



THE SUNY CHARTER SCHOOLS  
**INSTITUTE**

*RENEWAL RECOMMENDATION REPORT  
KINGS COLLEGIATE CHARTER  
SCHOOL*

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# INTRODUCTION & REPORT FORMAT

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

## THE INSTITUTE MAKES ALL RENEWAL RECOMMENDATIONS BASED ON

A SCHOOL’S  
APPLICATION  
FOR CHARTER  
RENEWAL

INFORMATION  
GATHERED DURING  
THE CHARTER TERM

ACADEMIC  
PERFORMANCE

FISCAL SOUNDNESS

LEGAL COMPLIANCE

RENEWAL  
EVALUATION VISIT



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

1. Revised September 4,  
2013 and available at: [www.newyorkcharters.org/suny-renewal-policies/](http://www.newyorkcharters.org/suny-renewal-policies/).

## REPORT FORMAT

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

## RENEWAL QUESTIONS

- 1. IS THE SCHOOL AN ACADEMIC SUCCESS?**
- 2. IS THE SCHOOL AN EFFECTIVE, VIABLE ORGANIZATION?**
- 3. IS THE SCHOOL FISCALLY SOUND?**
- 4. IF THE SUNY TRUSTEES RENEW THE EDUCATION CORPORATION’S AUTHORITY TO OPERATE THE SCHOOL, ARE ITS PLANS FOR THE SCHOOL REASONABLE, FEASIBLE AND ACHIEVABLE?**

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



Additional information about the SUNY renewal process and an overview of the requirements for renewal under the New York Charter Schools Act of 1998 (as amended, the “Act”) are available on the Institute’s website at: [www.newyorkcharters.org/renewal/](http://www.newyorkcharters.org/renewal/).

2. Version 5.0, May 2012, available at: [www.newyorkcharters.org/SUNY-Renewal-Benchmarks/](http://www.newyorkcharters.org/SUNY-Renewal-Benchmarks/).



# RENEWAL RECOMMENDATION

**Full-Term Renewal** The Institute recommends that the SUNY Trustees approve the Application for Charter Renewal of Kings Collegiate Charter School and renew Uncommon New York City Charter Schools’s authority to operate the school for a period of five years with authority to provide instruction to students in Kindergarten through 12<sup>th</sup> grade in such configuration as set forth in its Application for Charter Renewal, with a projected total enrollment of 1293 students.

To earn a **Subsequent Full-Term Renewal**, a school must:



demonstrate that it has met or come close to meeting its academic Accountability Plan goals.<sup>3</sup>

## REQUIRED FINDINGS

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

- 1:** the school, as described in the Application for Charter Renewal meets the requirements of the Act and all other applicable laws, rules and regulations;
- 2:** the education corporation can demonstrate the ability to operate the school in an educationally and fiscally sound manner in the next charter term; and,
- 3:** given the programs it will offer, its structure and its purpose, approving the school to operate for another five years is likely to improve student learning and achievement and materially further the purposes of the Act.<sup>4</sup>

3. SUNY Renewal Policies  
(page 14).

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

Enrollment and retention targets apply to all charter schools approved pursuant to any of the Institute’s Request for Proposals (“RFP”) processes (August 2010-present) and charter schools that applied for renewal after January 1, 2011. Kings Collegiate Charter School (“Kings Collegiate”) received its original charter on July 31, 2006 and last applied for renewal in 2012. Per the amendments to the Act in 2010, charter schools are required to make good faith efforts to meet enrollment and retention targets for students with disabilities, English language learners (“ELLs”) and students who are eligible applicants for the federal Free and Reduced Price Lunch (“FRPL”) program.

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

Kings Collegiate makes good faith efforts to meet its enrollment and retention targets.

#### Students with Disabilities

- Kings Collegiate will target its outreach to the families of students with disabilities by focusing on recruiting efforts at organizations serving students with disabilities and creating recruiting materials that more explicitly target students with disabilities.

#### Economically Disadvantaged

- In order to meet enrollment targets for students who are eligible for FRPL, Kings Collegiate will continue to place a high priority on recruiting students who qualify for FRPL. Kings Collegiate will focus its recruiting efforts at organizations serving students who are eligible for FRPL, as well as conducting outreach in New York City Housing Authority housing developments.

# RENEWAL RECOMMENDATION

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## English Language Learners

- Kings Collegiate will continue to put a strong emphasis on recruiting students who are ELLs. In particular, recruitment efforts will focus on the recruitment of Spanish and Haitian Creole speaking students, which reflects the demographics of the neighborhood surrounding Kings Collegiate. Kings Collegiate will continue to target its outreach efforts at organizations serving students and families who are ELLs and will continue translating all its student recruitment materials.

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

## CONSIDERATION OF SCHOOL DISTRICT COMMENTS

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

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



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# SCHOOL BACKGROUND AND EXECUTIVE SUMMARY

## KINGS COLLEGIATE CHARTER SCHOOL

### BACKGROUND

Kings Collegiate received its original charter from the SUNY Trustees on July 31, 2006. It opened its doors in the fall of 2007 initially serving 75 students in 5<sup>th</sup> grade. The SUNY Trustees granted the school a full-term, initial renewal on January 25, 2012. Kings Collegiate is authorized to serve 398 students in grades kindergarten and 5 through 8 for the 2016-17 school year. The current charter term expires on July 31, 2017. A subsequent charter term would enable the school to operate through July 31, 2022. Kings Collegiate currently instructs Kindergarten students in temporarily allocated space in a New York City Department of Education (“NYCDOE”) public school building at 1784 Park Place, Brooklyn, NY. The space, which was formerly an annex of P.S. 178, is located in Community School District (“CSD”) 23. King Collegiate’s middle school grades (5-8) co-locate with the Middle School for Art & Philosophy at 1084 Lenox Rd, Brooklyn, NY, in CSD 18.

The mission of Kings Collegiate is:



*The mission of Uncommon New York City Charter Schools, including Kings Collegiate, is to prepare all our students to enter, succeed in, and graduate from a four-year college.*

Kings Collegiate is one of 13 schools Uncommon New York City Charter Schools (“Uncommon Schools NYC”), a not-for-profit charter school education corporation may operate.

Uncommon Schools, Inc. (the “network”), a New Jersey not-for-profit corporation, serves as the charter management organization (“CMO”) for Uncommon Schools NYC. The network operates charter schools across New York, Massachusetts, and New Jersey providing operational, instructional and performance management support to schools pursuant to a contract. The SUNY Trustees authorize 15 schools that contract with the network in New York City, Rochester and Troy that collectively educate over 8,500 students. No school is on probation, corrective action or subject to revocation or non-renewal.

Additional information about Uncommon Schools NYC’s program model and schools appears in the Education Corporation Overview in Appendix E.

## EXECUTIVE SUMMARY

Kings Collegiate continues to demonstrate academic success. During the charter term, Kings Collegiate met its key Accountability Plan goals in English language arts (“ELA”) and mathematics. The school consistently outperformed the local district, with students performing better than expected compared to demographically similar schools across the state each year. With effective instructional leadership and robust supports from the network, Kings Collegiate has a strong academic program that promotes high performance among students and teachers. Over the term, the school consistently met or exceeded its growth measure in ELA and mathematics, surpassing the state median in mathematics by 20 points in 2014-15. The Uncommon Schools NYC board of trustees (the “board”) is effective in its oversight of the school’s program, maintains the fiscal soundness of the school and the education corporation, appropriately monitors its CMO, and is generally legally compliant.

Based on the Institute’s review of the school’s performance as posted over the charter term; a review of the Application for Charter Renewal submitted by the school; a review of academic, organizational, governance and financial documentation; and, a renewal visit to the school, the Institute finds that the school meets the required criteria for a charter renewal. Kings Collegiate is academically and organizationally strong. Uncommon Schools NYC is fiscally sound, and its future plans for Kings Collegiate are reasonable, feasible and achievable. For these reasons, the Institute recommends that the SUNY Trustees grant the school a Subsequent Full-Term Renewal.

## NOTEWORTHY

During the 2015-16 school year, a Kings Collegiate student represented the school at the state championship in the National Geographic Bee.

# ACADEMIC PERFORMANCE



## IS THE SCHOOL AN ACADEMIC SUCCESS?

Given that Kings Collegiate met its Accountability Plan goals throughout the charter term, the school is an academic success. The network supports implementation of the school's effective educational program, including the phasing in of elementary grades in order to prepare students to meet the demands of secondary and post-secondary programs.

The Act outlines the requirement that authorizers “change from rule-based to performance-based accountability systems by holding [charter] schools . . . accountable for meeting measurable student achievement results.”<sup>5</sup> As described in this report, Kings Collegiate has satisfied the requirements of the Act as well as the SUNY Renewal Policies<sup>6</sup> as it has posted consistently strong outcomes as measured by performance on state assessments. This performance indicates Kings Collegiate’s curriculum, assessment system, instructional design and leadership combine into a demonstrably successful implementation of Uncommon Schools NYC’s model. The strength of that model, detailed in Appendix E, along with the strong and sustained student performance outcomes at Kings Collegiate provide the foundation for the Institute’s analysis that: 1) the school posts sufficient evidence to support the conclusion it meets the academic and organizational criteria called for in the SUNY Renewal Benchmarks; and, 2) the school’s strong performance merits a five-year renewal recommendation.

5. Education Law § 2850(2)(f).

6. SUNY Renewal Policies  
(pp. 12-15).

7. 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. In the case of subsequent renewal, the Accountability Plan covers the last year of the previous charter term through the second to last year of the charter term under review.

8. Education Law § 2850(2)(f).

9. Education Law § 2854(1)(d).

At the beginning of the Accountability Period,<sup>7</sup> the school developed and adopted an Accountability Plan that set academic goals in the key subjects of ELA and mathematics. For each goal in the Accountability Plan, specific outcome measures define the level of performance necessary to meet that goal. The Institute examines results for five required Accountability Plan measures to determine ELA and mathematics goal attainment. Because the Act requires charters be held “accountable for meeting measurable student achievement results”<sup>8</sup> and states the educational programs at a charter school must “meet or exceed the student performance standards adopted by the board of regents”<sup>9</sup> for other public schools, SUNY’s required accountability measures rest on performance as measured by statewide assessments. Historically, SUNY’s required measures include measures that present schools’:

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

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

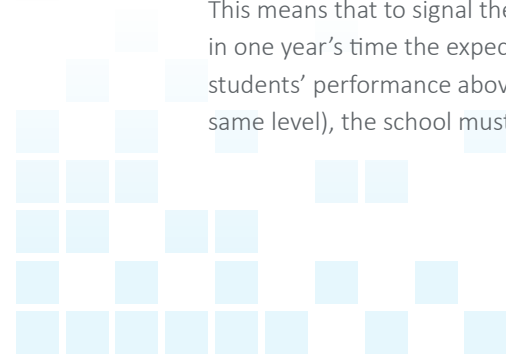
GROWTH PERFORMANCE, I.E., HOW MUCH DID THE SCHOOL GROW STUDENT PERFORMANCE AS COMPARED TO THE GROWTH OF SIMILARLY SITUATED STUDENTS?

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

The Institute analyzes every measure included in the school's Accountability Plan to determine its level of academic success, including the extent to which the school has established and maintained a record of high performance, and established progress toward meeting its academic Accountability Plan goals throughout the initial charter term. Since 2009, the Institute has examined but consistently de-emphasized the two absolute measures under each goal in elementary and middle schools' Accountability Plans because of changes to the state's assessment system. The analysis of elementary and middle school performance continues to focus primarily on the two comparative measures and the growth measure while also considering the two required absolute measures and any additional evidence the school presents using additional measures identified in its Accountability Plan. The Institute identifies the required measures (absolute proficiency, absolute Annual Measurable Objective attainment, comparison to local district, comparison to demographically similar schools, and student growth) in the Performance Summaries appearing in Appendix B.

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

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



# ACADEMIC PERFORMANCE

The Accountability Plan also includes science and No Child Left Behind (“NCLB”) goals.

Please note that for schools located in New York City, the Institute uses the CSD as the local school district.

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

Kings Collegiate consistently met each of its academic Accountability Plan goals during the charter term. The school exceeded its stated targets for ELA performance throughout the charter term and consistently improved its performance under new state standards during the last four years. Kings Collegiate also exceeded its performance expectations for mathematics and science throughout the charter term. The school met its NCLB goal as it has never been identified as a focus or priority school under the state’s NCLB accountability system.

Over the course of its second charter term, Kings Collegiate consistently met its key Accountability Plan goal in ELA. In comparison to schools across the state enrolling similar concentrations of economically disadvantaged students, the school performed higher than expected to a meaningful degree during 2011-12 through 2014-15 and higher than expected to a large degree in 2015-16. Kings Collegiate met its growth measure during every year of its five year Accountability Period. The school outperformed the district throughout the charter term, surpassing the percentage of students in the district who scored at or above proficiency on the state’s ELA exam by 14 points in 2015-16.

Kings Collegiate also met its mathematics goal consistently throughout the charter term. The school met its growth measure target each year, notably exceeding the state median of 50 by 20 percentile points in 2014-15. The same year, the school’s rate of students scoring

at or above proficiency on the state's mathematics exam exceeded that of the district by 45 percentage points and surpassed the district's performance consistently over the charter term. Kings Collegiate performed higher than expected to a large degree compared to schools in New York State enrolling similar percentages of economically disadvantaged students every year of its charter term.

The school met its science goal over the charter term. The school administered the Regents Living Environment exam to its 8<sup>th</sup> graders in lieu of the 8<sup>th</sup> grade science exam. As such, comparison data is not available. The school posted commendable achievement during each year of the Accountability Period, with 86 percent of the school's 8<sup>th</sup> graders scoring at or above proficiency in 2015-16.

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



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# ACADEMIC PERFORMANCE

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

	2013-14	2014-15	2015-16
<b>Enrollment (N) Receiving Mandated Academic Services</b>	(31)	(36)	(48)
<b>RESULTS</b>			
Tested on State Exams (N)	(31)	(36)	(48)
Percent Proficient on ELA Exam	0.0	5.6	6.3
Percent Proficient Statewide	5.0	5.8	7.9

	2013-14	2014-15	2015-16
<b>ELL Enrollment (N)</b>	(0)	(3)	(4)
<b>RESULTS</b>			
Tested on NYSESLAT* Exam (N)	(0)	(3)	(4)
Percent 'Commanding' or Making Progress† on NYSESLAT	N/A	s‡	s

\* New York State English as a Second Language Achievement Test, a standardized state exam.

† Defined as moving up at least one level of proficiency. Student scores fall into five categories/proficiency levels: Entering (formerly Beginning); Emerging (formerly Low Intermediate); Transitioning (formerly Intermediate); Expanding (formerly Advanced); and; Commanding (formerly Proficient).

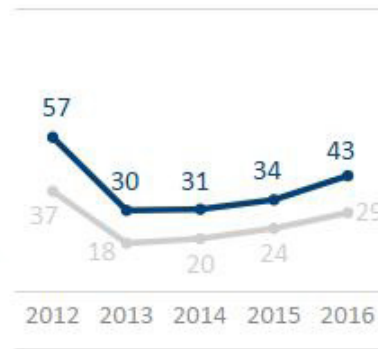
‡ In order to comply with Family Educational Rights and Privacy Act regulations on reporting education outcome data, the Institute does not report assessment results for groups containing five or fewer students.

KINGS COLLEGIATE CHARTER SCHOOL

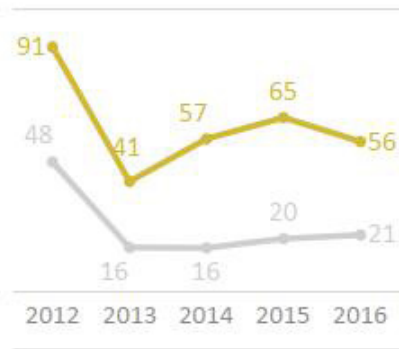
**REQUIRED MEASURE DESCRIPTION**

**Comparative Measure: District Comparison.** Each year, the percentage of students at Kings Collegiate in at least their second year performing at or above proficiency in **ELA** and **mathematics** will be greater than that of students in the same tested grades in CSD 18.

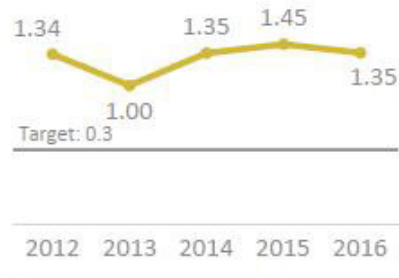
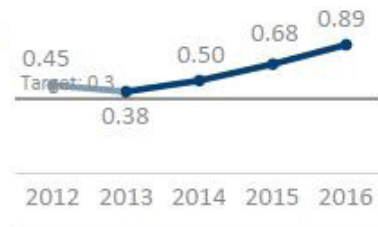
**ENGLISH LANGUAGE ARTS ACCOUNTABILITY PLAN GOAL**



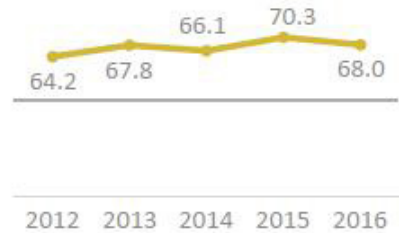
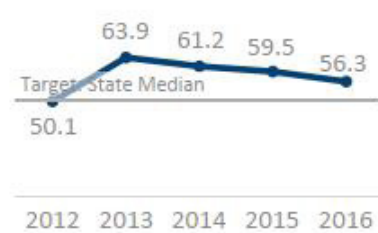
**MATHEMATICS ACCOUNTABILITY PLAN GOAL**



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



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



**SCIENCE ACCOUNTABILITY PLAN GOAL**

**Science:** The school administered the Regents Living Environment 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 proficient is presented here.



# ACADEMIC PERFORMANCE

## ACADEMIC PROGRAM SUMMARY

With support from the network, Kings Collegiate has a strong academic program that undergirds its ability to support teachers in promoting high achievement amongst students. School leaders hold weekly morning circles to discuss current events and other topics of interest, such as the potential impact of a single act of kindness. These meetings serve several purposes: to build students' character and independence; to engage students in formal conversations with adults; and, to model instructional and classroom management strategies to teachers. The instructional leadership team consisting of a principal and a director of curriculum and instruction provides strong coaching to school staff, conducting daily observations of teachers and providing in-the-moment and post-observation feedback to promote teacher development. Kings Collegiate's curriculum supports instructional planning, and the school's assessment system improves instructional effectiveness and student learning. The network provides Kings Collegiate with curriculum materials, including scope and sequence documents, unit plans and lesson plans lead planners from across the network create for each grade and subject. These documents are effective and allow teachers to know what to teach and when to teach it. The school administers valid and reliable assessments, including quarterly interim assessments ("IAs") the network creates, that provide actionable data for instructional staff. Teachers and school leaders hold weekly data meetings to discuss class and individual student performance and identify strategies to differentiate instruction. Teachers and leaders have access to student assessment data through a student information system ("SIS"), and the school communicates student achievement to parents through formal report cards four times a year.

Kings Collegiate has strong supports for students with disabilities. As part of its Response to Intervention ("RtI") system, when students do not make adequate progress with increased school supports, the school makes a referral to the district Committee on Special Education ("CSE"). As a charter school is considered part of the district under federal law for the purposes of providing settings and services to students with disabilities, the CSE holds statutory responsibility for evaluating special service needs and making Individualized Education Program ("IEP") determinations. Charter schools must then implement the IEPs approved by the CSE. In order to fulfill mandates for students with IEPs, the school utilizes push-in and pull-out interventions that special education teacher support services ("SETSS") provide. These supports are effective, as students with disabilities posted a mean growth percentile 16 points above the state median in mathematics in 2015-16.

Please refer to Appendix E for additional information on the Uncommon Schools NYC program and how it meets the demands of the SUNY Renewal Benchmarks.

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# ORGANIZATIONAL PERFORMANCE



## IS THE SCHOOL AN EFFECTIVE, VIABLE ORGANIZATION?

Kings Collegiate is an effective and viable organization that remains true to its mission and produces strong student outcomes. The board supports the school in meeting its Accountability Plan goals with thoughtful governance practices. During the current charter term of authority to operate the school, the board has generally abided by its by-laws and been in general and substantial compliance with the terms of its charter, code of ethics, applicable state and federal law, rules and regulations.

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

Kings Collegiate is faithful to its mission and key design elements. These can be found in the School Background section at the beginning of the report and Appendix A, respectively. Kings Collegiate has followed through on the promises it made at the time the SUNY Trustees granted the school’s original charter.

## ARE PARENTS/GUARDIANS AND STUDENTS SATISFIED WITH THE SCHOOL?

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

**Parent Survey Data.** The Institute compiled data from NYCDOE’s 2015-16 NYC School Survey. NYCDOE distributes the survey every year to compile data about school culture, instruction and systems for improvement. Kings Collegiate had an 85% parent response rate for the survey, and the vast majority of survey responses (93%) indicate high satisfaction with the school.

**SUNY RENEWAL BENCHMARK**  
:MISSION

**SUNY RENEWAL BENCHMARK**  
:SATISFACTION

**Parent Focus Group.** The Institute asks all schools facing renewal to convene a representative set of parents for a focus group discussion. A representative set includes parents of students in attendance at the school for multiple years, parents new to the school, parents of students receiving general education services, parents of students with special needs and parents of ELLs. Kings Collegiate participants expressed strong satisfaction with and loyalty to the school.

**Persistence in Enrollment.** An additional indicator of parent satisfaction is persistence in enrollment. In 2015-16, 93% of Kings Collegiate students returned from the previous year. Student persistence data from previous years of the charter term is available in Appendix A. The Institute derived the statistical information on persistence in enrollment from its database. No comparative data from the NYCDOE or the New York State Education Department (“NYSED”) is available to the Institute to provide either district wide or state context, which precludes comparative analyses. As such, the Institute presents these data for informational purposes only.

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

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

- The board has materially complied with the terms of its by-laws and code of ethics.
- The board receives specific and extensive reports on each school including fiscal, academic performance and other information.
- The board provides common oversight of multiple charter schools with fidelity. The board successfully sought a charter revision to add a high school program for Kings Collegiate in September 2016.
- The board has a deep understanding of the Uncommon Schools NYC finances and monitors the fiscal condition of each school.

SUNY  
RENEWAL  
BENCHMARK  
:POLICIES

# ORGANIZATIONAL PERFORMANCE

## SUNY RENEWAL BENCHMARK :COMPLIANCE

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

The Institute noted the following: the education corporation generally and substantially complies with applicable laws, rules and regulations and the provisions of its charter. The Institute has not issued any violation letters or placed the school on corrective action during the charter term.

- **Complaints.** The school has generated a handful of informal complaints related to student suspensions. The Institute directed the complainants to follow the appropriate complaint procedures and initial inquiries found no violations. One complaint also involved an injury to a student and another involved a physical restraint. The Institute received no formal complaints.



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# FISCAL PERFORMANCE



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

## IS THE EDUCATION CORPORATION FISCALLY SOUND?

Based on a review of the fiscal evidence collected through the renewal review, Uncommon Schools NYC is fiscally sound, as is its school, Kings Collegiate. The SUNY Fiscal Dashboard presents color-coded tables and charts indicating that Kings Collegiate and the education corporation have demonstrated fiscal soundness over the majority of the charter term.<sup>10</sup> (The SUNY Fiscal Dashboard for Kings Collegiate is included in Appendix D and the Fiscal Dashboard for the Uncommon Schools NYC education corporation appears in Appendix F.) The discussion that follows relates mainly to the education corporation because the school is not a legally distinct fiscal entity.

The network supports Kings Collegiate in the area of academic program, facility, fundraising, recruiting, training, professional development, financial management and human resources under the terms of a management contract that reflects an 8% management fee. 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 SCHOOL OPERATE PURSUANT TO A FISCAL PLAN IN WHICH IT CREATES REALISTIC BUDGETS THAT IT MONITORS AND ADJUSTS WHEN APPROPRIATE?

Kings Collegiate has adequate financial resources to ensure stable operations. Working with the network, Kings Collegiate has employed clear budgetary objectives and budget preparation procedures throughout the charter term.

- The director of finance is the guardian of the school's fiscal health and leads the development of the annual and five year budget process with the assistance of the school's leadership team. Although the principal and school board have the final say on fiscal matters, the school's director of operations is the driving force within the school on key financial decisions. The budgets are based on historical actual revenues and expenses and programmatic changes to ensure that the staff can properly support the proposed enrollment.

- The projected five-year renewal budget reflects anticipated increases in revenues and expenses associated with planned enrollment growth as the school grows to scale with Kindergarten through 12<sup>th</sup> grade.
- Kings Collegiate co-locates in two NYCDOE sites. Kindergarten is temporarily housed in an NYCDOE annex building in CSD 23, and anticipates moving to its permanent home in a new NYCDOE building in CSD 18 in 2017-18, where it will grow to scale and serve grades K-4. The middle grades operate in a separate site, and the school anticipates that the current and planned facilities are large enough to support the projected enrollment through the end of the next charter term.

## DOES THE SCHOOL MAINTAIN APPROPRIATE INTERNAL CONTROLS AND PROCEDURES?

Kings Collegiate has a history of sound fiscal policies, procedures and practices and maintains appropriate internal controls.

- The Uncommon Schools Fiscal Policies and Procedures Manual- NY Schools guides all internal controls and procedures. The manual contains fiscal policies and procedures that undergo ongoing reviews and updates.
- The most recent Kings Collegiate audit report identified a non-material deficiency in adherence to fiscal policies and procedures for expense reimbursement documentation review and approvals. Also, the independent auditors identified a transferred student file was not maintained as required under the record retention and maintenance , which was also found to be non-material. The school has taken steps to rectify these deficiencies going forward..

**SUNY  
RENEWAL  
BENCHMARK**  
:INTERNAL  
CONTROLS

## DOES THE SCHOOL COMPLY WITH FINANCIAL REPORTING REQUIREMENTS?

Kings Collegiate and the education corporation have complied with financial reporting requirements.

- The Institute, NYCDOE and NYSED have received the required financial reports on time, complete and follow generally accepted accounting principles (GAAP).

**SUNY  
RENEWAL  
BENCHMARK**  
:FINANCIAL  
REPORTING

# FISCAL PERFORMANCE

- Independent audits of annual financial statements have received unqualified opinions with one identified non-material deficiency in the handling of expense reimbursement review and approval and one missing student file.
- The school and education corporation have generally filed key reports timely and accurately including audit reports, budgets, unaudited quarterly reports of revenue, expenses and enrollment.

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

Kings Collegiate and the education corporation have maintained adequate financial resources to ensure stable operations.

- The school opened in 2007-08. Now in its second charter term, the school has consistently had operating surpluses and strong enrollment.
- The education corporation fiscal dashboard in Appendix F reflects fiscally strong organization.
- The education corporation benefits from a combined balance sheet that pools individual schools' assets and liabilities. In order to track the operations of any individual school within an education corporation, the Institute tracks each individual school's revenues and expenses to report operating surpluses or deficits.
- The education corporation had total net assets of approximately \$24.3 million as of the June 30, 2015. Kings Collegiate as an individual school reports net assets of approximately \$2.7 million and cash on hand of 3.8 months to cover liabilities coming due shortly.
- In accordance with a newer requirement of charter agreements, Uncommon Schools NYC has established the separate bank account for the merged dissolution fund reserve of \$350,000.



SUNY Charter Schools Institute  
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Albany, New York

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Albany, New York

# FUTURE PLANS



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

Kings Collegiate has demonstrated academic success by meeting its Accountability Plan goals and maintains a strong educational program. The school operates as an effective and viable organization, and the education corporation is fiscally sound. Thus, the plans to implement the educational program as proposed during the next charter term are reasonable, feasible and achievable.

Uncommon Schools NYC plans to continue to operate Kings Collegiate in accordance with its approved program model. The school will continue to expand to include elementary and high school grades and will provide instruction for students in Kindergarten through 12<sup>th</sup> grade at the end of the next charter term.

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

**Plans for the Educational Program.** Kings Collegiate plans to continue to implement the same core elements that have led the school to meet its Accountability Plan goals during the current charter term; these core elements are likely to enable the school to meet its goals in the future.

	CURRENT	END OF NEXT CHARTER TERM
<b>Enrollment</b>	398	1293
<b>Grade Span</b>	K, 5-8	K-12
<b>Teaching Staff</b>	31	122
<b>Days of Instruction</b>	185	185

**Plans for Board Oversight & Governance.** Board members express interest in continuing to serve Uncommon Schools NYC in the next charter term.

**Fiscal & Facility Plans.** Based on evidence collected through the renewal review, including a review of the 5-year financial plan, Uncommon Schools NYC presents a reasonable and appropriate fiscal plan for the next charter term including education corporation and school budgets that are feasible and achievable. The education corporation intends to maintain its contractual relationship with the network.

Kings Collegiate plans to provide instruction for Kindergarten through 12<sup>th</sup> grade in NYCDOE public school space.

The school's Application for Charter Renewal contains all necessary elements as required by the Act. The proposed school calendar allots an appropriate amount of instructional time to meet or exceed instructional time requirements, and taken together with other academic and key design elements, should be sufficient to allow the school to meet its proposed Accountability Plan goals. The education corporation has amended or will amend other key aspects of the renewal application, as appropriate.

Kings  
Collegiate

# Ax

APPENDICES

PAGES Ax 1-48

<b>SO<sup>A</sup></b> SCHOOL OVERVIEW	<b>PS<sup>B</sup></b> PERFORMANCE SUMMARIES	<b>DC<sup>C</sup></b> DISTRICT COMMENTS	<b>FD<sup>D</sup></b> FISCAL DASHBOARD	<b>EO<sup>E</sup></b> ED CORP OVERVIEW	<b>EF<sup>F</sup></b> ED CORP FISCAL
PAGE Ax 1	PAGE Ax 7	PAGE Ax 9	PAGE Ax 11	PAGE Ax 15	PAGE Ax 45

# APPENDIX A: School Overview

## BOARD OF TRUSTEES

### CHAIR

Linton Mann III

### VICE CHAIR

Tony Pasquariello

### TREASURER

Joseph Wayland

### MEMBER EX-OFFICIO

Brett Peiser

### TRUSTEES

Ian Sacks

John Kim

St. Claire Gerald

Ekwutozia Nwabuzor

Chrystal Stoke Williams

Shakima Jones

Laura Blankfein

Alison Mass

Arvind Krishnamurthy

Michelle Hall

Jeff Wetzler

Caroline Curry

David Saltzman

John Greenstein

## SCHOOL LEADERS

### PRINCIPAL

*Robert Sgobbo (August 2016 to Present) (Kindergarten)*

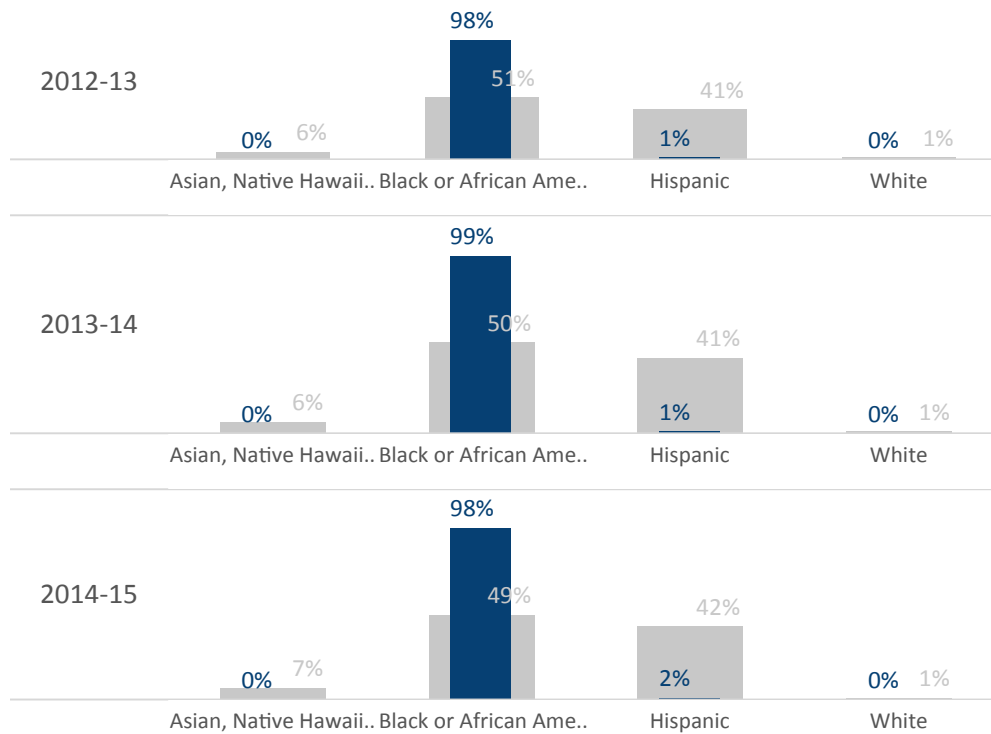
*Scott Schuster (2010-11 to Present) (Grades 5-8)*

## SCHOOL CHARACTERISTICS

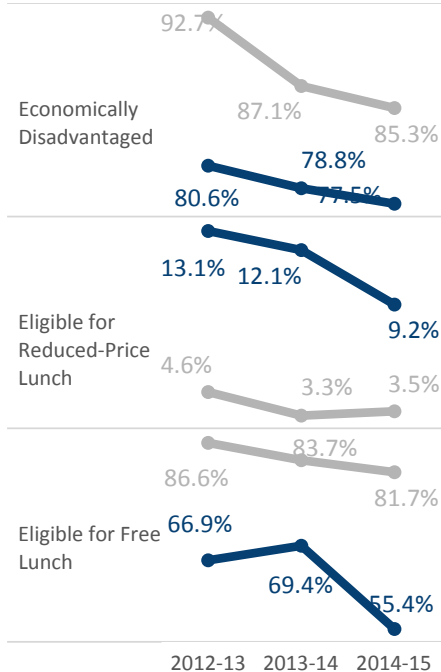
SCHOOL YEAR	CHARTERED ENROLLMENT	ACTUAL ENROLLMENT	ACTUAL AS A PERCENTAGE OF CHARTERED ENROLLMENT	PROPOSED GRADES	ACTUAL GRADES
2012-13	383	361	94%	5-8	5-8
2013-14	434	410	94%	5-8	5-8
2014-15	481	484	101%	5-8	5-8
2015-16	312	328	105%	5-8	5-8
2016-17	398	Not Yet Available	Not Yet Available	K, 5-8	K, 5-8

### STUDENT DEMOGRAPHICS: RACE/ETHNICITY

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

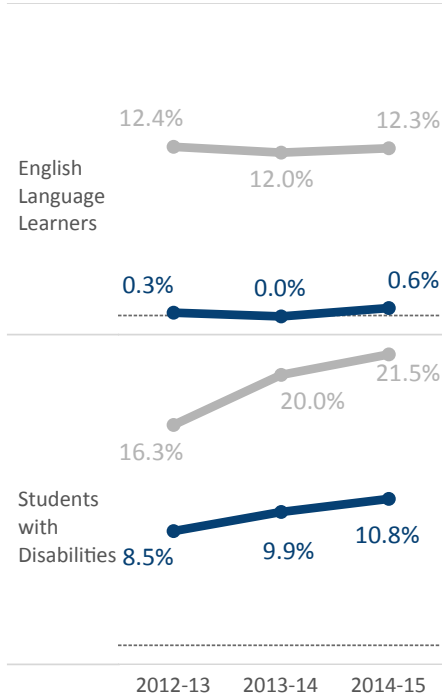


### STUDENT DEMOGRAPHICS: FREE/REDUCED LUNCH



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

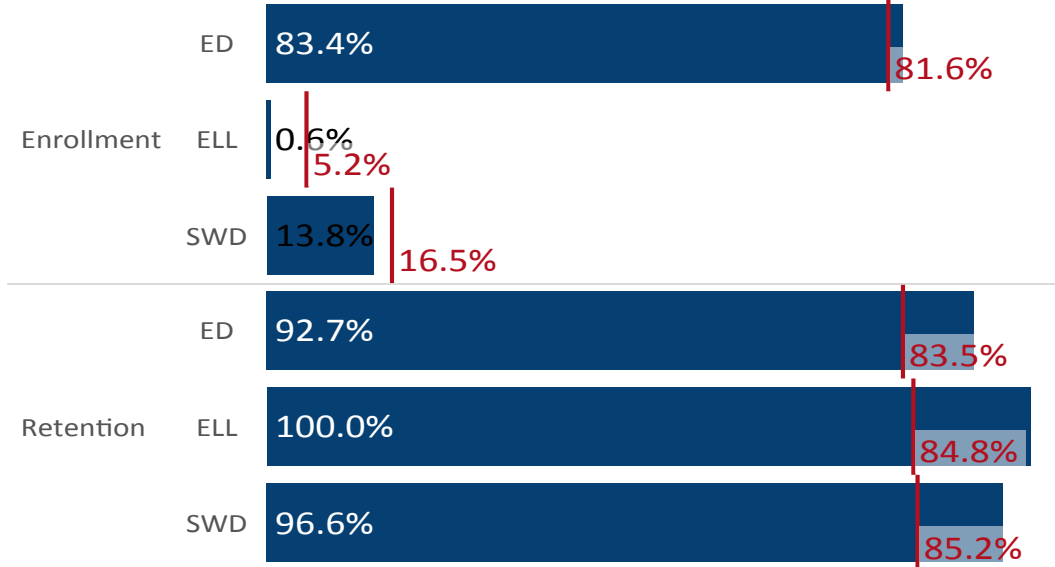
### STUDENT DEMOGRAPHICS: SPECIAL POPULATIONS



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

# APPENDIX A: School Overview

## ENROLLMENT AND RETENTION TARGETS



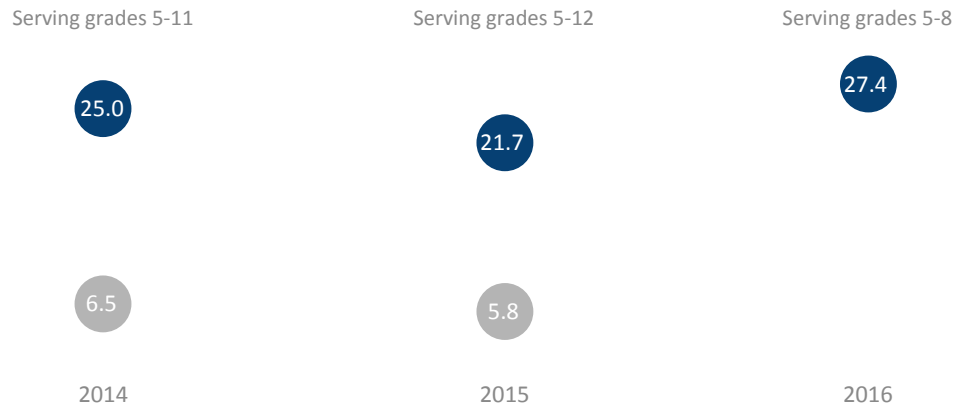
The chart illustrates the school's **current enrollment and retention percentages** against the **enrollment and retention targets**. As required by Education Law § 2851(4)(e), a school must include in its renewal application information regarding the efforts it has, and will, put in place to meet or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

## PERSISTENCE IN ENROLLMENT



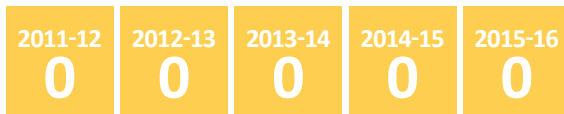
Persistence in enrollment illustrates the percentage of students not scheduled to age out of the school who re-enroll from the previous year. The Institute derived the statistical information on enrollment persistence from its database. No comparative data from NYCDOE or NYSED is available to the Institute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

SUSPENSIONS: **KINGS COLLEGIATE** SUSPENSION RATE AND THE **DISTRICT** SUSPENSION RATE.



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

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



PARENT SATISFACTION SURVEY RESULTS: % OF RESPONDENTS WHO AGREE THE SCHOOL HAS THE FOLLOWING ELEMENTS IN PLACE:



# APPENDIX A: School Overview

## TIMELINE OF CHARTER SCHOOL RENEWAL



## SCHOOL VISIT HISTORY

SCHOOL YEAR	VISIT TYPE	DATE
<b>2007-08</b>	First Year	Mar 27, 2008
<b>2008-09</b>	Evaluation	May 6-7, 2009
<b>2009-10</b>	Evaluation	March 11, 2010

## CONDUCT OF THE RENEWAL VISIT

DATE(S) OF VISIT	EVALUATION TEAM MEMBERS	TITLE
<b>September 26, 2016</b>	Chastity McFarlan, PhD	School Evaluation Analyst
	Sinnjinn Bucknell	Performance and Systems Analyst

## KEY DESIGN ELEMENTS

ELEMENT	EVIDENT?
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.	+

# APPENDIX B: Performance Summaries

## SCHOOL PERFORMANCE SUMMARY: English Language Arts Kings Collegiate Charter School

	2013-14 Grades Served: 5-11				2014-15 Grades Served: 5-12				2015-16 Grades Served: 5-8				MET
	Grades	All Students % (N)	2+ Years Students % (N)	MET	Grades	All Students % (N)	2+ Years Students % (N)	MET	Grades	All Students % (N)	2+ Years Students % (N)	MET	
<b>ABSOLUTE MEASURES</b> 1. Each year 75 percent of students who are enrolled in at least their second year will perform at proficiency on the New York State exam.	3	(0)	(0)		3	(0)	(0)		3	(0)	(0)		
	4	(0)	(0)		4	(0)	(0)		4	(0)	(0)		
	5	16.2 (74)	0.0 (5)		5	19.5 (82)	0.0 (4)		5	28.6 (84)	0.0 (8)		
	6	27.8 (79)	26.0 (73)		6	32.9 (85)	35.5 (62)		6	37.2 (86)	43.1 (72)		
	7	31.3 (67)	32.1 (56)		7	25.3 (75)	27.1 (70)		7	41.0 (83)	42.9 (77)		
	8	36.4 (66)	36.9 (65)	NA	8	44.8 (67)	43.3 (60)	NO	8	47.9 (71)	48.5 (68)	NO	
	All	27.6(286)	30.7 (199)		All	30.1 (309)	34.2 (196)		All	38.3(324)	43.1 (225)		
2. Each year the school's aggregate Performance Level Index on the State exam will meet the Annual Measurable Objective set forth in the State's NCLB accountability system.	Grades	PLI	AMO		Grades	PLI	AMO		Grades	PI	AMO		
	5-8	109	89	YES	5-8	112	97	YES	5-8	118	104	YES	
<b>COMPARATIVE MEASURES</b> 3. Each year the percent of students enrolled in at least their second year and performing at proficiency will be greater than that of students in the same grades in the local district.	Comparison: Brooklyn District 18				Comparison: Brooklyn District 18				Comparison: Brooklyn District 18				
	Grades	School	District		Grades	School	District		Grades	School	District		
	6-8	30.7	19.8	YES	6-8	34.2	23.6	YES	6-8	43.1	29.3	YES	
4. Each year the school will exceed its predicted percent of students at proficiency on the state exam by at least a small Effect Size (at least 0.3) based on its percentage of Economically Disadvantaged students.	Effect Size				Effect Size				Effect Size				
	% ED	Actual	Predicted		% ED	Actual	Predicted		% ED	Actual	Predicted		
	77.4	27.6	20.7	0.50	79.1	30.1	19.9	0.69	80.9	38.3	24.0	0.89	
<b>GROWTH MEASURE</b> 5. Each year, the school's unadjusted mean growth percentile will meet or exceed the state's unadjusted median growth percentile.	State				State				State				
	Grades	School			Grades	School			Grades	School			
	4	0.0			4	0.0			4	0.0			
	5	52.0			5	53.6			5	56.7			
	6	71.8			6	66.6			6	57.7			
	7	65.8			7	62.3			7	60.3			
	8	53.9			8	54.1			8	47.5			
	All	61.2	50.0	YES	All	59.5	50.0	YES	All	56.3	50.0	YES	

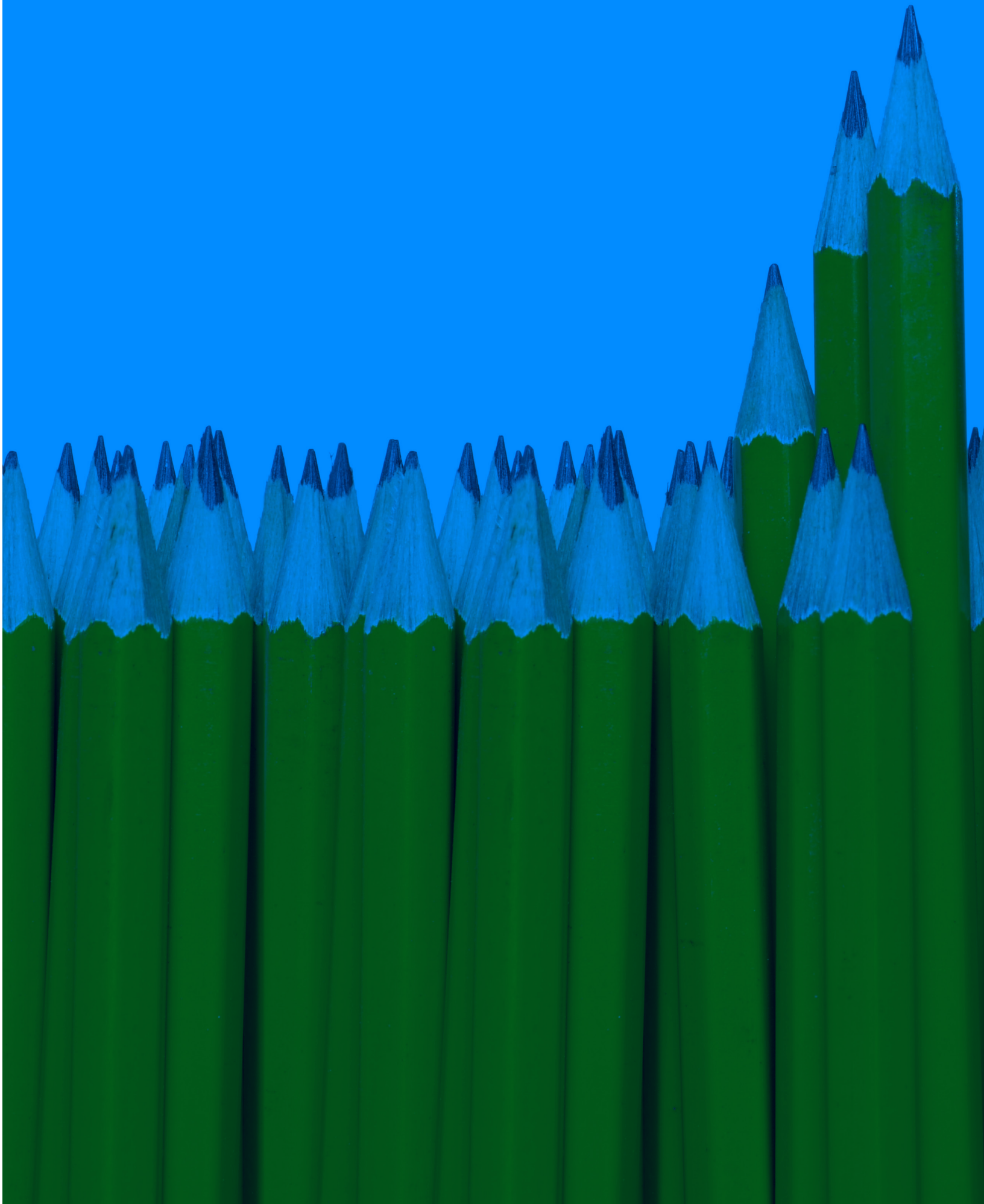
## SCHOOL PERFORMANCE SUMMARY: Mathematics

### Kings Collegiate Charter School

	2013-14 Grades Served: 5-11				2014-15 Grades Served: 5-12				2015-16 Grades Served: 5-8			
	All Students		2+ Years Students		All Students		2+ Years Students		All Students		2+ Years Students	
	Grades	% (N)	Grades	% (N)	Grades	% (N)	Grades	% (N)	Grades	% (N)	Grades	% (N)
<b>ABSOLUTE MEASURES</b> 1. Each year 75 percent of students who are enrolled in at least their second year will perform at proficiency on the New York State exam.	3	(0)	(0)	(0)	3	(0)	(0)	(0)	3	(0)	(0)	(0)
	4	(0)	(0)	(0)	4	(0)	(0)	(0)	4	(0)	(0)	(0)
	5	32.4 (74)	20.0 (5)	34.1 (82)	25.0 (4)	5	33.3 (84)	0.0 (8)	5	33.3 (84)	0.0 (8)	0.0 (8)
	6	55.7 (79)	56.2 (73)	68.2 (85)	69.4 (62)	6	47.1 (85)	50.7 (71)	6	47.1 (85)	50.7 (71)	50.7 (71)
	7	62.7 (67)	66.1 (56)	60.0 (75)	62.9 (70)	7	65.1 (83)	66.2 (77)	7	65.1 (83)	66.2 (77)	66.2 (77)
	8	51.5 (66)	52.3 (65)	54.1 (242)	64.7 (136)	8	(0)	(0)	8	(0)	(0)	(0)
	All	50.3 (286)	56.8 (199)	54.1 (242)	64.7 (136)	All	48.4 (252)	55.8 (156)	All	48.4 (252)	55.8 (156)	55.8 (156)
2. Each year the school's aggregate Performance Level Index on the State exam will meet the Annual Measurable Objective set forth in the State's NCLB accountability system.	Grades	PLI	AMO		Grades	PLI	AMO		Grades	PI	AMO	
	5-8	138	86	YES	5-8	138	94	YES	5-8	131	101	YES
<b>COMPARATIVE MEASURES</b> 3. Each year the percent of students enrolled in at least their second year and performing at proficiency will be greater than that of students in the same grades in the local district.	Comparison: Brooklyn District 18				Comparison: Brooklyn District 18				Comparison: Brooklyn District 18			
	Grades	School	District		Grades	School	District		Grades	School	District	
	6-8	56.8	16.3	YES	6-7	64.7	19.7	YES	6-8	55.8	21.1	YES
4. Each year the school will exceed its predicted percent of students at proficiency on the State exam by at least a small Effect Size (at least 0.3) based on its percentage of Economically Disadvantaged students.	Effect Size				Effect Size				Effect Size			
	% ED	Actual	Predicted	Effect Size	% ED	Actual	Predicted	Effect Size	% ED	Actual	Predicted	Effect Size
	77.5	50.3	23.6	1.35	79.0	54.1	25.9	1.46	82.3	48.4	23.0	1.35
<b>GROWTH MEASURE</b> 5. Each year, the school's unadjusted mean growth percentile will meet or exceed the state's unadjusted median growth percentile.	Grades	School	State		Grades	School	State		Grades	School	State	
	4	0.0			4	0.0			4	0.0		
	5	59.6			5	59.0			5	68.2		
	6	74.0			6	84.1			6	69.5		
	7	72.3			7	65.4			7	66.1		
	8	57.9		8	0.0			8	0.0			
	All	66.1	50.0	YES	All	70.3	50.0	YES	All	68.0	50.0	YES

# APPENDIX C: District Comments

NO COMMENTS RECEIVED



# APPENDIX D: Fiscal Dashboard

## KINGS COLLEGIATE CHARTER SCHOOL

### SCHOOL INFORMATION

#### BALANCE SHEET

Opened 2007-08

##### Assets

##### Current Assets

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

##### Total Current Assets - GRAPH 1

Property, Building and Equipment, net  
Other Assets

##### Total Assets - GRAPH 1

##### Liabilities and Net Assets

##### Current Liabilities

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

##### Total Current Liabilities - GRAPH 1

L-T Debt and Notes Payable, net current maturities

##### Total Liabilities - GRAPH 1

##### Net Assets

Unrestricted  
Temporarily restricted

##### Total Net Assets

##### Total Liabilities and Net Assets

#### ACTIVITIES

##### Operating Revenue

Resident Student Enrollment  
Students with Disabilities

##### Grants and Contracts

State and local  
Federal - Title and IDEA  
Federal - Other  
Other  
Food Service/Child Nutrition Program

##### Total Operating Revenue

##### Expenses

Regular Education  
SPED  
Regular Education & SPED (combined)  
Other

##### Total Program Services

Management and General  
Fundraising

##### Total Expenses - GRAPHS 2, 3 & 4

##### Surplus / (Deficit) From School Operations

##### Support and Other Revenue

Contributions  
Fundraising  
Miscellaneous Income  
Net assets released from restriction

##### Total Support and Other Revenue

Total Unrestricted Revenue

Total Temporarily Restricted Revenue

##### Total Revenue - GRAPHS 2 & 3

##### Change in Net Assets

##### Net Assets - Beginning of Year - GRAPH 2

Prior Year Adjustment(s)

##### Net Assets - End of Year - GRAPH 2

	2010-11	2011-12	2012-13	2013-14	2014-15
<b>Assets</b>					
<b>Current Assets</b>					
Cash and Cash Equivalents - GRAPH 1	1,232,389	1,524,004	1,926,024	2,088,207	2,355,877
Grants and Contracts Receivable	208,140	139,274	97,655	117,868	95,226
Accounts Receivable	-	293,482	279,173	-	-
Prepaid Expenses	49,827	46,765	102,021	165,843	150,925
Contributions and Other Receivables	22,066	-	-	-	-
<b>Total Current Assets - GRAPH 1</b>	<b>1,512,422</b>	<b>2,003,525</b>	<b>2,404,873</b>	<b>2,371,918</b>	<b>2,602,028</b>
Property, Building and Equipment, net	307,618	276,624	281,169	389,004	353,938
Other Assets	261,011	-	-	-	-
<b>Total Assets - GRAPH 1</b>	<b>2,081,051</b>	<b>2,280,149</b>	<b>2,686,042</b>	<b>2,760,922</b>	<b>2,955,966</b>
<b>Liabilities and Net Assets</b>					
<b>Current Liabilities</b>					
Accounts Payable and Accrued Expenses	366,787	422,649	464,929	400,640	227,533
Accrued Payroll and Benefits	-	-	-	-	-
Deferred Revenue	-	-	-	-	-
Current Maturities of Long-Term Debt	-	-	-	-	-
Short Term Debt - Bonds, Notes Payable	-	-	-	-	-
Other	-	-	-	-	-
<b>Total Current Liabilities - GRAPH 1</b>	<b>366,787</b>	<b>422,649</b>	<b>464,929</b>	<b>400,640</b>	<b>227,533</b>
L-T Debt and Notes Payable, net current maturities	-	-	-	-	-
<b>Total Liabilities - GRAPH 1</b>	<b>366,787</b>	<b>422,649</b>	<b>464,929</b>	<b>400,640</b>	<b>227,533</b>
<b>Net Assets</b>					
Unrestricted	964,000	893,500	1,097,113	1,236,282	1,459,433
Temporarily restricted	750,264	964,000	1,124,000	1,124,000	1,269,000
<b>Total Net Assets</b>	<b>1,714,264</b>	<b>1,857,500</b>	<b>2,221,113</b>	<b>2,360,282</b>	<b>2,728,433</b>
<b>Total Liabilities and Net Assets</b>	<b>2,081,051</b>	<b>2,280,149</b>	<b>2,686,042</b>	<b>2,760,922</b>	<b>2,955,966</b>
<b>ACTIVITIES</b>					
<b>Operating Revenue</b>					
Resident Student Enrollment	3,603,592	3,730,747	4,979,573	5,428,370	6,665,725
Students with Disabilities	186,502	220,580	266,680	339,234	470,584
<b>Grants and Contracts</b>					
State and local	21,707	-	-	-	-
Federal - Title and IDEA	177,199	265,572	239,474	204,414	223,101
Federal - Other	42,115	-	55,791	85,622	66,119
Other	8,653	487,452	-	-	-
Food Service/Child Nutrition Program	-	-	-	-	-
<b>Total Operating Revenue</b>	<b>4,039,768</b>	<b>4,704,351</b>	<b>5,541,518</b>	<b>6,057,640</b>	<b>7,425,529</b>
<b>Expenses</b>					
Regular Education	3,244,593	4,544,994	4,714,832	5,353,012	6,230,272
SPED	-	-	272,243	305,856	368,033
Regular Education & SPED (combined)	-	-	-	-	-
Other	-	-	-	-	-
<b>Total Program Services</b>	<b>3,244,593</b>	<b>4,544,994</b>	<b>4,987,075</b>	<b>5,658,868</b>	<b>6,598,305</b>
Management and General	387,901	454,871	538,618	655,393	816,691
Fundraising	-	-	-	-	-
<b>Total Expenses - GRAPHS 2, 3 &amp; 4</b>	<b>3,632,494</b>	<b>4,999,865</b>	<b>5,525,693</b>	<b>6,314,261</b>	<b>7,414,996</b>
<b>Surplus / (Deficit) From School Operations</b>	<b>407,274</b>	<b>(295,514)</b>	<b>15,825</b>	<b>(256,621)</b>	<b>10,533</b>
<b>Support and Other Revenue</b>					
Contributions	-	-	325,782	364,150	301,000
Fundraising	9,231	438,750	29	-	-
Miscellaneous Income	-	-	21,977	31,640	56,618
Net assets released from restriction	-	-	-	-	-
<b>Total Support and Other Revenue</b>	<b>9,231</b>	<b>438,750</b>	<b>347,788</b>	<b>395,790</b>	<b>357,618</b>
Total Unrestricted Revenue	4,048,999	5,143,101	5,889,306	6,453,430	7,783,147
Total Temporarily Restricted Revenue	-	-	-	-	-
<b>Total Revenue - GRAPHS 2 &amp; 3</b>	<b>4,048,999</b>	<b>5,143,101</b>	<b>5,889,306</b>	<b>6,453,430</b>	<b>7,783,147</b>
<b>Change in Net Assets</b>	<b>416,505</b>	<b>143,236</b>	<b>363,613</b>	<b>139,169</b>	<b>368,151</b>
<b>Net Assets - Beginning of Year - GRAPH 2</b>	<b>1,297,759</b>	<b>1,714,264</b>	<b>1,857,501</b>	<b>2,221,113</b>	<b>2,360,282</b>
Prior Year Adjustment(s)	-	-	-	-	-
<b>Net Assets - End of Year - GRAPH 2</b>	<b>1,714,264</b>	<b>1,857,500</b>	<b>2,221,114</b>	<b>2,360,282</b>	<b>2,728,433</b>

**SCHOOL INFORMATION - (Continued)**

**Functional Expense Breakdown**

	2010-11	2011-12	2012-13	2013-14	2014-15
Personnel Service					
Administrative Staff Personnel	2,129,809	160,717	185,679	252,231	1,243,414
Instructional Personnel	-	2,811,044	3,127,337	3,500,663	3,012,278
Non-Instructional Personnel	-	-	-	-	-
Personnel Services (Combined)	-	-	-	-	-
<b>Total Salaries and Staff</b>	<b>2,129,809</b>	<b>2,971,761</b>	<b>3,313,016</b>	<b>3,752,894</b>	<b>4,255,692</b>
Fringe Benefits & Payroll Taxes	376,820	461,995	516,427	606,432	706,573
Retirement	-	-	-	-	-
Management Company Fees	380,064	412,219	466,287	479,760	588,753
Building and Land Rent / Lease	(11,433)	92,779	104,301	127,047	139,419
Staff Development	89,073	143,597	159,097	175,635	223,336
Professional Fees, Consultant & Purchased Services	24,647	16,685	16,750	22,306	28,611
Marketing / Recruitment	-	-	-	-	-
Student Supplies, Materials & Services	277,491	295,431	282,661	336,406	493,707
Depreciation	93,652	96,806	105,465	134,806	134,235
Other	272,371	508,592	561,689	678,975	844,670
<b>Total Expenses</b>	<b>3,632,494</b>	<b>4,999,865</b>	<b>5,525,693</b>	<b>6,314,261</b>	<b>7,414,996</b>

**SCHOOL ANALYSIS**

**ENROLLMENT**

	2010-11	2011-12	2012-13	2013-14	2014-15
Chartered Enroll	277	274	383	434	481
Revised Enroll	-	-	-	-	-
Actual Enroll - <b>GRAPH 4</b>	260	265	361	410	484
Chartered Grades	5-8	5-8	5-10	5-12	5-12
Revised Grades	-	-	-	-	-

**Primary School District:**

Per Pupil Funding (Weighted Avg of All Districts)	2010-11	2011-12	2012-13	2013-14	2014-15
Increase over prior year	12,443	13,527	13,527	13,527	13,527
	0.0%	8.0%	0.0%	0.0%	0.0%

**PER STUDENT BREAKDOWN**

**Revenue**

	2010-11	2011-12	2012-13	2013-14	2014-15
Operating	15,538	17,752	15,350	14,775	15,347
Other Revenue and Support	36	1,656	963	965	739
<b>TOTAL - GRAPH 3</b>	<b>15,573</b>	<b>19,408</b>	<b>16,314</b>	<b>15,740</b>	<b>16,087</b>

**Expenses**

	2010-11	2011-12	2012-13	2013-14	2014-15
Program Services	12,479	17,151	13,815	13,802	13,638
Management and General, Fundraising	1,492	1,716	1,492	1,599	1,688
<b>TOTAL - GRAPH 3</b>	<b>13,971</b>	<b>18,867</b>	<b>15,307</b>	<b>15,401</b>	<b>15,326</b>
% of Program Services	89.3%	90.9%	90.3%	89.6%	89.0%
% of Management and Other	10.7%	9.1%	9.7%	10.4%	11.0%
<b>% of Revenue Exceeding Expenses - GRAPH 5</b>	<b>11.5%</b>	<b>2.9%</b>	<b>6.6%</b>	<b>2.2%</b>	<b>5.0%</b>

**Student to Faculty Ratio**

	2010-11	2011-12	2012-13	2013-14	2014-15
Student to Faculty Ratio	10.0	8.3	8.9	7.7	11.6

**Faculty to Admin Ratio**

	2010-11	2011-12	2012-13	2013-14	2014-15
Faculty to Admin Ratio	3.3	16.0	15.3	17.7	2.8

**Financial Responsibility Composite Scores - GRAPH 6**

Score	2010-11	2011-12	2012-13	2013-14	2014-15
Fiscally Strong 1.5 - 3.0 / Fiscally Adequate 1.0 - 1.4 / Fiscally Needs Monitoring < 1.0	3.0	2.9	3.0	2.8	3.0
	Fiscally Strong	Fiscally Strong	Fiscally Strong	Fiscally Strong	Fiscally Strong

**Working Capital - GRAPH 7**

	2010-11	2011-12	2012-13	2013-14	2014-15
Net Working Capital	1,145,635	1,580,876	1,939,944	1,971,278	2,374,495
As % of Unrestricted Revenue	28.3%	30.7%	32.9%	30.5%	30.5%
Working Capital (Current) Ratio Score	4.1	4.7	5.2	5.9	11.4
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**

	2010-11	2011-12	2012-13	2013-14	2014-15
Score	4.0	4.6	5.0	5.5	10.8
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**

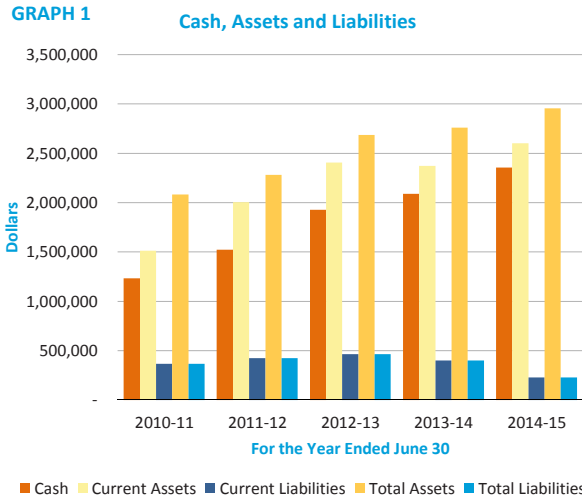
	2010-11	2011-12	2012-13	2013-14	2014-15
Score	0.2	0.2	0.2	0.1	0.1
Risk (Low < 0.50 / Medium 0.51 - .95 / High > 1.0)	LOW	LOW	LOW	LOW	LOW
Rating (Excellent < 0.50 / Good 0.51 - .95 / Poor > 1.0)	Excellent	Excellent	Excellent	Excellent	Excellent

**Months of Cash - GRAPH 8**

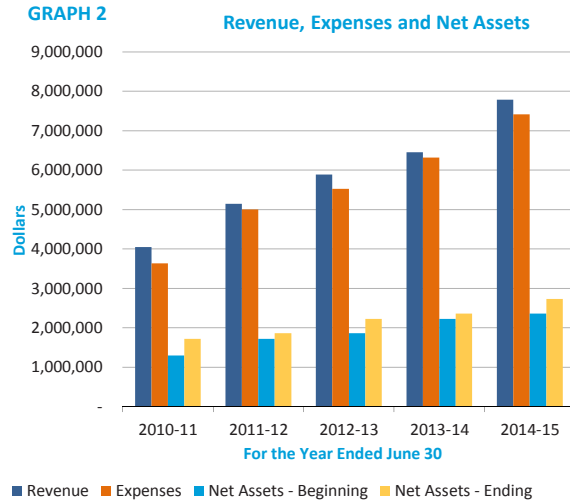
	2010-11	2011-12	2012-13	2013-14	2014-15
Score	4.1	3.7	4.2	4.0	3.8
Risk (Low > 3 mo. / Medium 1 - 3 mo. / High < 1 mo.)	LOW	LOW	LOW	LOW	LOW
Rating (Excellent > 3 mo. / Good 1 - 3 mo. / Poor < 1 mo.)	Excellent	Excellent	Excellent	Excellent	Excellent

# APPENDIX D: Fiscal Dashboard

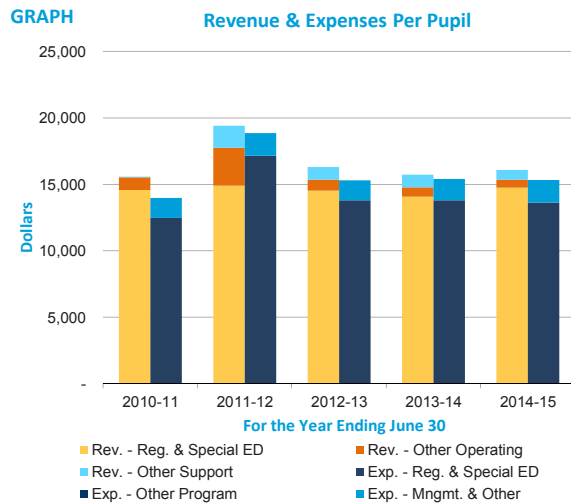
## KINGS COLLEGIATE CHARTER SCHOOL



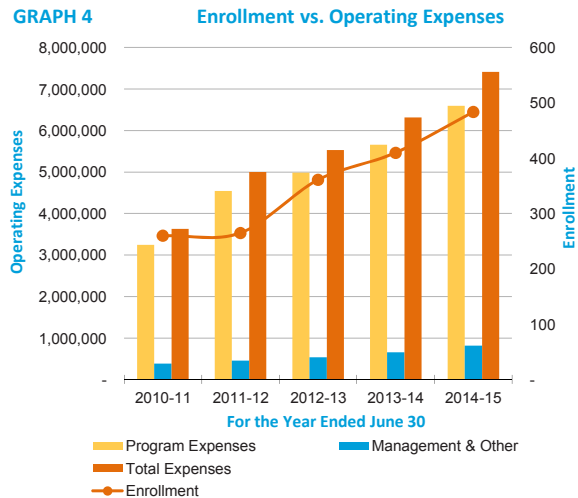
This chart illustrates the relationship between assets and liabilities and to what extent cash reserves makes up current assets. Ideally for each subset, subsets 2 thru 4, (i.e. current assets vs. current liabilities), the column on the left is taller than the immediate column on the right; and, generally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



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.



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.

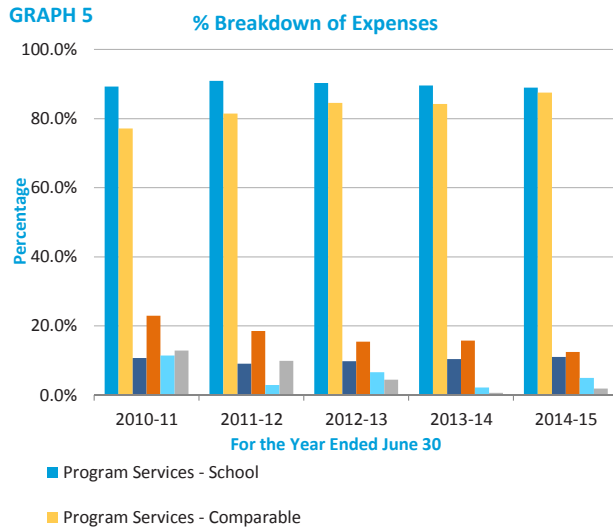


This chart illustrates to what extent the school's operating expenses have followed its student enrollment pattern. A baseline assumption that this data tests is that operating expenses increase with each additional student served. This chart also compares and contrasts growth trends of both, giving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

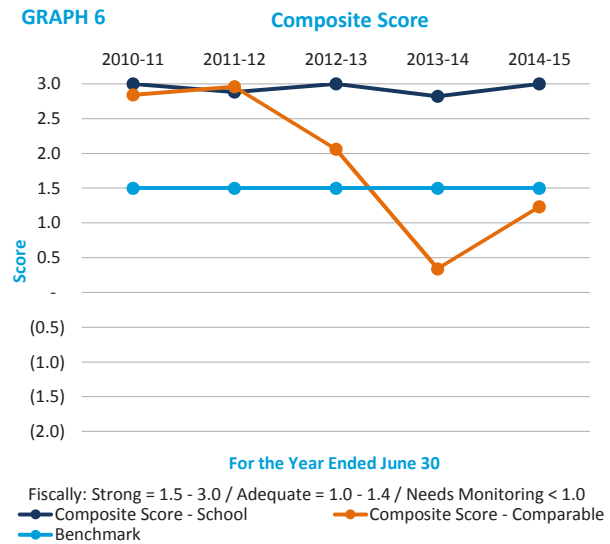
**KINGS COLLEGIATE CHARTER SCHOOL**

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

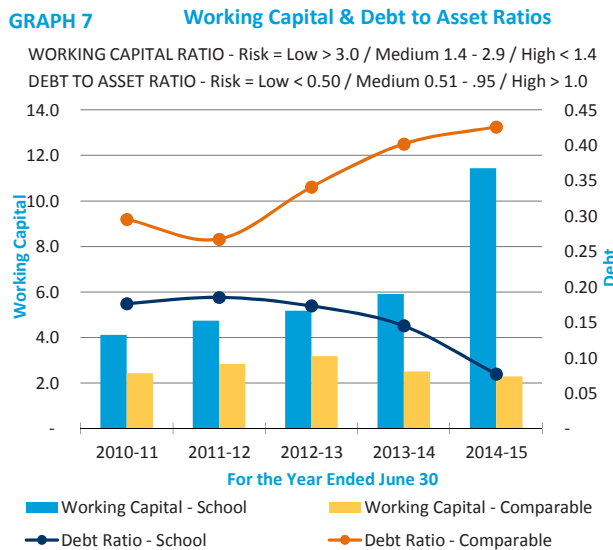
\* Average = Average - 5 Yrs. OR Charter Term



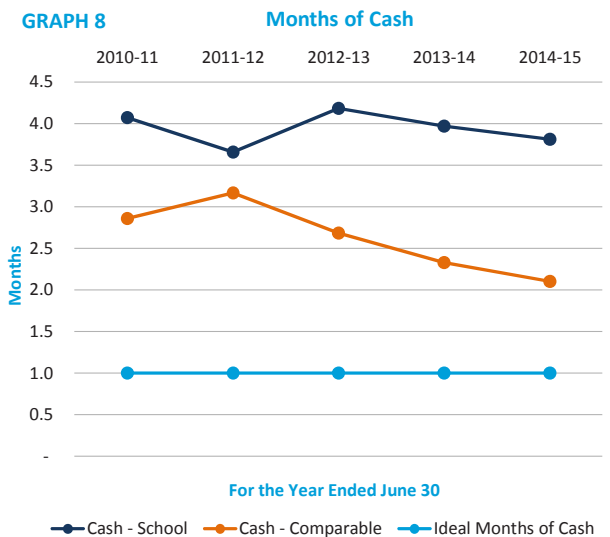
This chart illustrates the percentage expense breakdown between program services and management & others as well as the percentage of revenues exceeding expenses. Ideally the percentage expense for program services will far exceed that of the management & other expense. The percentage of revenues exceeding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



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



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



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.

## UNCOMMON NEW YORK CITY CHARTER SCHOOLS<sup>1</sup>

For strong performing SUNY authorized charter schools that implement a common school design across multiple schools, the SUNY Charter Schools Institute provides an analysis and description of the schools' academic design structured using the Qualitative Education Benchmarks. This subset of the SUNY Renewal Benchmarks focuses on instruction, assessment, curriculum, and leadership. The following program description analyzes and reports on the school design that produced the high quality outcomes captured in the body of this renewal report. The analysis below reflects information gathered from the education corporation's charter and founding documents<sup>2</sup> and Institute visits across all schools implementing the common design, as well as information submitted in annual and other reports required of New York charter schools.

## DOES UNCOMMON NEW YORK CITY CHARTER SCHOOLS HAVE AN ASSESSMENT SYSTEM THAT IMPROVES INSTRUCTIONAL EFFECTIVENESS AND STUDENT LEARNING?

Uncommon New York City Charter Schools' ("Uncommon Schools NYC's") assessment system is robust and provides valid and reliable data to inform its instructional program. Uncommon Schools NYC schools administer 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 and mathematics skills in elementary grades, Uncommon Schools NYC administers the Strategic Teaching and Evaluation of Progress ("STEP") Assessment<sup>3</sup> for grades K-4 and the Terra Nova Assessment<sup>4</sup> for grades K-2. Uncommon Schools NYC also creates English language arts and mathematics interim assessments ("IAs") it administers in grades K-4. For middle grades, Uncommon Schools NYC administers practice ELA and mathematics exams and IAs. During the 2015-16 school year, 449 8<sup>th</sup> grade students made progress toward meeting high school graduation requirements with passing scores on the Living Environment and/or Algebra I Common Core Regents exams. At the high school level, students take quarterly and final course exams in addition to Regents exams. In 2015-16, 413 high school students took advanced placement ("AP") exams including Biology, Calculus AB, English Language, English Literature and Composition, US Government and Politics, US History, World History, Chemistry, Statistics, Physics, Seminar, Environmental Science and Spanish Language and Culture. One hundred eighty-eight students qualified to earn college credit based on their exam scores.

Appropriate training prepares teachers to implement valid and reliable processes for scoring assessments and evaluating results. For example, during pre-service training, teachers collectively grade 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 CMO to provide thorough analyses of assessment data at the student, class, grade, and school levels using the network's robust Student Information

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1. Uncommon Schools, Inc. (the "network") serves as the charter management organization ("CMO") for Uncommon Schools NYC. For additional information on the network, refer to [www.uncommonschools.org](http://www.uncommonschools.org)

2. Primary sources: Applications for Charter Renewal for Leadership Preparatory Bedford Stuyvesant Charter School (2015), Leadership Preparatory Charter School Brownsville (2016) and Kings Collegiate Charter School (2016).

3. The STEP Assessment measures student reading growth and performance from pre-Kindergarten to 3rd grade. For more information please refer to [www.uchicagoimpact.org/step](http://www.uchicagoimpact.org/step).

4. The Terra Nova Assessment is a nationally normed assessment that measures student performance against Common Core Standards. For more information, please refer to [www.ctb.com](http://www.ctb.com).

System (“SIS”). This portal serves as a repository for student academic and culture data. The network generates visually engaging performance reports based on data stored in SIS to enable school-to-school comparisons across grade levels and to assist in developing instructional adjustments at the network, school, and classroom level.

Additionally, 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, a principal created specific professional development activities around working with teachers to identify standards students did not previously master and incorporating or “spiraling” those standards into review portions of lessons to increase student mastery. Uncommon Schools 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 Uncommon Schools NYC’s board of trustees describing student data across all Uncommon Schools NYC schools.

## DOES THE UNCOMMON SCHOOLS NYC CURRICULUM SUPPORT TEACHERS IN THEIR INSTRUCTIONAL PLANNING?

Uncommon Schools NYC develops a rigorous and comprehensive in-house curriculum that supports teachers in their instructional planning within and across grades. At the elementary and middle school levels, the Uncommon Schools NYC curriculum and assessment team creates common core aligned scope and sequence documents for each subject and grade level under the guidance of the chief schools officer. Scope and sequence documents also 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 work collaboratively 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 curriculum framework that details what students will learn in each grade, Uncommon Schools NYC provides teachers with a variety of supporting tools including pacing guides, unit plans, and individual lesson plans that provide a bridge

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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.

### IS HIGH QUALITY INSTRUCTION EVIDENT THROUGHOUT UNCOMMON SCHOOLS NYC?

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 Schools NYC. During first year visits, mid charter term visits and renewal visits to a sample of networks schools in recent years, Institute teams have found well-crafted lessons, effective questioning, and ongoing formal and informal 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 the book *Teach Like A Champion*<sup>5</sup> to help guide instruction. These practices, including a variety of techniques to gauge student understanding of taught concepts such as students orally articulating correct answers or teachers circulating the classroom to conference with students or peer groups, help ensure teachers have clear understandings of student mastery in order to plan future instruction and address any student misunderstandings during or after lessons.

A high urgency for learning is an integral part of Uncommon Schools NYC's approach to instruction. The majority of teachers maximize learning time, sometimes with 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.

5. Taxonomy of Effective Teaching Practices and *Teach Like a Champion* are part of Uncommon Impact, an Uncommon Schools, Inc. initiative. Please refer to [www.teachlikeachampion.com](http://www.teachlikeachampion.com) for more information.

## DOES UNCOMMON SCHOOLS NYC HAVE STRONG INSTRUCTIONAL LEADERSHIP?

Uncommon Schools 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 or learning support 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 Schools 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 Schools 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. Network schools use the SIS to monitor progress toward meeting network-wide and school performance goals and use this data to adjust plans if necessary.

Uncommon Schools 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 Schools 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. In addition to ongoing network-wide activities, weekly professional development sessions led by school leaders address particular teacher needs by grade and/or content area.

## DOES UNCOMMON SCHOOLS NYC MEET THE EDUCATIONAL NEEDS OF AT-RISK STUDENTS?

Uncommon Schools NYC continually adjusts its programs designed to meet the needs of at-risk students. Uncommon Schools NYC schools implement clear procedures for identifying and serving students with disabilities, ELLs, and students at risk of academic failure. Students with special needs represent 11% of enrollment across the network, and ELLs comprise 2% of total enrollment. School leaders and at-risk program staff disaggregate student performance data regularly to monitor the effectiveness of instructional and behavioral interventions.

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Uncommon Schools NYC schools use a tiered Response to Intervention (“RtI”) process to identify students struggling academically and to modify interventions as necessary. Tier 1 interventions involve the implementation of school-wide behavior systems and differentiated instruction in general education classrooms. Teachers refer students who do not respond to Tier 1 supports, as reflected in poor performance on IAs or in-class assignments, to student study teams (“SSTs”) that comprise grade-level teams and at-risk program staff at each school. SSTs identify specific learning gaps and assign Tier 2 interventions as appropriate. Tier 2 interventions usually last from 6-12 weeks and include pull-out classes in groups of no more than eight students for up to one hour per day. These skills-specific (for reading, writing and/or mathematics) groups often follow research-based commercial intervention programs including SRA Corrective Mathematics,<sup>6</sup> Stern Structural Arithmetic<sup>7</sup>, Foundations, the Wilson Reading System,<sup>8</sup> Great Leaps,<sup>9</sup> and Lindamood Bell Visualizing and Verbalizing.<sup>10</sup> SSTs monitor students’ progress in meeting performance goals throughout the time specifically allotted to each intervention. If a student does not make sufficient progress, the SST determines next steps including Tier 3 supports that may include adjustments to pull-out and push-in supports, individualized interventions and referral to the Committee on Special Education as necessary.

6. SRA Corrective Mathematics is designed to teach math problem solving skills to students at least one grade level behind. For more information, please refer to [www.info.mheducation.com](http://www.info.mheducation.com).

7. Stern Structural Arithmetic provides a hands-on approach to learning, where students actively participate and develop abstract understanding of mathematical principals. For more information, please refer to [www.sternmath.com](http://www.sternmath.com).

8. Foundations and the Wilson Reading System allows students to access research-based materials and strategies essential to comprehensive reading, spelling and writing. For more information, please refer to [www.wilsonlanguage.com](http://www.wilsonlanguage.com).

9. Great Leaps is designed to help increase reading fluency and math proficiency amongst students. For more information, please refer to [www.greatleaps.com](http://www.greatleaps.com).

10. The Lindamood Bell Visualizing and Verbalizing Program aims to develop the sensory-cognitive processes that help students with reading and comprehension. For more information, please refer to [www.lindamoodbell.com](http://www.lindamoodbell.com).

Uncommon Schools 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. Uncommon Schools NYC utilizes effective strategies it provides to other students struggling academically to serve the its 123 identified ELLs. Schools serve ELLs using a structured English language immersion program in combination with various effective instructional strategies, such as guided reading and modification of vocabulary complexity during instruction. 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 curriculum. While programmatically these supports meet students’ learning needs due to the strength of Uncommon Schools NYC’s program, many network schools continue to be out of legal compliance by not employing an instructor that has specific training in working with ELLs. The network is in the process of hiring an English Language Learning Specialist who will work towards addressing this issue across all of Uncommon Schools NYC schools. Schools do monitor student progress annually with the New York State English as a Second Language Achievement Test (NYSESLAT) and IAs.

To meet the needs of students with Individualized Education Programs (“IEPs”) mandating academic services, network schools utilize a number of instructional settings including push-in and pull-out special education teacher support services (“SETSS”), as well as resource rooms supports that special education teachers provide. Uncommon Schools NYC enrolls 872 students who have IEPs, 631 of whom receive SETSS services; and 1,709 students who

receive SETSS or integrated co-teaching services. The supports students with disabilities receive are effective, as exemplified through mean growth percentiles that exceeded SUNY's targets on 2015-16 state tests. Specifically, these students posted mean growth percentiles of 50.6 in ELA and 56.7 in mathematics. Teachers are aware of students' IEP goals and work regularly with at-risk program staff to address student needs. SSTs also meet regularly to discuss students' progress toward meeting IEP goals using quantitative and qualitative data from general education teachers, special education teachers, and the SIS.

## DO UNCOMMON SCHOOLS NYC ORGANIZATIONS EFFECTIVELY SUPPORT THE DELIVERY OF THE EDUCATIONAL PROGRAM?

Uncommon Schools NYC establishes effective organizational structures with staff, systems and procedures that support student achievement and undergirds 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. Although principals serve as primary instructional leaders at each school, they receive support from directors of curriculum and instruction at the elementary, middle, and high school levels. Uncommon Schools NYC schools also employ deans of students that focus mainly on school culture and behavior management as well as directors of operations and additional operational staff members that manage the non-instructional business of the schools. Network associate managing directors ("AMDs") visit schools regularly to coach principals and supervise the instructional and academic program at the schools they manage.

To help recruit and retain high quality staff, Uncommon Schools NYC emphasizes promoting high quality talent from within the organization to leadership positions at the school and network level. Uncommon Schools NYC's "leadership pathways" provide high-performing teachers with secondary leadership positions that exist within all its 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 Schools 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 standard school principals, the AMD

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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 Schools 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 K-8 school as an academy director of operations. Between the 2013-14 and 2015-16 school years, the Instructional Fellowship Program and the Operations Fellowship Program trained 34 fellows in New York City, in addition to 17 individuals currently participating in the fellowship.

With assistance from the network, Uncommon Schools NYC directors of operations manage student recruitment and efforts to meet enrollment and retention targets for students with disabilities, ELLs and students who are eligible applicants to the federal Free and Reduced Price Lunch program (“FRPL”). See page 35 for information on enrollment and retention targets. Few network schools face enrollment challenges. Efforts to recruit at-risk students include multilingual mailings to residences, multilingual print and transportation advertisements, and canvassing of local day care centers. Uncommon Schools NYC continually monitors its programs and makes changes as necessary. The network and school leaders regularly use the SIS to 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 Uncommon Schools NYC schools are mainly driven by the network’s analyses of data gathered from assessments, classroom observations, and formal and informal feedback from teachers and school leaders.

## DOES THE EDUCATION CORPORATION BOARD WORK EFFECTIVELY TO ACHIEVE UNCOMMON SCHOOLS NYC’S ACCOUNTABILITY PLAN GOALS?

The Uncommon Schools NYC board works effectively to achieve the school’s Accountability Plan goals. Previously, SUNY authorized the following 10 education corporations with the authority to operate 11 schools located in the borough of Brooklyn that partner with Uncommon Schools, Inc.: Excellence Charter Schools, with the authority to operate: Excellence Boys Charter School of Bedford Stuyvesant and Excellence Girls Charter School; Bedford Stuyvesant Collegiate Charter School; Brooklyn East Collegiate Charter School; Brownsville Collegiate Charter School; Kings Collegiate Charter School; Leadership Preparatory Bedford Stuyvesant Charter School; Leadership Preparatory Brownsville Charter School; Leadership Preparatory Canarsie Charter School; Leadership Preparatory Ocean Hill Charter School; and, Ocean Hill Collegiate Charter School. In 2015, SUNY approved those 10

SUNY  
RENEWAL  
BENCHMARK  
2D

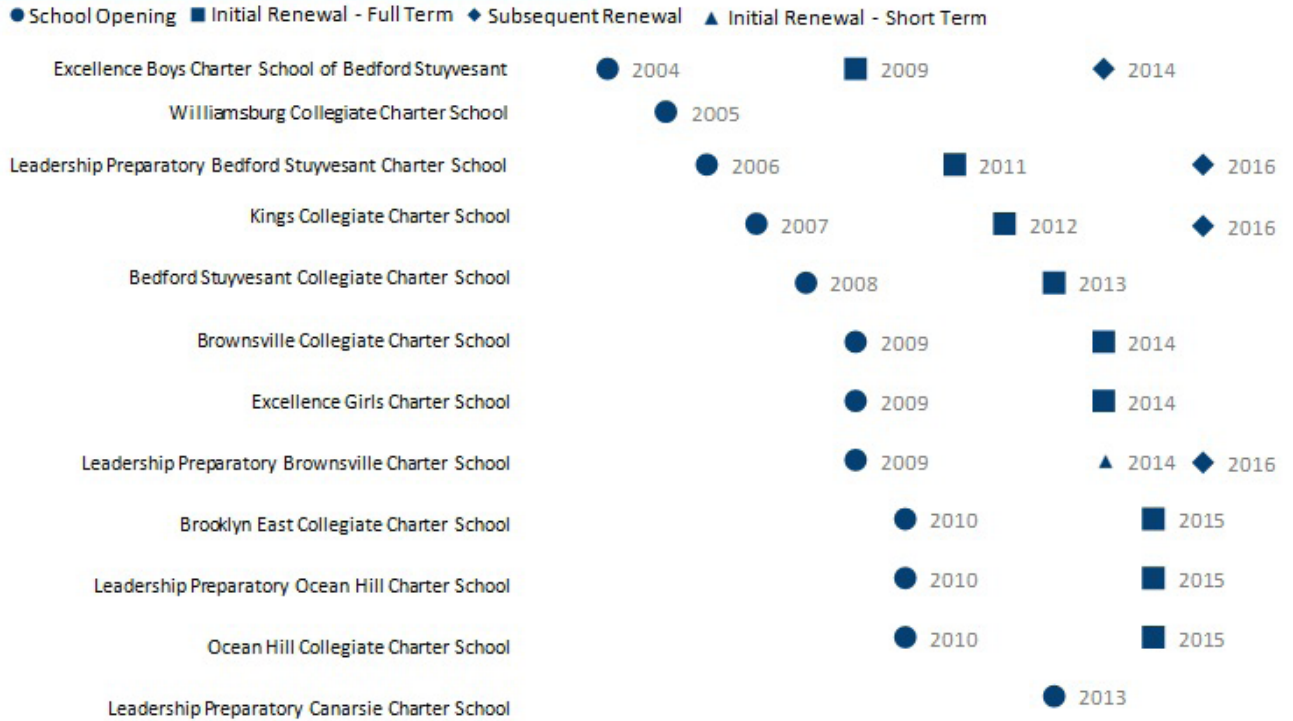
education corporations, as well as Williamsburg Collegiate Charter School authorized by the Chancellor of NYCDOE, to merge into one education corporation now known as Uncommon New York City Charter Schools. The merger of the SUNY authorized schools became effective July 1, 2015. Several board members from the previously separate education corporation boards now make up the current Uncommon Schools NYC merged board. After a thoughtful process to choose the most appropriate board members to serve on the merged board, the board possesses adequate skills enabling it to provide effective oversight to the schools on educational, business and financial matters. During the 2015-16 year, the SUNY Trustees approved the board's authority to operate an additional charter school ("Uncommon New York City Charter School 1"), which will open in the 2018-19 school year and grow to serve students in grades K-8.

The board effectively uses a committee structure, including the executive, academic and finance committees, to focus attention on specific areas of Uncommon Schools NYC's program. The network 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. The board establishes clear priorities and objectives as well as long-range goals, and tracks its progress towards meeting these goals.

While network staff evaluates principals, the board is aware of these evaluations and provides input. The board also makes final all principal hiring decisions across Uncommon Schools NYC. In addition, the board implements an annual review process by which it analyzes Uncommon Schools NYC's academic performance, financial health, teacher turnover, and student and teacher recruitment.

# APPENDIX E: Education Corporation Overview

## EDUCATION CORPORATION TIMELINE OF CHARTER RENEWAL

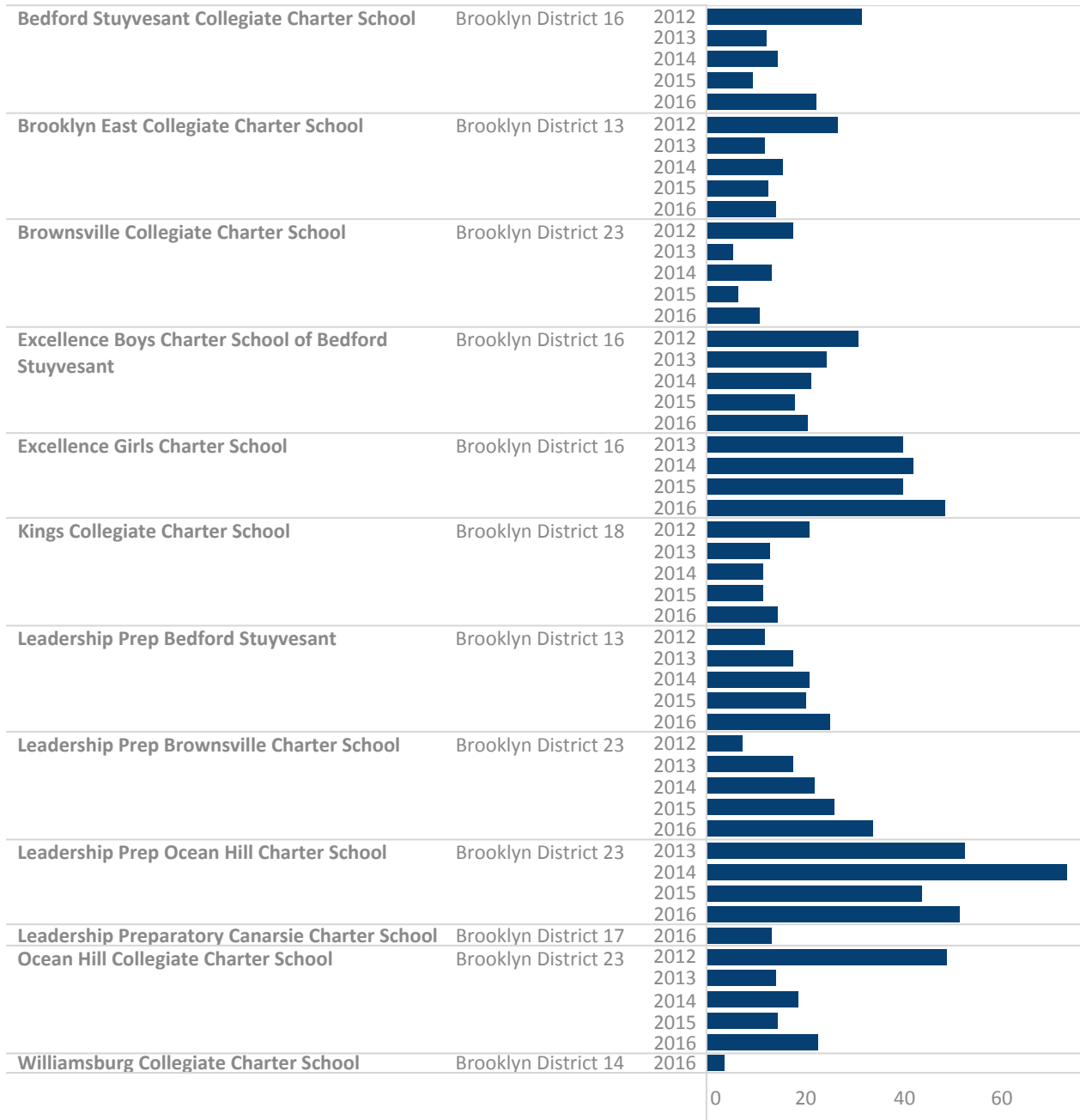


EDUCATION CORPORATION SCHOOL CHARACTERISTICS

School	Local District	Co-located?	Chartered Enrollment	Grade Span
Bedford Stuyvesant Collegiate Charter School	CSD 16	Yes	312	5-8
Brooklyn East Collegiate Charter School	CSD 13	Yes	312	5-8
Brownsville Collegiate Charter School	CSD 23	Yes	312	5-8
Excellence Boys Charter School of Bedford Stuyvesant	CSD 16	No	736	K-8
Excellence Girls Charter School	CSD 16	Yes	1228	K-12
Kings Collegiate Charter School	CSD 18	Yes	398	K, 5-8
Leadership Prep Bedford Stuyvesant Charter School	CSD 13	Yes	1074	K-12
Leadership Prep Brownsville Charter School	CSD 23	Yes	736	K-8
Leadership Prep Canarsie Charter School	CSD 18	Yes	653	K-3, 5-8
Leadership Prep Ocean Hill Charter School	CSD 23	Yes	988	K-11
Ocean Hill Collegiate Charter School	CSD 23	Yes	312	5-8
Williamsburg Collegiate Charter School	CSD 14	Yes	312	5-8

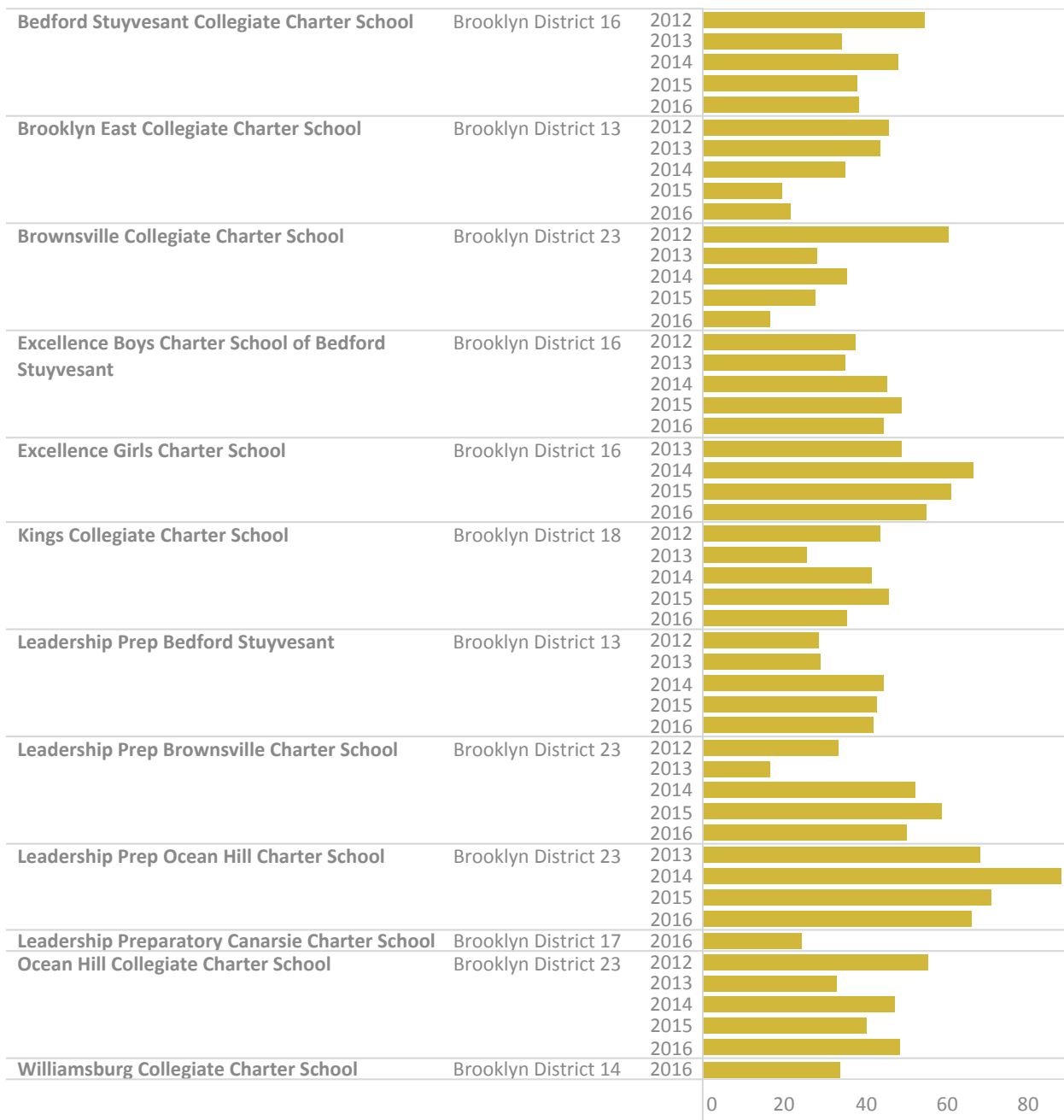
# APPENDIX E: Education Corporation Overview

## DIFFERENCE BETWEEN SCHOOLS AND DISTRICT SCORES: ELA

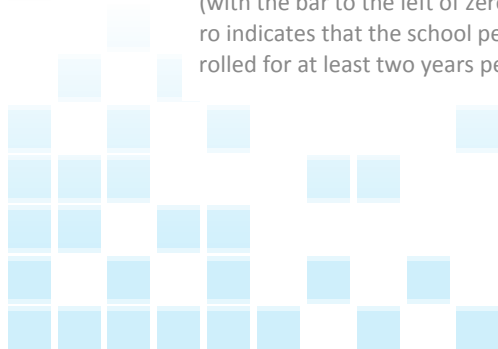


District Difference for each year broken down by school and district. These charts compare a school's performance to that of the district. Each bar represents the difference between the school's performance and the district's. A positive result (showing the bar to the right of zero) indicates the amount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

### DIFFERENCE BETWEEN SCHOOLS AND DISTRICT SCORES: MATH

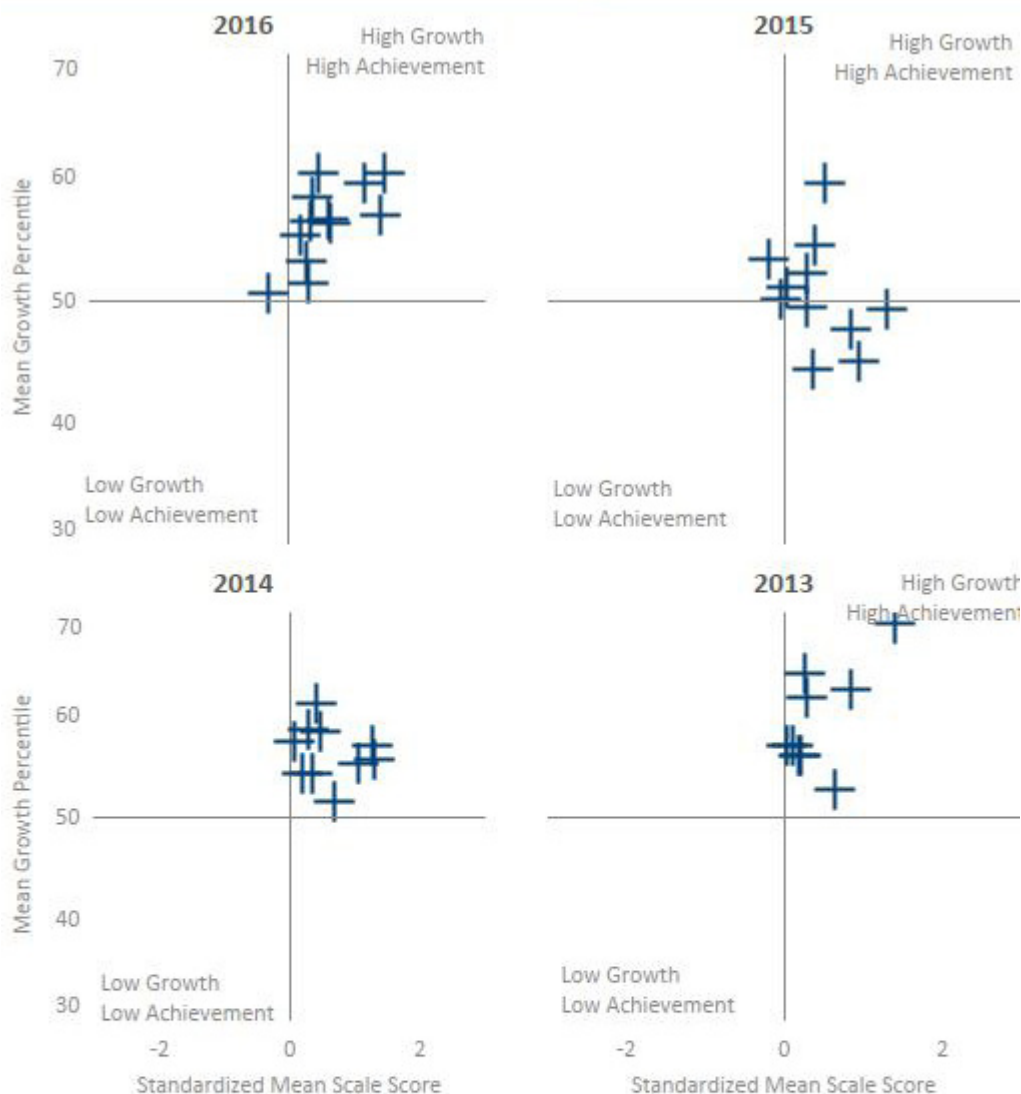


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# APPENDIX E: Education Corporation Overview

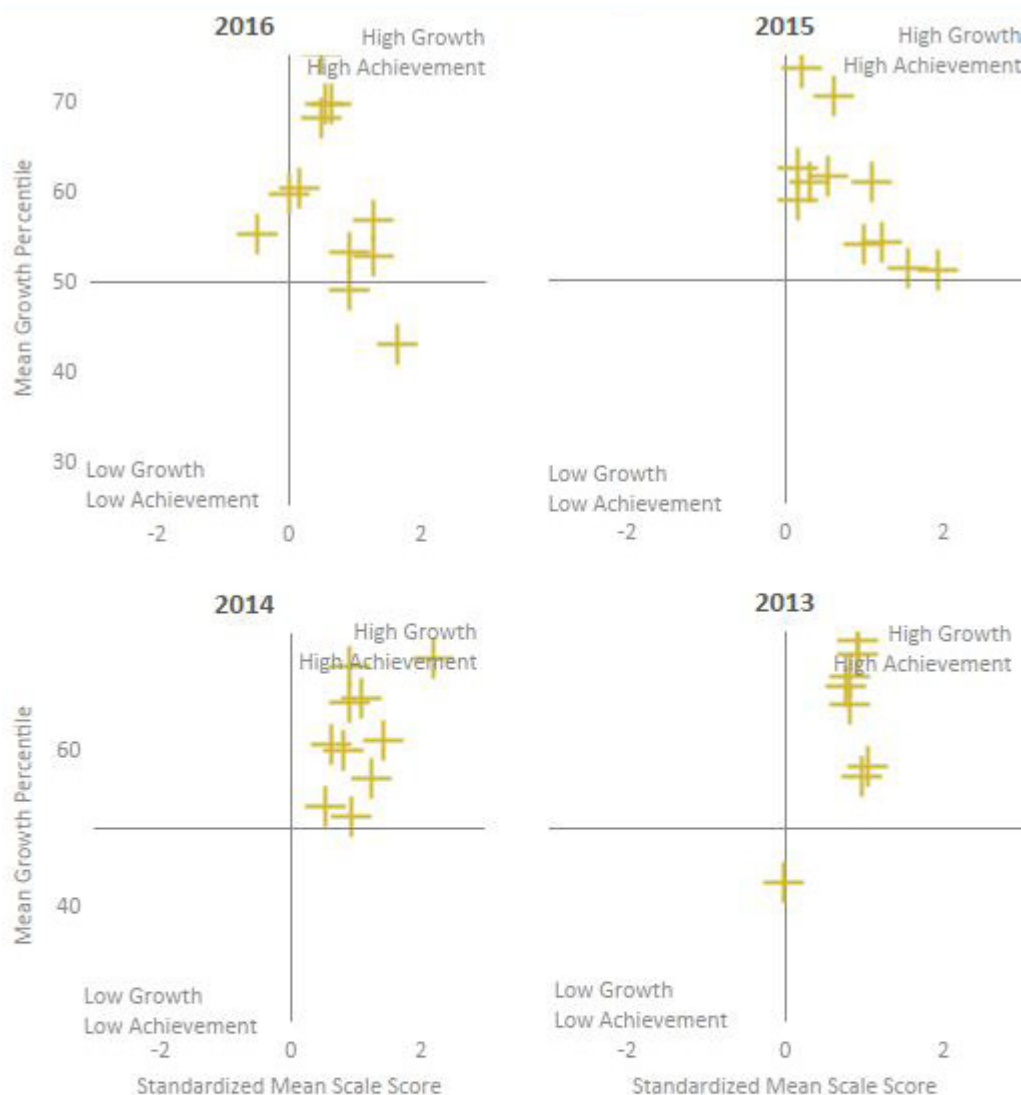
## ELA GROWTH AND ACHIEVEMENT: 2012-13 THROUGH 2015-16



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

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

MATH GROWTH AND ACHEIVEMENT: 2012-13 THROUGH 2015-16



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

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28

31

32

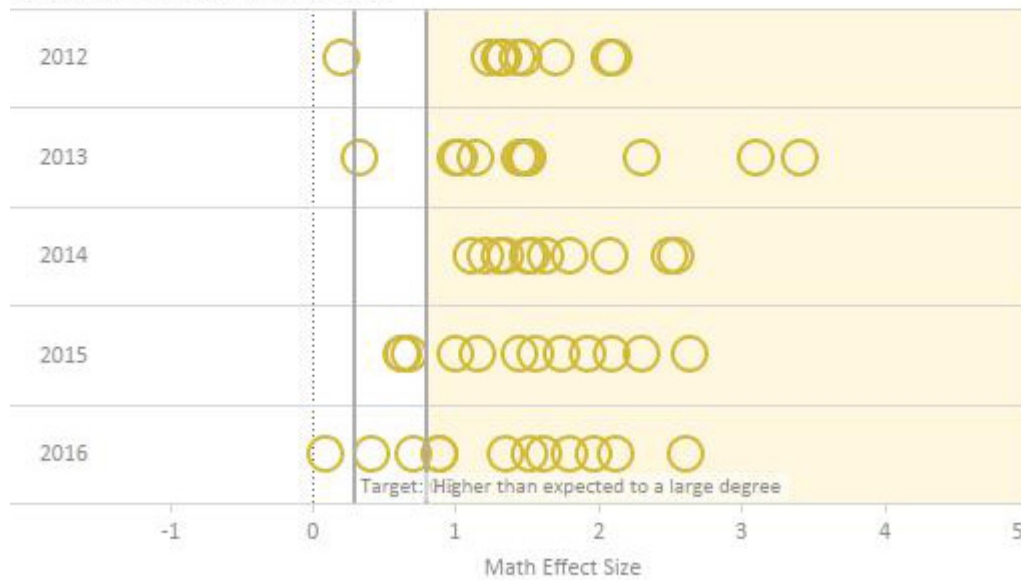
ENGLISH

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

ELA Effect Size by Year and School



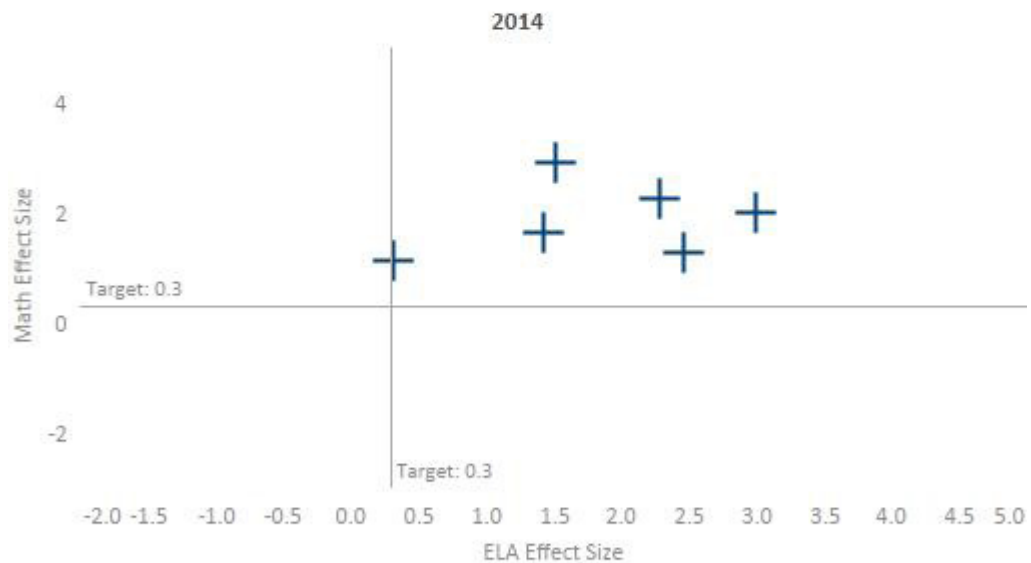
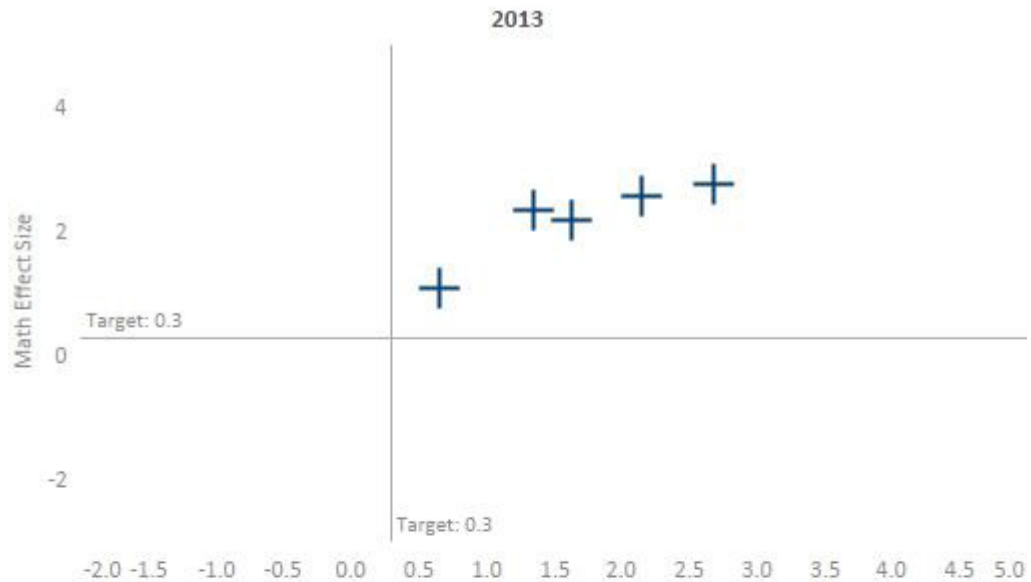
Math Effect Size by Year and School



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

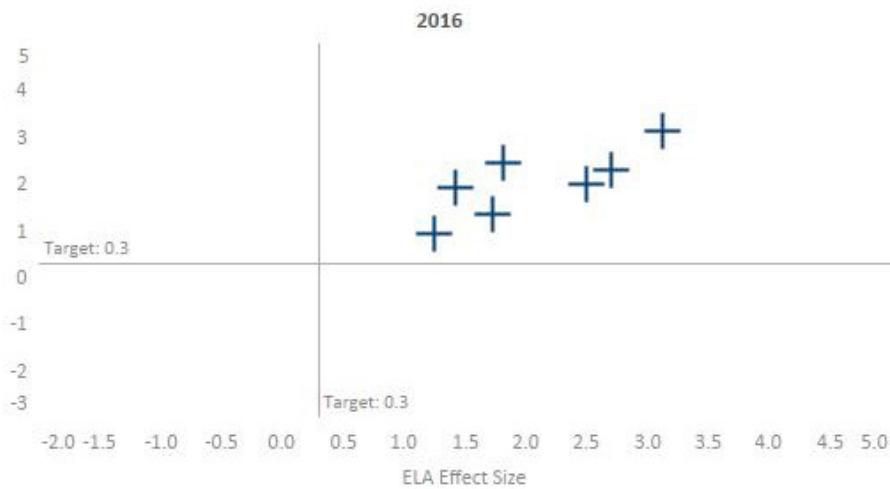
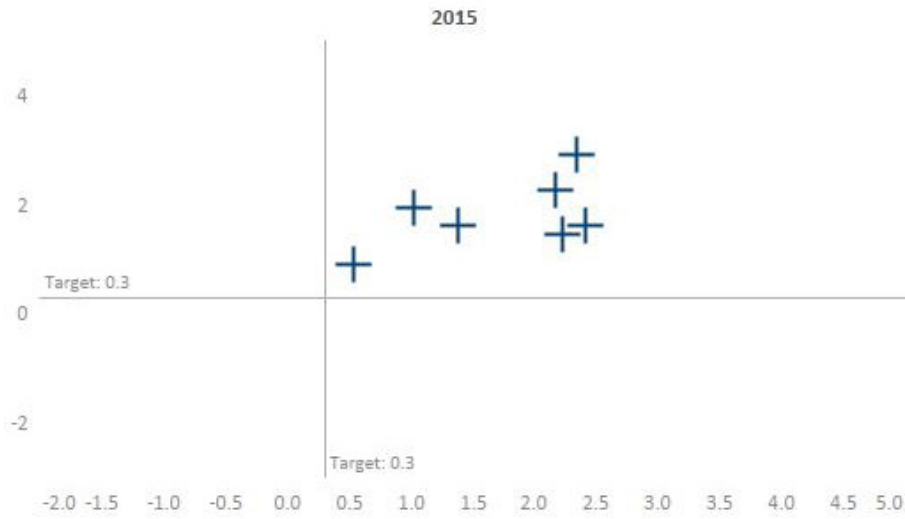
# APPENDIX E: Education Corporation Overview

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



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

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

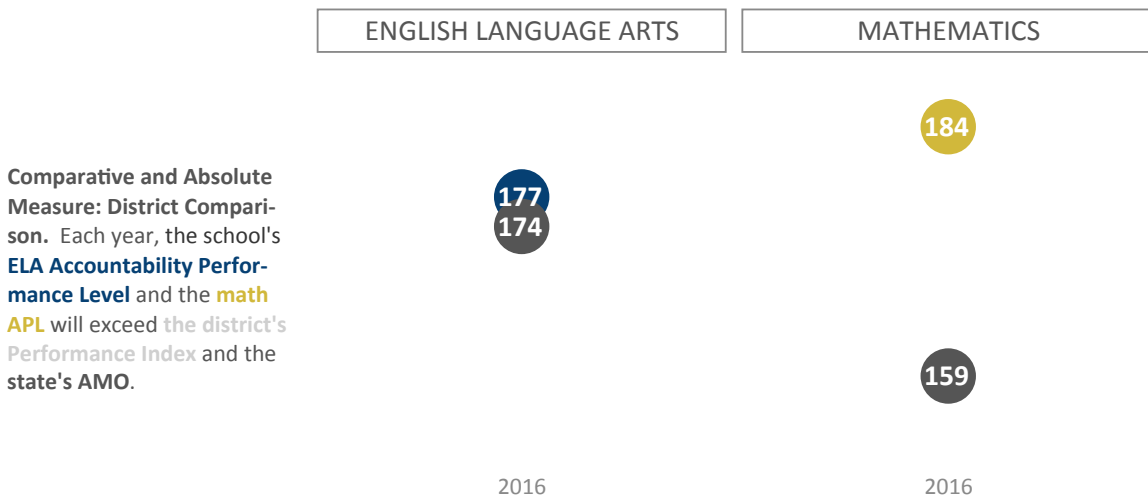
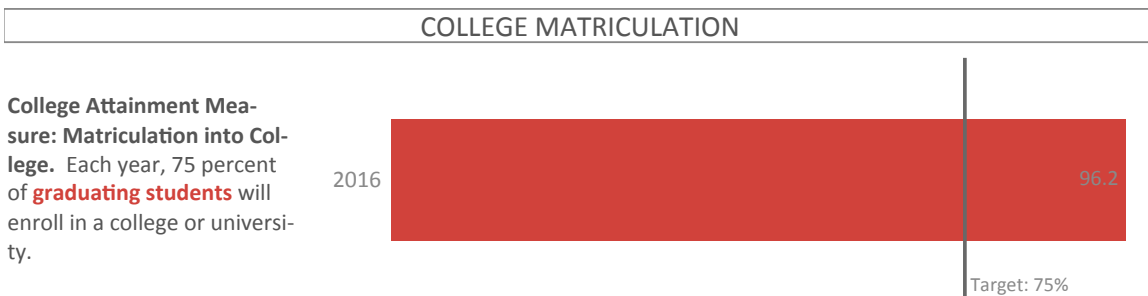
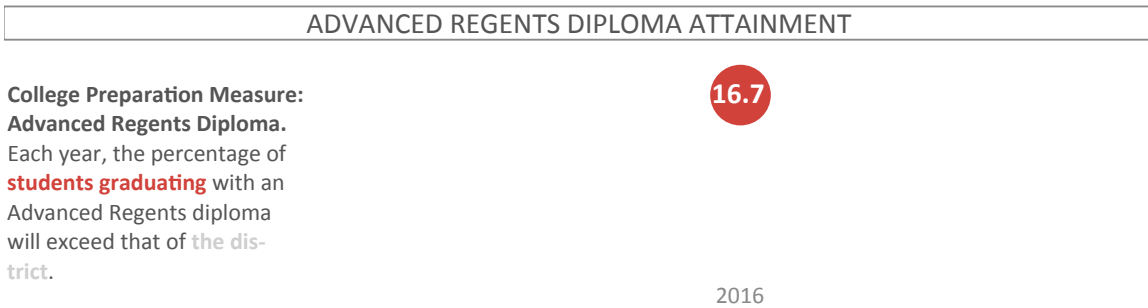
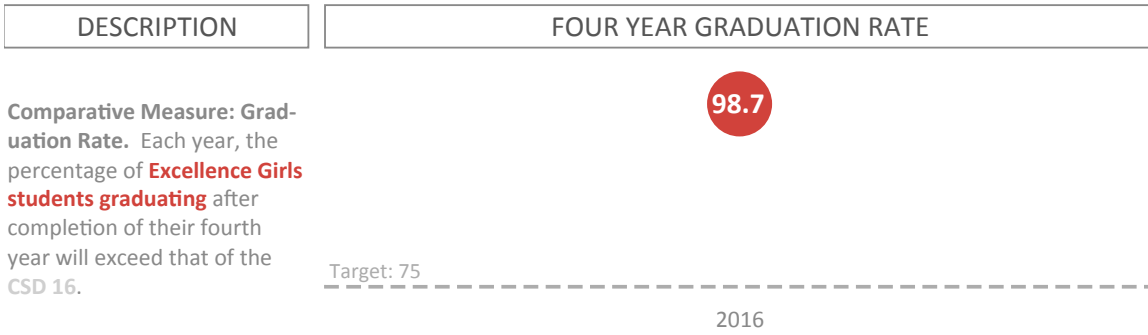


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# APPENDIX E: Education Corporation Overview

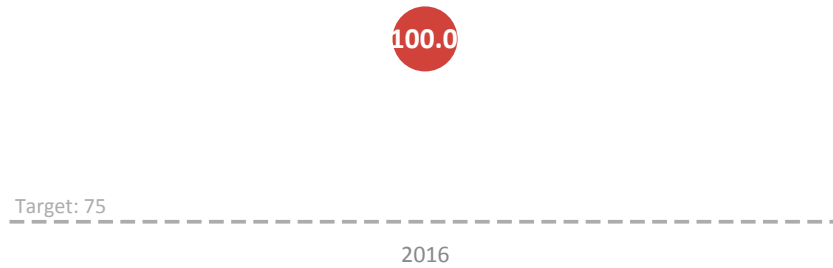
## EXCELLENCE GIRLS ACADEMIC ATTAINMENT



## LP BED STUY ACADEMIC ATTAINMENT

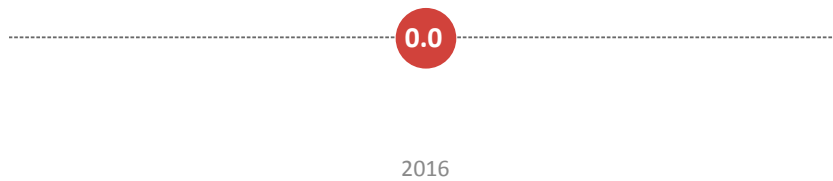
DESCRIPTION	FOUR YEAR GRADUATION RATE
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**Comparative Measure: Graduation Rate.** Each year, the percentage of **LP Bed Stuy students graduating** after completion of their fourth year will exceed that of the **CSD 13**.



ADVANCED REGENTS DIPLOMA ATTAINMENT
-------------------------------------

**College Preparation Measure: Advanced Regents Diploma.** Each year, the percentage of **students graduating** with an Advanced Regents diploma will exceed that of **the district**.



COLLEGE MATRICULATION
-----------------------

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



ENGLISH LANGUAGE ARTS	MATHEMATICS
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**Comparative and Absolute Measure: District Comparison.** Each year, the school's **ELA Accountability Performance Level** and the **math APL** will exceed **the district's Performance Index** and the **state's AMO**.

176  
174

170

159

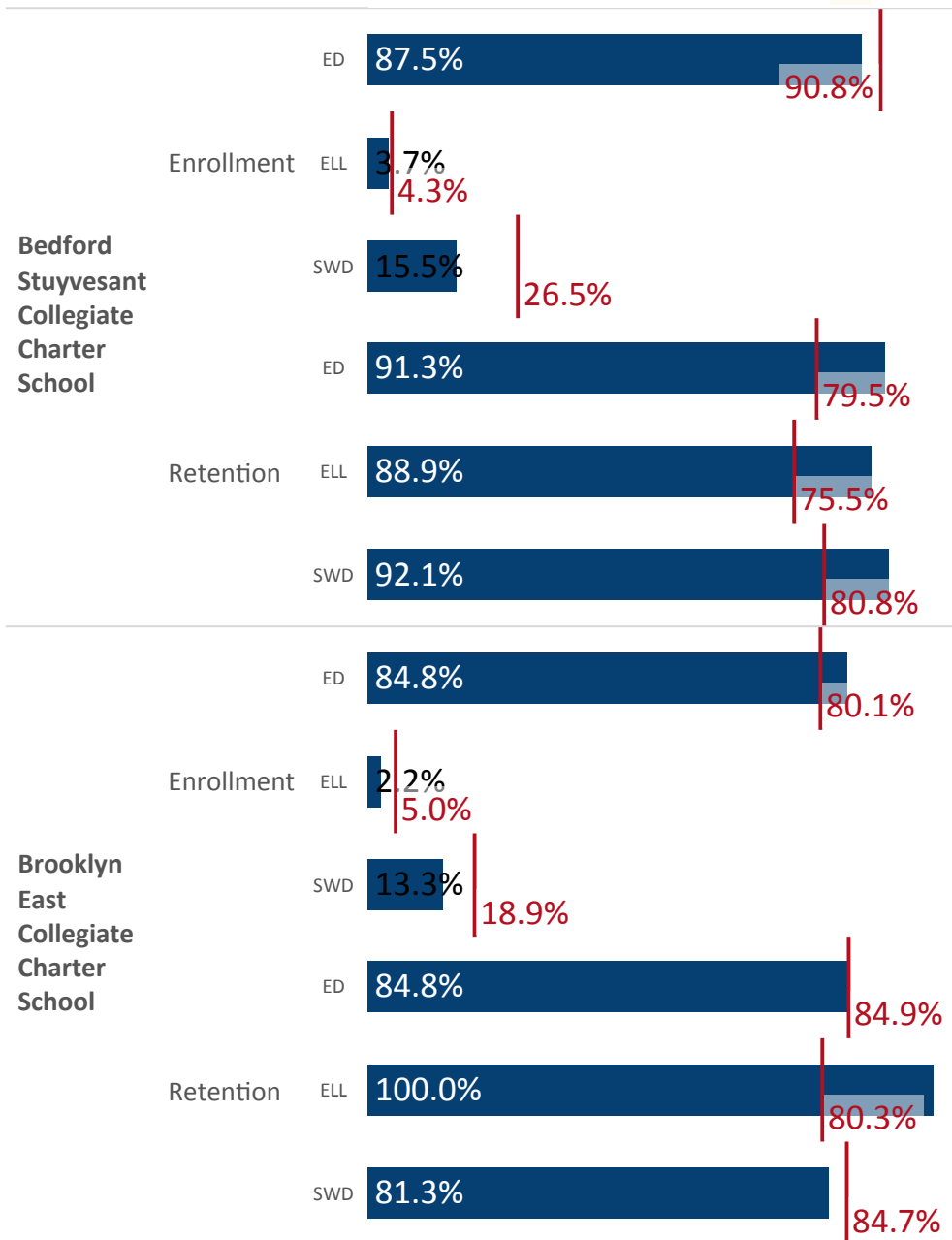
2016

2016



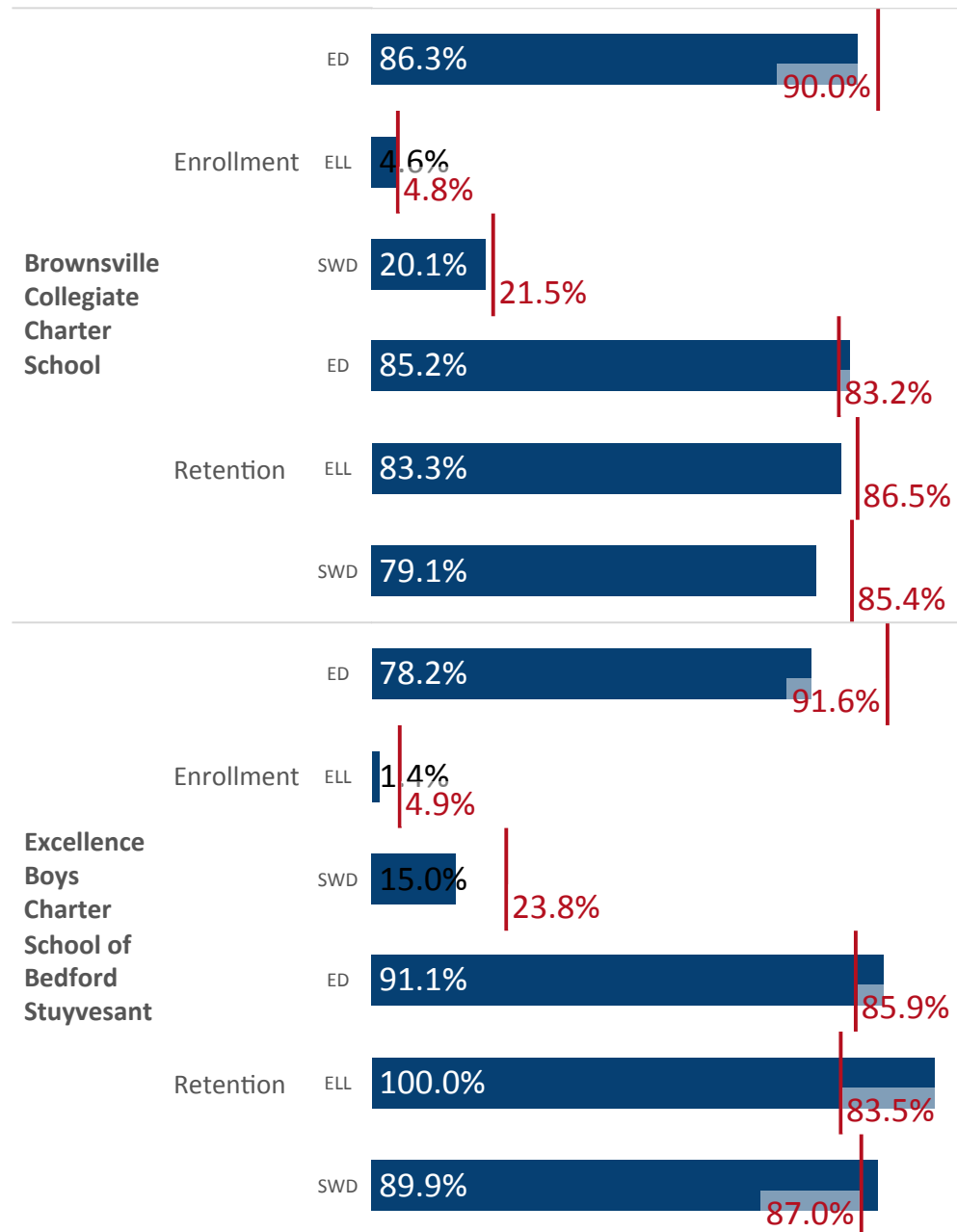
# APPENDIX E: Education Corporation Overview

## ENROLLMENT AND RETENTION TARGETS

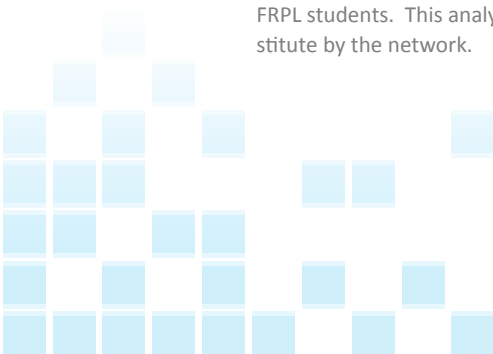


The chart illustrates the **current enrollment and retention percentages** against the **enrollment and retention targets** for each operating school in the ed corp. As required by Education Law § 2851(4)(e), a school must include in its renewal application information regarding the efforts it has, and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

## ENROLLMENT AND RETENTION TARGETS

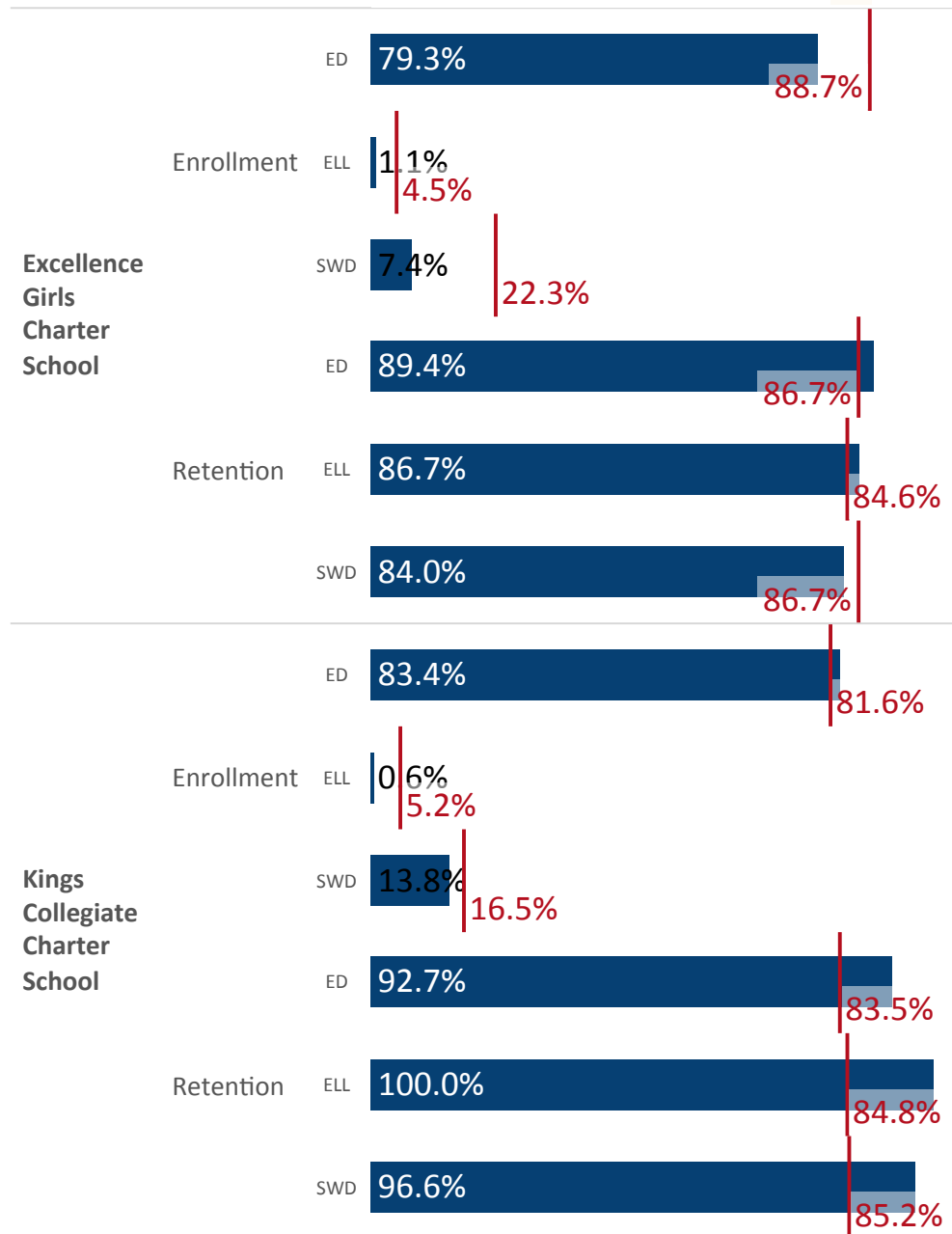


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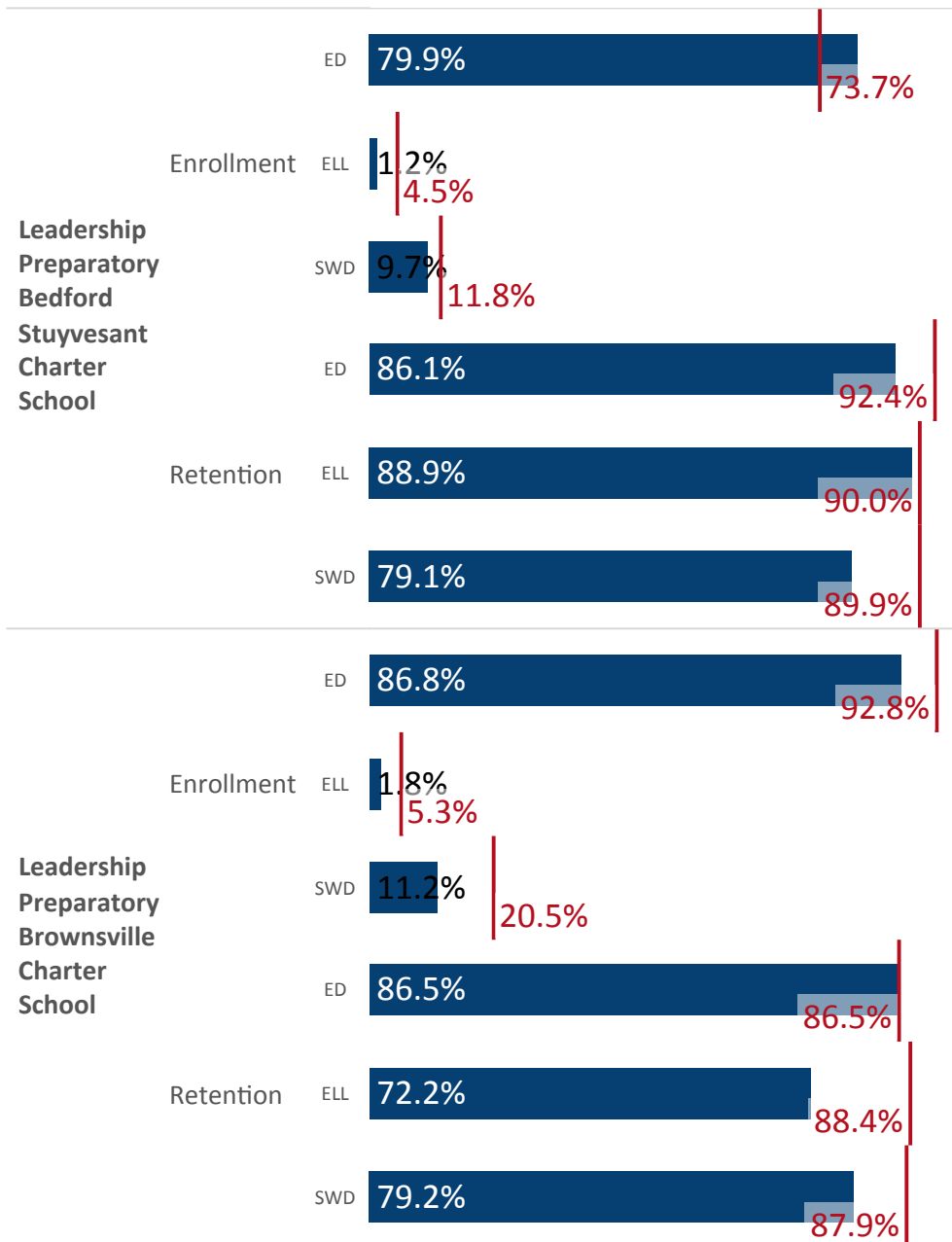
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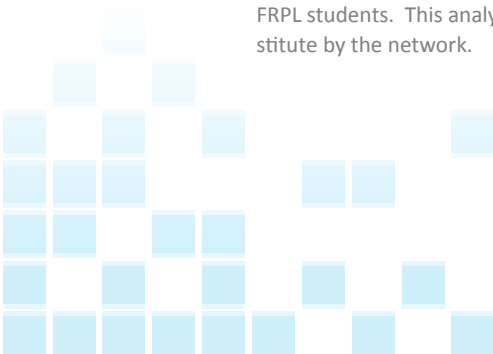


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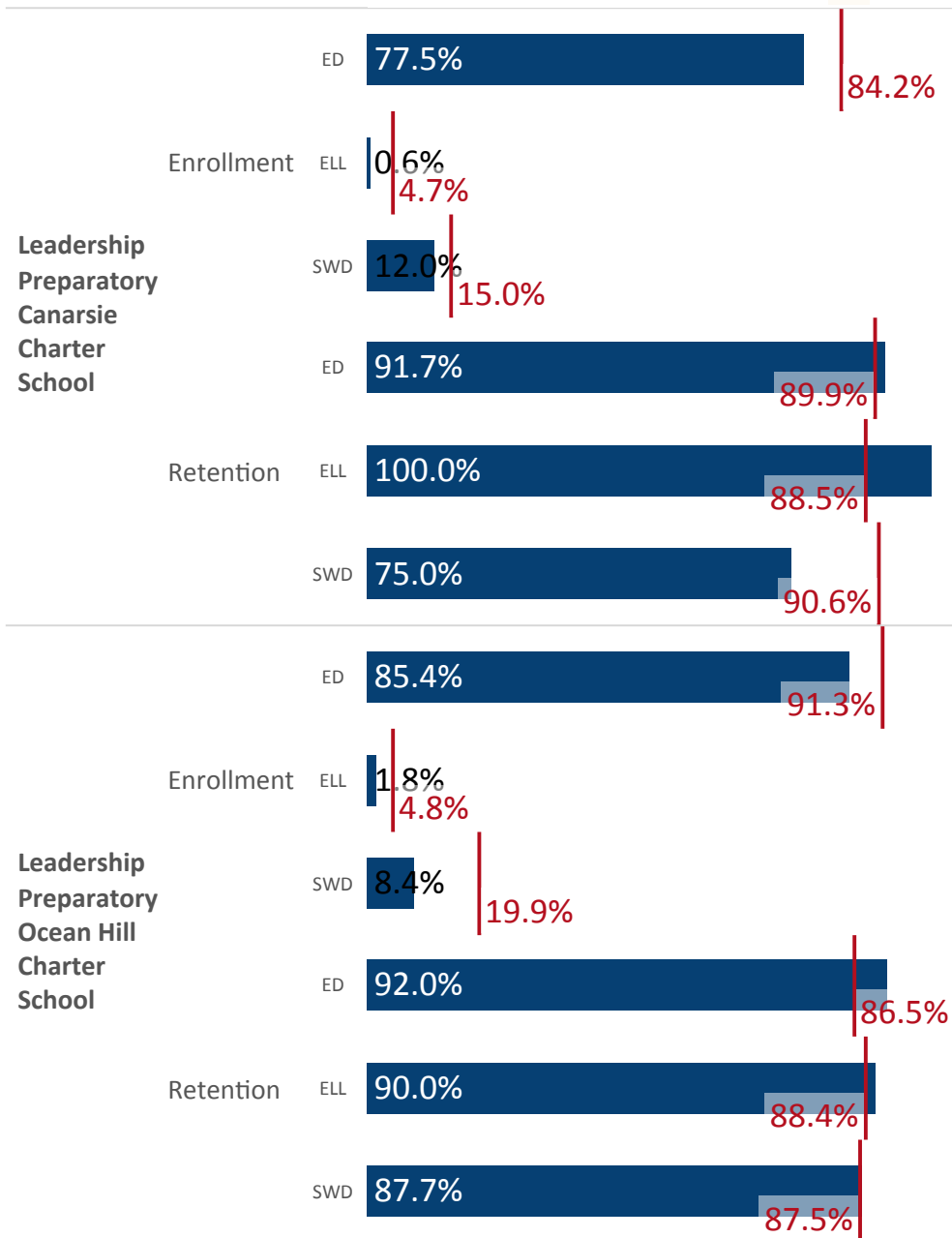


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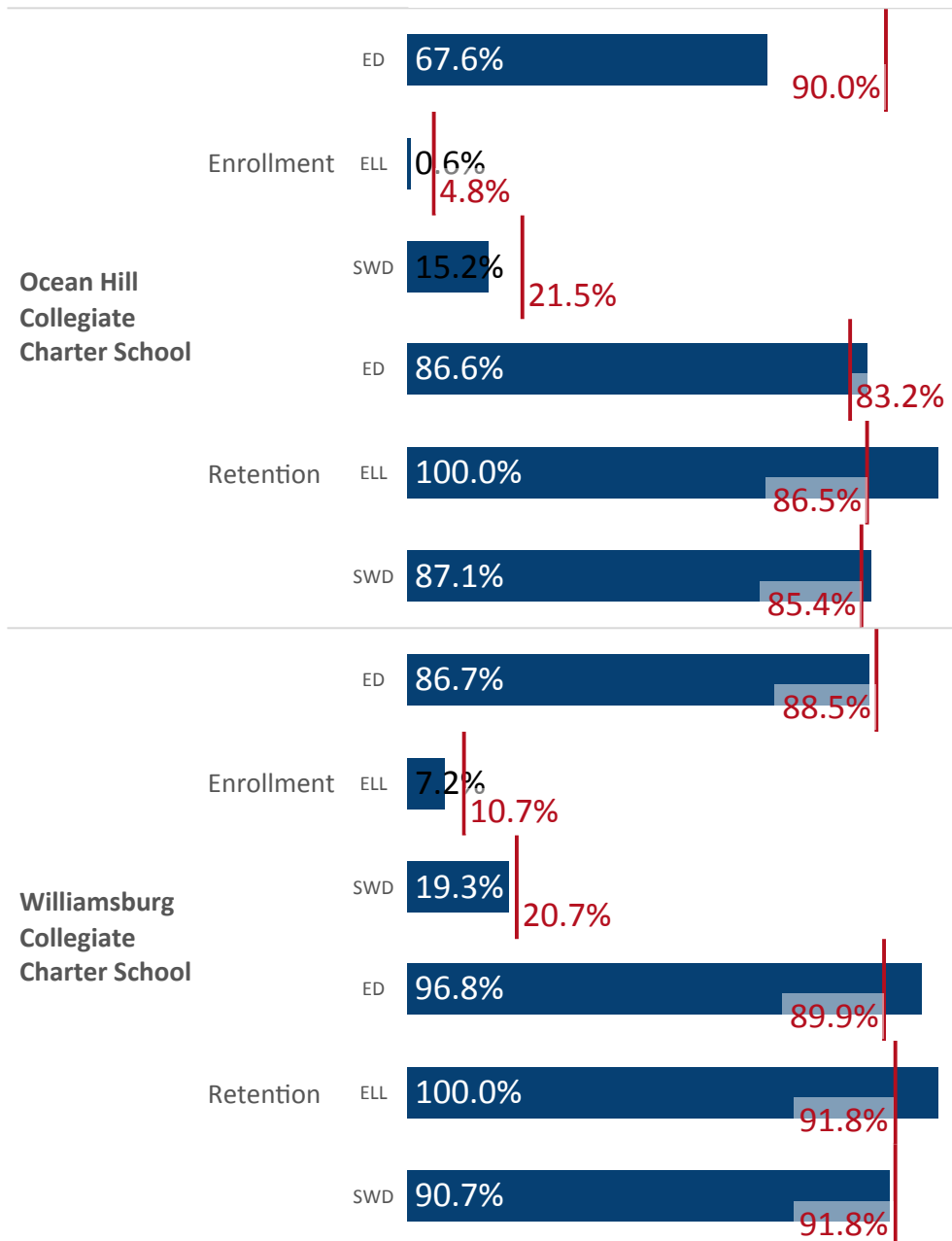
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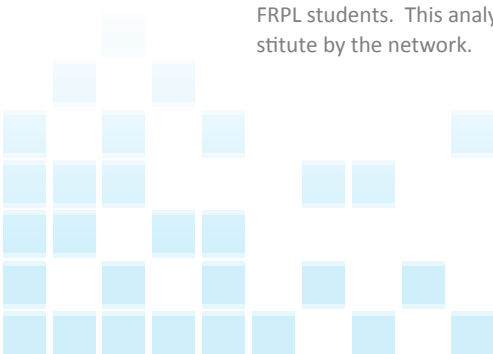


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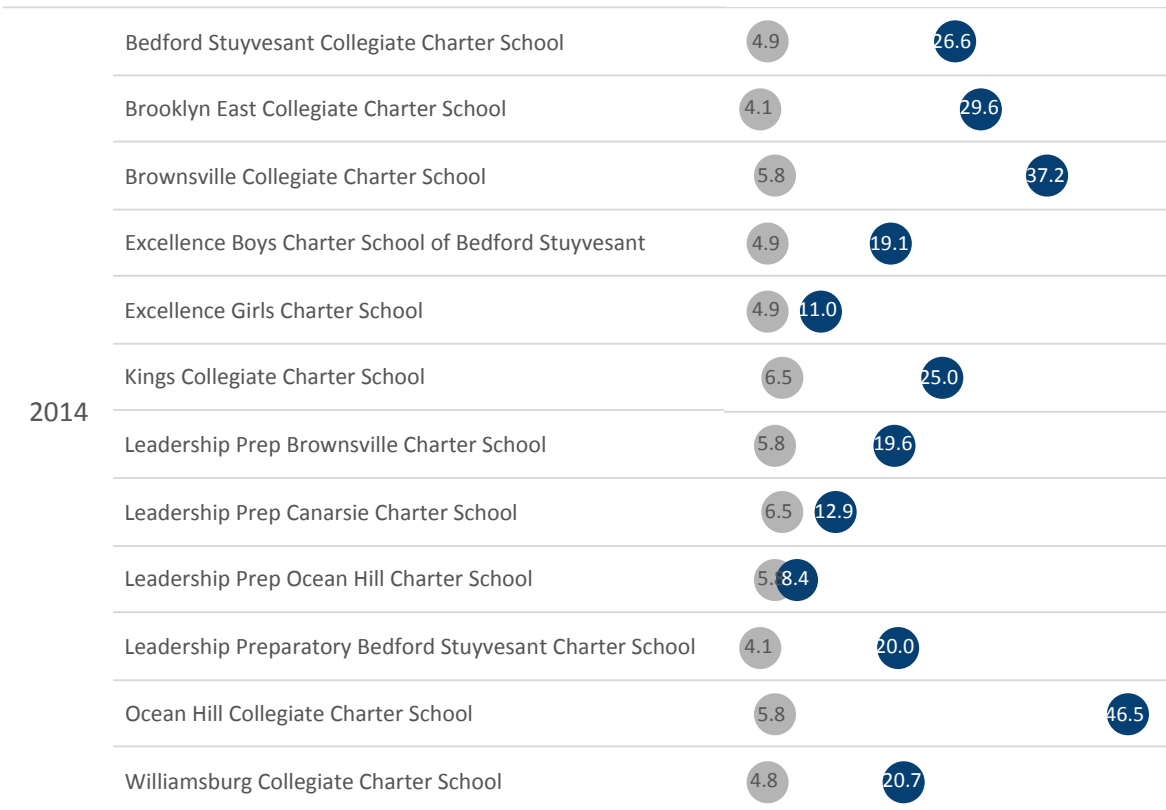


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# APPENDIX E: Education Corporation Overview

## Suspensions: Uncommon Charter Schools' out of school suspension rate and the district overall suspension rate.

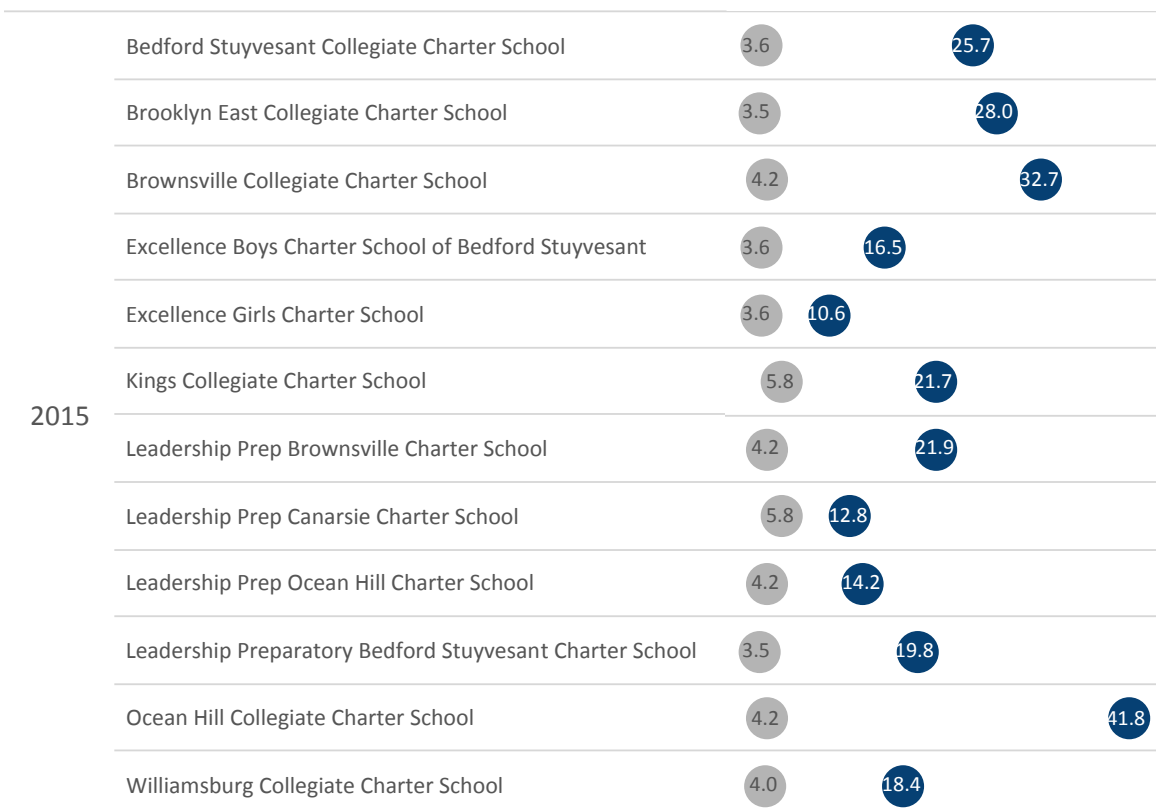


ALTHOUGH COMMUNITY SCHOOL DISTRICT (“CSD”) AND SCHOOL SUSPENSION RATES ARE PRESENTED ON THE SAME GRAPH, A DIRECT COMPARISON BETWEEN THE RATES IS NOT POSSIBLE BECAUSE AVAILABLE CSD DATA INCLUDES KINDERGARTEN THROUGH 12TH GRADES AND SCHOOL DATA INCLUDES ONLY THE GRADES SERVED BY THE SCHOOL. THE PERCENTAGE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

During the school year ending in 2014, Uncommon Schools NYC schools expelled 0 students.



**Suspensions: Uncommon Charter Schools' out of school suspension rate and the district overall suspension rate.**



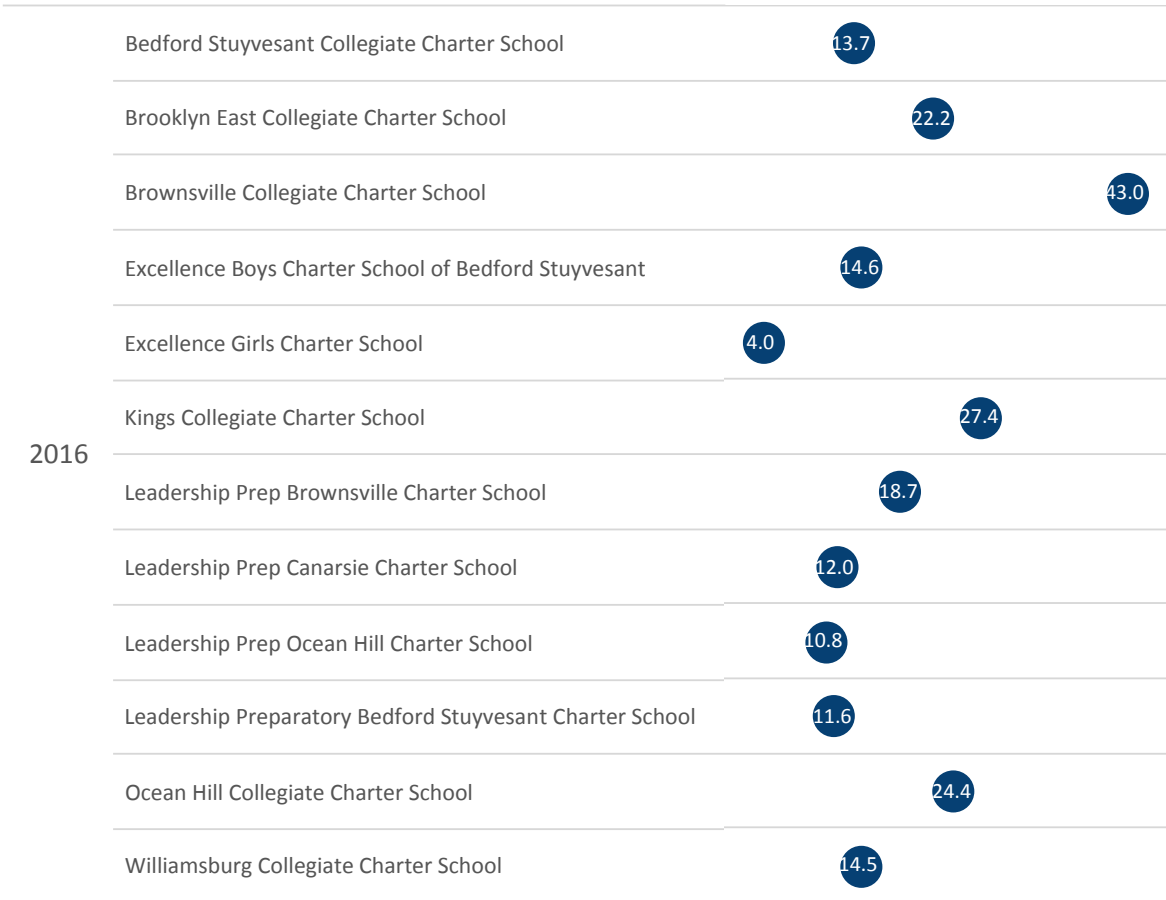
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# APPENDIX E: Education Corporation Overview

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During the school year ending in 2016, Uncommon Schools NYC schools expelled 0 students.

## PERSISTENCE IN ENROLLMENT

---

2015-16	89.1%
2014-15	89.0%
2013-14	89.8%

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



# APPENDIX F: Education Corporation Fiscal Dashboard

## Uncommon New York City Charter Schools (Merged)

### SCHOOL INFORMATION

#### BALANCE SHEET

##### Assets

##### Current Assets

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

##### Total Current Assets - GRAPH 1

Property, Building and Equipment, net  
Other Assets

##### Total Assets - GRAPH 1

#### Liabilities and Net Assets

##### Current Liabilities

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

##### Total Current Liabilities - GRAPH 1

L-T Debt and Notes Payable, net current maturities

##### Total Liabilities - GRAPH 1

#### Net Assets

Unrestricted  
Temporarily restricted

##### Total Net Assets

##### Total Liabilities and Net Assets

#### ACTIVITIES

##### Operating Revenue

Resident Student Enrollment  
Students with Disabilities

##### Grants and Contracts

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

Food Service/Child Nutrition Program

##### Total Operating Revenue

#### Expenses

Regular Education  
SPED  
Regular Education & SPED (combined)  
Other

##### Total Program Services

Management and General  
Fundraising

##### Total Expenses - GRAPHS 2, 3 & 4

##### Surplus / (Deficit) From School Operations

#### Support and Other Revenue

Contributions  
Fundraising  
Miscellaneous Income  
Net assets released from restriction

##### Total Support and Other Revenue

Total Unrestricted Revenue

Total Temporarily Restricted Revenue

##### Total Revenue - GRAPHS 2 & 3

#### Change in Net Assets

##### Net Assets - Beginning of Year - GRAPH 2

Prior Year Adjustment(s)

##### Net Assets - End of Year - GRAPH 2

	2010-11	2011-12	2012-13	2013-14	2014-15
Cash and Cash Equivalents - GRAPH 1	6,142,873	9,011,427	13,597,090	16,967,940	24,933,524
Grants and Contracts Receivable	2,003,243	1,840,851	927,967	1,389,951	1,776,532
Accounts Receivable	-	293,482	279,173	-	-
Prepaid Expenses	401,635	330,588	575,208	637,675	870,133
Contributions and Other Receivables	22,066	-	-	-	405,662
<b>Total Current Assets - GRAPH 1</b>	<b>8,569,817</b>	<b>11,476,348</b>	<b>15,379,438</b>	<b>18,995,566</b>	<b>27,985,851</b>
Property, Building and Equipment, net	2,999,495	3,259,458	3,821,287	4,836,579	6,001,259
Other Assets	1,356,671	1,437,912	-	-	-
<b>Total Assets - GRAPH 1</b>	<b>12,925,983</b>	<b>16,173,718</b>	<b>19,200,725</b>	<b>23,832,145</b>	<b>33,987,110</b>

Accounts Payable and Accrued Expenses	1,711,181	2,447,445	2,693,448	4,220,675	3,771,200
Accrued Payroll and Benefits	-	-	24,084	-	-
Deferred Revenue	300,000	25,520	-	-	-
Current Maturities of Long-Term Debt	-	-	-	-	-
Short Term Debt - Bonds, Notes Payable	-	-	-	-	-
Other	-	-	-	28,840	-
<b>Total Current Liabilities - GRAPH 1</b>	<b>2,011,181</b>	<b>2,472,965</b>	<b>2,717,532</b>	<b>4,249,515</b>	<b>3,771,200</b>
L-T Debt and Notes Payable, net current maturities	-	-	-	-	-
<b>Total Liabilities - GRAPH 1</b>	<b>2,011,181</b>	<b>2,472,965</b>	<b>2,717,532</b>	<b>4,249,515</b>	<b>3,771,200</b>

Unrestricted	8,360,760	11,637,042	13,258,935	15,148,372	24,441,652
Temporarily restricted	2,554,042	2,063,711	3,224,258	4,434,258	5,774,258
<b>Total Net Assets</b>	<b>10,914,802</b>	<b>13,700,753</b>	<b>16,483,193</b>	<b>19,582,630</b>	<b>30,215,910</b>
<b>Total Liabilities and Net Assets</b>	<b>12,925,983</b>	<b>16,173,718</b>	<b>19,200,725</b>	<b>23,832,145</b>	<b>33,987,110</b>

Resident Student Enrollment	29,761,021	38,138,160	47,398,646	60,084,050	73,151,683
Students with Disabilities	1,034,276	1,582,034	1,822,221	2,769,506	3,966,023

State and local	1,640,510	17,720	16,150	-	-
Federal - Title and IDEA	1,878,838	3,237,861	2,310,666	2,729,558	2,625,916
Federal - Other	167,966	595,118	808,729	676,002	793,931
Other	90,917	502,322	20,357	-	582
Food Service/Child Nutrition Program	-	-	-	-	-
<b>Total Operating Revenue</b>	<b>34,573,527</b>	<b>44,073,215</b>	<b>52,376,769</b>	<b>66,259,116</b>	<b>80,538,135</b>

Regular Education	28,726,310	37,881,797	43,945,404	56,695,305	68,309,612
SPED	-	172,156	2,098,392	1,421,997	2,027,706
Regular Education & SPED (combined)	-	-	-	-	-
Other	-	-	-	-	-
<b>Total Program Services</b>	<b>28,726,310</b>	<b>38,053,953</b>	<b>46,043,796</b>	<b>58,117,302</b>	<b>70,337,318</b>

Management and General	4,072,660	4,789,920	5,694,771	8,008,249	9,240,361
Fundraising	-	-	-	-	-
<b>Total Expenses - GRAPHS 2, 3 &amp; 4</b>	<b>32,798,970</b>	<b>42,843,873</b>	<b>51,738,567</b>	<b>66,125,551</b>	<b>79,577,679</b>
<b>Surplus / (Deficit) From School Operations</b>	<b>1,774,557</b>	<b>1,229,342</b>	<b>638,202</b>	<b>133,565</b>	<b>960,456</b>

Contributions	997,426	385,230	1,931,614	2,676,202	3,224,323
Fundraising	1,231,789	1,171,066	(3,359)	-	-
Miscellaneous Income	200	283	215,985	289,670	581,241
Net assets released from restriction	-	-	-	-	-
<b>Total Support and Other Revenue</b>	<b>2,229,415</b>	<b>1,556,579</b>	<b>2,144,240</b>	<b>2,965,872</b>	<b>3,805,564</b>

Total Unrestricted Revenue	36,802,942	45,629,794	54,530,462	69,224,988	84,343,699
Total Temporarily Restricted Revenue	-	-	(9,453)	-	-
<b>Total Revenue - GRAPHS 2 &amp; 3</b>	<b>36,802,942</b>	<b>45,629,794</b>	<b>54,521,009</b>	<b>69,224,988</b>	<b>84,343,699</b>

<b>Change in Net Assets</b>	<b>4,003,972</b>	<b>2,785,921</b>	<b>2,782,442</b>	<b>3,099,437</b>	<b>4,766,020</b>
<b>Net Assets - Beginning of Year - GRAPH 2</b>	<b>6,910,858</b>	<b>10,914,832</b>	<b>13,700,754</b>	<b>16,483,193</b>	<b>19,582,630</b>
Prior Year Adjustment(s)	-	-	-	-	-
<b>Net Assets - End of Year - GRAPH 2</b>	<b>10,914,830</b>	<b>13,700,753</b>	<b>16,483,196</b>	<b>19,582,630</b>	<b>24,348,650</b>

Uncommon New York City Charter Schools (Merged)

SCHOOL INFORMATION - (Continued)

Functional Expense Breakdown

	2010-11	2011-12	2012-13	2013-14	2014-15
Personnel Service					
Administrative Staff Personnel	19,207,048	1,853,913	2,201,264	3,281,865	13,461,805
Instructional Personnel	-	23,777,618	28,954,599	35,863,670	32,308,918
Non-Instructional Personnel	-	-	-	-	-
Personnel Services (Combined)	-	-	-	-	-
<b>Total Salaries and Staff</b>	<b>19,207,048</b>	<b>25,631,531</b>	<b>31,155,863</b>	<b>39,145,535</b>	<b>45,770,723</b>
Fringe Benefits & Payroll Taxes	3,339,238	4,089,291	5,015,359	6,172,857	7,450,615
Retirement	-	-	-	-	-
Management Company Fees	3,193,647	3,995,474	4,798,221	5,900,525	6,923,820
Building and Land Rent / Lease	115,003	141,698	164,510	261,228	162,563
Staff Development	1,082,523	1,303,490	1,610,664	2,527,605	3,025,354
Professional Fees, Consultant & Purchased Services	190,220	170,651	203,624	253,162	265,545
Marketing / Recruitment	-	-	-	-	-
Student Supplies, Materials & Services	2,102,348	2,362,081	2,902,699	3,945,093	5,426,568
Depreciation	962,199	1,226,372	1,365,164	1,723,053	1,863,464
Other	2,606,743	3,923,285	4,522,463	6,196,493	8,688,108
<b>Total Expenses</b>	<b>32,798,969</b>	<b>42,843,873</b>	<b>51,738,567</b>	<b>66,125,551</b>	<b>79,576,760</b>

SCHOOL ANALYSIS

ENROLLMENT

	2010-11	2011-12	2012-13	2013-14	2014-15
Chartered Enroll	2,087	2,668	3,308	4,251	5,403
Revised Enroll	2,214	2,914	3,639	4,470	5,273
Actual Enroll - GRAPH 4	2,167	2,811	3,496	4,453	5,313
Chartered Grades	-	-	-	-	-
Revised Grades	-	-	-	-	-

Primary School District:

Per Pupil Funding (Weighted Avg of All Districts)

Increase over prior year	-	-	-	-	-
	0.0%	0.0%	0.0%	0.0%	0.0%

PER STUDENT BREAKDOWN

Revenue

Operating	15,955	15,679	14,982	14,880	15,159
Other Revenue and Support	1,029	554	613	666	716
<b>TOTAL - GRAPH 3</b>	<b>16,983</b>	<b>16,233</b>	<b>15,595</b>	<b>15,546</b>	<b>15,875</b>

Expenses

Program Services	13,256	13,538	13,170	13,051	13,239
Management and General, Fundraising	1,879	1,704	1,629	1,798	1,739
<b>TOTAL - GRAPH 3</b>	<b>15,136</b>	<b>15,242</b>	<b>14,799</b>	<b>14,850</b>	<b>14,978</b>
% of Program Services	87.6%	88.8%	89.0%	87.9%	88.4%
% of Management and Other	12.4%	11.2%	11.0%	12.1%	11.6%
<b>% of Revenue Exceeding Expenses - GRAPH 5</b>	<b>12.2%</b>	<b>6.5%</b>	<b>5.4%</b>	<b>4.7%</b>	<b>6.0%</b>

Student to Faculty Ratio

-	-	-	-	-
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Faculty to Admin Ratio

-	-	-	-	-
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Financial Responsibility Composite Scores - GRAPH 6

Score	3.0	3.0	3.0	2.7	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	6,558,636	9,003,383	12,661,906	14,746,051	24,214,651
As % of Unrestricted Revenue	17.8%	19.7%	23.2%	21.3%	28.7%
Working Capital (Current) Ratio Score	4.3	4.6	5.7	4.5	7.4
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	4.1	4.5	5.4	4.3	7.2
Risk (Low ≥ 2.5 / Medium 1.0 - 2.4 / High < 1.0)	LOW	LOW	LOW	LOW	LOW
Rating (Excellent ≥ 2.5 / Good 1.0 - 2.4 / Poor < 1.0)	Excellent	Excellent	Excellent	Excellent	Excellent

Debt to Asset Ratio - GRAPH 7

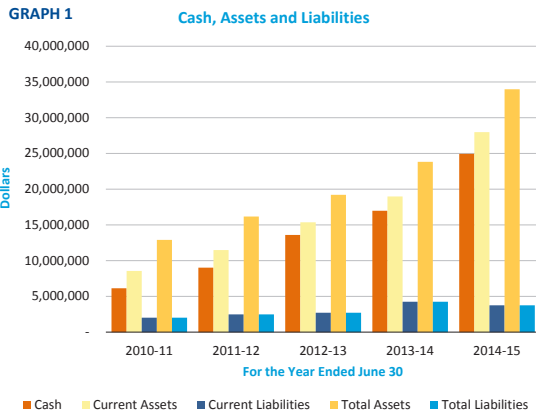
Score	0.2	0.2	0.1	0.2	0.1
Risk (Low < 0.50 / Medium 0.51 - .95 / High > 1.0)	LOW	LOW	LOW	LOW	LOW
Rating (Excellent < 0.50 / Good 0.51 - .95 / Poor > 1.0)	Excellent	Excellent	Excellent	Excellent	Excellent

Months of Cash - GRAPH 8

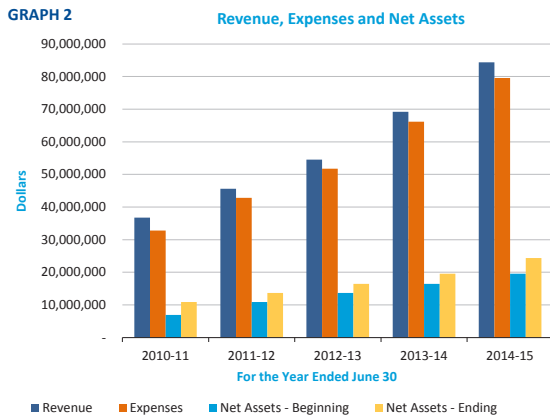
Score	2.2	2.5	3.2	3.1	3.8
Risk (Low > 3 mo. / Medium 1 - 3 mo. / High < 1 mo.)	MEDIUM	MEDIUM	LOW	LOW	LOW
Rating (Excellent > 3 mo. / Good 1 - 3 mo. / Poor < 1 mo.)	Good	Good	Excellent	Excellent	Excellent

# APPENDIX F: Education Corporation Fiscal Dashboard

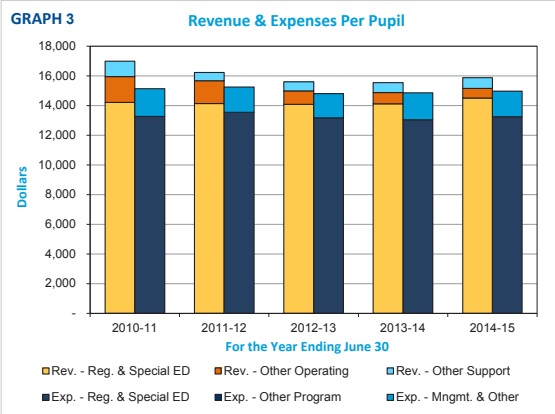
## Uncommon New York City Charter Schools (Merged)



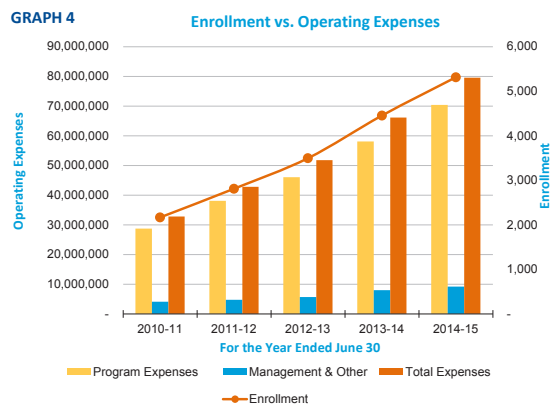
This chart illustrates the relationship between assets and liabilities and to what extent cash reserves makes up current assets. Ideally for each subset, subsets 2 thru 4, (i.e. current assets vs. current liabilities), the column on the left is taller than the immediate column on the right; and, generally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



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.



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.

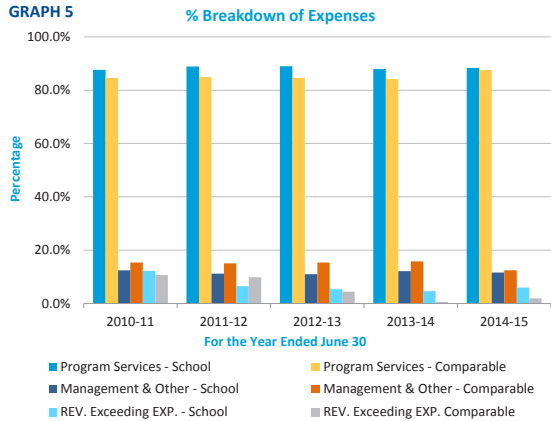


This chart illustrates to what extent the school's operating expenses have followed its student enrollment pattern. A baseline assumption that this data tests is that operating expenses increase with each additional student served. This chart also compares and contrasts growth trends of both, giving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

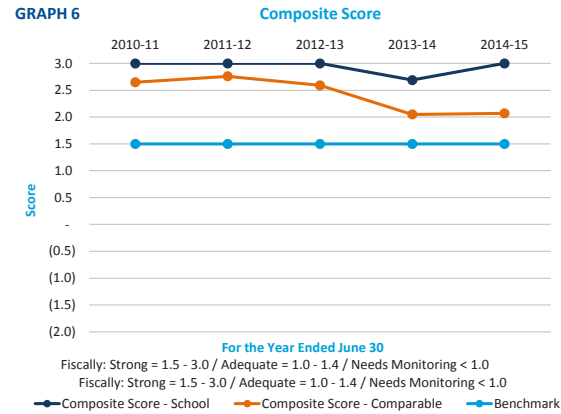
Uncommon New York City Charter Schools (Merged)

Comparable School, Region or Network: New York City & Long Island Schools

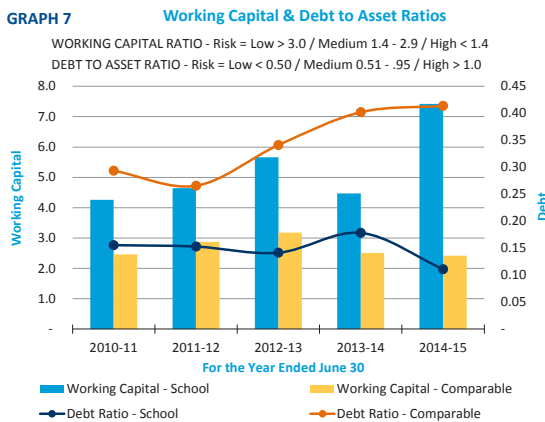
\* Average = Average - 5 Yrs. OR Charter Term



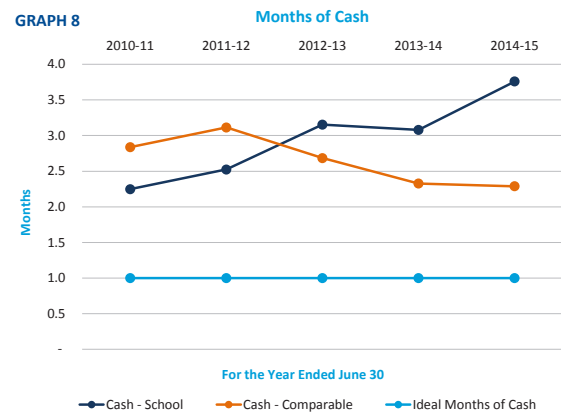
This chart illustrates the percentage expense breakdown between program services and management & others as well as the percentage of revenues exceeding expenses. Ideally the percentage expense for program services will far exceed that of the management & other expense. The percentage of revenues exceeding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



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



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



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

