has posted outstanding student achievement results in its initial charter term. Having met its key academic Accountability Plan goals, the school is an academic success. BWC II met its English language arts ("ELA") goal in its first two years of administration of state assessments. In addition to outperforming the CSD and performing higher than expected to a large degree compared to demographically similar schools across the state in both years, BWC II met its growth target. The school also met its mathematics Accountability Plan goal over the charter term, posting exceptionally strong scores during the first two years it enrolled students in testing grades. In 2014-15 and 2015-16, the school outperformed the CSD by 26 percentage points and 37 percentage points, respectively. Also during both years, BWC II performed higher than expected to a large degree compared to schools with similar proportions of economically disadvantaged students.

BWC II's school leaders and teachers have created collaborative structures and a school environment conducive to learning. General education teachers collaborate with special education teachers weekly during grade level team meetings. Instructional leaders conduct frequent classroom observations of individual teachers followed by in-person meetings that continually improve teacher practice. Instructional leaders and teachers share best practices during monthly, extended professional development sessions. Teachers deliver purposeful, well planned lessons with objectives clear to students. This has contributed to classrooms that are calm, safe and encouraging spaces that promote academic achievement.

Based on the Institute's review of the school's performance as posted over the charter term; a review of the Application for Charter Renewal submitted by the school; a review of academic, organizational, governance and financial documentation; and a visit to the school, the Institute finds that the school meets the required criteria for charter renewal.

The Institute recommends that the SUNY Trustees grant BWC II an Initial Full-Term Renewal.

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NOTEWORTHY

In 2015-16, BWC II outperformed 96% of New York public schools in mathematics. In addition to posting a 77% proficiency rate, the school also exceeded the target for its growth measure by 19 percentile points.

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ACADEMIC PERFORMANCE

IS THE SCHOOL AN ACADEMIC SUCCESS?

BWC II is an academic success. During the charter term, the school has met its Accountability Plan goals in both ELA and mathematics. The educational program in place at the time of the renewal review was demonstrably effective and likely to continue to produce strong student achievement results.

At the beginning of the Accountability Period,[6] the school developed and adopted an Accountability Plan that set academic goals in the key subjects of ELA and mathematics. For each goal in the Accountability Plan, specific outcome measures define the level of performance necessary to meet that goal. The Institute examines results for five required Accountability Plan measures to determine ELA and mathematics goal attainment. Because the Act requires charters be held "accountable for meeting measurable student achievement results"[7] and states the educational programs at a charter school must "meet or exceed the student performance standards adopted by the board of regents"[8] for other public schools, SUNY's required accountability measures rest on performance as measured by state wide assessments. Historically, SUNY's required measures include measures that present schools':

ABSOLUTE PERFORMANCE, I.E., WHAT PERCENTAGE OF STUDENTS SCORE AT A CERTAIN PROFICIENCY ON STATE EXAMS?

COMPARATIVE PERFORMANCE, I.E., HOW DID THE SCHOOL DO AS COMPARED TO SCHOOLS IN THE DISTRICT AND SCHOOLS THAT SERVE SIMILAR POPULATIONS OF ECONOMICALLY DISADVANTAGED STUDENTS?

GROWTH PERFORMANCE, I.E., HOW MUCH DID THE SCHOOL GROW STUDENT PERFORMANCE AS COMPARED TO THE GROWTH OF SIMILARLY SITUATED STUDENTS?

Every SUNY authorized charter school has the opportunity to propose additional measures of success when crafting its Accountability Plan. BWC II did not propose or include any additional measures of success in the Accountability Plan it adopted.

The Institute analyzes every measure included in the school's Accountability Plan to determine its level of academic success, including the extent to which the school has established and maintained a record of high performance, and established progress toward meeting its academic Accountability Plan goals throughout the initial charter term. The Institute identifies the required measures (absolute proficiency, absolute Annual Measurable Objective attainment, comparison to local district, comparison to demographically similar schools, and student growth) in the Performance Summaries appearing in Appendix B.

6. Because the SUNY Trustees make a renewal decision before student achievement results for the final year of a charter term become available, the Accountability Period ends with the school year prior to the final year of the charter term. For a school in an initial charter term, the Accountability Period covers the first four years the school provides instruction to students. In this renewal report, the Institute uses "charter term" and "Accountability Period" interchangeably.

7. Education Law § 2850(2)(f).

8. Education Law § 2854(1)(d).

The Institute analyzes all measures under the school's ELA and mathematics goals while emphasizing the school's comparative performance and growth to determine goal attainment. The Institute calculates a comparative effect size to measure the performance of BWC II relative to all public schools statewide that serve the same grade levels and that enroll students who are similarly economically disadvantaged. It is important to note that this measure is a comparison measure and therefore any changes in New York's assessment system do not compromise its validity or reliability. Further, the school's performance on the measure is not relative to the test, but relative to the strength of BWC II's demonstrated student learning compared to other schools' demonstrated student learning.

The Institute uses the state's growth percentile analysis as a measure of BWC II's comparative year-to-year growth in student performance on the state's ELA and mathematics exams. The measure compares a school's growth in assessment scores to the growth in assessment scores of the subset of students throughout the state who performed identically on previous years' assessments. According to this measure, median growth statewide is at the 50th percentile. This means that to signal the school's ability to help students make one year's worth of growth in one year's time the expected percentile performance is 50. To signal a school is increasing students' performance above their peers (students statewide who scored previously at the same level), the school must post a percentile performance that exceeds 50.

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ACADEMIC PERFORMANCE

SUNY RENEWAL BENCHMARK 1A

HAS THE SCHOOL MET OR COME CLOSE TO MEETING ITS ACADEMIC ACCOUNTABILITY PLAN GOALS?

In its initial charter term, BWC II demonstrated strong student achievement. In 2014-15 and 2015-16, the two years for which data are available, the school met its key academic Accountability Plan goals in ELA and mathematics. Notably, in 2015-16, the school outperformed 96 percent of schools on the state's mathematics exam.

BWC II met its key ELA Accountability Plan goal during the first two years the school administered state assessments. The school's students enrolled in at least their second year outperformed the district during both years. Over the same two years, the school performed higher than expected to a large degree compared to schools across the state enrolling similar concentrations of students who are economically disadvantaged. BWC II met the target for its growth measure in 2015-16, posting a mean growth percentile above the target of the state median of 50.

The school also met its mathematics Accountability Plan goal in its initial charter term, posting exceptionally strong scores during the first two years it enrolled students in testing grades. In 2014-15 and 2015-16, the school outperformed the district by 26 percentage points and 37 percentage points, respectively. BWC II performed higher than expected to a large degree compared to schools with similar proportions of economically disadvantaged students in both years. The school met the target for its growth measure in 2015-16, exceeding the target of the state median by 19 percentile points.

The school met its science goal in its initial term. BWC II first administered the New York State science exam in 2015-16 and exceeded its absolute target of 75 percent. Commendably, 97 percent of the school's 4th graders scored at or above proficient, with 46 percent exceeding grade level performance expectations by scoring at Level 4 (the highest possible level).

The school met its NCLB goal throughout the charter term having never been identified as a focus or priority school.

Academic outcome data about the performance of students receiving special education services and ELLs appears below, although not tied to separate goals in the school's formal Accountability Plan.

		2013-14	2014-15	2015-16
Enrollment (N) Receiving Mandated Academic Services		(16)	(24)	(42)
RESULTS	Tested on State Exams (N)	(N/A)	(1)	(14)
	Percent Proficient on ELA Exam	N/A	s*	42.9
	Percent Proficient Statewide	5.0	5.8	7.9

		2013-14	2014-15	2015-16
ELL Enrollment (N)		(24)	(43)	(53)
RESULTS	Tested on NYSESLAT† Exam (N)	(24)	(43)	(53)
	Percent 'Commanding' or Making Progress‡ on NYSESLAT	25.0	9.3	22.6

* In order to comply with Family Educational Rights and Privacy Act regulations on reporting education outcome data, the Institute does not report assessment results for groups containing five or fewer students.
† New York State English as a Second Language Achievement Test, a standardized state exam.
‡ Defined as moving up at least one level of proficiency. Student scores fall into five categories/proficiency levels: Entering (formerly Beginning); Emerging (formerly Low Intermediate); Transitioning (formerly Intermediate); Expanding (formerly Advanced); and, Commanding (formerly Proficient).

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ACADEMIC PERFORMANCE

Beginning with Children Charter School II

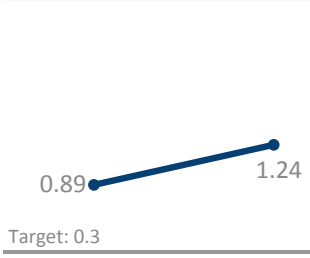
REQUIRED MEASURE DESCRIPTION

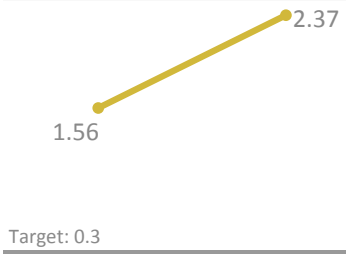
ENGLISH LANGUAGE ARTS ACCOUNTABILITY PLAN GOAL

MATHEMATICS ACCOUNTABILITY PLAN GOAL

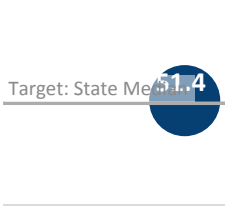
Comparative Measure: District Comparison. Each year, the percentage of students at BWC II in at least their second year performing at or above proficiency in **ELA** and **mathematics** will be greater than that of students in the same tested grades in CSD 14.

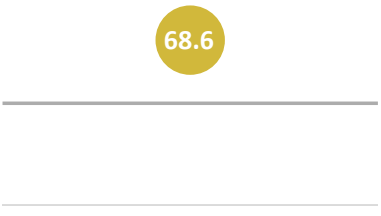
Comparative Measure: Effect Size. Each year, the school will exceed its predicted level of performance by an Effect Size of 0.3 or above in **ELA** and **mathematics** according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State.





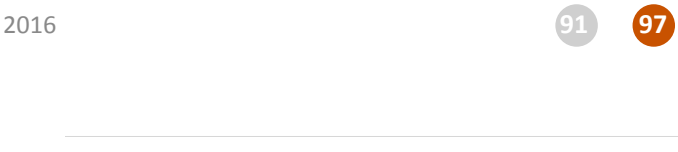
Comparative Growth Measure: Mean Growth Percentile. Each year, the school's unadjusted mean growth percentile for all students in grades 4-8 will be above the state's unadjusted median growth percentile in **ELA** and **mathematics**.





SCIENCE ACCOUNTABILITY PLAN GOAL

Science: Comparative Measure. Each year, the percentage of students at the school in at least their second year performing at or above proficiency in **science** will exceed that of students in the same tested grades in the district.



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SUNY RENEWAL BENCHMARK 1B

DOES THE SCHOOL HAVE AN ASSESSMENT SYSTEM THAT IMPROVES INSTRUCTIONAL EFFECTIVENESS AND STUDENT LEARNING?

BWC II has an assessment system that improves instructional effectiveness and student learning. Teachers regularly administer assessments and review data consistently among a variety of stakeholder groups. School leaders use data effectively to improve teaching and learning and to measure progress toward goals for students, teachers, and the school as a whole.

- BWC II regularly administers valid and reliable assessments aligned to the school's curriculum and state performance standards. The school uses standardized tests from state standards aligned curricular resources, including Journeys and Math in Focus, to administer unit exams and weekly assessments. Additionally, the school uses standardized reading assessments such as the Strategic Teaching and Evaluation of Progress ("STEP") and Fountas and Pinnell ("F&P") to measure reading growth and differentiate reading strategies and materials for students.

- BWC II has a valid and reliable process for scoring and analyzing assessments. The school trains teachers to use the Journeys and Math in Focus rubrics to reliably grade unit tests. The school also trains all educators in the proper administration of STEP and F&P running records assessments. Teachers use resources from Teachers College to teach and assess writing and collaborate with grade level colleagues to ensure alignment in use of those rubrics and exemplars. Teachers grade reading and writing as a whole staff to ensure reliable grading practices and alignment across grade levels.

- The school makes assessment data accessible to teachers, school leaders and board members. The school administers tests on a weekly and monthly basis, and all data are captured in the online program Illuminate. Leaders, teachers, and parents access the data from online Illuminate accounts, and the school provides board members access to all data through a monthly data report.

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ACADEMIC PERFORMANCE

- Teachers use assessment results to meet students' needs by adjusting classroom instruction, grouping students and identifying students for special intervention. Teachers analyze and discuss data during grade level team meetings to formulate strategies and groupings within their lessons to address gaps and build understanding. Lessons include a variety of differentiation techniques, including stations and small group instruction, in which students learn according to their needs.

- School leaders use assessment results to evaluate teacher effectiveness and develop professional development and coaching strategies. All teachers set goals at the beginning of the year, which serve as a basis for discussion in coaching sessions as well as summative evaluations. Each teacher's goals include quantitative academic goals such as proficiency goals for standardized assessments. For example, one goal is for 75% of students to achieve 80% mastery or higher on each unit assessment in mathematics and ELA. School leaders reference these goals during teacher evaluation meetings that take place twice a year.

- The school regularly communicates to parents and guardians about their students' progress and growth. Parents access assessment and report card data via Illuminate. Additionally, the school sends home progress report cards four times per year and hosts parent teacher conferences.

SUNY RENEWAL BENCHMARK 1C

DOES THE SCHOOL'S CURRICULUM SUPPORT TEACHERS IN THEIR INSTRUCTIONAL PLANNING?

BWC II's curriculum supports teachers in their instructional planning. Teachers utilize a variety of curricular resources and scope and sequences for planning daily lessons. All teachers participate in weekly grade level planning meetings to work collaboratively, review curriculum, and plan for possible adjustments.

- BWC II has a curriculum framework with student performance expectations that provides a fixed, underlying structure, aligned to state standards and across grades. The school uses commercial curricula in nearly all subjects including Math in Focus for mathematics, Journey's curriculum for ELA, and resources from the Teachers College Reading and Writing Project to supplement writing. The school uses Core Knowledge for its social studies curriculum supplemented with project based learning and EngageNY materials. BWC II's science curriculum includes FOSS curricular materials aligned to Next Generation Science Standards. All curricular materials are aligned to standards and teachers implement the curricula with fidelity.

- Teachers know what to teach and when to teach it. The school provides teachers with supporting tools that provide a bridge between the curriculum framework and lesson plans. Teachers use each subject's scope and sequence resources to create a pacing guide aligned to the school calendar. Teachers use these resources as a helpful guide for the collaborative planning process.

- The school has a process for selecting, developing and reviewing its curricular documents and its resources for delivering the curriculum. Teachers review the curriculum regularly in grade level teams and supplement the curriculum with additional resources as needed.

- Teachers plan purposeful and focused lessons. Teachers create unit and daily lesson plans that include standards aligned objectives, mentor texts, and learning activities scaffolded to include a gradual release method with an introductory model, teacher led practice, and independent practice as well as a closing activity. Daily lessons align to the objectives within unit plans and align to the commercial curricula and pacing guides.

IS HIGH QUALITY INSTRUCTION EVIDENT THROUGHOUT THE SCHOOL?

SUNY RENEWAL BENCHMARK 1D

High quality instruction is evident in most of the school. Teachers deliver purposeful lessons, check for understanding, and maintain classroom environments focused on academic achievement though not all instruction includes opportunities for students to build higher order thinking or problem solving skills. As shown in the chart below, during the school visit, Institute team members conducted 17 classroom observations using a defined protocol used in all renewal visits.

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ACADEMIC PERFORMANCE

NUMBER OF CLASSROOM OBSERVATIONS

CONTENT AREA	GRADE						
	K	1	2	3	4	5	Total
ELA		1	1	1		3	6
Math			1		2	1	4
Writing	1			1			2
Science					1	1	2
Specials			1		1	1	3
Total	1	1	3	2	4	6	17

- Teachers deliver purposeful lessons with clear objectives aligned to the school's curriculum (17 of 17 classrooms observed). Lesson activities align closely with the stated objectives in lesson plans. Teachers verbally state and explain objectives and use age appropriate academic language when providing directions.

- Most teachers use effective techniques to check for student understanding (13 of 17 classrooms observed). Most teachers and their co-teachers regularly circulate through the classroom to examine individual student work. In some classes, students correct the written work of their peers or verbally correct student answers to questions in whole group activities. Many teachers closely examine student work during lessons. For example, in one class a teacher led a small group through a grammar exercise in which students used picture cards to form sentences that used progressive verbs. Once each student had successfully used the verb tense orally, students were excused to work independently on a writing assignment. Teachers consistently check for understanding during small group instruction.

- A minority of teachers, but more teachers in comparison to the evaluation visit from the school's third year, provide opportunities for students to develop depth of understanding and higher order thinking and problem solving skills (7 of 17 classrooms observed). Some lessons challenge students to examine, analyze, and interpret information. For example,

teachers gave students word problems with multiple number operations, such as addition, subtraction and multiplication, and asked students to estimate the accuracy of their calculations using visual representations. In other lessons teachers did not challenge students to defend and elaborate on their answers or use new skills and knowledge to investigate open ended problems or develop higher order thinking skills. In many lessons, teachers planned for the mastery of discrete skills, and students were unable to connect these skills to larger problems and situations.

- Teachers establish and maintain a classroom environment focused on academic achievement (17 of 17 classrooms observed). Student behaviors are age appropriate, conducive to learning, and evidence social emotional growth. Most teachers pace lessons appropriately, with some teachers differentiating instruction to meet the needs of low- and high-performing students. Students demonstrate great enthusiasm for learning and interacting with fellow students. For instance, students previewed and discussed a new book in a literature circle, posed questions to one another, and shared differing opinions respectfully.

DOES THE SCHOOL HAVE STRONG INSTRUCTIONAL LEADERSHIP?

SUNY RENEWAL BENCHMARK 1E

BWC II has strong instructional leadership. The school leadership team creates an academic environment that supports teachers' and staff members' learning. Leaders equip teachers with resources, training, and feedback in key pedagogical areas.

- BWC II's leadership establishes an environment of high expectations for teacher's performance in both content knowledge and pedagogical skills, and in which teachers believe that all students can succeed. The school's leadership team significantly supports teachers, and the structures and resources within the school set both teachers and students up for academic and social emotional success. Teachers work together to meet the needs of all students and establish an environment of high expectations and high levels of support.

- Instructional leadership sufficiently supports the development of the teaching staff. A principal, two academic deans and a special education coordinator comprise the leadership team, all of whom have extensive experience with the school and appropriate expertise within their respective roles.

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ACADEMIC PERFORMANCE

- Instructional leaders provide sustained, systemic and effective coaching and supervision that improves teachers' instructional effectiveness and holds them accountable. Instructional leaders employ a variety of support structures including instructional coaching, formal and informal observations, an ongoing feedback cycle, systems for peer collaboration and a strong emphasis on positive adult culture within the building. Leaders provide coaching sessions for teachers on a weekly or bi-weekly basis and include a class observation followed by a coaching and feedback session in which the teacher and supervisor discuss the strength and growth areas for the lesson, analyze student data and create next steps for improved instruction. Teachers welcome this feedback and use it to increase their efficacy as educators. The school uses Teach Boost to digitally capture all feedback data for these coaching sessions and share with teachers and other leadership team members.

- Instructional leaders provide opportunities and guidance for teachers to plan curriculum and instruction within and across grade levels. School leaders schedule weekly collaborative meeting times for grade level meetings while monthly professional development sessions include time for collaboration among different grade levels to ensure vertical alignment as well as planning and problem solving between general education and special education teachers. Teachers participate in weekly meetings that include grade level planning, data analysis and collaboration with special education teachers to provide support for at-risk students.

- Instructional leaders implement a comprehensive professional development program that develops the competencies and skills of all teachers and interrelates with classroom practice. Leaders provide monthly professional development days, where teachers and leaders work as a whole school community to build new knowledge and collaborate, which augment weekly coaching sessions. Grade level teams often lead monthly professional development sessions.

- Instructional leaders regularly conduct teacher evaluations with clear criteria that accurately identify teachers' strengths and weaknesses. Academic deans record weekly classroom observations in Teach Boost that serve as part of teachers' summative evaluations. The principal observes and provides verbal and written feedback to teachers twice a year through a formal evaluation as part of teachers' summative evaluations. Leaders share the well documented evaluation process that is based on the Danielson rubric. Teachers set goals at the beginning of the year, and the goals are part of the summative evaluation. Teachers set quantitative academic goals, professional goals, and personal goals for the year. Instructional leaders review the goals with teachers throughout the year and evaluate at the end of the year.

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SUNY RENEWAL BENCHMARK 1F

DOES THE SCHOOL MEET THE EDUCATIONAL NEEDS OF AT-RISK STUDENTS?

The school meets the educational needs of at-risk students. School leaders and all teachers communicate and collaborate regularly to identify, support, and monitor the progress of students struggling academically, students with Individualized Education Programs ("IEPs"), and ELLs.

- The school uses clear procedures for identifying at-risk students including students with disabilities, ELLs and those struggling academically. The special education coordinator facilitates a process to observe and assess students that are struggling academically. Teachers refer struggling students and discuss those students at the collaborative study team ("CST") meetings. The CST makes recommendations for student and teacher practices and, if appropriate progress is not made, the CST reviews the case again after six to eight weeks and places the student within the tiered intervention program. The school uses the Home Language Identification Survey and the New York Identification Test of English Language Learners ("NYSITELL") to identify students with additional language needs and determine their levels of need. The school designates students who test below proficient according to the NYSITELL as ELLs, and they receive additional English language acquisition support through pull out classes.

- The school has adequate intervention programs to meet the needs of at-risk students. Many classes include an integrated co-teaching ("ICT") model to facilitate differentiated learning groups and small group support for students in need of additional interventions. General education teachers, as well as specialists, utilize effective strategies, including small group instruction facilitated by general education teachers and special education teachers, to support students within the general education program. Teachers provide targeted instruction and appropriate support to students' language and IEP needs through small group pull out classes.

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ACADEMIC PERFORMANCE

- The school adequately monitors the progress and success of at-risk students, and teachers are aware of their students' progress toward meeting IEP and English proficiency goals. The special education coordinator, special education teacher support services ("SETSS") teachers, and general education teachers monitor the IEP progress of all students via regularly administered assessments in ELA and mathematics. Based on student performance and progress on assessments, general education and special education teachers collaborate to adjust services to fit the needs of students. BWC II monitors English proficiency using the same assessments with a focus on literacy. Students take the New York State English as a Second Language Achievement Test ("NYSESLAT") at the end of the year to determine their eligibility for ELL services in the following year.

- The school provides adequate training, professional development and collaborative support to identify at-risk students and to help teachers meet students' needs. Special education professionals meet and plan with teachers on a weekly basis during all grade level meetings. The instructional leaders work to ensure all students' needs are met through weekly observations from deans and follow-up meetings. The special education coordinator provides additional training to instructional staff.

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ORGANIZATIONAL PERFORMANCE

IS THE SCHOOL AN EFFECTIVE, VIABLE ORGANIZATION?

BWC II's organization is effective in delivering a robust educational program that produces outstanding student achievement results. The school's administrative structure allows instructional leaders to focus on teaching and learning. The board establishes long-term priorities for the school, effectively carrying out its governance responsibilities while ensuring the school remains faithful to its mission.

SUNY RENEWAL BENCHMARK 2A

IS THE SCHOOL FAITHFUL TO ITS MISSION AND DOES IT IMPLEMENT THE KEY DESIGN ELEMENTS INCLUDED IN ITS CHARTER?

BWC II's mission and key design elements were mostly in evidence at the time of the renewal review. These can be found in the School Background section at the beginning of the report and Appendix A, respectively. In regard to the mission, the school promotes a love of learning by encouraging reading and celebrating individual student progress in part by awarding books, recognizing and tracking growth in students' positive behaviors, and promoting student perseverance in completing work assignments. In its next charter term, BWC II should focus on improved implementation of two key design elements: an active parent association and opportunities for students' service learning.

SUNY RENEWAL BENCHMARK 2B

ARE PARENTS/GUARDIANS AND STUDENTS SATISFIED WITH THE SCHOOL?

To report on parent satisfaction with the school's program, the Institute used satisfaction survey data, information gathered from a focus group of parents representing a cross section of students, and data regarding persistence in enrollment.

Parent Survey Data. The Institute compiled data from NYCDOE's 2015-16 NYC School Survey. NYCDOE distributes the survey every year to compile data about school culture, instruction and systems for improvement. In 2015-16, 43% of families who received the survey responded. The overwhelming majority of survey respondents (90%) indicate satisfaction with the school. However, the survey data may not be useful in framing the results as representative of the entire school community given the response rate.

Parent Focus Group. The Institute asks all schools facing renewal to convene a representative set of parents for a focus group discussion. A representative set includes parents of students in attendance at the school for multiple years, parents of students new to the school, parents of students receiving general education services, parents of students with special needs and parents of ELLs. The 12 parents in attendance at the focus group indicated strong loyalty to and satisfaction with the school. Parents believe the school keeps them well informed about their child's learning and achievement through regular teacher emails, four formal individual parent teacher conferences per year, and regularly available access to ad hoc in-person conversations with teachers. Parents appreciate the following efforts: the school welcomes students with disabilities and provides a great service to those students and their families; teachers provide individualized, and sometimes one-to-one, support for their students; and the principal knows the names, academic needs, and performance of all students in the school. Parents unanimously agreed that enrolling their students at the school was a good decision.

Persistence in Enrollment. An additional indicator of parent satisfaction is persistence in enrollment. In 2015-16, 92% of BWC II students returned from the previous year. Student persistence data from previous years of the charter term is available in Appendix A.

The Institute derived the statistical information on persistence in enrollment from its database. No comparative data from the NYCDOE or the New York State Education Department ("NYSED") is available to the Institute to provide either district or state wide context.

DOES THE SCHOOL'S ORGANIZATION WORK EFFECTIVELY TO DELIVER THE EDUCATIONAL PROGRAM?

SUNY RENEWAL BENCHMARK 2C

The school organization effectively supports the delivery of the educational program. BWC II has clear lines of accountability, including responsibilities for operations staff that allow school leaders to focus primarily on academics. Additionally, the school has strong retention efforts in place to retain high quality staff.

- The school has established an administrative structure with staff, operational systems, policies and procedures that allow the school to carry out its academic program. The school has a sufficient administrative structure including a principal, two deans of academics and culture, a special education coordinator and a director of operations. The network and the school's director of operations carry out many of BWC II's operational needs so that the principal and deans of academics and culture can focus on instruction.

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ORGANIZATIONAL PERFORMANCE

- The organizational structure establishes distinct lines of accountability with clearly defined roles and responsibilities. The school's principal oversees all academic and operational aspects of the school. The two deans of academics and culture are divided to support grade bands, including one supporting Kindergarten - 2nd grade and one supporting 3rd - 5th grade. Teachers are clear on whom to report for what.

- The school has a clear student discipline policy for high level misbehaviors. The school provides teachers the opportunity to develop and implement their own behavioral management system pertaining to low level misbehaviors. The principal and deans address the more egregious behaviors such as student fighting. It is notable that the school issued just six suspensions in 2015-16 and no suspensions to date in 2016-17. The school's leaders determine the consequences for low level student misbehaviors on a case-by-case basis while following the discipline code for non-negotiable misbehaviors.

- The school continues to have high staff retention. Of the school's 25 teachers, 23 returned for the 2016-17 school year. BWC II also retains its founding principal, and the deans have been in place for at least three years. School leaders are deliberate in their attempts to retain high quality staff. The school provides performance bonuses to all staff members based in part on the school's previous year state assessment performance. The principal attempts to remove non-instructionally related responsibilities, such as recess and lunch duties, from teachers' schedules so that teachers can focus their time on providing good lessons for students. The school promotes some of its staff to leadership positions; for example, one dean of academics and culture is a former teacher, the special education coordinator is a former social worker, and the office manager is a former school aide.

- The education corporation allocates sufficient resources to support the achievement of goals. Teachers receive all supplies and resources they need and the school expeditiously meets teachers' requests for additional supplies and resources.

- BWC II maintains adequate enrollment. At the time of the visit, the school enrolled 296 students and reported a waitlist of 405 students. The school backfills in all grades as necessary.

- The school has procedures in place to meet its enrollment and retention targets for special education students, ELLs and students who qualify for FRPL. The school examines its past recruitment efforts annually, presents at local preschools, and sends bilingual recruitment flyers to zip codes with high percentages of ELLs and FRPL eligible students.

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BWC II discusses its recruitment progress in regard to the Institute's designated subgroup target percentages. Though the school has no particular target percentages regarding retaining student subgroups, the school conducts various initiatives designed to meet the needs of those students and their families including: hiring numerous bilingual staff members, including at least one bilingual staff member on five of the six grade levels; workshops for ELL families; workshops for families of students with disabilities; and sending home regular progress reports, in addition to the standard report cards to provide information on progress students are making in regards to students' specific disabilities.

- The school regularly monitors and evaluates the school's programs and makes changes if necessary. For example, based on analyses of previous school years and classroom observations, the school implemented an intervention block to attempt to better meet the needs of academically at-risk students that do not have IEPs and are not designated ELLs. Additionally, based on analyses of previous state test performance, the school has an initiative to improve students' short written responses to writing prompts.

DOES THE SCHOOL BOARD WORK EFFECTIVELY TO ACHIEVE THE SCHOOL'S ACCOUNTABILITY PLAN GOALS?

SUNY RENEWAL BENCHMARK 2D

Community Partnership Charter School Education Corporation's board provides sufficient oversight of BWC II's academic program and finances. The board actively reviews school achievement data and has long-term goals in place.

- Board members possess adequate skills in finance, education, law, community outreach and human resources. The board and its committees meet regularly and have put in place structures and procedures with which to govern the school and oversee management of day-to-day operations. The board seeks to add additional members with experience in finance and education.

- The board requests and receives sufficient information to provide rigorous oversight of the school's program and finances. The board reserves a portion of every meeting for an "academic data call" in which members review detailed performance reports and discuss with leaders any issues identified. Board members also meet informally with school leaders and the network chief academic officer to receive frequent updates.

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ORGANIZATIONAL PERFORMANCE

- Community Partnership Charter School Education Corporation's board establishes clear priorities and long-range goals. The board's main priority for BWC II is the successful expansion of the middle school. Though the board does not have in place benchmarks for tracking its progress toward meeting goals, board members continuously monitor the board's efforts via frequent data reports.

- The board retains the founding principal of the school. The board is implementing several efforts to retain quality staff including plans to invest close to $1 million over the next charter term for professional development and tuition reimbursement for continuing education courses as well as developing systems for principals across the network to share best practices.

- The board has established high expectations for its members including regular attendance at meetings, frequent visits to school sites and consistent communication with other board members and school leaders. When members do not meet these expectations, the board addresses the matter immediately and will not renew their membership when their term expires if improvement is not made.

- The board effectively communicates with the school community including school leadership, staff, parents/guardians and students. Board members attend major school events and have established a visit rotation schedule in which at least one member visits the schools each month.

SUNY RENEWAL BENCHMARK 2E

DOES THE BOARD IMPLEMENT, MAINTAIN AND ABIDE BY APPROPRIATE POLICIES, SYSTEMS AND PROCESSES?

Community Partnership Charter School Education Corporation's board materially and substantially implements, maintains and abides by adequate and appropriate policies, systems and processes and procedures to ensure the effective governance and oversight of the school. The board demonstrates a clear understanding of its role in holding the school leadership and the network accountable for both academic results and fiscal soundness.

- The board has materially complied with the terms of its by-laws and code of ethics.

- The board receives specific and extensive reports on each program including fiscal, academic performance and non-academic student and staffing trends through network reports as well as reports from the school's leader.

- The board has an effective committee structure. Minutes reflect regular reporting from academic, school, governance, legal and finance/audit committees in addition to the reports received from the network and school leaders.

- The board utilizes legal counsel effectively.

- During this charter term the board oversaw the successful merger of the school with Community Partnership Charter School. Minutes reflect due diligence as to the merger. Once the merger was in effect, the board appeared to work diligently and in a thoughtful manner to effectuate efficiencies and oversee both schools.

- Minutes reflect the board appropriately goes into executive session under the NY Open Meetings Law.

- The board appropriately reviews and updates board policies.

HAS THE SCHOOL SUBSTANTIALLY COMPLIED WITH APPLICABLE LAWS, RULES AND REGULATIONS, AND PROVISIONS OF ITS CHARTER?

SUNY RENEWAL BENCHMARK 2F

The education corporation generally and substantially complies with applicable laws, rules and regulations and the provisions of its charter.

- **Complaints.** The Institute received no formal complaints regarding the school. The Institute referred a few minor complaints regarding student discipline and the attendance policy to the appropriate complaint procedures. One informal complaint claimed the school was not providing alternative instruction to a suspended student among other issues. While the parent was directed to the complaint policy, the Institute followed up with the school and found the school had not been providing appropriate alternative instruction, which was corrected.

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FISCAL PERFORMANCE

IS THE EDUCATION CORPORATION FISCALLY SOUND?

Based on a review of the fiscal evidence collected through the renewal review, Community Partnership Charter School Education Corporation and BWC II have demonstrated fiscal soundness. The SUNY Fiscal Dashboard presents color-coded tables and charts indicating that BWC II and the education corporation have demonstrated fiscal soundness over the majority of the charter term.[9]

9. The U.S. Department of Education has established fiscal criteria for certain ratios or information with high – medium – low categories, represented in the table as green – gray – red. The categories generally correspond to levels of fiscal risk, but must be viewed in the context of each education corporation and the general type or category of school.

Community Partnership Charter School Education Corporation has adequate financial resources to ensure stable operations. Effective October 1, 2014, BWC II merged with Community Partnership Charter School with the latter being the surviving entity. In addition to analyzing the soundness of the individual charter school, the Institute analyzed the soundness of the not-for-profit education corporation granted the authority to operate the school and found it too is fiscally sound. Since the merger took effect in 2014, the fiscal dashboard in Appendix D reflects the fiscally strong financial condition for the first two years of operations when BWC II was an independent entity. Appendix F reflects the fiscally strong financial condition of the merged entity since 2014-15. The financial model is intended to ensure that all fully enrolled schools are financially sustainable, operating the school's program solely through public funding.

The partner organization, Beginning with Children Foundation, Inc., supports BWC II in the areas of academic program, fiscal management and operational support, human resources, technology and public relations under the terms of a memorandum of understanding. The school pays a service fee of 11% for services provided under the agreement.

SUNY RENEWAL BENCHMARK 3A

DOES THE SCHOOL OPERATE PURSUANT TO A FISCAL PLAN IN WHICH IT CREATES REALISTIC BUDGETS THAT IT MONITORS AND ADJUSTS WHEN APPROPRIATE?

Working in partnership with Community Partnership Charter School Education Corporation, BWC II has employed clear budgetary objectives and budget preparation procedures throughout the charter term.

- The principal coordinates the development of annual and long-term budget preparation procedures with input from the school leadership team and the board finance committee.
- The projected five-year renewal budget reflects anticipated revenues and expenses associated with enrollment growth as the school continues to add grades, eventually growing to a Kindergarten - 8th grade school for the next charter term.

- The individual school prepares a long-term budget, which is updated on an annual basis.
- BWC II has co-located in NYCDOE facility space since opening in 2012. The school is not responsible for rent, utilities, custodial services, maintenance and school safety services on the facility.
- Commencing with the 2017-18 school year, the school will house newly authorized 6th-8th grades in a facility space for which Beginning with Children Foundation, Inc., holds a 99-year lease. The school has invested $350,000 in repairs and upgrades to the building. With rental assistance from the NYCDOE and a rent subsidy provided by the Beginning with Children Foundation, Inc., the lease cost of the new space will be net neutral for the school.
- Effective October 1, 2014, BWC II merged with one other charter into Community Partnership Charter School Education Corporation, which created operating efficiencies, increased purchasing power, and shared expenses with one charter related by common management.

DOES THE SCHOOL MAINTAIN APPROPRIATE INTERNAL CONTROLS AND PROCEDURES?

SUNY RENEWAL BENCHMARK 3B

BWC II and the Community Partnership Charter School Education Corporation have a history of sound fiscal policies, procedures and practices and maintain appropriate internal controls.

- The Financial Policies and Procedures Manual is the guide for all internal controls and procedures at BWC II. The manual contains fiscal policies and procedures that undergo ongoing reviews.
- The audit reports have had no findings of deficiencies throughout the charter term.
- BWC II and the merged entity have generally filed key reports timely and accurately including: audit reports, budgets, unaudited quarterly reports of revenue, expenses and enrollment.

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FISCAL PERFORMANCE

SUNY RENEWAL BENCHMARK 3C

DOES THE SCHOOL COMPLY WITH FINANCIAL REPORTING REQUIREMENTS?

BWC II and the Community Partnership Charter School Education Corporation have complied with financial reporting requirements.

- The Institute has received required financial reports that are on time, complete and follow generally accepted accounting principles ("GAAP").
- Independent audits of annual financial statements have received unqualified opinions with no material weaknesses or instances of non-compliance observed.
- The individual education corporation and merged entity have generally filed key reports timely and accurately including: audit reports, budgets, unaudited quarterly reports of revenue, expenses and enrollment.

SUNY RENEWAL BENCHMARK 3D

DOES THE SCHOOL MAINTAIN ADEQUATE FINANCIAL RESOURCES TO ENSURE STABLE OPERATIONS?

BWC II and the merged Community Partnership Charter School Education Corporation have maintained adequate financial resources to ensure stable operations.

- The individual school fiscal dashboard in Appendix D reflects fiscally strong going into the effective date of the merger.
- The board has established a designated reserve fund for unforeseen facility, personnel and other issues, as of June 30, 2016, the board designated reserve was $1.2 million.
- As a merged entity, total net assets of approximately $4.9 million and 2.4 months of cash on hand to pay bills coming due shortly as reported in the most recent audit report. Community Partnership Charter School Education Corporation exceeds the benchmark of 30 days of cash on hand.
- The projected five year budget for the next charter term identifies the use of existing reserves to cover expected operating losses as the school grows but will still maintain a healthy balance sheet throughout the next charter term.
- Community Partnership Charter School Education Corporation has established the dissolution reserve fund as required by the charter agreement. The fund has a balance of $150,000.

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FUTURE PLANS

IF THE SUNY TRUSTEES RENEW THE EDUCATION CORPORATION'S AUTHORITY TO OPERATE THE SCHOOL, ARE ITS PLANS FOR THE SCHOOL REASONABLE, FEASIBLE AND ACHIEVABLE?

Having produced outstanding student achievement results and established a strong educational program, BWC II is an academic success. The school operates as an effective and viable organization, and the education corporation is fiscally sound. Thus, plans to implement the educational program as proposed during the next charter term are reasonable, feasible and achievable.

Plans for the School's Structure. The education corporation has provided all of the key structural elements for a charter renewal and those elements are reasonable, feasible and achievable.

Plans for the Educational Program. BWC II plans to implement the same core elements that have led the school to meet its Accountability Plan goals while serving elementary school students. These core elements are likely to enable the school to meet or come close to meeting its Accountability Plan goals in the next charter term. Additionally, BWC II plans to expand to include middle school grades. Starting with 6th grade in 2017-18, BWC II will add one additional grade per year and will serve Kindergarten through 8th grade at the end of the next charter term.

Plans for Board Oversight & Governance. Board members express interest in continuing to serve BWC II in an additional charter term. The board may add more trustees in the future.

	CURRENT	END OF NEXT CHARTER TERM
Enrollment	300	460
Grade Span	K - 5	K - 8
Teaching Staff	34	41
Days of Instruction	177	177

Fiscal & Facility Plans. Based on evidence collected through the renewal review, including a review of the five-year financial plan, Community Partnership Charter School Education Corporation presents a reasonable and appropriate fiscal plan for the next charter term including education corporation and individual school budgets that are feasible and achievable. The education corporation intends to maintain its contractual relationship with the Beginning with Children Foundation, Inc. The Institute has reviewed the proposed terms of such agreement and will review and approve the final agreement when executed.

BWC II plans to continue housing Kindergarten - 5th grade in a co-located NYCDOE facility space. Commencing with the 2017-18 school year, the school will house newly authorized 6th - 8th grades in a leased facility space for which the Beginning with Children Foundation, Inc., holds a 99-year lease. The school has invested $350,000 in repairs and upgrades to the building. The lease cost of the new space will be net neutral for the school, based on rental assistance from NYCDOE and a rent subsidy granted by the Beginning with Children Foundation, Inc.

The school's Application for Charter Renewal contains all necessary elements as required by the Act. The proposed school calendar allots an appropriate amount of instructional time to meet or exceed instructional time requirements, and taken together with other academic and key design elements, should be sufficient to allow the school to meet its proposed Accountability Plan goals. The education corporation has amended or will amend other key aspects of the renewal application -- including by-laws and code of ethics -- to comply with various provisions of the New York Education Law, Not-for-Profit Corporation Law, Public Officers Law and the General Municipal Law, as appropriate.

BWC II

Ax

APPENDICES

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APPENDIX A: School Overview

BOARD OF TRUSTEES

CHAIR
Amy Kolz

VICE CHAIR
Joan Walrond

TREASURER
Gregory Whitten

SECRETARY
Kiisha Morrow

TRUSTEES
Sonia Ortiz-Gulardo
Travis Baird
Rebecca Baneman
Katie Cunningham

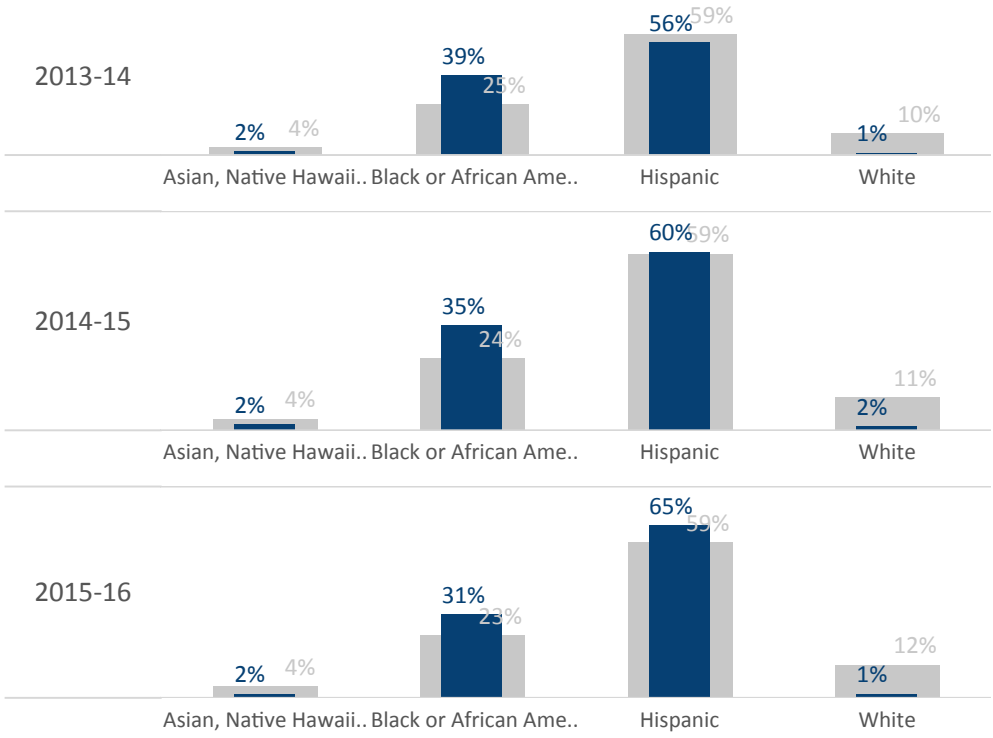
SCHOOL LEADERS

PRINCIPAL
Esosa Ogbahan (2012-13 to Present)

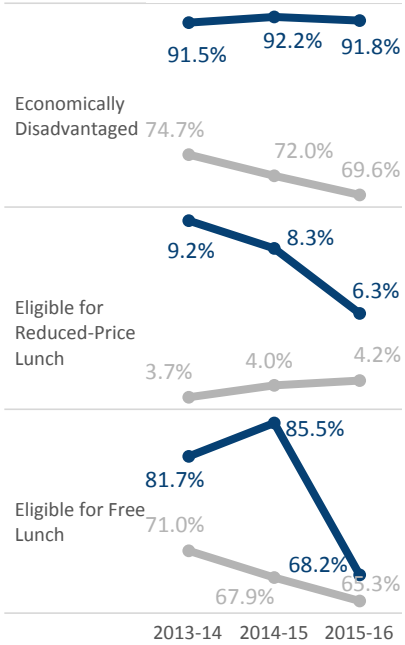
SCHOOL CHARACTERISTICS

SCHOOL YEAR	CHARTERED ENROLLMENT	ACTUAL ENROLLMENT	ACTUAL AS A PERCENTAGE OF CHARTERED ENROLLMENT	PROPOSED GRADES	ACTUAL GRADES
2012-13	100	103	103%	K-1	K-1
2013-14	150	150	100%	K-2	K-2
2014-15	200	200	100%	K-3	K-3
2015-16	250	253	101%	K-4	K-4
2016-17	300	296	99%	K-5	K-5

STUDENT DEMOGRAPHICS: RACE/ETHNICITY

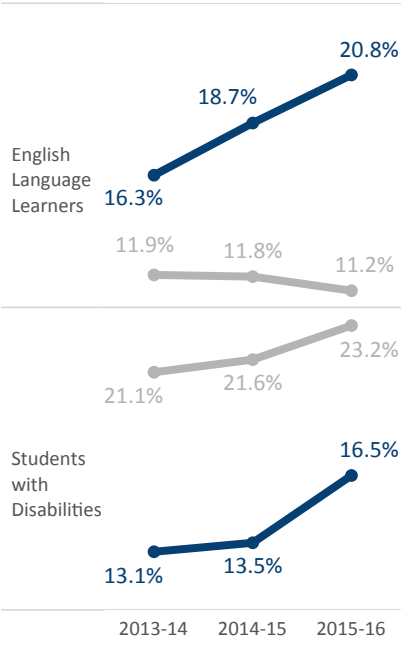


STUDENT DEMOGRAPHICS: FREE/REDUCED LUNCH



The charts show the trends in enrollment in the **school** and the district for each subgroup. Economically disadvantaged includes those students eligible for Free and Reduced-Price lunch among other qualifying income assistance programs.

STUDENT DEMOGRAPHICS: SPECIAL POPULATIONS

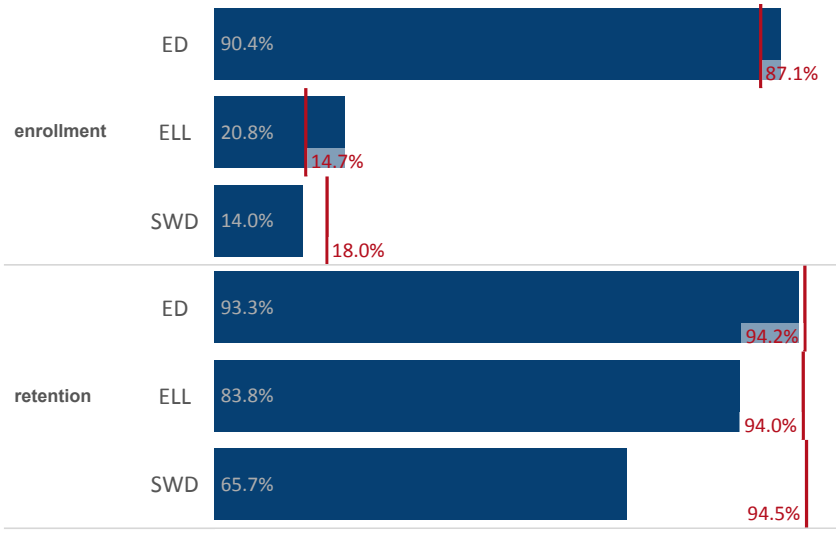


The charts show trends in enrollment in the **school** and the district for each subgroup.

*The school did not ensure the accuracy of the demographic data reported by the state education department in 2015-16. As such, the percentages of students who are economically disadvantaged, eligible for free lunch, and eligible for reduced-price lunch presented above are subject to change at a later date.

APPENDIX A: School Overview

ENROLLMENT AND RETENTION TARGETS

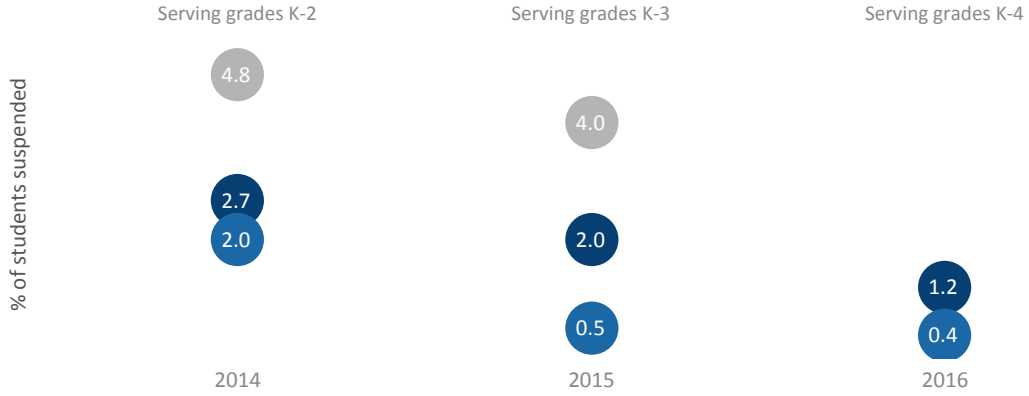


The chart illustrates the school's **current enrollment and retention percentages** against the **enrollment and retention targets**. As required by Education Law § 2851(4)(e), a school must include in its renewal application information regarding the efforts it has, and will, put in place to meet or exceed SUNY's enrollment and retention targets for students with disabilities, ELLs, and FRPL students. This analysis is based on the most recently available data provided by the school.

PERSISTENCE IN ENROLLMENT

Persistence in enrollment illustrates the percentage of students not scheduled to age out of the school who re-enroll from the previous year. The Institute derived the statistical information on enrollment persistence from its database. No comparative data from NYCDOE or NYSED is available to the Institute to provide either district wide or by CSD context. As such, the information presented is for information purposes but does not allow for comparative analysis.

SUSPENSIONS: BEGINNING WITH CHILDREN CHARTER SCHOOL II'S OUT OF SCHOOL SUSPENSION RATE, IN SCHOOL SUSPENSION RATE, AND THE DISTRICT OVERALL SUSPENSION RATE.



Although Community School District ("CSD") and school suspension rates are presented on the same graph, a direct comparison between the rates is not possible for three primary reasons. Available CSD data includes Kindergarten through 12th grades and school data includes only the grades served by the school. CSD data are not available that show multiple instances of suspension of a single student, the overall number of suspensions, the duration of suspensions, or the time of year when the school administered the suspension. CSD data showing the difference between in school and out of school suspensions are not available. The percentage rate shown here is calculated using the method employed by the New York City Department of Education: the total the number of students receiving an in school or out of school suspension at any time during the school year is divided by the total enrollment, then multiplied by 100.

EXPULSIONS: THE NUMBER OF STUDENTS EXPELLED FROM THE SCHOOL EACH YEAR

2013-14	2014-15	2015-16
0	0	0

PARENT SATISFACTION: SURVEY RESULTS

RESPONSE RATE	COLLABORATIVE TEACHERS	EFFECTIVE SCHOOL LEADERSHIP	STRONG FAMILY COMMUNITY TIES
43%	94%	96%	93%

APPENDIX A: School Overview

TIMELINE OF CHARTER SCHOOL RENEWAL

SCHOOL VISIT HISTORY

SCHOOL YEAR	VISIT TYPE	DATE
2012-13	First Year	April 4, 2013
2014-15	Evaluation	May 21, 2015
2016-17	Initial Renewal	November 17-18, 2016

CONDUCT OF THE RENEWAL VISIT

DATE(S) OF VISIT	EVALUATION TEAM MEMBERS	TITLE
November 17-18, 2016	Adam Aberman	External Consultant
	Amber Leage	External Consultant

KEY DESIGN ELEMENTS

ELEMENT	EVIDENT?
Extended school day with an emphasis on the development of literacy and mathematical skills, devoting at least 50% of the academic time to these subjects;	+
Unrelenting school culture that fosters a love of learning and the school's core values of G.R.I.T. (Good Judgment, Resilience, Intellect and Integrity, and Teamwork);	+
Data driven analysis to inform teaching, curriculum, and staff development;	+
Staffing model that includes at least two teachers in each classroom for Kindergarten-2nd grade and collaborative team teaching ("CTT") to support the education of at-risk and special needs students;	+
A comprehensive intervention program including Saturday academy, after school tutoring and embedded enrichment and intervention activities to ensure academic success;	+
Clearly articulated behavioral expectations for children and adults;	+
Dynamic community partnerships which support enrichment programs that teach students to become life long learners and active citizens and provide service learning opportunities;	-
Parent/guardian involvement at all levels of the school community;	-
Individualized teacher development plans and relentless coaching toward excellence; and,	+
A partnership with Beginning with Children Foundation as the school's management organization detailed in an annual Memorandum of Understanding ("MOU") approved by the board of trustees.	+

SCHOOL PERFORMANCE SUMMARY: English Language Arts

Beginning with Children Charter School II

	2013-14 Grades Served: K-2		MET	2014-15 Grades Served: K-3			MET	2015-16 Grades Served: K-4			MET
ABSOLUTE MEASURES 1. Each year 75 percent of students who are enrolled in at least their second year will perform at proficiency on the New York State exam.	**Grades**	**All Students % (N)**	**2+ Years Students % (N)**	**Grades**	**All Students % (N)**	**2+ Years Students % (N)**		**Grades**	**All Students % (N)**	**2+ Years Students % (N)**	
	3	()	()	**3**	32.6 (43)	33.3 (36)		**3**	53.8 (52)	53.2 (47)	
	4	()	()	**4**	(0)	(0)		**4**	45.0 (40)	41.7 (36)	
	5	()	()	**5**	(0)	(0)		**5**	(0)	(0)	
	6	()	()	**6**	(0)	(0)		**6**	(0)	(0)	
	7	()	()	**7**	(0)	(0)		**7**	(0)	(0)	
	8	()	()	**8**	(0)	(0)		**8**	(0)	(0)	
	All	()	()	**All**	32.6 (43)	**33.3** (36)	NO	**All**	50.0 (92)	**48.2** (83)	NO
2. Each year the school's aggregate Performance Level Index on the State exam will meet the Annual Measurable Objective set forth in the State's NCLB accountability system.	**Grades**	**PLI**	**AMO**	**Grades**	**PLI**	**AMO**		**Grades**	**PI**	**AMO**	
				3	**112**	97	YES	3-4	**141**	**104**	YES
COMPARATIVE MEASURES 3. Each year the percent of students enrolled in at least their second year and performing at proficiency will be greater than that of students in the same grades in the local district.	Comparison:			Comparison: Brooklyn District 14				Comparison: Brooklyn District 14			
	Grades	**School**	**District**	**Grades**	**School**	**District**		**Grades**	**School**	**District**	
				3	**33.3**	**29.5**	YES	3-4	**48.2**	**42.3**	YES
4. Each year the school will exceed its predicted percent of students at proficiency on the state exam by at least a small Effect Size (at least 0.3) based on its percentage of Economically Disadvantaged students.	**% ED**	**Actual**	**Predicted**	**Effect Size**	**% ED**	**Actual**	**Predicted**	**Effect Size**	**% ED**	**Actual**	**Predicted**	**Effect Size**
					85.7	32.6	20.2	**0.89**	YES	88.4	50.0	28.0	**1.24**	YES
GROWTH MEASURE 5. Each year, the school's unadjusted mean growth percentile will meet or exceed the state's unadjusted median growth percentile.	**Grades**	**School**	**State**	**Grades**	**School**	**State**		**Grades**	**School**	**State**	
	4			**4**				**4**	51.4		
	5			**5**				**5**	0.0		
	6			**6**				**6**	0.0		
	7			**7**				**7**	0.0		
	8			**8**				**8**	0.0		
	All			**All**				**All**	**51.4**	**50.0**	YES

SCHOOL PERFORMANCE SUMMARY: Mathematics

Beginning with Children Charter School II

2013-14
Grades Served: K-2

	Grades	All Students % (N)	2+ Years Students % (N)	MET
ABSOLUTE MEASURES	3	()	()	
1. Each year 75 percent of students who are enrolled in at least their second year will perform at proficiency on the New York State exam.	4	()	()	
	5	()	()	
	6	()	()	
	7	()	()	
	8	()	()	
	All	()	()	

	Grades	PLI	AMO	
2. Each year the school's aggregate Performance Level Index on the State exam will meet the Annual Measurable Objective set forth in the State's NCLB accountability system.				

	Comparison:			
COMPARATIVE MEASURES	Grades	School	District	
3. Each year the percent of students enrolled in at least their second year and performing at proficiency will be greater than that of students in the same grades in the local district.				

	% ED	Actual	Predicted	Effect Size	
4. Each year the school will exceed its predicted percent of students at proficiency on the State exam by at least a small Effect Size (at least 0.3) based on its percentage of Economically Disadvantaged students.					

	Grades	School	State	
GROWTH MEASURE	4			
5. Each year, the school's unadjusted mean growth percentile will meet or exceed the state's unadjusted median growth percentile.	5			
	6			
	7			
	8			
	All			

2014-15
Grades Served: K-3

Grades	All Students % (N)	2+ Years Students % (N)	MET
3	59.1 (44)	62.2 (37)	
4	(0)	(0)	
5	(0)	(0)	
6	(0)	(0)	
7	(0)	(0)	
8	(0)	(0)	
All	59.1 (44)	**62.2** (37)	NO

Grades	PLI	AMO	
3	**150**	94	YES

Comparison: Brooklyn District 14

Grades	School	District	
3	**62.2**	**35.9**	YES

% ED	Actual	Predicted	Effect Size	
85.7	59.1	29.2	**1.56**	YES

Grades	School	State
4		
5		
6		
7		
8		
All		

2015-16
Grades Served: K-4

Grades	All Students % (N)	2+ Years Students % (N)	MET
3	76.9 (52)	74.5 (47)	
4	82.5 (40)	80.6 (36)	
5	(0)	(0)	
6	(0)	(0)	
7	(0)	(0)	
8	(0)	(0)	
All	79.3 (92)	**77.1** (83)	YES

Grades	PI	AMO	
3-4	**176**	**101**	YES

Comparison: Brooklyn District 14

Grades	School	District	
3-4	**77.1**	**39.8**	YES

% ED	Actual	Predicted	Effect Size	
88.4	79.3	30.5	**2.37**	YES

Grades	School	State	
4	68.6		
5	0.0		
6	0.0		
7	0.0		
8	0.0		
All	**68.6**	**50.0**	YES

SUNY Charter Schools Institute
41 State Street, Suite 700
Albany, New York

APPENDIX C: District Comments

NO COMMENTS RECEIVED

APPENDIX D: Fiscal Dashboard

Beginning with Children Charter School II

SCHOOL INFORMATION

BALANCE SHEET					Opened 2012-13
Assets					MERGED
Current Assets	2010-11	2011-12	2012-13	2013-14	2014-15
Cash and Cash Equivalents - **GRAPH 1**	-	-	244,886	588,629	-
Grants and Contracts Receivable	-	-	203,493	91,951	-
Accounts Receivable	-	-	-	-	-
Prepaid Expenses	-	-	-	3,069	-
Contributions and Other Receivables	-	-	-	-	-
Total Current Assets - GRAPH 1	-	-	448,379	683,649	-
Property, Building and Equipment, net	-	-	67,995	53,058	-
Other Assets	-	-	-	-	-
Total Assets - GRAPH 1	-	-	516,374	736,707	-
Liabilities and Net Assets					
Current Liabilities					
Accounts Payable and Accrued Expenses	-	-	50,364	7,589	-
Accrued Payroll and Benefits	-	-	74,559	122,625	-
Deferred Revenue	-	-	-	-	-
Current Maturities of Long-Term Debt	-	-	-	-	-
Short Term Debt - Bonds, Notes Payable	-	-	-	-	-
Other	-	-	142,446	13,748	-
Total Current Liabilities - GRAPH 1	-	-	267,369	143,962	-
L-T Debt and Notes Payable, net current maturities	-	-	-	-	-
Total Liabilities - GRAPH 1	-	-	267,369	143,962	-
Net Assets					
Unrestricted	-	-	249,005	592,745	-
Temporarily restricted	-	-	-	-	-
Total Net Assets	-	-	249,005	592,745	-
Total Liabilities and Net Assets	-	-	516,374	736,707	-
ACTIVITIES					
Operating Revenue					
Resident Student Enrollment	-	-	1,391,549	2,026,940	2,760,470
Students with Disabilities	-	-	52,766	187,556	206,529
Grants and Contracts					
State and local	-	-	139,318	-	-
Federal - Title and IDEA	-	-	64,338	95,369	118,541
Federal - Other	-	-	576,271	22,829	-
Other	-	-	-	-	-
Food Service/Child Nutrition Program	-	-	-	-	1,469
Total Operating Revenue	-	-	2,224,242	2,332,694	3,087,009
Expenses					
Regular Education	-	-	1,220,278	1,230,899	1,776,125
SPED	-	-	479,350	495,708	715,201
Regular Education & SPED (combined)	-	-	-	-	-
Other	-	-	-	-	-
Total Program Services	-	-	1,699,628	1,726,607	2,491,326
Management and General	-	-	256,761	250,040	300,694
Fundraising	-	-	20,322	21,473	35,539
Total Expenses - GRAPHS 2, 3 & 4	-	-	1,976,711	1,998,120	2,827,559
Surplus / (Deficit) From School Operations	-	-	247,531	334,574	259,450
Support and Other Revenue					
Contributions	-	-	950	6,835	6,298
Fundraising	-	-	-	-	-
Miscellaneous Income	-	-	524	2,329	15,453
Net assets released from restriction	-	-	-	-	-
Total Support and Other Revenue	-	-	1,474	9,164	21,751
Total Unrestricted Revenue	-	-	2,225,716	2,341,858	3,108,760
Total Temporally Restricted Revenue	-	-	-	-	-
Total Revenue - GRAPHS 2 & 3	-	-	2,225,716	2,341,858	3,108,760
Change in Net Assets	-	-	249,005	343,738	281,201
Net Assets - Beginning of Year - GRAPH 2	-	-	-	249,005	592,745
Prior Year Adjustment(s)	-	-	-	-	-
Net Assets - End of Year - GRAPH 2	-	-	249,005	592,743	873,946

Beginning with Children Charter School II

SCHOOL INFORMATION - (Continued)

Functional Expense Breakdown

	2010-11	2011-12	2012-13	2013-14	2014-15
Personnel Service					
Administrative Staff Personnel	-	-	287,641	236,449	245,046
Instructional Personnel	-	-	615,337	996,801	1,482,059
Non-Instructional Personnel	-	-	-	-	79,877
Personnel Services (Combined)	-	-	-	-	-
Total Salaries and Staff	-	-	902,978	1,233,250	1,806,981
Fringe Benefits & Payroll Taxes	-	-	168,446	257,751	376,359
Retirement	-	-	-	-	29,561
Management Company Fees	-	-	203,216	214,726	387,012
Building and Land Rent / Lease	-	-	42,991	26,642	-
Staff Development	-	-	142,862	28,104	68,026
Professional Fees, Consultant & Purchased Services	-	-	54,573	70,837	85,186
Marketing / Recruitment	-	-	1,270	5,055	37,297
Student Supplies, Materials & Services	-	-	342,480	99,565	126,431
Depreciation	-	-	10,391	24,680	20,467
Other	-	-	107,504	37,508	95,411
Total Expenses	-	-	1,976,711	1,998,118	3,032,730

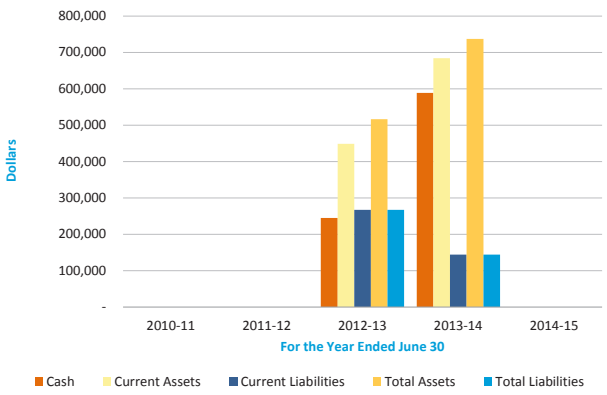
SCHOOL ANALYSIS

ENROLLMENT	2010-11	2011-12	2012-13	2013-14	2014-15
Chartered Enroll	-	-	100	150	200
Revised Enroll	-	-	-	-	
Actual Enroll - **GRAPH 4**	-	-	103	150	200
Chartered Grades	-	-	K-1	K-2	K-3
Revised Grades	-	-	-	-	-
Primary School District: New York City					
Per Pupil Funding (Weighted Avg of All Districts)	-	-	13,527	13,527	13,777
Increase over prior year	0.0%	0.0%	100.0%	0.0%	1.8%
PER STUDENT BREAKDOWN					
Revenue					
Operating	-	-	21,637	15,551	15,435
Other Revenue and Support	-	-	14	61	109
TOTAL - GRAPH 3	-	-	21,651	15,612	15,544
Expenses					
Program Services	-	-	16,533	11,511	12,457
Management and General, Fundraising	-	-	2,695	1,810	1,681
TOTAL - GRAPH 3	-	-	19,229	13,321	14,138
% of Program Services	0.0%	0.0%	86.0%	86.4%	88.1%
% of Management and Other	0.0%	0.0%	14.0%	13.6%	11.9%
% of Revenue Exceeding Expenses - GRAPH 5	0.0%	0.0%	12.6%	17.2%	9.9%
Student to Faculty Ratio	-	-	8.6	7.5	8.0
Faculty to Admin Ratio	-	-	3.0	6.7	8.3
Financial Responsibility Composite Scores - GRAPH 6					
Score	0.0	0.0	2.4	2.9	0.0
Fiscally Strong 1.5 - 3.0 / Fiscally Adequate 1.0 - 1.4 / Fiscally Needs Monitoring < 1.0	N/A	N/A	Fiscally Strong	Fiscally Strong	N/A
Working Capital - GRAPH 7					
Net Working Capital	0	0	181,010	539,687	0
As % of Unrestricted Revenue	0.0%	0.0%	8.1%	23.0%	0.0%
Working Capital (Current) Ratio Score	0.0	0.0	1.7	4.7	0.0
Risk (Low ≥ 3.0 / Medium 1.4 - 2.9 / High < 1.4)	N/A	N/A	MEDIUM	LOW	N/A
Rating (Excellent ≥ 3.0 / Good 1.4 - 2.9 / Poor < 1.4)	N/A	N/A	Good	Excellent	N/A
Quick (Acid Test) Ratio					
Score	0.0	0.0	1.7	4.7	0.0
Risk (Low ≥ 2.5 / Medium 1.0 - 2.4 / High < 1.0)	N/A	N/A	MEDIUM	LOW	N/A
Rating (Excellent ≥ 2.5 / Good 1.0 - 2.4 / Poor < 1.0)	N/A	N/A	Good	Excellent	N/A
Debt to Asset Ratio - GRAPH 7					
Score	0.0	0.0	0.5	0.2	0.0
Risk (Low < 0.50 / Medium 0.51 - .95 / High > 1.0)	N/A	N/A	MEDIUM	LOW	N/A
Rating (Excellent < 0.50 / Good 0.51 - .95 / Poor > 1.0)	N/A	N/A	Good	Excellent	N/A
Months of Cash - GRAPH 8					
Score	0.0	0.0	1.5	3.5	0.0
Risk (Low > 3 mo. / Medium 1 - 3 mo. / High < 1 mo.)	N/A	N/A	MEDIUM	LOW	N/A
Rating (Excellent > 3 mo. / Good 1 - 3 mo. / Poor < 1 mo.)	N/A	N/A	Good	Excellent	N/A

APPENDIX D: Fiscal Dashboard

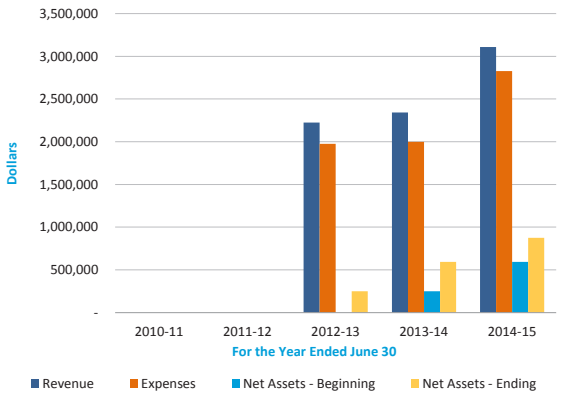
Beginning with Children Charter School II

GRAPH 1



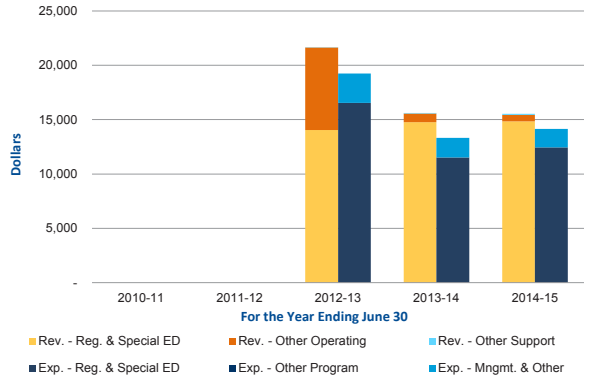
This chart illustrates the relationship between assets and liabilities and to what extent cash reserves makes up current assets. Ideally for each subset, subsets 2 thru 4, (i.e. current assets vs. current liabilities), the column on the left is taller than the immediate column on the right; and, generally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

GRAPH 2



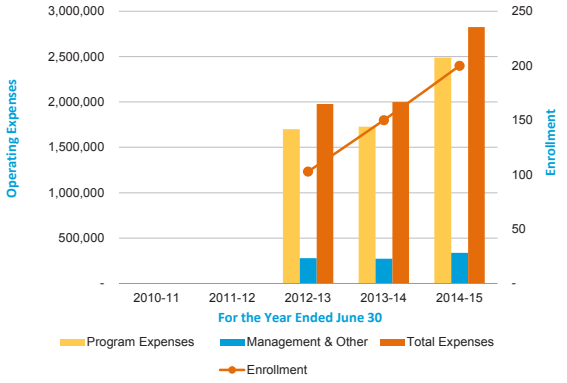
This chart illustrates total revenue and expenses each year and the relationship those subsets have on the increase/decrease of net assets on a year-to-year basis. Ideally subset 1, revenue, will be taller than subset 2, expenses, and as a result subset 3, net assets - beginning, will increase each year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

GRAPH 3



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

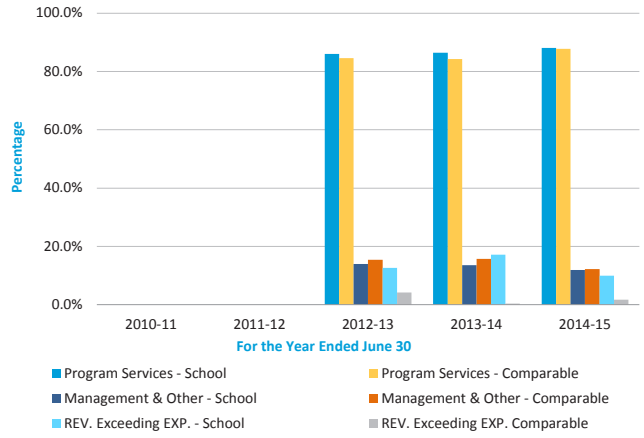


This chart illustrates to what extent the school's operating expenses have followed its student enrollment pattern. A baseline assumption that this data tests is that operating expenses increase with each additional student served. This chart also compares and contrasts growth trends of both, giving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

Beginning with Children Charter School II

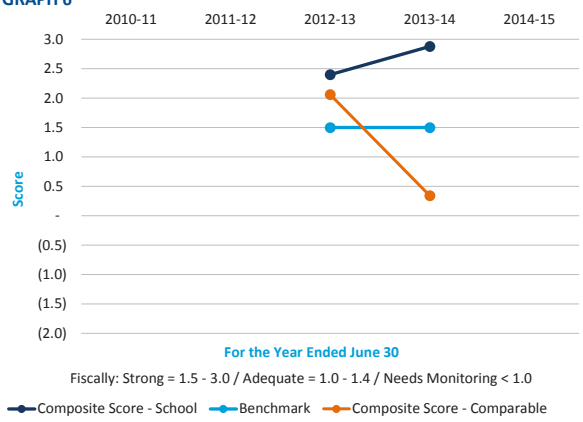
Comparable School, Region or Network: New York City & Long Island Schools (Excluding Closed Schools)

GRAPH 5 % Breakdown of Expenses



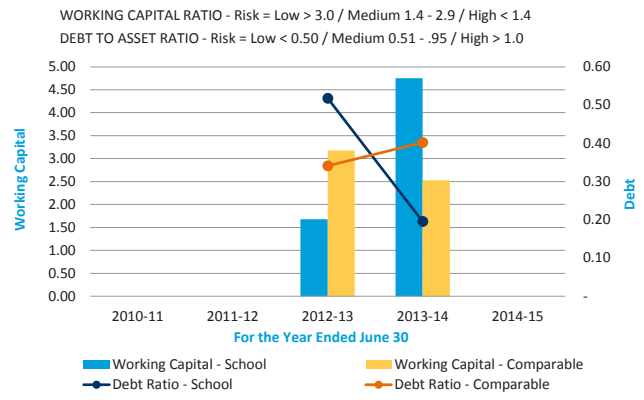
This chart illustrates the percentage expense breakdown between program services and management & others as well as the percentage of revenues exceeding expenses. Ideally the percentage expense for program services will far exceed that of the management & other expense. The percentage of revenues exceeding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

GRAPH 6 Composite Score



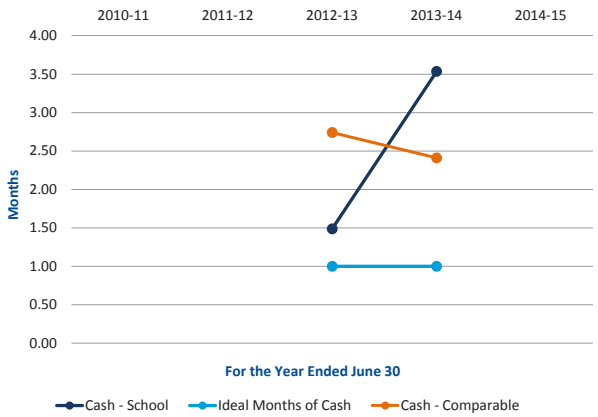
This chart illustrates a school's composite score based on the methodology developed by the United States Department of Education (USDOE) to determine whether private not-for-profit colleges and universities are financially strong enough to participate in federal loan programs. These scores can be valid 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. The Working Capital ratio indicates if a school has enough short-term assets to cover its immediate liabilities/short term debt. The Debt to Asset ratio 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.

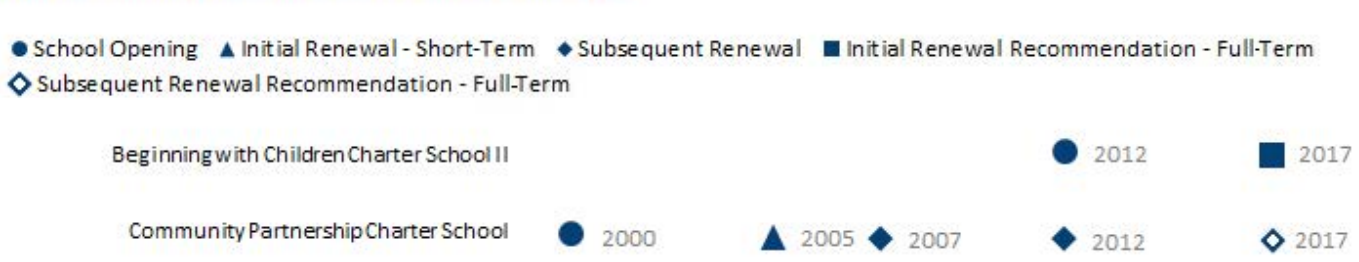
GRAPH 8 Months of Cash



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.

APPENDIX E: Education Corporation Overview

EDUCATION CORPORATION TIMELINE OF CHARTER RENEWAL

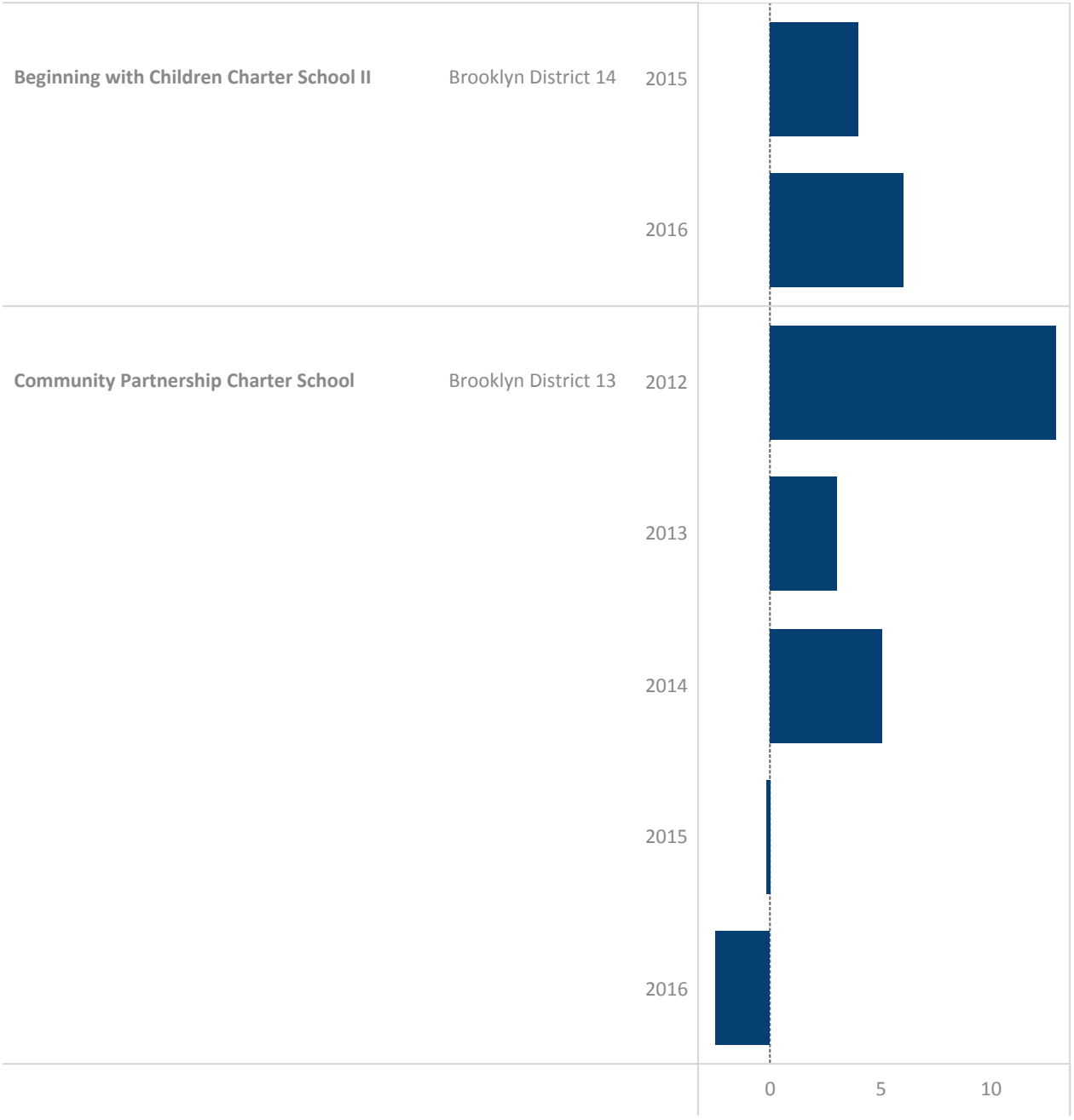


EDUCATION CORPORATION SCHOOL CHARACTERISTICS

School	Local District	Co-located?	Chartered Enrollment	Grade Span
Beginning with Charter School II	CSD 14	Yes	300	K-5
Community Partnership Charter School	CSD 13	Yes	450	K-8

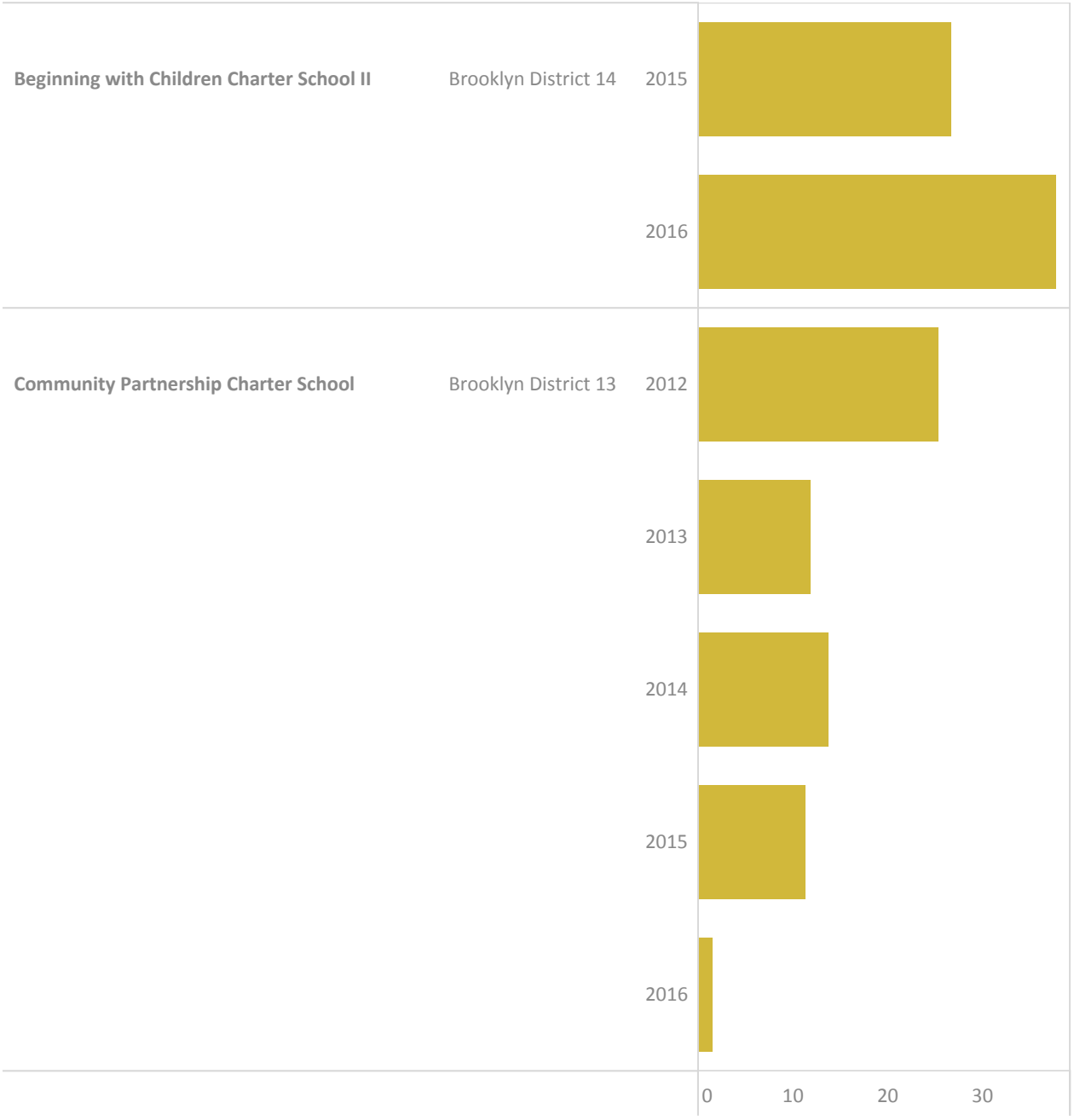
APPENDIX E: Education Corporation Overview

DIFFERENCE BETWEEN SCHOOLS AND DISTRICT SCORES: ELA



District Difference for each year broken down by school and district. These charts compare a school's performance to that of the district. Each bar represents the difference between the school's performance and the district's. A positive result (showing the bar to the right of zero) indicates the amount by which the school outscored the district. A negative result (with the bar to the left of zero) illustrates the amount by which the school performed lower than the district. A score of zero indicates that the school performed exactly even with the district. School scores reflect the achievement of students enrolled for at least two years per the schools' Accountability Plans.

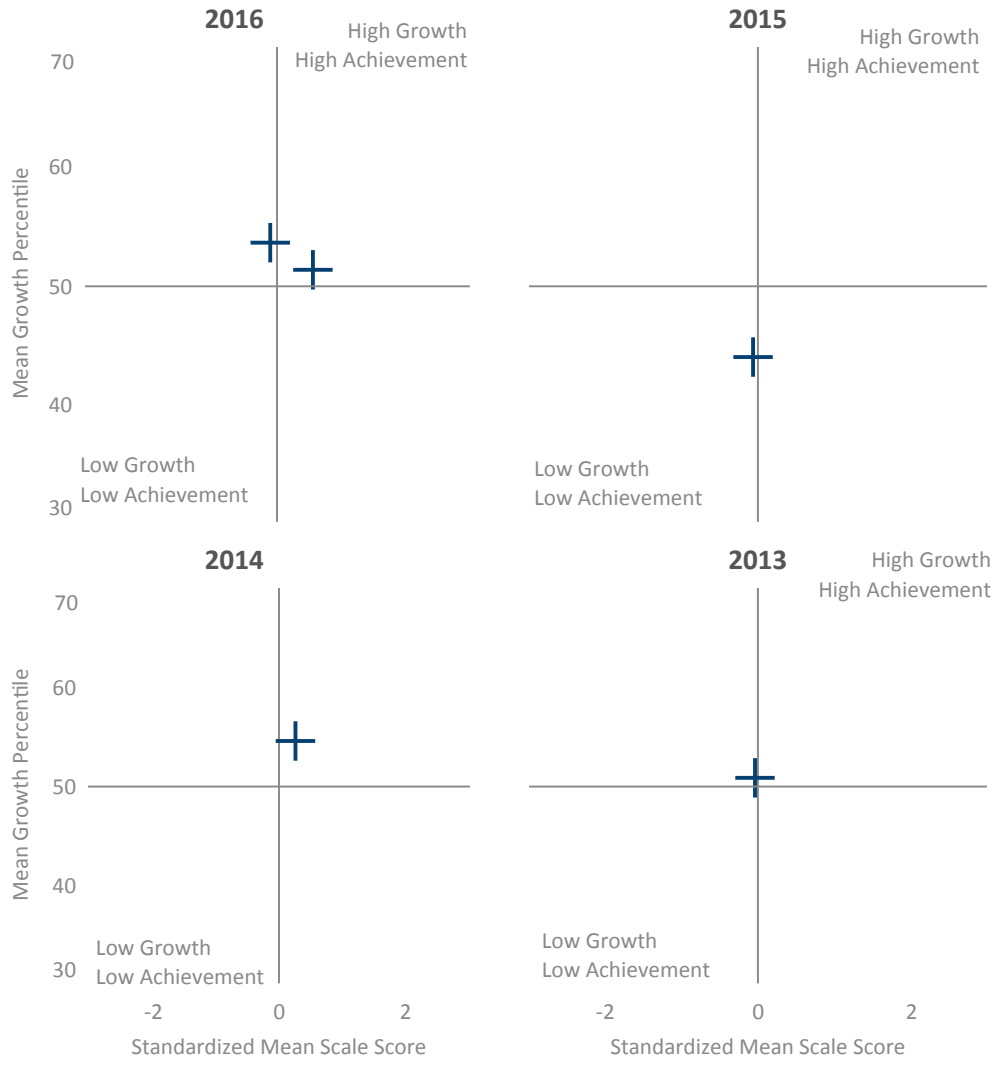
DIFFERENCE BETWEEN SCHOOLS AND DISTRICT SCORES: MATH



District Difference for each year broken down by school and district. These charts compare a school's performance to that of the district. Each bar represents the difference between the school's performance and the district's. A positive result (showing the bar to the right of zero) indicates the amount by which the school outscored the district. A negative result (with the bar to the left of zero) illustrates the amount by which the school performed lower than the district. A score of zero indicates that the school performed exactly even with the district. School scores reflect the achievement of students enrolled for at least two years per the schools' Accountability Plans.

APPENDIX E: Education Corporation Overview

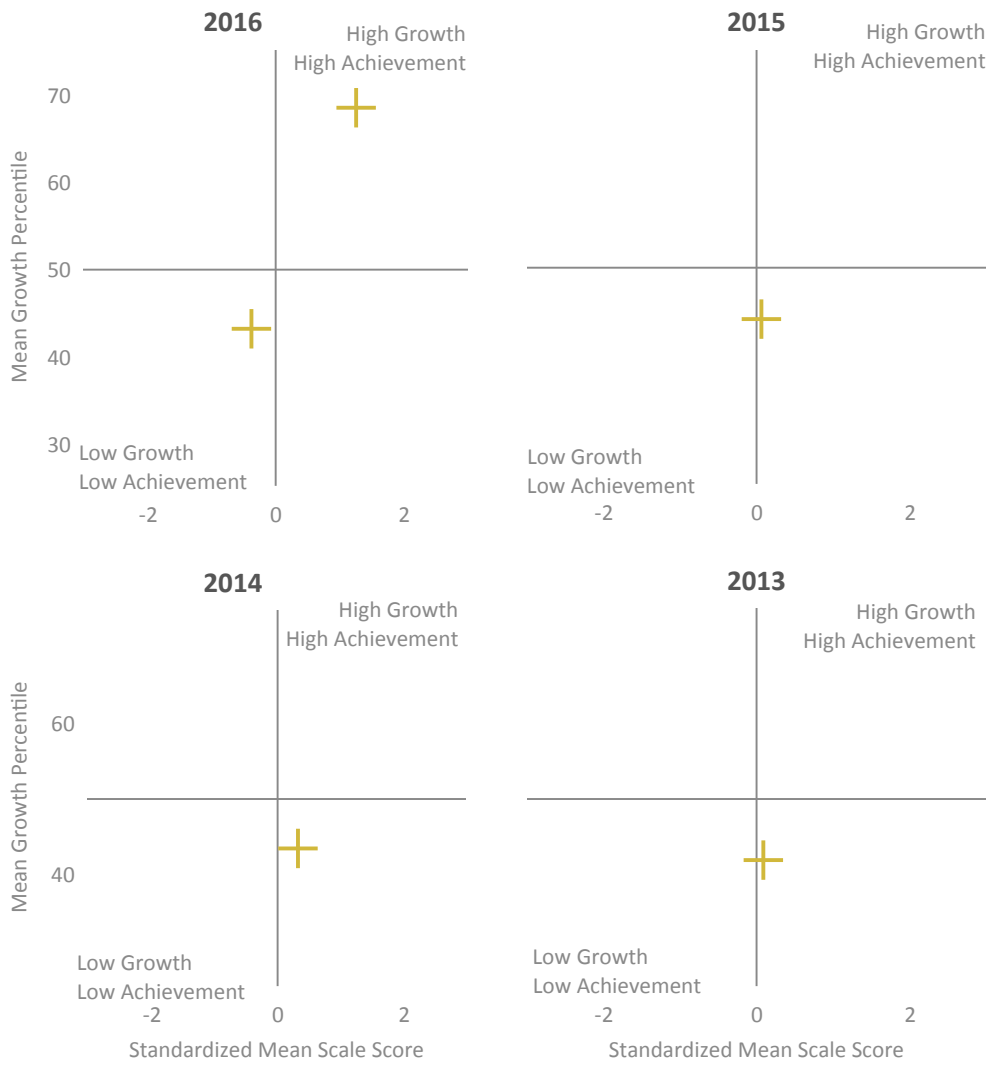
ELA GROWTH AND ACHIEVEMENT: 2012-13 THROUGH 2015-16



These charts compare a school's ability to grow student achievement with a school's absolute student performance. Schools located in the upper right hand quadrant of each chart show strong results in helping students make learning gains while at the same time helping students achieve strong absolute scores on state assessments. Schools in the lower right hand quadrant show strong absolute scores but lower growth. Because the student growth percentile uses the previous year's scale score as a baseline, it becomes more difficult for a school to maintain strong overall growth scores when students already post high absolute scores.

These charts are produced by comparing growth as measured by the state's student growth percentile to its overall achievement as measured by scale score standardized to the statewide grade level mean over each year for which data are available during the charter term. The growth axis (labeled Mean Growth Percentile) represents the statewide median growth score. The achievement axis (labeled Standardized Mean Scale Score) represents the statewide mean-centered achievement level for each grade served by each school.

MATHEMATICS GROWTH AND ACHIEVEMENT: 2012-13 THROUGH 2015-16



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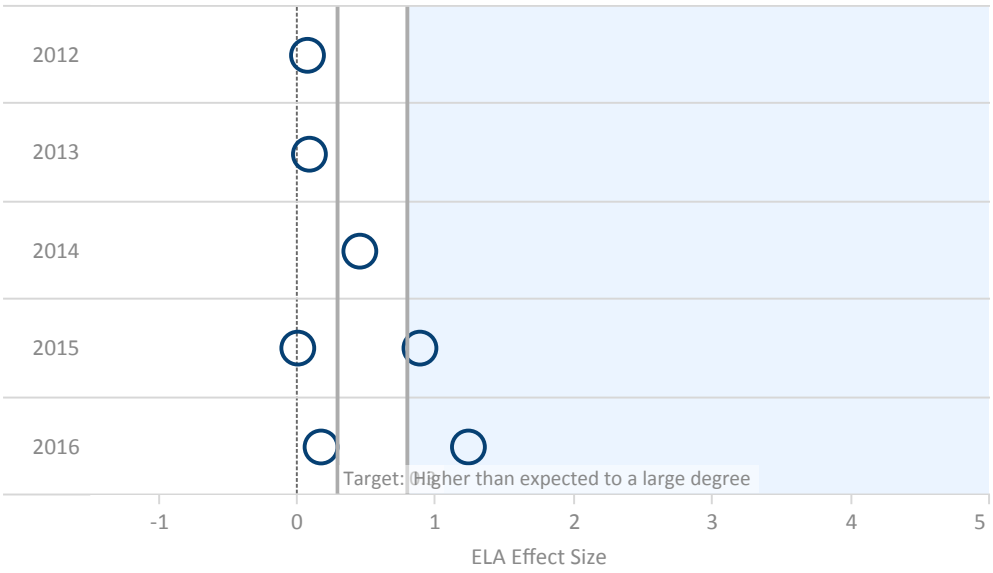
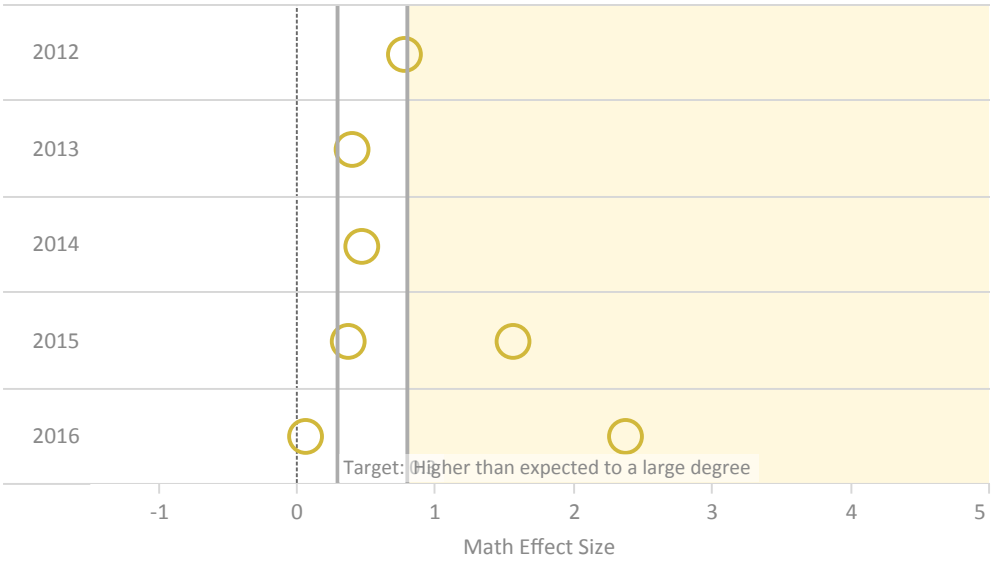
ENGLISH
28
31
32

ELA AND MATHEMATICS EFFECT SIZE DOT PLOTS: 2011-12 THROUGH 2015-16

ELA Effect Size by Year and School



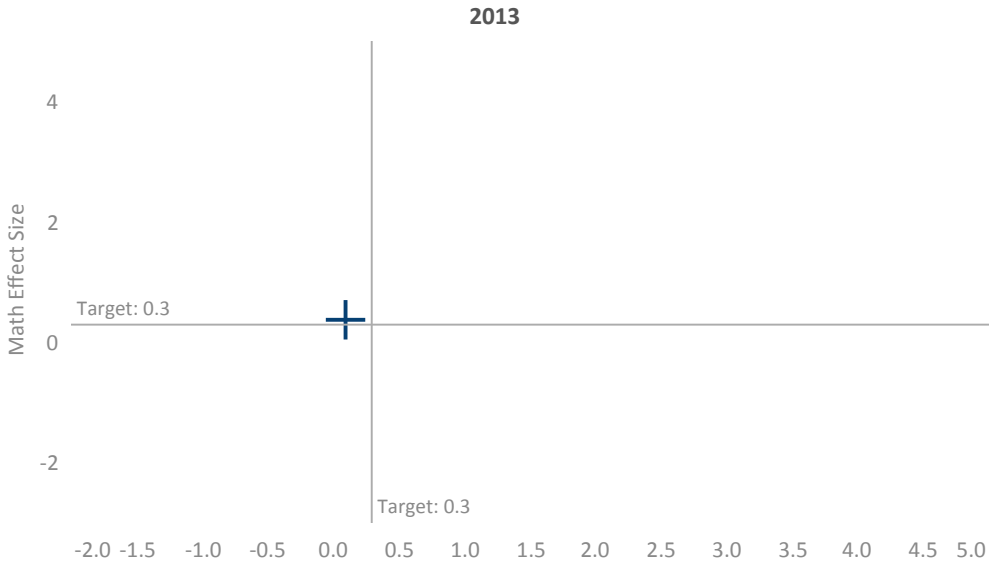
Math Effect Size by Year and School

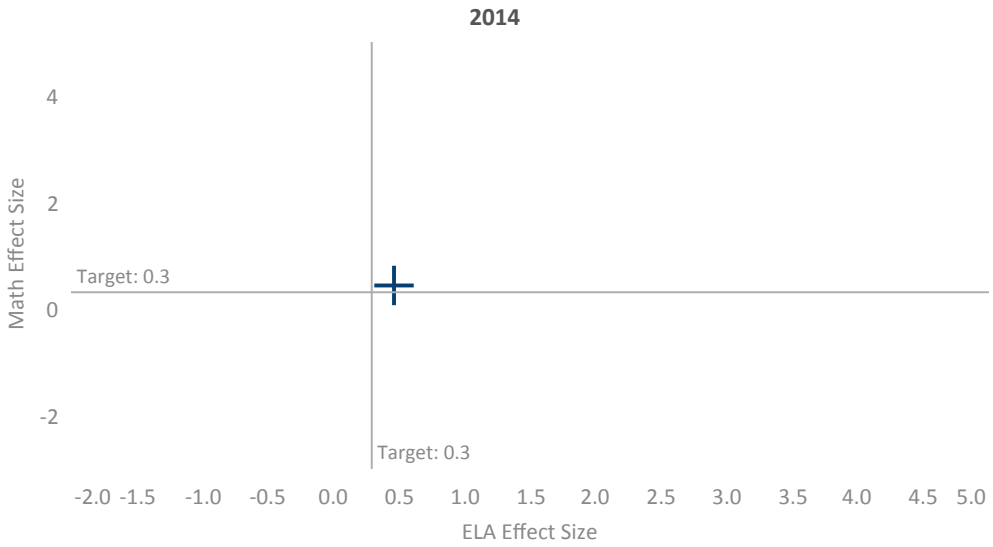


The charts illustrate the comparative Effect Size performance at each school across the ed corp by each year for which data are available throughout the charter term. Schools performing at or above 0.3 are meeting SUNY's benchmark for the measure. Schools performing at or above 0.8 are performing higher than expected to a large degree in comparison to schools enrolling similar levels of economically disadvantaged students.

APPENDIX E: Education Corporation Overview

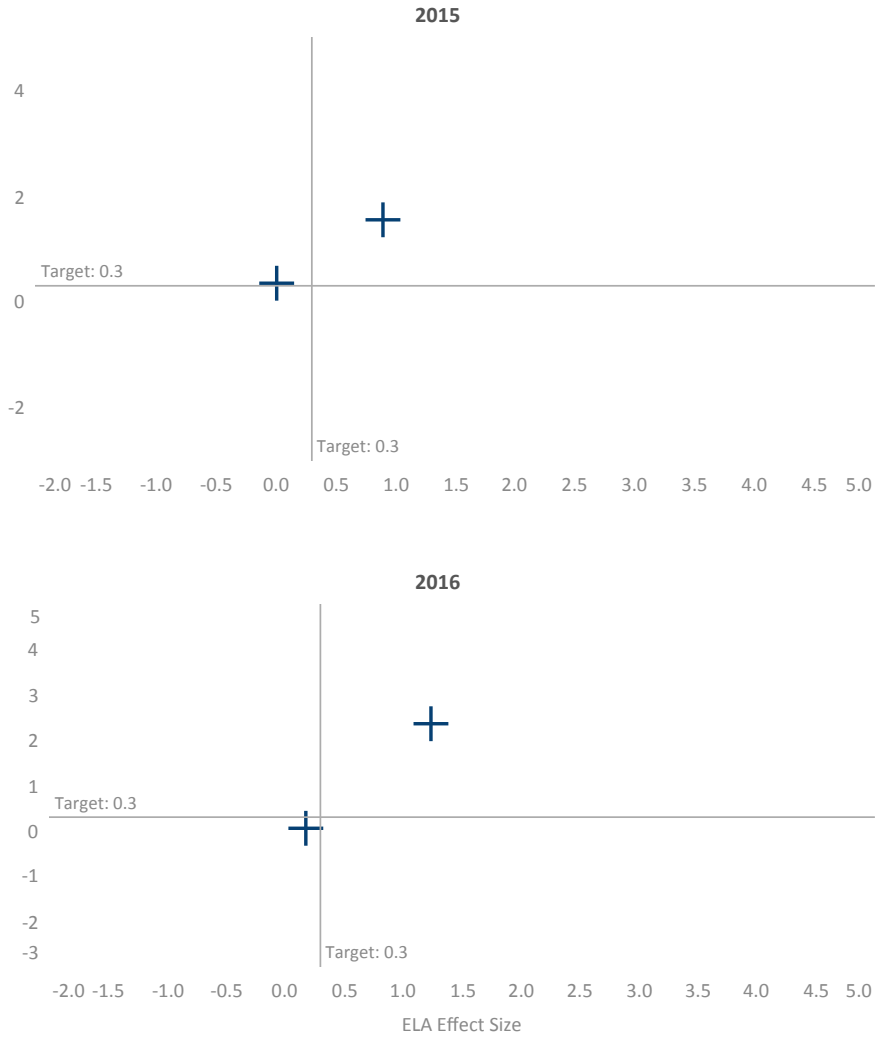
ELA AND MATHEMATICS EFFECT SIZE SCATTER PLOTS 2012-13 THROUGH 2013-14





The charts compare a school's ELA and math Effect Sizes over each year for which data are available during the charter term. An effect size measures school performance in comparison to other schools statewide enrolling students with similar proportions of economic disadvantage. Schools with an ELA or math effect size that is less than 0 performed lower than expected based on the economic disadvantage statistic. Schools posting an effect size greater than 0 but less than 0.3 perform about the same as the comparison schools. Schools with an ELA or math effect size greater than 0.3 (SUNY's performance target for the measure) outperformed similar schools statewide to a meaningful degree, while schools with effect sizes greater than 0.8 perform higher than expected to a large degree.

ELA AND MATHEMATICS EFFECT SIZE SCATTER PLOTS 2014-15 THROUGH 2015-16



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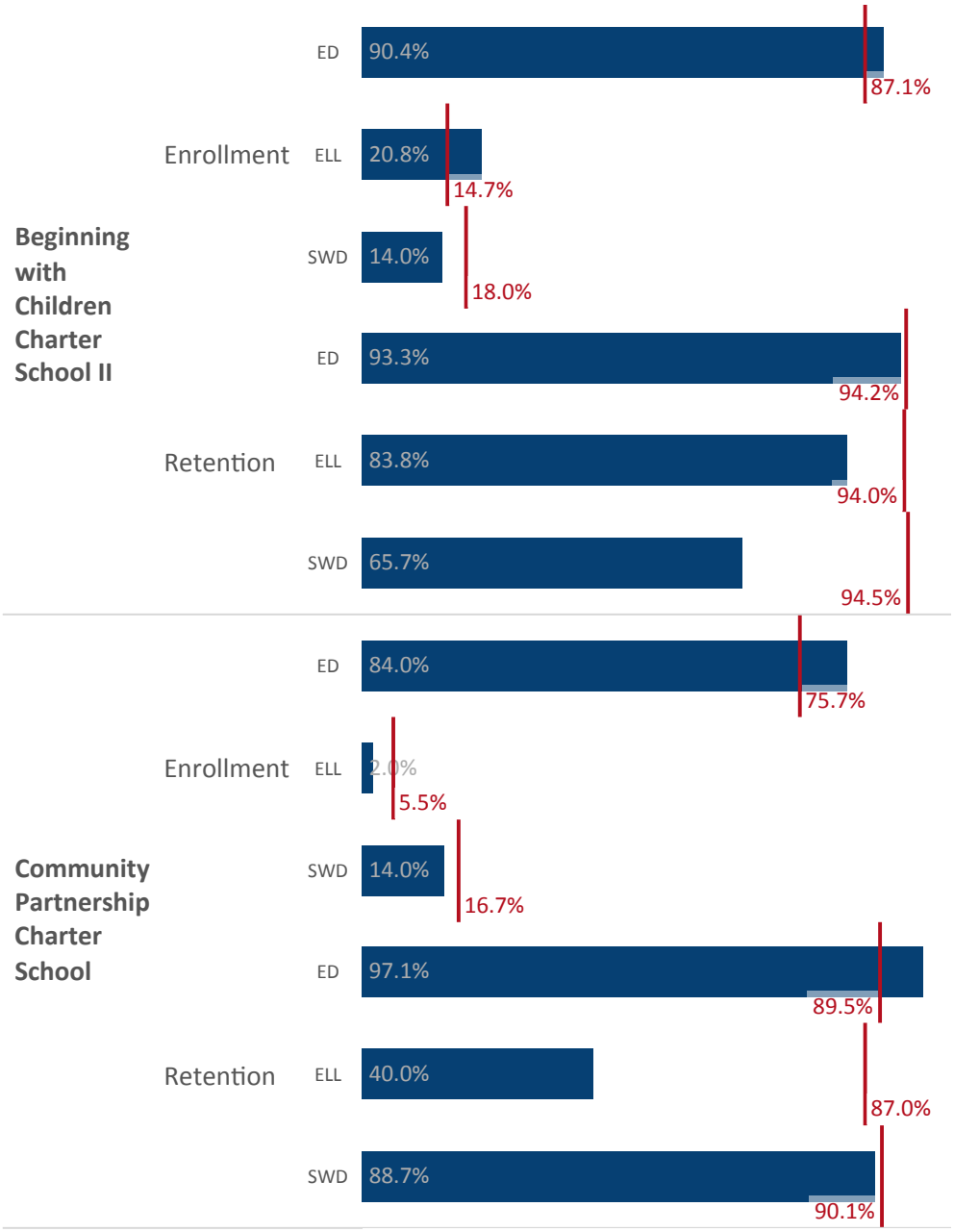
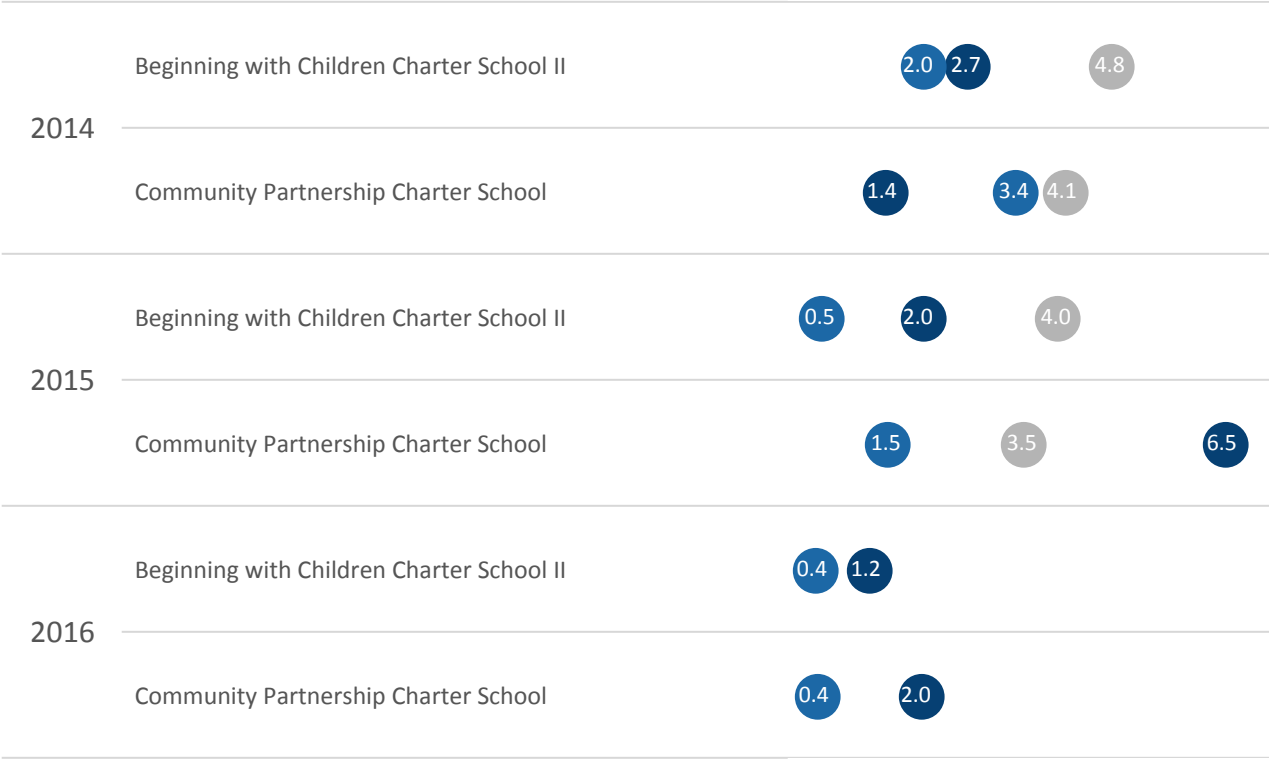
APPENDIX E: Education Corporation Overview

ENROLLMENT AND RETENTION TARGETS



The chart illustrates the **current enrollment and retention percentages** against the **enrollment and retention targets** for each operating school in the ed corp. As required by Education Law § 2851(4)(e), a school must include in its renewal application information regarding the efforts it has, and will, put in place to meet or exceed SUNY's enrollment and retention targets for students with disabilities, ELL, and FRPL students. This analysis is based on the 2015-16 enrollment and retention data supplied to the Institute by the network.

Suspensions: Community Partnership Charter School Education Corporation's out of school suspension rate, in school suspension rate, and the district overall suspension rate.



ALTHOUGH COMMUNITY SCHOOL DISTRICT ("CSD") AND SCHOOL SUSPENSION RATES ARE PRESENTED ON THE SAME GRAPH, A DIRECT COMPARISON BETWEEN THE RATES IS NOT POSSIBLE BECAUSE AVAILABLE CSD DATA INCLUDES KINDERGARTEN THROUGH 12TH GRADES AND SCHOOL DATA INCLUDES ONLY THE GRADES SERVED BY THE SCHOOL. THE PERCENTAGE RATE SHOWN HERE IS CALCULATED USING THE METHOD EMPLOYED BY THE NEW YORK CITY DEPARTMENT OF EDUCATION: THE TOTAL THE NUMBER OF STUDENTS RECEIVING AN OUT OF SCHOOL SUSPENSION AT ANY TIME DURING THE SCHOOL YEAR IS DIVIDED BY THE TOTAL ENROLLMENT, THEN MULTIPLIED BY 100.

During the school years ending in 2014, 2015, and 2016 Community Partnership Charter School Education Corporation schools expelled 0 students.

APPENDIX E: Education Corporation Overview

PERSISTENCE IN ENROLLMENT

Persistence in enrollment illustrates the percentage of students not scheduled to age out of the schools who re-enroll from the previous year. The Institute derived the statistical information on enrollment persistence from its database. No comparative data from NYCDOE or NYSED is available to the Institute to provide either district wide or by CSD context. As such, the information presented is for information purposes but does not allow for comparative analysis.

APPENDIX F: Ed Corp Fiscal Dashboard

Community Partnership Charter School Education Corporation (Merged)

SCHOOL INFORMATION

	MERGED				
	2010-11	2011-12	2012-13	2013-14	2014-15
BALANCE SHEET					
Assets					
Current Assets					
Cash and Cash Equivalents - **GRAPH 1**	-	-	-	-	1,490,937
Grants and Contracts Receivable	-	-	-	-	414,772
Accounts Receivable	-	-	-	-	2,336
Prepaid Expenses	-	-	-	-	28,141
Contributions and Other Receivables	-	-	-	-	-
Total Current Assets - GRAPH 1	-	-	-	-	1,936,186
Property, Building and Equipment, net	-	-	-	-	117,116
Other Assets	-	-	-	-	3,160,032
Total Assets - GRAPH 1	-	-	-	-	5,213,334
Liabilities and Net Assets					
Current Liabilities					
Accounts Payable and Accrued Expenses	-	-	-	-	81,180
Accrued Payroll and Benefits	-	-	-	-	643,230
Deferred Revenue	-	-	-	-	-
Current Maturities of Long-Term Debt	-	-	-	-	-
Short Term Debt - Bonds, Notes Payable	-	-	-	-	-
Other	-	-	-	-	248,984
Total Current Liabilities - GRAPH 1	-	-	-	-	973,394
L-T Debt and Notes Payable, net current maturities	-	-	-	-	-
Total Liabilities - GRAPH 1	-	-	-	-	973,394
Net Assets					
Unrestricted	-	-	-	-	4,239,940
Temporarily restricted	-	-	-	-	-
Total Net Assets	-	-	-	-	4,239,940
Total Liabilities and Net Assets	-	-	-	-	5,213,334
ACTIVITIES					
Operating Revenue					
Resident Student Enrollment	-	-	-	-	8,098,010
Students with Disabilities	-	-	-	-	761,691
Grants and Contracts					
State and local	-	-	-	-	240,867
Federal - Title and IDEA	-	-	-	-	540,391
Federal - Other	-	-	-	-	-
Other	-	-	-	-	-
Food Service/Child Nutrition Program	-	-	-	-	1,469
Total Operating Revenue	-	-	-	-	9,642,428
Expenses					
Regular Education	-	-	-	-	6,129,305
SPED	-	-	-	-	2,723,836
Regular Education & SPED (combined)	-	-	-	-	-
Other	-	-	-	-	-
Total Program Services	-	-	-	-	8,853,141
Management and General	-	-	-	-	962,992
Fundraising	-	-	-	-	119,818
Total Expenses - GRAPHS 2, 3 & 4	-	-	-	-	9,935,951
Surplus / (Deficit) From School Operations	-	-	-	-	(293,523)
Support and Other Revenue					
Contributions	-	-	-	-	17,373
Fundraising	-	-	-	-	-
Miscellaneous Income	-	-	-	-	43,373
Net assets released from restriction	-	-	-	-	-
Total Support and Other Revenue	-	-	-	-	60,746
Total Unrestricted Revenue	-	-	-	-	9,703,174
Total Temporally Restricted Revenue	-	-	-	-	-
Total Revenue - GRAPHS 2 & 3	-	-	-	-	9,703,174
Change in Net Assets	-	-	-	-	(232,777)
Net Assets - Beginning of Year - GRAPH 2	-	-	-	-	4,472,717
Prior Year Adjustment(s)	-	-	-	-	-
Net Assets - End of Year - GRAPH 2	-	-	-	-	4,239,940

Community Partnership Charter School Education Corporation (Merged)

SCHOOL INFORMATION - (Continued)

Functional Expense Breakdown

	2010-11	2011-12	2012-13	2013-14	2014-15
Personnel Service					
Administrative Staff Personnel	-	-	-	-	733,670
Instructional Personnel	-	-	-	-	5,182,023
Non-Instructional Personnel	-	-	-	-	202,219
Personnel Services (Combined)	-	-	-	-	-
Total Salaries and Staff	-	-	-	-	6,117,912
Fringe Benefits & Payroll Taxes	-	-	-	-	1,254,529
Retirement	-	-	-	-	98,537
Management Company Fees	-	-	-	-	1,198,179
Building and Land Rent / Lease	-	-	-	-	-
Staff Development	-	-	-	-	230,597
Professional Fees, Consultant & Purchased Services	-	-	-	-	228,945
Marketing / Recruitment	-	-	-	-	87,552
Student Supplies, Materials & Services	-	-	-	-	393,239
Depreciation	-	-	-	-	68,222
Other	-	-	-	-	258,239
Total Expenses	-	-	-	-	9,935,951

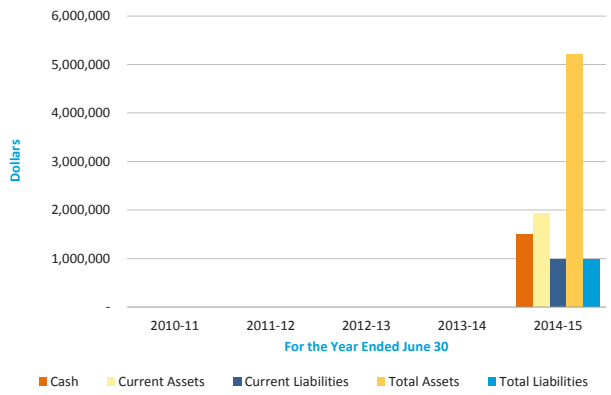
SCHOOL ANALYSIS

ENROLLMENT	2010-11	2011-12	2012-13	2013-14	2014-15
Chartered Enroll	-	-	-	-	650
Revised Enroll	-	-	-	-	-
Actual Enroll - **GRAPH 4**	-	-	-	-	587
Chartered Grades	-	-	-	-	-
Revised Grades	-	-	-	-	-
Primary School District:					
Per Pupil Funding (Weighted Avg of All Districts)	-	-	-	-	-
Increase over prior year	0.0%	0.0%	0.0%	0.0%	0.0%
PER STUDENT BREAKDOWN					
Revenue					
Operating	-	-	-	-	16,427
Other Revenue and Support	-	-	-	-	103
TOTAL - GRAPH 3	-	-	-	-	16,530
Expenses					
Program Services	-	-	-	-	15,082
Management and General, Fundraising	-	-	-	-	1,845
TOTAL - GRAPH 3	-	-	-	-	16,927
% of Program Services	0.0%	0.0%	0.0%	0.0%	89.1%
% of Management and Other	0.0%	0.0%	0.0%	0.0%	10.9%
% of Revenue Exceeding Expenses - GRAPH 5	0.0%	0.0%	0.0%	0.0%	-2.3%
Student to Faculty Ratio	-	-	-	-	-
Faculty to Admin Ratio	-	-	-	-	-
Financial Responsibility Composite Scores - GRAPH 6					
Score	0.0	0.0	0.0	0.0	2.5
Fiscally Strong 1.5 - 3.0 / Fiscally Adequate 1.0 - 1.4 / Fiscally Needs Monitoring < 1.0	N/A	N/A	N/A	N/A	Fiscally Strong
Working Capital - GRAPH 7					
Net Working Capital	0	0	0	0	962,792
As % of Unrestricted Revenue	0.0%	0.0%	0.0%	0.0%	9.9%
Working Capital (Current) Ratio Score	0.0	0.0	0.0	0.0	2.0
Risk (Low ≥ 3.0 / Medium 1.4 - 2.9 / High < 1.4)	N/A	N/A	N/A	N/A	MEDIUM
Rating (Excellent ≥ 3.0 / Good 1.4 - 2.9 / Poor < 1.4)	N/A	N/A	N/A	N/A	Good
Quick (Acid Test) Ratio					
Score	0.0	0.0	0.0	0.0	2.0
Risk (Low ≥ 2.5 / Medium 1.0 - 2.4 / High < 1.0)	N/A	N/A	N/A	N/A	MEDIUM
Rating (Excellent ≥ 2.5 / Good 1.0 - 2.4 / Poor < 1.0)	N/A	N/A	N/A	N/A	Good
Debt to Asset Ratio - GRAPH 7					
Score	0.0	0.0	0.0	0.0	0.2
Risk (Low < 0.50 / Medium 0.51 - .95 / High > 1.0)	N/A	N/A	N/A	N/A	LOW
Rating (Excellent < 0.50 / Good 0.51 - .95 / Poor > 1.0)	N/A	N/A	N/A	N/A	Excellent
Months of Cash - GRAPH 8					
Score	0.0	0.0	0.0	0.0	1.8
Risk (Low > 3 mo. / Medium 1 - 3 mo. / High < 1 mo.)	N/A	N/A	N/A	N/A	MEDIUM
Rating (Excellent > 3 mo. / Good 1 - 3 mo. / Poor < 1 mo.)	N/A	N/A	N/A	N/A	Good

APPENDIX F: Ed Corp Fiscal Dashboard

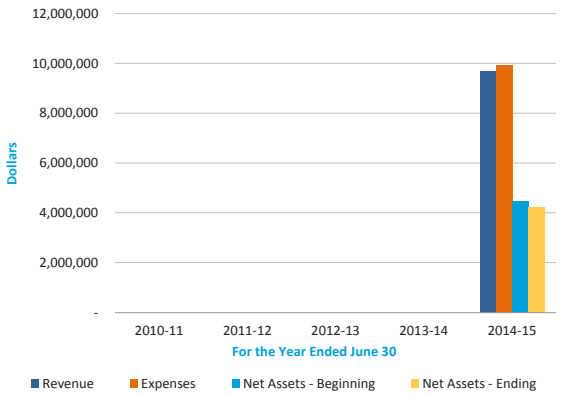
Community Partnership Charter School Education Corporation (Merged)

GRAPH 1



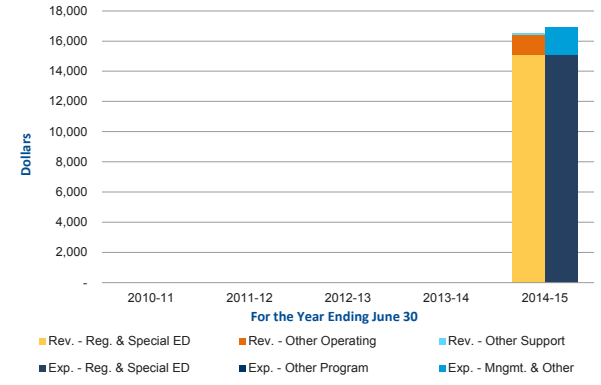
This chart illustrates the relationship between assets and liabilities and to what extent cash reserves makes up current assets. Ideally for each subset, subsets 2 thru 4, (i.e. current assets vs. current liabilities), the column on the left is taller than the immediate column on the right; and, generally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

GRAPH 2



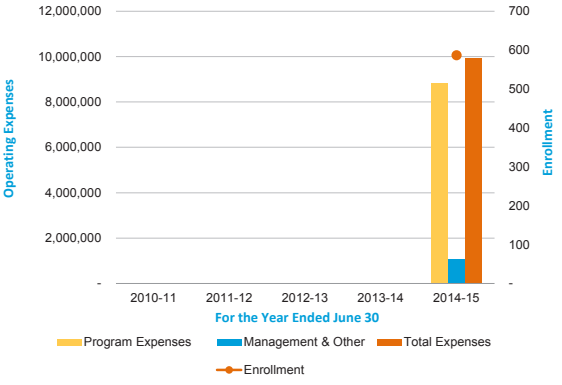
This chart illustrates total revenue and expenses each year and the relationship those subsets have on the increase/decrease of net assets on a year-to-year basis. Ideally subset 1, revenue, will be taller than subset 2, expenses, and as a result subset 3, net assets - beginning, will increase each year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

GRAPH 3



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

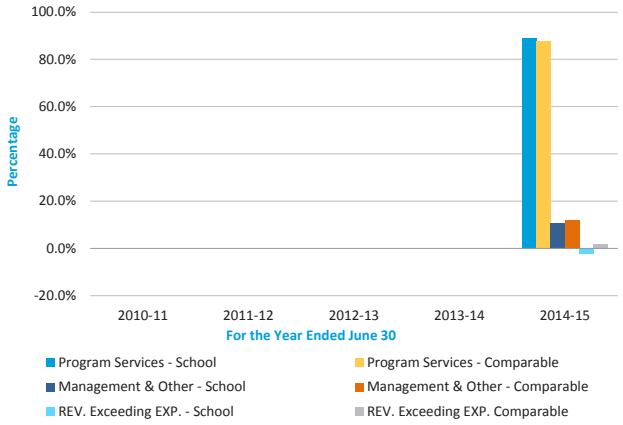


This chart illustrates to what extent the school's operating expenses have followed its student enrollment pattern. A baseline assumption that this data tests is that operating expenses increase with each additional student served. This chart also compares and contrasts growth trends of both, giving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

Community Partnership Charter School Education Corporation (Merged)

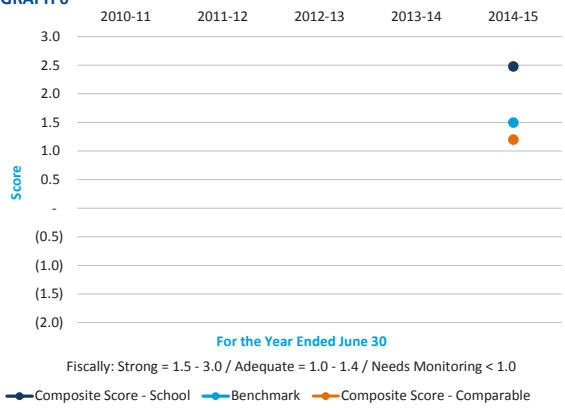
Comparable School, Region or Network: New York City & Long Island Schools (Excluding Closed Schools)

GRAPH 5 % Breakdown of Expenses



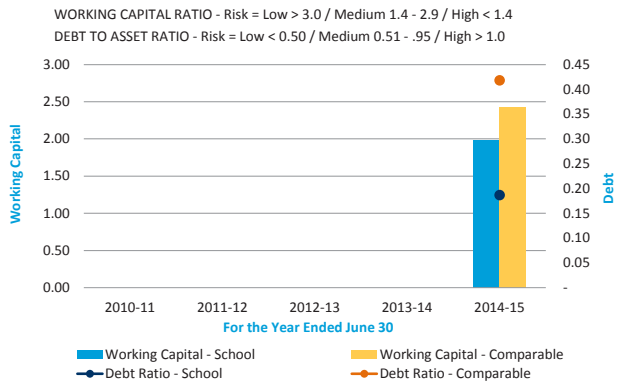
This chart illustrates the percentage expense breakdown between program services and management & others as well as the percentage of revenues exceeding expenses. Ideally the percentage expense for program services will far exceed that of the management & other expense. The percentage of revenues exceeding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

GRAPH 6 Composite Score



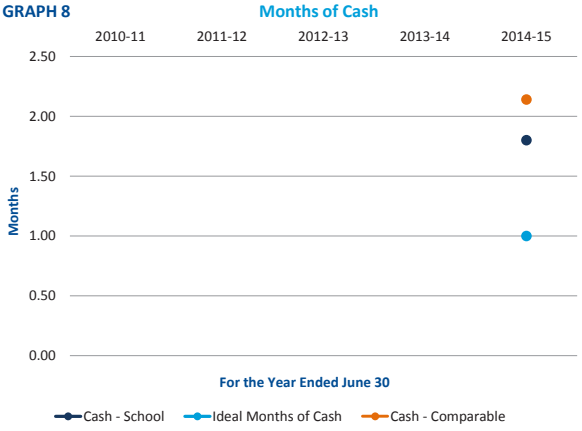
This chart illustrates a school's composite score based on the methodology developed by the United States Department of Education (USDOE) to determine whether private not-for-profit colleges and universities are financially strong enough to participate in federal loan programs. These scores can be valid 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. The Working Capital ratio indicates if a school has enough short-term assets to cover its immediate liabilities/short term debt. The Debt to Asset ratio 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



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.