



Charter Schools Institute
The State University of New York

Renewal Recommendation Report

Family Life Academy Charter School

Report Date: September 21, 2012

Visit Date: May 15-16, 2012

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The school should broadly share the final version of the Institute renewal report with the entire school community. The Institute will post the final report on its website at:

www.newyorkcharters.org/pubsReportsRenewals.htm.

REPORT INTRODUCTION

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

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

RECOMMENDATION

Recommendation

Subsequent Full-Term Renewal

The Institute recommends that the SUNY Trustees approve the Application for Subsequent Renewal of the Family Life Academy Charter School and renew its charter for a period of five years with authority to provide instruction to students in kindergarten through eighth grade in such configuration as set forth in its Application for Subsequent Renewal, with a projected total enrollment of 468 students.

Background and Required Findings

According to the SUNY Renewal Policies (p. 11):

In subsequent renewal reviews, and in contrast to initial renewal reviews, the SUNY Trustees evaluate the strength and effectiveness of a school’s academic program almost exclusively by the degree to which the school has succeeded in meeting its academic Accountability Plan goals during the Accountability Period.² This approach is consistent with the greater time that a school has been in operation and a concomitant increase in the quantity and quality of student achievement data that the school has generated. It is also consistent with the Act’s purpose of moving from a rules-based to an outcome-based system of accountability in which schools are held accountable for meeting measurable student achievement results.

¹ The *Practices, Policies and Procedures for the Renewal of Charter Schools Authorized by the Board of Trustees of The State University of New York* (revised June 25, 2012) are available at: <http://www.newyorkcharters.org/documents/SUNYRenewalPolicies.pdf>.

² For the purpose of reporting student achievement results, the Accountability Period is defined in the SUNY Renewal Policies as the time the Accountability Plan was in effect. In the case of a Subsequent Renewal, the Accountability Plan covers the last year of the previous charter term through the first four years of the charter term under review.

Family Life Academy Charter School (“FLACS”) has applied for Subsequent Renewal. In its 12th year of operation, and in its third charter term, FLACS must demonstrate that it has met the criteria for a Full-Term Renewal of five years. The SUNY Renewal Policies provide a Short-Term Renewal outcome only for schools in an initial charter term.

Given that the SUNY Trustees have previously renewed the school and based on the Institute’s review of the evidence that it gathered and that FLACS has provided including, but not limited to, the school’s Application for Subsequent Renewal, evaluation visits conducted during the charter term, a renewal evaluation visit conducted in the fourth year of the current charter term, and, most importantly, the school’s record of academic performance determined by the extent to which it has met its academic Accountability Plan goals, the Institute finds that the school has met the criteria for a Full-Term Renewal.

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

In addition, as required by Education Law subdivision 2851(4)(e), the Institute, acting on behalf of the SUNY Trustees, considered the means by which FLACS will meet or exceed SUNY’s enrollment and retention targets for students with disabilities, English language learners (“ELLs”), and students who are eligible applicants for the federal Free and Reduced Price Lunch (“FRPL”) program. As SUNY and the State Education Department have not yet finalized the methodology for setting targets and set final targets for individual schools, SUNY, for this purpose, used district enrollment averages, and will set final targets after the SUNY Trustees adopt a final methodology.

Therefore, in accordance with the standard for Subsequent Renewal found in the SUNY Renewal Policies, the Institute recommends that the SUNY Trustees approve FLACS’s Application for Subsequent Renewal and renew the school’s charter for a full term of five years.

Consideration of School District Comments

In accordance with the Act, the Institute notified the school district in which the charter school is located as well as public and non-public schools in the same geographic area of the school regarding the Application for Subsequent Renewal. As of the date of this report, the Institute received no comments from the district in response.

SUMMARY DISCUSSION

Academic Success

Academic Accountability Plan Goals

Throughout the Accountability Period, FLACS has met its key academic Accountability Plan goals in English language arts and mathematics. The school's English language arts performance improved in the most recent year, while mathematics performance remained consistent. The school continues to meet its science and No Child Left Behind (NCLB) goals.

The Institute presents FLACS's attainment of its accountability plan goals below under Academic Attainment and Improvement. Specific results for the key academic Accountability Plan goals in English language arts and mathematics appear on pages 17 and 18.

Based on the results of the five measures in its Accountability Plan, FLACS has generally met its English language arts goal during the current Accountability Period. The school did not meet its absolute measure in 2009-10, but performance improved in 2010-11, with 78 percent of students achieving proficiency. The school consistently exceeded the Annual Measureable Objective (AMO) set by the state and also outperformed the local community school district, doing so most recently by 20 percentage points. In comparison to demographically similar schools statewide, the school met its target in each year of the Accountability Period. In the most recent year, the school did not meet its cohort growth target, but did show overall growth. The school reported meeting its optional goal of FLACS's student performance exceeding the performance of students at self-selected comparison schools.

Based on the results of the five measures in its Accountability Plan, FLACS has continued to meet its Accountability Plan goal in mathematics. It has consistently far exceeded the absolute target, with more than 90 percent of students achieving proficiency each year of the Accountability Period. The school also consistently exceeded the state's AMO and outperformed the local community school district, doing so by a margin of over 15 percentage points in the most recent year. In comparison to demographically similar schools state-wide, the school far exceeded its target during each year of the Accountability Period. The school did not meet its cohort growth target in 2010-11, with only two of four cohorts meeting their individual targets, but did show overall growth. The school reported meeting its optional goal of FLACS's student performance exceeding the performance of students at comparative schools.

Qualitative Educational Benchmarks

Instructional Leadership. FLACS has strong instructional leadership that has provided teachers with effective planning and instructional guidance throughout the charter term. Despite a leadership transition at the beginning of this school year, the school maintains an environment of high expectations for teacher performance with the current principal's strong focus on student achievement data and on celebrations of student success. The school has a coordinated instructional leadership team including two instructional coaches, who work with teachers in planning curriculum and developing teachers' pedagogical skills. With weekly grade-level meetings

and regular formal and informal observations used to provide teachers with ongoing feedback on their delivery of instruction, the school has continually monitored the quality of instruction throughout the charter term. The instructional team augments this support with a comprehensive professional development program that addresses identified pedagogical shortcomings paired with a program of peer-initiated study-groups for teachers. This structure, along with the school's success using a performance-based compensation program that rewards teachers for their students' high achievement, is likely to continue to improve student learning in the next charter term.

Curriculum. FLACS continues to implement a clearly defined curriculum, based on commercial products, in all subject areas. Teachers have access to pacing guides and hard copy and online materials for support as they develop grade-level lesson plans during common preparation periods. Teachers submit lesson plans to the principal, assistant principal and instructional coach weekly for review and the instructional leadership team meets weekly to review the overall efficacy of the curriculum. This process, begun in the previous charter term and sustained throughout the current one, allows FLACS to respond quickly to the needs of students.

Use of Assessment Data. Supporting its curriculum, FLACS has a robust and thorough system to gather and use assessment data in all subjects to improve instruction. Throughout the charter term, FLACS has regularly administered assessments linked to its curriculum materials in addition to several standardized assessments. For literacy and mathematics, teachers enter assessment results into a common electronic platform that highlights areas of student strength and weakness. In addition, the school's data consultant creates reports identifying salient student performance issues. Teachers use these data reports in grade-level teams and in discussions with at-risk specialists to target instruction for small groups and individual students in efforts to ensure all students attain grade-level proficiency.

Pedagogy. Based on the curriculum and assessment program, teachers create and deliver structured and purposeful lessons that articulate clear expectations for student learning. This foundation has led to high quality instruction throughout the charter term. Teachers routinely post learning aims on the board and discuss lesson objectives with students, who are attentive and engaged in learning activities. Teachers currently present an increasing number of opportunities for student development of higher order thinking skills, and most teachers monitor the understanding of all students in the class through deep and probing questions. The school incorporates writing activities into all subject areas and continues to develop a school-wide writing program.

At-Risk Students. FLACS meets the needs of ELLs, students with disabilities and those struggling academically. The school has been deliberate in its efforts to recruit and support students with limited English proficiency throughout its history. At the time of renewal, ELLs or former ELLs comprised nearly half of the school's population. The school's language acquisition program is a school-wide effort: English as a Second Language teachers work closely with classroom teachers to ensure ELL students are able to participate meaningfully in the full educational program. As a result of the school's rigorous English language acquisition program, a notable proportion of students who enter the school as ELL students achieve proficiency on the New York State English as a Second Language Achievement Test (NYSESLAT) within a year or two of entering the school. The school's Child Study Team ("CST") is a crucial component of its at-risk program, assisting teachers in

improving their classroom intervention strategies for both students with disabilities and those struggling academically. These at-risk students receive pull-out instruction from Special Education Teacher Support Services (“SETSS”) teachers and/or a variety of after-school and summer intervention programs. In addition to academic intervention services, students with disabilities receive SETSS and/or related services mandated by their Individualized Education Programs (“IEPs”). Special education teachers and generalists meet together regularly in order to re-evaluate the success of the specific set of services and interventions provided to each student in relation to his or her IEP.

During the current charter term, FLACS has compiled a strong and compelling record of meeting its academic Accountability Plan goals. With its effective curriculum, assessment and instructional systems, FLACS is likely to continue to meet its academic Accountability Plan goals and improve student learning and achievement during the next charter term.

Organizational Effectiveness and Viability

Mission. FLACS continues to work with its community partner, the Latino Pastoral Action Center (“LPAC”), to fulfill the school’s mission of helping students “take responsibility for their own learning, and encourage them to explore and affirm human values” while maintaining an orderly, nurturing and dynamic environment. Most notably, the extent to which FLACS has met its Accountability Plan goals reflects the school’s focus on empowering students to achieve high standards. In addition, the school has effectively implemented the key design elements contained in its charter including community service projects and the development of a professional learning community with a lead teacher in each grade.

Parent Satisfaction. According to annual survey results, parents and guardians of FLACS students are satisfied with the school. The school consistently earned an “A” on the school environment portion of the New York City Department of Education’s annual Progress Report, indicating that parents and teachers rate academic expectations, safety and respect, communication and engagement highly. Parents are also highly involved in the school as evidenced through the high attendance rates at monthly PTA meetings and biweekly parent workshops. Moreover, lottery applications and the school’s waitlist continue to increase each year as a by-product of parental demand.

Organizational Structure. FLACS’s organization effectively supports the delivery of the educational program. The school has instituted a seamless changeover to a new school leader. Teachers report that within the continuity of the organizational structure, the new principal has introduced a variety of administrative measures to enhance communication and expectations. He coordinates the school operations and academic program with a flat reporting structure. In addition, school leaders continue to manage the school competently and maintain a safe and orderly environment. FLACS has a clear and consistently applied student discipline system in place. The school hires and retains a dedicated staff with strong morale in a mutually supportive environment; many staff members have a notably long tenure at the school. The school has allocated ample resources to support the achievement of its goals.

Throughout the charter term, FLACS has maintained full enrollment with a sizable waitlist of students seeking entry each year. Due to the location of the school and its focus on providing a strong program for serving ELLs, the school's percentage of ELL students currently exceeds that of Community School District 9, its local South Bronx district. FLACS has set forth procedures and policies to record and monitor its enrollment and retention of ELLs, students with disabilities and students eligible for the federal free and/or reduced price lunch (FRPL) program, suggesting that the school is likely to meet or exceed the enrollment and retention targets set by the SUNY Trustees for the renewal charter term.

Board Oversight. The charter school education corporation's board of trustees worked effectively to oversee the educational program and achieve the school's mission during the current charter term. The composition of the FLACS board includes individuals with a diverse set of skills including education, real estate, finance and legal expertise, as well as trustees affiliated with LPAC. The board composition reflects the community-focus of the school including two parent representatives, one of whom serves *ex-officio* as representative of the school's Parent-Teacher Association. For increased diversity, the education corporation board also seeks additional board members with expertise in fundraising and marketing/communications.

The board regularly requests, and school management supplies, reports and statements related to the school's academic performance and fiscal status, as well as those related to student discipline and legal compliance. The board was actively involved in the process to recruit and hire the current school leader and the finance director. As part of the hiring process, the board reviewed applicant resumes and conducted formal interviews. While the board does not have in place a formal self-assessment, it is working with the United Way to establish a protocol to do so in the future.

The board communicates with the school community primarily through regular board meetings. However, as parents generally see the school as successful, few attend the meetings. As such, the board has requested and receives regular updates regarding parental involvement at the school, which the school's parent coordinator tracks. Board members strive to be present at all major school events. To involve teachers and other staff in governance, the board regularly requests that teachers and staff give presentations and updates at board meetings.

The education corporation board conducts annual evaluations of the school's principal with the assistance and guidance of a third-party consultant. The board holds the school leader accountable for measurable student performance results and for maintaining a fiscally strong and legally compliant organization. The board has in place a comprehensive complaint policy, though they have received no formal complaints during the charter term, which they credit to having strong parent and community outreach.

Board Governance. During the current charter term, the FLACS board has generally abided by its by-laws and has held its regular meetings in general compliance with the Open Meetings Law. The board has effectively delegated the development and revision of school policies to the principal. Throughout the charter term, the FLACS board of trustees has generally avoided creating conflicts of interest where possible, and where conflicts exist, the education corporation board has managed those conflicts in a clear and transparent manner through recusal. In material respect, the education corporation board has implemented adequate policies and procedures to ensure the

effective governance and oversight of the school. The FLACS board demonstrated a thorough understanding of its role in holding school leadership accountable for academic results, fiscal soundness and legal compliance. The FLACS board has also engaged in long-range planning regarding school facilities.

Based on the evidence available at the time of the renewal visit and throughout the current charter term, in material respect, FLACS has been in general and substantial compliance with the terms of its charter, bylaws, applicable state and federal law, rules and regulations. The FLACS board has generally maintained a relationship with outside counsel for advice on legal, compliance and real estate matters. The school has also substantially followed the terms of its monitoring plan.

Fiscal Soundness

Budgeting and Long Range Planning. Throughout the charter term, FLACS maintained fiscal soundness through conservative budgeting practices, routine monitoring of revenues and expenses and by making appropriate adjustments when necessary. The school develops its annual budget as a collaborative effort between the director of finance (“DoF”) and the principal, with input from the school’s program heads and school board. The school is conservative when considering spending trends, staffing and instructional needs in the development of its annual budget. When the board passes a final budget, the DoF routinely analyzes variances and communicates these variances to the principal, program heads and members of the education corporation board’s finance committee. When negative variances exist, the DoF adjusts future expenses while ensuring that the effect on instruction is minimal. In fiscal years (“FYs”) 2008 and 2009, the school’s operating expenses exceeded operating revenues. The hiring of a new DoF and the use of a third party accounting consultant in the 2009-10 academic year appear to have addressed past budget imbalances. The school posted a small deficit in FY 2010 followed by a surplus in FY 2011. The school is projecting balanced operations, if not a small surplus, in the current fiscal year.

Internal Controls. FLACS has maintained appropriate fiscal policies, procedures and controls related to external and internal compliance for cash disbursements, cash receipts, bank reconciliations, payroll, fixed assets, grants/contributions and the preparation of financial statements. The school has accurately recorded and appropriately documented transactions in accordance with management’s direction. Key staff members and the school board document and follow the school’s fiscal policies and procedures. The school’s recent audit reports of internal controls related to financial reporting and compliance with laws, regulations and grants, disclosed no material weaknesses or instances of non-compliance. The lack of any other deficiencies in the reports provides some, but not absolute, assurance that FLACS has maintained adequate internal controls and procedures throughout the charter term.

Financial Reporting. The school has complied with financial reporting requirements during the charter term. The school filed budget, quarterly and annual financial statement audit reports in a timely, accurate and complete manner. Each of the school’s annual financial audits indicate that school staff followed and conducted reports in accordance with generally accepted accounting principles and received an unqualified opinion, indicating that in the auditor’s opinion, the school’s financial statements and notes fairly represent, in all material respects, the school’s financial

position, changes in net assets, and cash flows. The education corporation board has reviewed and approved various monthly and quarterly reports along with the annual financial audit report.

Financial Condition. FLACS has maintained adequate financial resources to ensure stable operations and has successfully managed cash flow during the charter term. The school completed FY 2011 in stable financial condition, slightly increasing its total net assets while maintaining low but adequate cash reserves.

As illustrated in the SUNY Fiscal Dashboard,³ which appears as an appendix to this report, the school has averaged a “fiscally strong” financial responsibility composite score rating over the current charter term including its most recent year of operation, FY 2011, indicating a consistent level of fiscal stability. The composite score assists in measuring the financial health of a school using a blended score that measures the school’s performance on key financial indicators. The blended score offsets the school’s financial strengths against areas of financial weakness. Over the years, FLACS averaged a “low risk/excellent” rating in its working capital ratio and quick ratio, indicating that the school has had sufficient short-term assets to cover liabilities due in the near to medium term, albeit these ratios weakened in FY 2011. FLACS’s months-of-cash ratio is below the Institute’s guideline of three months of annual expenses in reserves. Other assets, including a \$442,000 certificate of deposit (CD) and a \$250,000 bank line of credit (secured by the CD), mitigate this issue. Lastly, the school has averaged a “low risk/excellent” rating for its debt-to-asset ratio, or the proportion of debt the school has relative to its assets. The school has no short or long-term debt.

On average, the school allocated 85 percent of all expenses over the current charter term to program services. FLACS also showed revenues slightly exceeding expenses per student on an average of one percent. This is evidence of very tight but positive operations.

Based on all of the foregoing information, FLACS has demonstrated fiscal soundness over the course of the current charter term.

Plans for the Next Charter Term

Renewal Charter Exhibits. FLACS has provided all of the key structural elements for a charter renewal and those elements are reasonable, feasible and achievable. Proposed changes to the school’s mission, design elements, enrollment and staffing structure are consistent with the core features of the educational program in place during the current charter term.

FLACS proposes the following mission for its next charter term:

The Family Life Academy Charter School in partnership with the Latino Pastoral Action Center and parents, seeks to empower all K-8 students to achieve high standards, help them take responsibility for their own learning, and encourage them to explore and affirm human values.

³ The SUNY Fiscal Dashboard, which provides a detailed financial analysis of each school authorized by the SUNY Trustees, is available at: <http://www.newyorkcharters.org/FiscalDashboard.htm>. A memo explaining the metrics used within the dashboard is also available at that web address.

FLACS plans to continue its partnership with LPAC and to make slight changes to other key design elements, which would include:

- collaborative grade-level teams;
- an extended school day and small class sizes;
- learning plans for all students; and
- customized professional development.

Plans for the Educational Program. FLACS proposes two staffing changes for the next charter term. The school would engage a high school admissions counselor to implement a high school placement preparation curriculum in addition to providing ongoing guidance to students and families throughout the high school admission process. The school also plans to make its current part-time guidance counselor position a full-time role to implement a character education program, facilitate parent communications and collaborate with teachers in identifying at-risk students and providing various counseling and support services. These plans would increase organizational capacity and are likely to allow the school to carry out its educational program.

The school would continue to provide instruction to students in kindergarten through eighth grade in its current location. The school would continue to lease the facility using the current lease structure that renews every three years. Projected enrollment in each of the five years within the proposed charter term would grow slightly as the school transitions more elementary students into its middle school program; FLACS would operate with a projected total enrollment of 468 students. The enrollment and facility plans are likely to meet the needs of the educational program.

Plans for Board Oversight and Governance. Members of the current education corporation board of trustees expressed their interest in continuing their service to the school. The board would maintain its existing committee structure to carry out its responsibilities.

Fiscal and Facility Plans. FLACS has presented a reasonable and appropriate fiscal plan for the next charter term including budgets that are reasonable and achievable. The school has taken a conservative approach to budgeting and planning for the next charter term. The school developed a working budget that would use the current funding rate for FY 2013 and increase it incrementally (1.5 percent to 2.8 percent) in the next four years thereafter, while also increasing certain expenses at reasonable rates. The use of a 1.5 percent to 2.8 percent per pupil allowance increase over four years is reasonable. The plan projects revenues exceeding expenses in each year contingent upon the school continuing to meet enrollment goals as it has done in the past. These surpluses would continue the school's trend of maintaining fiscal soundness.

Long-range fiscal projections are more susceptible to error than those for a single year. Such projections are subject to revision due to changes in local conditions, objectives, laws and state funding. FLACS would develop and adopt annual budgets based on known per-pupil amounts for the districts from which it draws enrollment. Based on the foregoing fiscal information and the school's track record of fiscal soundness to date, the Institute finds that FLACS has demonstrated the ability to operate in a fiscally sound manner during the next charter term.

At the time of the renewal review, LPAC was looking at a potential site for FLACS II, a replication of the school model scheduled to open in September 2012. Under consideration is a cooperative plan among LPAC, FLACS and FLACS II to secure financing for the building. If FLACS participates in the financing, the Institute would review the financing structure to determine its potential impact on FLACS's fiscal soundness and financial stability.

To the extent that FLACS has achieved its key academic goals, continues to implement an educational program that supports achieving those goals, operates an effective and viable organization, and is fiscally sound, its plans to implement the educational program as summarized above during the next charter term are reasonable, feasible and achievable. Based on the foregoing fiscal information and the school's track record of fiscal soundness to date, the Institute finds that FLACS has demonstrated the ability to operate in a fiscally sound manner during the next charter term.

FLACS's Application for Subsequent Renewal contained all necessary elements as required by the Act. The proposed school calendar allots an appropriate amount of instructional time to comply with all necessary requirements, and taken together with other academic and key design elements, should be sufficient to allow the school to meet its proposed Accountability Plan goals. The school has amended other key aspects of the renewal application, to include the proposed bylaws and code of ethics to comply with various provisions of the Education Law, Not-for-Profit Corporation Law, Public Officers Law, and the General Municipal Law, as appropriate.

SCHOOL OVERVIEW

Opening Information

Date Initial Charter Approved by SUNY Trustees	January, 2001
Date Initial Charter Approved by: Board of Regents	March, 2001
School Opening Date	September, 2001

Location

School Year(s)	Location(s)	District
2001-02 to present	14 West 170 th St. Bronx, NY	New York City CSD 9

Partner Organizations

	Partner Name	Partner Type	Dates of Service
Current Partner	Latino Pastoral Action Center	Community Based Organization	2001-present

Renewal

Type of Renewal	Date
First Renewal (Short-Term Charter Extension)	December, 2005
Initial Short -Term Renewal	April, 2006
Subsequent Full-Term Renewal	March, 2008

Current Mission Statement

The Family Life Academy Charter School in partnership with the Latino Pastoral Action Center and the parents, seeks to empower all New York City students in grades K-8 to achieve high standards, help them take responsibility for their own learning, and encourage them to explore and affirm human values. Like a family-and in collaboration with each family-the school will create an orderly, nurturing and dynamic environment where learning is engaging, meaningful, and joyful. All members of the school community (students, parents, and teachers) will develop the knowledge, skills, and enthusiasm to continue learning throughout their lives, expand their understanding of what is possible for themselves and their world, and productive and satisfying lives.

Current Key Design Elements

<ul style="list-style-type: none"> • Rigorous curriculum including <i>Journeys Reading</i>, <i>Strategies for Writing</i>, <i>Saxon Math</i>, <i>Harcourt Science</i>, and <i>Horizons Social Studies</i> from Harcourt Brace;
<ul style="list-style-type: none"> • Extended school day; 90 to 120 minute literacy block (K-2 - 120 min, 3-5 grade – 90 min, 6 grade - 110 minutes); 60 - 110 minute math block (K-4 – 65 min, 5 grade - 60 min, 6 grade – 110 min); weekly grade level planning period; weekly faculty conference; Saturday Academy for targeted groups; summer school for target population; after school tutoring for targeted population;
<ul style="list-style-type: none"> • School traditions including attendance and academic achievement awards three times a year, community book projects, and opportunities for community service;
<ul style="list-style-type: none"> • A lead teacher for each grade; shared responsibility for teaching and learning among the students, school, and parents reflected in students' learning plans;
<ul style="list-style-type: none"> • Professional learning community structure – collaborative team, peer reviews;
<ul style="list-style-type: none"> • Expanded data-driven instructional practices;
<ul style="list-style-type: none"> • Continued use of community resources; LPAC New Hope after school, BOOM mentoring • Programs, Thanksgiving community dinner and food drive and other services for families dealing with immigration, social justice activities etc.;
<ul style="list-style-type: none"> • Consistent discipline; parental involvement; close monitoring of student attendance;
<ul style="list-style-type: none"> • Sustained and customized professional development; and
<ul style="list-style-type: none"> • Intentional and improved approaches to the instruction of English language learners.

School Characteristics

School Year	Original Chartered Enrollment	Revised Charter Enrollment	Actual Enrollment ⁴	Original Chartered Grades	Actual Grades	Days of Instruction
2001-02	100	-	99	K-1	K-1	183
2002-03	142	156	148	K-2	K-2	197
2003-04	182	192	192	K-3	K-3	198
2004-05	219	219	243	K-4	K-4	194
2005-06	255	-	287	K-5	K-5	184
2006-07	290	-	286	K-5	K-5	184
2007-08	290	-	290	K-5	K-5	183
2008-09	290	-	291	K-5	K-5	182
2009-10	290	343	333	K-6	K-6	182
2010-11	290	393	382	K-7	K-7	192
2011-12	290	441	433	K-8	K-8	192

⁴ Source: SUNY Charter Schools Institute Official Enrollment Binder. (Figures may differ slightly from New York State Report Cards, depending on date of data collection.)

Student Demographics

	2008-09 ⁵		2009-10 ⁶		2010-11 ⁷	
	Percent of School Enrollment	Percent of NYC CSD 9 Enrollment	Percent of School Enrollment	Percent of NYC CSD 9 Enrollment	Percent of School Enrollment	Percent of NYC CSD 9 Enrollment
Race/Ethnicity						
American Indian or Alaska Native	0	0	0	0	0	0
Black or African American	21	34	23	33	21	32
Hispanic	79	64	76	64	77	66
Asian, Native Hawaiian, or Pacific Islander	0	1	0	1	0	1
White	0	1	0	1	0	1
Multiracial	0	0	1	0	2	0
Special Populations						
Students with Disabilities ⁸	11	N/A	10	N/A	11	N/A
Limited English Proficient	39	24	34	25	31	26
Free/Reduced Lunch						
Eligible for Free Lunch	77	85	76	87	79	85
Eligible for Reduced-Price Lunch	11	5	12	4	11	4

⁵ Source: 2008-09 School Report Cards, New York State Education Department.

⁶ Source: 2009-10 School Report Cards, New York State Education Department.

⁷ Source: 2010-11 School Report Cards, New York State Education Department.

⁸ New York State Education Department does not report special education data

Current Board of Trustees⁹

Board Member Name	Term Expires	Position
Edmund Gaffney	June 30, 2013	Chair
Pedro Alvarez	June 30, 2013	Vice-Chair
Francisco Lugoviña	June 30, 2013	Chair Emeritus
Marvin Dutton	June 30, 2013	Secretary
Thomas Reardon	June 30, 2013	Treasurer
Reverend Raymond Rivera	June 30, 2013	Trustee
Kevin Kearns	June 30, 2013	Trustee
Janet M. Lerner	June 30, 2013	Trustee
Jose Rivera	June 30, 2013	Trustee
Miguel Pena	June 30, 2013	Trustee
Karin Weekes	June 30, 2013	Parent Representative

School Leader(s)

School Year	School Leader(s) Name and Title
2001-02	Isabel Gutierrez, Director, August 2001 - December 2001 Emily Richmond, Interim Director, January 2002 - April 2002 David Ramos, Administrative Director, April 2002 -
2002-03	David Ramos, Administrative Director
2003-04 to 2010-11	Marilyn Calo, Principal
2011-12 to Present	Angel Rodriguez, Principal

School Visit History

School Year	Visit Type	Evaluator (Institute/External)	Date
2001-02	First-Year Visit	Institute	May 14, 2002
2002-03	Second-Year Visit	Institute	May 22, 2003
2003-04	Third-Year Visit	External	February 26-27, 2004
2005-06	Initial Renewal Visit	Institute	November 1-3, 2005
2007-08	Subsequent Renewal Visit	Institute	October 9-10, 2007
2009-10	Seventh-Year Visit	Institute	May 25-26, 2010
2011-12	Subsequent Renewal Visit	Institute	May 15-16, 2012

⁹ Source: Institute records

ACADEMIC ATTAINMENT AND IMPROVEMENT

Background

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

Summary of Required Goals and Outcome Measures in Elementary/Middle School (K-8) Accountability Plans					
GOAL	Required Outcome Measures				
	Absolute¹⁰		Comparative		Growth¹¹
	75 percent at or above Level 3 on state exam	Performance Index (PI) meets Annual Measurable Objective (AMO)	Percent proficient greater than that of local school district	School exceeds predicted level of performance compared to similar public schools by small Effect Size	Grade-level cohorts reduce by half the gap between prior year’s percent at or above Level 3 and 75 percent
English Language Arts	◆	◆	◆	◆	◆
Mathematics	◆	◆	◆	◆	◆
Science	◆		◆		
NCLB	School is deemed in “Good Standing” under state’s NCLB accountability system				

The most important criterion for renewal is academic success, which a school demonstrates in large part by meeting the goals in its Accountability Plan. The Institute determines the outcome of a goal by evaluating the multiple measures associated with that goal.

The following presentation indicates the outcome of each of the school’s goals. A general analysis of the key academic goals appears above under Academic Accountability Plan Goals in the summary

¹⁰ Note: In 2009-10, the State Education Department (SED) raised its achievement standard, by increasing the scaled score cut off for proficiency or Level 3 performance on the ELA and math exams. In order to maintain a consistent standard for determining the absolute measure, the Institute has adapted SED’s “time-adjusted” cut-offs. In the presentation of ELA and math results below, the Institute uses the “time-adjusted” Level 3 cut-offs for 2009-10 and 2010-11. In the presentation below of ELA and math results, the Institute uses the “time-adjusted” Level 3 cut-offs for 2009-10 and 2010-11.

¹¹ To maintain a consistent standard for evaluating the growth measure, the Institute used “time-adjusted” cut-off scores for ELA and math results in 2009-10 only.

of the school's academic success. The following presentation divides the data into two sections: 1) the key goals of English language arts and mathematics; and 2) the additional goals of science and NCLB. The analysis consists of the five years of the Accountability Period; however, to simplify the display of data and in recognizing that recent results are more important, the charts on key goals only display the last three years.

Aside from required Accountability Plan measures, the additional goals section following also presents the results of optional academic measures, included in the school's plan. Based on the Institute's analysis, some numbers of students differ from those the school reported; these differences do not affect the interpretation of results.

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



	2008-09 Grades Served: K-5			MET	2009-10 Grades Served: K-6			MET	2010-11 Grades Served: K-7			MET						
	Grades	All Students % (N)	2+ Years Students % (N)		Grades	All Students % (N)	2+ Years Students % (N)		Grades	All Students % (N)	2+ Years Students % (N)							
ABSOLUTE MEASURES																		
1. Each year 75 percent of students who are enrolled in at least their second year will perform at or above a Level 3 on the New York State exam.(§)	3	78.2 (46)	87.2 (39)		3	38.8 (49)	35.6 (45)		3	62.8 (51)	62.0 (50)							
	4	85.7 (49)	86.4 (44)		4	72.6 (51)	73.3 (45)		4	73.5 (49)	74.4 (43)							
	5	87.8 (41)	86.8 (38)		5	83.3 (48)	82.6 (46)		5	80.8 (52)	83.0 (47)							
	6	(0)	(0)		6	88.2 (34)	91.2 (24)		6	88.6 (44)	88.4 (43)							
	7	(0)	(0)		7	(0)	(0)		7	87.5 (32)	87.1 (31)							
	8	(0)	(0)		8	(0)	(0)		8	(0)	(0)							
	All	83.8 (136)	86.8 (121)	YES	All	69.2 (182)	69.4 (170)	NO	All	77.6 (228)	78.0 (214)	YES						
2. Each year the school's aggregate Performance Index on the State exam will meet the Annual Measurable Objective set forth in the State's NCLB accountability system.(§)	Grades	PI	AMO		Grades	PI	AMO		Grades	PI	AMO							
	3-5	184	144	YES	3-6	169	155	YES	3-7	141	122	YES						
COMPARATIVE MEASURES																		
3. Each year the percent of students enrolled in at least their second year and performing at or above Level 3 will be greater than that of students in the same grades in the local district.	Comparison: Bronx District 9				Comparison: Bronx District 9				Comparison: Bronx District 9									
	Grades	School	District		Grades	School	District		Grades	School	District							
	3-5	86.8	54.8	YES	3-6	41.5	27.3	YES	3-7	47.2	26.9	YES						
4. Each year the school will exceed its predicted percent of students at or above Level 3 on the state exam by at least a small Effect Size (at least 0.3) based on its Free Lunch (FL) rate.	% FL	Actual	Predicted	Effect Size		% FL	Actual	Predicted	Effect Size		% FL	Actual	Predicted	Effect Size				
	76.6	83.8	66.6	1.28	YES	75.6	40.6	38.1	0.33	YES	79.1	48.2	37.0	0.71	YES			
GROWTH MEASURE																		
5. Each grade level cohort will reduce by one half the difference between the previous year's baseline and 75 percent performing at or above Level 3 on the New York State exam. An asterisk indicates cohort met target.(§)	Gr	N	Base	Target	Result		Gr	N	Base	Target	Result		Gr	N	Base	Target	Result	
	4	44	63.6	69.3	86.4 *	YES	4	45	80.0	80.1	73.3	NO	4	44	29.5	52.3	38.6	
	5	37	73.0	74.0	86.5 *		5	46	87.0	87.1	82.6		5	50	50.0	62.5	54.0	
	6						6	34	88.2	88.3	88.2		6	44	45.5	60.2	52.3	
	7						7						7	31	54.8	64.9	51.6	
	8						8						8					
	All	83	66.3		86.5		All	126	84.1		80.2		All	172	43.6		48.8	

(§) SED's "time adjusted cut scores" are used in the 2009-10 and 2010-11 results for #1 and in the 2009-10 results for #2 and #5. SED's publicly reported cut scores are used for the other results. Data Sources: New York State data; school-submitted workbooks; and the Institute's student performance database.

SCHOOL PERFORMANCE SUMMARY: Mathematics

Family Life Academy Charter School



	2008-09 Grades Served: K-5			MET	2009-10 Grades Served: K-6			MET	2010-11 Grades Served: K-7			MET						
	Grades	All Students % (N)	2+ Years Students % (N)		Grades	All Students % (N)	2+ Years Students % (N)		Grades	All Students % (N)	2+ Years Students % (N)							
ABSOLUTE MEASURES 1. Each year 75 percent of students who are enrolled in at least their second year will perform at or above a Level 3 on the New York State exam.(§)	3	97.8 (46)	97.4 (39)	YES	3	93.9 (49)	93.3 (45)	YES	3	98.0 (51)	98.0 (50)	YES						
	4	91.6 (48)	90.7 (43)		4	84.3 (51)	84.4 (45)		4	85.7 (49)	83.7 (43)							
	5	97.5 (41)	97.4 (38)		5	91.7 (48)	91.3 (46)		5	90.4 (52)	89.4 (47)							
	6	(0)	(0)		6	97.1 (34)	97.1 (34)		6	84.1 (44)	83.7 (43)							
	7	(0)	(0)		7	(0)	(0)		7	96.9 (32)	96.8 (31)							
	8	(0)	(0)		8	(0)	(0)		8	(0)	(0)							
	All	95.6 (135)	95.0 (120)		All	91.2 (182)	91.2 (170)		All	90.8 (228)	90.2 (214)							
2. Each year the school's aggregate Performance Index on the State exam will meet the Annual Measurable Objective set forth in the State's NCLB accountability system.(§)	Grades	PI	AMO	YES	Grades	PI	AMO	YES	Grades	PI	AMO	YES						
	3-5	195	119		3-6	191	135		3-7	157	137							
COMPARATIVE MEASURES 3. Each year the percent of students enrolled in at least their second year and performing at or above Level 3 will be greater than that of students in the same grades in the local district.	Comparison: Bronx District 9			YES	Comparison: Bronx District 9			YES	Comparison: Bronx District 9			YES						
	Grades	School	District		Grades	School	District		Grades	School	District							
	3-5	95.0	78.8		3-6	56.1	32.2		3-7	58.9	40.5							
4. Each year the school will exceed its predicted level of students at or above Level 3 on the State exam by at least a small Effect Size (at least 0.3) based on its Free Lunch (FL) rate.	% FL	Actual	Predicted	Effect Size	YES	% FL	Actual	Predicted	Effect Size	YES	% FL	Actual	Predicted	Effect Size	YES			
	76.6	95.6	83.7	1.03		75.6	57.7	48.0	0.48		79.1	60.5	48.2	0.61				
GROWTH MEASURE 5. Each grade level cohort will reduce by one half the difference between the previous year's baseline and 75 percent performing at or above Level 3 on the New York State exam. An asterisk indicates cohort met target.(§)	Gr	N	Base	Target	Result	NO	Gr	N	Base	Target	Result	NO	Gr	N	Base	Target	Result	NO
	3	2	0.0		100.0		3	1	100.0		100.0		3					
	4	43	97.7	97.8	90.7		4	45	97.8	97.0	84.4		4	44	31.8	53.4	52.3	
	5	37	94.6	94.7	97.3 *		5	45	91.1	91.2	91.1		5	50	52.0	63.5	68.0 *	
	6						6	34	97.1	97.2	97.1		6	44	70.5	72.7	56.8	
	7						7						7	31	83.9	84.0	90.3 *	
	8						8						8					
	All	82	93.9		93.9		All	125	95.2		90.4		All	172	56.4		64.0	

(§) SED's "time adjusted cut scores" are used in the 2009-10 and 2010-11 results for #1 and in the 2009-10 results for #2 and #5. SED's publicly reported cut scores are used for the other results. Data Sources: New York State data; school-submitted workbooks; and the Institute's student performance database.

ADDITIONAL ACCOUNTABILITY PLAN GOALS

Science

Accountability Plan Goal: *FLACS students will demonstrate proficiency in the practice and methodology of scientific inquiry.*

Outcome: FLACS has met its science goal.

Absolute Measure: <i>Each year, 75 percent of all tested students who are enrolled in at least their second year will perform at or above Level 3 on the New York State science examination.</i>				
Results (in percents)				
	School Year			
Grade	2007-08 (Tested: 43)	2008-09 (Tested: 49)	2009-10 (Tested: 51)	2010-11 (Tested: 49)
4	81	98	100	92
8	-	-	-	-

FLACS has posted strong performance on the state's 4th grade science exam and exceeded its absolute target in each year during the Accountability Period.

Comparative Measure: <i>Each year, the percent of all tested students who are enrolled in at least their second year and performing at or above Level 3 on the State science exam will be greater than that of all students in the same tested grades in the local school district.</i>				
Results (in percents)				
	School Year			
Comparison	2007-08 (Grade 4)	2008-09 (Grade 4)	2009-10 (Grade 4)	2010-11 (Grade 4)
School	81	98	100	92
District	60	71	72	71

Throughout the Accountability Period, FLACS outperformed the local district on the state's 4th grade science exam by a wide margin.

NCLB

In addition to meeting its specific subject area goals, the school is expected under No Child Left Behind to made adequate yearly progress towards enabling all students to score at the proficient level on the state ELA and math exams. In holding charter schools to the same standards as other public schools, the state issues an annual school accountability report that indicates the school's status each year.

Accountability Plan Goal: *FLACS was deemed to be in good standing in each year during the Accountability Period and has met the NCLB goal.*

Outcome:

Absolute Measure: <i>Under the state’s NCLB accountability system, the school’s Accountability Status will be “Good Standing” each year.</i>				
Results				
Status	School Year			
	2007-08	2008-09	2009-10	2010-11
Good Standing	Yes	Yes	Yes	Yes

Analysis of Additional Evidence

FLACS received a letter grade of “B” on its 2010-11 New York City Department of Education (DOE) Progress Report. The DOE bases the overall Progress Report grade on three categories: School Environment, Student Performance and Student Progress, with the greatest emphasis placed on Student Progress. To raise the bar for schools and increase stability in grades, the city reports that it determined overall cut scores for 2010-11 based on a pre-determined scoring distribution: 25 percent A, 35 percent B, 30 percent C, seven percent D, and three percent E.

FLACS received the “B” based on the composite score of the three categories. The school received an “A” in School Environment, which measures factors other than student achievement. For this grade, DOE evaluates parent and teacher satisfaction surveys in order to measure the conditions necessary for learning. In Student Performance, the school received a “C”, indicating that the school’s absolute performance was consistent with its peer schools in New York City. As a result of FLACS’s moderate year-to-year growth in comparison to its peer schools, it received a “C” in Student Progress.

These results are consistent with the Institute’s analysis above.

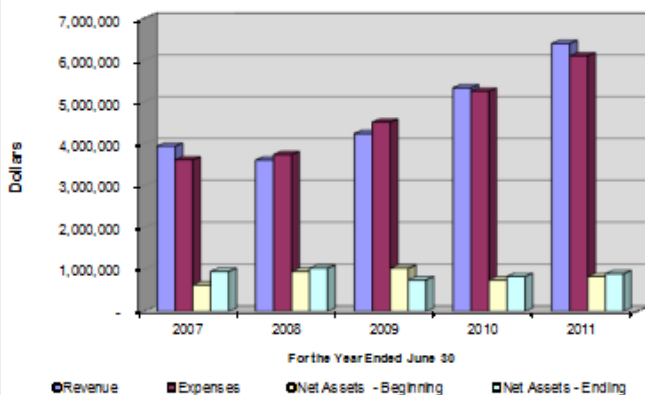
APPENDIX: FISCAL DASHBOARD

SCHOOL INFORMATION						
FINANCIAL POSITION	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12
Assets						
Current Assets						
Cash and Cash Equivalents - GRAP 2	693,660	467,940	269,166	614,394	355,845	-
Grants and Contracts Receivable	-	-	110,951	68,254	196,107	-
Accounts Receivable	155,917	-	33,579	52,813	-	-
Prepaid Expenses	32,680	26,500	127,265	49,799	170,285	-
Contributions and Other Receivables	-	-	-	46,981	-	-
Total Current Assets - GRAP 2	882,257	494,440	540,961	832,241	722,237	-
Property, Building and Equipment, net	450,224	215,205	-	333,098	503,209	-
Other Assets	-	379,031	398,982	-	442,087	-
Total Assets - GRAP 2	1,332,481	1,088,676	939,943	1,165,339	1,667,533	-
Liabilities and Net Assets						
Current Liabilities						
Accounts Payable and Accrued Expenses	162,973	19,835	117,925	71,377	530,643	-
Accrued Payroll and Benefits	214,385	40,861	68,873	216,293	122,066	-
Deferred Revenue	-	-	-	45,035	34,696	-
Current Maturities of Long-Term Debt	-	-	-	-	-	-
Short Term Debt - Bonds, Notes Payable	-	-	-	-	-	-
Other	-	-	-	-	81,327	-
Total Current Liabilities - GRAP 2	377,358	60,696	186,798	332,705	768,732	-
L-T Debt and Notes Payable, net current maturities	-	-	-	-	-	-
Total Liabilities - GRAP 2	377,358	60,696	186,798	332,705	768,732	-
Net Assets						
Unrestricted	942,123	1,027,980	753,145	832,634	898,801	942,123
Temporarily restricted	13,000	-	-	-	10,000	-
Total Net Assets	955,123	1,027,980	753,145	832,634	898,801	-
Total Liabilities and Net Assets	1,332,481	1,088,676	939,943	1,165,339	1,667,533	-
ACTIVITIES						
Operating Revenue						
Resident Student Enrollment	3,156,950	3,284,360	3,842,448	4,106,199	5,174,754	-
Students with Disabilities	-	-	-	164,682	235,333	-
Grants and Contracts						
State and local	267,785	104,503	-	235,000	147,651	-
Federal - Title and IDEA	235,903	203,332	220,175	395,323	456,658	-
Federal - Other	-	-	-	150,962	-	-
Other	-	-	-	5,198	33,469	-
Food Service/Child Nutrition Program	-	-	108,102	138,357	191,896	-
Total Operating Revenue	3,660,638	3,592,195	4,170,725	5,195,721	6,239,761	-
Expenses						
Regular Education	-	-	-	4,611,852	4,011,610	-
SPED	-	-	-	-	981,867	-
Regular Education & SPED (combined)	3,113,198	3,205,192	4,001,392	-	-	-
Other	-	-	-	-	-	-
Total Program Services	3,113,198	3,205,192	4,001,392	4,611,852	4,993,477	-
Management and General	508,371	539,552	519,370	648,655	1,110,662	-
Fundraising	-	-	-	-	412	-
Total Expenses - GRAP 1 / GRAP 4	3,621,569	3,744,744	4,520,762	5,260,507	6,104,551	-
Surplus / (Deficit) From School Operations	39,069	(152,549)	(350,037)	(64,786)	135,210	-
Support and Other Revenue						
Contributions	198,029	500	32,226	55,563	134,026	-
Fundraising	-	-	-	19,384	2,322	-
Miscellaneous Income	85,243	21,282	42,976	69,328	24,319	-
Net assets released from restriction	-	-	-	-	-	-
Total Support and Other Revenue	283,272	21,782	75,202	144,275	160,667	-
Total Unrestricted Revenue	3,930,910	3,613,977	4,245,927	5,339,996	6,390,428	-
Total Temporarily Restricted Revenue	13,000	-	-	-	10,000	-
Total Revenue - GRAP 1	3,943,910	3,613,977	4,245,927	5,339,996	6,400,428	-
Change in Net Assets	322,341	(130,767)	(274,835)	79,489	295,877	-
Net Assets - Beginning of Year - GRAP 1	632,782	955,123	1,027,979	753,144	832,633	898,800
Prior Year Adjustment(s)	-	203,623	-	-	(229,710)	-
Net Assets - End of Year - GRAP 1	955,123	1,027,979	753,144	832,633	898,800	898,800
Functional Expense Breakdown						
Personnel Service						
Administrative Staff Personnel	-	-	-	3,190,088	945,837	-
Instructional Personnel	-	-	-	-	2,636,428	-
Non-Instructional Personnel	-	-	-	-	63,723	-
Personnel Services (Combined)	1,942,358	2,023,700	2,667,558	-	-	-
Total Salaries and Staff	1,942,358	2,023,700	2,667,558	3,190,088	3,645,988	-
Fringe Benefits & Payroll Taxes	336,568	472,558	439,184	541,275	547,254	-
Retirement	-	-	-	-	39,241	-
Management Company Fees	-	-	-	-	-	-
Building and Land Rent / Lease	300,000	318,000	400,000	553,200	627,465	-
Staff Development	74,355	3,700	35,439	39,623	58,095	-
Professional Fees, Consultant & Purchased Services	66,343	137,015	91,920	104,198	309,162	-
Marketing / Recruitment	-	-	-	-	13,961	-
Student Supplies, Materials & Services	210,695	199,629	293,713	124,556	298,536	-
Depreciation	235,019	235,019	215,205	110,378	90,197	-
Other	456,231	355,123	377,743	597,189	474,652	-
Total Expenses	3,621,569	3,744,744	4,520,762	5,260,507	6,104,551	-
ENROLLMENT						
Chartered Enroll	290	290	290	290	290	290
Revised Enroll	-	-	-	343	393	441
Actual Enroll - GRAP 4	286	290	291	333	382	433
Chartered Grades	K-5	K-5	K-5	K-6	K-8	K-8
Revised Grades	-	-	-	-	-	-
Actual Grades	K-5	-	-	-	-	-

SCHOOL ANALYSIS

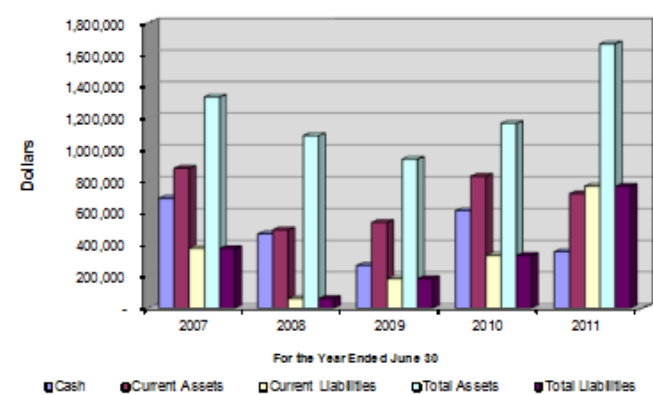
	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12	
Primary School District	NYC						
Per Pupil Funding	10,196	11,023	12,443	12,443	13,527	-	
Increase over prior year	12.2%	8.1%	12.9%	0.0%	8.7%	0.0%	
PER STUDENT BREAKDOWN							Average - 5 Yrs. OR Charter Term
Revenue							
Operating	12,799	12,387	14,332	15,603	16,334	-	14,291
Other Revenue and Support	990	75	258	433	421	-	436
TOTAL - GRAPH 3	13,790	12,462	14,591	16,036	16,755	-	14,727
Expenses							
Program Services	10,885	11,052	13,750	13,849	13,072	-	12,522
Management and General, Fundraising	1,778	1,861	1,785	1,948	2,909	-	2,056
TOTAL - GRAPH 3	12,663	12,913	15,535	15,797	15,981	-	14,578
% of Program Services	86.0%	85.6%	88.5%	87.7%	81.8%	0.0%	85.9%
% of Management and Other	14.0%	14.4%	11.5%	12.3%	18.2%	0.0%	14.1%
% of Revenue Exceeding Expenses - GRAPH 5	8.9%	-3.5%	-6.1%	1.5%	4.8%	0.0%	1.0%
Student to Faculty Ratio							
				8.3	6.7	-	
Faculty to Admin Ratio							
				3.1	8.1	-	
Financial Responsibility Composite Scores - GRAPH 6							
Score	2.4	2.1	1.7	1.9	2.1	-	2.0
Fiscally Strong 1.5 - 3.0 / Fiscally Adequate 1.0 - 1.4 / Fiscally Needs Monitoring -1.0 - 0.9	Fiscally Strong	Fiscally Strong	Fiscally Strong	Fiscally Strong	Fiscally Strong	NA	Fiscally Strong
Working Capital - GRAPH 7							
Net Working Capital	504,899	433,744	354,163	499,536	(46,495)	-	349,169
As % of Unrestricted Revenue	12.8%	12.0%	8.3%	9.4%	-0.7%	0.0%	8.4%
Working Capital (Current) Ratio Score	2.3	8.1	2.9	2.5	0.9	-	3.4
Risk (Low > 3.0 / Medium 1.4 - 2.9 / High < 1.4)	MEDIUM	LOW	MEDIUM	MEDIUM	HIGH	N/A	LOW
Rating (Excellent > 3.0 / Good 1.4 - 2.9 / Poor < 1.4)	Good	Excellent	Good	Good	Poor	N/A	Excellent
Quick (Acid Test) Ratio							
Score	2.3	7.7	2.2	2.4	0.7	-	3.0
Risk (Low > 2.5 / Medium 1.0 - 2.4 / High < 1.0)	MEDIUM	LOW	MEDIUM	MEDIUM	HIGH	N/A	LOW
Rating (Excellent > 2.5 / Good 1.0 - 2.4 / Poor < 1.0)	Good	Excellent	Good	Good	Poor	N/A	Excellent
Debt to Asset Ratio - GRAPH 7							
Score	0.3	0.1	0.2	0.3	0.5	-	0.3
Risk (Low < 0.50 / Medium 0.51 - .95 / High > 1.0)	LOW	LOW	LOW	LOW	MEDIUM	N/A	LOW
Rating (Excellent < 0.50 / Good 0.51 - .95 / Poor > 1.0)	Excellent	Excellent	Excellent	Excellent	Good	N/A	Excellent
Months of Cash - GRAPH 8							
Score	2.3	1.5	0.7	1.4	0.7	-	1.3
Risk (Low > 6 mo. / Medium 3 - 6 mo. / High < 3 mo.)	HIGH	HIGH	HIGH	HIGH	HIGH	N/A	HIGH
Rating (Excellent > 6 mo. / Good 3 - 6 mo. / Poor < 3 mo.)	Poor	Poor	Poor	Poor	Poor	N/A	Poor

GRAPH 1 Revenue, Expenses and Net Assets



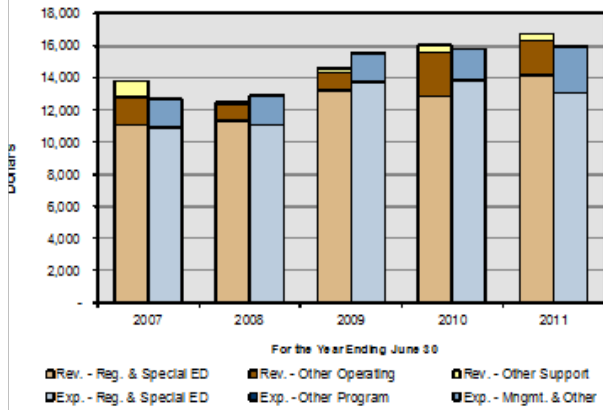
This chart illustrates total revenue and expenses each year and the relationship those subsets have on the increase/decrease of net assets on a year to year basis. Ideally, subset 1, revenue, will be taller than subset 2, expenses, and as a result subset 3, net assets - beginning, will increase each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

GRAPH 2 Cash, Assets and Liabilities



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

GRAPH 3 Revenue & Expenses Per Pupil

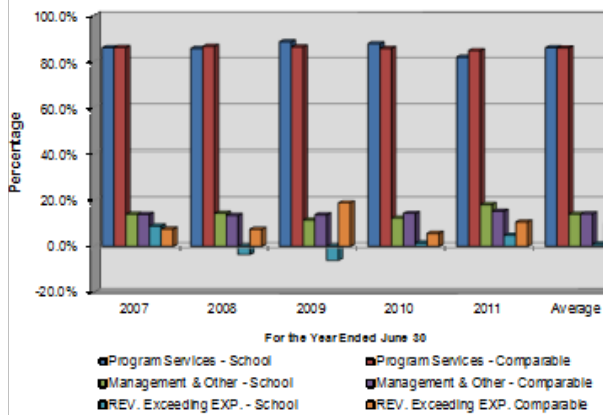


This chart illustrates the breakdown of revenue and expenses on a per pupil basis. Caution should be exercised in making school-by-school comparisons since schools serving different missions or student populations are likely to have substantially different educational cost bases. Comparisons with similar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

Comparable School, Region or Network

* Average = Average - 5 Yrs. OR Charter Term

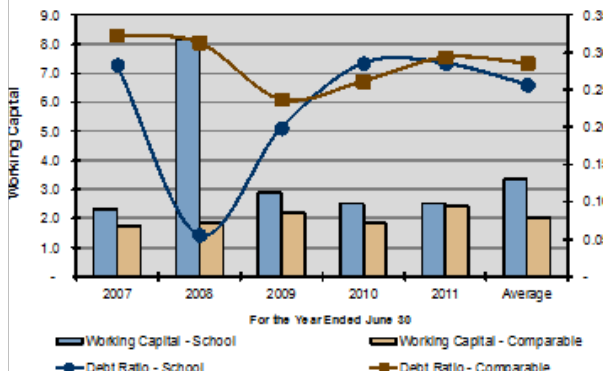
GRAPH 5 % Breakdown of Expenses



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

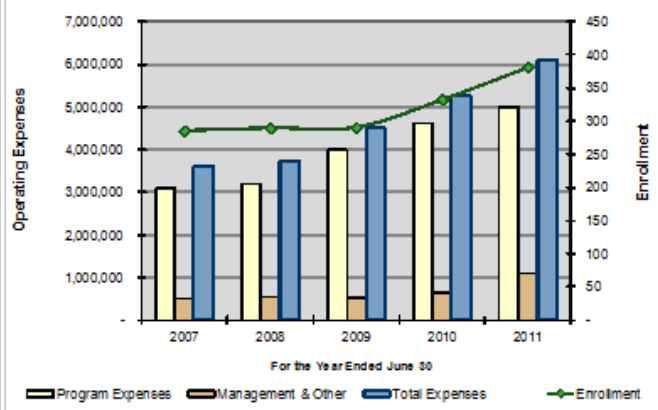
GRAPH 7 Working Capital & Debt to Asset Ratios

WORKING CAPITAL RATIO - Risk = Low > 3.0 / Medium 1.4 - 2.9 / High < 1.4
DEBT TO ASSET RATIO - Risk = Low < 0.50 / Medium 0.51 - .95 / High > 1.0



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

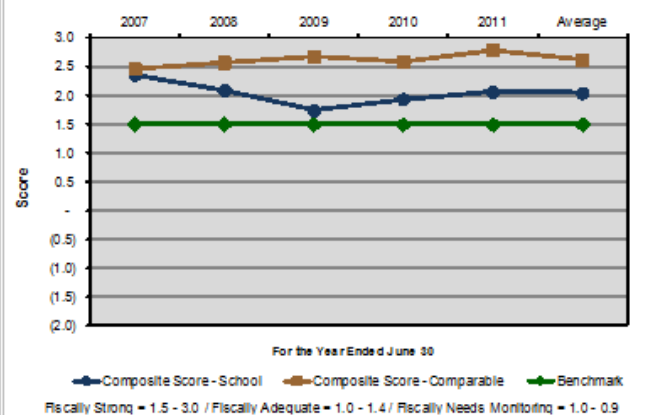
GRAPH 4 Enrollment vs. Operating Expenses



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

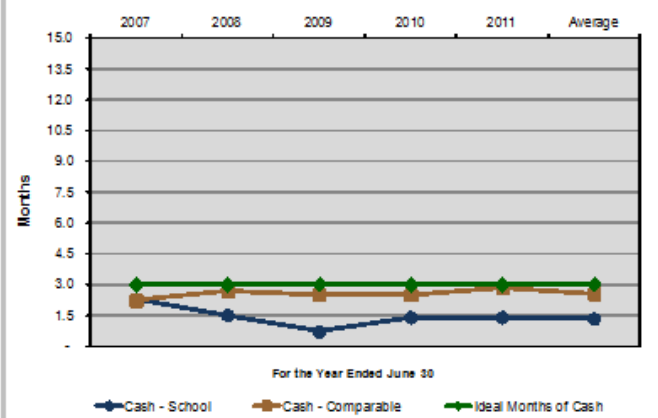
New York City & Long Island Schools

GRAPH 6 Composite Score



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

GRAPH 8 Months of Cash



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