THE SUNY CHARTER SCHOOLS INSTITUTE

RENEWAL RECOMMENDATION REPORT
UNCOMMON NEW YORK CITY CHARTER SCHOOL'S AUTHORITY TO OPERATE:

BEDFORD STUYVESANT COLLEGIATE CHARTER SCHOOL

LEADERSHIP PREPARATORY CANARSIE CHARTER SCHOOL

Report Date: December 7, 2022

Review Date: September 15, 2022

SUNY Charter Schools Institute
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EDUCATION CORPORATION BACKGROUND

UNCOMMON NEW YORK CITY CHARTER SCHOOLS

MISSION

The mission of Uncommon New York City Charter Schools is to operate outstanding urban public schools that close the achievement gap and prepare students from low-income communities to graduate from college.

KEY DESIGN ELEMENTS

- Expect excellence;
- Recruit, develop, and retain great teachers;
- Assess early and often to inform effective instruction;
- Focus on literacy;
- Employ research-proven curricula;
- Make more time;
- Help students until they master it;
- Provide structure and order;
- Keep it personal; and,
- Develop character.

CURRENT EDUCATION CORPORATION SNAPSHOT

First School Opened:
Fall 2004

Serves: Kindergarten – 12th

Number of Charters Due for Renewal:
2

Total Number of Charters:
13

Chartered Enrollment:
9,782

PROPOSED FUTURE EDUCATION CORPORATION SNAPSHOT

Serves: Kindergarten – 12th

Proposed Future Charter Enrollment:
10,462

Information about each charter is found below in the Charter School Background section of this report

EDUCATION CORPORATION BACKGROUND

EDUCATION CORPORATION BACKGROUND

Uncommon New York City Charter Schools ("Uncommon NYC"), a not-for-profit charter school education corporation, is authorized by the State University of New York Board of Trustees ("the SUNY Trustees") to operate 13 charter schools. Twelve charters are currently open with one scheduled to open in the fall of 2023. The SUNY Trustees approved the original charter for Bedford Stuyvesant Collegiate Charter School ("BedStuy Collegiate") on October 26, 2007, and for Leadership Preparatory Canarsie Charter School ("LP Canarsie") on January 22, 2013. The education corporation also currently operates Brooklyn East Collegiate Charter School ("Brooklyn East Collegiate"), Brownsville Collegiate Charter School ("Brownsville Collegiate"), Excellence Boys Charter School of Bedford Stuyvesant ("Excellence Boys"), Excellence Girls Charter School ("Excellence Girls"), Kings Collegiate Charter School ("Kings Collegiate"), Leadership Preparatory Bedford Stuyvesant Charter School ("LP Bed Stuy"), Leadership Preparatory Brownsville Charter School ("LP Brownsville"), Leadership Preparatory Ocean Hill Charter School ("LP Ocean Hill"), Ocean Hill Collegiate Charter School ("Ocean Hill Collegiate"), and Williamsburg Collegiate Charter School ("Williamsburg Collegiate"). Uncommon NYC contracts with the New Jersey not-for-profit charter management organization ("CMO") Uncommon Schools, Inc. ("Uncommon Schools" or the "network") which partners with charter schools across New York, Massachusetts, and New Jersey providing operational, instructional, and performance management support pursuant to a contract.

NOTEWORTHY

Uncommon Schools has demonstrated a unique and ongoing commitment to partnering with district schools in their neighborhoods. In 2013, Uncommon Schools and the New York City Department of Education ("NYCDOE") established a collaborative to allow teachers to work together on methods to improve literacy instruction. Although the effort took a brief hiatus due to the COVID-19 pandemic, 125 NYC teachers participated in virtual professional development sessions beginning in January, 2022. The "Great Habits Great Readers" sessions created space for teachers to collaborate on best literacy practices they can bring back to their own school communities.

RESPONSE TO INTERRUPTED INSTRUCTION CAUSED BY COVID-19

In the absence of reliable state testing results over the previous charter term, Uncommon NYC relied extensively on internally developed assessments across subjects in order to address interrupted instruction and accelerate learning. Uncommon NYC administered shorter Internal Assessments ("IAs") more frequently to better detect and respond to learning needs in a remote and hybrid setting. Charters prioritized either a reading assessment or an IA in a given testing window to allow teachers to focus on a single academic priority. Instructional leaders also incorporated "response-to-data days" in curricular planning documents so that teachers could address learning gaps without losing instructional time to introduce new content. Uncommon NYC prioritized small group and reading instruction to accelerate student learning and ensure all students had the opportunity to engage with rigorous, grade level content with the appropriate supports.

FULL-TERM RENEWAL

Renewal through July 31, 2026. *The SUNY Charter Schools Institute (the "Institute") recommends the SUNY Trustees' Charter Schools Committee approve the following Applications for Charter Renewal:*

- *Bedford Stuyvesant Collegiate Charter School; and,*
- *Leadership Preparatory Canarsie Charter School*

through July 31, 2026 to align each related education corporation's charter expiration and renewal schedule going forward. If renewed, each charter will be granted the authority to provide instruction to students in such configuration as set forth in each charter's Application for Renewal. The Institute makes this recommendation as each charter meets the requirements set forth in the Policies for 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 table below presents information on the Institute's plan[2] to align the charter expiration dates of the charters under the education corporation. By the school year 2025-26, the charter expiration dates for all charter schools in Uncommon New York City Charter Schools will align. At that time, the Institute will conduct a full renewal review of all charters in the education corporation:

CHARTER	2022-23	2023-24	2024-25	2025-26	2026-27
Bed Stuy Collegiate	Charter Expiration			Alignment Year	
LP Canarsie	Charter Expiration			Alignment Year	
Brownsville Collegiate		Charter Expiration		Alignment Year	
Excellence Boys		Charter Expiration		Alignment Year	

1. SUNY Renewal Policies (p. 12) are available on the Institute's website.

2. The above plan does not guarantee a specific renewal outcome for the education corporation or any of its charter schools.

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RENEWAL RECOMMENDATION

CHARTER	2022-23	2023-24	2024-25	2025-26	2026-27
Excellence Girls		Charter Expiration		Alignment Year	
Brooklyn East Collegiate			Charter Expiration	Alignment Year	
LP Ocean Hill			Charter Expiration	Alignment Year	
Ocean Hill Collegiate			Charter Expiration	Alignment Year	
Williamsburg Collegiate			Charter Expiration	Alignment Year	
LP Bed Stuy				Alignment Year	
Kings Collegiate				Alignment Year	
LP Brownsville				Alignment Year	

RENEWAL RECOMMENDATION

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

REQUIRED FINDINGS

In addition to making recommendations based on determinations of whether each charter has met the SUNY Trustees' specific renewal criteria, the Institute makes the following findings required by the New York Charter Schools Act of 1998 (as amended, the "Act"):

1: each charter, 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 each charter 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 each charter to operate for another three years is likely to improve student learning and achievement and materially further the purposes of the Act.[3]

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

EXECUTIVE SUMMARY

During their charter terms, BedStuy Collegiate and LP Canarsie are each an academic success, having met or come close to meeting their key Accountability Plan goals. The information below presents the key findings for the SUNY Trustees and highlights the successes of the charters.

FINDINGS & INFORMATION

Is each charter due for renewal an academic success?

BedStuy Collegiate and LP Canarsie are each an academic success, having met or come close to meeting their Accountability Plan goals over the charter term. The structured learning environment of Uncommon NYC schools creates a culture of high expectations that promotes strong academic outcomes for all students. Particular academic performance highlights include:

- Both charters up for renewal outperformed their districts by at least 13 percentage points on the state's ELA and mathematics assessments during the charter term.
- The Institute's effect size analysis demonstrates both charters performed higher than expected to a meaningful or large degree in ELA and mathematics in the current charter term.
- The growth scores in ELA and mathematics for both charters indicate each will likely continue to produce high academic performance in a subsequent charter term, if granted.

Is each charter due for renewal an effective, viable organization?

BedStuy Collegiate and LP Canarsie are both effective, viable organizations. Uncommon NYC Schools board's governance of the education corporation and oversight of the network and charter school leadership provide clear academic and financial accountability structures. In addition to operational services, Uncommon Schools provides the charter with robust academic supports that enable the program to run smoothly.

Is each charter due for renewal fiscally sound?

Each charter under renewal consideration is fiscally sound based on the evidence collected through renewal review. The education corporation has met its fiscal benchmarks and presents a reasonable and appropriate fiscal plan for each charter for the next charter term.

If the SUNY Trustees renew the education corporation's authority to operate each charter due for renewal, are its plans for the charters reasonable, feasible, and achievable?

BedStuy Collegiate's and LP Canarsie's plans for the future, if renewed, are reasonable, feasible, and achievable. The charter schools plan to continue implementing the same elements across the elementary and middle school programs during the next charter term. If renewed, the charters plan to continue delivering high quality instruction and increase social emotional supports for students in order to address the accumulated impacts of interrupted instruction.

EXECUTIVE SUMMARY

Based on the Institute's review of each charter's performance as posted over the charter term; a review of the Application for Charter Renewal submitted by the education corporation; a review of academic, organizational, governance, and financial documentation; and a renewal review of the charter's academic program, the Institute finds each charter due for renewal meets the required criteria for renewal.

The Institute recommends that the SUNY Trustees grant Bedford Stuyvesant Collegiate Charter School and Leadership Preparatory Canarsie Charter School a Subsequent Renewal through July 31, 2026 to align the charter expiration dates of Uncommon New York City Charter Schools.

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BEDFORD STUYVESANT COLLEGIATE CHARTER SCHOOL

800 Gates Avenue, Brooklyn, New York | **Grades: 5-8** | **NYC Community School District 16**

The SUNY Trustees approved the original charter for BedStuy Collegiate on October 26, 2007. The charter opened in fall 2008, serving 81 students in 5th grade in the Bedford Stuyvesant neighborhood of Brooklyn. In the next charter term, BedStuy Collegiate plans to add an elementary program that replicates the design of Leadership Prep Ocean Hill Elementary Academy, which has a proven record of preparing students for academic success.

PROGRAM

In addition to their key design elements, Uncommon NYC schools are organized around three core beliefs: that a safe and structured environment is key to rigorous learning; that high academic and behavioral expectations require additional supports before, during, and after school; and, that recruiting and retaining great teachers is integral to student success. BedStuy Collegiate executes an academic program that incorporates these guiding principles with fidelity. The charter has met or come close to meeting the majority of its academic Accountability Plan goals throughout the charter term and receives ongoing support from Uncommon NYC for its operational, legal, and fiscal functions.

CURRENT CHARTER

Serves: 5th – 8th

Chartered Enrollment: 345

Charter Expires on: July 31, 2023

PROPOSED FUTURE CHARTER

Serves: Kindergarten – 1st, 5th – 8th

Chartered Enrollment: 451

Charter Expiration: July 31, 2026

CHARTER LEADERS

PRINCIPAL

Jermaine Isaac, Principal (2022-23 to Present)
Ishani Mehta, Principal (2020-21 to 2021-22)
Justin Pigeon, Principal (2013-14 - 2019-20)
Mabel Lajes-Guiteras, Principal (2008-09 to 2012-13)

CHARTER SCHOOL BACKGROUND

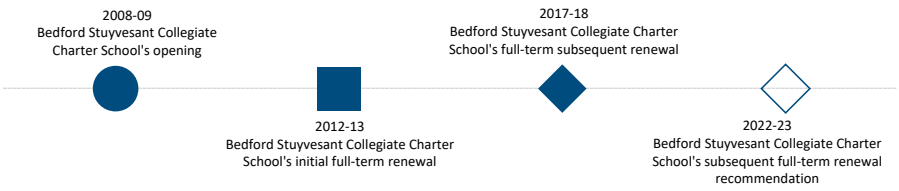
CHARTER CHARACTERISTICS

SCHOOL YEAR	CHARTERED ENROLLMENT	ACTUAL ENROLLMENT	ACTUAL AS A PERCENTAGE OF CHARTERED ENROLLMENT	GRADES SERVED
2018-19	345	352	102%	5-8
2019-20	345	347	101%	5-8
2020-21	345	352	102%	5-8
2021-22	345	326	94%	5-8
2022-23	345	337	98%	5-8

NOTEWORTHY

After observing decreased ELA proficiency levels throughout the COVID-19 pandemic, BedStuy Collegiate incorporated small group tutoring blocks in every student's schedule in 2021-22. These differentiated groups were created based on data from prior NYS State Exams, IAs, and daily exit tickets. To support the implementation of these tutoring efforts, BedStuy Collegiate also enhanced its observation and feedback cycles for teachers with additional opportunities for new teachers to observe master teachers, and for instructional leaders to observe lessons and debrief on effective teaching techniques. Each week, the charter also provides at least two dedicated literacy blocks for students to engage in targeted, individualized guided reading instruction.

TIMELINE OF CHARTER SCHOOL RENEWAL

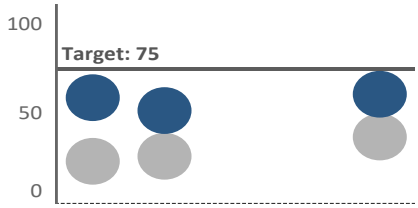


CHARTER SCHOOL BACKGROUND

BEDFORD STUYVESANT COLLEGIATE CHARTER SCHOOL

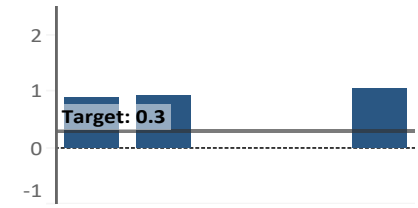
ENGLISH LANGUAGE ARTS ACCOUNTABILITY PLAN GOAL

District Comparison. The percentage of students at **the charter** performing at or above proficiency in ELA compared to **the district**.



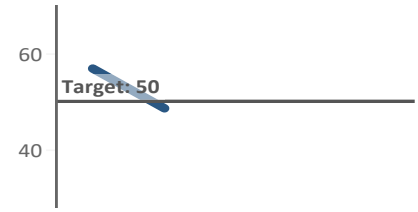
Test Year	Comp Grades	District %	Charter %
2018	6-8	24	59
2019	6-8	27	52
2020	N/A	N/A	N/A
2021	N/A	N/A	N/A
2022	6-8	37	61

Effect Size. The chart shows charter's effect size above its predicted level of performance 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
2018	5-8	0.87
2019	5-8	0.90
2020	N/A	N/A
2021	N/A	N/A
2022	5-8	1.03

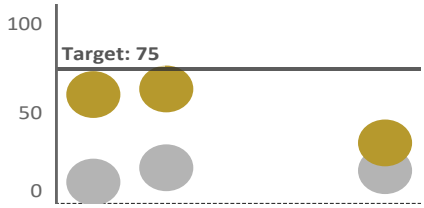
Comparative Growth Measure: Mean Growth Percentile. The charter's unadjusted mean growth percentile for all students in grades 4-8 will be above target of 50 in **ELA**.



Test Year	Charter Mean Growth
2018	57.0
2019	48.8
2020	N/A
2021	N/A
2022	N/A

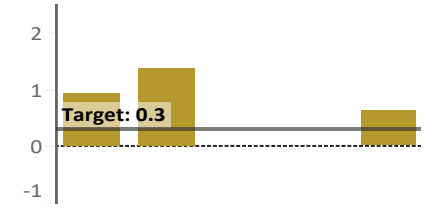
MATHEMATICS ACCOUNTABILITY PLAN GOAL

District Comparison. The percentage of students at **the charter** performing at or above proficiency in mathematics compared to **the district**.



Test Year	Comp Grades	District %	Charter %
2018	6-7	12	61
2019	6-7	20	64
2020	N/A	N/A	N/A
2021	N/A	N/A	N/A
2022	6-7	19	34

Effect Size. The chart shows charter's effect size above its predicted level of performance 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
2018	5-7	0.93
2019	5-7	1.37
2020	N/A	N/A
2021	N/A	N/A
2022	5-7	0.61

Comparative Growth Measure: Mean Growth Percentile. The charter's unadjusted mean growth percentile for all students in grades 4-8 will be above target of 50 in **mathematics**.

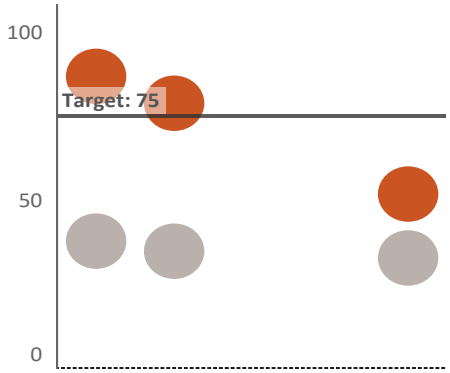
Test Year	Charter Mean Growth
2018	65.9
2019	62.5
2020	N/A
2021	N/A
2022	N/A

CHARTER SCHOOL BACKGROUND

BEDFORD STUYVESANT COLLEGIATE CHARTER SCHOOL

SCIENCE ACCOUNTABILITY PLAN GOAL

Science: The charter administered a Regents science exam to its 8th graders in lieu of the 8th grade science exam. Although not included in its Accountability Plan, the percentage of students scoring at or above 65 is presented here.



Test Year	District %	Charter %
2018	38	87
2019	35	79
2020	N/A	N/A
2021	N/A	N/A
2022	33	52

SPECIAL POPULATIONS PERFORMANCE*

	2018	2019	2022
Students with Disabilities Enrollment	55	72	65
Tested on State Exam	54	70	63
Charter Percent Proficient on ELA Exam	22.2	14.3	27.0
District Percent Proficient	8.6	10.7	17.0
ELL Enrollment	15	15	33
Tested on NYSESLAT Exam	15	15	32
Charter Percent 'Commanding' or Making Progress	40.0	26.7	21.9

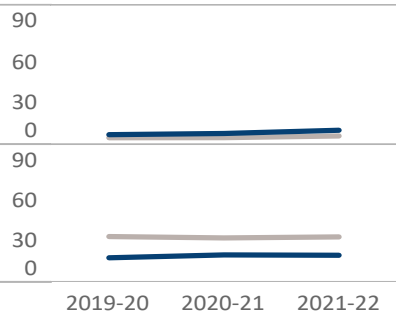
* The academic outcome data about the performance of students receiving special education services and English language learners ("ELLs") above is not tied to separate goals in the charter school's formal Accountability Plan. The NYSESLAT, the New York State English as a Second Language Achievement Test, 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. In order to comply with Family Educational Rights and Privacy Act regulations on reporting education outcome data, the Institute does not report assessment results for groups containing five or fewer students and indicates this with an "s".

CHARTER SCHOOL BACKGROUND

Bedford Stuyvesant Collegiate Charter School

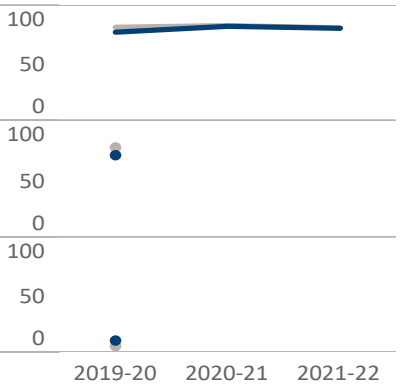
Brooklyn CSD 16

Student Demographics: Special Populations



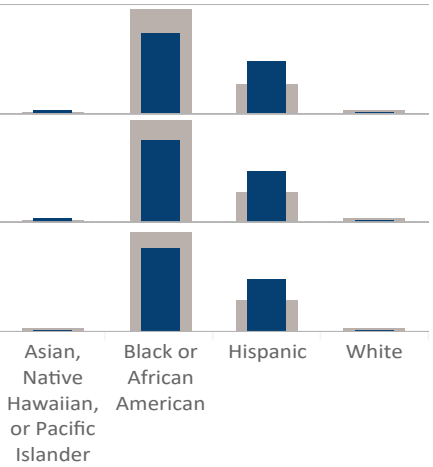
	2019-20	2020-21	2021-22
English Language Learner – District	4.4	4.4	5.7
English Language Learner – Charter	6.6	7.5	9.9
Students with Disabilities – District	33.5	32.5	33.3
Students with Disabilities – Charter	17.6	19.8	19.5

Student Demographics: Free/Reduced Lunch



	2019-20	2020-21	2021-22
Economically Disadvantaged – Charter	83.8	89.7	87.7
Economically Disadvantaged – District	88.8	90.4	88.2
Eligible for Free Lunch – Charter	76.3		
Eligible for Free Lunch – District	83.9		
Eligible for Reduced-Price Lunch – Charter	7.2		
Eligible for Reduced-Price Lunch – District	1.7		

Student Demographics: Race/Ethnicity

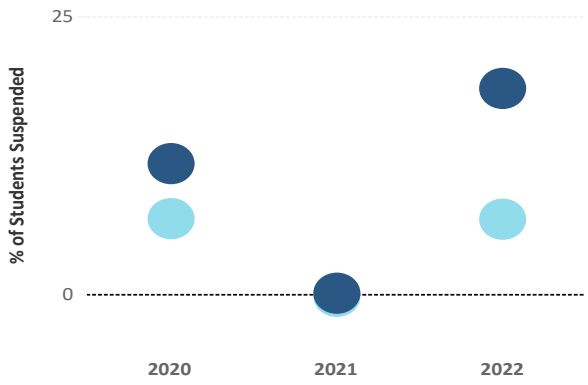


	Asian, Native Hawaiian, or Pacific Islander	Black or African American	Hispanic	White
2019-20 – Charter	2.6	56.9	37.3	1.2
2019-20 – District	1.7	73.8	21.2	2.1
2020-21 – Charter	2.5	58.2	36.8	1.1
2020-21 – District	1.8	72.5	21.5	3.0
2021-22 – Charter	1.5	58.9	36.6	0.9
2021-22 – District	2.1	70.7	22.3	2.8

** Data reported in these charts reflect BEDS day enrollment counts as reported by the NYSED except for the charter's 2020-21 ELL enrollment which reflects data reported by the education corporation and validated by the Institute.*

CHARTER SCHOOL BACKGROUND

Bedford Stuyvesant Collegiate Charter School



Brooklyn CSD 16

	ISS Rate	OSS Rate
2020	7.0	11.9
2021	0.0	0.3
2022	6.9	18.6

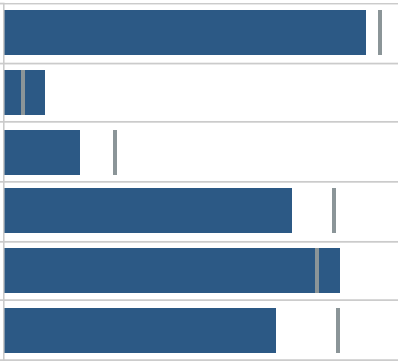
Data suitable for comparison are not available. The percentage rate shown here is calculated using the method employed by NYCDOE: the total number of students receiving an in school or out of school suspension at any time during the school year is divided by the total enrollment, then multiplied by 100.

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

Expulsions: The number of students expelled from the charter each year

2020	2021	2022
0	0	0

Bedford Stuyvesant Collegiate Charter School's Enrollment and Retention Status: 2021-22



		Target	Charter
enrollment	economically disadvantaged	90.9	87.7
	English language learners	4.3	9.9
	students with disabilities	26.5	18.6
retention	economically disadvantaged	79.6	69.7
	English language learners	75.5	81.5
	students with disabilities	80.9	66.2

** Data reported in these charts reflect information reported by the education corporation and validated by the Institute.*

LEADERSHIP PREPARATORY CANARSIE CHARTER SCHOOL

1001 East 100th Street, Brooklyn, New York | **Grades: K-4** | **NYC Community School District 18**
East 104th Street, Brooklyn, New York | **Grades: 5-8** | **NYC Community School District 18**

The SUNY Trustees approved the original charter for LP Canarsie on January 22, 2013. The charter opened in fall 2013, serving 130 students in Kindergarten – 1st grade. The charter has since expanded to serve middle school students at two colocated sites in the Canarsie neighborhood.

PROGRAM

In addition to their key design elements, Uncommon NYC schools is organized around three core beliefs: that a safe and structured environment is key to rigorous learning; that high academic and behavioral expectations require additional supports before, during, and after school; and, that recruiting and retaining great teachers is integral to student success. LP Canarsie executes an academic program that incorporates these guiding principles with fidelity. The charter has met or come close to meeting the majority of its academic Accountability Plan goals throughout the charter term and receives ongoing support from Uncommon NYC for its operational, legal, and fiscal functions.

CURRENT CHARTER

Serves: Kindergarten – 8th

Chartered Enrollment: 780

Charter Expires on: July 31, 2023

PROPOSED FUTURE CHARTER

Serves: Kindergarten – 8th
Chartered Enrollment: 783

Charter Expiration: July 31, 2026

CHARTER LEADERS

ELEMENTARY SCHOOL

Michael Loughran, Elementary School Principal (2022-23 to Present)
Mallorie Bocachica, Elementary School Principal (2018-19 to 2021-22)
Jennifer Rugani, Elementary School Principal (2017-18)
Emily Hoefling-Crouch, Elementary School Principal (2013-14 to 2016-17)

MIDDLE SCHOOL

Michael Scott Jr., Middle School Principal (2018-19 to Present)
Adam Cobb, Middle School Principal (2013-14 to 2017-18)

CHARTER SCHOOL BACKGROUND

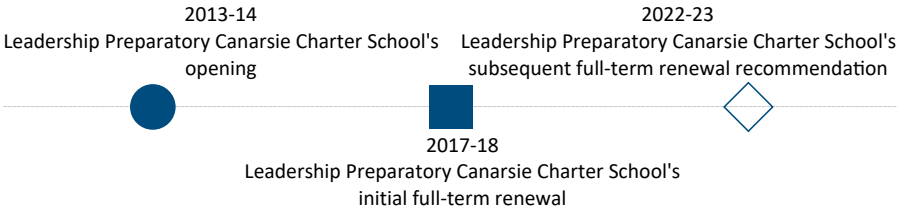
CHARTER CHARACTERISTICS

SCHOOL YEAR	CHARTERED ENROLLMENT	ACTUAL ENROLLMENT	ACTUAL AS A PERCENTAGE OF CHARTERED ENROLLMENT	GRADES SERVED
2018-19	780	796	102%	K-8
2019-20	780	809	104%	K-8
2020-21	780	808	104%	K-8
2021-22	780	761	98%	K-8
2022-23	780	761	98%	K-8

NOTEWORTHY

In response to the LP Canarsie's internal evaluation of the 2017-18 state exam results, the charter enhanced its educational program through a series of changes to its practices. Instructional leaders, in conjunction with the Uncommon Schools Curriculum and Assessment Team, initiated weekly data meetings and developed specific "response to data" lessons. The charter held weekly practice sessions for new teachers to provide additional opportunities for reflection and feedback, and substantially increased the amount of real time coaching delivered to teachers throughout the school day. LP Canarsie has also implemented dedicated literacy blocks for students to engage in targeted, individualized guided reading instruction and remains committed to evolving its curriculum to meet the needs of all learners. During the 2020-21 school year, the percentage of students achieving proficient or advanced status on the ELA Interim assessments grew from 39% at the first administration to 52.9% at the second.

TIMELINE OF CHARTER SCHOOL RENEWAL

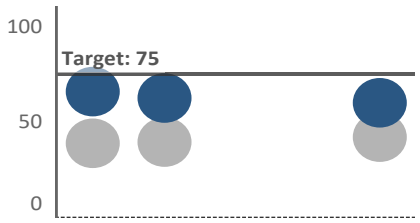


CHARTER SCHOOL BACKGROUND

LEADERSHIP PREPARATORY CANARSIE CHARTER SCHOOL

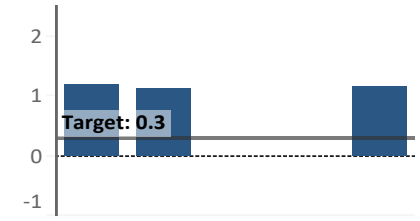
ENGLISH LANGUAGE ARTS ACCOUNTABILITY PLAN GOAL

District Comparison. The percentage of students at **the charter** performing at or above proficiency in ELA compared to **the district**.



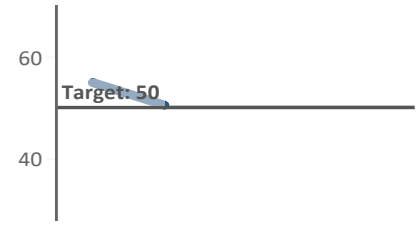
Test Year	Comp Grades	District %	Charter %
2018	3-4, 6-8	39	66
2019	3-8	40	63
2020	N/A	N/A	N/A
2021	N/A	N/A	N/A
2022	3-8	42	60

Effect Size. The chart shows charter's effect size above its predicted level of performance 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
2018	3-8	1.20
2019	3-8	1.12
2020	N/A	N/A
2021	N/A	N/A
2022	3-8	1.16

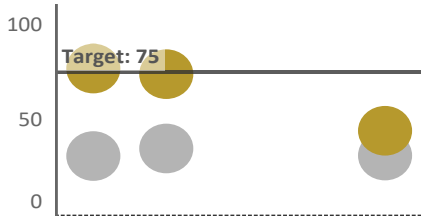
Comparative Growth Measure: Mean Growth Percentile. The charter's unadjusted mean growth percentile for all students in grades 4-8 will be above target of 50 in **ELA**.



Test Year	Charter Mean Growth
2018	55.1
2019	50.7
2020	N/A
2021	N/A
2022	N/A

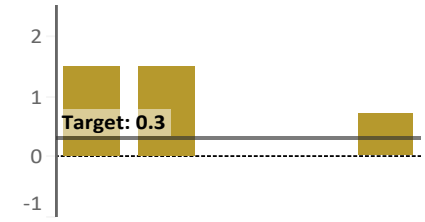
MATHEMATICS ACCOUNTABILITY PLAN GOAL

District Comparison. The percentage of students at **the charter** performing at or above proficiency in mathematics compared to **the district**.



Test Year	Comp Grades	District %	Charter %
2018	3-4, 6-7	31	77
2019	3-7	35	74
2020	N/A	N/A	N/A
2021	N/A	N/A	N/A
2022	3-7	32	45

Effect Size. The chart shows charter's effect size above its predicted level of performance 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
2018	3-7	1.48
2019	3-7	1.49
2020	N/A	N/A
2021	N/A	N/A
2022	3-7	0.68

Comparative Growth Measure: Mean Growth Percentile. The charter's unadjusted mean growth percentile for all students in grades 4-8 will be above target of 50 in **mathematics**.

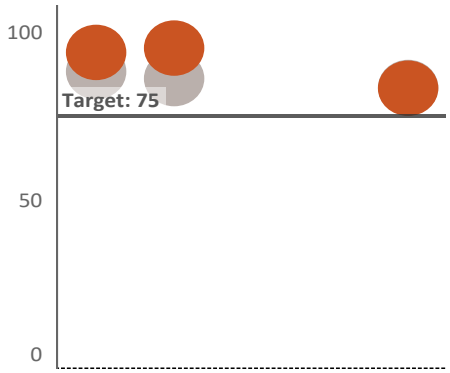
Test Year	Charter Mean Growth
2018	65.5
2019	60.5
2020	N/A
2021	N/A
2022	N/A

CHARTER SCHOOL BACKGROUND

LEADERSHIP PREPARATORY CANARSIE CHARTER SCHOOL

SCIENCE ACCOUNTABILITY PLAN GOAL

Science: Comparative Measure. The percentage of students at **the charter** in at least their second year performing at or above proficiency in science compared to the district.



Test Year	District %	Charter %
2018	89	94
2019	86	96
2020	N/A	N/A
2021	N/A	N/A
2022	84	84

SPECIAL POPULATIONS PERFORMANCE*

	2018	2019	2022
Students with Disabilities Enrollment	113	106	83
Tested on State Exam	65	66	55
Charter Percent Proficient on ELA Exam	27.7	15.2	32.7
District Percent Proficient	8.8	13.3	16.7
ELL Enrollment	3	6	18
Tested on NYSESLAT Exam	2	6	15
Charter Percent 'Commanding' or Making Progress	s	50.0	0.0

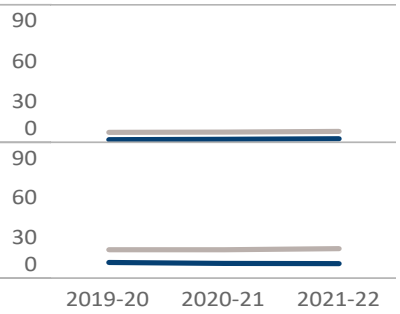
* The academic outcome data about the performance of students receiving special education services and English language learners ("ELLs") above is not tied to separate goals in the charter school's formal Accountability Plan. The NYSESLAT, the New York State English as a Second Language Achievement Test, 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. In order to comply with Family Educational Rights and Privacy Act regulations on reporting education outcome data, the Institute does not report assessment results for groups containing five or fewer students and indicates this with an "s".

CHARTER SCHOOL BACKGROUND

Leadership Preparatory Canarsie Charter School

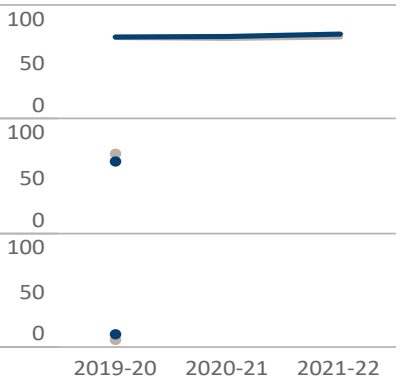
Brooklyn CSD 18

Student Demographics: Special Populations



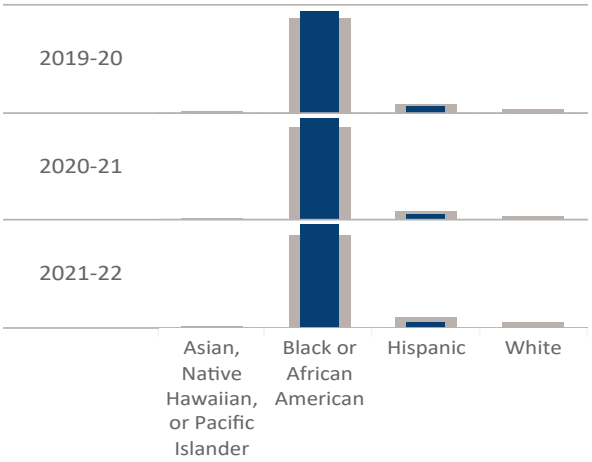
	2019-20	2020-21	2021-22
District	7.1	7.3	7.8
Charter	1.6	1.9	2.3
District	21.2	21.1	22.0
Charter	11.5	10.8	10.6

Student Demographics: Free/Reduced Lunch



	2019-20	2020-21	2021-22
Charter	78.4	78.9	81.3
District	77.9	77.0	78.4
Charter	67.8		
District	75.6		
Charter	8.8		
District	3.1		

Student Demographics: Race/Ethnicity



	Asian, Native Hawaiian, or Pacific Islander	Black or African American	Hispanic	White
Charter	0.5	91.4	5.6	0.5
District	2.2	85.3	7.6	3.5
Charter	0.1	92.3	5.3	0.5
District	2.3	84.6	8.1	3.8
Charter	0.1	92.2	5.1	0.5
District	2.3	83.2	8.5	4.2

** Data reported in these charts reflect BEDS day enrollment counts as reported by the NYSED except for the charter's 2020-21 ELL enrollment which reflects data reported by the education corporation and validated by the Institute.*

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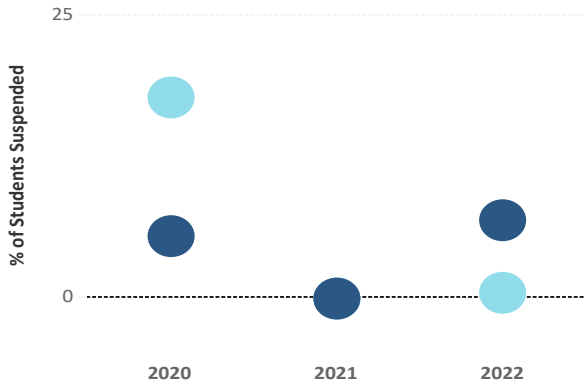
CHARTER SCHOOL BACKGROUND

Leadership Preparatory Canarsie Charter School



Brooklyn CSD 18

	ISS Rate	OSS Rate
2020	17.7	5.5
2021	0.0	0.0
2022	0.5	6.9

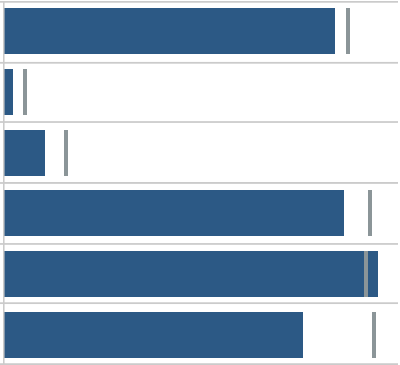
Data suitable for comparison are not available. The percentage rate shown here is calculated using the method employed by NYCDOE: the total number of students receiving an in school or out of school suspension at any time during the school year is divided by the total enrollment, then multiplied by 100.

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

Expulsions: The number of students expelled from the charter each year

2020	2021	2022
0	0	0

Leadership Preparatory Canarsie Charter School's Enrollment and Retention Status: 2021-22



		Target	Charter
enrollment	economically disadvantaged	84.3	81.3
	English language learners	4.7	2.3
	students with disabilities	15.0	10.4
retention	economically disadvantaged	89.9	84.1
	English language learners	88.6	92.3
	students with disabilities	90.6	73.7

** Data reported in these charts reflect information reported by the education corporation and validated by the Institute.*

DP

DATA PRESENTATION

PAGES: 21-29

AP ACADEMIC PERFORMANCE

CP COMPLIANCE PERFORMANCE

CS COMMUNITY SATISFACTION

SD STUDENT DEMOGRAPHICS

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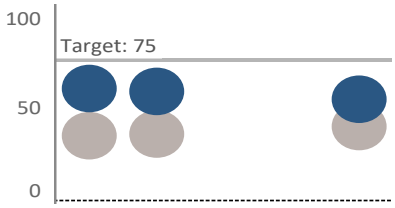
UNCOMMON NEW YORK CITY CHARTER SCHOOLS: AGGREGATE ELA AND MATHEMATICS PERFORMANCE FOR ALL CHARTERS

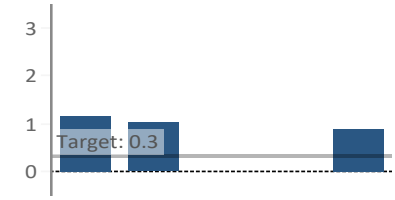
Uncommon New York City Charter Schools
EDUCATION CORPORATION AGGREGATE ENGLISH LANGUAGE ARTS PERFORMANCE

Composite District Comparison.* The chart shows the percentage of students enrolled in at least their second year at **the education corporation's charters** performing at or above proficiency in comparison to that of students in the same tested grades in **those charters' local districts.**



Test Year	Districts %	Ed.Corp. %
2018	35	60
2019	36	59
2020	N/A	N/A
2021	N/A	N/A
2022	40	55

Effect Size. Charters are expected to exceed the predicted level of performance by an effect size of 0.3 or above. The chart shows a weighted average effect size for **all education corporation charters** administering state exams.



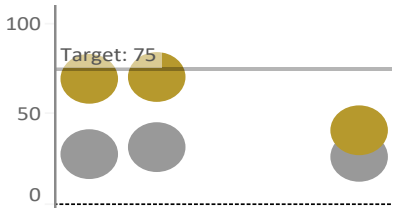
Test Year	Ed. Corp. Weighted Effect Size
2018	1.17
2019	1.02
2020	N/A
2021	N/A
2022	0.88

Mean Growth Percentile. The chart shows the unadjusted mean growth percentile for all students in grades 4-8 among **all education corporation charters**.

Test Year	Ed. Corp. Mean Growth Percentile
2018	51.9
2019	47.2
2020	N/A
2021	N/A
2022	N/A

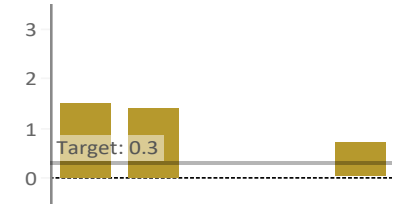
EDUCATION CORPORATION AGGREGATE MATHEMATICS PERFORMANCE

Composite District Comparison.* The chart shows the percentage of students enrolled in at least their second year at **the education corporation's charters** performing at or above proficiency in comparison to that of students in the same tested grades in **those charters' local districts.**



Test Year	Districts %	Ed.Corp. %
2018	28	70
2019	32	71
2020	N/A	N/A
2021	N/A	N/A
2022	27	41

Effect Size. Charters are expected to exceed the predicted level of performance by an effect size of 0.3 or above. The chart shows a weighted average effect size for **all education corporation charters** administering state exams.



Test Year	Ed. Corp. Weighted Effect Size
2018	1.51
2019	1.39
2020	N/A
2021	N/A
2022	0.70

Mean Growth Percentile. The chart shows the unadjusted mean growth percentile for all students in grades 4-8 among **all education corporation charters**.

Test Year	Ed. Corp. Mean Growth Percentile
2018	58.2
2019	55.8
2020	N/A
2021	N/A
2022	N/A

** The composite district comparison is a weighted proficiency rate including all comparison grades from Districts/New York City Community School Districts ("CSDs") in which a charter in the education corporation is located. The data reflect results for all charters in the education corporation that have produced New York State exam results.*

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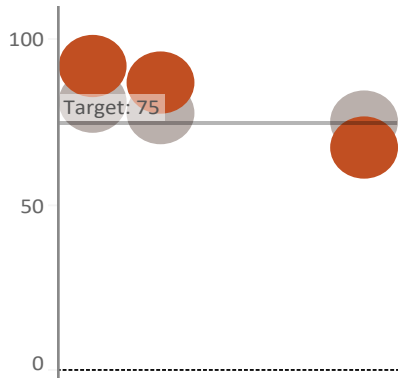
UNCOMMON NEW YORK CITY CHARTER SCHOOLS: AGGREGATE SCIENCE PERFORMANCE FOR ALL CHARTERS

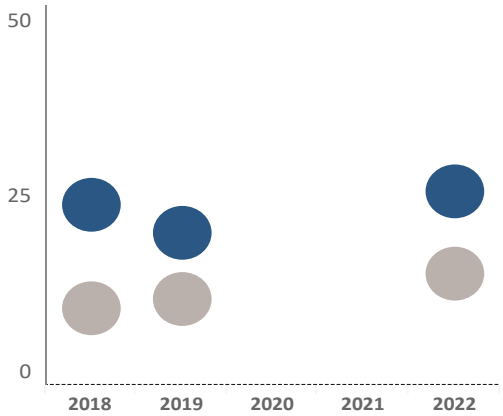
Uncommon New York City Charter Schools
EDUCATION CORPORATION AGGREGATE SCIENCE PERFORMANCE

Composite District Comparison. The chart shows the percentage of students enrolled in at least their second year at **the education corporation** performing at or above proficiency in comparison to that of students in the same tested grades in **those charters' local districts.**

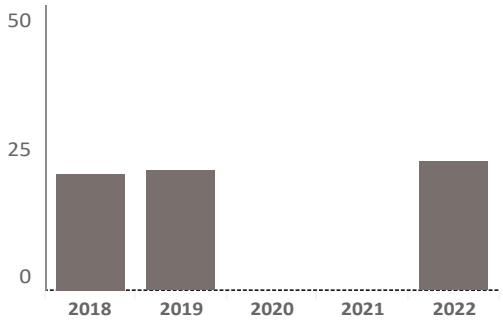


Test Year	Districts %	Ed.Corp. %
2018	82	92
2019	78	87
2020	N/A	N/A
2021	N/A	N/A
2022	76	68

AGGREGATE PERFORMANCE OF STUDENTS WITH DISABILITIES AND ELLS FOR EDUCATION CORPORATION*



	2018	2019	2022
Ed. Corp. Enrollment Receiving Mandated Academic Services	1,201	1,325	1,228
Tested on State Exam	742	754	640
Ed. Corp. Percent Proficient on ELA Exam	23.9	20.2	25.6
Composite District Percent Proficient	10.2	11.4	14.8



Ed. Corp. ELL Enrollment	198	250	294
Tested on NYSESLAT Exam	141	214	208
Ed. Corp. Percent 'Commanding' or Making Progress on NYSESLAT	20.6	21.0	22.6

*The academic outcome data about the performance of students receiving special education services and ELLs above is not tied to separate goals in a charter'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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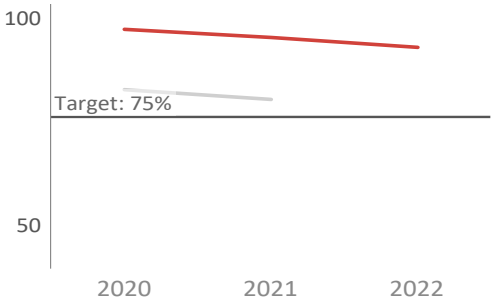
UNCOMMON NEW YORK CITY CHARTER SCHOOLS: AGGREGATE HIGH SCHOOL PERFORMANCE FOR ALL CHARTERS

HIGH SCHOOL GRADUATION RATE

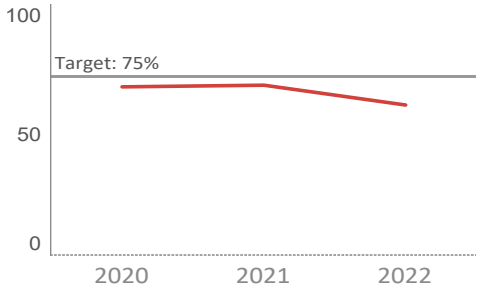
Comparative Measure: Graduation Rate. Each year, the percentage of **the charter schools' students graduating** after completion of their fourth year will exceed the **Composite district**.



	Districts %	Ed. Corp. %
2020	81.4	95.3
2021	79.1	93.5
2022		91.2

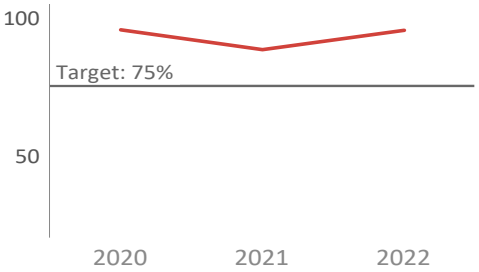
COLLEGE PREPARATION AND ATTAINMENT

College Preparation Measure: Each year, 75 percent of **graduates** will demonstrate college preparation through one or more indicators including passing an AP exam or earning an advanced diploma.



	Graduates	College Prep %
2020	245	70.7
2021	371	71.4
2022	423	63.1

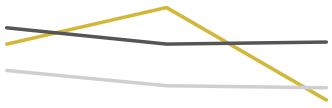
College Attainment Measure: Matriculation into College. Each year, 75 percent of **graduating students** will enroll in a college or university.



	Grad N	Matriculation %
2020	245	95.9
2021	371	88.7
2022	423	95.7

ENGLISH LANGUAGE ARTS AND MATHEMATICS

Comparative and Absolute Measure: District Comparison. Each year, the education corporation's' **ELA Accountability Performance Index** and the **math PI** will exceed **the composite district's PI** and the **state's MIP**.



	MIP	Districts PI	Ed. Corp. PI
2017	178	148	168
2018	189	156	224
2019	191	148	184
2017	165	123	149
2018	149	108	185
2019	151	106	94

HAS EACH CHARTER DUE FOR RENEWAL MET OR COME CLOSE TO MEETING ITS ACADEMIC ACCOUNTABILITY PLAN GOALS?

BedStuy Collegiate and LP Canarsie met or came close to meeting their key academic Accountability Plan goals over the charter term. Both charters exceeded all comparative targets under the ELA and mathematics goals in each year with available state exam data. Notably, LP Canarsie demonstrated consistently strong growth scores over the term exceeding the target in every year with available data. Each of the charters also met their science and Every Student Succeeds Act ("ESSA") goals.

Over the charter term, both charters outperformed their districts in ELA and mathematics every year. The charters' students enrolled in at least their second year posted proficiency rates that surpassed the district performance by at least 18 percentage in ELA and least 13 percentage points in mathematics. From 2017-18 through 2021-22, excepting 2019-20 and 2020-21 when state assessment scores were not available, the charters posted effect sizes in both subjects that far exceeded the target of 0.3. This level of achievement indicates the charters performed higher than expected to a large degree in comparison to all public schools across the state enrolling similar percentages of economically disadvantaged students. Although the charters' absolute proficiency rates in mathematics in 2021-22 declined from the most recent year with reliable data, both consistently demonstrated high growth in mathematics.

Given the absence of reliable and credible performance data from the state's ELA and mathematics assessments for 3rd – 8th grade students in 2019-20 and 2020-21, the Institute worked with charters and testing experts to develop a set of performance measures for use with internal and nationally normed assessments. The Institute continues to analyze each charter's internal assessments to evaluate the charter's academic attainment in lieu of reliable state exam data in 2020-21 and to contextualize the baseline state exam data from 2021-22.

During the 2020-21 and 2021-22 school years, the two charters under renewal consideration also demonstrated academic success against key academic Accountability Plan goals using internally developed assessments aligned to the New York State exams. In 2021-22, 65% of LP Canarsie's students achieved proficiency equivalent in this ELA and 50% did so in mathematics. BedStuy Collegiate's students enrolled in at least their second year posted ELA and mathematics proficiency rates of 55% and 45%, respectively.

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

Each charter under renewal consideration substantially complied with applicable laws, rules and regulations, and provisions of the charter. During the current charter term, the education corporation and each charter up for renewal demonstrated a clear record of compliance with the terms of each charter including the timely submission of required reporting to the Institute.

UNCOMMON NEW YORK CITY CHARTER SCHOOLS

FOIL	The education corporation has an appropriate Freedom of Information Law ("FOIL") policy except it fails to link to the site for the New York State Committee on Open Government as required. In addition, the charter's website fails to provide a FOIL subject matter list with link. The Institute will follow up with the charter to update the policy prior to the next charter term.
Teacher Certification	The Act allows charters to hire up to 15 uncertified faculty members contingent upon those teachers meeting certain requirements including: two years of Teach for America experience; three years of teaching experience; status as a higher education professor; exceptional experience in a subject; or, teaching science, technology, engineering, and mathematics (STEM) or career and technical education courses. At the time of the renewal review, Bed Stuy Collegiate employed 15 uncertified teachers and was within its allowable limit of uncertified teachers under the Act. Within the 15 teachers without certification, 13 met the appropriate qualifications. LP Canarsie employed 22 uncertified teachers including seven over the Act's allowable limit at the time of the renewal review. Among the charter's 22 uncertified teachers, 16 met the appropriate qualifications under the Act. Uncommon NYC requires all teachers to obtain initial certification within two years of the date of hire and permanent certification within five years of the receipt of initial certification. Upon hire, the director of operations reviews with each uncertified teacher the best pathway to certification and, in turn, each teacher signs an agreement to follow the certification strategy. The director of operations reviews progress with each teacher annually. The education corporation provides each teacher reimbursement for testing and registration expenses as well as a stipend for those pursuing a graduate program for non-traditional certification. In addition, staff members pursuing a Master of Arts in Teaching (MAT) with the Relay Graduate School of Education are eligible for a tuition discount if they agree to remain a teacher with the network schools.

CS
COMMUNITY SATISFACTION

COMMUNITY SATISFACTION

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 SATISFACTION: SURVEY RESULTS

RESPONSE RATE	OVERALL SATISFACTION	INCLUSIVE LEADERSHIP	PARENT INVOLVEMENT	STRONG RELATIONSHIPS
30%	94%	95%	89%	96%

Parent Survey Data

The Institute compiled data from the NYCDOE annual family survey from the 2021-22 school year for Uncommon NYC. In 2021-22, 30% of families who received the survey respond. Of the families who responded, 94% expressed satisfaction with the charter. The Institute recognizes that given the low response rate, the results are not representative of the community

Public Comments

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

The NYCDOE held its required hearing on BedStuy Collegiate's and LP Canarsie's renewal applications on November 2, 2022 by joint videoconference. Network leaders spoke about the board's experience and commitment to service oriented leadership, noting board members serve 11 year terms, on average. Network leadership described how the board oversees school health, academic success, and fiscal management. The network also cited the charters' good standing with SUNY, NYCDOE, and community leaders demonstrating a commitment to positive action within each respective community. Network leaders emphasized the charters' commitment to serving students with a wide range of backgrounds and abilities. Representatives of the network shared that each charter prioritizes a safe and orderly environment where students can best access an academic environment of rigor, critical thinking, and creativity. The network highlighted high expectations, supports, and tools for teachers.

For BedStuy Collegiate, the network also highlighted the charter's robust music and performing arts program. The charter's principal explained the charter's commitment to building strong relationships, developing teachers, and creating a school culture that prioritizes student voice. Parents described a sense of belonging because the charters create a culture of inclusion, responsiveness, and happiness. Two people voiced opposition to the application. One person cited the charter's lack of community engagement while the other objected the requested expansion in the application as it would divert additional funds from the district schools.

COMMUNITY SATISFACTION

LP Canarsie's principal emphasized the charter's culture of seeing students to and through college and ensuring staff members remain dedicated and motivated. This emphasis includes a culture of holding everyone accountable and embedding instruction with diversity, equity, and inclusion practices to ensure social and emotional success. One parent spoke about her daughter's positive experience making lifelong friends and how the charter nurtured her son who had difficult behaviors. Another parent described the charter's outstanding academic program and how the nurturing approach of the entire staff enhances its delivery. No one spoke in opposition to the application.

Persistence in Enrollment An additional indicator of parent satisfaction is persistence in enrollment. In 2021-22, 81% of Uncommon NYC's students returned from the previous year. Student persistence data from previous years of the charter term is available in student demographics section of the report.

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 statewide context.

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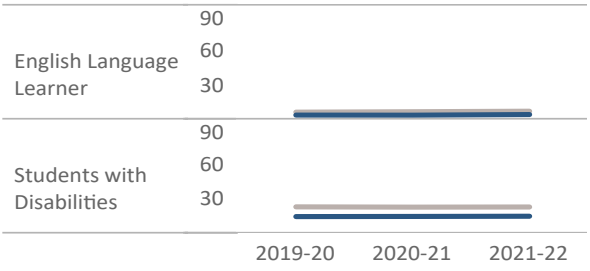
STUDENT DEMOGRAPHICS

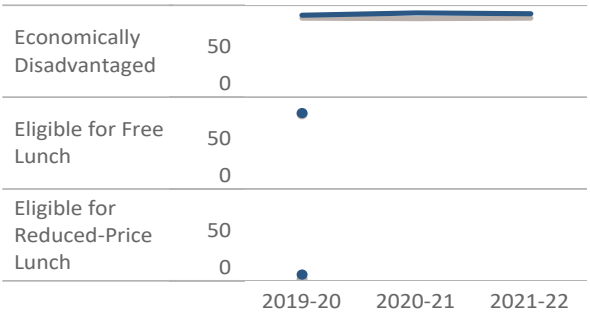
Uncommon New York City Charter Schools Aggregate Education Corporation Enrollment and Persistence

Aggregate Education Corporation Demographics: Special Populations



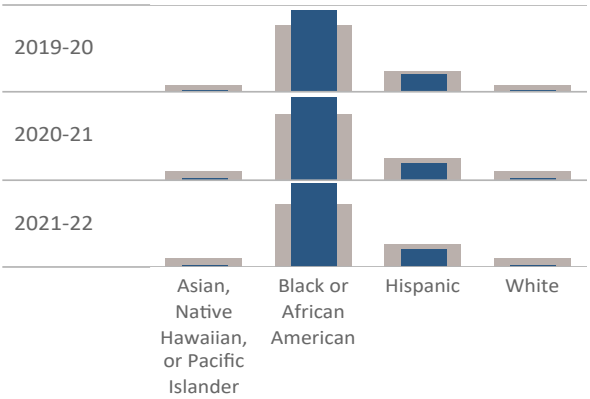
	2019-20	2020-21	2021-22
Districts	5.7	6.1	6.6
Ed Corp	3.0	3.0	3.5
Districts	23.1	22.9	23.0
Ed Corp	14.3	14.5	14.6

Aggregate Education Corporation Demographics: Free/Reduced Lunch



	2019-20	2020-21	2021-22
Districts	78.7	78.3	78.7
Ed Corp	81.6	83.9	83.1
Districts	74.6		
Ed Corp	75.7		
Districts	2.9		
Ed Corp	7.0		

Aggregate Education Corporation Demographics: Race/Ethnicity



	Asian, Native Hawaiian, or Pacific Islander	Black or African American	Hispanic	White
Districts	7.1	63.3	19.9	7.3
Ed Corp	1.4	79.0	15.9	0.9
Districts	7.2	63.2	20.1	7.5
Ed Corp	1.5	78.9	16.1	0.9
Districts	7.5	61.1	20.9	7.7
Ed Corp	1.5	79.3	15.9	0.8

Aggregate Education Corporation Persistence in Enrollment

2019-20	80.6
2020-21	85.6
2021-22	81.2

STUDENT DEMOGRAPHICS

ENROLLMENT AND RETENTION TARGETS

As required by Education Law § 2851(4)(e), a charter 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 students who are eligible applicants for the federal Free and Reduced Price Lunch ("FRPL") program. The Institute examines each school's progress toward meeting or coming close to meeting its targets over the charter term as well as the efforts it has and will put in place to meet or continue to meet those targets.

Uncommon NYC makes good faith efforts to meet its enrollment and retention targets. The education corporation contracts Uncommon Schools for, among other things, support with monitoring the enrollment and retention targets of the schools within Uncommon NYC. The schools under renewal consideration are meeting or nearly meeting their enrollment and retention targets. Network leaders plan to continue using the following strategies to meet enrollment and retention targets in the next charter term:

- Hosting a network-wide fall festival in which Uncommon NYC schools launch a common application for the following school year with canvassing across Brooklyn;
- Collaborating with community organizations to host events in some of the largest New York City Community School Districts ("CSDs") served by Uncommon NYC schools;
- Conducting targeted outreach to economically disadvantaged families and ELLs using a direct mail campaign, which will include materials in English and Spanish languages;
- Advertising in English and Spanish languages in the New York City Housing Authority Journal and website, and on Metropolitan Transit Authority buses and bus shelters including specific information about the programs the schools offer for students with disabilities and ELLs;
- Providing digital advertisements on social media sites in English and Spanish languages;
- Participating in education, health, and career fairs throughout the communities in which the schools are located;
- Identifying and targeting outreach to preschools that offer services to students with disabilities within the school communities; and,
- Partnering with each CSD's Committee on Special Education ("CSE") and related service agencies to discuss the programs offered at Uncommon NYC schools serving students with disabilities.

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IS THE EDUCATION CORPORATION FISCALLY SOUND?

Uncommon NYC is fiscally sound as are its charters, BedStuy Collegiate and LP Canarsie, based on the Institute's analysis of the fiscal evidence collected through the renewal review. The SUNY Fiscal Dashboard presents color-coded tables and charts indicating that each charter up for renewal and the education corporation have demonstrated fiscal soundness over the majority of the charter term.[4] The fiscal dashboard for each charter and the merged education corporation can be found at the end of this section. The discussion that follows relates mainly to the Uncommon New York City Charter School Education Corporation because a charter is not a legally distinct fiscal entity.

In addition to analyzing the soundness of the individual charter schools, the Institute analyzed the soundness of the not-for-profit education corporation granted the authority to operate the schools, and finds it too has the necessary financial resources to ensure stable operations.

The network supports each school in the areas of curriculum and assessment, facilities, fundraising, recruiting, training, professional development, financial management, and human resources under the terms of a newly negotiated management contract that includes a 13.5% management fee. The agreement includes automatic annual renewals after the initial five year term. The financial model is intended to ensure that a fully enrolled school is financially sustainable, operating the academic program solely through public funding.

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

The education corporation operates pursuant to a long-range financial plan in which the education corporation creates realistic budgets that it monitors and adjusts when appropriate. The following elements are generally present:

INDICATORS	EVIDENT?
The education corporation has clear budgetary objectives and budget preparation procedures for each charter.	+

4. 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.

"+" : This indicator is generally present.

"-" : This indicator is generally not present.

"P" : The education corporation is progressing toward this indicator being present.

"N/A" : This indicator is not applicable.

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Education corporation board members, charter management, and staff members contribute to the budget process for each charter, as appropriate.	+
The education corporation frequently compares its long-range fiscal plan for each charter to actual progress and adjusts it to meet changing conditions.	+
The education corporation routinely analyzes budget variances for each charter; the education corporation board addresses material variances and makes necessary revisions.	+
Actual expenses are equal to, or less than, actual revenue with no material exceptions.	+

DOES THE EDUCATION CORPORATION MAINTAIN APPROPRIATE INTERNAL CONTROLS AND PROCEDURES?

The education corporation maintains appropriate internal controls and procedures, which are implemented by each charter. The following elements are generally present:

INDICATORS	EVIDENT?
The education corporation has a history of sound fiscal policies, procedures and practices, and appropriate internal controls at each charter.	+
The most recent education corporation audit report, which covers fiscal operations for each charter, was free of any significant deficiencies or material weaknesses in internal controls.	+
The education corporation reviews and updates its Financial Policies and Procedures Manual ("FPPM"), which covers the charter, on a regular basis. The most recent review of the FPPM is found in the next column. The Institute recommends, as a best practice, that the education corporation review and update its FPPM on an annual basis.	**JULY 2021**

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DOES THE EDUCATION CORPORATION COMPLY WITH FINANCIAL REPORTING REQUIREMENTS?

The education corporation complies with financial reporting requirements by providing the SUNY Trustees and NYSED with required financial reports that are on time, complete, and follow generally accepted accounting principles. The following reports, which include information about the charter, have been filed in a timely, accurate, and complete manner:

INDICATORS	EVIDENT?
Annual financial statement audit reports, including federal Single Audit report, if applicable.	+
Annual budgets.	+
Un-audited quarterly reports of income, expenses, and enrollment.	+
Bi-monthly enrollment reports to the sending districts and, if applicable, to NYSED including proper documentation regarding the level of special education services provided to students.	+
Grant expenditure reports.	+

DOES THE EDUCATION CORPORATION MAINTAIN ADEQUATE FINANCIAL RESOURCES TO ENSURE STABLE OPERATIONS?

The education corporation maintains adequate financial resources for each charter to ensure stable operations. Critical financial needs of each charter are not dependent on variable income (grants, donations and fundraising). The following elements are generally present:

INDICATORS	EVIDENT?
The education corporation maintains sufficient cash on hand to pay current bills of each charter and those that are due shortly.	+
The education corporation maintains adequate liquid reserves to fund expenses, including those of each charter, in the event of income loss (generally 30 days).	+

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FISCAL ANALYSIS

The education corporation prepares and monitors cash flow projections for the charter.	+
If the education corporation includes philanthropy in its budget for the charter, it monitors progress toward its development goals on a periodic basis.	N/A
If necessary, the education corporation pursues district state aid intercepts with NYSED to ensure adequate per pupil funding for the charter.	N/A
The education corporation accumulates unrestricted net assets that are equal to or exceed two percent of the charter's operating budget for the upcoming year.	+
The education corporation is in compliance with all loan covenants related to the charter.	+

The education corporation reported operating surpluses in each year of the current charter term. The net assets of the education corporation have grown to $115.9 million as of June 30, 2021. The education corporation benefits from a combined balance sheet which is a combination of individual schools' assets and liabilities. In order to monitor the operations of any individual school within a merged education corporation, the Institute tracks each individual charter's revenues and expenses in order to report operating surpluses or deficits. The combined education corporation fiscal dashboard reflects fiscally strong with 8 months of cash on hand to pay liabilities due shortly. Uncommon NYC has funded and maintained the required amount in a separate escrow account in case of dissolution of any of the operating charters. The Institute is reviewing the 2022 annual audits and anticipates continued strong fiscal health.

BEDFORD STUYVESANT COLLEGIATE CHARTER SCHOOL

NOTE: Effective 2015-16, the charter merged finances with the education corporation, "Uncommon New York City Charter Schools." Accordingly, see the education corporation report containing the "Balance Sheet" for all charters merged into the education corporation.

CHARTER INFORMATION

BALANCE SHEET					Opened 2008-09
Assets	MERGED	MERGED	MERGED	MERGED	MERGED
Current Assets	2016-17	2017-18	2018-19	2019-20	2020-21
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	-	-	-	-	-
Deferred Rent/Lease Liability	-	-	-	-	-
All other L-T debt and notes payable, net current maturities	-	-	-	-	-
Total Liabilities - GRAPH 1	-	-	-	-	-
Net Assets					
Without Donor Restrictions	-	-	-	-	-
With Donor Restrictions	-	-	-	-	-
Total Net Assets	-	-	-	-	-
Total Liabilities and Net Assets	-	-	-	-	-
ACTIVITIES					
Operating Revenue					
Resident Student Enrollment	4,862,077	5,183,200	5,559,478	5,674,114	5,704,640
Students with Disabilities	643,067	681,168	883,868	751,241	878,803
Grants and Contracts					
State and local	-	-	-	-	-
Federal - Title and IDEA	209,424	237,321	188,389	-	260,571
Federal - Other	12,707	75,609	39,709	209,720	163,049
Other	-	-	-	36,780	-
NYC DoE Rental Assistance	-	-	-	-	-
Food Service/Child Nutrition Program	-	-	-	-	-
Total Operating Revenue	5,727,275	6,177,298	6,671,444	6,671,855	7,007,063
Expenses					
Regular Education	4,637,392	4,755,879	4,674,618	4,681,647	4,404,772
SPED	296,004	303,567	760,986	638,406	658,184
Other	-	-	-	-	597,733
Total Program Services	4,933,396	5,059,446	5,435,604	5,320,053	5,660,689
Management and General	613,687	609,404	558,400	661,293	-
Fundraising	-	-	-	-	-
Total Expenses - GRAPHS 2, 3 & 4	5,547,083	5,668,850	5,994,004	5,981,346	5,660,689
Surplus / (Deficit) From School Operations	180,192	508,448	677,440	690,509	1,346,374
Support and Other Revenue					
Contributions	18,445	2,636	768	1,892	3,771
Fundraising	-	-	-	-	-
Miscellaneous Income	29,383	21,682	28,239	58,654	25,106
Net assets released from restriction	-	-	-	-	-
Total Support and Other Revenue	47,828	24,318	29,007	60,546	28,877
Total Unrestricted Revenue	5,775,103	6,201,616	6,700,451	6,732,401	7,035,940
Total Temporally Restricted Revenue	-	-	-	-	-
Total Revenue - GRAPHS 2 & 3	5,775,103	6,201,616	6,700,451	6,732,401	7,035,940
Change in Net Assets	228,020	532,766	706,447	751,055	1,375,251
Net Assets - Beginning of Year - GRAPH 2	2,290,665	2,518,685	3,051,451	3,757,898	4,508,953
Prior Year Adjustment(s)	-	-	-	-	-
Net Assets - End of Year - GRAPH 2	2,518,685	3,051,451	3,757,898	4,508,953	5,884,204

BEDFORD STUYVESANT COLLEGIATE CHARTER SCHOOL

NOTE: Effective 2015-16, the charter merged finances with the education corporation, "Uncommon New York City Charter Schools." Accordingly, see the education corporation report containing the "Balance Sheet" for all charters merged into the education corporation.

CHARTER INFORMATION - (Continued)

Functional Expense Breakdown

	2016-17	2017-18	2018-19	2019-20	2020-21
Personnel Service					
Administrative Staff Personnel	847,838	915,817	989,968	967,575	997,714
Instructional Personnel	2,219,919	2,311,750	2,501,075	2,449,734	2,337,629
Non-Instructional Personnel	-	-	-	-	-
Personnel Services (Combined)	-	-	-	-	-
Total Salaries and Staff	3,067,757	3,227,567	3,491,043	3,417,309	3,335,343
Fringe Benefits & Payroll Taxes	500,649	582,244	602,606	564,294	562,344
Retirement	76,329	73,437	71,519	60,860	58,252
Management Company Fees	457,165	488,135	530,539	891,233	936,381
Building and Land Rent / Lease / Facility Financing	-	-	-	-	505
Staff Development	215,283	232,184	184,352	190,875	108,917
Professional Fees, Consultant & Purchased Services	168,815	163,474	119,211	120,167	105,370
Marketing / Recruitment	17,736	17,890	23,950	24,777	6,028
Student Supplies, Materials & Services	500,182	427,495	405,878	223,478	68,488
Depreciation	138,308	138,657	121,324	137,211	156,403
Other	404,859	317,767	443,582	351,142	322,658
Total Expenses	5,547,083	5,668,850	5,994,004	5,981,346	5,660,689

CHARTER ANALYSIS

ENROLLMENT	2016-17	2017-18	2018-19	2019-20	2020-21
Original Chartered Enrollment	453	469	432	519	606
Final Chartered Enrollment (includes any revisions)	312	312	345	345	345
Actual Enrollment - **GRAPH 4**	337	349	352	347	352
Chartered Grades	5-12	5-12	K, 5-8	K-1, 5-8	K-1, 5-8
Final Chartered Grades (includes any revisions)	5-8	5-8	5-8	5-8	5-8
Primary School District: NYC CHANCELLOR'S OFFICE					
Per Pupil Funding (Weighted Avg of All Districts)	-	14,027	14,527	15,307	16,150
Increase over prior year	0.0%	100.0%	3.4%	5.1%	5.2%
PER STUDENT BREAKDOWN					
Revenue					
Operating	16,995	17,720	18,943	19,211	19,900
Other Revenue and Support	142	70	82	174	82
TOTAL - GRAPH 3	17,137	17,790	19,025	19,386	19,982
Expenses					
Program Services	14,639	14,514	15,434	15,319	16,076
Management and General, Fundraising	1,821	1,748	1,586	1,904	-
TOTAL - GRAPH 3	16,460	16,262	17,019	17,223	16,076
% of Program Services	88.9%	89.2%	90.7%	88.9%	100.0%
% of Management and Other	11.1%	10.8%	9.3%	11.1%	0.0%
% of Revenue Exceeding Expenses - GRAPH 5	4.1%	9.4%	11.8%	12.6%	24.3%
% of Revenue Expended on Facilities	0.0%	0.0%	0.0%	0.0%	0.0%
Student to Faculty Ratio	9.6	10.0	9.2	8.4	9.2
Faculty to Admin Ratio	4.4	3.9	6.6	4.5	4.7
Financial Responsibility Composite Scores - GRAPH 6					
Score	0.0	0.0	0.0	0.0	0.0
Fiscally Strong 1.5 - 3.0 / Fiscally Adequate 1.0 - 1.4 / Fiscally Needs Monitoring < 1.0	N/A	N/A	N/A	N/A	N/A
Working Capital - GRAPH 7					
Net Working Capital	0	0	0	0	0
As % of Unrestricted Revenue	0.0%	0.0%	0.0%	0.0%	0.0%
Working Capital (Current) Ratio Score	0.0	0.0	0.0	0.0	0.0
Risk (Low ≥ 3.0 / Medium 1.4 - 2.9 / High < 1.4)	N/A	N/A	N/A	N/A	N/A
Rating (Excellent ≥ 3.0 / Good 1.4 - 2.9 / Poor < 1.4)	N/A	N/A	N/A	N/A	N/A
Quick (Acid Test) Ratio					
Score	0.0	0.0	0.0	0.0	0.0
Risk (Low ≥ 2.5 / Medium 1.0 - 2.4 / High < 1.0)	N/A	N/A	N/A	N/A	N/A
Rating (Excellent ≥ 2.5 / Good 1.0 - 2.4 / Poor < 1.0)	N/A	N/A	N/A	N/A	N/A
Debt to Asset Ratio - GRAPH 7					
Score	0.0	0.0	0.0	0.0	0.0
Risk (Low < 0.50 / Medium 0.51 - .95 / High > 1.0)	N/A	N/A	N/A	N/A	N/A
Rating (Excellent < 0.50 / Good 0.51 - .95 / Poor > 1.0)	N/A	N/A	N/A	N/A	N/A
Months of Cash - GRAPH 8					
Score	0.0	0.0	0.0	0.0	0.0
Risk (Low > 3 mo. / Medium 1 - 3 mo. / High < 1 mo.)	N/A	N/A	N/A	N/A	N/A
Rating (Excellent > 3 mo. / Good 1 - 3 mo. / Poor < 1 mo.)	N/A	N/A	N/A	N/A	N/A

LEADERSHIP PREPARATORY CANARSIE CHARTER SCHOOL

NOTE: Effective 2015-16, the charter merged finances with the education corporation, "Uncommon New York City Charter Schools." Accordingly, see the education corporation report containing the "Balance Sheet" for all charters merged into the education corporation.

CHARTER INFORMATION

BALANCE SHEET	MERGED 2016-17	MERGED 2017-18	MERGED 2018-19	MERGED 2019-20	Opened 2013-14 MERGED 2020-21
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	-	-	-	-	-
Deferred Rent/Lease Liability	-	-	-	-	-
All other L-T debt and notes payable, net current maturities	-	-	-	-	-
Total Liabilities - GRAPH 1	-	-	-	-	-
Net Assets					
Without Donor Restrictions	-	-	-	-	-
With Donor Restrictions	-	-	-	-	-
Total Net Assets	-	-	-	-	-
Total Liabilities and Net Assets	-	-	-	-	-
ACTIVITIES					
Operating Revenue					
Resident Student Enrollment	9,740,037	11,430,340	12,593,348	13,221,066	13,115,464
Students with Disabilities	453,295	585,290	575,429	539,500	511,500
Grants and Contracts					
State and local	-	-	-	-	-
Federal - Title and IDEA	346,580	448,142	362,643	394,287	404,406
Federal - Other	-	371,099	126,067	76,576	347,219
Other	-	-	-	-	-
NYC DoE Rental Assistance	-	-	-	-	-
Food Service/Child Nutrition Program	-	-	-	-	-
Total Operating Revenue	10,539,912	12,834,871	13,657,487	14,231,429	14,378,589
Expenses					
Regular Education	7,479,704	9,003,540	9,220,559	9,634,505	9,231,539
SPED	477,428	574,694	384,191	401,436	384,646
Other	-	-	-	-	-
Total Program Services	7,957,132	9,578,234	9,604,750	10,035,941	9,616,185
Management and General	1,203,093	1,169,427	1,072,503	1,230,274	1,214,657
Fundraising	-	-	-	-	-
Total Expenses - GRAPHS 2, 3 & 4	9,160,225	10,747,661	10,677,253	11,266,215	10,830,842
Surplus / (Deficit) From School Operations	1,379,687	2,087,210	2,980,234	2,965,214	3,547,747
Support and Other Revenue					
Contributions	36,820	-	1,536	21,997	7,542
Fundraising	-	-	-	-	-
Miscellaneous Income	44,979	47,634	62,169	125,490	55,482
Net assets released from restriction	-	-	-	-	-
Total Support and Other Revenue	81,799	47,634	63,705	147,487	63,024
Total Unrestricted Revenue	10,621,711	12,882,505	13,721,192	14,378,916	14,441,613
Total Temporally Restricted Revenue	-	-	-	-	-
Total Revenue - GRAPHS 2 & 3	10,621,711	12,882,505	13,721,192	14,378,916	14,441,613
Change in Net Assets	1,461,486	2,134,844	3,043,939	3,112,701	3,610,771
Net Assets - Beginning of Year - GRAPH 2	930,231	2,391,717	4,526,563	7,570,502	10,683,203
Prior Year Adjustment(s)	-	-	-	-	-
Net Assets - End of Year - GRAPH 2	2,391,717	4,526,561	7,570,502	10,683,203	14,293,974

LEADERSHIP PREPARATORY CANARSIE CHARTER SCHOOL

NOTE: Effective 2015-16, the charter merged finances with the education corporation, "Uncommon New York City Charter Schools." Accordingly, see the education corporation report containing the "Balance Sheet" for all charters merged into the education corporation.

CHARTER INFORMATION - (Continued)

Functional Expense Breakdown

	2016-17	2017-18	2018-19	2019-20	2020-21
Personnel Service					
Administrative Staff Personnel	1,502,459	1,728,313	2,034,003	1,878,551	1,883,851
Instructional Personnel	3,836,109	4,629,352	4,384,436	4,487,809	4,395,330
Non-Instructional Personnel	-	-	-	-	-
Personnel Services (Combined)	-	-	-	-	-
Total Salaries and Staff	5,338,568	6,357,665	6,418,439	6,366,360	6,279,181
Fringe Benefits & Payroll Taxes	781,133	1,005,464	929,479	972,102	1,001,643
Retirement	100,513	126,277	91,217	66,925	76,935
Management Company Fees	1,001,291	1,121,739	1,150,171	1,902,115	1,923,775
Building and Land Rent / Lease / Facility Financing	-	-	-	-	1,010
Staff Development	285,609	359,427	323,002	384,025	190,778
Professional Fees, Consultant & Purchased Services	326,656	323,906	215,962	210,133	229,614
Marketing / Recruitment	40,529	41,718	54,401	50,277	12,156
Student Supplies, Materials & Services	466,317	474,137	638,654	498,830	151,197
Depreciation	215,735	246,949	275,112	276,107	365,105
Other	603,874	690,379	580,816	539,341	599,448
Total Expenses	9,160,225	10,747,661	10,677,253	11,266,215	10,830,842

CHARTER ANALYSIS

ENROLLMENT	2016-17	2017-18	2018-19	2019-20	2020-21
Original Chartered Enrollment	658	681	780	780	780
Final Chartered Enrollment (includes any revisions)	653	736	780	780	780
Actual Enrollment - **GRAPH 4**	674	768	796	809	808
Chartered Grades	K-3, 5-8	K-8	K-8	K-8	K-8
Final Chartered Grades (includes any revisions)	-	-	-	-	-
Primary School District: NYC CHANCELLOR'S OFFICE					
Per Pupil Funding (Weighted Avg of All Districts)	-	14,027	14,527	15,307	16,150
Increase over prior year	0.0%	100.0%	3.4%	5.1%	5.2%
PER STUDENT BREAKDOWN					
Revenue					
Operating	15,649	16,712	17,159	17,590	17,802
Other Revenue and Support	121	62	80	182	78
TOTAL - GRAPH 3	15,771	16,774	17,239	17,772	17,880
Expenses					
Program Services	11,814	12,471	12,067	12,404	11,905
Management and General, Fundraising	1,786	1,523	1,347	1,521	1,504
TOTAL - GRAPH 3	13,601	13,994	13,414	13,925	13,409
% of Program Services	86.9%	89.1%	90.0%	89.1%	88.8%
% of Management and Other	13.1%	10.9%	10.0%	10.9%	11.2%
% of Revenue Exceeding Expenses - GRAPH 5	16.0%	19.9%	28.5%	27.6%	33.3%
% of Revenue Expended on Facilities	0.0%	0.0%	0.0%	0.0%	0.0%
Student to Faculty Ratio	10.4	10.8	12.0	11.2	12.7
Faculty to Admin Ratio	4.3	3.7	3.4	4.5	3.5
Financial Responsibility Composite Scores - GRAPH 6					
Score	0.0	0.0	0.0	0.0	0.0
Fiscally Strong 1.5 - 3.0 / Fiscally Adequate 1.0 - 1.4 / Fiscally Needs Monitoring < 1.0	N/A	N/A	N/A	N/A	N/A
Working Capital - GRAPH 7					
Net Working Capital	0	0	0	0	0
As % of Unrestricted Revenue	0.0%	0.0%	0.0%	0.0%	0.0%
Working Capital (Current) Ratio Score	0.0	0.0	0.0	0.0	0.0
Risk (Low ≥ 3.0 / Medium 1.4 - 2.9 / High < 1.4)	N/A	N/A	N/A	N/A	N/A
Rating (Excellent ≥ 3.0 / Good 1.4 - 2.9 / Poor < 1.4)	N/A	N/A	N/A	N/A	N/A
Quick (Acid Test) Ratio					
Score	0.0	0.0	0.0	0.0	0.0
Risk (Low ≥ 2.5 / Medium 1.0 - 2.4 / High < 1.0)	N/A	N/A	N/A	N/A	N/A
Rating (Excellent ≥ 2.5 / Good 1.0 - 2.4 / Poor < 1.0)	N/A	N/A	N/A	N/A	N/A
Debt to Asset Ratio - GRAPH 7					
Score	0.0	0.0	0.0	0.0	0.0
Risk (Low < 0.50 / Medium 0.51 - .95 / High > 1.0)	N/A	N/A	N/A	N/A	N/A
Rating (Excellent < 0.50 / Good 0.51 - .95 / Poor > 1.0)	N/A	N/A	N/A	N/A	N/A
Months of Cash - GRAPH 8					
Score	0.0	0.0	0.0	0.0	0.0
Risk (Low > 3 mo. / Medium 1 - 3 mo. / High < 1 mo.)	N/A	N/A	N/A	N/A	N/A
Rating (Excellent > 3 mo. / Good 1 - 3 mo. / Poor < 1 mo.)	N/A	N/A	N/A	N/A	N/A

UNCOMMON NEW YORK CITY CHARTER SCHOOLS (COMBINED)

CHARTER INFORMATION

	MERGED	MERGED	MERGED	MERGED	MERGED
	2016-17	2017-18	2018-19	2019-20	2020-21
BALANCE SHEET					
Assets					
Current Assets					
Cash and Cash Equivalents - **GRAPH 1**	30,702,166	40,836,963	56,707,066	69,080,891	90,063,398
Grants and Contracts Receivable	3,513,286	4,070,436	4,497,976	3,435,428	6,726,864
Accounts Receivable	3,309,350	4,163,089	441,543	1,990,638	75,735
Prepaid Expenses	1,753,754	1,891,251	972,037	4,276,787	6,404,983
Contributions and Other Receivables	-	-	-	-	-
Total Current Assets - GRAPH 1	39,278,556	50,961,739	62,618,622	78,783,744	103,270,980
Property, Building and Equipment, net	9,738,510	11,362,017	16,814,130	15,891,843	18,717,099
Other Assets	376,172	376,894	379,378	383,364	383,524
Total Assets - GRAPH 1	49,393,238	62,700,650	79,812,130	95,058,951	122,371,603
Liabilities and Net Assets					
Current Liabilities					
Accounts Payable and Accrued Expenses	6,366,188	5,839,908	5,605,667	5,336,446	6,443,735
Accrued Payroll and Benefits	-	-	-	-	-
Deferred Revenue	-	-	-	63,697	-
Current Maturities of Long-Term Debt	-	-	-	-	-
Short Term Debt - Bonds, Notes Payable	-	-	-	-	-
Other	-	-	-	-	-
Total Current Liabilities - GRAPH 1	6,366,188	5,839,908	5,605,667	5,400,143	6,443,735
Deferred Rent/Lease Liability	-	-	-	-	-
All other L-T debt and notes payable, net current maturities	-	-	-	-	-
Total Liabilities - GRAPH 1	6,366,188	5,839,908	5,605,667	5,400,143	6,443,735
Net Assets					
Without Donor Restrictions	35,968,050	49,801,742	67,147,463	82,599,808	68,868,860
With Donor Restrictions	7,059,000	7,059,000	7,059,000	7,059,000	47,059,008
Total Net Assets	43,027,050	56,860,742	74,206,463	89,658,808	115,927,868
Total Liabilities and Net Assets	49,393,238	62,700,650	79,812,130	95,058,951	122,371,603
ACTIVITIES					
Operating Revenue					
Resident Student Enrollment	110,282,034	121,560,824	133,489,636	138,375,404	139,315,713
Students with Disabilities	6,925,278	7,816,173	9,336,445	8,726,681	10,513,286
Grants and Contracts					
State and local	-	-	-	-	-
Federal - Title and IDEA	4,193,304	5,133,458	4,157,182	4,447,823	5,146,873
Federal - Other	488,201	3,280,164	1,760,207	1,382,496	4,027,651
Other	-	-	-	36,780	-
NYC DoE Rental Assistance	-	-	-	-	-
Food Service/Child Nutrition Program	-	-	-	-	-
Total Operating Revenue	121,888,817	137,790,619	148,743,470	152,969,184	159,003,523
Expenses					
Regular Education	95,419,148	103,935,593	111,484,117	117,948,235	111,091,702
SPED	6,090,584	6,634,186	7,738,883	7,493,769	8,322,506
Other	-	-	-	-	597,733
Total Program Services	101,509,732	110,569,779	119,223,000	125,442,004	120,011,941
Management and General	12,890,204	14,241,122	13,942,662	14,631,198	14,501,000
Fundraising	-	-	-	-	-
Total Expenses - GRAPHS 2, 3 & 4	114,399,936	124,810,901	133,165,662	140,073,202	134,512,941
Surplus / (Deficit) From School Operations	7,488,881	12,979,718	15,577,808	12,895,982	24,490,582
Support and Other Revenue					
Contributions	630,433	271,174	1,015,000	1,083,488	1,141,536
Fundraising	-	-	-	-	-
Miscellaneous Income	542,587	582,802	752,913	1,472,875	636,942
Net assets released from restriction	-	-	-	-	-
Total Support and Other Revenue	1,173,020	853,976	1,767,913	2,556,363	1,778,478
Total Unrestricted Revenue	123,061,837	138,644,595	150,511,383	155,525,547	160,782,001
Total Temporally Restricted Revenue	-	-	-	-	-
Total Revenue - GRAPHS 2 & 3	123,061,837	138,644,595	150,511,383	155,525,547	160,782,001
Change in Net Assets	8,661,901	13,833,694	17,345,721	15,452,345	26,269,060
Net Assets - Beginning of Year - GRAPH 2	31,012,887	43,027,046	56,860,741	74,206,462	89,658,807
Prior Year Adjustment(s)	3,352,258	-	-	-	-
Net Assets - End of Year - GRAPH 2	43,027,046	56,860,740	74,206,462	89,658,807	115,927,867

UNCOMMON NEW YORK CITY CHARTER SCHOOLS (COMBINED)

CHARTER INFORMATION - (Continued)

Functional Expense Breakdown

	2016-17	2017-18	2018-19	2019-20	2020-21
Personnel Service					
Administrative Staff Personnel	19,478,835	21,076,351	24,892,565	25,044,860	25,265,088
Instructional Personnel	46,427,509	49,820,530	51,952,825	53,557,117	52,105,846
Non-Instructional Personnel	152,782	140,902	200,278	166,597	97,789
Personnel Services (Combined)	-	-	-	-	-
Total Salaries and Staff	66,059,126	71,037,783	77,045,668	78,768,574	77,468,723
Fringe Benefits & Payroll Taxes	9,785,875	11,150,279	12,199,443	12,493,830	12,598,049
Retirement	1,361,554	1,410,130	1,288,344	1,057,260	1,109,664
Management Company Fees	10,251,407	11,246,905	12,163,295	20,073,607	21,002,799
Building and Land Rent / Lease / Facility Financing	2,601	-	-	36,806	64,220
Staff Development	4,107,446	4,964,819	4,050,027	4,342,236	2,565,045
Professional Fees, Consultant & Purchased Services	3,643,192	4,152,402	3,107,932	3,056,844	2,989,451
Marketing / Recruitment	561,242	495,558	644,403	633,302	145,822
Student Supplies, Materials & Services	6,913,197	7,273,837	8,594,362	6,053,549	2,473,083
Depreciation	2,830,120	3,347,408	4,174,338	4,509,367	5,224,879
Other	8,884,176	9,731,782	9,897,850	9,047,827	8,871,206
Total Expenses	114,399,936	124,810,903	133,165,662	140,073,202	134,512,941

CHARTER ANALYSIS

ENROLLMENT	2016-17	2017-18	2018-19	2019-20	2020-21
Original Chartered Enrollment	7,299	7,860	8,597	9,763	10,959
Final Chartered Enrollment (includes any revisions)	7,373	8,054	9,054	9,493	9,909
Actual Enrollment - **GRAPH 4**	7,629	8,146	8,427	8,430	8,568
Chartered Grades	-	-	-	-	-
Final Chartered Grades (includes any revisions)	-	-	-	-	-
Primary School District:					
Per Pupil Funding (Weighted Avg of All Districts)	-	-	-	-	-
Increase over prior year	0.0%	0.0%	0.0%	0.0%	0.0%
PER STUDENT BREAKDOWN					
Revenue					
Operating	15,978	16,915	17,652	18,146	18,557
Other Revenue and Support	154	105	210	303	208
TOTAL - GRAPH 3	16,131	17,020	17,861	18,449	18,765
Expenses					
Program Services	13,306	13,574	14,148	14,881	14,007
Management and General, Fundraising	1,690	1,748	1,655	1,736	1,692
TOTAL - GRAPH 3	14,996	15,322	15,803	16,616	15,699
% of Program Services	88.7%	88.6%	89.5%	89.6%	89.2%
% of Management and Other	11.3%	11.4%	10.5%	10.4%	10.8%
% of Revenue Exceeding Expenses - GRAPH 5	7.6%	11.1%	13.0%	11.0%	19.5%
% of Revenue Expended on Facilities	0.0%	0.0%	0.0%	0.0%	0.0%
Student to Faculty Ratio	9.9	10.1	11.1	9.1	10.4
Faculty to Admin Ratio	4.1	4.0	3.4	3.3	3.7
Financial Responsibility Composite Scores - GRAPH 6					
Score	3.0	3.0	3.0	3.0	3.0
Fiscally Strong 1.5 - 3.0 / Fiscally Adequate 1.0 - 1.4 / Fiscally Needs Monitoring < 1.0	Fiscally Strong	Fiscally Strong	Fiscally Strong	Fiscally Strong	Fiscally Strong
Working Capital - GRAPH 7					
Net Working Capital	32,912,368	45,121,831	57,012,955	73,383,601	96,827,245
As % of Unrestricted Revenue	26.7%	32.5%	37.9%	47.2%	60.2%
Working Capital (Current) Ratio Score	6.2	8.7	11.2	14.6	16.0
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	5.9	8.4	11.0	13.8	15.0
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	0.1	0.1	0.1	0.1	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	3.2	3.9	5.1	5.9	8.0
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

IF THE SUNY TRUSTEES RENEW THE EDUCATION CORPORATION'S AUTHORITY TO OPERATE EACH CHARTER DUE FOR RENEWAL, ARE ITS PLANS FOR THE CHARTERS REASONABLE, FEASIBLE, AND ACHIEVABLE?

BedStuy Collegiate and LP Canarsie are each an academic success and are each supported by an effective, viable organization. Both the charters and education corporation are fiscally sound and present sound financial plans. As such, the plans for Uncommon NYC to operate BedStuy Collegiate and LP Canarsie for the next charter term are reasonable, feasible, and achievable.

UNCOMMON NEW YORK CITY CHARTER SCHOOLS

Plans for the Charter'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. BedStuy Collegiate and LP Canarsie plan to continue to implement the same core elements of its educational program that enabled the charter to meet or exceed its key Accountability Plan goals in the current charter term. These elements are likely to enable the charter to meet or come close to meeting its academic goals in the next charter term.

Plans for Board Oversight & Governance. Trustees express interest in continuing to serve Uncommon NYC during the next charter term. The board plans to include input from families and the wider community into its strategic planning and operations.

Fiscal & Facility Plans. Based on evidence collected through the renewal review, including a review of the five-year financial plan, Uncommon NYC presents a reasonable and appropriate fiscal plan for the next charter term including education corporation and charter budgets that are feasible and achievable. The education corporation intends to maintain its contractual relationship with the network.

The charters plan to continue operating in the existing co-located facilities for the next charter term.

FUTURE PLANS

BEDFORD STUYVESANT COLLEGIATE CHARTER SCHOOL

Plans for the Educational Program. BedStuy Collegiate plans to continue to implement the same core elements of its educational program that enabled the charter to meet or exceed its key Accountability Plan goals in the current charter term. These elements are likely to enable the charter to meet or come close to meeting its academic goals in the next charter term. If granted renewal, BedStuy Collegiate will expand to open an elementary program and serve students in Kindergarten through 1st and 5th through 8th grade in the next charter term, with plans to add additional elementary grades in subsequent charter terms.

Facility Plans. BedStuy Collegiate will continue to operate its middle school program in NYCDOE co-located space. The elementary school program is scheduled to open in 2024-25 and the network is working to identify a facility for those grades.

	CURRENT	END OF NEXT CHARTER TERM
Enrollment	345	378
Grade Span	5-8	K-1, 5-8
Teaching Staff	32	41
Days of Instruction	186	186

LEADERSHIP PREPARATORY CANARSIE CHARTER SCHOOL

Plans for the Educational Program. LP Canarsie plans to continue to implement the same core elements of its educational program that enabled the charter to establish a track record of meeting or exceeding its key Accountability Plan goals. These elements are likely to enable the charter to meet or come close to meeting its academic goals in the next charter term. If granted renewal, LP Canarsie will continue to serve students in Kindergarten through 8th grade.

Facility Plans. Leadership Prep Canarsie will continue to operate its elementary and middle school programs in NYCDOE co-located space during the next charter term.

	CURRENT	END OF NEXT CHARTER TERM
Enrollment	780	783
Grade Span	K-8	K-8
Teaching Staff	62	59
Days of Instruction	186	186

Uncommon New York City Charter Schools

Ax

APPENDICES

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CHARTER OVERVIEW	BENCHMARK SUMMARY	ED CORP OVERVIEW	REPORT INFORMATION
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UNCOMMON NEW YORK CITY CHARTER SCHOOLS BOARD OF TRUSTEES

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PRINCIPAL

Brett Peiser, co-Chief Executive Officer
Julie Jackson, co-Chief Executive Officer
Tara Marlovits, Chief External Officer

CHARTER VISIT HISTORY

SCHOOL YEAR	VISIT TYPE	DATE
2004-05	Excellence Boys - First Year	April 5, 2005
2005-06	Excellence Boys - Evaluation	April 25-26, 2006
2006-07	Excellence Boys - Evaluation LP Bed Stuy - First Year	March 27-28, 2007 April 26, 2007
2007-08	Kings Collegiate - First Year LP Bed Stuy - Evaluation	March 27, 2008 April 30-May 2, 2008
2008-09	BedStuy Collegiate - First Year Excellence Boys - Renewal Kings Collegiate - Evaluation LP Bed Stuy - Evaluation	March 26, 2009 December 16-17, 2010 May 6-7, 2009 May 7, 2009
2009-10	BedStuy Collegiate - Evaluation Brownsville Collegiate - First Year Excellence Girls - First Year Kings Collegiate - Evaluation LP Brownsville - First Year	May 11-12, 2010 April 8, 2010 April 22, 2010 March 11, 2010 May 4, 2010
2010-11	Brooklyn East Collegiate - First Year Excellence Boys - Evaluation LP Bed Stuy - Renewal LP Ocean Hill - First Year Ocean Hill Collegiate - First Year	April 26, 2011 November 16-17, 2010 October 13-14, 2010 May 17, 2011 June 1, 2011
2011-12	Brownsville Collegiate - Evaluation Excellence Girls - Evaluation Kings Collegiate - Renewal LP Brownsville - Evaluation	March 14-15, 2012 May 14-15, 2012 September 26, 2011 June 7-8, 2012
2012-13	BedStuy Collegiate - Renewal Brooklyn East Collegiate - Evaluation Excellence Boys - Renewal Excellence Girls - Renewal LP Ocean Hill - Evaluation Ocean Hill Collegiate - Evaluation	December 3-4, 2012 February 11, 2013 May 27-29, 2013 May 27-29, 2013 March 5, 2013 March 12, 2013
2013-14	Brooklyn East Collegiate - Renewal Brownsville Collegiate - Renewal LP Brownsville - Renewal LP Ocean Hill - Renewal Ocean Hill Collegiate - Renewal	June 11, 2014 September 18-19, 2013 September 16-17, 2013 June 10, 2014 June 12, 2014

CHARTER VISIT HISTORY CONTINUED

SCHOOL YEAR	VISIT TYPE	DATE
2015-16	LP Bed Stuy - Renewal	November 10, 2015
2016-17	Kings Collegiate - Renewal	September 26, 2016
	LP Brownsville - Renewal	September 27, 2016
2017-18	BedStuy Collegiate - Renewal	September 13, 2017
	LP Canarsie - Renewal	September 14, 2017
2018-19	Brownsville Collegiate - Renewal	September 13, 2018
	Excellence Boys - Renewal	September 7, 2018
	Excellence Girls - Renewal	September 14, 2018
	Brooklyn East Collegiate - Renewal	June 7, 2019
	Kings Collegiate - Renewal	June 4, 10 & 12, 2019
	LP Bed Stuy - Renewal	June 3 & 7, 2019
	LP Brownsville - Renewal	June 6 & 12, 2019
	LP Ocean Hill - Renewal	June 4-5, 2019
	Ocean Hill Collegiate - Renewal	June 10 & 12, 2019
	Williamsburg Collegiate - Renewal	June 3, 2019
2022-23	BedStuy Collegiate - Renewal Review	September 15, 2022
	LP Canarsie - Renewal Review	September 15, 2022

DATE(S) OF REVIEW	EVALUATION TEAM MEMBERS	TITLE
September 15, 2022	Katy Clayton	School Evaluation Analyst

BENCHMARK SUMMARY

For strong performing SUNY authorized charter schools that implement a common school design across multiple schools, the Institute provides an analysis and description of the schools' academic design structure using the Qualitative Education Benchmarks. This subset of the SUNY Renewal Benchmarks focuses on assessment, curriculum, pedagogy, leadership, at-risk programs, organizational capacity, and board oversight. The following program description analyzes and reports on the charter design that produced the high quality outcomes captured in the body of this renewal report.

ASSESSMENT

Uncommon NYC's assessment system is robust and provides valid and reliable data to inform its instructional program. Uncommon NYC administers a variety of diagnostic, formative, and benchmark assessments throughout the school year to determine students' level of mastery and identify student needs at each grade level. To measure literacy, mathematics, science and history achievement, Uncommon NYC creates and administers interim assessments ("IAs") aligned with the New York State Next Generation Standards. Instructional leaders at Uncommon NYC revise the curriculum and corresponding IAs annually. In addition to the internally developed assessments, Uncommon NYC administers the norm-referenced NWEA MAP assessments in reading and mathematics. Beginning in 8th grade, all students also take the PSAT. Significant training and professional development prepares teachers to implement valid and reliable processes for scoring assessments and evaluating results. For example, during pre-service training, teachers collectively score and analyze student work samples to norm their understanding of grading rubrics. This norming helps ensure teachers score student work and assessments in the same manner across schools and individual classrooms, and that the collected data are reliable. Schools work with the network to provide thorough analyses of assessment data at the student, class, grade, and school levels using Illuminate, an online software that houses student information. This portal serves as a repository for student academic and culture data. The network generates visually engaging performance reports to enable school-to-school comparisons across grade levels and to assist in developing instructional adjustments at the network, school, and classroom level.

Leaders and the network use data to identify topics for professional development and to identify strategies needed for general coaching. For example, after reviewing classroom observation and student performance data, principals create specific professional development activities around working with teachers to identify standards students did not previously master and incorporating or "spiraling" those standards into mini-review lessons to increase student mastery. Uncommon NYC continually uses assessment data to evaluate teacher, leader, and program effectiveness. The network also creates in-depth packets and data dashboards it distributes to the Uncommon NYC board, which describe student data across all Uncommon NYC schools.

CURRICULUM

Uncommon NYC develops a rigorous and comprehensive in-house curriculum aligned with the NYS Next Generation Standards that supports teachers in their instructional planning within and across grades. At the elementary and middle school levels, the Uncommon Schools curriculum and assessment team creates scope and sequence documents aligned to state standards for each subject and grade level under the guidance of the chief schools officer. Scope and sequence documents include flexibility to allow for adjustment based on

individual school schedules and student needs. Lead lesson planners from each grade level and content area help develop the curriculum materials collaboratively with network staff. The network chooses lead planners based on student performance data and demonstrated ability to create strong lesson plans. At the high school level, teachers receive curricular frameworks and supporting documents for most classes from the network. During the school year, teachers collaborate with instructional leaders at each school to review and internalize instructional plans and provide feedback to the network if necessary. Lead lesson planners hold roll out conferences for teachers one to two weeks before the start of each new mathematics and ELA unit to ensure schools implement units with fidelity. As part of roll out conferences, staff members discuss the upcoming unit, lesson plans, and logistics that will ensure effective implementation of the unit.

In addition to the network curricular framework that details what students will learn in each grade, Uncommon Schools provides teachers with a variety of supporting tools including pacing guides, unit plans, and individual lesson plans that provide a bridge between the framework and daily lessons. As stated above, network lead planners create daily lesson plans and class assignments. Each lesson plan includes sections that instructional leaders may assist teachers in modifying based on the needs of their particular students. These materials detail what students should learn and be able to do throughout the school year, therefore allowing teachers to know what to teach and when to teach it.

Beginning in the 2021-22 school year, Uncommon NYC paired academic content with a social emotional curriculum with a diversity, equity, and inclusion lens across subjects and grade levels. The curriculum was developed in partnership with Yale's Center for Emotional Intelligence, and includes opportunities for students to participate in small group circle conversations, meditation, and journaling in order to assist students in identifying and expressing their emotions.

PEDAGOGY

High quality instruction that creates a consistent focus on academic achievement and develops students' higher order thinking and problem solving skills is evident across Uncommon NYC. During first year visits, mid-charter term visits, and renewal visits to Uncommon NYC schools in recent years, Institute teams have found well crafted lessons, effective questioning, and ongoing assessment of students' progress toward concept mastery. Particularly, daily work packets in classrooms serve as a primary means to support adherence to clear objectives generally built on previously taught concepts.

Typically, lessons include opportunities for students to work with peers to solve problems or complete assignments that require higher-order thinking skills. Teachers regularly use "The Taxonomy of Effective Teaching Practices" found in *Teach Like A Champion* to help guide instruction. To gauge student understanding of taught concepts, teachers circulate the classroom to conference with students or peer groups. These strategies help ensure teachers have clear understandings of student mastery in order to plan future instruction and address any student misunderstandings during or after lessons. Teachers differentiate instruction by incorporating manipulatives and visuals during guided practice, offering word study opportunities, and connecting new material to students' prior knowledge. The special education team reviews class work and assessments to ensure that the design and accessibility of materials meet the needs of all students.

A high urgency for learning is an integral part of Uncommon NYC's approach to instruction. The majority of teachers maximize learning time, often with the use of timers to regulate pacing and effective classroom management techniques the network and individual schools train teachers to implement. Routines for transitioning students from one lesson to the next ensure students remain focused on learning tasks.

INSTRUCTIONAL LEADERSHIP

Uncommon NYC has a common school leadership structure consisting of a principal and a director of operations for each school. Other members of the school leadership team may include a dean of curriculum and instruction, a dean of students, and a special education coordinator. One of the main roles of instructional leaders is to provide extensive coaching and professional development to support student learning. Teacher coaching consists of daily classroom observations by school and network leaders, which they follow up with post observation feedback through regularly scheduled one-on-ones with teachers and weekly grade level meetings. Uncommon NYC also emphasizes the importance of "in the moment" feedback in which leaders may provide suggestions or co-teach with teachers during classroom observations.

Uncommon NYC sets high expectations for student and teacher performance, measured largely by student achievement results. For example, the network expects schools to show at least 80% student mastery on specific mathematics and ELA IAs. Uncommon NYC schools monitor progress toward meeting network-wide and school performance goals and use this data to adjust plans if necessary.

Uncommon NYC's strong, differentiated professional development program begins with summer pre-service training. The content and duration of pre-service training varies with years of teaching experience and area of specialization. For example, teachers new to Uncommon NYC participate in an additional week of network orientation, and members of schools' at-risk programs staff attend sessions focusing on identifying students struggling academically, providing student interventions, and working with English language learners ("ELLs"). Each year, leaders develop a comprehensive professional development schedule with specific priorities aligned with assessment data. In addition to ongoing network-wide activities, weekly professional development sessions led by school leaders address particular teacher needs by grade and content area.

AT-RISK PROGRAM

Uncommon NYC continually adjusts its programs designed to meet the needs of at-risk students. Network schools implement clear procedures for identifying and serving students with disabilities, ELLs, and students at risk of academic failure. School leaders and at-risk program staff disaggregate student performance data regularly to monitor the effectiveness of instructional and behavioral interventions. To address the educational needs of all students, Uncommon NYC provides daily phonics instruction and small group guided reading based on assessed reading levels. Teachers offer differentiated math instruction with daily Corrective Math and Stern Math intervention. Uncommon NYC identifies students at risk of academic failure using state test results, Uncommon diagnostic exams, and interim assessments, and provides support through after school tutoring, saturday school, or a summer school academy. The student support office coordinates a referral process with social workers, teachers, and families to meet the counseling needs of struggling students.

Uncommon NYC uses the Home Language Identification Survey and the New York State Identification Test for English Language Learners ("NYSITELL") to identify students requiring English language acquisition supports. Network professional development activities help develop teachers' abilities in identifying and supporting ELLs in their classrooms. Teachers incorporate speaking, listening, reading, and writing across the curricula. Each Uncommon NYC school employs an English as a new language ("ENL") teacher responsible for facilitating push in and pull out support to ELLs. In addition to Wonders ENL direct instruction, the ENL teacher also provides accommodations in accordance with the New Language Arts Progressions ("NLAP") and Sheltered Instruction and Observation Protocol ("SIOP") approaches. The regional manager of special education and ENL provides centralized training to ENL teachers. Network schools monitor student progress annually with the New York State English as a Second Language Achievement Test ("NYSESLAT") and interim assessments.

For students with Individualized Education Programs ("IEPs") mandating academic services, network schools utilize a number of instructional methods and ensure the least restrictive environment to meet each student's identified needs: push in and pull out special education teacher support services ("SETSS"), integrated co-teaching ("ICT"), as well as resource room supports that special education teachers provide. Teachers are aware of students' IEP goals and work regularly with at-risk program staff to address student needs. Student support teams also meet regularly to discuss students' progress toward meeting IEP goals using quantitative and qualitative data from general education teachers, special education teachers, and intervention teachers. Charters work with the Committee on Special Education ("CSE") to provide required services during school hours, and offer ongoing professional development to all special education staff.

Many of Uncommon NYC's high school students are first generation college students, and the network works closely with each high school to provide a robust program for each student to learn about the college going process as this is a highlight of Uncommon NYC's mission. During a student's experience in high school, each charter with support from the network, has a robust college counseling team that works to identify best fit colleges. In the process of reviewing colleges, Uncommon NYC and the network look for schools that have experience with and supports for first generation college students. The collegiate prep course series begins in 9th grade and covers topics through each student's high school experience including the fundamentals of the college application process and scheduling visits to colleges. During students' senior year, the collegiate prep course focuses on transition planning to college as well as how to navigate different schedules and working with professors. Once students graduate and matriculate into college, the alumni team at the network continue its outreach to keep in touch with students and ensure a smooth transition for college level students. In addition to periodic phone calls and emails, the alumni team will also make campus visits, where possible, to ensure that students are adjusting well to college life.

ORGANIZATIONAL CAPACITY

Uncommon NYC establishes effective organizational structures with staff, systems, and procedures that support student achievement and undergird the holistic delivery of the educational program. Clear roles and responsibilities at the school and network level allow school leaders to focus on student achievement and teacher support. The directors of operations serve as school leaders, allowing principals to focus on implementing a strong academic program. Principals receive support from directors of curriculum and

instruction at the elementary, middle, and high school levels. Network schools also employ deans of students that focus mainly on school culture and behavior management as well as additional operational staff members that manage the non-instructional business of the schools. Network associate superintendents ("ASUPs") visit schools regularly to coach principals and supervise the instructional and academic program at the schools they manage.

Uncommon NYC has clear behavior management and discipline systems consistently applied across schools within the education corporation. At the beginning of each school year, leaders and teachers focus on setting high expectations for the culture at each school. Teachers are clear on the least invasive actions to redirect and minimize behavioral disruptions, and leaders focus professional development on effective behavior management and student support strategies. Over the past three years, the network and education corporation have reflected on annual suspension data, and, in an effort to reduce the amount of students suspended and occurrences of suspensions, implemented additional layers of oversight and support. For support, network leaders identify which school leaders may need additional training or on the ground assistance with discipline and then provide either additional staff members or training to help lower a school's suspension rates. For oversight, the network instituted a chain of decision making that includes regional superintendents and associate chief operating officers approving suspensions before school leaders can issue them. This added layer of oversight allows network leaders to ensure that leaders only use suspension as a necessary consequence as well as to ensure that discipline practices are consistent across all schools. In its efforts to continue to evolve and reduce suspensions, the network is utilizing social workers to create behavior improvement plans and reintegrate suspended students.

To help recruit and retain high quality staff, Uncommon NYC emphasizes promoting high quality talent from within the organization to leadership positions at the school and network level. Uncommon NYC's leadership pathways provide high-performing teachers with secondary leadership positions that exist within all network schools at scale. These positions include dean of students, dean of curriculum and instruction, instructional leader, grade level leader, special education coordinator, or director of special projects. It is customary for staff to hold one of these secondary leadership positions before moving to higher positions in a school or at the network level. School leaders and network staff use student achievement results, classroom observations, coaching feedback, and other data to identify particularly strong teachers and staff to fill these leadership roles, ultimately supplying top talent to support its portfolio of schools.

Uncommon NYC also utilizes its instructional fellowship program to develop high quality candidates into future school leaders. This fellowship program prepares participants to run high performing schools and, like current school principals, the ASUP manages and supports these fellows. Although fellows can participate in the program for one year before leading their own school, the fellowship also offers a two year option for those that need further development in areas such as data analysis and school culture. Much like the instructional fellowship program, Uncommon NYC also offers an operations fellowship that trains those interested in the non-instructional responsibilities of schools to open a new school, take over an existing school, or join an existing Kindergarten – 8th grade school as a director of operations.

With assistance from the network, Uncommon NYC directors of operations manage student recruitment and efforts to meet enrollment and retention targets for students with disabilities, ELLs, and economically disadvantaged students. Efforts to recruit at-risk students include multilingual mailings to residences, multilingual print on transportation advertisements, and canvassing of local day care centers. Uncommon NYC continually monitors its programs and makes changes as necessary. The network and school leaders regularly analyze student assessment data in order to identify gaps in the educational program. This determination may result in adjustments to curricular materials or to ways in which schools or the network respond to student behavior or parent engagement. While school leaders are important players in decision making at their individual school sites, major changes that affect all network schools are mainly driven by the CMO's analyses of data gathered from assessments, classroom observations, and feedback from teachers and school leaders.

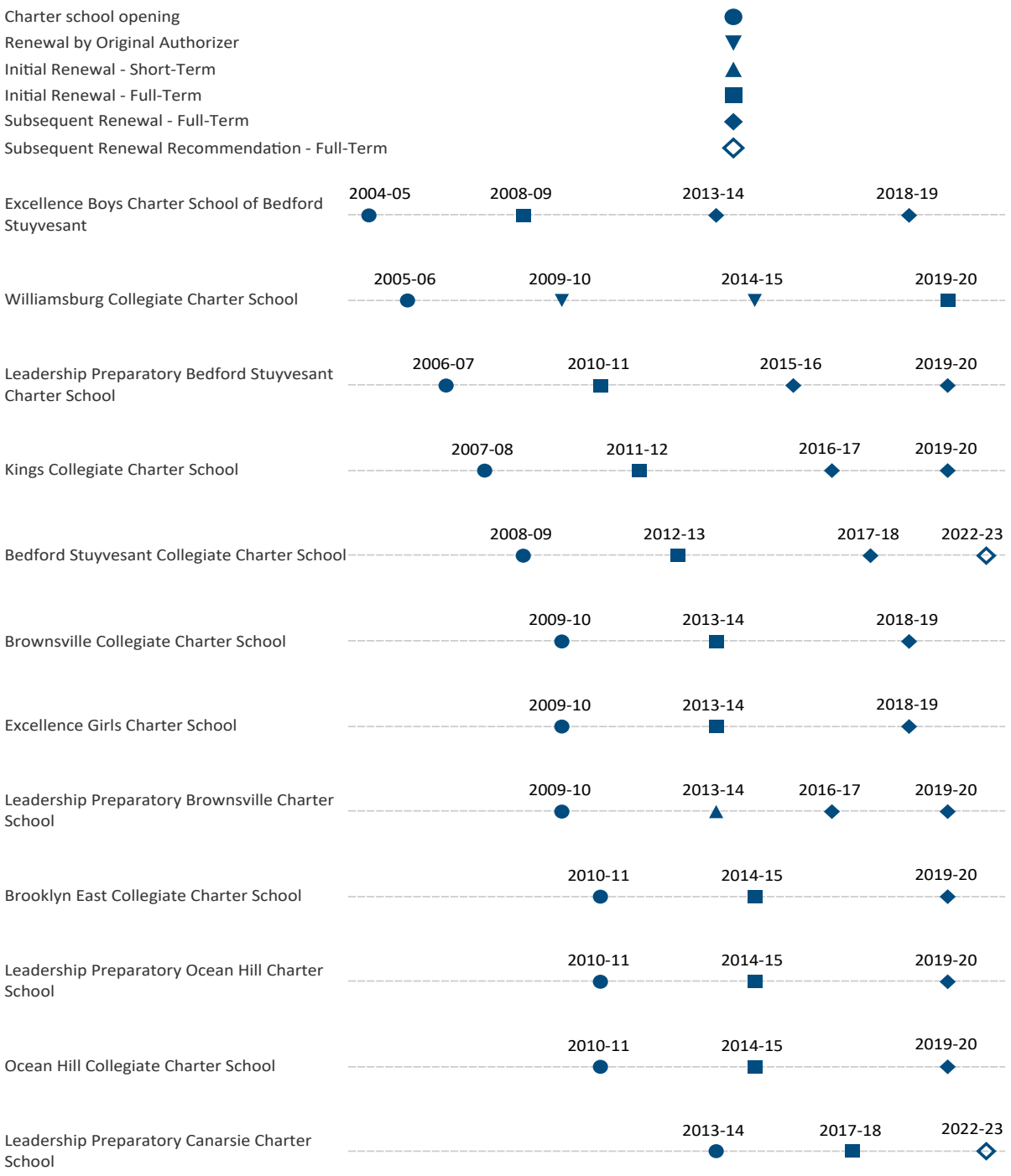
BOARD OVERSIGHT AND GOVERNANCE

The Uncommon NYC board works effectively to achieve the schools' Accountability Plan goals. The board possesses more than the necessary skills, enabling it to provide effective oversight to the schools on educational, corporate, and financial matters. The board effectively uses a committee structure, including the executive, academic, audit, and finance committees, to focus attention on specific areas of Uncommon NYC's program. The CMO and school leaders provide the board with robust data dashboards that present student performance results for each grade level, in addition to student culture and staff data. These dashboards allow the board to compare a school's performance to that of other schools within the network. The board establishes clear priorities and objectives as well as long-range goals, and tracks its progress toward meeting these goals.

While CMO staff members evaluate principals, the board is aware of these evaluations and provides input. The board also makes final principal hiring decisions across Uncommon NYC. In addition, the board implements an annual review process to analyze the network's academic performance, financial health, teacher turnover, and student and teacher recruitment that starts with a network 360 review provided to the board. The board materially and substantially implements, maintains, and abides by appropriate policies, systems, and processes to ensure the effective governance and oversight of the each school within the education corporation. The board demonstrates a clear understanding of its role in holding the school leadership and network accountable for both academic results and fiscal soundness. Finally, The board materially complies with the terms of its by-laws and code of ethics.

Uncommon NYC continued its growth in New York City by applying for and receiving one new charter from the SUNY Trustees during the charter term. The school is taking a planning year for 2022-23.

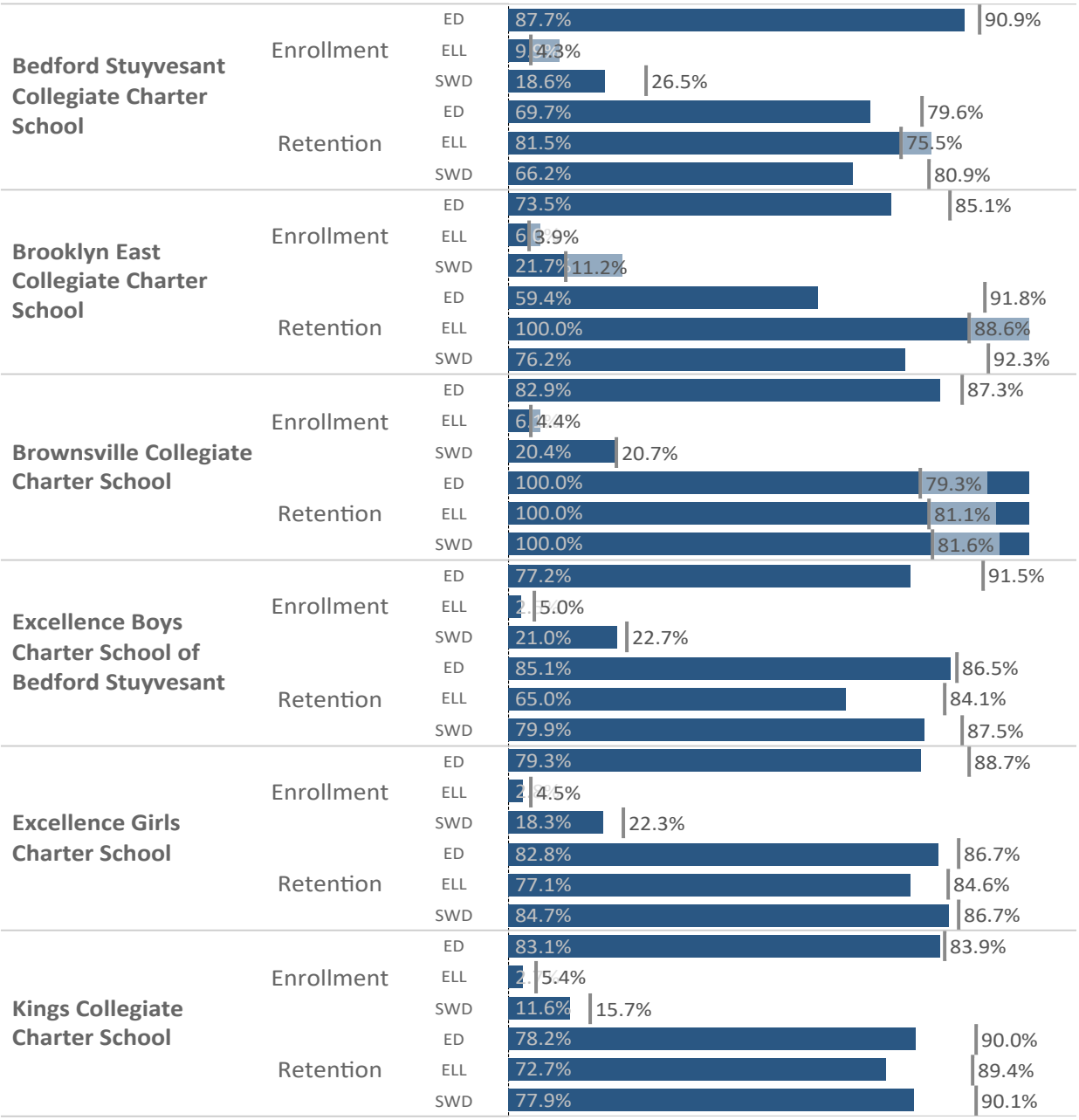
EDUCATION CORPORATION TIMELINE OF CHARTER RENEWAL



EDUCATION CORPORATION CHARTER CHARACTERISTICS

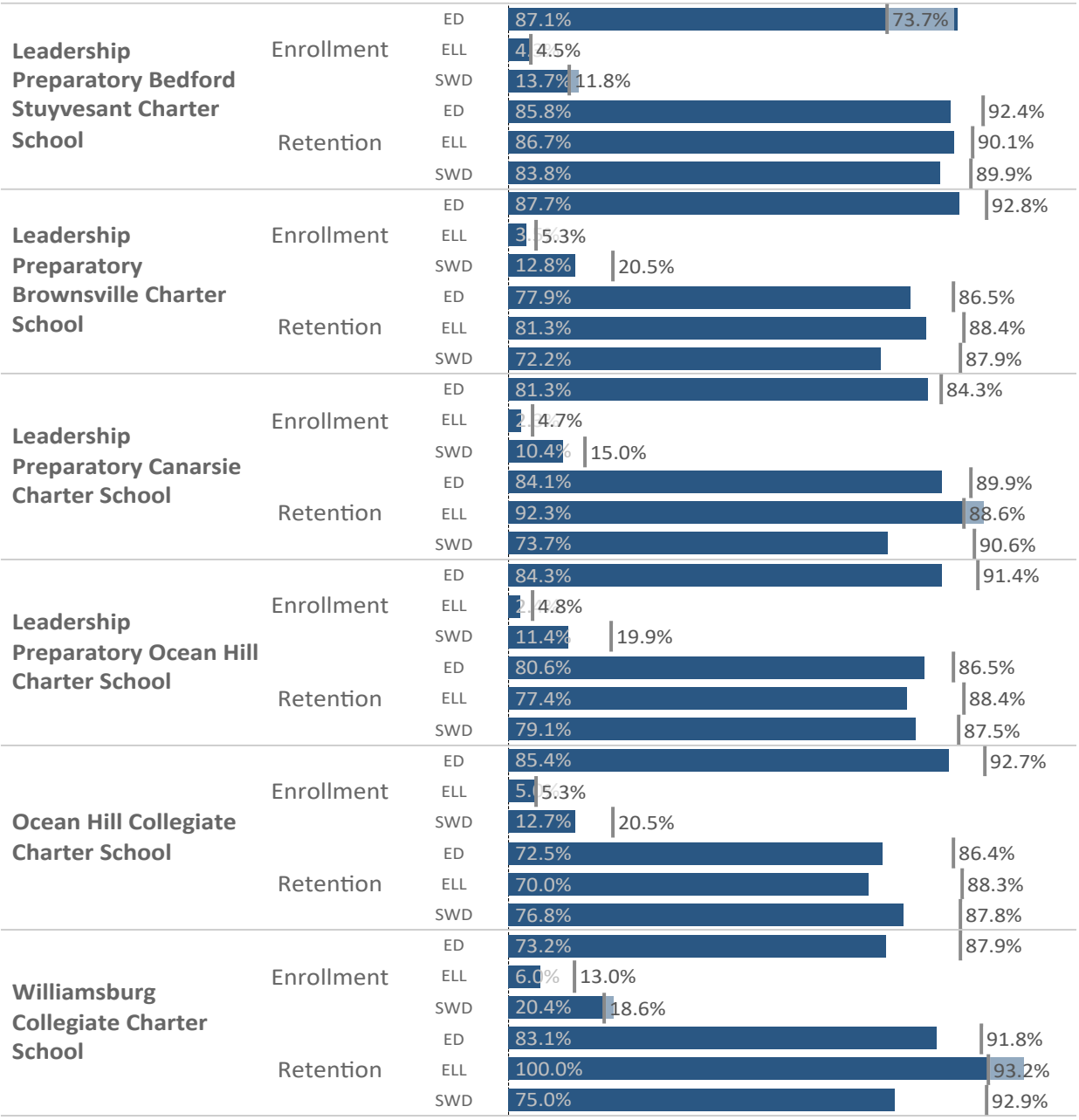
CHARTER	LOCAL DISTRICT	CO-LOCATED	CHARTERED ENROLLMENT	GRADE SPAN
Bedford Stuyvesant Collegiate Charter School	Brooklyn CSD 16	Yes	345	5-8
Brooklyn East Collegiate Charter School	Brooklyn CSD 13	Yes	45	8
Brownsville Collegiate Charter School	Brooklyn CSD 23	Yes	110	6-8
Excellence Boys Charter School of Bedford Stuyvesant	Brooklyn CSD 16	No	780	K-8
Excellence Girls Charter School	Brooklyn CSD 17	Yes/No	1,521	K-12
Kings Collegiate Charter School	Brooklyn CSD 18	Yes	1,458	K-12
Leadership Preparatory Bedford Stuyvesant Charter School	Brooklyn CSD 13	Yes	1,458	K-12
Leadership Preparatory Brownsville Charter School	Brooklyn CSD 23	Yes	780	K-8
Leadership Preparatory Canarsie Charter School	Brooklyn CSD 18	Yes	780	K-8
Leadership Preparatory Ocean Hill Charter School	Brooklyn CSD 23	Yes	1,458	K-12
Ocean Hill Collegiate Charter School	Brooklyn CSD 23	Yes	572	K-8
Williamsburg Collegiate Charter School	Brooklyn CSD 14	Yes	345	5-8

ENROLLMENT AND RETENTION TARGETS



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

ENROLLMENT AND RETENTION TARGETS



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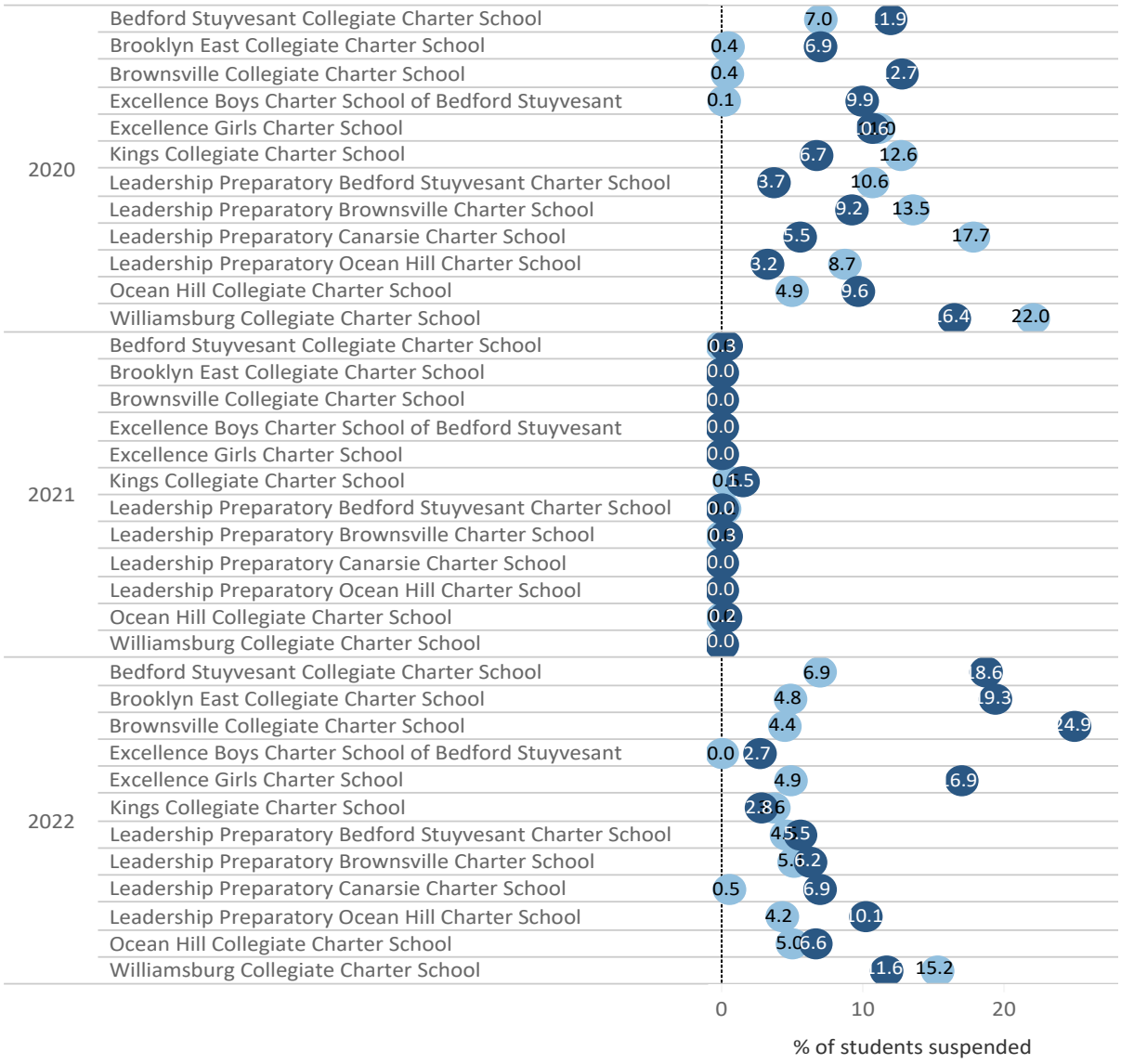
Suspensions: The education corporation's out of school suspension rate and in school suspension rate.



Data suitable for comparison are not available. The percentage rate shown here is calculated using the method employed by the NYCDOE: 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 most recent school year, the education corporation expelled 0 students.

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The sections below contain general information about the SUNY Trustees' and Institute's approach to renewal.

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 each charter school's Application for Charter Renewal, and more broadly, details the merits of each charter'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 CHARTER'S APPLICATION FOR CHARTER RENEWAL
- INFORMATION GATHERED DURING THE CHARTER TERM
- ACADEMIC PERFORMANCE
- FISCAL SOUNDNESS
- LEGAL COMPLIANCE
- RENEWAL REVIEW

Most importantly, the Institute analyzes the charter'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 on the Institute's website.

This renewal recommendation report compiles evidence using the ***State University of New York Charter Renewal Benchmarks*** (the "SUNY Renewal Benchmarks"),[2] which specify in detail what a successful charter 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 charter has made an adequate case for renewal.

RENEWAL QUESTIONS

IS EACH CHARTER AN ACADEMIC SUCCESS?

IS EACH CHARTER AN EFFECTIVE, VIABLE ORGANIZATION?

IS EACH CHARTER FISCALLY SOUND?

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

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

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.

2. Version 5.0, May 2012, are available on the Institute's website.

IS THE CHARTER AN ACADEMIC SUCCESS? THE INFORMATION BELOW HIGHLIGHTS THE INSTITUTE'S AND SUNY TRUSTEES' APPROACH TO ACCOUNTABILITY PLANS FOR EACH SUNY AUTHORIZED CHARTER.

At the beginning of the Accountability Period,[3] each charter developed and adopted an Accountability Plan that set academic goals for performance in the key subjects of ELA and mathematics, as well as science and the federal Every Student Succeeds Act ("ESSA"). High school Accountability Plans also include goals for High School Graduation, College Preparation, and Social Studies. 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 all required Accountability Plan measures to determine goal attainment. The Act requires charters be held "accountable for meeting measurable student achievement results"[4] and states the educational programs at a charter school must "meet or exceed the student performance standards adopted by the board of regents"[5] 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 CHARTER 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 CHARTER GROW STUDENT PERFORMANCE AS COMPARED TO THE GROWTH OF SIMILARLY SITUATED STUDENTS?

Absolute, comparative, and growth achievement provide a basis for triangulating charter performance within each academic goal area. Furthermore, every SUNY authorized charter school may propose additional, mission aligned goals and measures of success when crafting its Accountability Plan. The final Accountability Plan adopted by the education corporation's board and approved by the Institute is included in the charter and frames the analysis of the charter's student achievement results.

The Institute consistently emphasizes comparative and growth performance over absolute measures in its analysis of goal attainment. Nevertheless, the Institute analyzes every measure included in a charter's Accountability Plan to determine its level of academic success, including the extent to which each charter has established and maintained a record of high performance and demonstrated progress toward meeting its academic Accountability Plan goals throughout the charter term. Whether or not a charter includes additional measures in its Accountability Plan, the Institute considers all available evidence of charter performance at the time of renewal.

3. 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.

4. Education Law § 2850(2)(f).

5. Education Law § 2854(1)(d).

State assessment data in ELA, mathematics, and science in 3rd- 8th grade form the basis of data required to analyze the required accountability measures for elementary and middle schools. These data were not available in 2019-20 following the state's cancellation of all state exams during the start of the COVID-19 pandemic. Although schools participated in state assessments in ELA and mathematics in 2020-21, the participation rates that year were inconsistent. The resulting data is not sufficiently reliable or credible for cogent analyses of charter academic performance. In response, the Institute provided all SUNY authorized charter schools a framework for the analysis of norm-referenced and internally developed exam data. To every extent possible, the Institute attempted to maintain a consistent framework of examining absolute, comparative, and growth performance. During 2019-20 and 2020-21, charters reported data on a variety of norm-referenced and internally developed assessments to demonstrate student academic success. This renewal report contemplates charter performance during the pandemic through the lenses of absolute and growth performance on norm-referenced and internally developed ELA, mathematics, and science assessments along with high school completion and college readiness data.

SUNY Charter Schools Institute
The State University of New York