



THE SUNY CHARTER SCHOOLS
INSTITUTE

*RENEWAL RECOMMENDATION REPORT
FAMILY LIFE ACADEMY CHARTER
SCHOOL*

Report Date: February 2, 2018

Visit Date: November 2-3, 2017

SUNY Charter Schools Institute
SUNY Plaza
353 Broadway
Albany, NY 12246

518.445.4250
518.320.1572 (fax)
www.newyorkcharters.org



Charter Schools Institute
The State University of New York

CONTENTS

2

Introduction & Report Format

4

Renewal Recommendation

7

School Background and Executive Summary

11

Academic Performance

25

Organizational Performance

30

Fiscal
Performance

33

Future Plans

Appendices

A: School Overview

B: School Performance Summaries

C: District Comments

D: School Fiscal Dashboard

E. Education Corporation Overview

F: Education Corporation Fiscal Dashboard

SUNY Charter Schools Institute
SUNY Plaza
353 Broadway
Albany, NY 12246

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/.

SUNY Charter Schools Institute
 SUNY Plaza
 353 Broadway
 Albany, NY 12246

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.



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/.

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?

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

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.



RENEWAL RECOMMENDATION

Full-Term Renewal The Institute recommends that the SUNY Trustees approve the Application for Charter Renewal of Family Life Academy Charter School and renew Family Life Academy Charter Schools' authority to operate the school for a period of five years with authority to provide instruction to students in Kindergarten – 5th grade in such configuration as set forth in its Application for Charter Renewal, with a projected total enrollment of 416 students.



To earn a **Subsequent Full-Term Renewal**, a school must demonstrate that it has met or come close to meeting its academic Accountability Plan goals.³

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.⁴

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. Family Life Academy Charter School ("FLACS") received its original charter on January 23, 2001 and received enrollment and retention targets at its second renewal in 2013. 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.

3. SUNY Renewal Policies
(p. 12).

4. See New York Education
Law § 2852(2).

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.

FLACS makes good faith efforts to meet its enrollment and retention targets. The school meets its ELL enrollment target and plans to increase efforts to meet the enrollment targets for economically disadvantaged students and students with disabilities. FLACS uses the following strategies to meet its targets:

- visiting and presenting to Head Start and pre-Kindergarten programs during parent meetings, specifically to programs that serve students with disabilities;
- holding at least four open houses per school year to highlight supports for families and its ELL and special education programs;
- advertising in local venues, such as local neighborhood newsprints and local television channels;
- distributing community event invitation fliers with enrollment information;
- using the New York City Common Online Charter School Application, which is translated into multiple languages;
- presenting all core outreach presentations and materials in both English and Spanish;
- working with its community sponsor in outreach to local religious and community centers, including those with predominantly immigrant and bilingual populations;
- encouraging parent involvement in workshops and school events with translators when possible; and,
- engaging parents of students with disabilities or ELLs through specific workshops and orientations to better explain how the school supports these students.

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

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. A summary of public comments submitted to the Institute appear in Appendix C.

SCHOOL BACKGROUND AND EXECUTIVE SUMMARY

FAMILY LIFE ACADEMY CHARTER SCHOOL

BACKGROUND

The SUNY Trustees granted FLACS its original charter on January 23, 2001. It opened its doors in the fall of 2001 initially serving 99 students in Kindergarten and 1st grade. The school is authorized to serve 312 students in Kindergarten – 5th grade during the 2017-18 school year and will continue to serve students in Kindergarten – 5th grade, with a projected total enrollment of 416 students.

The current charter term expires on June 30, 2018. A subsequent charter term would enable the school to operate through June 30, 2023. The school leases private space at 14 West 170th Street, Bronx, NY in New York City Community School District (“CSD”) 9 from its community partner, the Latino Pastoral Action Center (“LPAC”).

The mission of FLACS is:



Family Life Academy Charter Schools, in partnership with the Latino Pastoral Action Center and parents, seeks to create the conditions for self-empowerment for all its Kindergarten-8th grade students to achieve high academic standards, help them take responsibility for their own learning, and encourage them to explore and affirm human values.

Like a family – and in collaboration with each family – the school will create an orderly, nurturing, and dynamic environment where learning is engaging, meaningful, and joyful. All members of the school community (students, parents, and teachers) will develop the knowledge, skills, and enthusiasm to continue throughout their lives, expand their understanding of what is possible for themselves and their world, and lead productive and satisfying lives.

SCHOOL BACKGROUND AND EXECUTIVE SUMMARY

FLACS is one of three schools of Family Life Academy Charter Schools (“Family Life Academy Charter Schools” or the “network”), a not-for-profit charter school education corporation with authority to operate three schools. The Act allows authorizers to grant charter school education corporations the authority to operate more than one school under Education Law § 2853(1)(b-1) through the approval of new schools as set forth in the Act, or through merger with one or more education corporations.

FLACS was authorized to serve students in Kindergarten – 8th grade during the current charter term, but now serves students in Kindergarten – 5th grade. The Institute granted a charter revision to align enrollment pathways in the network such that the education corporation will operate the academic program for middle school students in 6th – 8th grade at another school in the network, Family Life Academy Charter School II (“FLACS II”). All of the elementary school students from the three network schools will be automatically accepted into this single middle school program, and the elementary school programs will continue to increase their enrollment in the next charter term.



SCHOOL BACKGROUND AND EXECUTIVE SUMMARY

EXECUTIVE SUMMARY

FLACS is an academic success as demonstrated by the school meeting or coming close to meeting its key Accountability Plan goals throughout the current charter term.

FLACS:

- Outperforms the district in English language arts (“ELA”) by 22 percentage points and posts an effect size 1.01, exceeding the target of 0.3 and demonstrating that the school performed higher than expected to a large degree compared to schools with similar populations of economically disadvantaged students.
- In mathematics, the school outperformed the district by 20 percentage points. FLACS exceeded the effect size target of 0.3, posting an effect size of 0.84.
- Throughout the Accountability Period, FLACS met both the absolute and comparative science targets, posting an 86% proficiency rate in 2016-17, surpassing the district by 31 percentage points.
- During the 2012-13 school year, New York State adapted the 3rd – 8th grade state exams to reflect the standards of the New York State Common Core Learning Standards. That year, the state average ELA and mathematics proficiency rates declined by 24 and 34 percentage points, respectively. FLACS’s achievement also went down during the period of new assessments, and the school made targeted efforts to revise its curriculum and assessment system to meet the rigor of the new state tests that resulted in the school meeting or coming close to meeting its key Accountability Plan goals in both ELA and mathematics.

FLACS’s school leaders, teachers, network staff members, and Family Life Academy Charter Schools’ board members have created a learning environment that engages students across the school. Teachers execute purposeful lessons that keep students focused on academics, especially during independent learning activities. Instructional leaders, including the principal and network staff members, provide consistent support to teachers. The school demonstrates its key design elements, including data-driven planning, intentional approaches to the instruction of ELLs, consistent and caring discipline, and family involvement.

FLACS’s assessment systems, curricula, and at-risk programming are strong. The school relies on data-informed practices including regular data meetings and consideration of data in critical school decisions. The school’s curricula support teachers in their instructional planning by providing a thoughtful underlying structure and a process for selecting, developing, and reviewing curricular documents. The school supports the educational needs of at-risk students through the use of high-quality programs and consistent communication and coordination amongst school leaders, classroom teachers, and specialists.

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 renewal visit to the school, the Institute finds that the school meets the required criteria for charter renewal.

The Institute recommends that the SUNY Trustees renew Family Life Academy Charter Schools’ authority to operate FLACS for a Subsequent Full-Term Renewal of five years.

NOTEWORTHY

FLACS holds an annual summer institute for incoming Kindergarten students. This is a three-week orientation to teach students classroom behavioral norms and procedures, teach sight words and number recognition, and introduce students to the school’s staff members so that students enter school ready to learn. Eighty percent of incoming Kindergarten students participated in the 2017-18 summer institute.

SUNY Charter Schools Institute
SUNY Plaza
353 Broadway
Albany, NY 12246

ACADEMIC PERFORMANCE



IS THE SCHOOL AN ACADEMIC SUCCESS?

FLACS is an academic success. During its current subsequent charter term, the school met or came close to meeting its key academic Accountability Plan goals. Instructional leaders provide effective coaching and the school has strong programming for all students including students with disabilities, ELLs, and academically struggling students.

At the beginning of the Accountability Period,⁵ 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”⁶ and states the educational programs at a charter school must “meet or exceed the student performance standards adopted by the board of regents”⁷ for other public schools, SUNY’s required accountability measures rest on performance as measured by statewide 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?

5. 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 a subsequent charter term, the Accountability Period covers the final year of the previous charter term and ends with the school year prior to the final year of the current charter term. In this renewal report, the Institute uses “charter term” and “Accountability Period” interchangeably.

6. Education Law § 2850(2)(f).

7. Education Law § 2854(1)(d).

Every SUNY authorized charter school has the opportunity to propose additional measures of success when crafting its Accountability Plan. FLACS 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 charter term. Since 2009, the Institute has examined but consistently de-emphasized the two absolute measures under each goal in elementary and middle schools’ Accountability Plans because of changes to the state’s assessment system. The analysis of elementary and middle school performance continues

to focus primarily on the two comparative measures and the growth measure while also considering the two required absolute measures and any additional evidence the school presents using additional measures identified in its Accountability Plan. 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.

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 FLACS relative to all public schools statewide that serve the same grade levels and that enroll similar concentrations of economically disadvantaged students. 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 FLACS's demonstrated student learning compared to other schools' demonstrated student learning.

The Institute uses the state's growth percentile analysis as a measure of FLACS'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.

The Accountability Plan also includes science and No Child Left Behind Act ("NCLB") goals. Please note that for schools located in New York City, the Institute uses the CSD as the local school district.

**SUNY
RENEWAL
BENCHMARK
1A****HAS THE SCHOOL MET OR COME CLOSE TO MEETING
ITS ACADEMIC ACCOUNTABILITY PLAN GOALS?**

During its fourth charter term, FLACS demonstrated strong performance against its key Accountability Plan goals in ELA and mathematics. The school consistently outperformed the local district in both subjects during each year of its Accountability Period. FLACS also demonstrated strong performance in comparison to demographically similar schools, performing higher than expected each year according to the Institute's effect size analysis. The school also met its science and NCLB goals.

Over the course of its fourth charter term, FLACS consistently met or came close to meeting its key Accountability Plan goal in ELA. During the 2012-13 and 2013-14 school years, FLACS's students enrolled in at least their second year posted proficiency rates of 23% and 29% respectively, exceeding the district's performance in both years. In comparison to schools across New York State enrolling similar percentages of students who are economically disadvantaged, the school performed higher than expected to a meaningful degree in 2012-13 and higher than expected to a large degree in 2013-14. FLACS also exceeded the target under its growth measure in both 2012-13 and 2013-14, posting a mean growth percentile that exceeded the target of the state median of 50 by five and 11 points, respectively. The following year, the school came close to meeting its goal. FLACS continued to outperform the district, with its percentage of students scoring at or above proficient exceeding CSD 9 by eight percentage points. FLACS met the target under its comparative effect size measure, performing higher than expected to a meaningful degree compared to demographically similar schools. The school posted a mean growth percentile that fell two percentile points below the target of 50. In 2015-16 and 2016-17, FLACS demonstrated a strong upward trend in performance. The school increased its absolute performance by 23 percentage points from 2014-15, with 44% of its students scoring at or above proficient by 2016-17. FLACS also grew the gap between the district and school to 22 percentage points by 2016-17. During both the 2015-16 and 2016-17 school years, the school performed higher than expected to a large degree compared to schools with similar proportions of economically disadvantaged students. Concomitant with the school's increase in proficiency, FLACS exceeded its growth target in 2015-16 and 2016-17, posting mean growth scores of 56 and 54, respectively.

FLACS also met or came close to meeting its mathematics goal over its subsequent charter term. During the 2012-13 school year, the first year of its five-year Accountability Period, FLACS came close to meeting its goal when the school exceeded the performance of CSD 9 by seven percentage points on the state's mathematics exam. In the same school year, the school did not meet the target under its comparative effect size measure, although FLACS still performed higher than expected to a small degree in comparison to demographically similar schools across the state. The school met its growth target in 2012-13, exceeding the state median of 50 by nine percentile points. From 2013-14 through 2016-17, FLACS consistently grew its absolute proficiency rate and exceeded all of its comparative targets. By 2016-17, the school's students enrolled in at least their second year posted proficiency rates that exceeded CSD 9 by as much as 20 percentage points. The school also exceeded the target under its comparative effect size measure each year, posting increasing comparative effect sizes from 2013-14 to 2016-17, and performing higher than expected in comparison to schools with similar percentages of economically disadvantaged students. The school performed above or just at the target for growth over the same period. In 2013-14, the school posted a mean growth percentile 10 points above the target of 50. From 2014-15 to 2016-17, the school posted growth scores that hovered around the target of 50, indicating that FLACS was growing its students' learning on pace with its peers across the state.

FLACS met its science goal over the charter term. During each year of its five-year Accountability Period, the school's 4th and 8th grade students enrolled in at least their second year posted proficiency rates on the state's science exam that exceeded the absolute target of 75%. From 2012-13 through 2016-17, the school's performance exceeded the performance of the district's 4th and 8th graders. Notably, during the 2015-16 school year, the percentage of FLACS's students scoring at or above proficiency exceeded the absolute target by 14 percentage points and exceeded the district by 32 percentage points.

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

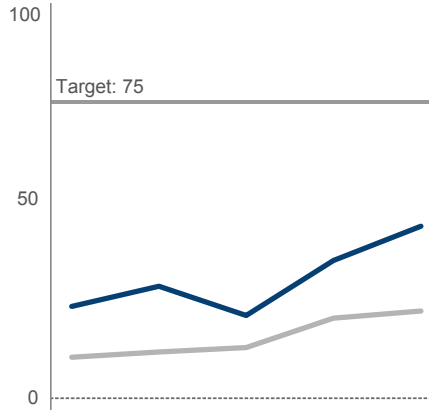
SUNY Charter Schools Institute
SUNY Plaza
353 Broadway
Albany, NY 12246

ACADEMIC PERFORMANCE

FAMILY LIFE ACADEMY CHARTER SCHOOL

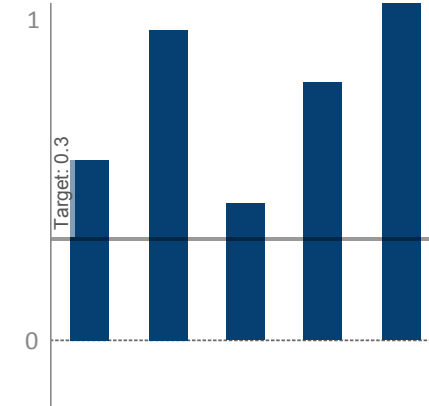
ENGLISH LANGUAGE ARTS ACCOUNTABILITY PLAN GOAL

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



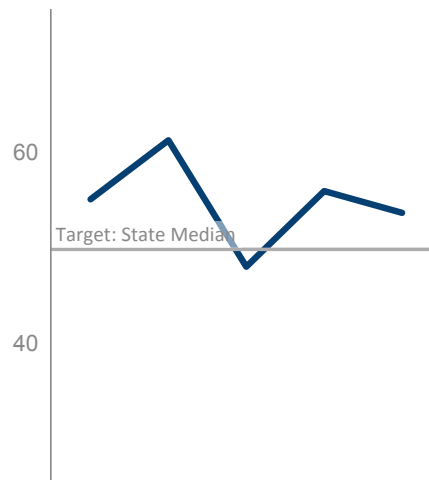
Test Year	Comp Grades	District %	School %
2013	3-8	11	23
2014	3-8	12	29
2015	3-8	13	21
2016	3-8	20	35
2017	3-8	22	44

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** according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State.



Test Year	Test Grades	Effect Size
2013	3-8	0.53
2014	3-8	0.92
2015	3-8	0.41
2016	3-8	0.76
2017	3-8	1.01

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**.



Test Year	School Mean Growth
2013	55.2
2014	61.4
2015	48.2
2016	56.1
2017	53.8

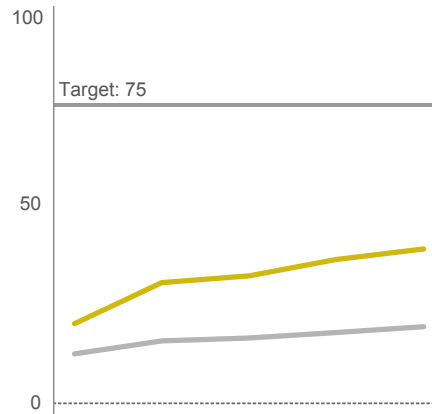
SUNY Charter Schools Institute
SUNY Plaza
353 Broadway
Albany, NY 12246

ACADEMIC PERFORMANCE

FAMILY LIFE ACADEMY CHARTER SCHOOL

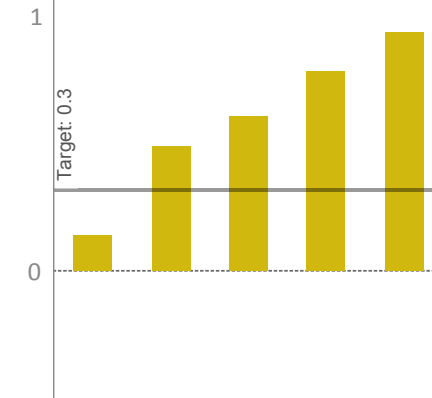
MATHEMATICS ACCOUNTABILITY PLAN GOAL

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



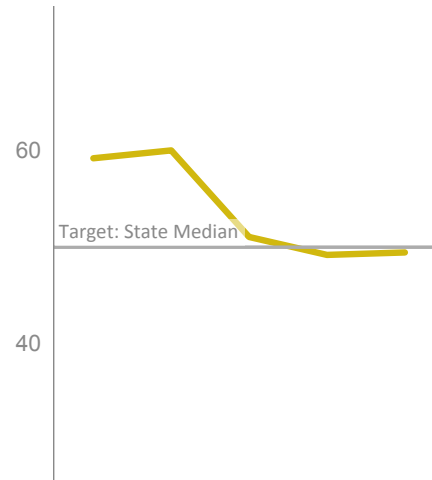
Test Year	Comp Grades	District %	School %
2013	3-8	13	20
2014	3-8	16	31
2015	3-8	17	32
2016	3-8	18	36
2017	3-8	19	39

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 **mathematics** according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State.



Test Year	Test Grades	Effect Size
2013	3-8	0.13
2014	3-8	0.46
2015	3-8	0.57
2016	3-8	0.74
2017	3-8	0.84

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 **mathematics**.



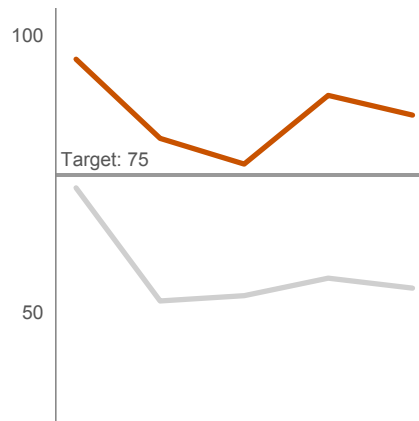
Test Year	School Mean Growth
2013	59.3
2014	60.2
2015	51.2
2016	49.3
2017	49.5

ACADEMIC PERFORMANCE

FAMILY LIFE ACADEMY CHARTER SCHOOL

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**.



	District %	School %
2013	73	96
2014	52	82
2015	53	77
2016	57	89
2017	55	86

SPECIAL POPULATIONS PERFORMANCE

	2015	2016	2017
Enrollment Receiving Mandated Academic Services	60	54	49
Tested on State Exam	47	40	38
School Percent Proficient on ELA Exam	6.4	5.0	5.3
District Percent Proficient	2.4	4.6	5.9

	2015	2016	2017
ELL Enrollment	86	87	96
Tested on NYSESLAT Exam	84	86	78
School Percent 'Commanding' or Making Progress on NYSESLAT	22.6	23.3	24.4

The academic outcome data about the performance of students receiving special education services and ELLs above is not tied to separate goals in the school's formal Accountability Plan.

The NYSESLAT, the New York State English as a Second Language Achievement Test, is a standardized state exam.

"Making Progress" is defined as moving up at least one level of proficiency. Student scores fall into five categories/proficiency levels: Entering; Emerging; Transitioning; Expanding; and, Commanding.

SUNY RENEWAL BENCHMARK 1B

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

FLACS has an assessment system that improves instructional effectiveness and student learning. The school has numerous well-established data practices, including using a data-driven approach to making schoolwide decisions. Many of the systems in place resulted from a close review of the state's revision to the state test following the adoption of Common Core aligned state tests.

- The school regularly administers a suite of valid and reliable assessments aligned to the school's curriculum and state performance standards. Teachers assess reading levels via the Fountas & Pinnell ("F&P") Benchmark Assessment Program three times a year. For each of the six units of narrative, informational, and persuasive writing, the school administers pre- and post-unit assessments. The school added standards-aligned benchmark assessments in ELA and mathematics for the first time this year. Leaders created the exams via IO Education, an online assessment and data analysis system, and plan to administer them five times during the year.
- The school has a valid and reliable process for scoring and analyzing assessments. For writing assessments, the instructional coach and an external consultant support teachers in breaking down the rubrics and collaboratively identifying which papers merit each score. The assistant principal provides guidance on scoring mathematics assessments.
- FLACS makes assessment data accessible to teachers, school leaders, and board members. The school utilizes IO Classroom, an online data repository, as a student assessment system. Teachers, supported by a data liaison, enter assessment data into IO Classroom, and in some cases, Google spreadsheets, to share reflections on potential implications for instruction. The board reviews data regularly, including the recent benchmark assessment administration and disaggregated state test results.
- Teachers use assessment results to meet students' needs by adjusting classroom instruction, grouping students, and identifying students for special intervention. During data meetings teachers and school leaders collaboratively review assessment results and determine appropriate instructional and programmatic responses. Teachers work with the instructional coach and writing consultant to review student work scored at each of the four levels to create groupings and determine the specific instructional needs of each group. Teachers pre-teach challenging concepts, use small group instruction, and are intentional about content for independent work. Teachers utilize F&P results to identify students for tier 2 Leveled Literacy Intervention ("LLI") small groups.

- School leaders use assessment results to evaluate teacher effectiveness and develop professional development and coaching strategies. School leaders consider student performance as part of the evidence base in teacher evaluations and monitor assessment results to determine which teachers need additional coaching. In some cases, assessment results indicate a schoolwide need. For example, school leaders found that students had difficulty in explaining their work, making it difficult for teachers to understand students' misconceptions. In response, the assistant principal provided professional development on how to support students in expressing their thinking.
- The school regularly communicates to parents about their students' progress and growth. Report card distribution and parent-teacher conferences occur three times per year. Teachers supplement these communications with letters regarding student participation in supplementary intervention as well as phone calls and individual parent appointments. Parents access student performance data in IO Classroom.

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

SUNY RENEWAL BENCHMARK 1C

The school's curriculum supports teachers in their instructional planning, and leaders use data to drive curricular changes. Over the charter term, and in reaction to the changes in the state tests, leaders and teachers closely analyze the curricula to make adjustments to meet the rigor of the state standards.

- The school has a curriculum framework that provides a fixed, underlying structure, aligned to state standards and across grades. The school's curriculum in core subject areas is based on the New York state standards. In collaboration with the FLACS network, the school has established a set of curriculum maps for each subject and grade to guide teachers' planning. For mathematics, the map is based on the Math in Focus curriculum and contains pacing guidance, focus standards, curricular resources and supplements, and assessments for each unit. The ELA map consists of a calendar for the Ready curriculum. Science is based on Interactive Science, which provides pacing guidance, along with core ideas, unit objectives, inquiry activities, and assessments. The network creates detailed writing and social studies curricula. Teachers create lesson plans aligned to these guiding documents. Within this framework, teachers know what to teach and when to teach it.
- The school has a process for selecting, developing, and reviewing its curriculum documents and its resources for delivering the curriculum. The network supports the school through reviewing and revising curriculum on an ongoing basis. Based on prior

state exam results at this school and other schools within the network, the school elected to adopt Math in Focus, as it was associated with higher results at another school within the network. The revision of the New York State Standards and teacher feedback led to minor revisions of the ELA curriculum. This year, leaders implemented a new social studies curriculum to support more inquiry instruction, as originally intended in the school's design.

- Teachers plan purposeful and focused lessons. Teachers submit lesson plans weekly and place them in bins outside the classroom for leaders to review at any time. Instructional leaders review lesson plans during informal drop-in observations and provide feedback via brief written notes, annotations on lesson plans, and follow-up meetings. Lesson plans follow a standard format and contain standards, vocabulary, resources, and agendas. However, some teachers do not include sufficient differentiation for ELLs, struggling students, and advanced learners in their lesson plans.

IS HIGH QUALITY INSTRUCTION EVIDENT THROUGHOUT THE SCHOOL?

Elements of high quality instruction are evident throughout the school. Teachers provide clear directions to students, check for understanding during students' independent activities, and maintain classroom environments focused on academic achievement. However, only some teachers include opportunities in their lessons to challenge students with activities that develop higher-order thinking and problem solving skills. As shown in the chart below, during the renewal visit, Institute team members conducted 20 classroom visits following a defined protocol used in all renewal visits.

NUMBER OF CLASSROOM OBSERVATIONS

CONTENT AREA	GRADE						Total
	K	1	2	3	4	5	
ELA	1	1	1		2	2	7
Math		2		1	1	1	5
Writing				2	2	1	5
Science				1			1
Soc Stu		1	1				2
Specials							
Total	1	4	2	4	5	4	20

- Teachers deliver purposeful lessons with clear objectives aligned to the school's curriculum (19 out of 20 classrooms observed). Lesson activities align with the stated objectives, most of which are posted on whiteboards. Teachers present the concepts in clear and age-appropriate terms. Teaching assistants have clear roles, especially with regard to checking student work during independent activities.
- Most teachers regularly use techniques to check for student understanding (16 out of 20 classrooms observed). Teachers and teaching assistants circulate through the classroom to examine individual student work, provide real-time assessments of individual student work products, and conduct extended conferencing with individual students. For example, in one classroom the teacher and teaching assistant wrote comments in several students' notebooks while also working with students individually to encourage students to identify examples from the text that match the suggested character traits. Only a few lessons include techniques that would allow teachers to more accurately gauge the understanding of the class as a whole, such as thumbs up/thumbs down or cold-calling students using sticks with students' names on them.
- Leaders recognize a need to improve teachers' ability to design critical thinking instructional tasks that challenge students to develop higher-order thinking and problem solving skills (3 out of 20 classrooms observed). Leaders work directly with teachers through lesson plan support and provide observation feedback on teachers' questioning strategies to improve this area. In some classrooms teachers ask students questions that require analysis and explanation of how to reach a conclusion. For example, in one classroom students not only had to identify the theme of a story but also had to describe and identify to a peer strategies for determining the themes of a story. However, most observed lessons do not feature classroom activities that require students to use new skills and knowledge to investigate open-ended problems or develop higher order thinking skills. For instance, student activities tend to require students to summarize rather than analyze, and there are few small group activities in which students work collaboratively to solve problems.
- Teachers establish and maintain a classroom environment highly focused on academic achievement (18 out of 20 classrooms observed). Students are on task and misbehaviors rarely occur. Teachers minimize transition times between activities by preparing materials in advance. Some teachers communicate a sense of urgency by using timers in classrooms. In most classrooms students are actively engaged in learning and are eager to answer teachers' questions.

**SUNY
RENEWAL
BENCHMARK
1E**

DOES THE SCHOOL HAVE STRONG INSTRUCTIONAL LEADERSHIP?

FLACS has strong instructional leadership. The school leverages network resources, key staff members, and outside consultants to communicate high expectations, coach teachers, provide feedback, and ensure collaboration amongst staff members.

- The school’s leadership establishes an environment of high expectations for teacher performance in content knowledge and pedagogical skill. Schoolwide goals are that all students perform at or above proficiency on state assessments, and to challenge proficient students with more advanced expectations. For each student, the school sets a reading grade level and growth goal.
- FLACS has a robust instructional leadership staff to support the development of teachers. The leadership team includes the principal, assistant principal, instructional coach, and network staff. The principal and assistant principal have expertise in ELA and mathematics respectively. The network provides instructional leadership in curriculum, instruction, assessment, and coaching to develop the skills of the school-based instructional coach.
- Instructional leaders provide sustained and effective coaching and supervision. The principal, assistant principal, and instructional coach regularly observe classrooms, focusing on teachers who need more support. The Institute team noted consistency between leaders’ feedback and teachers’ understanding. Long-time consultants for literacy and mathematics are on site at regularly scheduled intervals during the year and complement the work of the school’s full-time instructional coach.
- Instructional leaders provide opportunities for teachers to plan curriculum and instruction within and across grade levels. Teachers have weekly common planning time with their grade level partners, and either the instructional coach or the assistant principal attends these meetings to provide support and guidance. During the past summer professional development, teachers worked in groups that spanned multiple grades to review changes to the New York State standards and considered the implications for curricular revisions.
- Instructional leaders implement a professional development program that develops the competencies and skills of all teachers. The principal, assistant principal, instructional coach, network staff, and external consultants lead sessions. The school year begins with ten days of professional development and continues during half-days throughout the year and weekly afternoon sessions. Professional development activities are interrelated with classroom practice and focus on key curricular tools and pedagogical practices as well as data analysis. However, professional development is not sufficiently differentiated to meet experienced teachers’ needs. In response, this year, school leaders administered a professional development survey to gauge teachers’ needs and interests.

- Instructional leaders regularly conduct teacher evaluations with clear criteria that accurately identify teachers' strengths and weaknesses. Teachers understand the school's evaluation system, which is based on the Danielson Framework. School leaders use the Framework to guide all feedback conversations with staff. Leaders support the formal evaluation process, consisting of a classroom observation and pre- and post-observation meetings, with frequent informal observations. During the current year, some teachers have participated in goal-setting meetings with school leaders.
- School leaders hold teachers accountable for quality instruction and student achievement. If a teacher does not demonstrate sufficient evidence of student progress and instructional quality, school leaders provide additional coaching, implement a formal improvement plan, and if necessary, replace the teacher.

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

The school supports the educational needs of at-risk students. Clear identification procedures, high-quality programs, and consistent ongoing communication among school leaders, classroom teachers, and specialists ensure strong, coordinated practices.

- The school uses clear procedures for identifying at-risk students including students with disabilities, ELLs, and those struggling academically. Teachers discuss students of concern with the special education coordinator, and if there is a sufficient evidence base that includes prior efforts within the classroom, may recommend the student to the Child Study Team ("CST"). The CST supports teachers in crafting supplemental instruction within the classroom and sets a target date in the future to revisit students' progress. In addition, school leaders monitor schoolwide assessment results. For ELLs, the school follows appropriate procedures including administering a home language survey and the New York State Identification Test for English Language Learners ("NYSITELL").
- The school's intervention programs meet the needs of at-risk students, organized in a Response to Intervention ("RTI") approach. The school provides mandated services to students with Individualized Education Programs ("IEPs") including Special Education Teacher Support Services ("SETSS"), speech, and physical therapy. FLACS grew the learning of students with disabilities faster than their peers across the state: on the ELA and mathematics state assessments, students showed a mean growth percentile 10 points above the target of 50. The school provides ELLs regularly scheduled push-in

SUNY RENEWAL BENCHMARK 1F

and pull-out services in small groups based on grade level and New York State English as a Second Language Achievement Test (“NYSESLAT”) performance. The after school program also provides supplementary academic support. The program is successful, as ELLs show sufficient progress on the NYSESLAT assessment.

- General education teachers, as well as specialists, utilize effective strategies to support at-risk students within the general education program. Classroom teachers utilize LLI to provide tier 2 support before school to small groups of the lowest performing students in Kindergarten – 2nd grade; the school has begun the process of extending the program to 3rd – 5th grade. For two groups of students at tier 3, the school utilizes the Preventing Academic Failure program, through which another network school has achieved success. In addition, the SETSS teacher includes struggling students in push-in supports.
- The school monitors the progress and success of at-risk students. School leaders and the special education coordinator regularly review data reports and identify students performing below grade level. The school sets defined time periods for interventions and then reviews student progress. For example, the CST identifies six- to eight-week windows for intervention reviews.
- Teachers are aware of their students’ progress toward meeting IEP goals, achieving English proficiency for ELLs, and school-based goals for struggling students. Teachers know the number of students in their classes who receive mandated services and the requirements of those services. The special education coordinator and SETSS teacher meet with each teacher at the beginning of the year to discuss the IEPs and the students’ progress. Discussions continue throughout the year as the SETSS teacher and the English as a Second Language (“ESL”) teacher attend teachers’ weekly common planning time for all grade levels.
- The school provides training and professional development to identify at-risk students and help teachers meet those students’ needs. The special education coordinator provides professional development on the CST and RTI process. The ESL teacher, with support from selected teachers and utilizing resources from the ELL Consortium, provides professional development on instructional strategies to support ELLs.

SUNY Charter Schools Institute
 SUNY Plaza
 353 Broadway
 Albany, NY 12246

ORGANIZATIONAL PERFORMANCE



IS THE SCHOOL AN EFFECTIVE, VIABLE ORGANIZATION?

FLACS is an effective and viable organization that remains faithful to its mission. The school and network have an effective organizational structure that supports the school’s educational program. The board provides effective oversight of the school’s academic program and fiscal health.

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

FLACS is faithful to its mission and key design elements. FLACS’s mission, found in the School Background section at the beginning of this report, and key design elements, identified in Appendix A, are largely in place at the time of renewal.

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 the New York City Department of Education’s (the “NYCDOE’s”) 2016-17 NYC School Survey. The NYCDOE distributes the survey every year to compile data about school culture, instruction, and systems for improvement. In 2016-17, 82% of families who received the survey responded. The majority of survey respondents (90%) indicate satisfaction with the school, and the response rate is sufficient to be useful in framing the results as representative of the school community.

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 18 parents in attendance at the focus group indicated strong satisfaction with the school. Parents believe the school keeps families well informed on their child’s learning and achievement through issuing three report reports cards annually, conducting

SUNY
 RENEWAL
 BENCHMARK
 2A

SUNY
 RENEWAL
 BENCHMARK
 2B

three parent conferences per year, and utilizing digital applications through which teachers regularly update student performance. Parents appreciate that staff know the names of all students, the active and responsive parent coordinator, student summer learning requirements, individualized academic support for struggling students, and the respectful ways in which students interact with each other and school staff members. Parents stated that enrolling their students at the school was an exceptionally good decision.

Persistence in Enrollment. An additional indicator of parent satisfaction is persistence in enrollment. In 2016-17, 94% of FLACS 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”) are available to the Institute to provide either district or statewide context.

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

FLACS’s organization supports the delivery of the educational program. The network supports the school with operational tasks so that instructional leaders can sufficiently support the academic program and teacher development. The school has sufficient resources to support the academic program.

- FLACS has put in place an administrative structure with staff, policies, and procedures that allow the school to carry out its academic program. The principal is the school’s instructional leader and focuses time on conducting teacher observations, recruiting and hiring teachers, overseeing school safety, supervising the maintenance staff, managing the budget, and collaborating with the network leadership. The assistant principal is a developing instructional leader who conducts teacher observations, often with the principal’s support. The school also has a full-time instructional coach who provides support to teachers as well as a dean that oversees student disciplinary matters. The principal oversees most operations tasks, but network staff members support the school through data analysis, budget management, human resources, and fundraising, while also providing external consultants to provide support in literacy and mathematics instruction. The organizational structure establishes distinct lines of accountability with clearly defined roles and responsibilities. Teachers are clear on whom to report for what.

- There is a clear, schoolwide behavioral management system in place. All teachers utilize a color-coded system in which students move up or down based on behavior. The guidance counselor, dean, instructional leaders, and teachers successfully promote the school’s core values, with a focus on a particular value for a given month.
- Teachers report satisfaction with the school’s supportive environment. However, the school has had difficulty retaining staff. Five of the twelve lead teachers chose not to return to FLACS after the 2016-17 school year. School leaders anticipate higher staff retention in future years and incentivize teachers through the extensive coaching support and professional development program.
- The school has allocated sufficient resources to support achieving its goals. The school provides teachers all supplies and resources they need and the school quickly meets teachers’ requests for additional supplies and resources. This year the school provided new laptops to all teachers and outfitted grade levels with additional iPad carts.
- The school maintains sufficient student enrollment. The school has been within its chartered limits for the duration of the charter term, and 94% of students returned to the school this academic year. The school has over 3,000 students on its waitlist.
- FLACS has procedures in place to enroll some subgroups of students and is looking to improve specific procedures to retain those subgroups of students. The school, whose charter is based in part on promoting the right of ELLs to a high quality education, has lottery preferences for ELLs and for students from CSD 9, the local district with a concentration of high-poverty families.
- The school regularly monitors and evaluates the school’s programs and makes changes if necessary. For example, leaders recognized a need to have more regular support of teachers in classrooms, so the school hired an assistant principal to be present in classrooms. Based in part on an analysis of assessment results, this year the school is curtailing the frequency of ELL pull-outs during general education instruction of the core academic subjects.

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

Family Life Academy Charter Schools’ board members work effectively to achieve the school’s Accountability Plan goals. The board holds leaders and itself accountable and provides training for new board members to ensure effective onboarding and oversight.

- Board members possess the requisite skills and have put in place structures and procedures with which to govern and oversee management of the school effectively. Board members possess varied skills including backgrounds in education and finance.

The board, which oversees three schools, has several standing committees including the accountability, finance, and nominating committees. The accountability and finance committees meet regularly and report to the full board. The board also has an ad hoc performance evaluation committee that meets at the beginning of the school year to rate the network CEO's recent performance and set goals for the upcoming school year.

- The board requests and receives sufficient information to provide oversight of its academic program and finances. The school principal and network CEO provide regular and frequent reports to the accountability committee and full board regarding the latest state assessment results; interim benchmark results including disaggregation of results for students who are ELLs and students with disabilities; student enrollment; and student attendance by grade. The network provides detailed monthly financial reports that the finance committee examines prior to presenting those reports to the full board.
- The board regularly evaluates the network leader and now evaluates its own performance. The board has updated the tool it uses to evaluate the network's CEO. The network CEO evaluates the school principal annually using a rubric based on the extent to which the school meets its Accountability Plan, the principal makes strategic decisions based on data, the school has a positive culture, and the principal involves parents. In 2017, the board developed and implemented a self-evaluation tool and hired an external consultant to facilitate strategic board discussions based on the self-evaluation outcomes. The board plans to have a retreat in January 2018 to discuss next steps.
- The board develops its current members and has now codified its training processes for new members. The board's members, most of whom have been on the FLACS board for two or more years and some for over a decade, participate in board trainings and share best practices with other charter school boards. The board recently completed a handbook to support the training and orientation process of new board members.
- The board effectively communicates with parents and the larger school community. The board reserves a position on the board for the school's Parent Teacher Association President to help ensure parents' voices and concerns are represented at board meetings. Some board members conduct classroom walkthroughs with school leaders.

SUNY RENEWAL BENCHMARK 2E

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

The 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 network accountable for both academic results and fiscal soundness.

- During the current charter term, the board successfully opened a third school and merged with its second school in order to streamline the three schools' governance and operations.
- The board manages all three programs with fidelity and focus on academic results, while supporting the students and families of the community.
- The board has been dedicated to its school community and its families through outreach and programming outside the school's academic program including providing legal assistance for immigrant families and serving the influx of students from Puerto Rico.
- Since the merger, and previously, the board has appropriately handled a permitted conflict between a board member and spouse who works for the education corporation.

SUNY RENEWAL BENCHMARK 2F

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

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

- **Annual Reports.** The education corporation has not posted recent school annual reports on its website in accordance with the charter and the New York Education Law. The Institute will ensure compliance prior to the start of the next charter term.
- **Complaints.** The Institute received no formal complaints regarding the school.
- **Compliance.** The Institute issued no violation letters during the charter term.

FISCAL PERFORMANCE



8. 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.

IS THE EDUCATION CORPORATION FISCALLY SOUND?

Based on a review of the fiscal evidence collected through the renewal review, Family Life Academy Charter Schools is fiscally sound as is its school, FLACS. The SUNY Fiscal Dashboard presents color-coded tables and charts indicating that FLACS and the education corporation have demonstrated fiscal soundness over the majority of the charter term.⁸ (The SUNY Fiscal Dashboard for FLACS is included in Appendix D and the Fiscal Dashboard for the Family Life Academy Charter Schools merged education corporation is included in Appendix F). The discussion that follows relates mainly to the Family Life Academy Charter Schools education corporation because a school is not a legally distinct fiscal entity.

FLACS has adequate financial resources to ensure stable operations. Effective July 1, 2014, three schools merged with FLACS as 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 finds it too is fiscally sound.

The merger allows the schools to realize efficiencies associated with operations and the capacity to share programs and resources in the areas of academic program, fiscal management and operational support, human resources, technology, and public relations. For purposes of internal accounting, FLACS “pays” the network a percentage of expenses based on the full time equivalent student enrollment for the school. The financial model is intended to ensure that all fully enrolled schools are financially sustainable, operating the school’s program solely through public funding.

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

FLACS has employed clear budgetary objectives and budget preparation procedures throughout the charter term.

- The chief executive officer, chief operations officer, and chief financial officer prepare an annual and long-term budget and present it to the Family Life Academy Charter Schools’ board finance committee. The budget is updated on an annual basis.
- The projected five-year renewal budget reflects steady revenues and expenses associated with stable enrollment as the school remains at full capacity and increases enrollment with Kindergarten – 5th grade for the renewal charter term.

SUNY Charter Schools Institute
SUNY Plaza
353 Broadway
Albany, NY 12246

- FLACS is located in leased space from its community sponsor, the LPAC, and is responsible for repairs, utilities, insurance, and janitorial services, in addition to base rent. The building is aging and the school anticipates some costs related to facility upgrades. The education corporation has secured land on which a new facility will be built, which will house the 6th – 8th grades which are now under the FLACS II charter.

DOES THE SCHOOL MAINTAIN APPROPRIATE INTERNAL CONTROLS AND PROCEDURES?

SUNY
RENEWAL
BENCHMARK
3B

FLACS and the merged education corporation Family Life Academy Charter Schools 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 FLACS and the network of three schools. The manual contains fiscal policies and procedures that undergo ongoing reviews, updates, and approvals by the education corporation board. The manual reflects the operations of the three charter schools and shared services.
- The Institute received the most recent audited financial statements for Family Life Academy Charter Schools for the year ended June 30, 2017. The audit report had no findings of material deficiencies. The external auditor issued an advisory letter to management outlining prior findings and noted that most of the findings had been cleared with only minimal instances of lack of supporting documentation, and one isolated instance of incorrect special education per pupil billing regarding the level of services provided and what the school billed.

DOES THE SCHOOL COMPLY WITH FINANCIAL REPORTING REQUIREMENTS?

SUNY
RENEWAL
BENCHMARK
3C

FLACS and the merged education corporation Family Life Academy Charter Schools have complied with financial reporting requirements.

- The Institute, NYSED, and NYCDOE have 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.

SUNY Charter Schools Institute
SUNY Plaza
353 Broadway
Albany, NY 12246

- The individual education corporation and merged entity have generally filed key reports in a timely and accurate manner, including audit reports, budgets, unaudited quarterly reports of revenue, expenses, and enrollment.

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

FLACS and the merged education corporation Family Life Academy Charter Schools have maintained adequate financial resources to ensure stable operations.

- The school opened in 2001 and during the current charter term maintained fiscal strength and reported operating surpluses.
- Family Life Academy Charter Schools had total net assets in excess of \$2.3 million and 1.5 months of cash on hand to pay bills coming due shortly, as reported in the most recent audit report.
- Family Life Academy Charter Schools has established the required dissolution reserve fund, and as of June 30, 2017 the balance was \$275,775 for the three operating charter schools, which is above the minimum.

**SUNY
RENEWAL
BENCHMARK
3D**

SUNY Charter Schools Institute
SUNY Plaza
353 Broadway
Albany, NY 12246

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?

FLACS is an academic success supported by an effective and viable organization. The education corporation is fiscally sound, and the board acts strategically to support the school in achieving its Accountability Plan goals. As such, the plans for a future 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. FLACS plans to implement the same core elements of its program that have led it to meet or come close to meeting its Accountability Plan goals in the current charter term. These core elements are likely to enable the school to meet its goals in the future. The school intends to grow its Kindergarten – 5th grade program enrollment to fill the seats formerly occupied by its middle school students, who now are educated at FLACS II

Plans for Board Oversight & Governance. During the charter term, the board of trustees for both FLACS and FLACS II merged into one board that oversees all three Family Life Academy Charter Schools' schools. Current board members express interest in continuing to serve the schools, and the board may add new trustees in the next charter term.

Fiscal & Facility Plans. Based on evidence collected through the renewal review, including a review of the five-year financial plan, Family Life Academy Charter Schools presents a reasonable and appropriate fiscal plan for the next charter term including education corporation and school budgets that are feasible and achievable.

	CURRENT	END OF NEXT CHARTER TERM
Enrollment	312	416
Grade Span	K-5	K-5
Teaching Staff	16	24
Days of Instruction	184	184

SUNY Charter Schools Institute
SUNY Plaza
353 Broadway
Albany, NY 12246

FLACS plans to continue instruction for Kindergarten – 5th grade, as it expands enrollment, in the existing facility under a lease agreement with its community sponsor, the LPAC. The lease runs until 2022.

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.

FLACS

Ax

APPENDICES

PAGES Ax 1-28

SO^A SCHOOL OVERVIEW	PS^B PERFORMANCE SUMMARIES	DC^C DISTRICT COMMENTS	FD^D FISCAL DASHBOARD	EO^E ED CORP OVERVIEW	EF^F ED CORP FISCAL
PAGE Ax 1	PAGE Ax 6	PAGE Ax 8	PAGE Ax 9	PAGE Ax 13	PAGE Ax 25

APPENDIX A: School Overview

BOARD OF TRUSTEES FAMILY LIFE ACADEMY CHARTER SCHOOLS THAT HOLD THE AUTHORITY TO OPERATE FAMILY LIFE ACADEMY CHARTER SCHOOL

CHAIR	TRUSTEES	TRUSTEES
Miguel Pena	Marvin Dutton	Wanda Torres-Mercado
VICE CHAIR	Kevin Kearns	Florence G. Wolpoff
Susana Rivera-Leon	Luz-Maria Lambert	Pamela Ash
TREASURER	Dr. Janet M. Lerner	Evelyn Viera
Hilda I. Sanchez	Francisco Lugovina	
SECRETARY	Karen Marino	
Pedro Alvarez	Bryan Rivera	
	Rev. Raymond Rivera	

SCHOOL LEADERS

PRINCIPAL
<i>Evelyn Centeno, Principal (2016-17 to Present)</i>
<i>Debra Friday, Principal (2014-15 to 2015-16)</i>
<i>Angel Rodriguez, Principal (2011-12 to 2013-14)</i>
<i>Marilyn Calo, Principal (2003-04 to 2010-11)</i>
<i>David Ramos, Administrative Director (April 2002 to 2002-03)</i>
<i>Emily Richmond, Interim Director (January 2002 to April 2002)</i>
<i>Isabel Guitierrez, Director (August 2001 to December 2001)</i>

SCHOOL CHARACTERISTICS

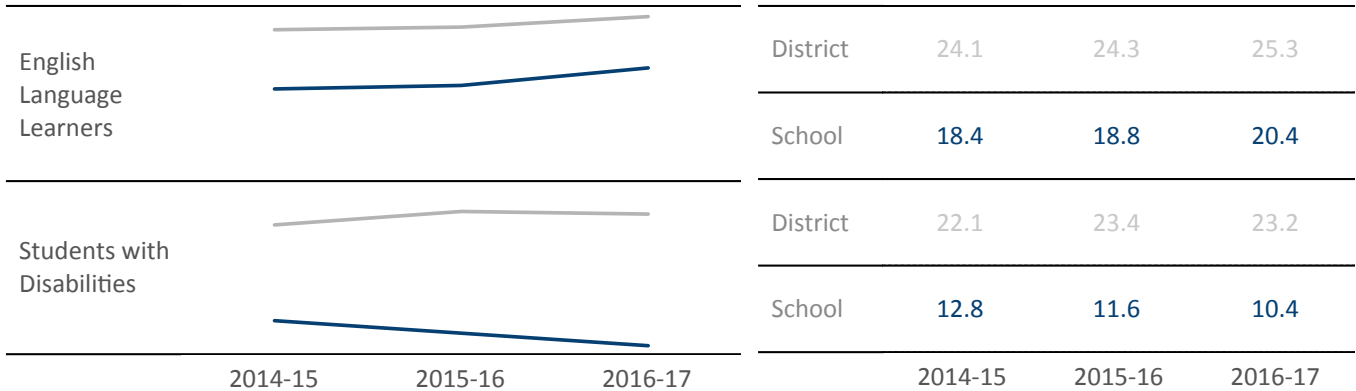
SCHOOL YEAR	CHARTERED ENROLLMENT	ACTUAL ENROLLMENT	ACTUAL AS A PERCENTAGE OF CHARTERED ENROLLMENT	PROPOSED GRADES	ACTUAL GRADES
2013-14	462	459	99%	K-8	K-8
2014-15	464	467	101%	K-8	K-8
2015-16	466	465	100%	K-8	K-8
2016-17	467	465	100%	K-8	K-8
2017-18	312	307	98%	K-5	K-5

APPENDIX A: School Overview

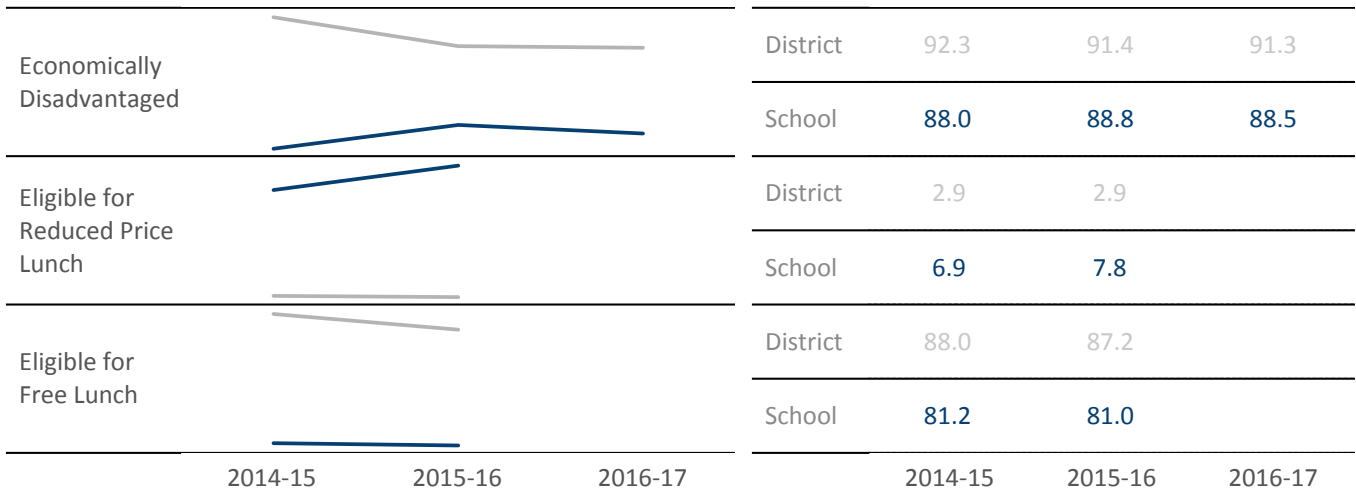
Family Life Academy Charter School

Bronx CSD 9

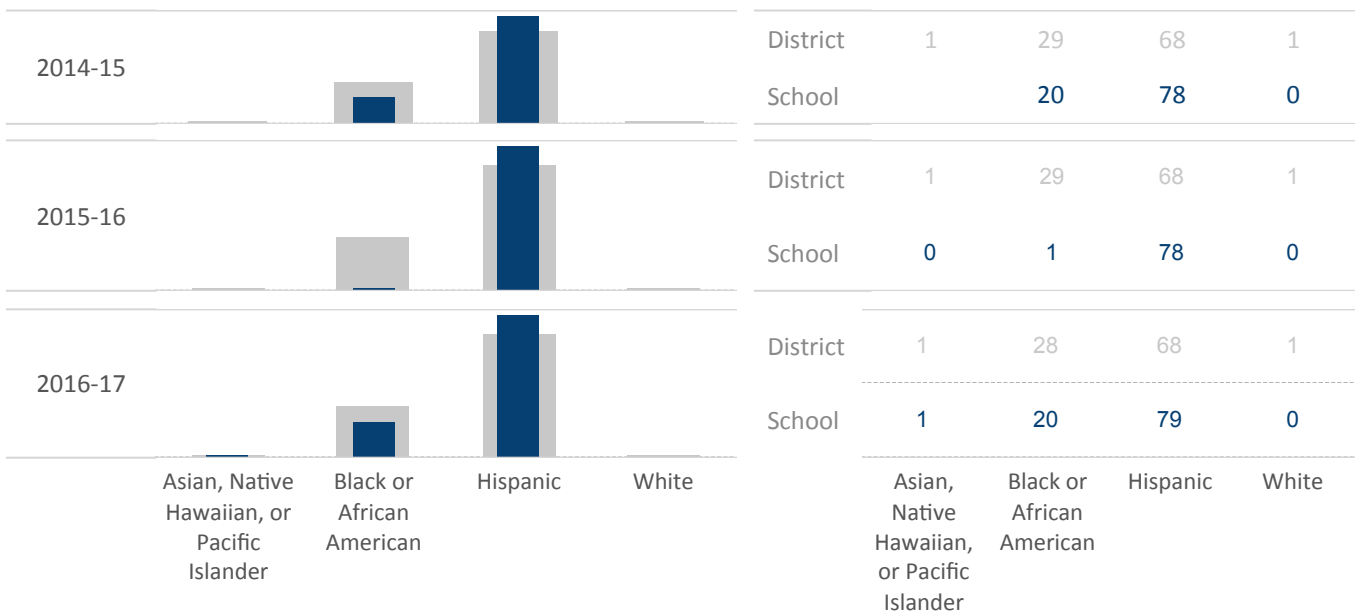
Student Demographics: Special Populations



Student Demographics: Free/Reduced Lunch



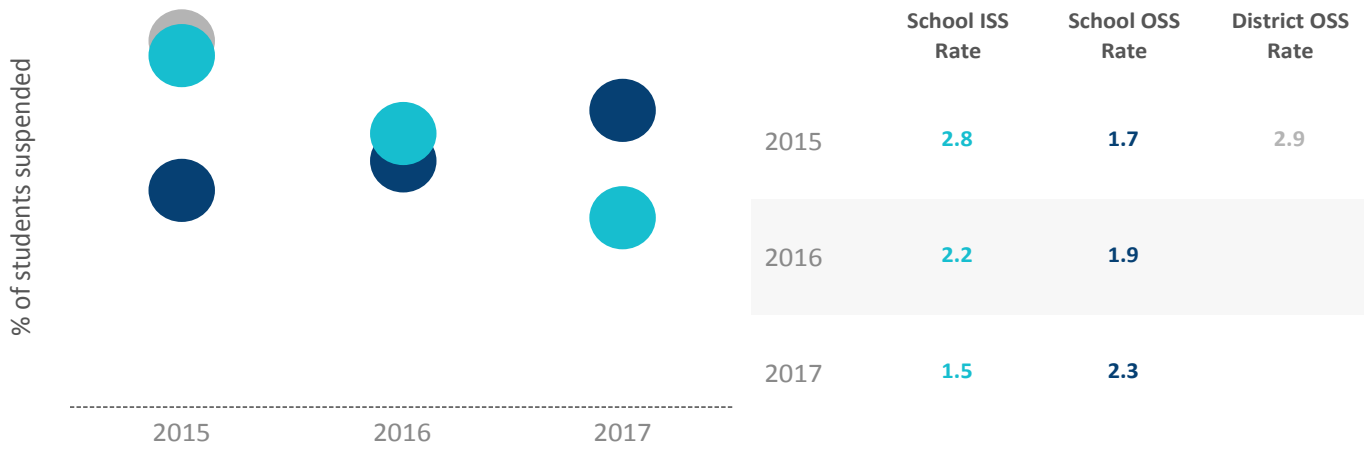
Student Demographics: Race/Ethnicity



APPENDIX A: School Overview

Family Life Academy Charter School

Bronx CSD 9



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 high school 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 ("NYCDOE"): 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.

Persistence in Enrollment: The percentage of students eligible to return from previous year who did return



Expulsions: The number of students expelled from the school each year.

	2015	2016	2017
	0	0	0

Family Life Academy Charter School's Enrollment and Retention Status: 2016-17

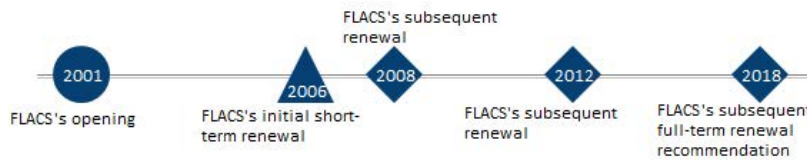
		District Target	School
Enrollment	Economically disadvantaged	95.9	87.0
	English language learners	27.0	36.6
	Students with disabilities	17.9	10.6
Retention	Economically disadvantaged	92.0	94.3
	English language learners	93.2	100.0
	Students with disabilities	92.3	93.6

APPENDIX A: School Overview

PARENT SATISFACTION: SURVEY RESULTS



TIMELINE OF CHARTER SCHOOL RENEWAL



SCHOOL VISIT HISTORY

SCHOOL YEAR	VISIT TYPE	DATE
2001-02	First-Year	May 14, 2002
2002-03	Evaluation	May 22, 2003
2003-04	Evaluation	February 26-27, 2004
2005-06	Initial Renewal	November 1-3, 2005
2007-08	Subsequent Renewal	October 9-10, 2007
2009-10	Evaluation	May 25-26, 2010
2011-12	Subsequent Renewal	May 15-16, 2012
2017-18	Subsequent Renewal	November 2-3, 2017

CONDUCT OF THE RENEWAL VISIT

DATE(S) OF VISIT	EVALUATION TEAM MEMBERS	TITLE
November 2-3, 2017	Adam Aberman	External Consultant
	Hillary Johnson, Ed. D	External Consultant

APPENDIX A: School Overview

KEY DESIGN ELEMENTS:

ELEMENT	EVIDENT?
Active school leadership;	+
A rigorous academic curriculum with a focus on literacy;	+
An extended school day and year;	+
Data-driven planning fueled by a rigorous system of assessment and accountability;	+
Intentional approaches to the instruction of English language learners;	+
A commitment to meeting the needs of all learners;	+
Professional development and professional learning communities that enrich teaching;	+
Consistent and caring discipline;	+
Family involvement and shared responsibility for learning;	+
A shared school culture, traditions and core values focused on excellence;	+
A focus on preparation for high school and beyond; and,	+
A continued use of community resources.	+

APPENDIX B: Performance Summaries

SCHOOL PERFORMANCE SUMMARY: English Language Arts Family Life Academy Charter School

	2014-15 Grades Served: K-8				2015-16 Grades Served: K-8				2016-17 Grades Served: K-8				MET
	All Students % (N)		2+ Years Students % (N)		All Students % (N)		2+ Years Students % (N)		All Students % (N)		2+ Years Students % (N)		
	Grades		Grades		Grades		Grades		Grades		Grades		
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.	3	19.2 (52)	18.8 (48)	10.2 (49)	42.3 (52)	43.1 (51)	42.3 (52)	38.8 (49)	50.0 (54)	53.2 (47)	50.0 (54)	53.2 (47)	MET
	4	13.7 (51)	10.2 (49)	14.3 (49)	42.3 (52)	38.8 (49)	42.3 (52)	38.8 (49)	33.3 (54)	32.7 (52)	33.3 (54)	32.7 (52)	
	5	15.4 (52)	14.3 (49)	30.0 (50)	19.6 (51)	16.3 (49)	19.6 (51)	16.3 (49)	32.7 (52)	30.6 (49)	32.7 (52)	30.6 (49)	
	6	29.4 (51)	26.1 (46)	27.7 (47)	36.0 (50)	33.3 (48)	36.0 (50)	33.3 (48)	30.6 (49)	30.4 (46)	30.6 (49)	30.4 (46)	
	7	26.5 (49)	26.1 (46)	21.1 (289)	30.0 (50)	29.2 (48)	30.0 (50)	29.2 (48)	62.7 (51)	62.7 (51)	62.7 (51)	62.7 (51)	
	8	32.0 (50)	27.7 (47)		50.0 (46)	50.0 (46)	50.0 (46)	50.0 (46)	53.5 (43)	53.5 (43)	53.5 (43)	53.5 (43)	
	All	22.6 (305)	21.1 (289)		36.5 (301)	35.1 (291)	36.5 (301)	35.1 (291)	43.8 (303)	43.8 (288)	43.8 (303)	43.8 (288)	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		PLI	AMO		PLI	AMO		PLI	AMO	
	3-8	91	97	NO	114	104	YES	114	104	YES	122	111	YES
	Comparison: Bronx District 9				Comparison: Bronx District 9				Comparison: Bronx District 9				
	Grades	School	District		School	District		School	District		School	District	
	3-8	21.1	13.0	YES	35.1	20.4	YES	43.8	22.2	YES	43.8	22.2	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	
	87.3	22.6	17.4	0.41	88.5	36.5	24.0	0.76	87.6	43.6	26.4	1.01	
	YES				YES				YES				
	Comparison: Bronx District 9				Comparison: Bronx District 9				Comparison: Bronx District 9				
	Grades	School	State		Grades	School	State		Grades	School	State		
4	49.1			4	52.6			4	53.5				
5	44.5			5	62.2			5	44.1				
6	43.4			6	56.0			6	57.1				
7	54.0			7	56.3			7	62.9				
8	50.8			8	53.0			8	51.8				
All	48.2	50.0	NO	All	56.1	50.0	YES	All	53.8	50.0	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	49.1			4	52.6			4	53.5			
	5	44.5			5	62.2			5	44.1			
	6	43.4			6	56.0			6	57.1			
	7	54.0			7	56.3			7	62.9			
8	50.8			8	53.0			8	51.8				
All	48.2	50.0	NO	All	56.1	50.0	YES	All	53.8	50.0	YES		

APPENDIX B: Performance Summaries

SCHOOL PERFORMANCE SUMMARY: Mathematics

Family Life Academy Charter School

	2014-15 Grades Served: K-8			2015-16 Grades Served: K-8			2016-17 Grades Served: K-8		
	Grades	All Students % (N)	2+ Years Students % (N)	Grades	All Students % (N)	2+ Years Students % (N)	Grades	All Students % (N)	2+ Years Students % (N)
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.	3	37.3 (51)	38.3 (47)	3	42.3 (52)	43.1 (51)	3	50.9 (53)	52.2 (46)
	4	25.5 (51)	24.5 (49)	4	51.9 (52)	49.0 (49)	4	46.3 (54)	44.2 (52)
	5	46.2 (52)	46.9 (49)	5	25.5 (51)	22.4 (49)	5	49.0 (51)	45.8 (48)
	6	56.9 (51)	56.0 (50)	6	62.0 (50)	60.4 (48)	6	39.6 (48)	37.8 (45)
	7	18.4 (49)	17.4 (46)	7	18.0 (50)	16.7 (48)	7	37.3 (51)	37.3 (51)
	8	10.0 (50)	8.5 (47)	8	25.5 (47)	26.1 (46)	8	14.3 (42)	14.3 (42)
	All	32.6 (304)	32.3 (288)	All	37.7 (302)	36.4 (291)	All	40.5 (299)	39.1 (284)
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	PLI	AMO
	3-8	101	94	3-8	113	101	3-8	116	109
	Comparison: Bronx District 9			Comparison: Bronx District 9			Comparison: Bronx District 9		
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.	Grades	School	District	Grades	School	District	Grades	School	District
	3-8	32.3	16.6	3-8	36.4	18.0	3-8	39.1	19.5
	% ED			% ED			% ED		
	87.3	32.6	22.3	88.5	37.7	23.0	87.6	40.5	24.4
	Effect Size			Effect Size			Effect Size		
			0.57			0.74			0.84
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.	YES			YES			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	51.4		4	68.1		4	54.0	
	5	62.7		5	53.4		5	47.1	
	6	79.7		6	0.0		6	81.1	
	7	27.8		7	31.3		7	23.7	
	8	30.5		8	43.5		8	41.9	
	All	51.2	50.0	All	49.3	50.0	All	49.5	50.0
	YES			NO*			NO		

*Due to an issue in data reporting, the state did not calculate 6th grade mathematics growth scores for the school in 2015-16.

SUMMARY OF PUBLIC COMMENTS

The New York City Department of Education held its required hearing on Family Life Academy Charter School's renewal on October 16, 2017 at the school. Thirty-three people were present, and 20 individuals spoke in support. The school leader spoke to the school's 17 year history, and the school's success with replicating its work at two other charter schools. The executive director spoke of the family and student support and the programming it provides to actively involve families with a variety of educational experiences. Teachers spoke of the school's character education program and how the school establishes a family-like environment. Parents spoke of the supports for their children especially in the areas of special education and how students are prepared for high school. Students spoke to how much they like the school and the support they receive from teachers. Past graduates spoke to the safe space the school creates, dedicated teachers, and scholarships received. Board members spoke to the pride they have as the school is serving its mission to provide an amazing education to students without regard to their zip code or skin color. One board member commented to sending his own kids to the school. The principal spoke of her pride in the school's mission and how all staff members work relentlessly to accomplish their vision.

APPENDIX D: Fiscal Dashboard

FAMILY LIFE ACADEMY CHARTER SCHOOL

NOTE: Effective 2014-15 the school merged into the education corporation, "Family Life Academy Charter School." Accordingly, see the Merged Ed Corp Dashboard containing the "Balance Sheet" for all schools merged into the education corporation.

SCHOOL INFORMATION

BALANCE SHEET

Assets

Current Assets

	Opened 2001-02				
	2011-12	2012-13	2013-14	MERGED 2014-15	MERGED 2015-16
Cash and Cash Equivalents - GRAPH 1	1,000,357	1,034,935	474,474	-	-
Grants and Contracts Receivable	82,241	289,706	118,593	-	-
Accounts Receivable	-	-	-	-	-
Prepaid Expenses	187,511	54,292	79,092	-	-
Contributions and Other Receivables	-	-	1,343,592	-	-
Total Current Assets - GRAPH 1	1,270,109	1,378,933	2,015,751	-	-
Property, Building and Equipment, net	527,563	704,858	571,661	-	-
Other Assets	-	89,376	72,175	-	-
Total Assets - GRAPH 1	1,797,672	2,173,167	2,659,587	-	-

Liabilities and Net Assets

Current Liabilities

Accounts Payable and Accrued Expenses	580,157	790,898	330,222	-	-
Accrued Payroll and Benefits	138,438	186,538	569,027	-	-
Deferred Revenue	-	-	-	-	-
Current Maturities of Long-Term Debt	-	-	33,765	-	-
Short Term Debt - Bonds, Notes Payable	-	-	-	-	-
Other	40,663	-	514,024	-	-
Total Current Liabilities - GRAPH 1	759,258	977,436	1,447,038	-	-
L-T Debt and Notes Payable, net current maturities	-	-	235,911	-	-
Total Liabilities - GRAPH 1	759,258	977,436	1,682,949	-	-

Net Assets

Unrestricted	1,028,414	1,178,594	959,638	-	-
Temporarily restricted	10,000	17,137	17,000	-	-
Total Net Assets	1,038,414	1,195,731	976,638	-	-
Total Liabilities and Net Assets	1,797,672	2,173,167	2,659,587	-	-

ACTIVITIES

Operating Revenue

Resident Student Enrollment	6,134,032	6,428,171	6,704,149	6,953,727	6,455,883
Students with Disabilities	772,160	-	-	-	492,837
Grants and Contracts					
State and local	174,086	792,961	927,089	367,778	215,417
Federal - Title and IDEA	7,658	-	-	846,195	448,319
Federal - Other	15,081	-	-	-	66,217
Other	42,690	-	-	-	-
Food Service/Child Nutrition Program	-	-	-	-	264,089
Total Operating Revenue	7,145,707	7,221,132	7,631,238	8,167,700	7,942,762

Expenses

Regular Education	5,338,188	5,587,498	6,072,392	6,380,811	5,702,273
SPED	728,118	717,642	623,135	493,021	735,343
Regular Education & SPED (combined)	-	-	-	-	-
Other	-	-	-	-	-
Total Program Services	6,066,306	6,305,140	6,695,527	6,873,832	6,437,616
Management and General	926,497	905,078	1,283,481	811,501	1,108,049
Fundraising	13,291	94,951	93,000	106,445	81,629
Total Expenses - GRAPHS 2, 3 & 4	7,006,094	7,305,169	8,072,008	7,791,778	7,627,294

Surplus / (Deficit) From School Operations

	139,613	(84,037)	(440,770)	375,922	315,468
--	---------	----------	-----------	---------	---------

Support and Other Revenue

Contributions	-	157,253	110,867	98,671	68,716
Fundraising	-	7,826	7,181	4,530	3,966
Miscellaneous Income	-	76,275	103,629	288,995	(292,784)
Net assets released from restriction	-	-	-	-	-
Total Support and Other Revenue	-	241,354	221,677	392,196	(220,102)

Total Unrestricted Revenue	7,135,707	7,455,349	7,852,915	8,559,896	7,722,660
Total Temporarily Restricted Revenue	10,000	7,137	-	-	-
Total Revenue - GRAPHS 2 & 3	7,145,707	7,462,486	7,852,915	8,559,896	7,722,660

Change in Net Assets

Net Assets - Beginning of Year - GRAPH 2	898,801	1,038,414	1,195,731	976,638	1,739,115
Prior Year Adjustment(s)	-	-	-	-	-
Net Assets - End of Year - GRAPH 2	1,038,414	1,195,731	976,638	1,744,756	1,834,481

APPENDIX D: Fiscal Dashboard

FAMILY LIFE ACADEMY CHARTER SCHOOL

NOTE: Effective 2014-15 the school merged into the education corporation, "Family Life Academy Charter School." Accordingly, see the Merged Ed Corp Dashboard containing the "Balance Sheet" for all schools merged into the education corporation.

SCHOOL INFORMATION - (Continued)

Functional Expense Breakdown

	2011-12	2012-13	2013-14	2014-15	2015-16
Personnel Service					
Administrative Staff Personnel	734,225	846,581	1,116,630	1,471,508	1,512,557
Instructional Personnel	3,022,342	3,110,705	3,157,121	2,917,057	2,482,810
Non-Instructional Personnel	360,889	356,942	378,300	518,459	390,545
Personnel Services (Combined)	-	-	-	-	-
Total Salaries and Staff	4,117,456	4,314,228	4,652,051	4,907,024	4,385,912
Fringe Benefits & Payroll Taxes	619,474	706,485	777,235	824,164	739,048
Retirement	45,904	56,128	64,424	48,735	40,977
Management Company Fees	-	-	-	-	-
Building and Land Rent / Lease	688,058	699,400	733,223	739,760	733,590
Staff Development	8,442	55,838	76,062	55,073	98,460
Professional Fees, Consultant & Purchased Services	336,201	393,120	460,875	(94,393)	310,902
Marketing / Recruitment	16,406	4,165	30,751	8,532	8,315
Student Supplies, Materials & Services	358,327	193,703	150,486	251,137	243,736
Depreciation	139,807	179,499	238,936	242,833	227,977
Other	676,019	702,603	887,964	808,913	838,377
Total Expenses	7,006,094	7,305,169	8,072,007	7,791,778	7,627,294

SCHOOL ANALYSIS

ENROLLMENT

	2011-12	2012-13	2013-14	2014-15	2015-16
Chartered Enroll	290	290	462	464	466
Revised Enroll	441	445	-	-	-
Actual Enroll - GRAPH 4	429	439	459	467	465
Chartered Grades	K-8	K-8	K-8	K-8	K-8
Revised Grades	-	-	-	-	-

Primary School District: Yes

Per Pupil Funding (Weighted Avg of All Districts)	2011-12	2012-13	2013-14	2014-15	2015-16
Increase over prior year	100.0%	0.0%	0.0%	2.5%	0.0%

PER STUDENT BREAKDOWN

Revenue

Operating	16,657	16,449	16,618	17,508	17,076
Other Revenue and Support	-	550	483	841	(473)
TOTAL - GRAPH 3	16,657	16,999	17,100	18,349	16,603

Expenses

Program Services	14,141	14,363	14,580	14,735	13,840
Management and General, Fundraising	2,191	2,278	2,997	1,968	2,558
TOTAL - GRAPH 3	16,331	16,640	17,577	16,702	16,397
% of Program Services	86.6%	86.3%	82.9%	88.2%	84.4%
% of Management and Other	13.4%	13.7%	17.1%	11.8%	15.6%
% of Revenue Exceeding Expenses - GRAPH 5	2.0%	2.2%	-2.7%	9.9%	1.3%

Student to Faculty Ratio

	8.1	8.6	8.7	5.8	10.1
--	-----	-----	-----	-----	------

Faculty to Admin Ratio

	3.1	2.6	2.3	3.8	1.6
--	-----	-----	-----	-----	-----

Financial Responsibility Composite Scores - GRAPH 6

Score	2011-12	2012-13	2013-14	2014-15	2015-16
Fiscally Strong 1.5 - 3.0 / Fiscally Adequate 1.0 - 1.4 / Fiscally Needs Monitoring < 1.0	1.9	1.9	1.3	0.0	0.0
	Fiscally Strong	Fiscally Strong	Fiscally Adequate	N/A	n/a

Working Capital - GRAPH 7

Net Working Capital	510,851	401,497	568,713	0	0
As % of Unrestricted Revenue	7.2%	5.4%	7.2%	0.0%	0.0%
Working Capital (Current) Ratio Score	1.7	1.4	1.4	0.0	0.0
Risk (Low ≥ 3.0 / Medium 1.4 - 2.9 / High < 1.4)	MEDIUM	MEDIUM	MEDIUM	N/A	N/A
Rating (Excellent ≥ 3.0 / Good 1.4 - 2.9 / Poor < 1.4)	Good	Good	Good	N/A	N/A

Quick (Acid Test) Ratio

Score	1.4	1.4	1.3	0.0	0.0
Risk (Low ≥ 2.5 / Medium 1.0 - 2.4 / High < 1.0)	MEDIUM	MEDIUM	MEDIUM	N/A	N/A
Rating (Excellent ≥ 2.5 / Good 1.0 - 2.4 / Poor < 1.0)	Good	Good	Good	N/A	N/A

Debt to Asset Ratio - GRAPH 7

Score	0.4	0.4	0.6	0.0	0.0
Risk (Low < 0.50 / Medium 0.51 - .95 / High > 1.0)	LOW	MEDIUM	MEDIUM	N/A	N/A
Rating (Excellent < 0.50 / Good 0.51 - .95 / Poor > 1.0)	Excellent	Good	Good	N/A	N/A

Months of Cash - GRAPH 8

Score	1.7	1.7	0.7	0.0	0.0
Risk (Low > 3 mo. / Medium 1 - 3 mo. / High < 1 mo.)	MEDIUM	MEDIUM	HIGH	N/A	N/A
Rating (Excellent > 3 mo. / Good 1 - 3 mo. / Poor < 1 mo.)	Good	Good	Poor	N/A	N/A

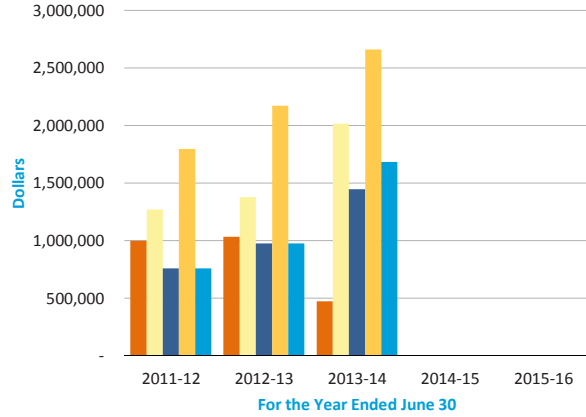
APPENDIX D: Fiscal Dashboard

FAMILY LIFE ACADEMY CHARTER SCHOOL

NOTE: Effective 2014-15 the school merged into the education corporation, "Family Life Academy Charter School." Accordingly, see the Merged Ed Corp Dashboard containing the "Balance Sheet" for all schools merged into the education corporation.

GRAPH 1

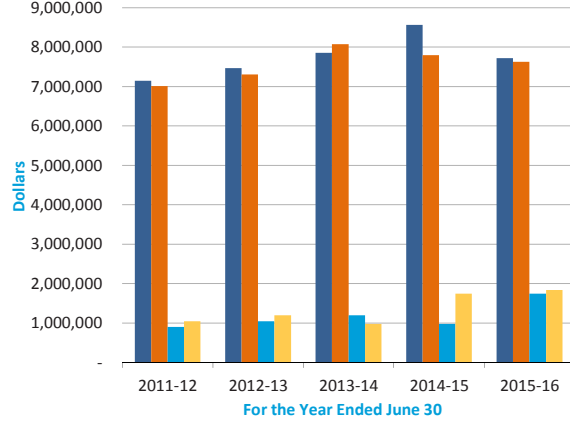
Cash, Assets and Liabilities



This chart illustrates the relationship between assets and liabilities and to what extent cash reserves makes up current assets. Ideally for each subset, subsets 2 through 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

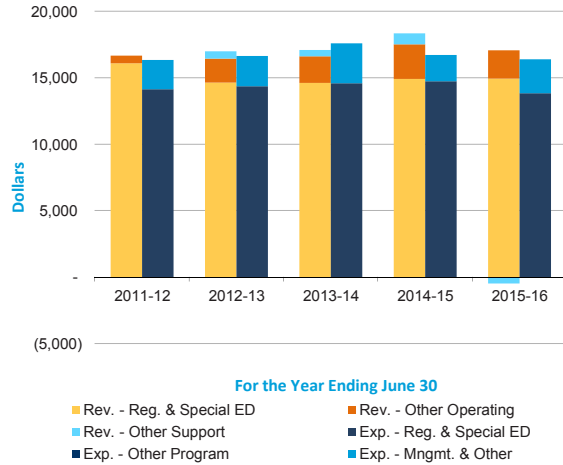
Revenue, Expenses and Net Assets



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

GRAPH 3

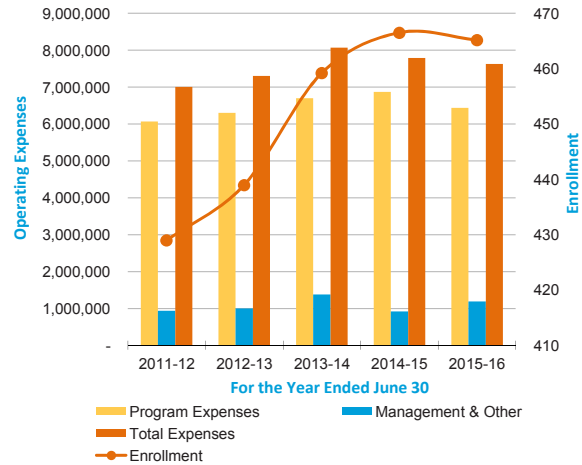
Revenue & Expenses Per Pupil



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

GRAPH 4

Enrollment vs. Operating Expenses



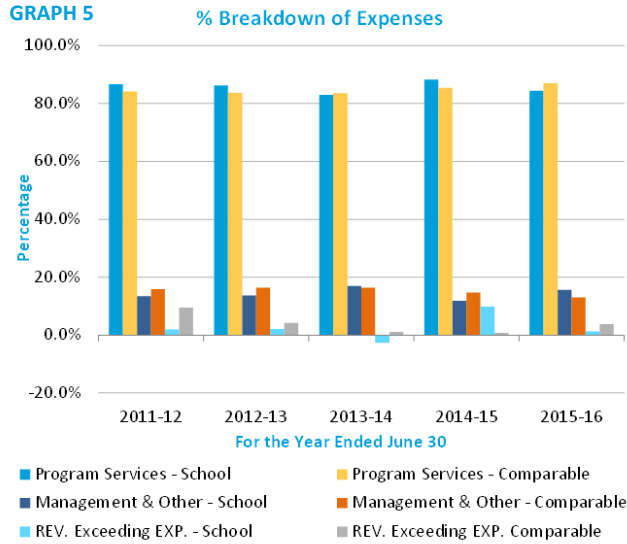
This chart illustrates to what extent the school's operating expenses have followed its student enrollment pattern. A baseline assumption that this data tests is that operating expenses increase with each additional student served. This chart also compares and contrasts growth trends of both, giving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

APPENDIX D: Fiscal Dashboard

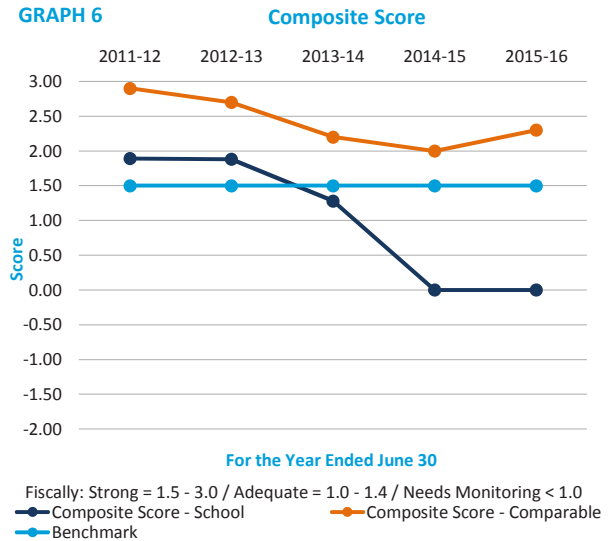
FAMILY LIFE ACADEMY CHARTER SCHOOL

NOTE: Effective 2014-15 the school merged into the education corporation, "Family Life Academy Charter School." Accordingly, see the Merged Ed Corp Dashboard containing the "Balance Sheet" for all schools merged into the education corporation.

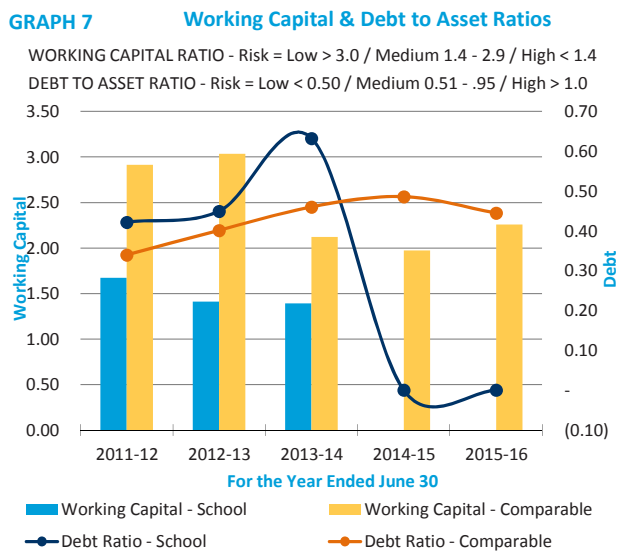
Comparable School, Region or Network: All SUNY Authorized Charter Schools (Including Closed Schools)



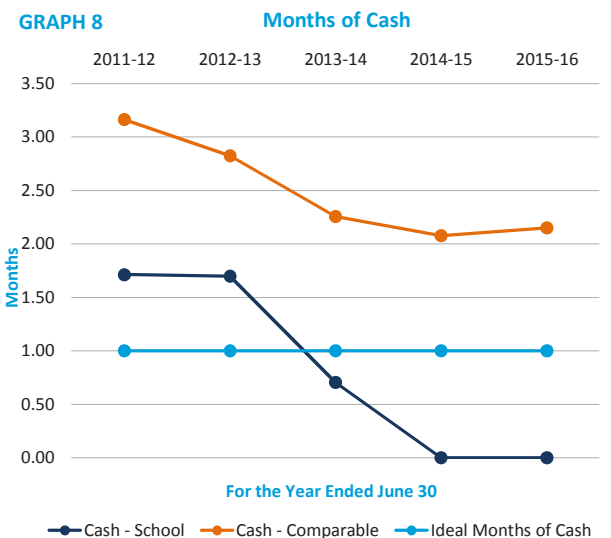
This chart illustrates the percentage expense breakdown between program services and management & others as well as the percentage of revenues exceeding expenses. Ideally the percentage expense for program services will far exceed that of the management & other expense. The percentage of revenues exceeding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



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.



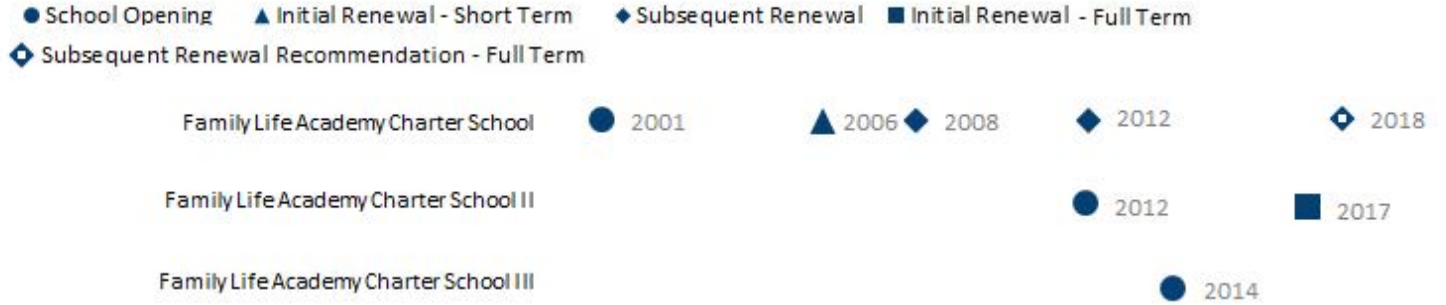
This chart illustrates working capital and debt to asset ratios. The working capital ratio indicates if a school has enough short-term assets to cover its immediate liabilities/short term debt. The debt to asset ratio indicates what proportion of debt a school has relative to its assets. The measure gives an idea to the leverage of the school along with the potential risks the school faces in terms of its debt-load.



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



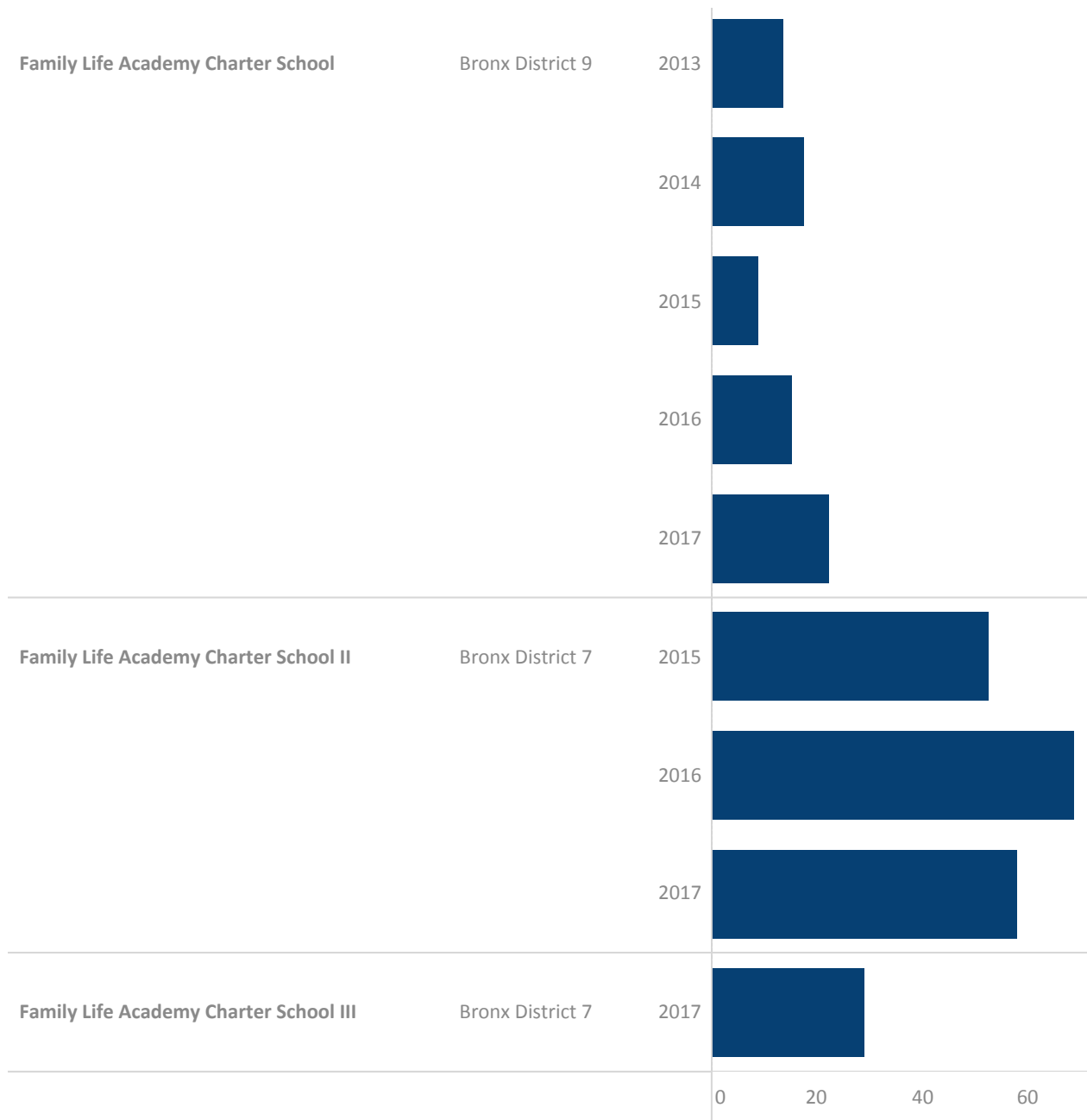
APPENDIX E: Education Corporation Overview

EDUCATION CORPORATION SCHOOL CHARACTERISTICS

School	Local District	Co-located?	Chartered Enrollment	Grade Span
Family Life Academy Charter School	CSD 9	No	312	K-5
Family Life Academy Charter School II	CSD 7	No	520	K-8
Family Life Academy Charter School III	CSD 7	No	260	K-4

APPENDIX E: Education Corporation Overview

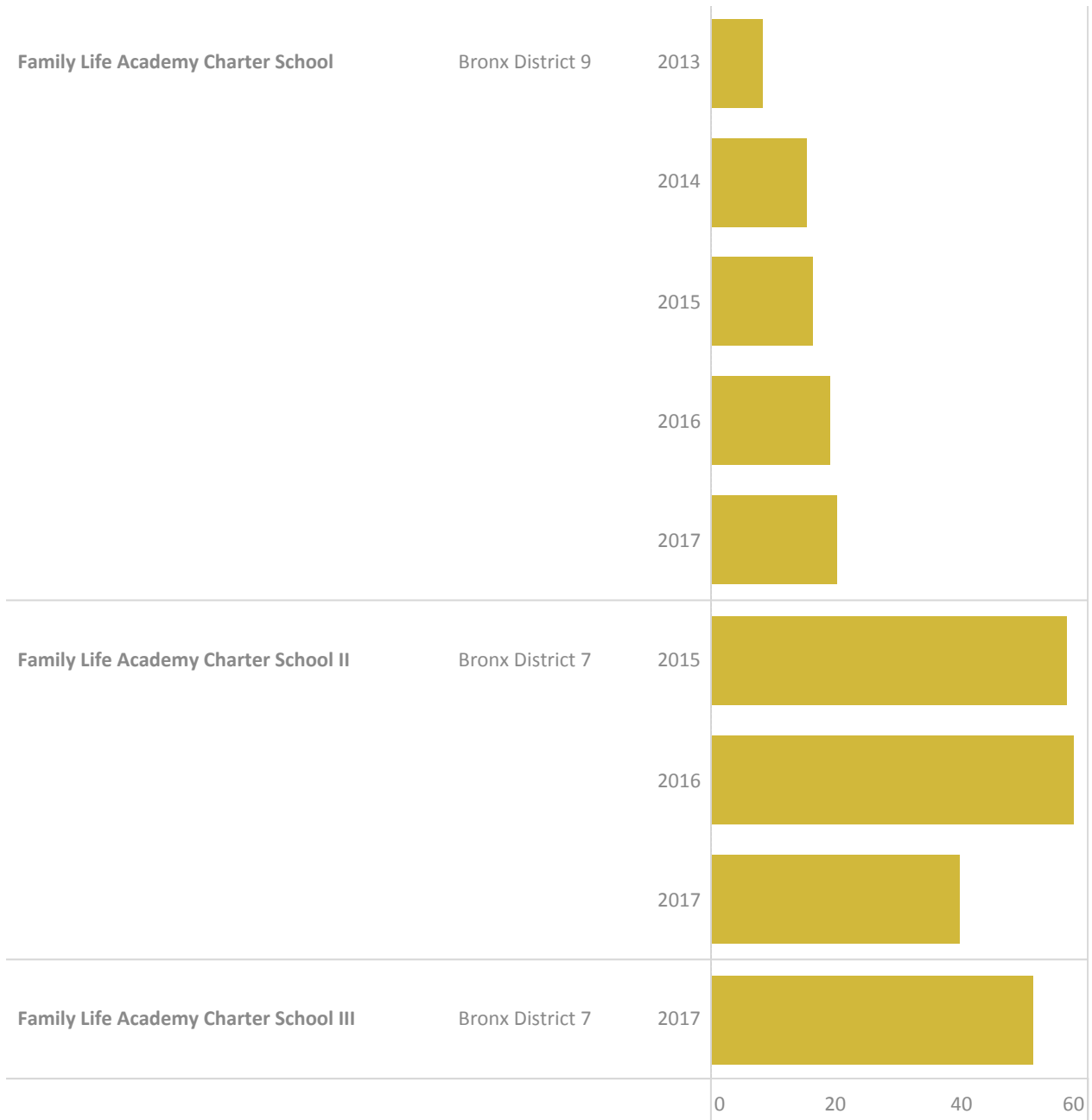
DIFFERENCE BETWEEN SCHOOLS AND DISTRICT SCORES: ELA



District difference for each year broken down by school and district (in NYC, the Institute uses the CSD). 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

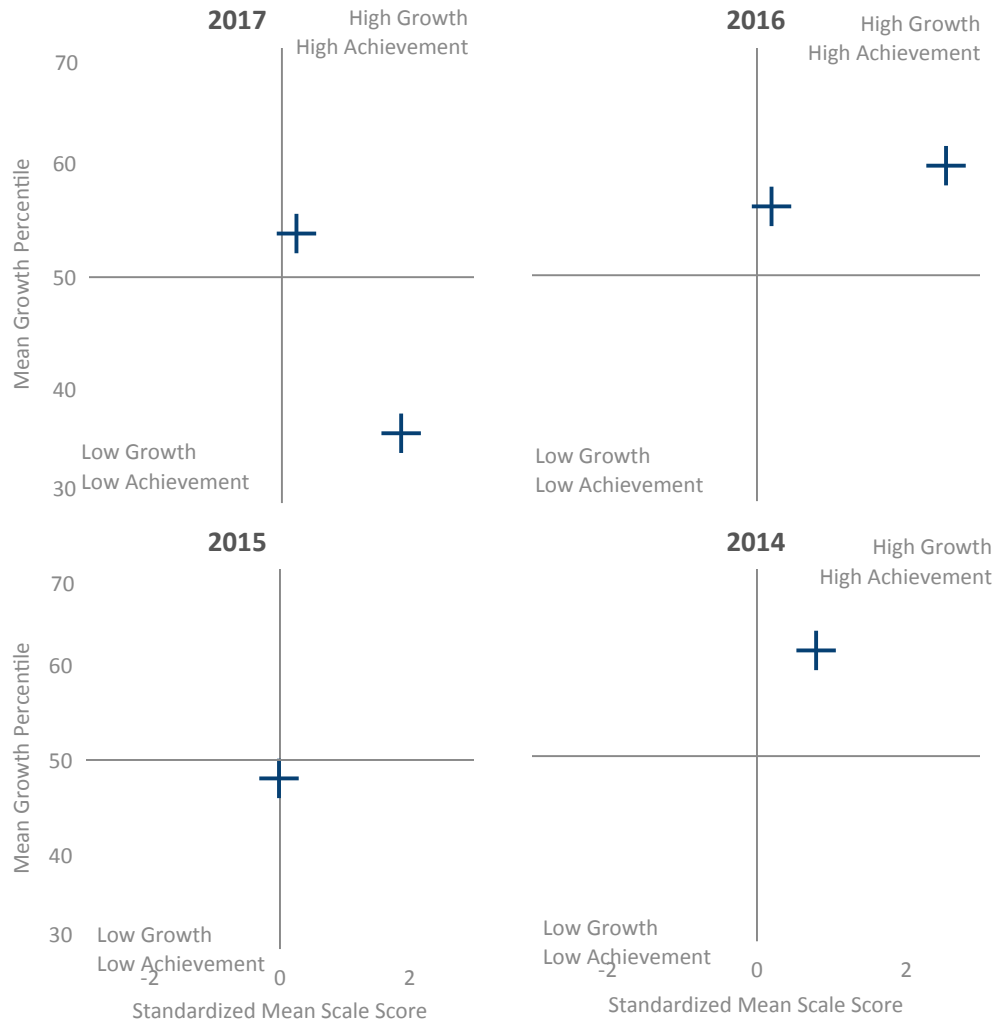
DIFFERENCE BETWEEN SCHOOLS AND DISTRICT SCORES: MATH



District difference for each year broken down by school and district (in NYC, the Institute uses the CSD). 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: 2013-14 THROUGH 2016-17



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.

APPENDIX E: Education Corporation Overview

MATH GROWTH AND ACHIEVEMENT: 2013-14 THROUGH 2016-17



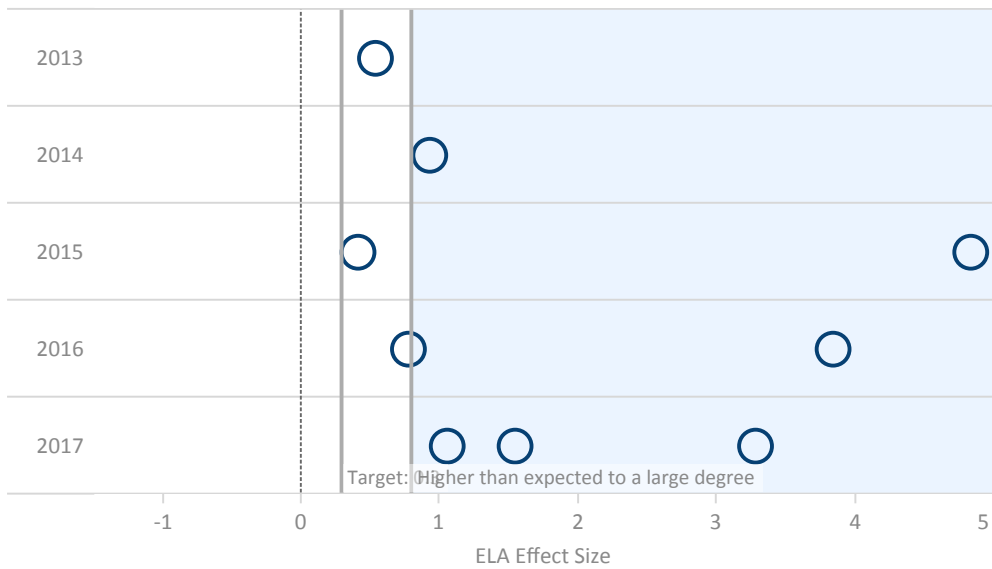
These charts compare a school's ability to grow student achievement with a school's absolute student performance. Schools located in the upper right hand quadrant of each chart show strong results in helping students make learning gains while at the same time helping students achieve strong absolute 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.

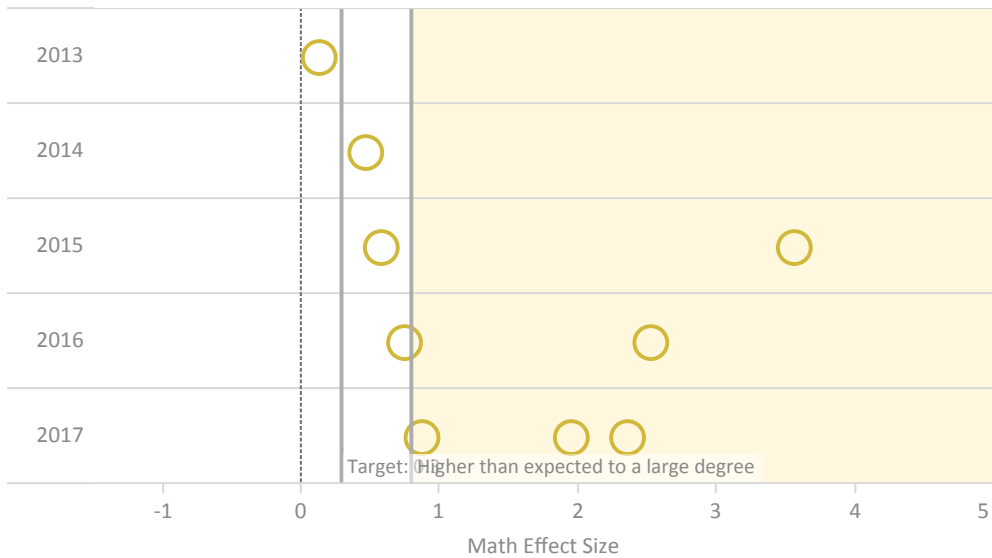
APPENDIX E: Education Corporation Overview

ELA AND MATH EFFECT SIZE DOT PLOTS: 2012-13 THROUGH 2016-17

ELA Effect Size by Year and School



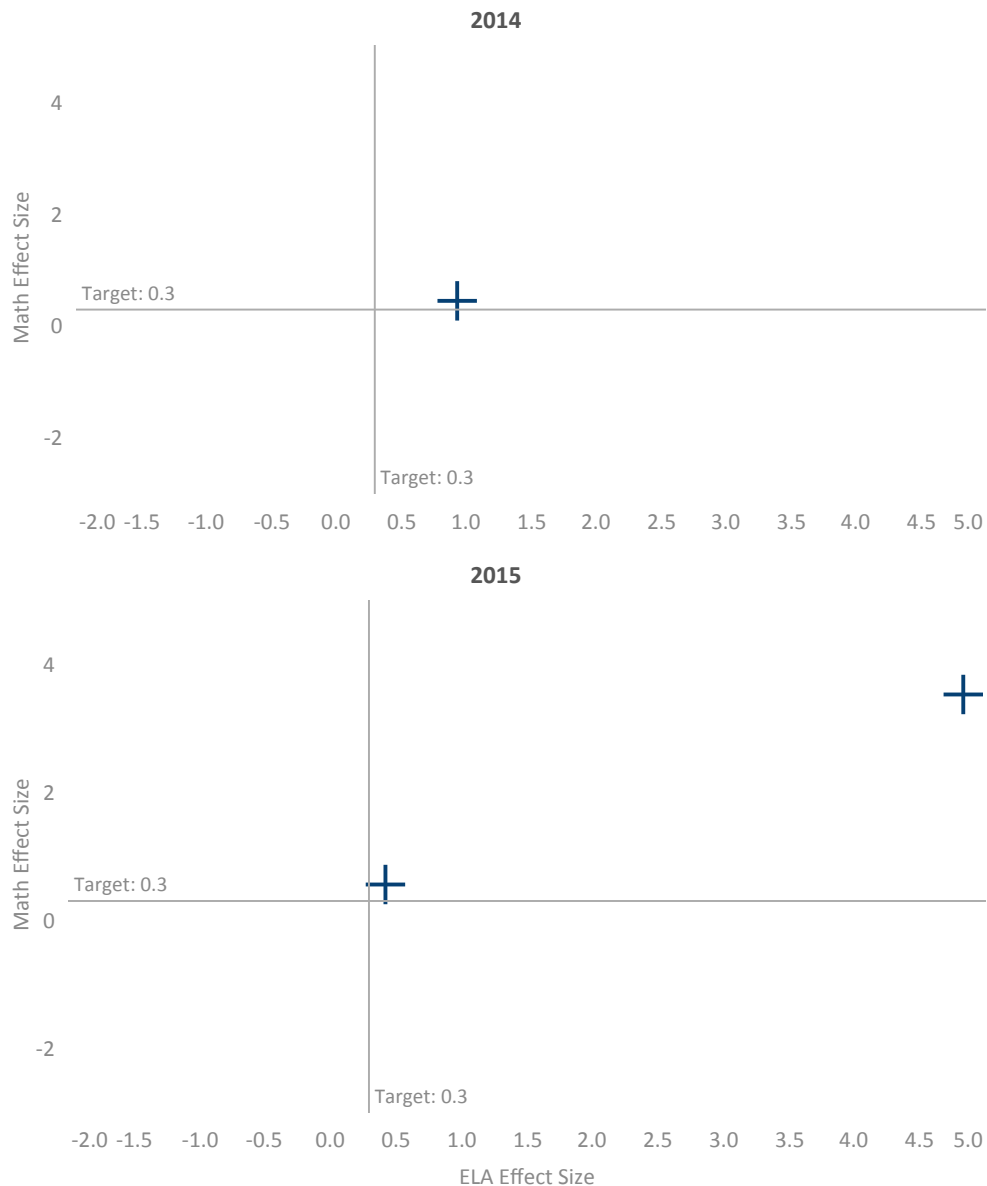
Math Effect Size by Year and School



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

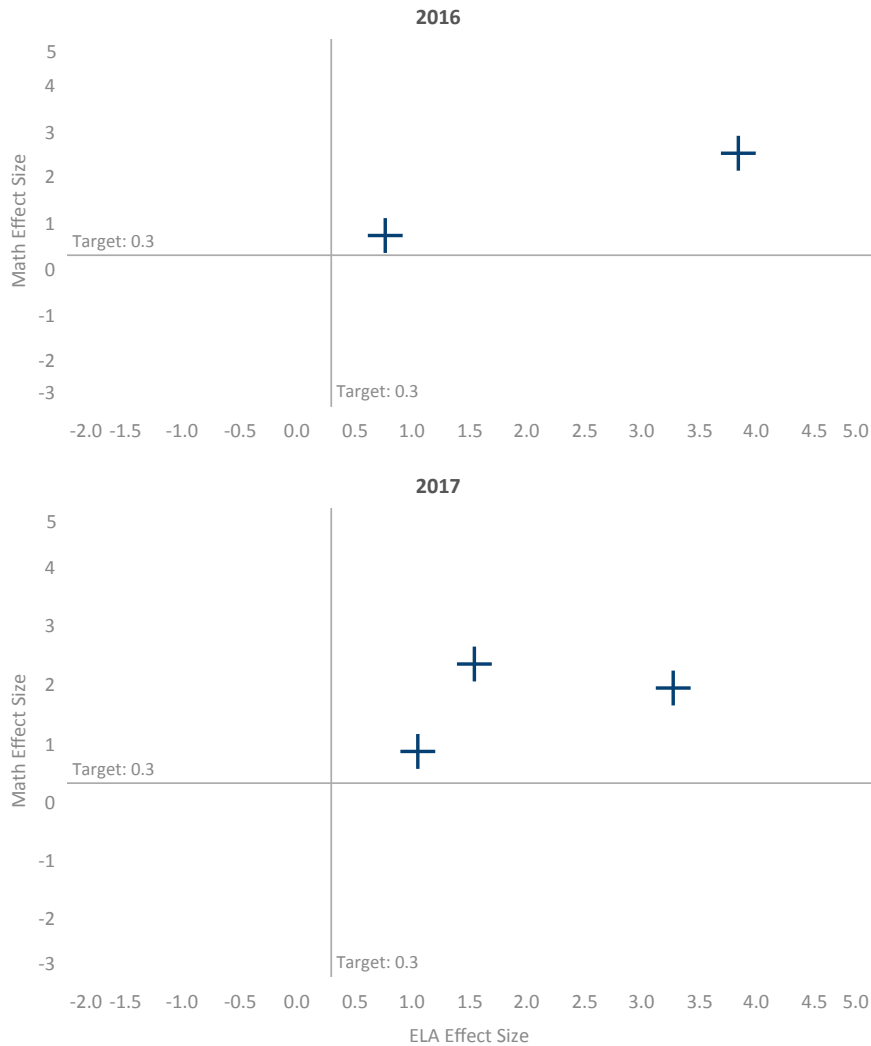
ELA AND MATH EFFECT SIZE SCATTER PLOTS 2013-14 THROUGH 2014-15



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.

APPENDIX E: Education Corporation Overview

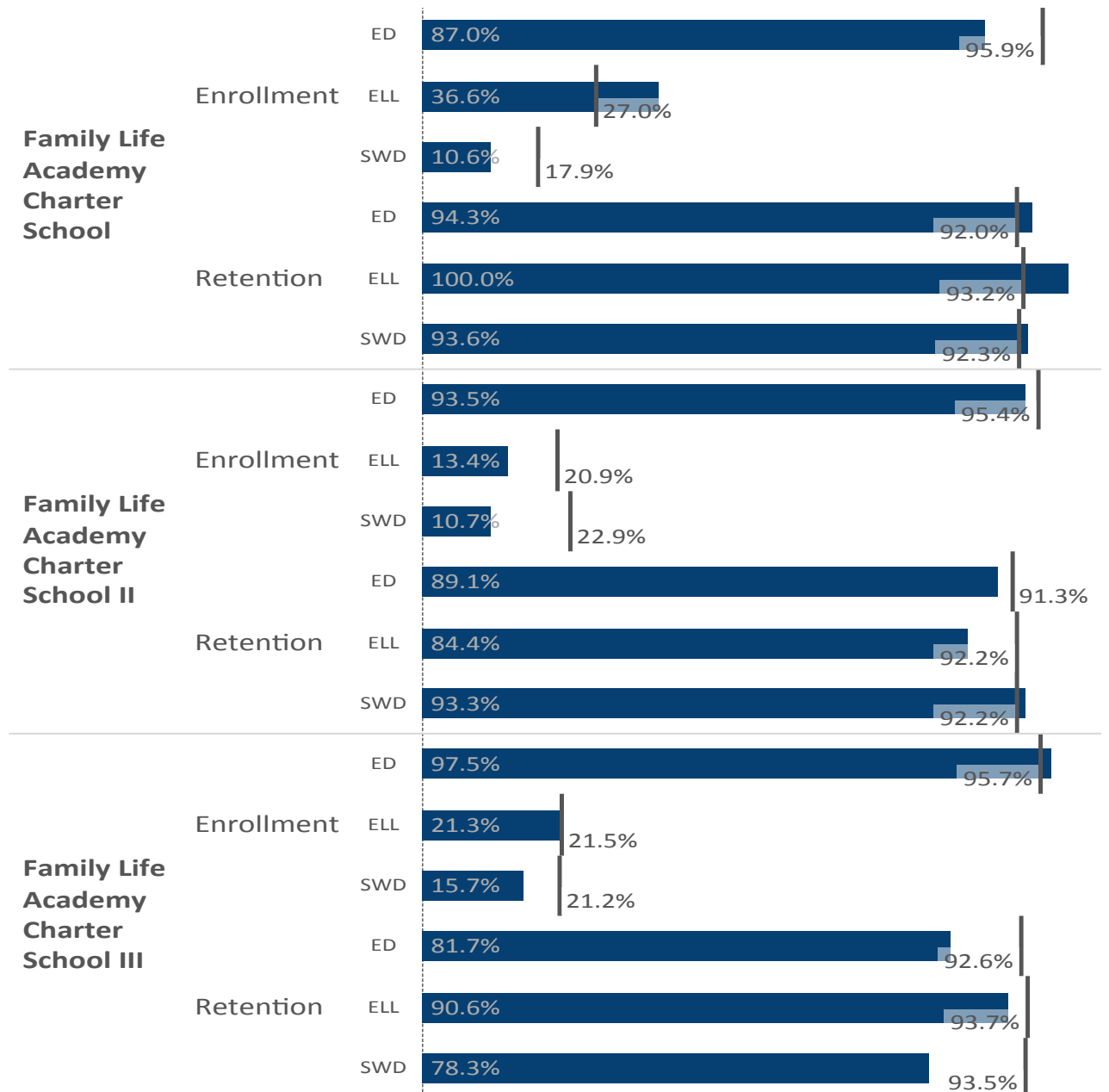
ELA AND MATH EFFECT SIZE SCATTER PLOTS 2015-16 THROUGH 2016-17



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.

APPENDIX E: Education Corporation Overview

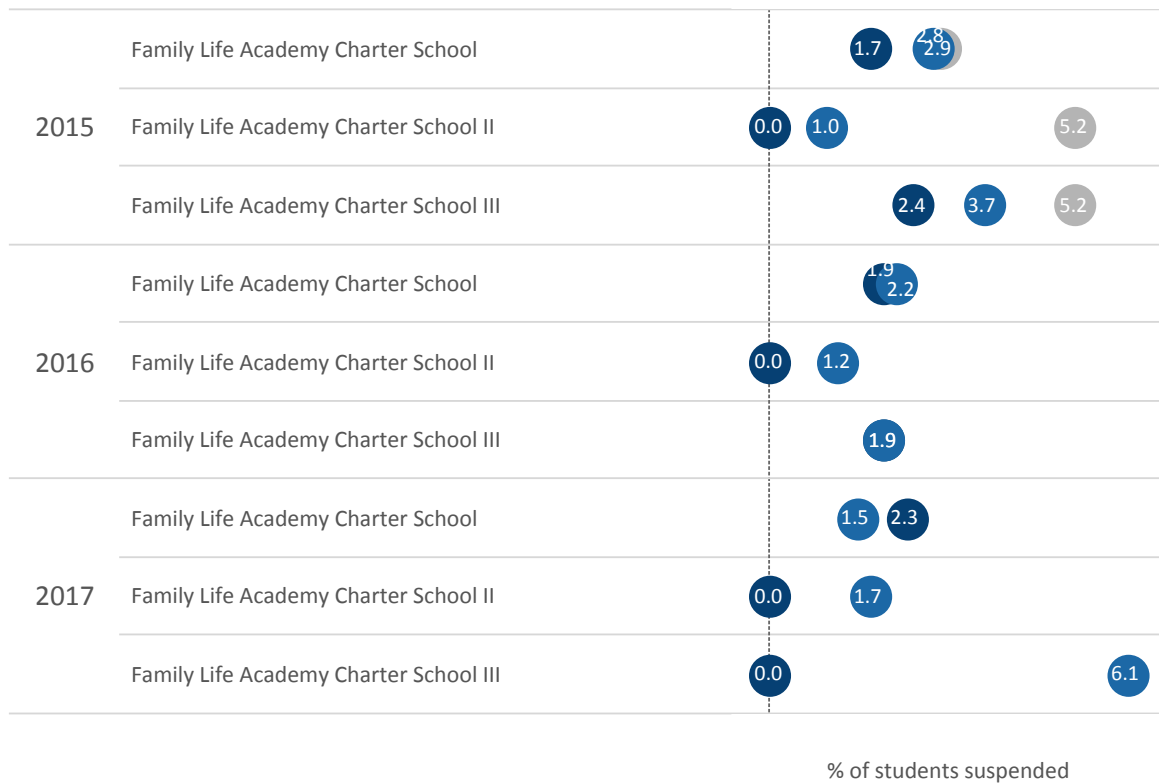
ENROLLMENT AND RETENTION TARGETS



The chart illustrates the **current enrollment and retention percentages** against the **enrollment and retention targets** for each operating school in the education corporation. 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 2016-17 enrollment and retention data supplied to the Institute by the network.

APPENDIX E: Education Corporation Overview

Suspensions: Family Life Academy Charter Schools' 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 2015, 2016, and 2017 Family Life Academy Charter Schools expelled 0 students.

APPENDIX E: Education Corporation Overview

PERSISTENCE IN ENROLLMENT



APPENDIX F: Ed Corp Fiscal Dashboard

FAMILY LIFE ACADEMY CHARTER SCHOOLS (MERGED)

SCHOOL INFORMATION

BALANCE SHEET

Assets

Current Assets

Cash and Cash Equivalents - GRAPH 1
 Grants and Contracts Receivable
 Accounts Receivable
 Prepaid Expenses
 Contributions and Other Receivables

Total Current Assets - GRAPH 1

Property, Building and Equipment, net

Other Assets

Total Assets - GRAPH 1

Liabilities and Net Assets

Current Liabilities

Accounts Payable and Accrued Expenses
 Accrued Payroll and Benefits
 Deferred Revenue
 Current Maturities of Long-Term Debt
 Short Term Debt - Bonds, Notes Payable
 Other

Total Current Liabilities - GRAPH 1

L-T Debt and Notes Payable, net current maturities

Total Liabilities - GRAPH 1

Net Assets

Unrestricted
 Temporarily restricted

Total Net Assets

Total Liabilities and Net Assets

ACTIVITIES

Operating Revenue

Resident Student Enrollment
 Students with Disabilities

Grants and Contracts

State and local
 Federal - Title and IDEA
 Federal - Other
 Other

Food Service/Child Nutrition Program

Total Operating Revenue

Expenses

Regular Education
 SPED
 Regular Education & SPED (combined)
 Other

Total Program Services

Management and General
 Fundraising

Total Expenses - GRAPHS 2, 3 & 4

Surplus / (Deficit) From School Operations

Support and Other Revenue

Contributions
 Fundraising
 Miscellaneous Income
 Net assets released from restriction

Total Support and Other Revenue

Total Unrestricted Revenue

Total Temporarily Restricted Revenue

Total Revenue - GRAPHS 2 & 3

Change in Net Assets

Net Assets - Beginning of Year - GRAPH 2

Prior Year Adjustment(s)

Net Assets - End of Year - GRAPH 2

			Opened 2014-15	
			MERGED	MERGED
	2011-12	2012-13	2014-15	2015-16
Assets				
Current Assets				
Cash and Cash Equivalents - GRAPH 1	-	-	469,248	1,799,682
Grants and Contracts Receivable	-	-	257,483	464,979
Accounts Receivable	-	-	-	-
Prepaid Expenses	-	-	53,092	124,867
Contributions and Other Receivables	-	-	-	81,232
Total Current Assets - GRAPH 1	-	-	779,823	2,470,760
Property, Building and Equipment, net	-	-	1,199,193	1,464,686
Other Assets	-	-	1,364,290	433,464
Total Assets - GRAPH 1	-	-	3,343,306	4,368,910
Liabilities and Net Assets				
Current Liabilities				
Accounts Payable and Accrued Expenses	-	-	432,582	258,557
Accrued Payroll and Benefits	-	-	994,714	990,820
Deferred Revenue	-	-	113,872	215,639
Current Maturities of Long-Term Debt	-	-	34,171	-
Short Term Debt - Bonds, Notes Payable	-	-	-	-
Other	-	-	-	-
Total Current Liabilities - GRAPH 1	-	-	1,575,339	1,465,016
L-T Debt and Notes Payable, net current maturities	-	-	691,670	588,770
Total Liabilities - GRAPH 1	-	-	2,267,009	2,053,786
Net Assets				
Unrestricted	-	-	1,051,047	2,253,579
Temporarily restricted	-	-	25,250	61,545
Total Net Assets	-	-	1,076,297	2,315,124
Total Liabilities and Net Assets	-	-	3,343,306	4,368,910
ACTIVITIES				
Operating Revenue				
Resident Student Enrollment	-	-	11,158,836	12,096,492
Students with Disabilities	-	-	-	765,315
Grants and Contracts				
State and local	-	-	638,595	1,395,107
Federal - Title and IDEA	-	-	1,632,782	734,764
Federal - Other	-	-	-	179,272
Other	-	-	-	-
Food Service/Child Nutrition Program	-	-	-	621,953
Total Operating Revenue	-	-	13,430,213	15,792,903
Expenses				
Regular Education	-	-	10,588,340	10,637,604
SPED	-	-	966,206	1,379,078
Regular Education & SPED (combined)	-	-	-	-
Other	-	-	-	-
Total Program Services	-	-	11,554,546	12,016,682
Management and General	-	-	1,658,271	2,193,671
Fundraising	-	-	106,445	152,756
Total Expenses - GRAPHS 2, 3 & 4	-	-	13,319,262	14,363,109
Surplus / (Deficit) From School Operations	-	-	110,951	1,429,794
Support and Other Revenue				
Contributions	-	-	109,671	88,128
Fundraising	-	-	6,880	10,278
Miscellaneous Income	-	-	289,625	(289,373)
Net assets released from restriction	-	-	-	-
Total Support and Other Revenue	-	-	406,176	(190,967)
Total Unrestricted Revenue	-	-	13,836,389	15,601,936
Total Temporarily Restricted Revenue	-	-	-	-
Total Revenue - GRAPHS 2 & 3	-	-	13,836,389	15,601,936
Change in Net Assets	-	-	517,127	1,238,827
Net Assets - Beginning of Year - GRAPH 2	-	-	559,170	1,076,297
Prior Year Adjustment(s)	-	-	-	-
Net Assets - End of Year - GRAPH 2	-	-	1,076,297	2,315,124

APPENDIX F: Ed Corp Fiscal Dashboard

FAMILY LIFE ACADEMY CHARTER SCHOOLS (MERGED)

SCHOOL INFORMATION - (Continued)

Functional Expense Breakdown

	2011-12	2012-13	2013-14	2014-15	2015-16
Personnel Service					
Administrative Staff Personnel	-	-	-	2,089,335	1,512,557
Instructional Personnel	-	-	-	4,191,663	2,482,810
Non-Instructional Personnel	-	-	-	518,459	390,545
Personnel Services (Combined)	-	-	-	-	-
Total Salaries and Staff	-	-	-	6,799,457	4,385,912
Fringe Benefits & Payroll Taxes	-	-	-	1,120,590	739,048
Retirement	-	-	-	65,408	40,977
Management Company Fees	-	-	-	-	-
Building and Land Rent / Lease	-	-	-	1,973,274	733,590
Staff Development	-	-	-	165,489	98,460
Professional Fees, Consultant & Purchased Services	-	-	-	799,881	310,902
Marketing / Recruitment	-	-	-	15,250	8,315
Student Supplies, Materials & Services	-	-	-	552,737	243,736
Depreciation	-	-	-	388,590	227,977
Other	-	-	-	1,438,586	838,377
Total Expenses	-	-	-	13,319,262	7,627,294

SCHOOL ANALYSIS

ENROLLMENT

	2011-12	2012-13	2013-14	2014-15	2015-16
Chartered Enroll	-	-	-	764	866
Revised Enroll	-	-	-	-	-
Actual Enroll - GRAPH 4	-	-	-	762	872
Chartered Grades	-	-	-	-	-
Revised Grades	-	-	-	-	-

Primary School District: Yes

Per Pupil Funding (Weighted Avg of All Districts)
 Increase over prior year

	2011-12	2012-13	2013-14	2014-15	2015-16
	-	-	-	-	-
	0.0%	0.0%	0.0%	0.0%	0.0%

PER STUDENT BREAKDOWN

Revenue

Operating	-	-	-	17,636	18,120
Other Revenue and Support	-	-	-	533	(219)
TOTAL - GRAPH 3	-	-	-	18,170	17,901

Expenses

Program Services	-	-	-	15,173	13,788
Management and General, Fundraising	-	-	-	2,317	2,692
TOTAL - GRAPH 3	-	-	-	17,491	16,480
% of Program Services	0.0%	0.0%	0.0%	86.8%	83.7%
% of Management and Other	0.0%	0.0%	0.0%	13.2%	16.3%
% of Revenue Exceeding Expenses - GRAPH 5	0.0%	0.0%	0.0%	3.9%	8.6%

Student to Faculty Ratio

-	-	-	-	-
---	---	---	---	---

Faculty to Admin Ratio

-	-	-	-	-
---	---	---	---	---

Financial Responsibility Composite Scores - GRAPH 6

Score
 Fiscally Strong 1.5 - 3.0 / Fiscally Adequate 1.0 - 1.4 /
 Fiscally Needs Monitoring < 1.0

0.0	0.0	0.0	1.5	2.2
N/A	N/A	N/A	Fiscally Strong	Fiscally Strong

Working Capital - GRAPH 7

Net Working Capital
 As % of Unrestricted Revenue
 Working Capital (Current) Ratio Score
 Risk (Low ≥ 3.0 / Medium 1.4 - 2.9 / High < 1.4)
 Rating (Excellent ≥ 3.0 / Good 1.4 - 2.9 / Poor < 1.4)

0	0	0	(795,516)	1,005,744
0.0%	0.0%	0.0%	-5.7%	6.4%
0.0	0.0	0.0	0.5	1.7
N/A	N/A	N/A	HIGH	MEDIUM
N/A	N/A	N/A	Poor	Good

Quick (Acid Test) Ratio

Score
 Risk (Low ≥ 2.5 / Medium 1.0 - 2.4 / High < 1.0)
 Rating (Excellent ≥ 2.5 / Good 1.0 - 2.4 / Poor < 1.0)

0.0	0.0	0.0	0.5	1.6
N/A	N/A	N/A	HIGH	MEDIUM
N/A	N/A	N/A	Poor	Good

Debt to Asset Ratio - GRAPH 7

Score
 Risk (Low < 0.50 / Medium 0.51 - .95 / High > 1.0)
 Rating (Excellent < 0.50 / Good 0.51 - .95 / Poor > 1.0)

0.0	0.0	0.0	0.7	0.5
N/A	N/A	N/A	MEDIUM	MEDIUM
N/A	N/A	N/A	Good	Good

Months of Cash - GRAPH 8

Score
 Risk (Low > 3 mo. / Medium 1 - 3 mo. / High < 1 mo.)
 Rating (Excellent > 3 mo. / Good 1 - 3 mo. / Poor < 1 mo.)

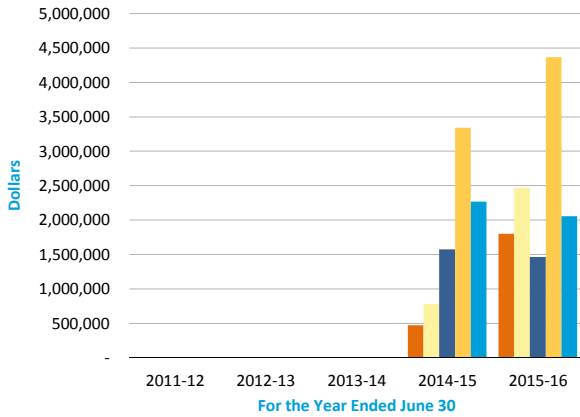
0.0	0.0	0.0	0.4	1.5
N/A	N/A	N/A	HIGH	MEDIUM
N/A	N/A	N/A	Poor	Good

APPENDIX F: Ed Corp Fiscal Dashboard

FAMILY LIFE ACADEMY CHARTER SCHOOLS (MERGED)

GRAPH 1

Cash, Assets and Liabilities

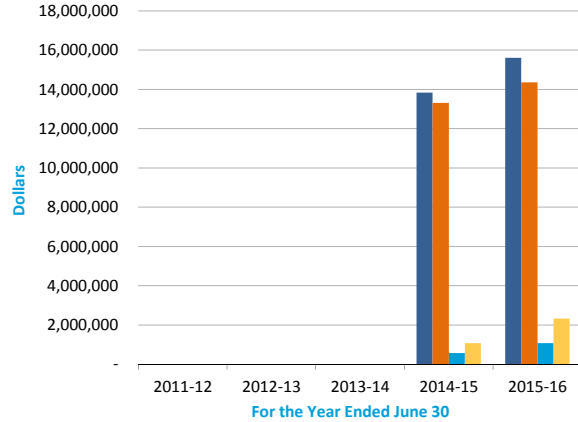


Legend: Cash (orange), Current Assets (yellow), Current Liabilities (dark blue), Total Assets (light blue), Total Liabilities (medium blue)

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 through 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

Revenue, Expenses and Net Assets

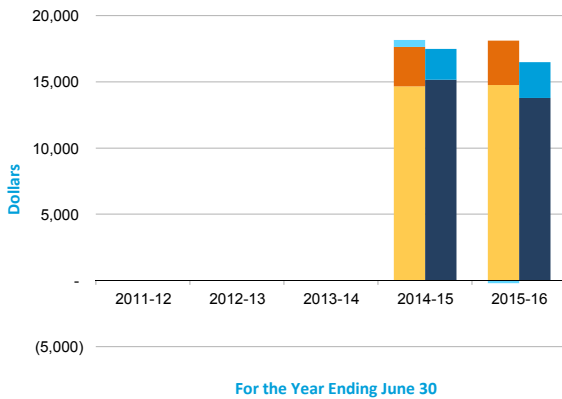


Legend: Revenue (dark blue), Expenses (orange), Net Assets - Beginning (medium blue), Net Assets - Ending (yellow)

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

Revenue & Expenses Per Pupil

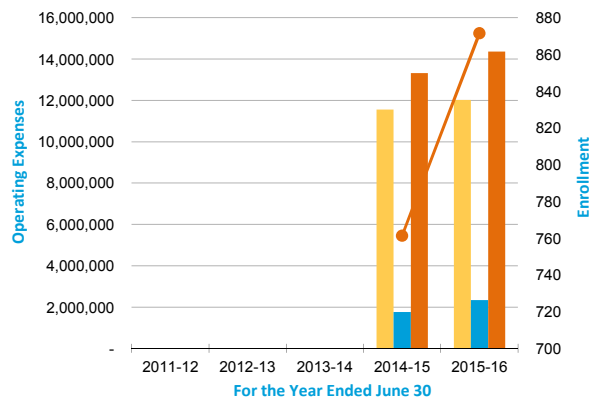


Legend: Rev. - Reg. & Special ED (orange), Rev. - Other Support (light blue), Exp. - Other Program (dark blue), Exp. - Mngmt. & Other (medium blue)

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

GRAPH 4

Enrollment vs. Operating Expenses



Legend: Program Expenses (yellow), Management & Other (medium blue), Total Expenses (orange), Enrollment (orange line)

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.

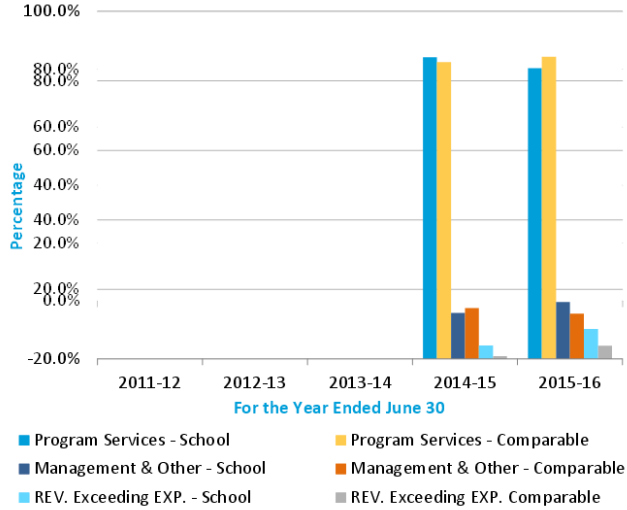
APPENDIX F: Ed Corp Fiscal Dashboard

FAMILY LIFE ACADEMY CHARTER SCHOOLS (MERGED)

Comparable School, Region or Network: All SUNY Authorized Charter Schools (Including Closed Schools)

GRAPH 5

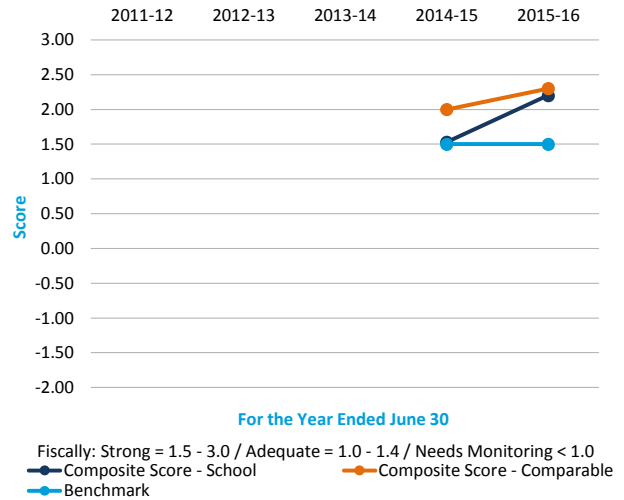
% Breakdown of Expenses



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

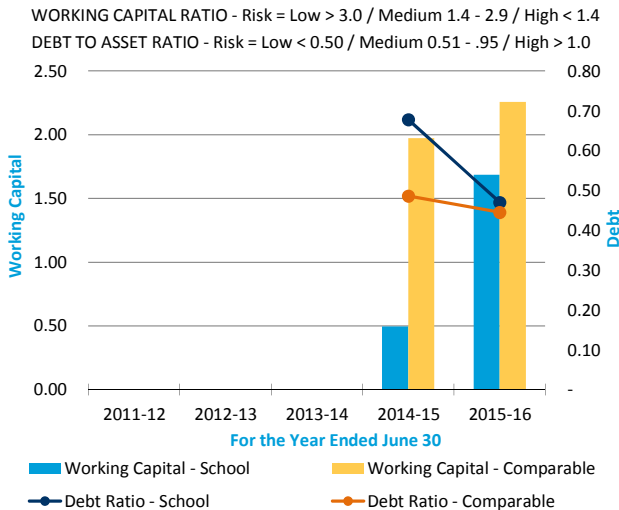
Composite Score



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

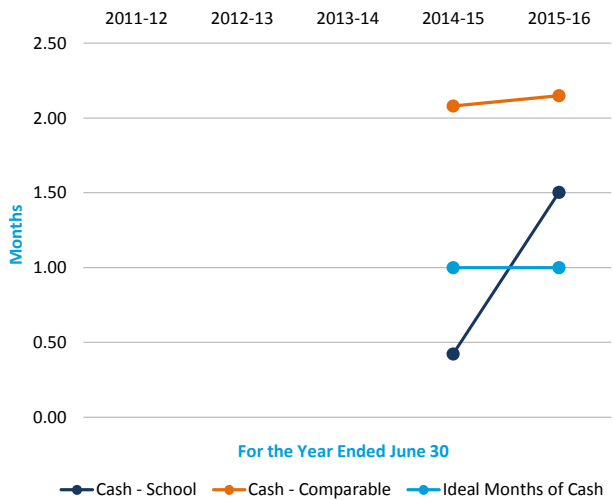
Working Capital & Debt to Asset Ratios



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.

