



THE SUNY CHARTER SCHOOLS
INSTITUTE

*RENEWAL RECOMMENDATION REPORT
GRAND CONCOURSE ACADEMY
CHARTER SCHOOL*

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INTRODUCTION & REPORT FORMAT

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

THE INSTITUTE MAKES ALL RENEWAL RECOMMENDATIONS BASED ON

A SCHOOL'S
APPLICATION
FOR CHARTER
RENEWAL

INFORMATION
GATHERED DURING
THE CHARTER TERM

ACADEMIC
PERFORMANCE

FISCAL SOUNDNESS

LEGAL COMPLIANCE

RENEWAL
EVALUATION VISIT



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

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

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REPORT FORMAT

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



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 Grand Concourse Academy Charter School for a period of five years with authority to provide instruction to students in Kindergarten – 8th grade in such configuration as set forth in its Application for Charter Renewal, with a projected total enrollment of 790 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

Generally, enrollment and retention targets apply to all charter schools. Grand Concourse Academy Charter School (“Grand Concourse”) received a full-term renewal from the SUNY Trustees in 2014, and was given targets at that time. Charter schools are required to make good faith efforts to meet enrollment and retention targets for students with disabilities, English language learners (“ELLs”), and students who are eligible applicants for the federal Free and Reduced Price Lunch (“FRPL”) program.

As required by Education Law § 2851(4)(e), a school must include in its renewal application information regarding the efforts it will put in place to meet or exceed SUNY’s enrollment and retention targets for students with disabilities, ELLs, and FRPL eligible students. The Institute communicates specific targets for each school during its first year of operation or at renewal.

3. SUNY Renewal Policies (p. 13).

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

Grand Concourse currently meets its enrollment targets for economically disadvantaged students and ELLs and its retention target for ELLs. The school makes good faith efforts to enroll students with disabilities, and will implement the following strategies to ensure it meets its enrollment and retention targets in any future charter term:

- highlighting programs for students with disabilities and ELLs during school open houses, on the school application, and during tours;
- publicizing services the school provides to students with disabilities and ELLs on the school’s website, radio, TV, and direct mailings;
- providing targeted outreach to specialized feeder schools and programs that serve a high population of students with disabilities and ELLs;
- offering additional support to families during pre-registration to explain the services available to at-risk students;
- translating written materials and oral presentations into Spanish;
- conducting school information sessions in cultural centers throughout the community to attract families whose primary language is not English;
- hiring and retaining staff that have experience and certification to serve students with disabilities, ELLs, and students who need additional academic or social emotional support;
- participating in workshops, webinars, and information sessions on special education services and practices provided by the New York City Special Education Collaborative and the district Committee on Special Education (“CSE”); and,
- attending English language acquisition teaching strategies workshops from the New York State Regional Bilingual Education Resource Network and the New York City Charter Center.

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 school 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 school district comments in response to the renewal application. A summary of public comments submitted to the Institute appears in Appendix C.

SCHOOL BACKGROUND AND EXECUTIVE SUMMARY

GRAND CONCOURSE ACADEMY CHARTER SCHOOL

BACKGROUND

The SUNY Trustees approved the original charter for Grand Concourse on December 2, 2003. The school opened its doors in the fall of 2004 initially serving 181 students in Kindergarten – 2nd grade. The school was authorized to serve 672 students in Kindergarten – 8th at the time of the visit. Over the next charter term, Grand Concourse will continue to serve students in Kindergarten – 8th grade, with an increased projected total enrollment of 790 students due to a larger facility which the school intends to move to during the 2018-19 school year.

The current charter term expires on July 21, 2019. A subsequent charter term would enable the school to operate through July 21, 2024. The school leases private space located at 925 Hutchinson River Parkway, Bronx, NY in CSD 8.

Grand Concourse's mission states:



The mission of the Grand Concourse Academy Charter School is to create a challenging learning environment that addresses and meets the learning needs of students in New York City, especially those at risk of academic failure.

EXECUTIVE SUMMARY

Grand Concourse is an academic success, having met or come close to meeting its key Accountability Plan goals throughout its charter term. Grand Concourse demonstrates success in the following ways:

- The school steadily increased its absolute proficiency in English language arts (“ELA”) throughout the charter term. In 2016-17, 55% of students demonstrated proficiency on the state’s ELA exam, outperforming the district by 34 percentage points. Grand Concourse posted an effect size of 1.88 in ELA, well over the target of 0.3, demonstrating that the school performed better than expected to a significant degree as compared to schools across the state enrolling similar numbers of economically disadvantaged students.
- In mathematics, Grand Concourse outperformed the district by 23 percentage points in 2016-17 and posted an effect size of 1.30, well over the target of 0.3.
- In science, the school surpassed the absolute target of 75% of tested students scoring at or above proficiency with 100% of 4th graders demonstrating proficiency. Furthermore, 80% of students scored at level four, the highest level possible.
- Grand Concourse provides an effective program for students with disabilities as evidenced by this student population’s significant gains. From 2015-16 to 2016-17, students with disabilities demonstrated an increase in ELA proficiency of 10 percentage points, leading this group to outperform its district peers by 25 percentage points in 2017. Similarly, this group demonstrated an increase in mathematics proficiency of 11 percentage points from 2015-16 to 2016-17.

Instructional leaders at Grand Concourse have a depth of knowledge in pedagogy and content. Leaders use this experience to support teachers effectively through thoughtful, individualized coaching. The school values student achievement outcomes, regularly reviewing student data and using the analysis to inform teacher coaching and instructional delivery. Leaders set clear expectations for teachers and hold them accountable for student achievement through the school’s evaluation process.

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 grant Grand Concourse a Subsequent Full-Term Renewal.

NOTEWORTHY

In its first year with 8th grade students, Grand Concourse had nearly half of its 6th and 7th grade classes accepted into the DREAM program, a selective extracurricular academic program offered through the New York City Department of Education (“NYCDOE”) to prepare students to take the Specialized High School Admissions Test. At the time of the Institute’s visit, the 8th grade class also received two high school acceptances at Phillips Academy Andover and the Hill School, both highly competitive college preparatory boarding schools, for participants in the Prep 9 program.

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ACADEMIC PERFORMANCE



IS THE SCHOOL AN ACADEMIC SUCCESS?

Having met or come close to meeting its key Accountability Plan goals throughout its charter term, Grand Concourse is an academic success. The school's instructional leadership regularly monitors student data to inform individualized coaching supports for teachers. The school has formal systems that hold all staff accountable for student outcomes.

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.

Every SUNY authorized charter school has the opportunity to propose additional measures of success when crafting its Accountability Plan. Grand Concourse 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

6. Education Law § 2850(2)(f).

7. Education Law § 2854(1)(d).

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 the 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 (and high school graduation and college preparation goals for schools enrolling students in high school grades) 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 Grand Concourse 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 Grand Concourse's demonstrated student learning compared to other schools' demonstrated student learning.

The Institute uses the state's growth percentile analysis as a measure of Grand Concourse'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
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BENCHMARK
1A

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

In its third charter term, Grand Concourse demonstrated exceptional student achievement. From 2013-14 through 2016-17, the school met or came close to meeting its key academic Accountability Plan goals in ELA and mathematics. Grand Concourse exceeded the targets for all comparative measures in each year in its Accountability Period, performing higher than expected compared to demographically similar schools statewide and higher than its district of comparison. The school also met its science and NCLB goals over the charter term.

Grand Concourse met its ELA goal over the charter term, posting a consistent upward trend in absolute proficiency rates on the state's ELA exam. From 2014-15 through 2016-17, the school increased its absolute proficiency rate by 20 percentage points. The school's students enrolled in at least their second year outperformed the district's students in the same tested grades each year of the charter term. In 2016-17, the most recent year with achievement data, 55% of Grand Concourse students enrolled in at least their second year scored at or above proficiency, outperforming the district by 34 percentage points. The school also exceeded the target for its comparative effect size measure during each year of the charter term, posting effect sizes well above the target of 0.3. In comparison to schools across the state enrolling similar percentages of economically disadvantaged students, Grand Concourse performed higher than expected to a large degree each year. Grand Concourse also demonstrated commendable student growth over the term, posting mean growth scores above or slightly under the target of 50 each year.

Grand Concourse also met its mathematics goal over the charter term, exceeding the targets for all comparative measures each year. From 2013-14 to 2016-17, the school's students enrolled in at least their second year outperformed the district's students in the same tested grades. Laudably, the school outperformed the district by 36 percentage points in 2013-14. Grand Concourse also demonstrated strong comparative performance on its effect size measure. The school posted a comparative effect size well above the target of 0.3 during each year, indicating that the school performed higher than expected to a large degree compared to demographically similar schools across the state. The school exceeded its growth target over the majority of the Accountability Period. After posting mean growth percentiles above the target of 50 in 2013-14 and 2014-15, the school fell below the target by nine percentile points in 2015-16. In 2016-17, the school increased its mean growth percentile by 14 points from the previous year, exceeding the target by six points.

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Grand Concourse met its science goal in each year of the Accountability Period. The school's 4th grade students enrolled in at least their second year posted proficiency rates that exceeded the absolute target of 75% by at least 23 percentage points each year. The school also exceeded its comparative target every year. In 2016-17, the school outperformed the district by 29 percentage points. Notably, from 2014-15 through 2016-17, 100% of students in at least their second year scored at or above proficiency. Additionally in 2016-17, 81% of students exceeded grade level performance expectations by scoring at level four, the highest possible level.

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

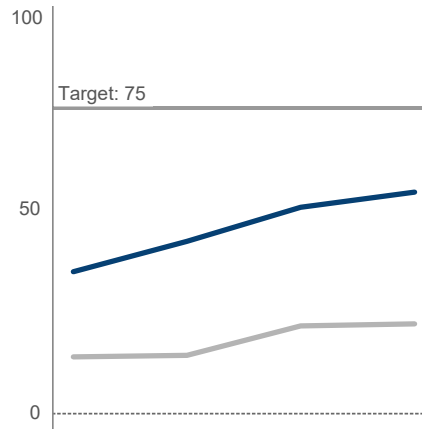
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ACADEMIC PERFORMANCE

GRAND CONCOURSE ACADEMY CHARTER SCHOOL

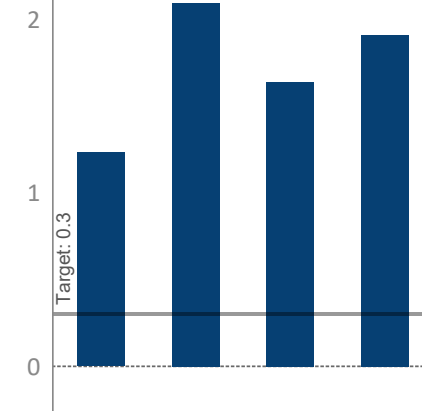
ENGLISH LANGUAGE ARTS ACCOUNTABILITY PLAN GOAL

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**.



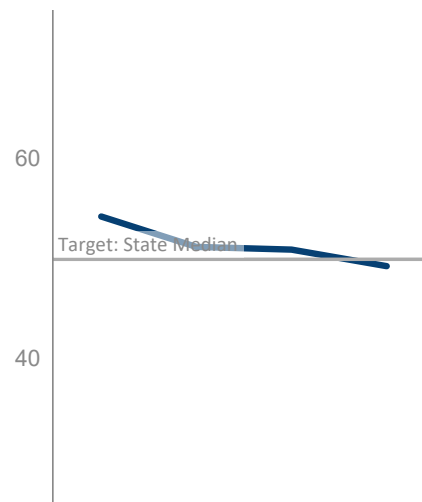
Test Year	Comp Grades	District %	School %
2014	3-5	13	35
2015	3-5	13	43
2016	3-6	20	51
2017	3-7	21	55

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
2014	3-5	1.23
2015	3-5	2.09
2016	3-6	1.63
2017	3-7	1.88

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
2014	54.4
2015	51.3
2016	51.1
2017	49.4

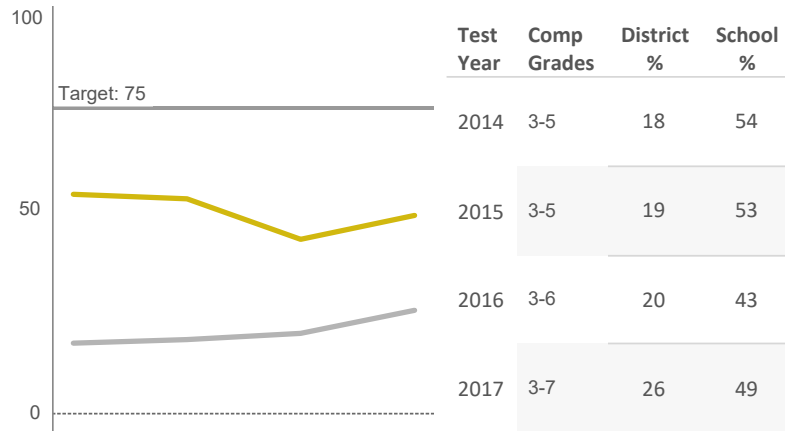
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ACADEMIC PERFORMANCE

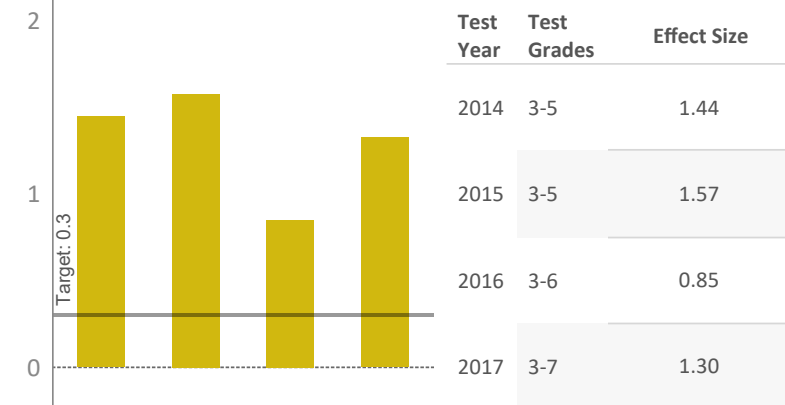
GRAND CONCOURSE ACADEMY CHARTER SCHOOL

MATHEMATICS ACCOUNTABILITY PLAN GOAL

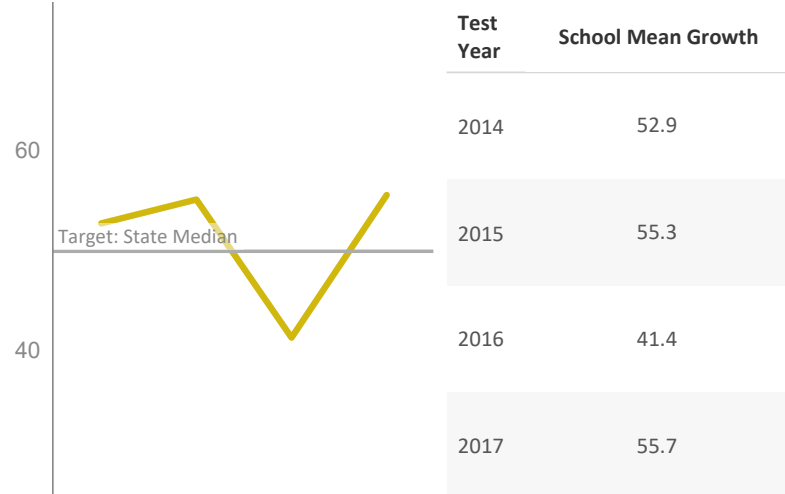
Comparative Measure: District Comparison. Each year, the percentage of students at **the school** in at least their second year performing at or above proficiency in mathematics will be greater than that of students in the same tested grades in **the district**.



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.



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**.



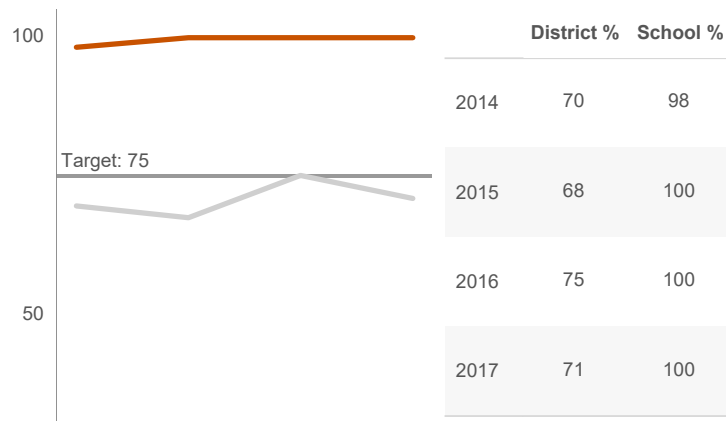
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ACADEMIC PERFORMANCE

GRAND CONCOURSE 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.



SPECIAL POPULATIONS PERFORMANCE

	2015	2016	2017
Enrollment Receiving Mandated Academic Services	47	55	58
Tested on State Exam	29	30	40
School Percent Proficient on ELA Exam	17.0	20.0	30.0
District Percent Proficient	3.0	5.0	5.0

	2015	2016	2017
ELL Enrollment	93	90	89
Tested on NYSESLAT Exam	91	79	80
School Percent 'Commanding' or Making Progress on NYSESLAT	30.0	27.0	20.0

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.

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1B

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

Grand Concourse Academy has an effective assessment system that improves instruction and student learning. Teachers and leaders continually analyze data on frequently administered formative assessments to implement data driven instruction and ensure student mastery of learning targets.

- The school regularly administers valid and reliable assessments aligned to the school's curriculum and state performance standards. Grand Concourse administers running record reading assessments in Kindergarten – 2nd grade. In ELA and mathematics, the school administers the Terra Nova in 2nd grade, state practice exams in 3rd – 8th grade, and daily exit tickets. Grand Concourse also administers standards aligned cycle and mid-cycle assessments in 2nd – 8th grade every three weeks to monitor short-term progress in ELA and mathematics.
- The school has a valid and reliable process for scoring and analyzing its assessments. For open ended responses, school leaders work with teachers in grade teams to score a sampling of student work using a common rubric aligned to grade level standards. Teachers scan multiple choice items for rapid and accurate scoring.
- Grand Concourse makes assessment data accessible to teachers, school leaders, and board members. School leaders create assessment reports for each class that are sorted and color coded to identify students scoring at four levels of proficiency. School leaders post these data throughout the school and provide teachers with reports after each interim assessment. Leaders provide data reports to the board after each administration of schoolwide assessments.
- Teachers use assessment results to meet students' needs by adjusting classroom instruction, grouping students, and identifying students for special intervention. The school emphasizes implementing differentiation strategies and delivering targeted small group instruction. To do so effectively, teachers conduct item analyses for every cycle and mid-cycle assessment to identify and reconfigure small groups. Teachers also analyze daily exit tickets for targeted re-teaching during intervention blocks later in the day.
- School leaders use assessment results to evaluate teacher effectiveness and to develop professional development and coaching strategies. School leaders review student performance data during leadership team meetings to identify teachers in need of support and to monitor the effectiveness of those supports. Additionally, teacher evaluations factor in student performance and the school has developed a system of performance based pay based on student outcomes.

- The school regularly communicates to parents and guardians about their students' progress and growth. Grand Concourse uses Jupiter, an online gradebook, to communicate weekly with parents regarding student performance. The school also provides three conferences per year in which parents can meet with teachers and receive progress reports.

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

Grand Concourse has a curriculum that supports teachers in their instructional planning. The school regularly reflects on the effectiveness of the curriculum by eliciting teacher feedback, analyzing student data, and making adjustments as necessary.

- Grand Concourse has a curricular framework with student performance expectations that provides a fixed, underlying structure, aligned to state standards and across grades. The school's instructional leadership team has developed the curricular framework based on purchased curricular programs such as Pearson's Reading Street for ELA and Envisions Math for mathematics.
- The school provides teachers with curricular maps by grade and content. Leaders develop these maps and include essential questions for each unit of study, weekly pacing guides with objectives, and content based vocabulary. Teachers use purchased curricula to support their planning. The combination of internally created curricular documents and supplemental curricular materials from Pearson provide the necessary guidance that enables teachers to know what to teach and when to teach it.
- The school regularly reviews its curriculum and makes adjustments as necessary. Teachers provide curricular feedback to instructional leaders on an ongoing basis throughout the year. Leaders decide which adjustments to make immediately and which changes to implement during the summer when the instructional leadership team comes together to review the curricula. Leaders select experienced teachers at the school to support curriculum development during the summer months.
- Teachers plan purposeful lessons. Leaders review lesson plans on a weekly basis, and teachers receive feedback on their plans at least once per month. Teachers plan with consistent instructional components in mind including differentiation strategies and small group activities with purposeful groupings.

SUNY
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1DIS HIGH QUALITY INSTRUCTION EVIDENT
THROUGHOUT THE SCHOOL?

Grand Concourse demonstrates high quality instruction in a majority of its classrooms. Instruction emphasizes small groups, differentiation, and ongoing checks for understanding to measure student mastery. As shown in the chart below, during the renewal visit, Institute team members conducted 23 classroom observations following a defined protocol used in all renewal visits.

NUMBER OF CLASSROOM OBSERVATIONS

		GRADE									Total
		K	1	2	3	4	5	6	7	8	
CONTENT AREA	ELA	2	3	1	1	2	1		1		11
	Math	1	1	1	1	1	2	1	1	1	10
	Science									1	1
	Soc Stu							1			1
	Total	3	4	2	2	3	3	2	2	2	23

- Most teachers deliver purposeful lessons with objectives aligned to the school's curriculum (16 out of 23 lessons observed). Teachers post the lesson's objective on the board and verbally reiterate the objective to students at the start of instruction. Lesson activities align with the objective and are purposeful. Co-taught classrooms typically utilize small group instruction. In many classrooms, teachers commonly use data collected earlier in the day to create two to three small groups. These groupings receive targeted instruction aligned to different objectives based on what students need the most.
- A majority of teachers effectively use techniques to check for student understanding by working with students individually or in small groups (15 out of 23 lessons observed). Teachers gauge student understanding throughout the lesson by conferencing or cold calling and then adjusting their questioning based upon students' responses. Teachers regularly give exit tickets at the end of the lesson and use the data to adjust groupings for the next lesson.

- About half of teachers incorporate opportunities to challenge students with higher order thinking and problem solving skills (11 out of 23 lessons observed). These opportunities occur during small group instruction or student group work via teacher questioning or student-to-student discourse. Whole class instruction does not consistently provide opportunities for students to develop depth of knowledge or higher order thinking as instruction is typically teacher directed and students have limited opportunities to engage with one another during this part of the lesson. However, in some classrooms teachers successfully provide opportunities for students to engage in higher order thinking during this time by asking pre-planned questions that require students to evaluate or analyze components of the content.
- A majority of teachers demonstrate effective classroom management techniques and establish classroom environments focused on academic achievement (15 out of 23 lessons observed). Teachers are prepared, pace lessons appropriately, and minimize transition time throughout the lessons. Most teachers anticipate and redirect student misbehavior appropriately. In a couple of instances, novice teachers do not consistently redirect unwanted behavior, allowing students to opt out of learning and engage in low level off-task behavior for an extended period of time. School leaders identify this as an area of development for novice teachers and assign these teachers time to observe in classrooms with strong management.

DOES THE SCHOOL HAVE STRONG INSTRUCTIONAL LEADERSHIP?

Grand Concourse has developed an instructional leadership team with extensive teaching experience and content expertise, which allows leaders to effectively develop the teaching staff. Leaders set high expectations for teachers and hold them accountable through the annual evaluation process.

- The school's leadership team establishes an environment of high expectations for teacher performance and student achievement. Each summer, leaders set quantitative goals for student performance and establish schoolwide priorities to support teachers with the content and instructional skills to meet these goals. The instructional leadership team consists of the executive director, elementary school director, middle school director, and director of assessment and funded programs. Each leader has been with the school at least seven years, and the executive director is a founding leader.

- Instructional leaders thoughtfully design and provide sustained, systemic, and effective coaching to meet each teacher’s developmental needs. The executive director, elementary school director, and middle school director provide frequent informal feedback to teachers that builds upon previous feedback from other informal and formal observations. The school also encourages interclassroom visitations to leverage the strengths of teachers in the coaching process. Teachers can opt into visitations, and leaders will also assign visitations based on teacher need as identified by student outcomes and observational data. Leaders track teacher feedback from these various coaching formats in one central place to follow up on feedback. Leaders ensure teachers have made progress in the identified coaching area before moving on to another area of support.
- The school’s leadership team provides a comprehensive professional development program to teachers. The program consists of two weeks of pre-service training in August, weekly grade team meetings, weekly whole school sessions by grade level (Kindergarten – 4th, 5th– 8th), and six half-day sessions for data analysis throughout the year. Teachers and leaders frequently have opportunities to attend external professional development and turnkey those trainings to the rest of the instructional staff. For example, a general education teacher new to an integrated co-teaching (“ICT”) setting attended an external training about differentiation strategies, and the school used weekly school-based professional development for the teacher to turnkey the same training for all Grand Concourse teachers.
- Instructional leaders conduct formal evaluations twice per year, using clear criteria in a well-established process. The formal evaluation holds teachers accountable for student achievement through clear targets that result in performance based pay for staff that meet those outcomes. The formal evaluation process provides teachers with feedback that aligns with informal feedback, providing consistency with the coaching that leaders provide to teachers. Through the evaluation system and regular coaching, leaders and teachers have developed a shared understanding of each teachers’ strengths and weaknesses. Teachers know what is expected of them and leaders provide them with concrete feedback on how to improve. As a result, leaders hold teachers accountable and have enabled the school to achieve at high levels, meeting or coming close to meeting all of its Accountability Plan goals over the charter term.

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

Grand Concourse implements clear identification procedures, focused monitoring, and effective intervention programs to meet the needs of at-risk students including ELLs, students with disabilities, and students struggling academically.

- Grand Concourse uses clear procedures for identifying at-risk students including students with disabilities, ELLs, and students struggling academically. To identify ELLs, the school administers a Home Language Identification Survey to all incoming students, followed by an in-person interview, and the New York State Identification Test for English Language Learners (“NYSITELL”), when necessary. The school has also developed a response to intervention (“RTI”) referral protocol, which teachers complete for students struggling academically. The RTI protocol documents skills and strategies teachers have already implemented in the classroom and the student’s performance on multiple assessments. School leaders review these referrals when placing students into interventions. Similarly, Grand Concourse implements a special education referral protocol for students who have received RTI services but require an evaluation for an Individualized Education Program (“IEP”). Teachers are well versed in the process for identifying at-risk students.
- The school’s intervention programs meet the needs of at-risk students. Leaders group students according to English language proficiency levels at the beginning of the year. Throughout the year, program staff members adjust these groupings based on students’ performance on formative assessments. The school uses the English as a Second Language (“ESL”) components of the EnvisionMATH and Reading Streets curricular programs. The school provides RTI services to students during daily intervention blocks. Teachers provide all students with tier 1, the least intense intervention of the three tiers, supports during small group instruction. Teachers provide an additional 20-30 minutes of small group instruction three to five times per week to students identified to receive tier 2 support. At-risk staff members provide 1:1 or 2:1 intervention services for 60-90 minutes five times per week to students identified to receive tier 3 support. The school also provides special education teacher support services (“SETSS”) and ICT services for students with IEPs. Over the past three years, students who are ELLs and students with disabilities have outperformed the school’s district of comparison in both ELA and mathematics. Notably, the school has closed the achievement gap with these students, such that the school’s ELLs and students with disabilities achieved similar or higher proficiency rates in ELA and mathematics than the district’s non-ELL students and students with no IEPs, respectively.

- General education teachers, as well as specialists, utilize effective strategies to support students within the general education program. School leaders emphasize the strategic use of small group instruction and use data to drive instructional decision making. Teachers also differentiate instruction, often reducing the complexity of word problems while maintaining grade level standards or providing ELA scaffolds such as pre-annotated text for students that need an additional level of support.
- Grand Concourse effectively monitors the progress and success of at-risk students. School leaders maintain detailed records of intervention services along with progress monitoring reports. Leaders work with teachers to develop individual SMART goals for all students receiving any services and monitor progress using goal tracking sheets. Teachers record each intervention strategy provided as well as whether the student mastered the activity or skill. If the student did not master the concept, the teacher notes an additional recommended intervention such as, reteach, additional practice, or hands-on learning. The school has students complete these trackers to increase their investment in learning.
- Teachers are aware of their students' progress toward meeting IEP goals, achieving English language proficiency, and school-based goals for struggling students. All teachers receive IEP at-a-glance documents outlining students' individual needs, strengths, and performance. At-risk staff members record monthly progress toward goals; however, the level of detail provided varies across teachers, particularly in the middle school grades.
- Grand Concourse provides training and professional development to identify at-risk students and to help teachers meet students' needs. At the beginning of the year, the school provides development opportunities that support teachers with effective strategies to identify at-risk students and differentiate instruction. Throughout the year, Grand Concourse sends teachers and at-risk program staff to external professional development sessions when leaders or teachers identify a specific need, and teachers then turnkey information to the instructional team.
- The school provides opportunities for coordination between classroom teachers and at-risk program staff. School leaders and at-risk program staff regularly attend grade team meetings to assist in lesson plan development, identify effective strategies, and discuss student performance.

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ORGANIZATIONAL PERFORMANCE



IS THE SCHOOL AN EFFECTIVE, VIABLE ORGANIZATION?

Grand Concourse is an effective, viable organization. The school utilizes its mission and key design elements to thoughtfully implement its educational program. The board provides effective leadership and oversight to ensure the school is meeting its Accountability Plan goals.

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

Grand Concourse is faithful to its mission and key design elements. These can be found in the School Background section at the beginning of the report and Appendix A, respectively. Leaders and teachers have established strong relationships with families, demonstrated by families' commitment to persist with the school through a change in location. The school has been responsive to its families by adapting the types and frequency of family engagement offerings in its current location.

ARE PARENTS/GUARDIANS AND STUDENTS SATISFIED WITH THE SCHOOL?

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

Parent Survey Data. The Institute compiled data from NYCDOE's 2016-17 NYC School Survey. NYCDOE distributes the survey every year to compile data about school culture, instruction and systems for improvement. In 2016-17, 100% of families who received the survey responded. The majority of respondents (91%) indicated strong satisfaction with the school, and the response rate is more than 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 11 parents in attendance expressed great satisfaction with the

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academic program, particularly regarding the rigor of the academic program and the strong culture established by school leaders and teachers. Although parents cited a desire for more options for afterschool programs, parents expressed a deep commitment to the school and appreciation for the teachers.

Persistence in Enrollment. An additional indicator of parent satisfaction is persistence in enrollment. In 2016-17, 85% of Grand Concourse students returned from the previous year. Student persistence data from previous years of the charter term is available in Appendix A.

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

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

Grand Concourse has developed an organizational structure that effectively supports the delivery of the educational program.

- The school has established an administrative structure with staff, operational systems, policies, and procedures that allow the school to carry out its academic program. This organizational structure includes an executive director who oversees the instructional leaders at the elementary and middle school grades as well as the operations leader. School leaders develop and document all meeting agendas, protocols, and progress monitoring updates to monitor the school’s program, ensure efficiency in operations, and codify recurring procedures.
- Because school leaders encourage shared responsibility in developing and supporting instructional staff, Grand Concourse has a more flexible organizational structure. Within this structure, teachers are clear on lines of accountability. Teachers receive supports and formal evaluations from multiple staff members. School leaders often take on responsibilities (e.g., coaching) outside of their primary role. Nevertheless, teachers know who to seek out for specific questions and concerns.
- Teachers across the school implement a variety of classroom management strategies, including use of tokens for positive behavior, and other classroom based incentives and consequences. Grand Concourse also provides counseling for students that may require additional behavioral supports. Leaders are clear in their vision for the discipline system and recognize a need to ensure that teachers implement the system with more consistency across classrooms.

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- Grand Concourse retains high quality staff. The school offers performance based pay tied to student achievement and builds a positive culture in which staff members feel supported. Staff members enjoy a lengthy tenure, with multiple staff members working at Grand Concourse for over a decade.
- The school maintains adequate student enrollment. Although the school experienced challenges with student attrition following its move to CSD 8, school leaders have proactively addressed this matter. To retain families, Grand Concourse has since provided transportation services for students, adjusted its parent engagement offerings and out-of-school time programs to better suit the travel logistics associated with the location of its current facility. The school is also in the process of building a new, permanent facility.
- Grand Concourse regularly monitors and evaluates the school’s programs and, if necessary, makes changes. Instructional leaders frequently review interim assessment results to ensure a high quality academic program. Over the next charter term, school leaders plan to revise the organizational structure to a content based leadership system rather than a grade based leadership system due to a lack of communication between the elementary school grades and the middle school grades and a desire to provide more targeted content support for teachers.

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

The education corporation’s board works effectively to achieve the school’s Accountability Plan goals by providing rigorous oversight of the school’s academic program, financial viability, and organizational goals.

- Grand Concourse’s board members possess the necessary skills and professional experience to effectively govern the school and hold leaders accountable. The seven trustees have expertise in education, finance, law, nonprofit development, and community relations. The board recently added two trustees and will consider additional growth once the school’s new facility is complete.
- Board members request and receive the appropriate level of information to provide effective oversight of the school’s academic outcomes and finances. The board receives monthly academic, operations, and finance reports at board meetings. Academic reports include the most recent interim assessment results in ELA and mathematics, allowing the board to track progress related to the Accountability Plan goals.
- The board establishes clear priorities, long-range goals, and deliberately tracks progress toward meeting the goals. In addition to meeting the Accountability Plan goals, finding a permanent facility has been a primary goal during the current charter term. The school is on track to move into its permanent space during the 2018-19 school year.

- The board successfully retains key personnel, provides the appropriate resources for them to function effectively, and is thoughtful about long-term succession planning. The board promoted the principal to the executive director role in the 2017-18 school year. The executive director has been with the organization since its founding and the board has been thoughtful about supporting the internal development of elementary and middle school directors to support long-term succession planning.
- The board evaluates the executive director annually and holds leaders accountable for student achievement through the evaluation process. The executive director can earn performance based pay when the school meets or exceeds the Accountability Plan goals.
- Grand Concourse’s board members are accessible to the school community and participate in school events on an annual basis. Parents attend board meetings regularly to stay up-to-date on the school’s priorities, and board members each attend at least one school event per year.

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, 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 accountable for both academic results and fiscal soundness.

- The Grand Concourse board receives reports regarding finances and academic progress regularly.
- During the current charter term, the board moved the school into temporary, privately leased facilities while its permanent home was being built. The relationship with the landlord proved difficult but the board remained engaged, solution-oriented, and transparent with the Institute and community regarding these issues.
- During the current charter term, the board successfully secured financing to build the school’s permanent home to better fit the needs of the academic program as it grew during this charter term. Board minutes reflect an engaged board that conducted a very transparent process to secure feasible facilities in the best interests of the program. The board thoughtfully engaged financial advisors, legal counsel, and architects in the process.
- The board oversaw the successful expansion of the school through the middle school grades during this charter term.

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- Board minutes reflect engaged and open dialogue with parents where parents freely attend meetings to bring forth concerns and provide the board insight into the families’ perspective. Board decisions clearly indicate parental input.
- With the move into a new facility, the board participated in an active calendar of fundraising activities clearly demonstrating their commitment to the school.

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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.** While the education corporation has posted the academic portion of its recent annual reports on its website in accordance with the charter and the New York Education Law, the education corporation must also post the annual audit, which is considered a part of the annual report.
- **By-laws.** Certain provisions of the education corporation’s by-laws need to be updated in order to be in compliance with the New York Not-For-Profit Corporation Law. In addition, the by-laws need to provide details regarding the number of meetings and reflect the most current charter.
- **Code of Ethics.** The education corporation’s code of ethics needs to be updated to comply with provisions of the New York General Municipal Law.
- **Compliance.** The Institute issued no violation letters during the charter term.
- **Complaint Policy.** The education corporation’s formal complaint policy is impermissibly bifurcated prior to a complainant bringing a complaint to the board, and the appeal process described therein needs amendment. The Institute will work with the education corporation to ensure it updates the policy to differentiate between informal and formal complaints while providing for appropriate processes.
- **Complaints.** The Institute received no formal complaints regarding the school.

The Institute will work with the education corporation to ensure that the above issues are updated and in compliance before the start of a new charter term.

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FISCAL PERFORMANCE



IS THE EDUCATION CORPORATION FISCALLY SOUND?

Based on review of the fiscal evidence collected through the renewal review, Grand Concourse is fiscally sound. The SUNY Fiscal Dashboard presents color-coded tables and charts indicating that the education corporation has demonstrated fiscal soundness over the majority of the charter term.⁸

The executive director for Grand Concourse oversees the financial management of the school and has been with the school since its inception. The school has started succession planning to focus on leadership depth, which included the school operations manager promotion to senior director of business operations and creating an operations director position. The academic side of the organization structure has also developed a strong succession plan.

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

Grand Concourse maintained fiscal soundness through conservative budgeting practices, routine monitoring of revenues and expenses, and by making appropriate adjustments when necessary.

- Grand Concourse's executive director and senior director of business and operations develop the budget in consultation with the board's finance committee, and present it to the full board for approval. The school leadership team routinely analyzes budget variances, discusses material variances with the board, and makes adjustments as necessary.
- The next charter term projection reflects a steady growth of chartered enrollment up to 790 students at the end of the next charter term. The school proposes realistic budget projections based on historical actual costs and projected new facility costs, and dependent upon the school's ability to achieve and maintain budgeted enrollment targets.
- Grand Concourse will be moving into the new state of the art 45,000 square foot leased facility in 2018-19, and the real estate deal was structured to have the education corporation purchase the facility using the bond market after a set lease period.
- In conjunction with the new lease agreement, an escrow agreement required the school to deposit \$2,000,000 into escrow to help fund the landlord's construction of the building. The escrow balance is presented as restricted cash on the schools financial statements.

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.

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DOES THE SCHOOL MAINTAIN APPROPRIATE INTERNAL CONTROLS AND PROCEDURES?

The education corporation has generally established appropriate fiscal policies, procedures, and internal controls, but the manual is updated sporadically.

- The financial policies and procedures manual needs to be updated with the board's oversight on an annual basis and reflect the new organizational structure, authorization levels, and reporting structures.
- The Institute received the most recent audited financial statements for Grand Concourse for the year ended June 30, 2017. The audit report had no findings of material deficiencies. The external auditor noted that the education corporation had not established the required dissolution reserve fund of \$75,000 as required by the charter agreement. The school has since established the reserve fund and provided proof to the Institute.

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DOES THE SCHOOL COMPLY WITH FINANCIAL REPORTING REQUIREMENTS?

The education corporation has complied with all reporting requirements in a timely manner.

- The education corporation's annual financial statements are presented in accordance with generally accepted accounting principles and submitted timely to the Institute and NYSED over the charter term.
- The education corporation submitted the annual budgets and quarterly reports in a timely manner to the Institute over the charter term.
- The education corporation submitted the most recent audit report for the fiscal year ended June 30, 2017 in a timely manner, and the audit indicates that the fiscal health of the school continues with an operating surplus of \$2.8 million for the 2016-17 fiscal year. The education corporation will likely reduce this surplus in coming years as it incurs costs to finance and outfit the permanent school facility.

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

The education corporation maintains adequate financial resources to ensure stable operations.

- Grand Concourse posts a fiscally strong composite score rating on the Institute's financial dashboard indicating a consistent level of fiscal stability over the charter term.
- Grand Concourse has consistently had operating surpluses over the charter term.
- Grand Concourse prepares and monitors cash flow projections and maintains sufficient cash on hand to pay current bills and those that are due shortly; it retains a healthy 19 months of cash on hand. Grand Concourse maintains a healthy balance sheet with net assets in excess of \$6.6 million as of the June 30, 2017 audit report.
- As a requirement of charter agreements, Grand Concourse has established the separate bank account for the dissolution fund reserve of \$75,000 and provided the Institute with proof of the account.

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FUTURE PLANS



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

Grand Concourse is an academic success led by an experienced leadership team and guided by a strategic board. The school is fiscally sound and presents sound financial plans. As such, the plans for Grand Concourse to operate for a future five-year 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. Grand Concourse plans to implement the same core elements in the next charter term that have led to the school meeting or coming close to meeting its Accountability Plan goals during the current charter term.

Plans for Board Oversight & Governance. Current board members express interest in continuing to serve Grand Concourse over the next charter term. The board may consider adding an additional one to two board members over the next charter term.

Fiscal & Facility Plans. Based on evidence collected through the renewal review including a review of the five-year financial plan, Grand Concourse presents a reasonable and appropriate fiscal plan for the next charter term including budgets that are feasible and achievable.

	CURRENT	END OF NEXT CHARTER TERM
Enrollment	672	790
Grade Span	K-8	K-8
Teaching Staff	40	49
Days of Instruction	180	180

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The school intends to continue instruction for Kindergarten – 8th grade in the current location and move into a new leased facility during the 2018-19 school year. The long term goal is to purchase the new facility through bond financing. The new 45,000 square foot facility will enable enrollment to increase to the proposed 790 students, an addition of 118 students.

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.

Grand
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APPENDICES

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APPENDIX A: School Overview

GRAND CONCOURSE ACADEMY CHARTER SCHOOL BOARD OF TRUSTEES

CHAIR

Arlene Hall

TREASURER

Howard Banker

SECRETARY

Linda Manely, Esq.

TRUSTEES

Richard Conley

Jennifer Fox

Lucia Mariani

Veronica De Jesus

SCHOOL LEADERS

PRINCIPAL

Ira Victor, Executive Director (2004-Present)

SCHOOL CHARACTERISTICS

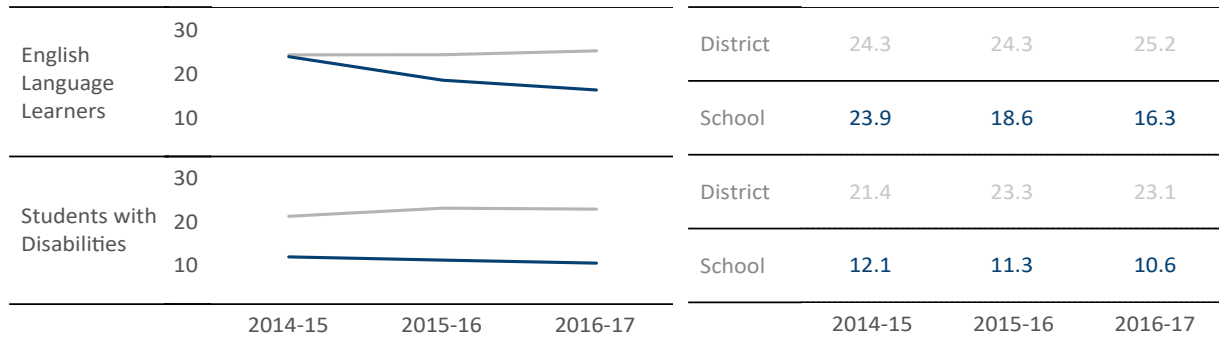
SCHOOL YEAR	CHARTERED ENROLLMENT	ACTUAL ENROLLMENT	ACTUAL AS A PERCENTAGE OF CHARTERED ENROLLMENT	PROPOSED GRADES	ACTUAL GRADES
2014-15	408	388	96%	K-5	K-5
2015-16	512	499	97%	K-6	K-6
2016-17	602	547	91%	K-7	K-7
2017-18	672	549	82%	K-8	K-8
2018-19	695	Not Yet Available	Not Yet Available	K-8	K-8

APPENDIX A: School Overview

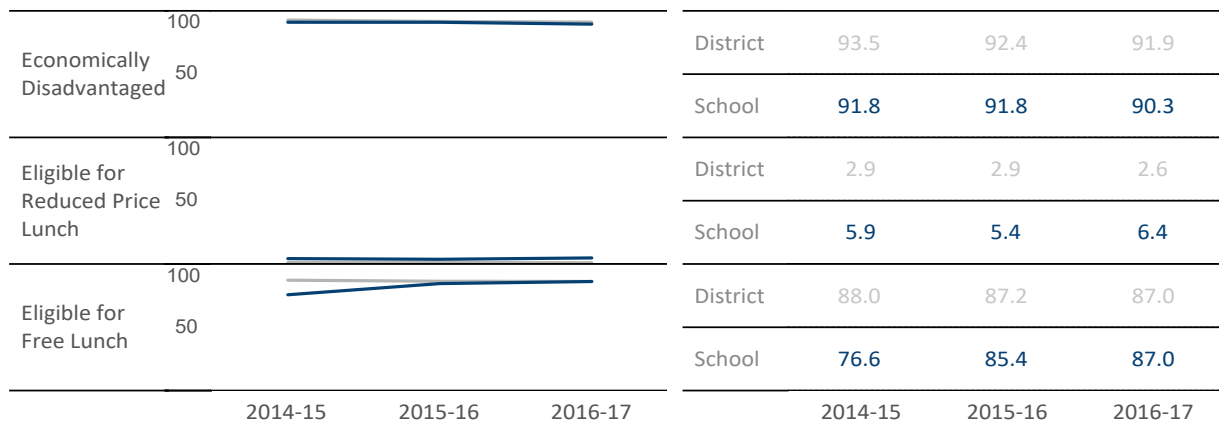
Grand Concourse Academy Charter School

Bronx CSD 9

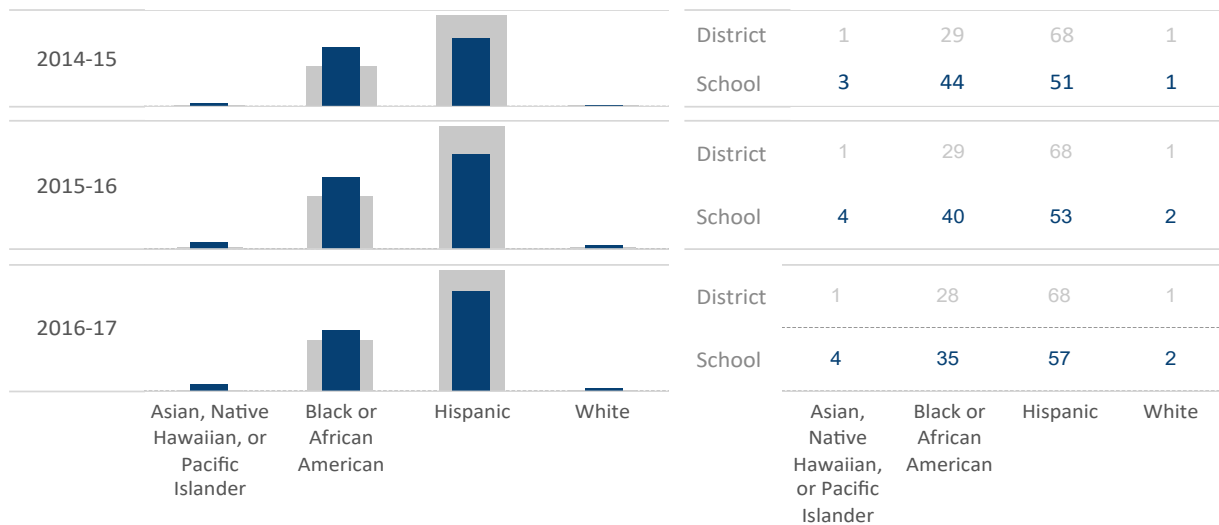
Student Demographics: Special Populations



Student Demographics: Free/Reduced Lunch



Student Demographics: Race/Ethnicity

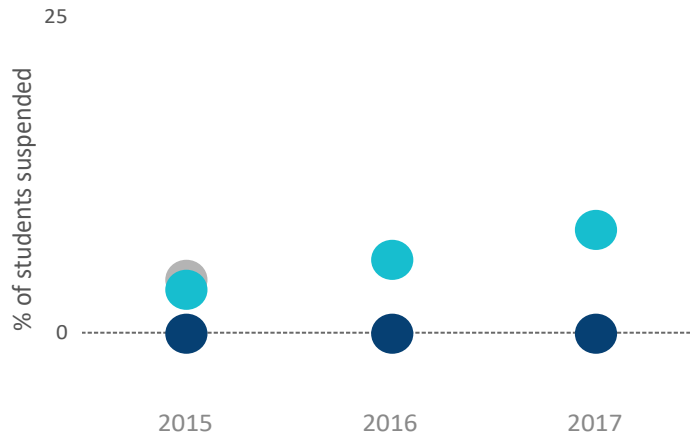


The demographic information above reflects publicly available enrollment data collected on the state's Basic Educational Data

APPENDIX A: School Overview

Grand Concourse Academy Charter School

Bronx CSD 9



	School ISS Rate	School OSS Rate	District OSS Rate
2015	3.3	0.0	4.1
2016	5.6	0.0	
2017	7.9	0.0	

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.

Year	2015	2016	2017
Expulsions	0	0	0

Grand Concourse Academy Charter School's Enrollment and Retention Status: 2016-17

		District Target	School
Enrollment	Economically disadvantaged	88.5	90.3
	English language learners	12.3	20.4
	Students with disabilities	20.6	11.9
Retention	Economically disadvantaged	90.7	84.7
	English language learners	89.9	90.1
	Students with disabilities	91.7	81.5

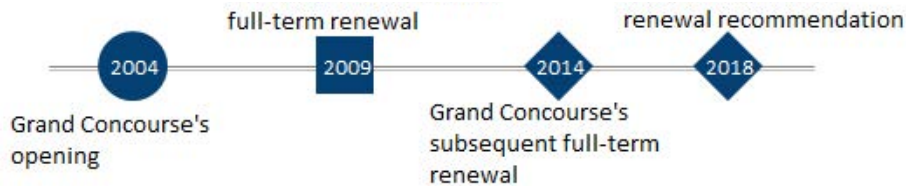
The school's performance, demographics, and discipline data are presented in comparison to CSD 9, the district of residence for the majority of the school's students. In contrast, the enrollment and retention targets for the school reflect targets generated using data from CSD 8. As required by statute, the Institute calculates enrollment and retention targets using the district of location of the school site where the charter school intakes its students. Grand Concourse is located in CSD 8.

APPENDIX A: School Overview

PARENT SATISFACTION: SURVEY RESULTS



TIMELINE OF CHARTER SCHOOL RENEWAL



SCHOOL VISIT HISTORY

SCHOOL YEAR	VISIT TYPE	DATE
2004-05	First-Year Visit	May 17, 2005
2005-06	Evaluation Visit	March 29, 2006
2006-07	Evaluation Visit	March 22-23, 2007
2008-09	Initial Renewal Visit	December 2-4, 2008
2010-11	Evaluation Visit	November 30-December 1, 2010
2010-11	Evaluation Visit	December 13-14, 2010
2012-13	Subsequent Renewal Visit	May 13-14, 2013
2017-18	Subsequent Renewal Visit	March 20 & 26, 2018

CONDUCT OF THE RENEWAL VISIT

DATE(S) OF VISIT	EVALUATION TEAM MEMBERS	TITLE
March 20 & 26, 2018	Hannah Colestock	School Evaluation Analyst
	Chastity McFarlan, PhD	Senior Analyst
	Vanessa Threatte	Executive Deputy Director for Best Practices and Partnerships

APPENDIX A: School Overview

KEY DESIGN ELEMENTS:

ELEMENT	EVIDENT?
An administration with exemplary leadership ability and significant experience;	+
Shared decision making;	+
Co-taught classrooms for ELA, mathematics and Title I services;	+
Job-embedded professional development; and,	+
Internal interim assessment system.	+

APPENDIX B: Performance Summaries

SCHOOL PERFORMANCE SUMMARY: English Language Arts Grand Concourse Academy Charter School

	2014-15 Grades Served: K-5			2015-16 Grades Served: K-6			2016-17 Grades Served: K-7			MET			
	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	38.3 (81)	38.2 (76)	3	64.6 (65)	64.9 (57)	3	50.7 (67)	58.3 (48)	NO			
	4	54.1 (85)	54.1 (85)	4	47.9 (73)	47.9 (73)	4	63.6 (55)	65.2 (46)				
	5	30.0 (50)	30.0 (50)	5	45.7 (81)	47.4 (78)	5	46.6 (73)	47.0 (66)				
	6	(0)	(0)	6	43.2 (44)	43.9 (41)	6	40.0 (65)	42.9 (56)				
	7	(0)	(0)	7	(0)	(0)	7	69.2 (39)	68.4 (38)				
	8	(0)	(0)	8	(0)	(0)	8	(0)	(0)				
	All	42.6 (216)	42.7 (211)	All	50.6 (263)	51.0 (249)	All	52.2 (299)	54.7 (254)				
	Grades	PLI	AMO	Grades	PLI	AMO	Grades	PLI	AMO				
	3-5	127	97	3-6	145	104	3-7	143	111				
	2. Each year the school's aggregate Performance Level Index on the State exam will meet the Annual Measurable Objective set forth in the State's NCLB accountability system.	Comparison: Bronx District 9			Comparison: Bronx District 9			Comparison: Bronx District 9			YES		
Grades		School	District	Grades	School	District	Grades	School	District				
3-5		42.7	13.1	3-6	51.0	20.3	3-7	54.7	20.8				
% ED		Actual	Predicted	% ED	Actual	Predicted	% ED	Actual	Predicted				
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.	90.9	42.6	17.0	2.09	91.2	50.6	23.4	1.63	91.2	52.2	23.4	1.88	YES
	Effect Size			Effect Size			Effect Size						
	Effect Size			Effect Size			Effect Size						
	Effect Size			Effect Size			Effect Size						
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	YES*			
	4	53.3		4	52.7		4	47.7					
	5	48.0		5	49.6		5	52.5					
	6	0.0		6	0.0		6	47.0					
	7	0.0		7	0.0		7	49.9					
	8	0.0		8	0.0		8	0.0					
	All	51.3	50.0	All	51.1	50.0	All	49.4	50.0				
	Grades	School	State	Grades	School	State	Grades	School	State				

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

APPENDIX B: Performance Summaries

SCHOOL PERFORMANCE SUMMARY: Mathematics Grand Concourse Academy Charter School

	2014-15 Grades Served: K-5				2015-16 Grades Served: K-6				2016-17 Grades Served: K-7					
	Grades	All Students % (N)	2+ Years Students % (N)	MET	Grades	All Students % (N)	2+ Years Students % (N)	MET	Grades	All Students % (N)	2+ Years Students % (N)	MET		
ABSOLUTE MEASURES 1. Each year 75 percent of students who are enrolled in at least their second year will perform at proficiency on the New York State exam.	3	43.2 (81)	43.4 (76)		3	47.7 (65)	49.1 (57)		3	55.2 (67)	58.3 (48)			
	4	60.0 (85)	60.0 (85)		4	39.7 (73)	39.7 (73)		4	44.4 (54)	46.7 (45)			
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.	5	56.0 (50)	56.0 (50)		5	39.5 (81)	39.7 (78)		5	41.1 (73)	40.9 (66)			
	6	(0)	(0)		6	46.5 (43)	47.5 (40)		6	44.6 (65)	42.9 (56)			
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.	7	(0)	(0)		7	(0)	(0)		7	64.1 (39)	63.2 (38)			
	8	(0)	(0)		8	(0)	(0)		8	(0)	(0)			
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.	All	52.8(216)	53.1 (211)	NO	All	42.7(262)	43.1 (248)	NO	All	48.7(298)	49.0 (253)	NO		
	Grades	PLI	AMO		Grades	PLI	AMO		Grades	PLI	AMO			
GROWTH MEASURE 5. Each year, the school's unadjusted mean growth percentile will meet or exceed the state's unadjusted median growth percentile.	3-5	146	94	YES	3-6	131	101	YES	3-7	137	109	YES		
	Comparison: Bronx District 9				Comparison: Bronx District 9				Comparison: Bronx District 9					
	Grades	School	District		Grades	School	District		Grades	School	District			
	3-5	53.1	18.5	YES	3-6	43.1	20.1	YES	3-7	49.0	25.7	YES		
	% ED	Actual	Predicted	Effect Size	% ED	Actual	Predicted	Effect Size	% ED	Actual	Predicted	Effect Size		
	90.9	52.8	25.5	1.57	YES	91.2	42.7	25.9	0.85	YES	91.2	48.7	25.2	1.30
	Grades	School	State		Grades	School	State		Grades	School	State			
	4	56.0			4	41.2			4	54.2				
	5	54.1			5	37.4			5	49.3				
	6	0.0			6	49.4			6	53.3				
	7	0.0			7	0.0			7	74.4				
	8	0.0			8	0.0			8	0.0				
	All	55.3	50.0	YES	All	41.4	50.0	NO	All	55.7	50.0	YES		

APPENDIX C: District Comments

SUMMARY OF PUBLIC COMMENTS

The New York City Department of Education held its required hearing on Grand Concourse Charter School's renewal on June 20, 2018 at the school. Fourteen people were present, and six people spoke in support. Families spoke about the high levels of dedication they have for the school including that even though the school is moving to a different location they are willing to travel longer distances so their children have the opportunity to attend the school. Parents also spoke about how they continue to choose the school for younger siblings based on the positive experiences of older siblings.

APPENDIX D: Fiscal Dashboard

GRAND CONCOURSE ACADEMY CHARTER SCHOOL

SCHOOL INFORMATION

BALANCE SHEET

Opened 2004-05

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

	2012-13	2013-14	2014-15	2015-16	2016-17
Cash and Cash Equivalents - GRAPH 1	1,976,554	2,182,118	2,228,232	3,599,414	4,083,702
Grants and Contracts Receivable	123,763	227,045	111,852	437,082	509,856
Accounts Receivable	-	-	-	-	-
Prepaid Expenses	60,637	50,364	194,362	38,354	102,317
Contributions and Other Receivables	1,239	690	82,436	86,715	54,369
Total Current Assets - GRAPH 1	2,162,193	2,460,217	2,616,882	4,161,565	4,750,244
Property, Building and Equipment, net	1,203,882	1,266,927	122,800	293,021	411,433
Other Assets	68,082	68,082	189,082	121,000	2,121,000
Total Assets - GRAPH 1	3,434,157	3,795,226	2,928,764	4,575,586	7,282,677

Accounts Payable and Accrued Expenses	82,586	77,732	160,329	152,806	48,302
Accrued Payroll and Benefits	494,589	653,285	605,587	573,345	547,470
Deferred Revenue	-	-	-	-	10,179
Current Maturities of Long-Term Debt	15,907	-	-	-	-
Short Term Debt - Bonds, Notes Payable	-	-	-	-	-
Other	114,091	91,010	-	19,515	20,905
Total Current Liabilities - GRAPH 1	707,173	822,027	765,916	745,666	626,856
L-T Debt and Notes Payable, net current maturities	-	-	-	-	-
Total Liabilities - GRAPH 1	707,173	822,027	765,916	745,666	626,856

Unrestricted	2,726,984	2,973,199	2,162,848	3,829,920	6,655,821
Temporarily restricted	-	-	-	-	-
Total Net Assets	2,726,984	2,973,199	2,162,848	3,829,920	6,655,821
Total Liabilities and Net Assets	3,434,157	3,795,226	2,928,764	4,575,586	7,282,677

ACTIVITIES

Operating Revenue

Resident Student Enrollment
 Students with Disabilities

Grants and Contracts

State and local
 Federal - Title and IDEA
 Federal - Other
 Other
 NYC DoE Rental Assistance
 Food Service/Child Nutrition Program

Total Operating Revenue

Resident Student Enrollment	5,295,563	5,258,540	5,321,685	6,924,595	7,662,754
Students with Disabilities	-	277,788	402,430	638,902	675,893
State and local	31,086	29,885	55,441	269,892	278,637
Federal - Title and IDEA	337,837	275,599	278,398	346,511	414,156
Federal - Other	55,243	59,329	18,885	27,540	-
Other	-	-	-	-	-
NYC DoE Rental Assistance	-	-	-	-	299,364
Food Service/Child Nutrition Program	-	-	-	-	-
Total Operating Revenue	5,719,729	5,901,141	6,076,839	8,207,440	9,330,804

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

Regular Education	3,915,041	4,303,327	3,941,287	4,149,748	4,182,352
SPED	608,449	368,443	719,344	1,225,441	1,239,655
Regular Education & SPED (combined)	-	-	-	-	-
Other	-	-	-	-	-
Total Program Services	4,523,490	4,671,770	4,660,631	5,375,189	5,422,007
Management and General	807,027	1,110,888	1,145,158	1,173,199	1,085,014
Fundraising	-	-	-	-	7,000
Total Expenses - GRAPHS 2, 3 & 4	5,330,517	5,782,658	5,805,789	6,548,388	6,514,021
Surplus / (Deficit) From School Operations	389,212	118,483	271,050	1,659,052	2,816,783

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

Contributions	4,598	6,365	37,151	1,276	602
Fundraising	13,410	11,914	13,348	5,119	-
Miscellaneous Income	208,538	109,454	168,120	1,625	8,516
Net assets released from restriction	-	-	-	-	-
Total Support and Other Revenue	226,546	127,733	218,619	8,020	9,118
Total Unrestricted Revenue	5,946,275	6,028,873	6,295,458	8,215,460	9,040,558
Total Temporarily Restricted Revenue	-	-	-	-	-
Total Revenue - GRAPHS 2 & 3	5,946,275	6,028,873	6,295,458	8,215,460	9,040,558
Change in Net Assets	615,758	246,215	489,669	1,667,072	2,825,901
Net Assets - Beginning of Year - GRAPH 2	2,111,226	2,726,984	2,973,199	2,162,848	3,829,920
Prior Year Adjustment(s)	-	-	(1,300,020)	-	-
Net Assets - End of Year - GRAPH 2	2,726,984	2,973,199	2,162,848	3,829,920	6,655,821

APPENDIX D: Fiscal Dashboard

GRAND CONCOURSE ACADEMY CHARTER SCHOOL

SCHOOL INFORMATION - (Continued)

Functional Expense Breakdown

	2012-13	2013-14	2014-15	2015-16	2016-17
Personnel Service					
Administrative Staff Personnel	912,605	935,923	1,012,088	751,851	795,949
Instructional Personnel	817,606	2,603,790	2,393,425	2,715,214	2,707,190
Non-Instructional Personnel	1,519,214	16,232	155,233	167,272	157,234
Personnel Services (Combined)	-	-	-	-	-
Total Salaries and Staff	3,249,425	3,555,945	3,560,746	3,634,337	3,660,373
Fringe Benefits & Payroll Taxes	635,434	739,580	799,211	850,874	898,860
Retirement	124,174	155,763	129,368	103,714	123,333
Management Company Fees	-	-	-	-	-
Building and Land Rent / Lease	579,749	487,434	520,784	817,526	744,450
Staff Development	51,945	137,365	31,426	34,781	65,237
Professional Fees, Consultant & Purchased Services	133,994	177,522	206,623	320,403	216,935
Marketing / Recruitment	1,835	1,068	1,000	3,818	2,651
Student Supplies, Materials & Services	113,694	118,335	105,847	241,998	268,665
Depreciation	109,599	75,634	79,779	90,270	139,217
Other	330,668	334,012	371,005	450,667	394,300
Total Expenses	5,330,517	5,782,658	5,805,789	6,548,388	6,514,021

SCHOOL ANALYSIS

ENROLLMENT

	2012-13	2013-14	2014-15	2015-16	2016-17
Chartered Enroll	360	364	408	406	404
Revised Enroll				512	602
Actual Enroll - GRAPH 4	391	389	388	499	547
Chartered Grades	K-5	K-5	K-5	K-5	K-5
Revised Grades	-	-	-	-	K-7

Primary School District: No

Per Pupil Funding (Weighted Avg of All Districts)	2012-13	2013-14	2014-15	2015-16	2016-17
Per Pupil Funding	13,527	13,877	13,877	13,877	14,027
Increase over prior year	0.0%	2.5%	0.0%	0.0%	1.1%

PER STUDENT BREAKDOWN

Revenue

Operating	14,610	15,159	15,671	16,448	17,049
Other Revenue and Support	579	328	564	16	17
TOTAL - GRAPH 3	15,189	15,487	16,235	16,464	17,066

Expenses

Program Services	11,555	12,001	12,019	10,772	9,907
Management and General, Fundraising	2,061	2,854	2,953	2,351	1,995
TOTAL - GRAPH 3	13,616	14,855	14,972	13,123	11,902
% of Program Services	84.9%	80.8%	80.3%	82.1%	83.2%
% of Management and Other	15.1%	19.2%	19.7%	17.9%	16.8%
% of Revenue Exceeding Expenses - GRAPH 5	11.6%	4.3%	8.4%	25.5%	43.4%

Student to Faculty Ratio

2012-13	2013-14	2014-15	2015-16	2016-17
9.8	8.6	8.7	10.4	10.9

Faculty to Admin Ratio

2012-13	2013-14	2014-15	2015-16	2016-17
3.1	3.5	3.3	5.3	5.3

Financial Responsibility Composite Scores - GRAPH 6

Score	2012-13	2013-14	2014-15	2015-16	2016-17
Fiscally Strong 1.5 - 3.0 / Fiscally Adequate 1.0 - 1.4 / Fiscally Needs Monitoring < 1.0	3.0	3.0	3.0	3.0	3.0
	Fiscally Strong	Fiscally Strong	Fiscally Strong	Fiscally Strong	Fiscally Strong

Working Capital - GRAPH 7

Net Working Capital	1,455,020	1,638,190	1,850,966	3,415,899	4,123,388
As % of Unrestricted Revenue	24.5%	27.2%	29.4%	41.6%	45.6%
Working Capital (Current) Ratio Score	3.1	3.0	3.4	5.6	7.6
Risk (Low ≥ 3.0 / Medium 1.4 - 2.9 / High < 1.4)	LOW	LOW	LOW	LOW	LOW
Rating (Excellent ≥ 3.0 / Good 1.4 - 2.9 / Poor < 1.4)	Excellent	Excellent	Excellent	Excellent	Excellent

Quick (Acid Test) Ratio

Score	3.0	2.9	3.2	5.5	7.4
Risk (Low ≥ 2.5 / Medium 1.0 - 2.4 / High < 1.0)	LOW	LOW	LOW	LOW	LOW
Rating (Excellent ≥ 2.5 / Good 1.0 - 2.4 / Poor < 1.0)	Excellent	Excellent	Excellent	Excellent	Excellent

Debt to Asset Ratio - GRAPH 7

Score	0.2	0.2	0.3	0.2	0.1
Risk (Low < 0.50 / Medium 0.51 - .95 / High > 1.0)	LOW	LOW	LOW	LOW	LOW
Rating (Excellent < 0.50 / Good 0.51 - .95 / Poor > 1.0)	Excellent	Excellent	Excellent	Excellent	Excellent

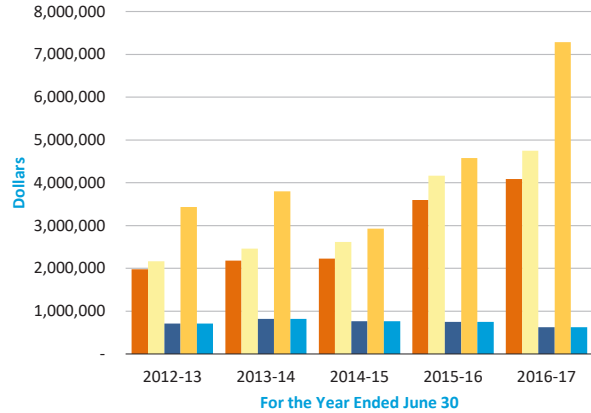
Months of Cash - GRAPH 8

Score	4.4	4.5	4.6	6.6	7.5
Risk (Low > 3 mo. / Medium 1 - 3 mo. / High < 1 mo.)	LOW	LOW	LOW	LOW	LOW
Rating (Excellent > 3 mo. / Good 1 - 3 mo. / Poor < 1 mo.)	Excellent	Excellent	Excellent	Excellent	Excellent

APPENDIX D: Fiscal Dashboard

GRAND CONCOURSE ACADEMY CHARTER SCHOOL

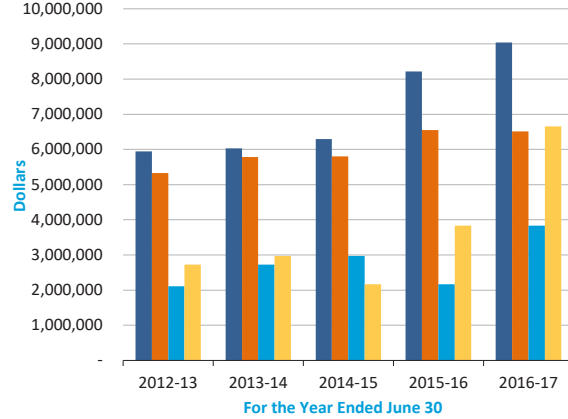
GRAPH 1 Cash, Assets and Liabilities



■ Cash ■ Current Assets ■ Current Liabilities ■ Total Assets ■ Total 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.

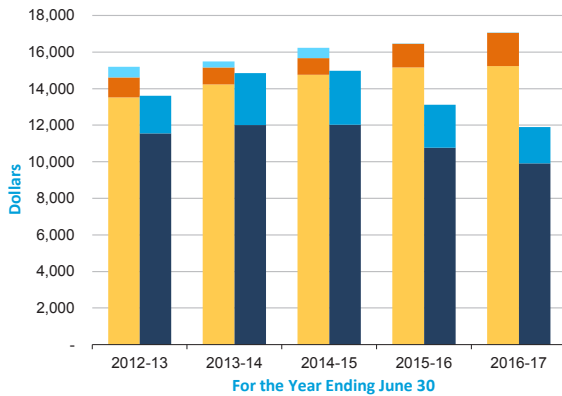
GRAPH 2 Revenue, Expenses and Net Assets



■ Revenue ■ Expenses ■ Net Assets - Beginning ■ Net Assets - Ending

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.

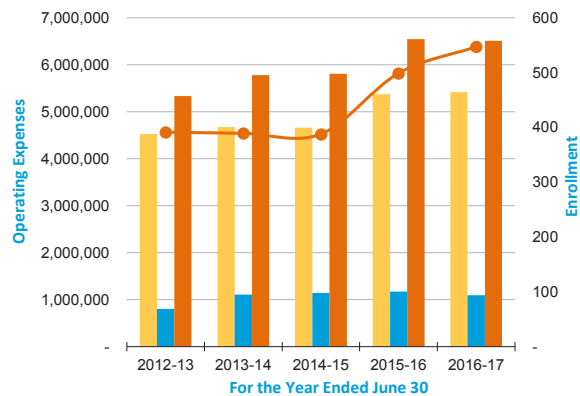
GRAPH 3 Revenue & Expenses Per Pupil



■ Rev. - Reg. & Special ED ■ Rev. - Other Operating
 ■ Rev. - Other Support ■ Exp. - Reg. & Special ED
 ■ Exp. - Other Program ■ Exp. - Mngmt. & Other

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



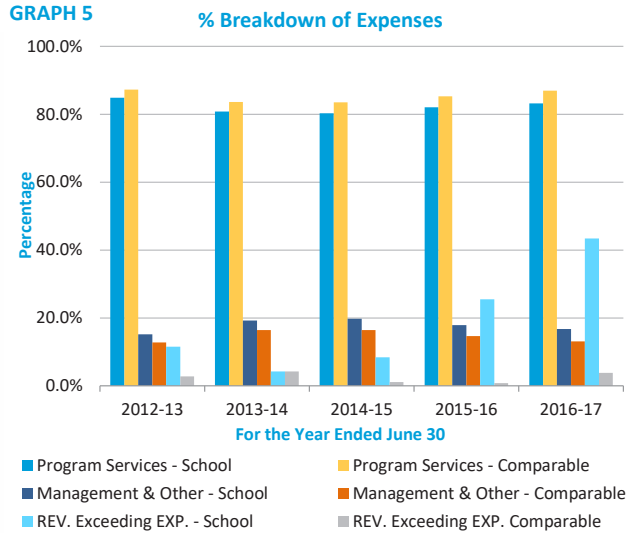
■ Program Expenses ■ Total Expenses ■ Management & Other
 ● Enrollment

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.

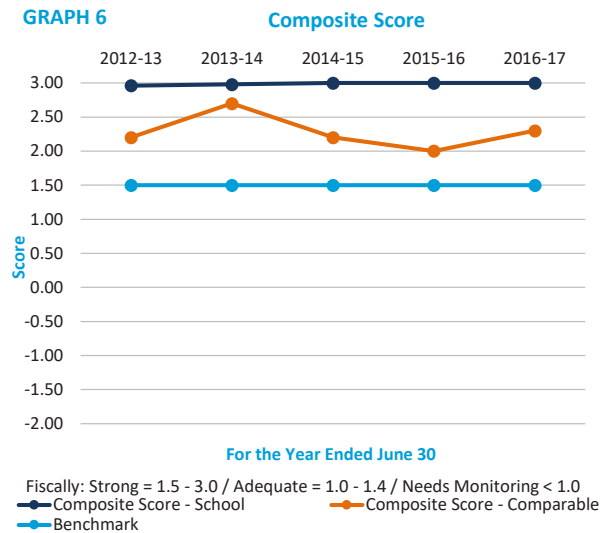
APPENDIX D: Fiscal Dashboard

GRAND CONCOURSE ACADEMY CHARTER SCHOOL

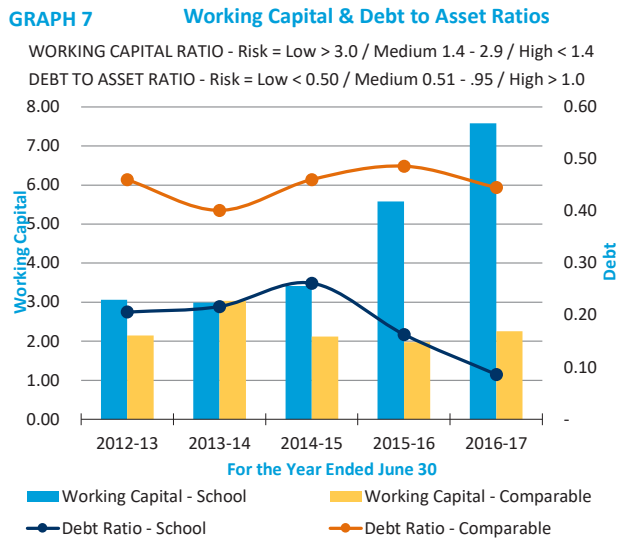
Comparable School, Region or Network: All SUNY Authorized Charter Schools (Including Closed Schools)



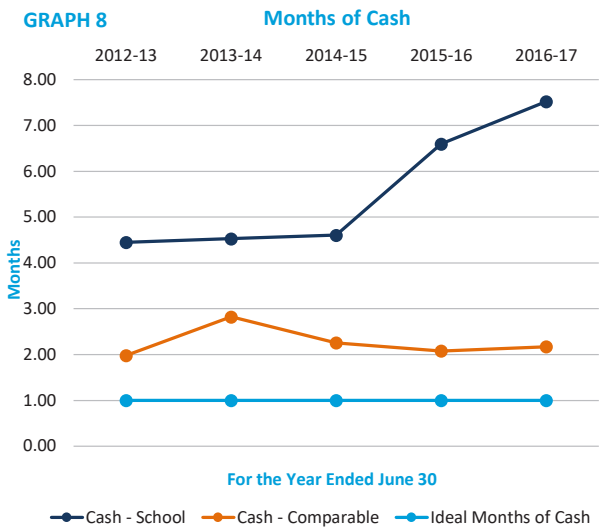
This chart illustrates the percentage expense breakdown between program services and management & others as well as the percentage of revenues exceeding expenses. Ideally the percentage expense for program services will far exceed that of the management & other expense. The percentage of revenues exceeding 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.

