



THE SUNY CHARTER SCHOOLS INSTITUTE

*RENEWAL RECOMMENDATION REPORT
LEADERSHIP PREPARATORY
BROWNSVILLE CHARTER SCHOOL*

Charter Schools Institute

Report on the Charter Schools Institute's Review of the State University of New York's Charter Schools

Report prepared for the State University of New York's Charter Schools Institute

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CONTENTS

2

Introduction and Report Format

4

Renewal Recommendation

8

School Background and Executive Summary

10

Academic Performance

16

Organizational Performance

20

Fiscal Performance

24

Future Plans

Appendices

A: School Overview

B: School Performance Summaries

C: District Comments

D: School Fiscal Dashboard

E: Education Corporation Overview

F: Education Corporation Fiscal Dashboard

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INTRODUCTION & REPORT FORMAT

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

THE INSTITUTE MAKES ALL RENEWAL RECOMMENDATIONS BASED ON

A SCHOOL’S
APPLICATION
FOR CHARTER
RENEWAL

INFORMATION
GATHERED DURING
THE CHARTER TERM

ACADEMIC
PERFORMANCE

FISCAL SOUNDNESS

LEGAL COMPLIANCE

RENEWAL
EVALUATION VISIT



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

1. Revised September 4,
2013 and available at: [www.
newyorkcharters.org/suny-
renewal-policies/](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”),² which specify in detail what a successful school should be able to demonstrate at the time of the renewal review. The Institute uses the four interconnected renewal questions below for framing benchmark statements to determine if a school has made an adequate case for renewal.

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 and the SUNY Fiscal Dashboard information for the school. If applicable, the Appendices also include additional information about the education corporation and its schools including additional evidence on student achievement of other education corporation schools.



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/operate/existing-schools/renewal/.

2. Version 5.0, May 2012, available at: 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 Leadership Preparatory Brownsville 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 8th grade in such configuration as set forth in its Application for Charter Renewal, with a projected total enrollment of 736 students.



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

REQUIRED FINDINGS

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

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

3. SUNY Renewal Policies
at 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; Leadership Preparatory Brownsville Charter School (“LP Brownsville”) received its original charter on October 28, 2009 and last applied for renewal in 2013. Per the amendments to the Act in 2010, charter schools are required to make good faith efforts to meet enrollment and retention targets for students with disabilities, English language learners (“ELLs”) and students who are eligible applicants for the federal Free and Reduced Price Lunch (“FRPL”) program.

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.

LP Brownsville makes good faith efforts to meet its enrollment and retention targets.

Students with Disabilities

- LP Brownsville 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, LP Brownsville will continue to place a high priority on recruiting students who qualify for FRPL. LP Brownsville 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; and,

RENEWAL RECOMMENDATION

- LP Brownsville provides admissions preference in its lotteries to students who qualify for FRPL: families who qualify receive a preference that increases their chances of acceptance over students who do not qualify for FRPL. Students who live within the school's CSD are given a statutory admission preference in an effort to enroll a student population that has a similar demographic to that of the CSD in which the school is located. Families who qualify for Supplemental Nutrition Assistance Program (SNAP) (food stamps) or Temporary Assistance for Needy Families (TANF) (public assistance) benefits, or live in New York City Housing Authority housing receive an additional preference that further increases their chances for acceptance. Because LP Brownsville will take extensive outreach efforts to get the word out to as many families as possible about the school and because the school will enroll predominately students who reside in the school's CSD, the demographics of students at LP Brownsville should match that of the school's CSD.

English Language Learners

- LP Brownsville 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 LP Brownsville. LP Brownsville 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 targets 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

LEADERSHIP PREPARATORY BROWNSVILLE CHARTER SCHOOL

BACKGROUND

LP Brownsville opened its doors in the fall of 2009, initially serving 116 students in Kindergarten and 1st grade. SUNY Trustees granted the school a short-term, initial renewal on January 27, 2014. LP Brownsville is currently authorized to serve 736 students in grades K through 8. The current charter term expires on July 31, 2017. A subsequent charter term would enable the school to operate through July 31, 2022. Kindergarten through 4th grade classes co-locate in a New York City Department of Education (“NYCDOE”) building at 985 Rockaway Avenue, Brooklyn, New York in CSD 23. The building also houses a middle school, two transfer high schools and a community organization: Kappa V Middle School; Brooklyn Democracy High School; Metropolitan Diploma Plus High School; and, the Police Athletic League Brownsville Beacon Community Center. LP Brownsville’s middle grades (5-8) co-locate with The Gregory Jocko Jackson School of Sports, Arts, and Technology (Kindergarten - 8th grade) at 213 Osborn Street, Brooklyn, New York, also in CSD 23.

The mission of LP Brownsville is:



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

LP Brownsville 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



The Institute recommends that the SUNY Trustees approve Uncommon Schools NYC’s authority to operate LP Brownsville for an additional charter term of five years. The school has met its key academic Accountability Plan goals and bolstered its instructional leadership. LP Brownsville showed an upward trajectory in absolute performance while meeting its English language arts (“ELA”) goal. In mathematics, LP Brownsville outperformed the district by 49 percentage points in 2015-16. These student achievement results coincide with the strengthening of the school’s leadership structure, which was uncertain at the end of the previous charter term.

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. LP Brownsville is an academic and organizational success. Uncommon Schools NYC is fiscally sound, and the school’s program is likely to continue to improve student learning in the future. For these reasons, the Institute recommends Subsequent Full-Term Renewal.

NOTEWORTHY

LP Brownsville posted a student mathematics proficiency rate 49 percentage points higher than its community school district in the most recent school year.

ACADEMIC PERFORMANCE



IS THE SCHOOL AN ACADEMIC SUCCESS?

Having met its key Accountability Plan goals, LP Brownsville has demonstrated academic success. Based on evidence the Institute compiled throughout the charter term and at the time of the renewal review, LP Brownsville's academic program is strong, effective and supported by high quality instructional and organizational leadership.

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."⁵ As described in this report, LP Brownsville has satisfied the requirements of the Act as well as the SUNY Renewal Policies⁶ as it has posted consistently strong outcomes as measured by performance on state assessments. This performance indicates LP Brownsville'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 LP Brownsville 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,⁷ 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"⁸ and states the educational programs at a charter school must "meet or exceed the student performance standards adopted by the board of regents"⁹ 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. LP Brownsville 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 LP Brownsville 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 LP Brownsville'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'

ACADEMIC PERFORMANCE

assessments. According to this measure, median growth statewide is at the 50th percentile. This means that to signal the school's ability to help students make one year's worth of growth in one year's time the expected percentile performance is 50. To signal a school is increasing students' performance above their peers (students statewide who scored previously at the same level), the school must post a percentile performance that exceeds 50.

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

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

LP Brownsville 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 Accountability Period. LP Brownsville 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.

LP Brownsville met its ELA Accountability Plan goal. The school posted mean growth percentiles that exceeded or nearly exceeded the state median of 50 during every year of its Accountability Period. Additionally, LP Brownsville demonstrated a consistent upward trend in assessment performance since 2013-14, the first year of its Accountability Period. With 32 percent of students scoring at or above proficiency on the state's ELA exam in 2013-14, the school outperformed the district by 21 percentage points. By 2015-16, over 50 percent of students scored at or above proficiency on the state's ELA exam, outperforming the district by 33 percentage points. The school met the target for its comparative effect size measure during 4 out of the 5 years of its Accountability Period. During 2012-13, 2014-15, and 2015-16, LP Brownsville performed higher than expected to a large degree compared to schools enrolling similar concentrations of economically disadvantaged students.

The school also met its mathematics Accountability Plan goal. Although LP Brownsville posted a mean growth percentile slightly below the state median of 50 in 2015-16, the school outperformed the district by 49 percentage points during the same year. LP Brownsville exceeded its growth measure in 2014-15 and 2013-14, by 10 and 20 points, respectively.

The school met the target for its comparative effect size measure during each year of the Accountability Period.

The school met its science goal. The school met its comparative measure during each year of its Accountability Period, notably surpassing the district by 30 percentage points in 2014-15. After nearly meeting its absolute proficiency target of 75 in 2013-14, the school exceeded the benchmark in both subsequent years.

The school met its NCLB goal during the charter term and remains in good standing under the state's accountability system.

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
Enrollment (N) Receiving Mandated Academic Services		(60)	(77)	(75)
RESULTS	Tested on State Exams (N)	(25)	(46)	(57)
	Percent Proficient on ELA Exam	12.0	6.5	14.0
	Percent Proficient Statewide	5.0	5.8	7.9

		2013-14	2014-15	2015-16
ELL Enrollment (N)		(8)	(18)	(12)
RESULTS	Tested on NYSESLAT* Exam (N)	(8)	(13)	(7)
	Percent 'Commanding' or Making Progress† on NYSESLAT	50.0	69.2	14.3

* 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).

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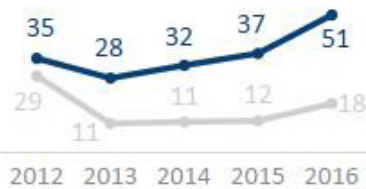
ACADEMIC PERFORMANCE

LEADERSHIP PREPARATORY BROWNSVILLE CHARTER SCHOOL

REQUIRED MEASURE DESCRIPTION

Comparative Measure: District Comparison. Each year, the percentage of students at LP Brownsville 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 23.

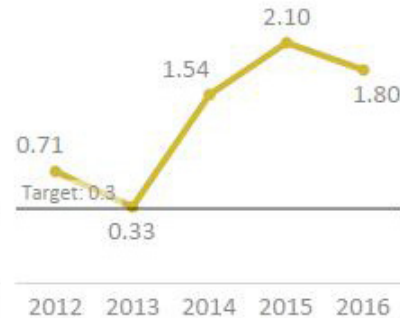
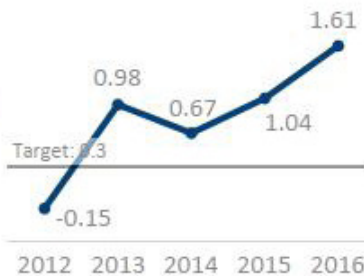
ENGLISH LANGUAGE ARTS ACCOUNTABILITY PLAN GOAL



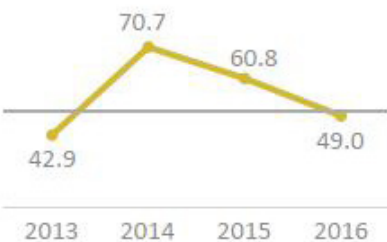
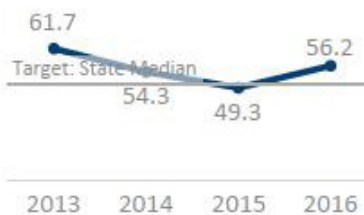
MATHEMATICS ACCOUNTABILITY PLAN GOAL



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: Comparative Measure. Each year, the percentage of students at the school in at least their second year performing at or above proficiency in **science** will exceed that of students in the same tested grades in the district.



ACADEMIC PROGRAM SUMMARY

With support from the network, LP Brownsville has a strong academic program that supports teachers in promoting high achievement amongst students. The instructional leadership team provides strong coaching to school staff, conducting daily observations of teachers and providing in-the-moment and post-observation feedback to promote teacher development. LP Brownsville’s curriculum supports instructional planning, and the school’s assessment system improves instructional effectiveness and student learning. The network provides LP Brownsville 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 interim assessments (“IAs”) the network creates, that provide actionable data for instructional staff. The school uses a reliable norming process to grade assessments and effectively analyzes assessment data to make instructional adjustments in classrooms. 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.

LP Brownsville has strong supports for students with disabilities. As part of its Response to Intervention (“RtI”) system, when students who are struggling to learn 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. LP Brownsville provides academic interventions to its ELLs through three staff members with specific training in serving this specific student population.

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.

ORGANIZATIONAL PERFORMANCE



IS THE SCHOOL AN EFFECTIVE, VIABLE ORGANIZATION?

LP Brownsville is an effective and viable organization that has in place the key design elements identified in its charter. The Uncommon Schools NYC board of trustees (the “board”) meets regularly and ensures the school generally and substantially complies with applicable law and regulations. .

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

LP Brownsville 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. The implemented school design has produced the academic results promised at the time the SUNY Trustees granted its 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. LP Brownsville had a 70% parent participation rate for the NYCDOE’s 2015-2016 NYC School Survey. The vast majority of survey responses (95%) indicate high satisfaction with the school.

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

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receiving general education services, parents of students with special needs and parents of ELLs. LP Brownsville parents expressed satisfaction and loyalty to the school.

Persistence in Enrollment. An additional indicator of parent satisfaction is persistence in enrollment. In 2015-16, 87% of LP Brownsville students returned from the previous year. Student persistence data from previous years of the charter term is available in Appendix A. The Institute derived the statistical information on persistence in enrollment from its database. No comparative data from the NYCDOE or the New York State Education Department (“NYSED”) is available to the Institute to provide either district or statewide 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.

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: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 did not issue any violation letters to the school or put it on corrective action during the charter term.

- **Complaints.** The school has generated several informal complaints regarding student discipline and suspensions including suspension from transportation. One complaint regarding child abuse in an educational setting went to the board and the parent complained that the process was taking too long. The school also received a special education complaint where a parent wanted summer services (which should have been directed to the proper NYCDOE committee on special education). The Institute directed the complainants to follow the appropriate complaint policies and initial inquiries found no violations. The Institute received no formal complaints.
- **Certification.** The school has three more than the allowed number of uncertified teachers in violation of the Act, but more than that number of uncertified teachers are currently enrolled in programs to allow them to become certified.



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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, LP Brownsville. The SUNY Fiscal Dashboard presents color-coded tables and charts indicating that LP Brownsville and the education corporation have demonstrated fiscal soundness over the majority of the charter term.¹⁰ (The SUNY Fiscal Dashboard for LP Brownsville 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 LP Brownsville 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 a 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?

LP Brownsville has adequate financial resources to ensure stable operations. Working with the network, LP Brownsville 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 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

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BENCHMARK
:BUDGETS**

and programmatic changes to ensure that the staff can properly support the proposed enrollment.

- The projected five-year renewal budget reflects stable revenues and expenses associated with flat enrollment growth as the school will remain at scale with Kindergarten through grade 8.
- LP Brownsville has two co-located NYCDOE sites, elementary at one site and middle school at a separate site, and anticipates that the current 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?

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

- The Uncommon 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 LP Brownsville audit report had no findings or deficiencies.

**SUNY
RENEWAL
BENCHMARK**
:INTERNAL
CONTROLS

FISCAL PERFORMANCE

SUNY RENEWAL BENCHMARK : FINANCIAL REPORTING

DOES THE SCHOOL COMPLY WITH FINANCIAL REPORTING REQUIREMENTS?

LP Brownsville 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).
- Independent audits of annual financial statements have received unqualified opinions with no advisory or management letter findings to report.
- 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.
- The next audit report for the fiscal year ended June 30, 2016 is due to the Institute November 1, 2016.

SUNY RENEWAL BENCHMARK : OPERATIONS

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

LP Brownsville and the education corporation have maintained adequate financial resources to ensure stable operations.

- The school opened in 2009-10 and is in its second charter term. The school has consistently had operating surpluses and strong enrollment.
- The education corporation fiscal dashboard in Appendix F indicates fiscally strong.
- 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.
- Uncommon Schools NYC had total net assets of approximately \$24.3 million as of June 30, 2015. LP Brownsville as an individual school reported net assets of approximately \$2.6 million and had three months of cash on hand to be used for 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
41 State Street, Suite 700
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?

LP Brownsville has met its Accountability Plan goals and maintains an effective 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's plans for the future are to continue to operate LP Brownsville in its current configuration as set forth in the Application for Charter Renewal. The Institute finds these plans reasonable, feasible and achievable based on its renewal review.

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. LP Brownsville 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.

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

	CURRENT	END OF NEXT CHARTER TERM
Enrollment	736	736
Grade Span	K-8	K-8
Teaching Staff	62	66
Days of Instruction	185	185

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. The Institute has reviewed the proposed terms of such contract and will review and approve the final contract, and any other network contracts, when executed.

LP Brownsville plans to continue to provide instruction for Kindergarten through 8th 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.

LP
Brownsville

Ax

APPENDICES

PAGES Ax 1-47

SO^A
SCHOOL
OVERVIEW

PAGE Ax 1

PS^B
PERFORMANCE
SUMMARIES

PAGE Ax 7

DC^C
DISTRICT
COMMENTS

PAGE Ax 9

FD^D
FISCAL DASHBOARD

PAGE Ax 11

EO^E
ED CORP OVERVIEW

PAGE Ax 15

EF^F
ED CORP FISCAL

PAGE Ax 45

APPENDIX A: School Overview

BOARD OF TRUSTEES

CHAIR	TRUSTEES	
Linton Mann III	Ian Sacks	Joseph Wayland
VICE CHAIR	John Kim	Arvind Krishnamurthy
Tony Pasquariello	St. Claire Gerald	Michelle Hall
TREASURER	Ekwutozia Nwabuzor	Jeff Wetzler
Joseph Wayland	Chrystal Stoke Williams	Caroline Curry
MEMBER EX-OFFICIO	Shakima Jones	David Saltzman
Brett Peiser	Laura Blankfein	John Greenstein
	Alison Mass	

SCHOOL LEADERS

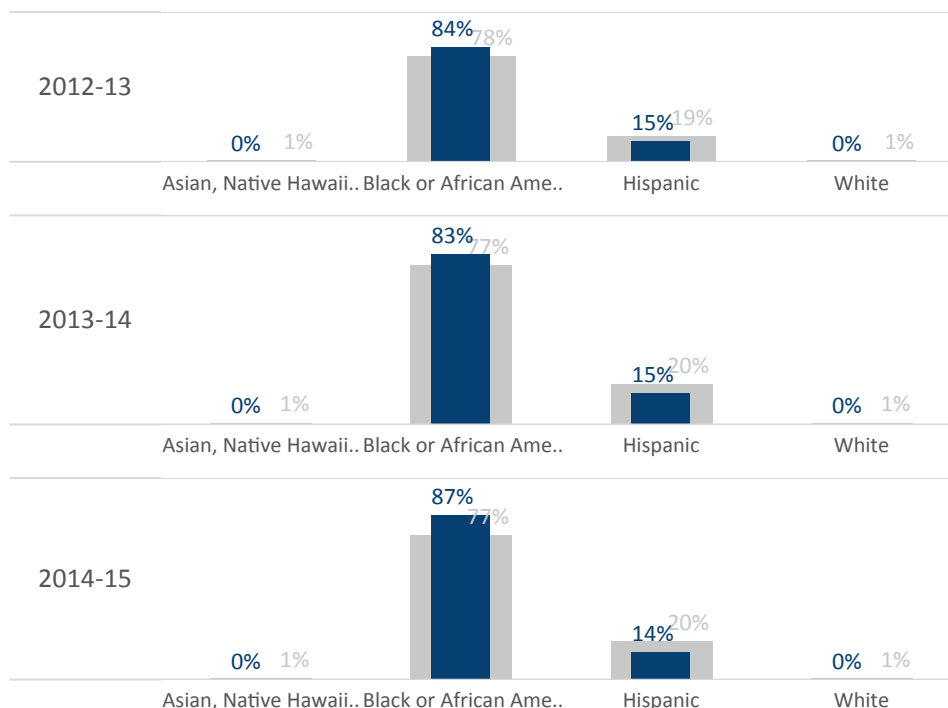
PRINCIPAL
<i>Darcy Richie (2009-2012)</i>
<i>Emily Art and Jennifer Wong-Den (2013-2015)</i>
<i>Mark Stulberg (2013 to Present) Middle School Grades</i>
<i>Cele De La Garza (2014 to Present)</i>

SCHOOL CHARACTERISTICS

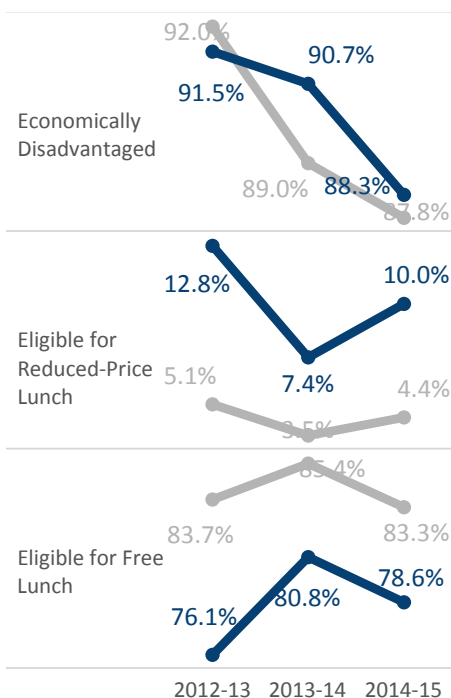
SCHOOL YEAR	CHARTERED ENROLLMENT	ACTUAL ENROLLMENT ¹⁶	ACTUAL AS A PERCENTAGE OF CHARTERED ENROLLMENT	PROPOSED GRADES	ACTUAL GRADES
2012-13	366	359	98%	K-4	K-4
2013-14	476	476	100%	K-5	K-5
2014-15	570	566	99%	K-6	K-6
2015-16	667	664	100%	K-7	K-7
2016-17	736	Not Yet Available	Not Yet Available	K-8	K-8

STUDENT DEMOGRAPHICS: RACE/ETHNICITY

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

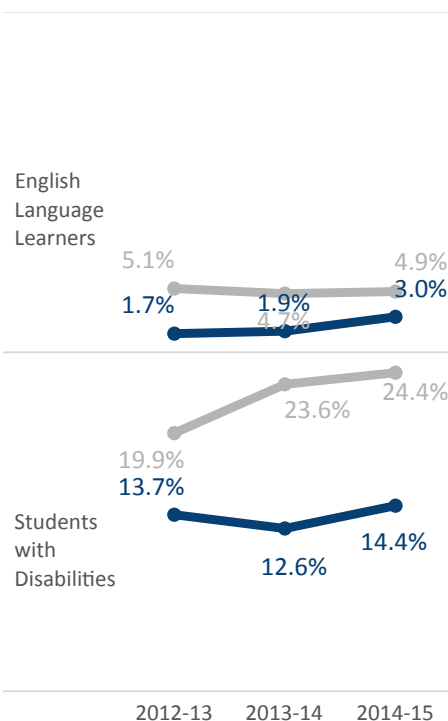


STUDENT DEMOGRAPHICS: FREE/REDUCED LUNCH



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.

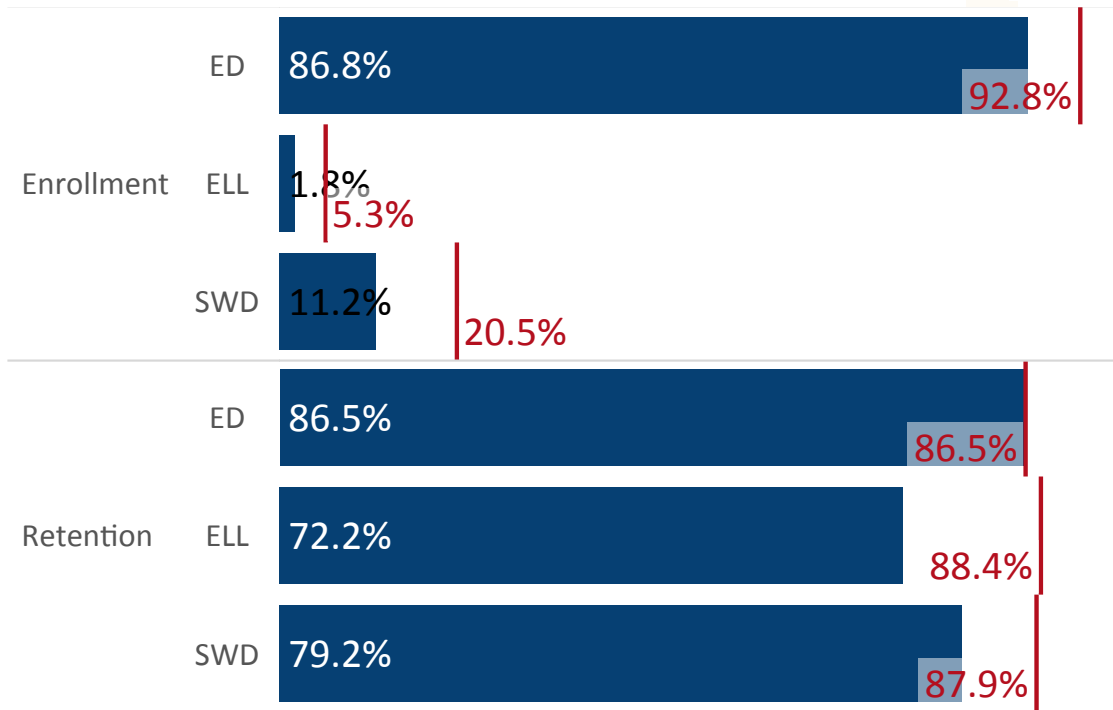
STUDENT DEMOGRAPHICS: SPECIAL POPULATIONS



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

APPENDIX A: School Overview

ENROLLMENT AND RETENTION TARGETS



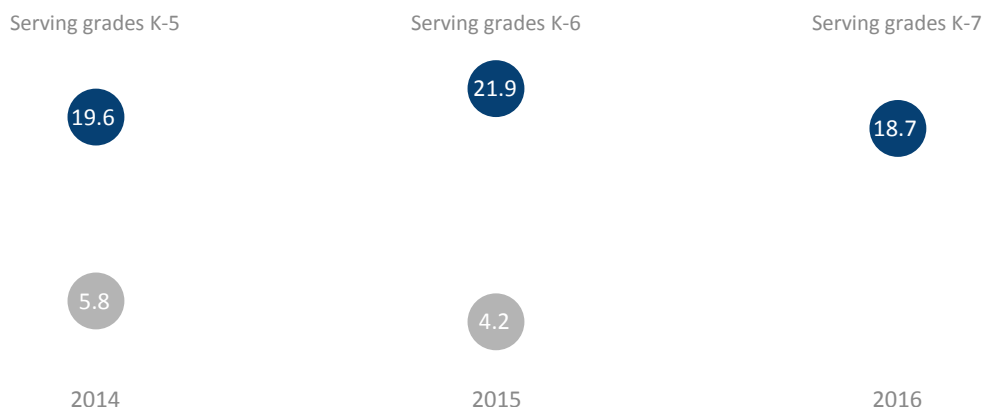
The chart illustrates the school's **current enrollment and retention percentages** against the **enrollment and retention targets**. As required by Education Law § 2851(4)(e), a school must include in its renewal application information regarding the efforts it has, and will, put in place to meet or 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: **LP BROWNSVILLE** 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.

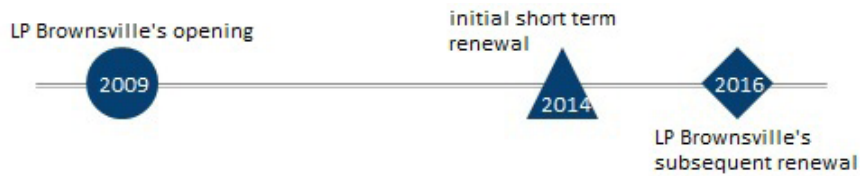


PARENT SATISFACTION SURVEY RESULTS: % OF RESPONDENTS WHO AGREE THE SCHOOL HAS THE FOLLOWING ELEMENTS IN PLACE:



APPENDIX A: School Overview

TIMELINE OF CHARTER SCHOOL RENEWAL



SCHOOL VISIT HISTORY

SCHOOL YEAR	VISIT TYPE	DATE
2009-10	First Year Visit	May 4, 2010
2011-12	Evaluation Visit	June 7-8, 2012
2013-14	Initial Renewal Visit	Sep 16-17, 2013

CONDUCT OF THE RENEWAL VISIT

DATE(S) OF VISIT	EVALUATION TEAM MEMBERS	TITLE
September 27, 2016	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 Leadership Prep Brownsville Charter School

	2013-14 Grades Served: K-5				2014-15 Grades Served: K-6				2015-16 Grades Served: K-7			
	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)
<u>ABSOLUTE MEASURES</u> 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	40.5 (84)	41.4 (70)		3	44.9 (69)	46.3 (67)		3	62.1 (87)	62.7 (75)	
	4	26.9 (52)	27.7 (47)		4	40.3 (72)	39.1 (69)		4	55.9 (59)	55.9 (59)	
	5	16.5 (79)	17.9 (28)		5	21.5 (79)	24.4 (41)		5	34.5 (84)	39.7 (58)	
	6	(0)	(0)		6	22.8 (79)	31.4 (51)		6	49.4 (89)	50.0 (62)	
	7	(0)	(0)		7	(0)	(0)		7	40.8 (71)	43.9 (57)	
	8	(0)	(0)		8	(0)	(0)		8	(0)	(0)	
	All	28.4 (215)	32.4 (145)	NA	All	31.8 (299)	36.8 (228)	NO	All	48.5 (390)	51.1 (311)	NO
2. Each year the school's aggregate Performance Level Index on the State exam will meet the Annual Measurable Objective set forth in the State's NCLB accountability system.	Grades	PLI	AMO		Grades	PLI	AMO		Grades	PI	AMO	
	3-5	105	89	YES	3-6	105	97	YES	3-7	131	104	YES
	Comparison: Brooklyn District 23				Comparison: Brooklyn District 23				Comparison: Brooklyn District 23			
3. Each year the percent of students enrolled in at least their second year and performing at proficiency will be greater than that of students in the same grades in the local district.	Grades	School	District		Grades	School	District		Grades	School	District	
	3-5	32.4	11.4	YES	3-6	36.8	11.8	YES	3-7	51.1	18.2	YES
	Comparison: Brooklyn District 23				Comparison: Brooklyn District 23				Comparison: Brooklyn District 23			
4. Each year the school will exceed its predicted percent of students at proficiency on the state exam by at least a small Effect Size (at least 0.3) based on its percentage of Economically Disadvantaged students.	% ED		Effect Size		% ED		Effect Size		% ED		Effect Size	
	87.9	28.4	19.7	0.67	86.9	31.8	17.8	1.05	86.1	48.5	23.0	1.59
	YES				YES				YES			
<u>GROWTH MEASURE</u> 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	52.8			4	48.5			4	49.6		
	5	55.3			5	47.5			5	46.6		
	6	0.0			6	51.6			6	68.1		
	7	0.0			7	0.0			7	57.3		
	8	0.0			8	0.0			8	0.0		
	All	54.3	50.0	YES	All	49.3	50.0	NO	All	56.2	50.0	YES

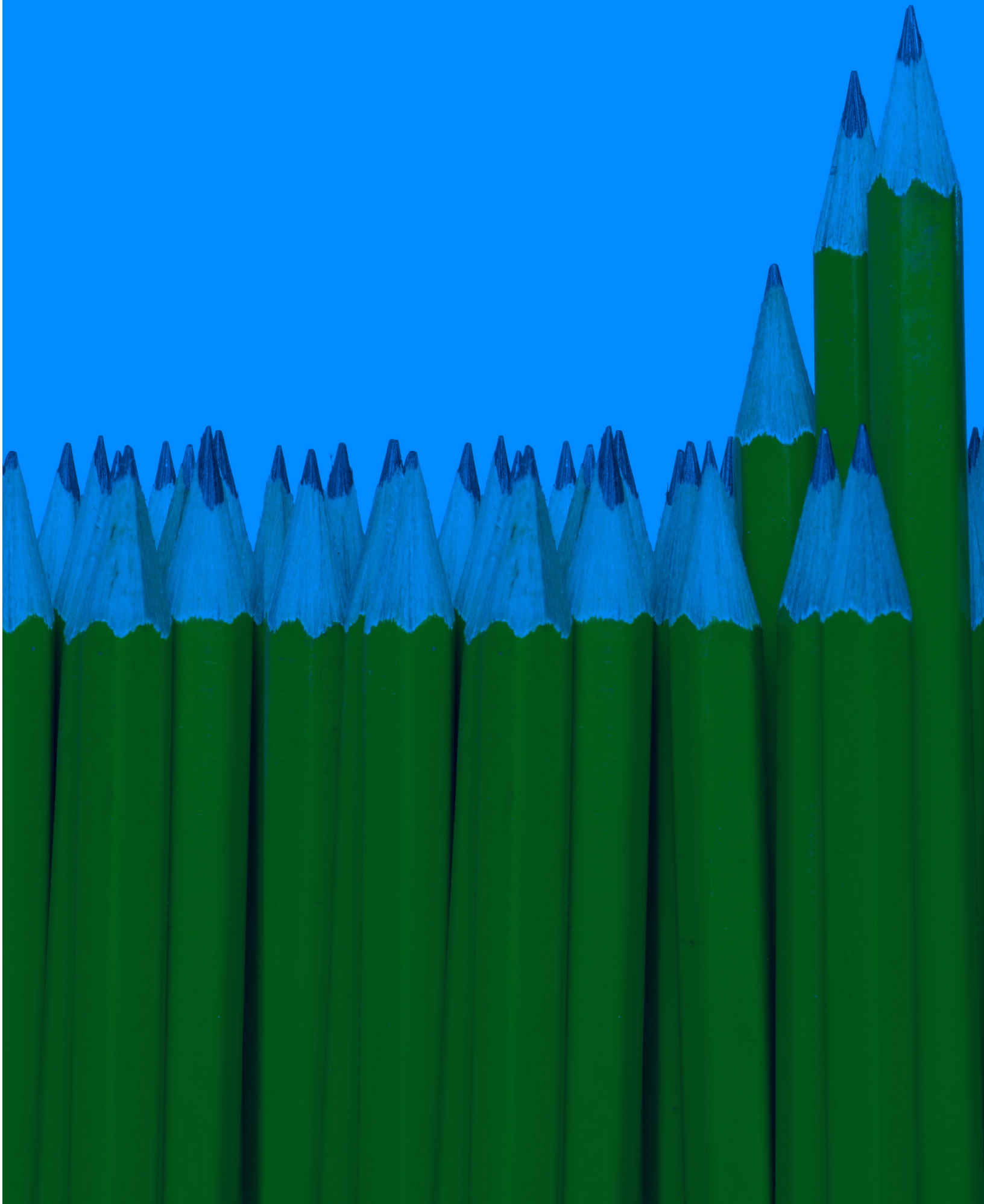
SCHOOL PERFORMANCE SUMMARY: Mathematics

Leadership Prep Brownsville Charter School

	2013-14 Grades Served: K-5				2014-15 Grades Served: K-6				2015-16 Grades Served: K-7			
	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)
ABSOLUTE MEASURES 1. Each year 75 percent of students who are enrolled in at least their second year will perform at proficiency on the New York State exam.	3	75.0 (84)	77.9 (68)		3	84.1 (69)	83.6 (67)		3	82.8 (87)	84.0 (75)	
	4	67.3 (52)	68.1 (47)		4	90.3 (72)	89.9 (69)		4	81.4 (59)	81.4 (59)	
	5	30.4 (79)	28.6 (28)		5	38.8 (80)	46.3 (41)		5	43.5 (85)	55.2 (58)	
	6	(0)	(0)		6	50.0 (78)	54.9 (51)		6	46.6 (88)	50.8 (61)	
	7	(0)	(0)		7	(0)	(0)		7	43.7 (71)	50.9 (57)	
	8	(0)	(0)		8	(0)	(0)		8	(0)	(0)	
	All	56.7 (215)	65.0 (143)	NA	All	64.5 (299)	72.4 (228)	NO	All	58.7 (390)	65.5 (310)	NO
2. Each year the school's aggregate Performance Level Index on the State exam will meet the Annual Measurable Objective set forth in the State's NCLB accountability system.	Grades	PLI	AMO		Grades	PLI	AMO		Grades	PI	AMO	
	3-5	141	86	YES	3-6	152	94	YES	3-7	147	101	YES
	Comparison: Brooklyn District 23				Comparison: Brooklyn District 23				Comparison: Brooklyn District 23			
COMPARATIVE MEASURES 3. Each year the percent of students enrolled in at least their second year and performing at proficiency will be greater than that of students in the same grades in the local district.	Grades	School	District		Grades	School	District		Grades	School	District	
	3-5	65.0	13.6	YES	3-6	72.4	14.6	YES	3-7	65.5	16.2	YES
	Comparison: Brooklyn District 23				Comparison: Brooklyn District 23				Comparison: Brooklyn District 23			
4. Each year the school will exceed its predicted percent of students at proficiency on the State exam by at least a small Effect Size (at least 0.3) based on its percentage of Economically Disadvantaged students.	% ED		Effect Size		% ED		Effect Size		% ED		Effect Size	
	87.9	56.7	28.0	1.54	86.9	64.5	25.8	2.10	86.2	58.7	24.5	1.79
	YES				YES				YES			
GROWTH MEASURE 5. Each year, the school's unadjusted mean growth percentile will meet or exceed the state's unadjusted median growth percentile.	Grades	School	State		Grades	School	State		Grades	School	State	
	4	77.1			4	53.6			4	37.9		
	5	66.3			5	54.1			5	35.2		
	6	0.0			6	73.8			6	64.6		
	7	0.0			7	0.0			7	53.4		
	8	0.0			8	0.0			8	0.0		
	All	70.7	50.0	YES	All	60.8	50.0	YES	All	49.0	50.0	NO

APPENDIX C: District Comments

NO COMMENTS RECEIVED



APPENDIX D: Fiscal Dashboard

LEADERSHIP PREPARATORY BROWNSVILLE CHARTER SCHOOL

SCHOOL INFORMATION

BALANCE SHEET

Opened 2009-10

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
329,763	637,458	862,311	1,375,139	2,029,932
228,672	185,581	89,701	119,762	122,279
-	-	-	-	-
22,189	38,862	48,736	53,512	7,923
-	-	-	-	-
580,624	861,901	1,000,748	1,548,413	2,160,134
494,040	490,310	709,584	797,957	702,701
-	-	-	-	-
1,074,664	1,352,211	1,710,332	2,346,370	2,862,835

99,434	144,891	161,627	338,407	241,686
-	-	-	-	-
-	-	-	-	-
-	-	-	-	-
-	-	-	-	-
-	-	-	-	-
99,434	144,891	161,627	338,407	241,686
-	-	-	-	-
99,434	144,891	161,627	338,407	241,686

975,230	1,207,320	1,548,705	1,842,963	2,071,149
-	-	-	165,000	550,000
975,230	1,207,320	1,548,705	2,007,963	2,621,149
1,074,664	1,352,211	1,710,332	2,346,370	2,862,835

2,748,479	3,756,448	4,786,866	6,428,369	7,797,092
81,042	168,006	158,448	210,138	283,128

243,287	-	-	-	-
183,527	294,219	266,232	256,561	285,280
-	-	72,739	86,216	111,580
51	96	-	-	-
-	-	-	-	-
3,256,386	4,218,769	5,284,285	6,981,284	8,477,080

2,704,775	3,562,696	4,251,109	5,316,717	6,629,720
-	-	204,018	317,024	384,569
-	-	-	-	-
-	-	-	-	-
2,704,775	3,562,696	4,455,127	5,633,741	7,014,289
374,137	423,983	510,831	918,038	912,303
-	-	-	-	-
3,078,912	3,986,679	4,965,958	6,551,779	7,926,592
177,474	232,090	318,327	429,505	550,488

-	-	-	-	481
120,000	-	330	-	-
-	-	22,728	29,753	62,217
-	-	-	-	-
120,000	-	23,058	29,753	62,698

3,376,386	4,218,769	5,307,343	7,011,037	8,539,778
-	-	-	-	-
3,376,386	4,218,769	5,307,343	7,011,037	8,539,778

297,474	232,090	341,385	459,258	613,186
677,755	975,230	1,207,320	1,548,705	2,007,963
-	-	-	-	-
975,229	1,207,320	1,548,705	2,007,963	2,621,149

SCHOOL INFORMATION - (Continued)

Functional Expense Breakdown

	2010-11	2011-12	2012-13	2013-14	2014-15
Personnel Service					
Administrative Staff Personnel	1,597,828	157,203	158,344	376,646	1,312,798
Instructional Personnel	-	2,217,008	2,845,071	3,513,656	3,307,865
Non-Instructional Personnel	-	-	-	-	-
Personnel Services (Combined)	-	-	-	-	-
Total Salaries and Staff	1,597,828	2,374,211	3,003,415	3,890,302	4,620,663
Fringe Benefits & Payroll Taxes	292,534	382,636	477,196	604,059	745,025
Retirement	-	-	-	-	-
Management Company Fees	299,962	406,371	495,097	620,557	711,067
Building and Land Rent / Lease	19,232	19,851	13,554	1,650	-
Staff Development	120,309	138,344	151,316	280,559	326,270
Professional Fees, Consultant & Purchased Services	15,948	15,046	19,110	32,786	36,372
Marketing / Recruitment	-	-	-	-	-
Student Supplies, Materials & Services	252,523	150,967	201,994	289,006	416,776
Depreciation	131,493	159,946	182,791	228,423	252,205
Other	349,082	339,307	421,485	604,437	818,214
Total Expenses	3,078,911	3,986,679	4,965,958	6,551,779	7,926,592

SCHOOL ANALYSIS

ENROLLMENT

	2010-11	2011-12	2012-13	2013-14	2014-15
Chartered Enroll	171	223	272	476	570
Revised Enroll	-	286	366	-	-
Actual Enroll - GRAPH 4	203	284	359	476	566
Chartered Grades	K-2	K-3	K-4	K-5	K-6
Revised Grades	-	-	-	-	-

Primary School District:

Per Pupil Funding (Weighted Avg of All Districts)

	12,443	13,527	13,527	13,527	13,527
Increase over prior year	0.0%	8.0%	0.0%	0.0%	0.0%

PER STUDENT BREAKDOWN

Revenue

Operating	16,041	14,855	14,719	14,667	14,978
Other Revenue and Support	591	-	64	63	111
TOTAL - GRAPH 3	16,632	14,855	14,784	14,729	15,089

Expenses

Program Services	13,324	12,545	12,410	11,836	12,394
Management and General, Fundraising	1,843	1,493	1,423	1,929	1,612
TOTAL - GRAPH 3	15,167	14,038	13,833	13,764	14,006
% of Program Services	87.8%	89.4%	89.7%	86.0%	88.5%
% of Management and Other	12.2%	10.6%	10.3%	14.0%	11.5%
% of Revenue Exceeding Expenses - GRAPH 5	9.7%	5.8%	6.9%	7.0%	7.7%

Student to Faculty Ratio

12.7	9.5	9.0	9.7	10.8
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Faculty to Admin Ratio

2.3	15.0	19.9	9.8	3.7
-----	------	------	-----	-----

Financial Responsibility Composite Scores - GRAPH 6

Score	2.4	2.5	2.5	2.5	2.8
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	481,190	717,010	839,121	1,210,006	1,918,448
As % of Unrestricted Revenue	14.3%	17.0%	15.8%	17.3%	22.5%
Working Capital (Current) Ratio Score	5.8	5.9	6.2	4.6	8.9
Risk (Low ≥ 3.0 / Medium 1.4 - 2.9 / High < 1.4)	LOW	LOW	LOW	LOW	LOW
Rating (Excellent ≥ 3.0 / Good 1.4 - 2.9 / Poor < 1.4)	Excellent	Excellent	Excellent	Excellent	Excellent

Quick (Acid Test) Ratio

Score	5.6	5.7	5.9	4.4	8.9
Risk (Low ≥ 2.5 / Medium 1.0 - 2.4 / High < 1.0)	LOW	LOW	LOW	LOW	LOW
Rating (Excellent ≥ 2.5 / Good 1.0 - 2.4 / Poor < 1.0)	Excellent	Excellent	Excellent	Excellent	Excellent

Debt to Asset Ratio - GRAPH 7

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

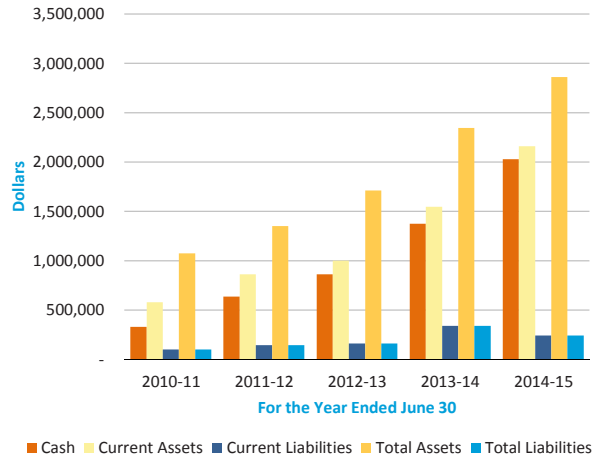
Months of Cash - GRAPH 8

Score	1.3	1.9	2.1	2.5	3.1
Risk (Low > 3 mo. / Medium 1 - 3 mo. / High < 1 mo.)	MEDIUM	MEDIUM	MEDIUM	MEDIUM	LOW
Rating (Excellent > 3 mo. / Good 1 - 3 mo. / Poor < 1 mo.)	Good	Good	Good	Good	Excellent

APPENDIX D: Fiscal Dashboard

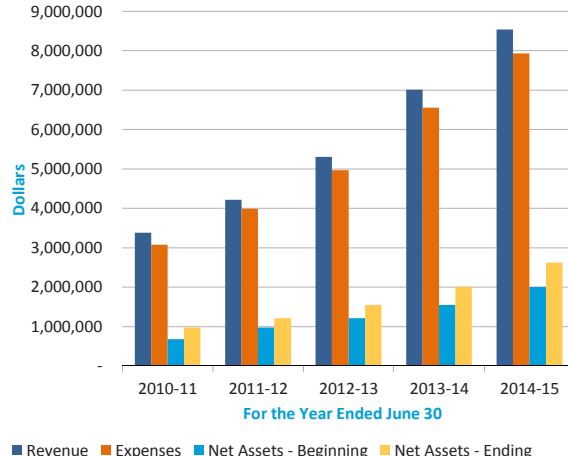
LEADERSHIP PREPARATORY BROWNSVILLE CHARTER SCHOOL

GRAPH 1 Cash, Assets and Liabilities



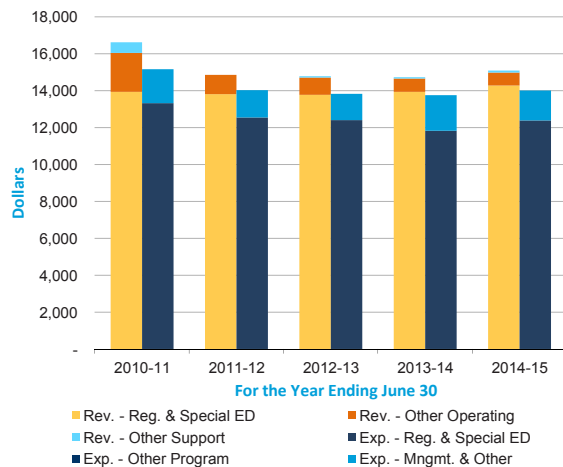
This chart illustrates the relationship between assets and liabilities and to what extent cash reserves makes up current assets. Ideally for each subset, subsets 2 thru 4, (i.e. current assets vs. current liabilities), the column on the left is taller than the immediate column on the right; and, generally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

GRAPH 2 Revenue, Expenses and Net Assets



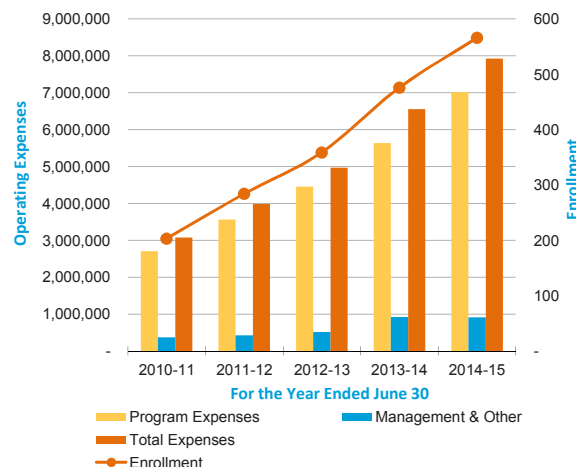
This chart illustrates total revenue and expenses each year and the relationship those subsets have on the increase/decrease of net assets on a year-to-year basis. Ideally subset 1, revenue, will be taller than subset 2, expenses, and as a result subset 3, net assets - beginning, will increase each year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

GRAPH 3 Revenue & Expenses Per Pupil



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

GRAPH 4 Enrollment vs. Operating Expenses



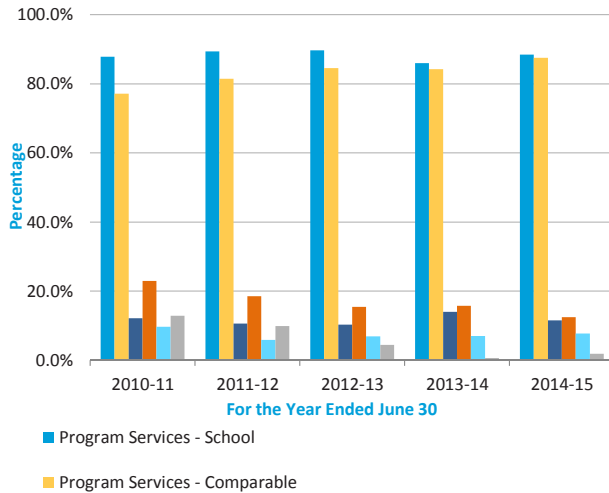
This chart illustrates to what extent the school's operating expenses have followed its student enrollment pattern. A baseline assumption that this data tests is that operating expenses increase with each additional student served. This chart also compares and contrasts growth trends of both, giving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

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

* Average = Average - 5 Yrs. OR Charter Term

GRAPH 5

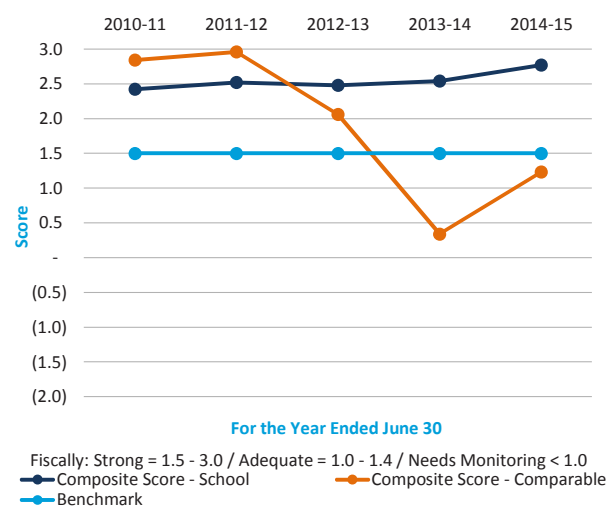
% Breakdown of Expenses



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

GRAPH 6

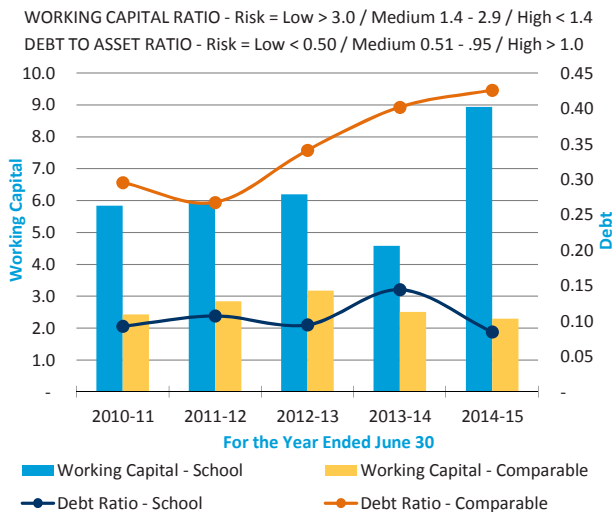
Composite Score



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

GRAPH 7

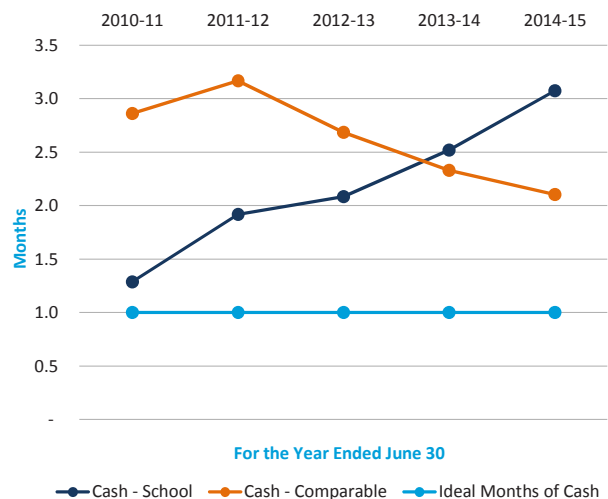
Working Capital & Debt to Asset Ratios



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

GRAPH 8

Months of Cash



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

UNCOMMON NEW YORK CITY CHARTER SCHOOLS¹

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 documents² 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.

SUNY RENEWAL BENCHMARK 1B

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") Assessment³ for grades K-4 and the Terra Nova Assessment⁴ 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 8th 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 network to provide thorough analyses of assessment data at

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

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.

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.

the student, class, grade, and school levels using the network's robust Student Information 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

SUNY
RENEWAL
BENCHMARK
1C

APPENDIX E: Education Corporation Overview

SUNY RENEWAL BENCHMARK 1D

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*⁵ 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 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.

**SUNY
RENEWAL
BENCHMARK
1E**

**SUNY
RENEWAL
BENCHMARK
1F**

APPENDIX E: Education Corporation Overview

Uncommon Schools NYC schools use a tiered Response to Intervention 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,⁶ Stern Structural Arithmetic⁷, Foundations, the Wilson Reading System,⁸ Great Leaps,⁹ and Lindamood Bell Visualizing and Verbalizing.¹⁰ 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 district 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.

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.

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.

9. Great Leaps is designed to help increase reading fluency and math proficiency amongst students. For more information, please refer to 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.

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 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 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

SUNY
RENEWAL
BENCHMARK
2C

APPENDIX E: Education Corporation Overview

Fellowship that trains those interested in the non-instructional responsibilities of schools to open a new network 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 37 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 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.

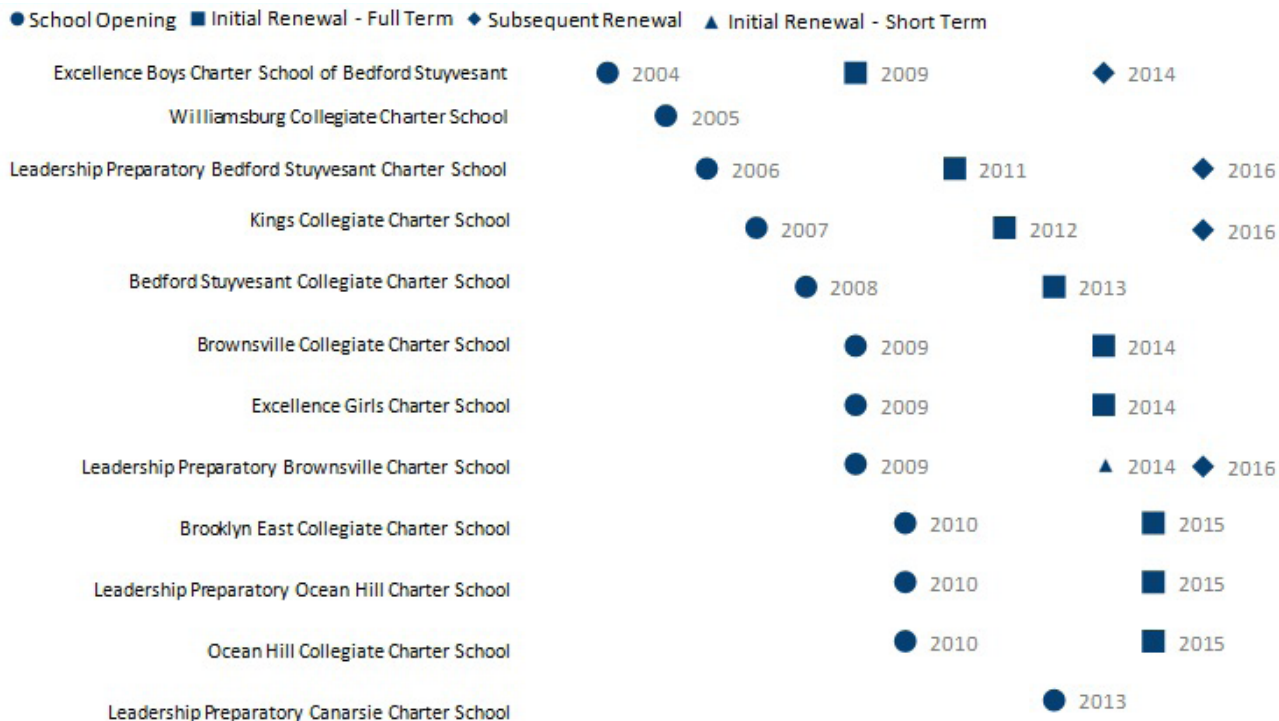
The board effectively uses a committee structure, including the executive, academic and finance committees, to focus attention on specific areas of Uncommon Schools NYC's program. The network and school leaders provide the board with robust data dashboards that present student performance results for 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 the 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

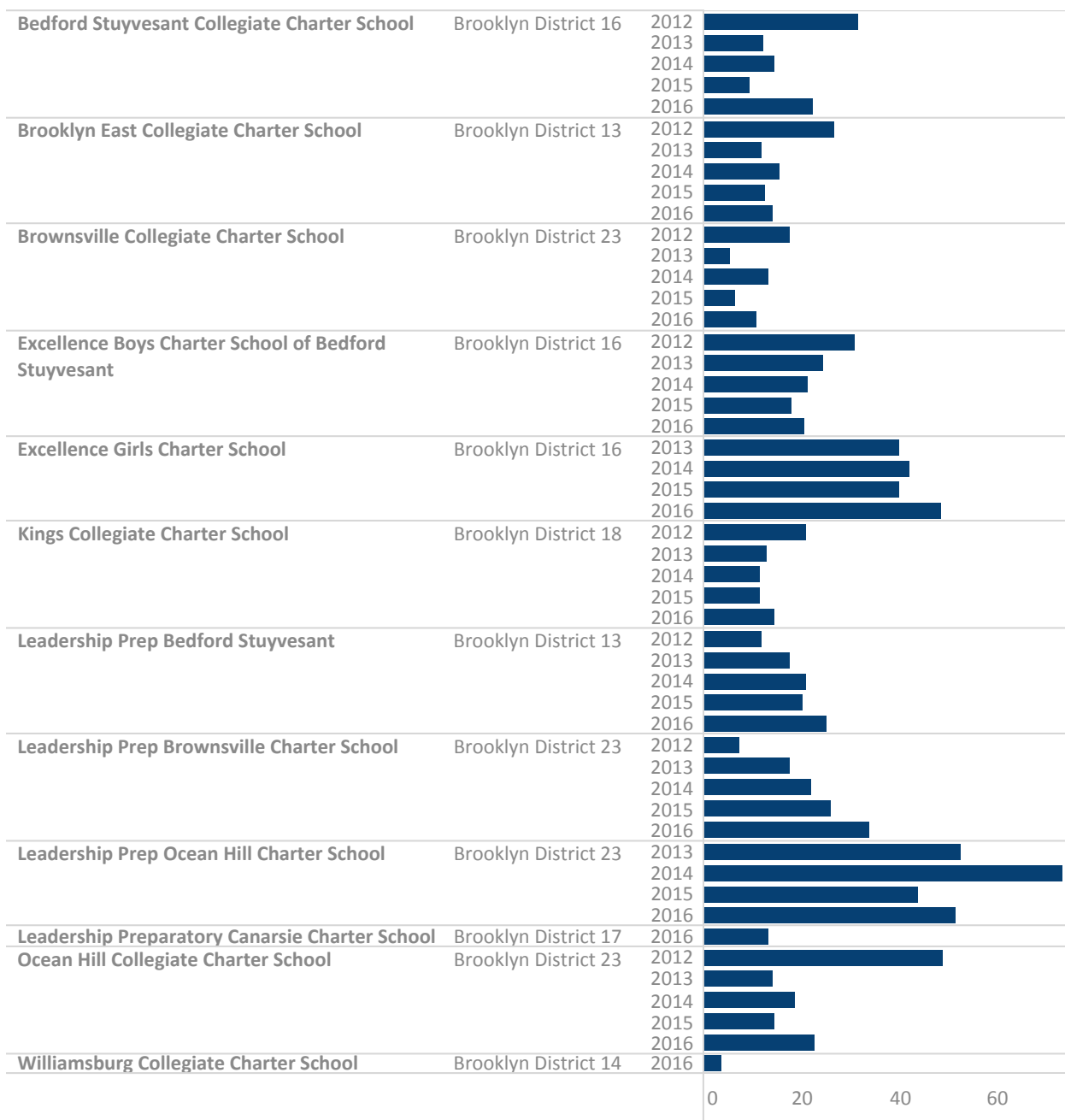


EDUCATION CORPORATION SCHOOL CHARACTERISTICS

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

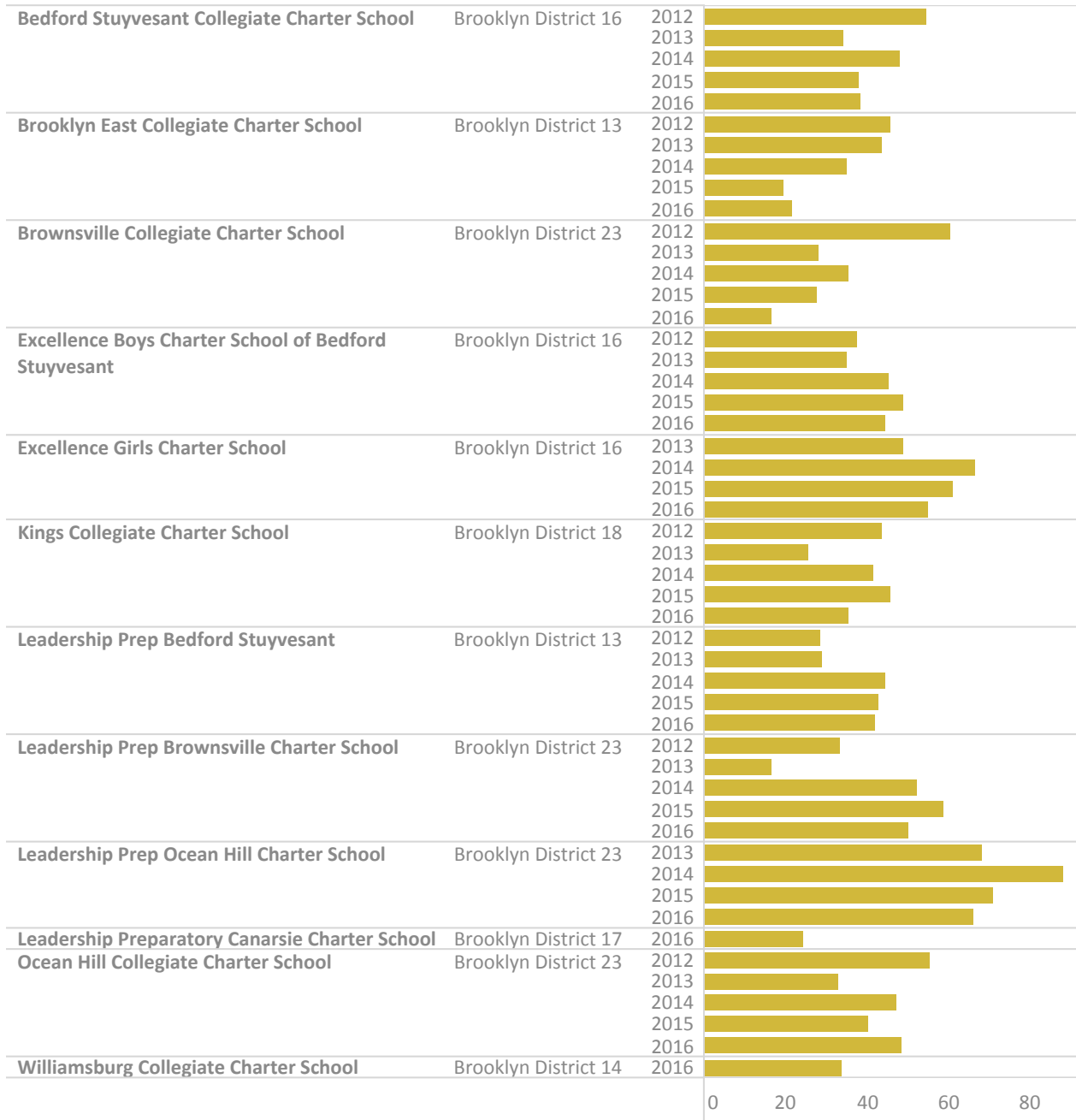
APPENDIX E: Education Corporation Overview

DIFFERENCE BETWEEN SCHOOLS AND DISTRICT SCORES: ELA

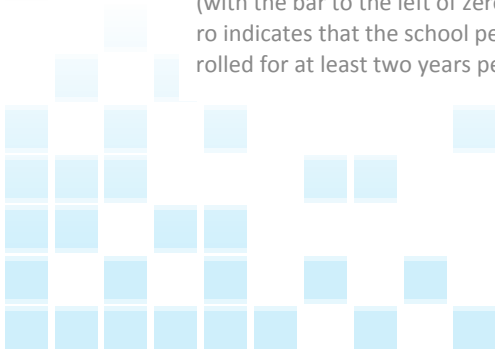


District Difference for each year broken down by school and district. These charts compare a school's performance to that of the district. Each bar represents the difference between the school's performance and the district's. A positive result (showing the bar to the right of zero) indicates the amount 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

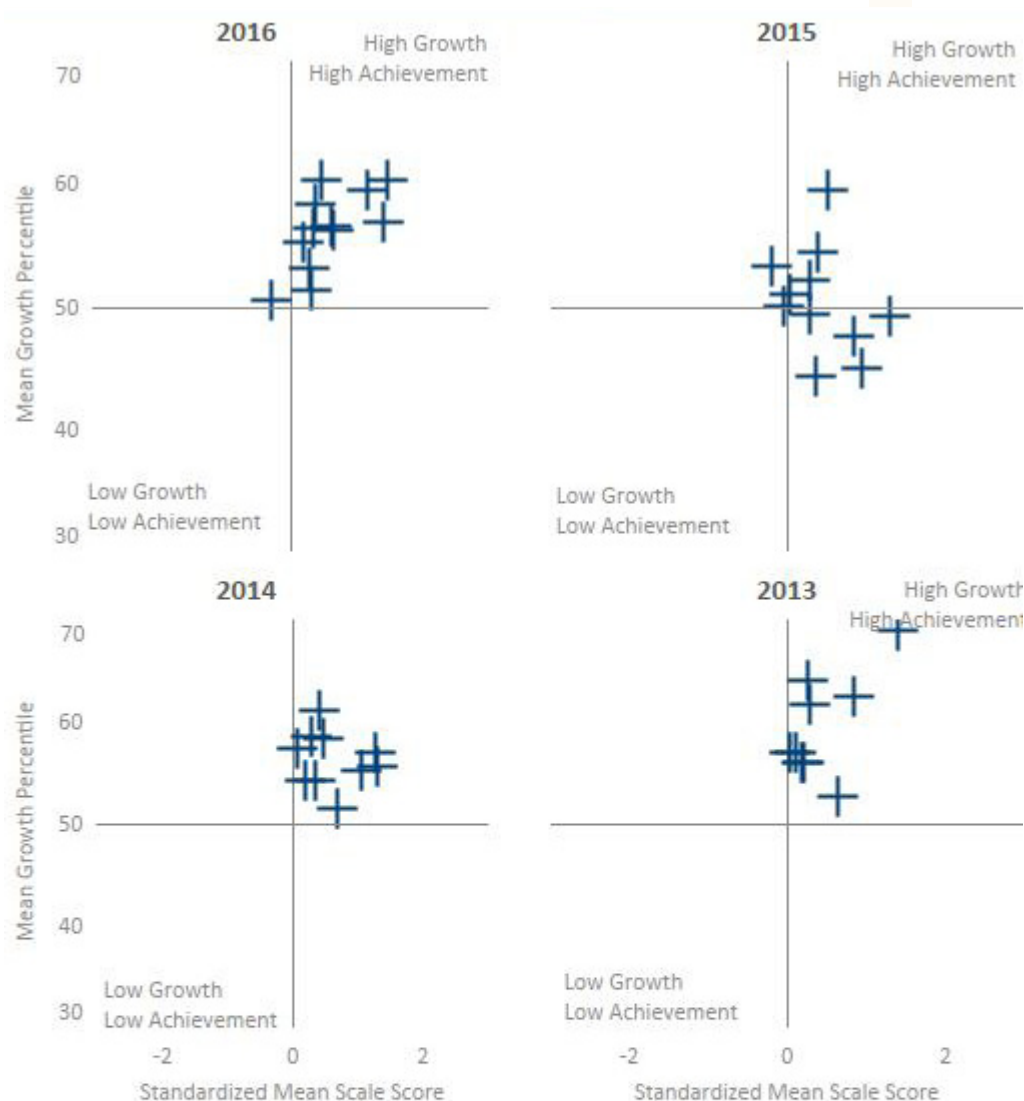


District Difference for each year broken down by school and district. These charts compare a school's performance to that of the district. Each bar represents the difference between the school's performance and the district's. A positive result (showing the bar to the right of zero) indicates the amount 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.



APPENDIX E: Education Corporation Overview

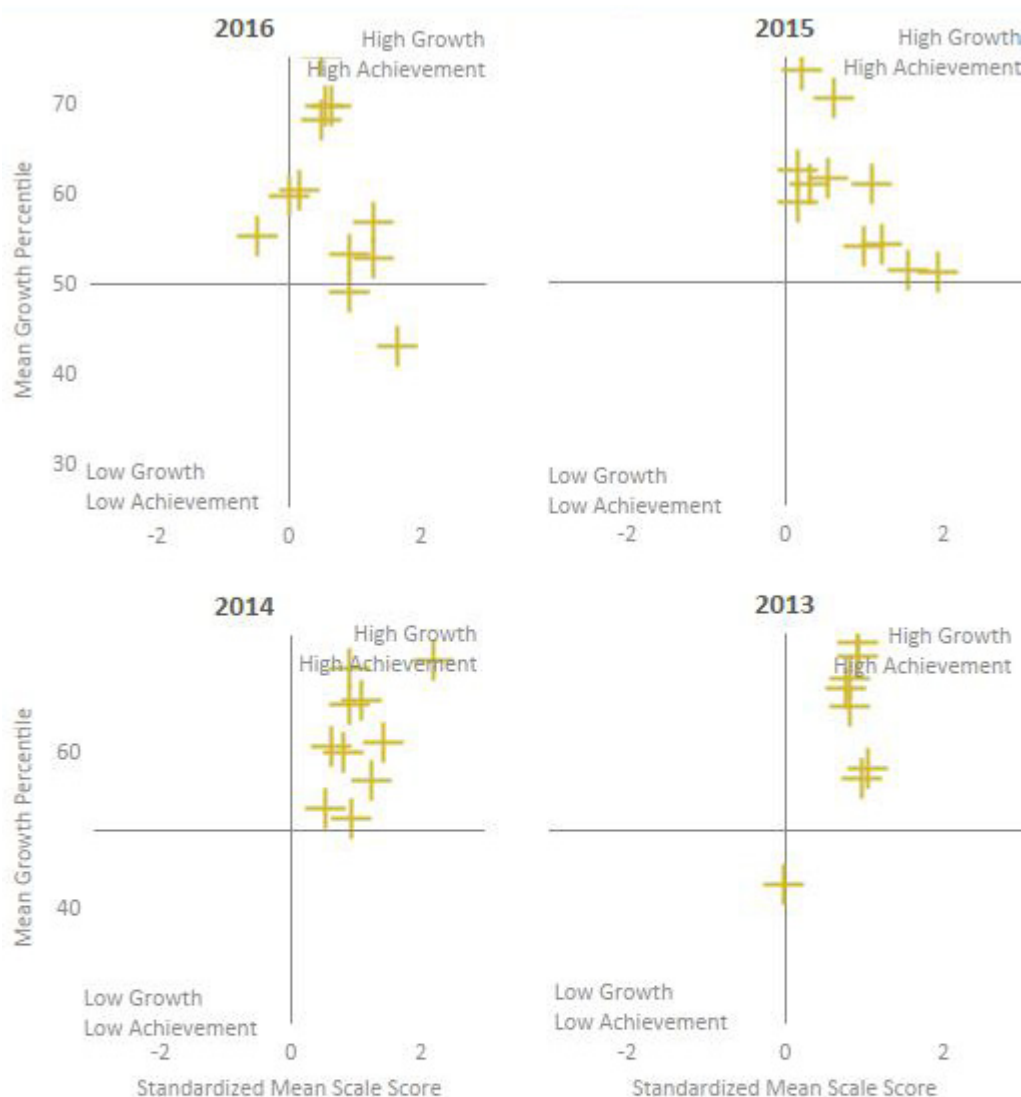
ELA GROWTH AND ACHIEVEMENT: 2012-13 THROUGH 2015-16



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 base-line, 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 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 base-line, it becomes more difficult for a school to maintain strong overall growth scores when students already post high absolute scores.

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

ELA Effect Size by Year and School



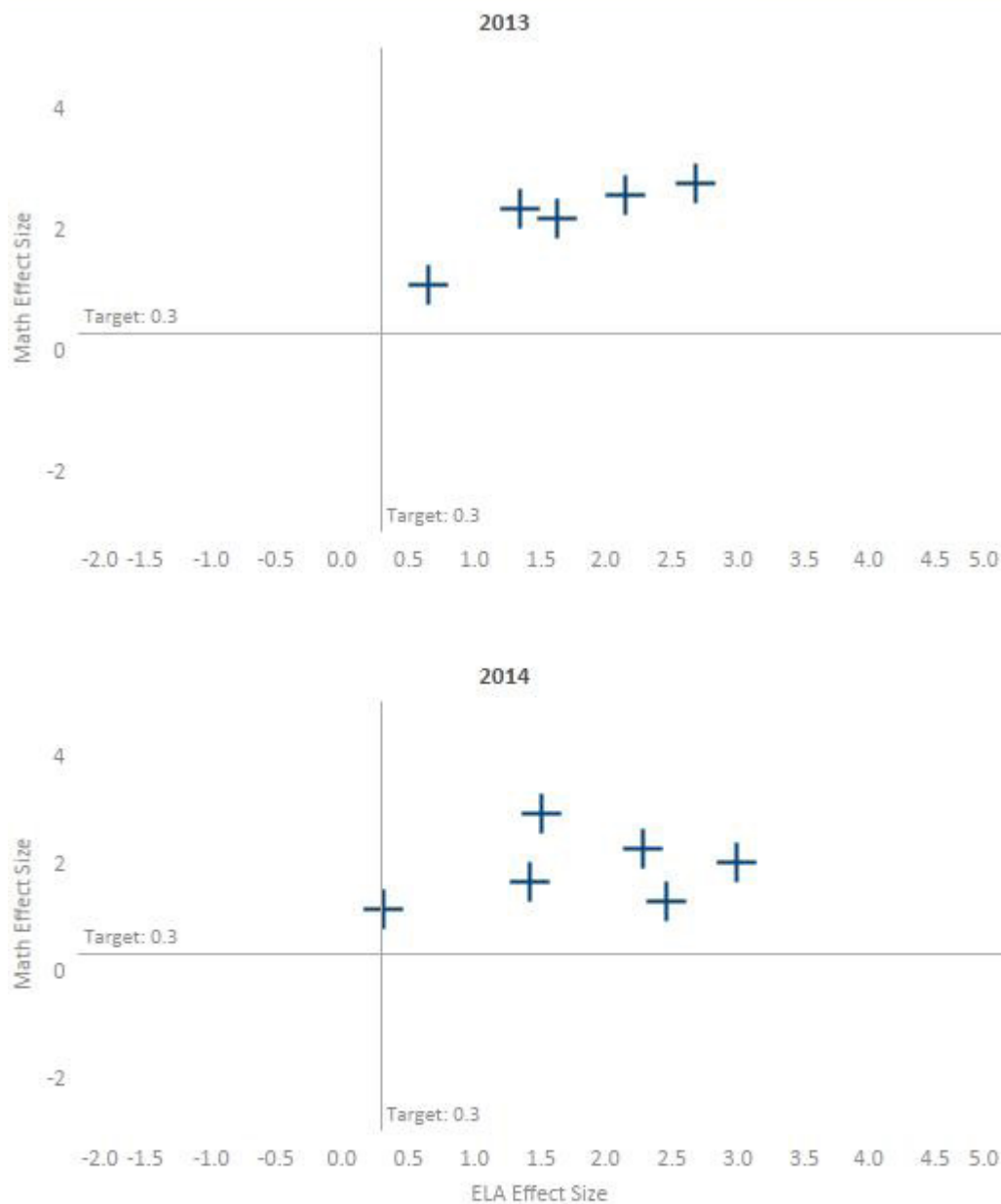
Math Effect Size by Year and School



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.

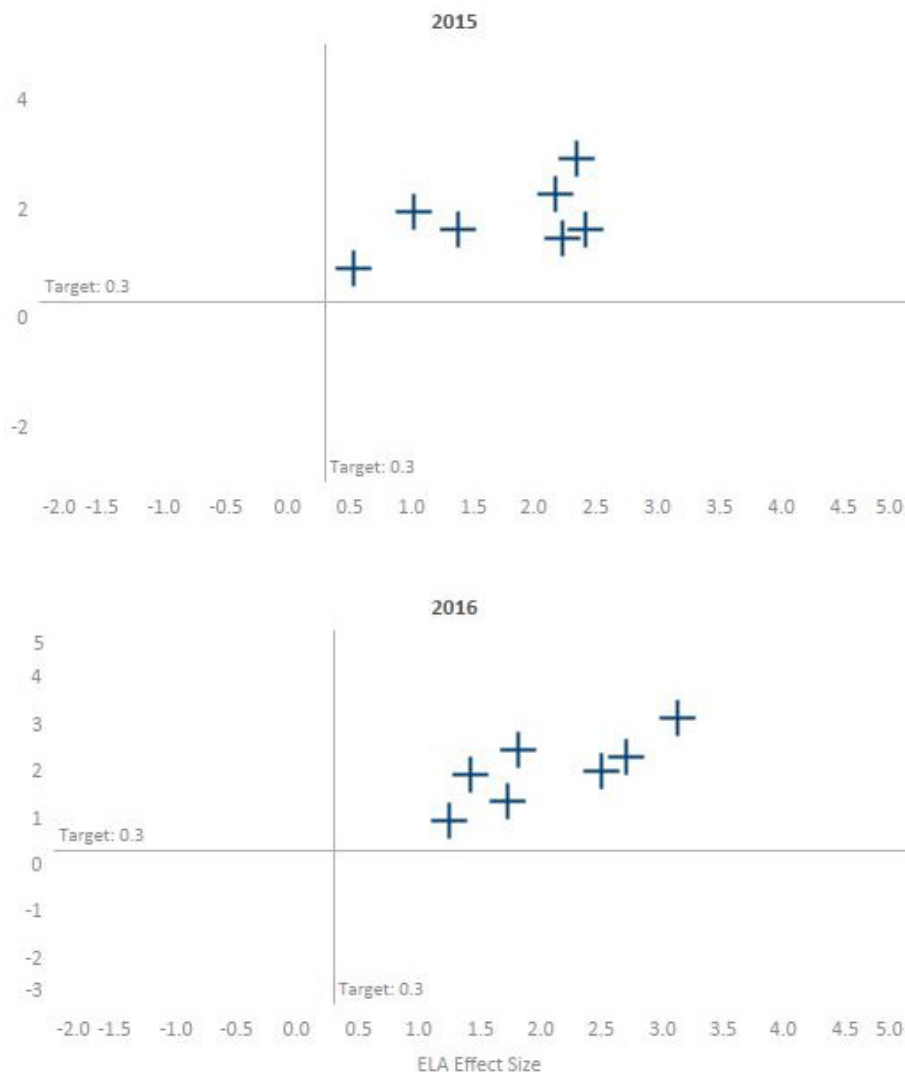
APPENDIX E: Education Corporation Overview

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.

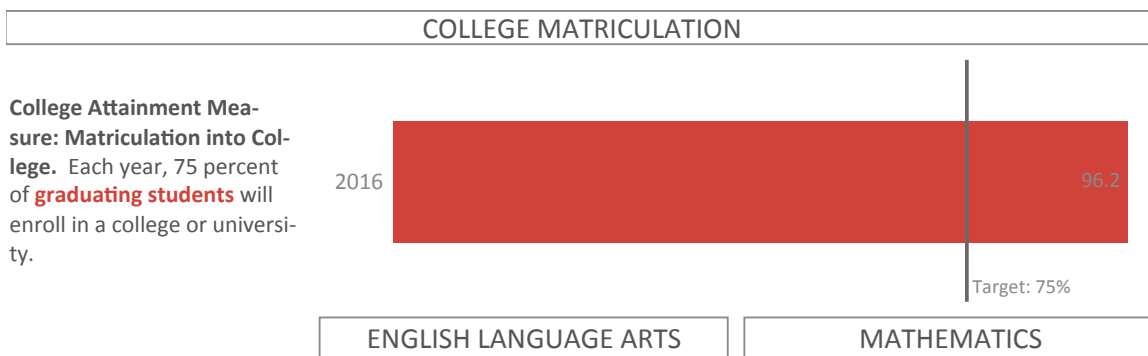
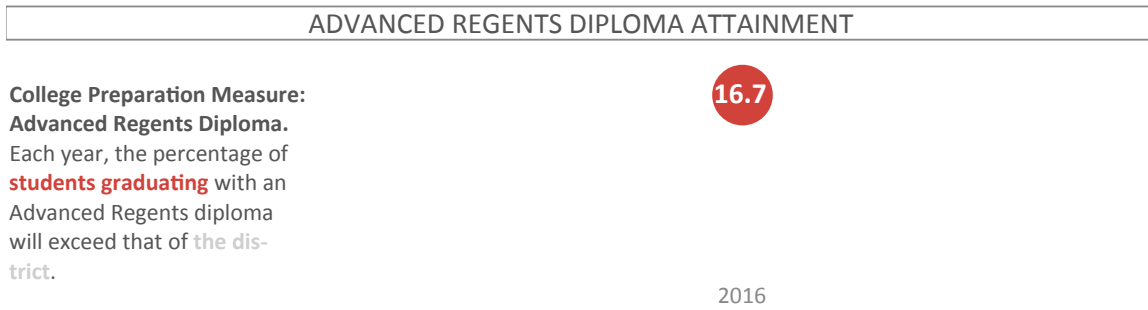
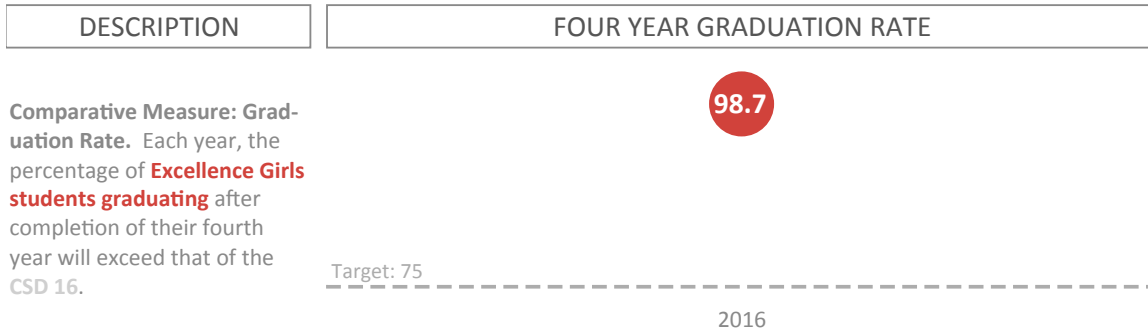
ELA AND MATH EFFECT SIZE SCATTER PLOTS 2014-15 THROUGH 2015-16



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APPENDIX E: Education Corporation Overview

EXCELLENCE GIRLS ACADEMIC ATTAINMENT



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**.

177
174

2016

184

159

2016

LP BED STUY ACADEMIC ATTAINMENT

DESCRIPTION	FOUR YEAR GRADUATION RATE
-------------	---------------------------

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**.

100.0

Target: 75

2016

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**.

0.0

2016

COLLEGE MATRICULATION

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

2016

100.0

Target: 75%

ENGLISH LANGUAGE ARTS	MATHEMATICS
-----------------------	-------------

176
174

170

159

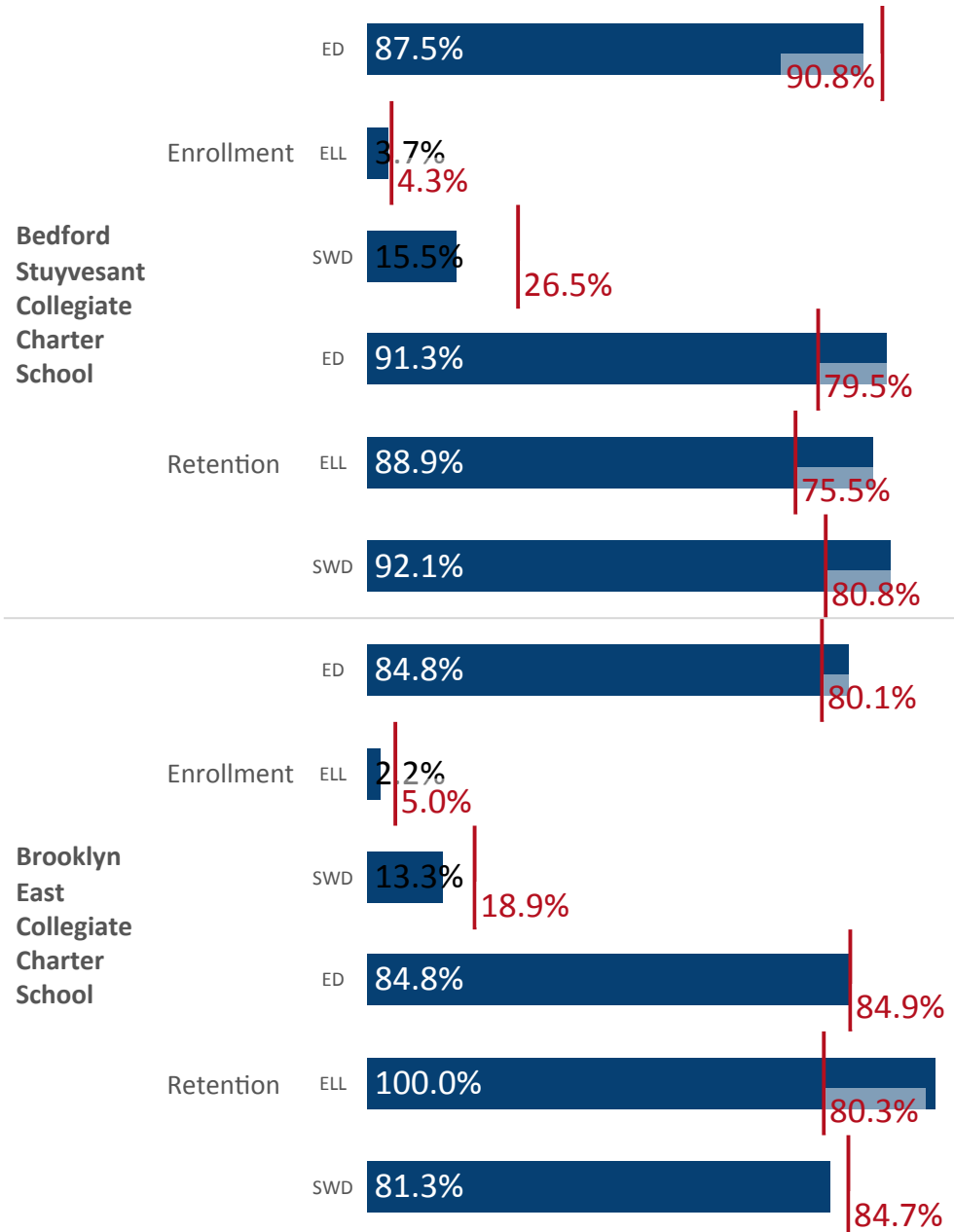
Comparative and Absolute Measure: District Comparison. Each year, the school's **ELA Accountability Performance Level** and the **math APL** will exceed **the district's Performance Index** and the **state's AMO**.

2016

2016

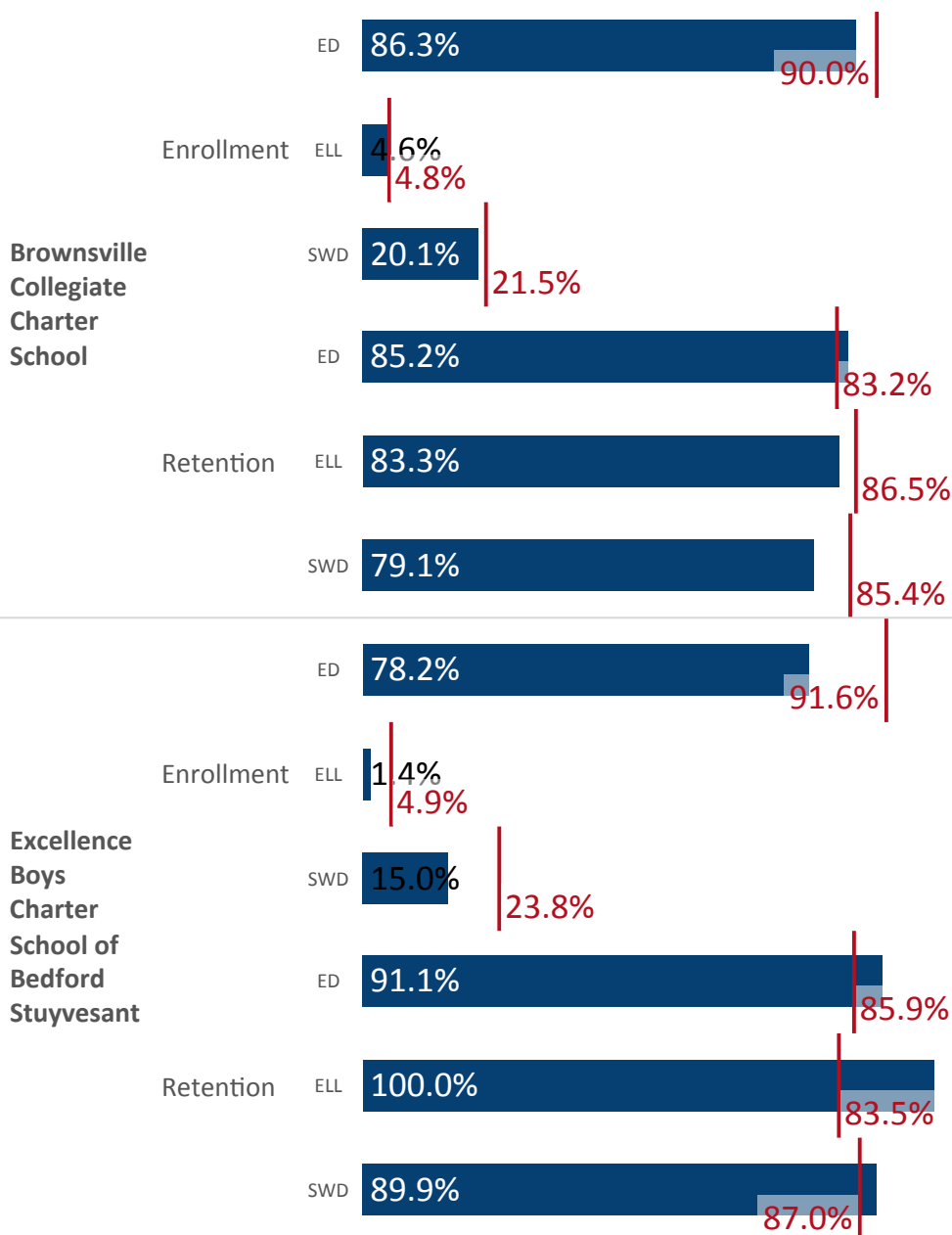
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ENROLLMENT AND RETENTION TARGETS



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.

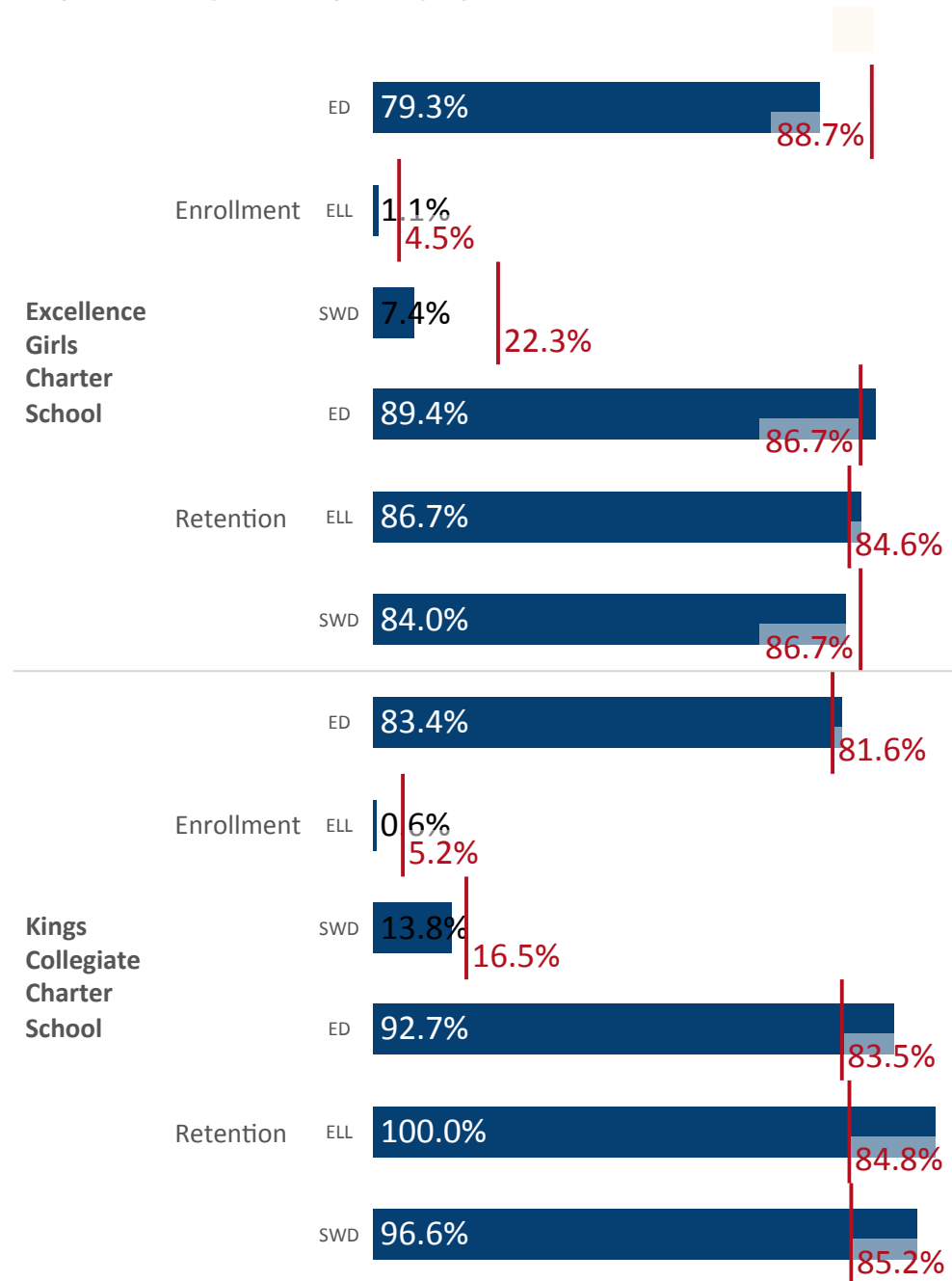
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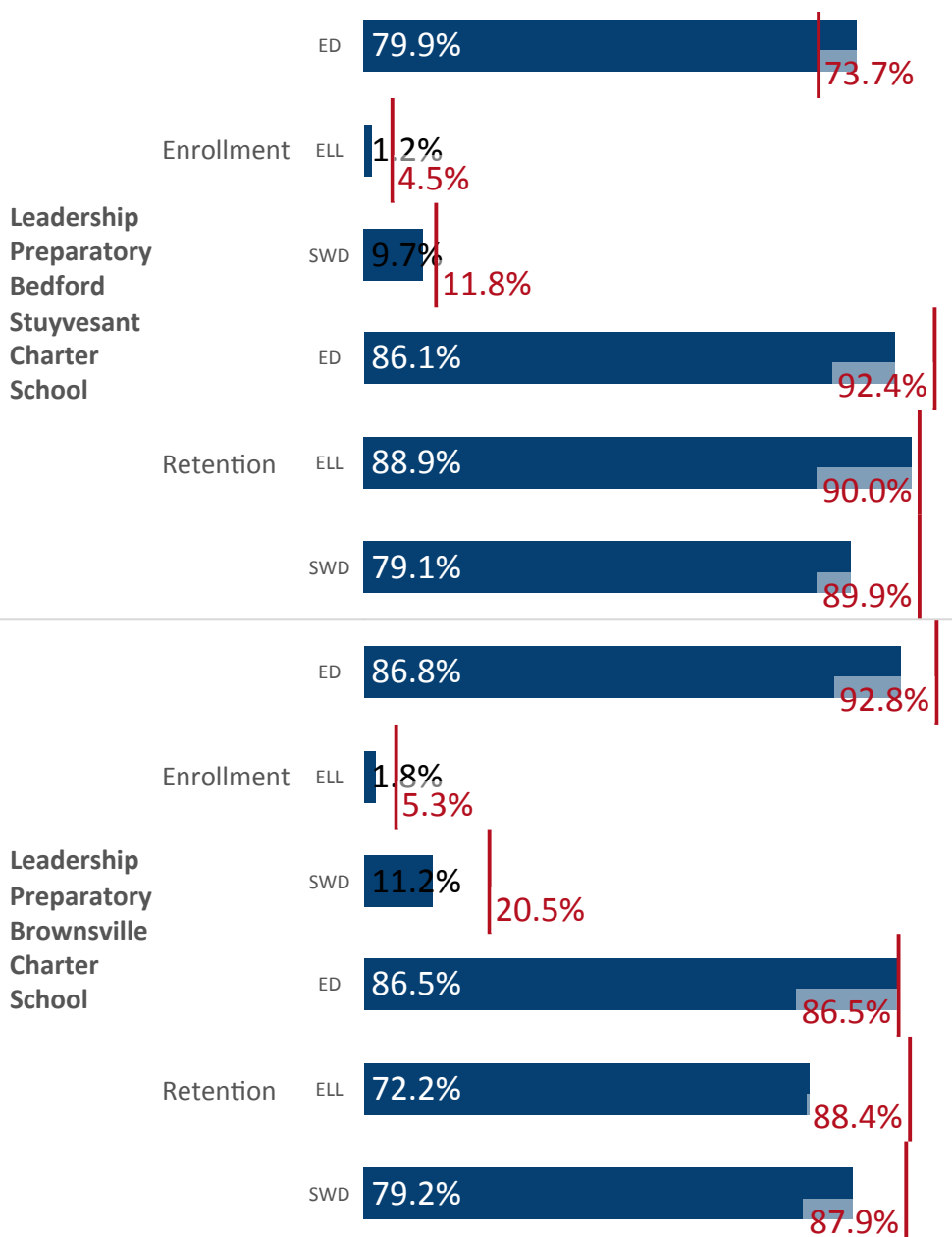
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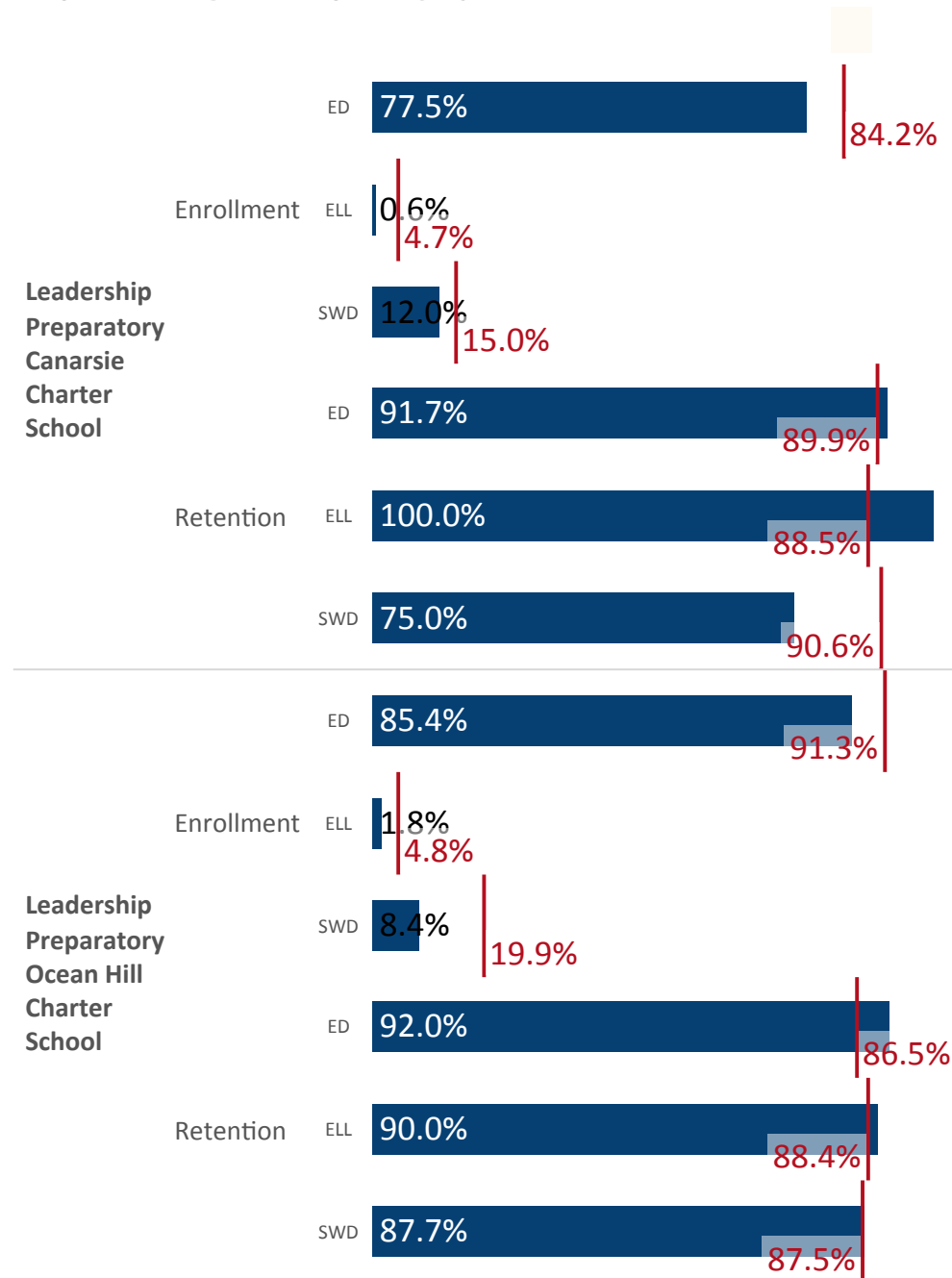
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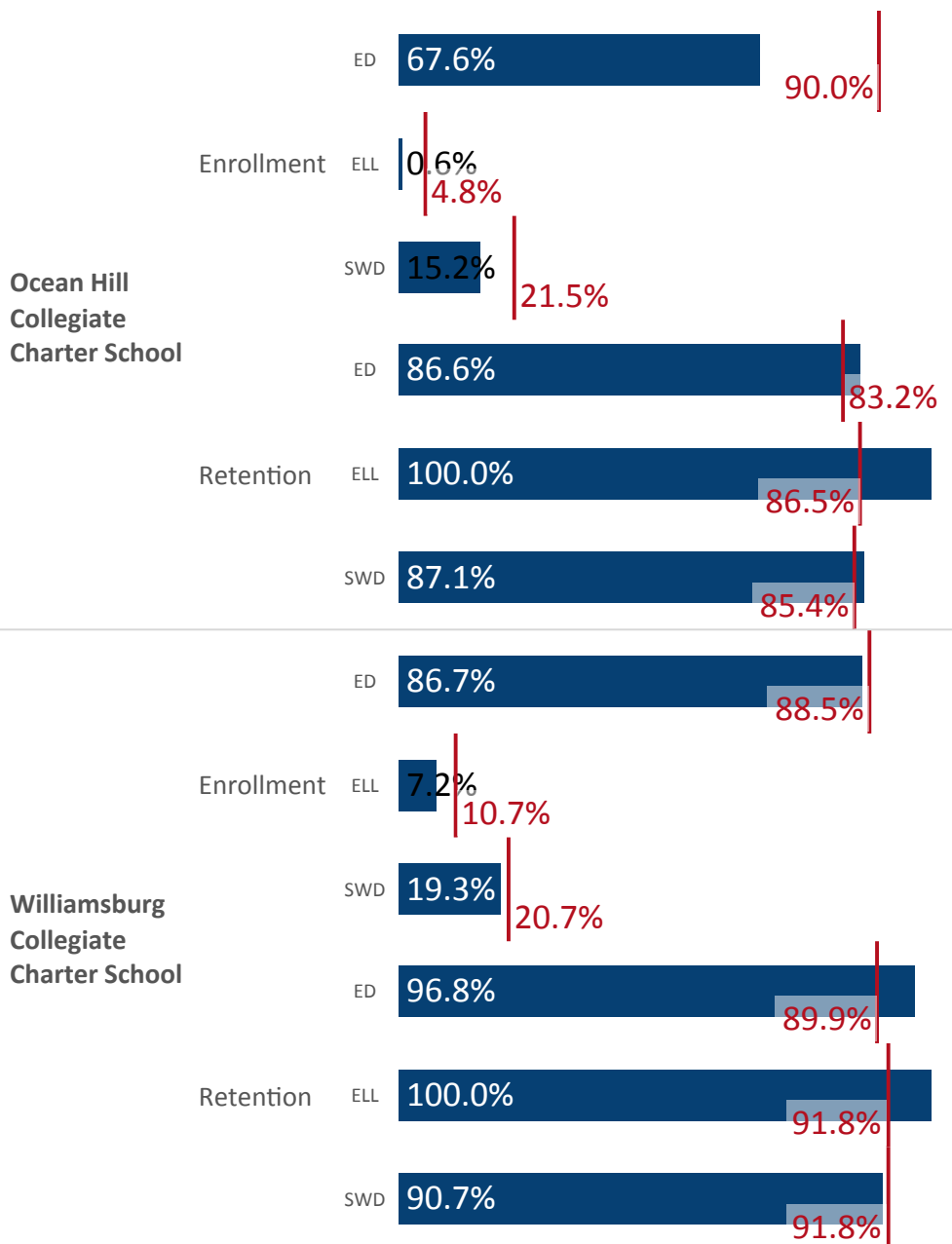
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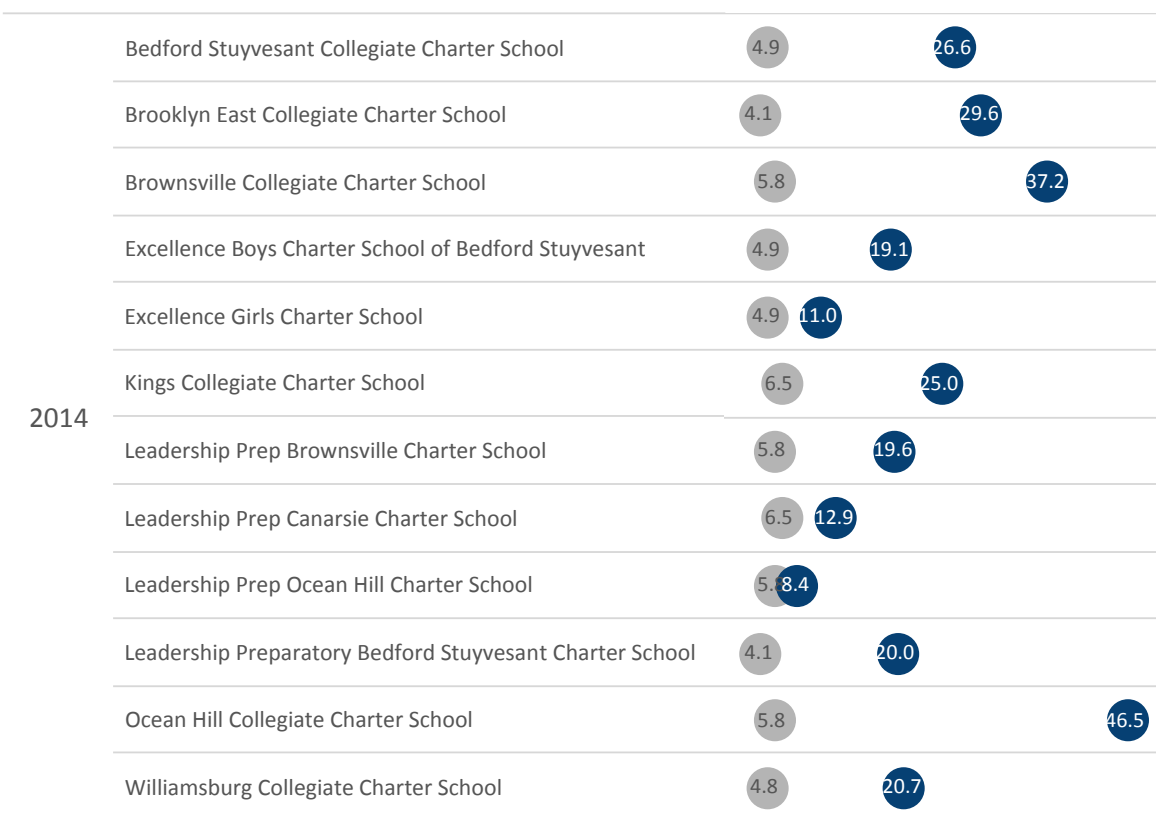
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APPENDIX E: Education Corporation Overview

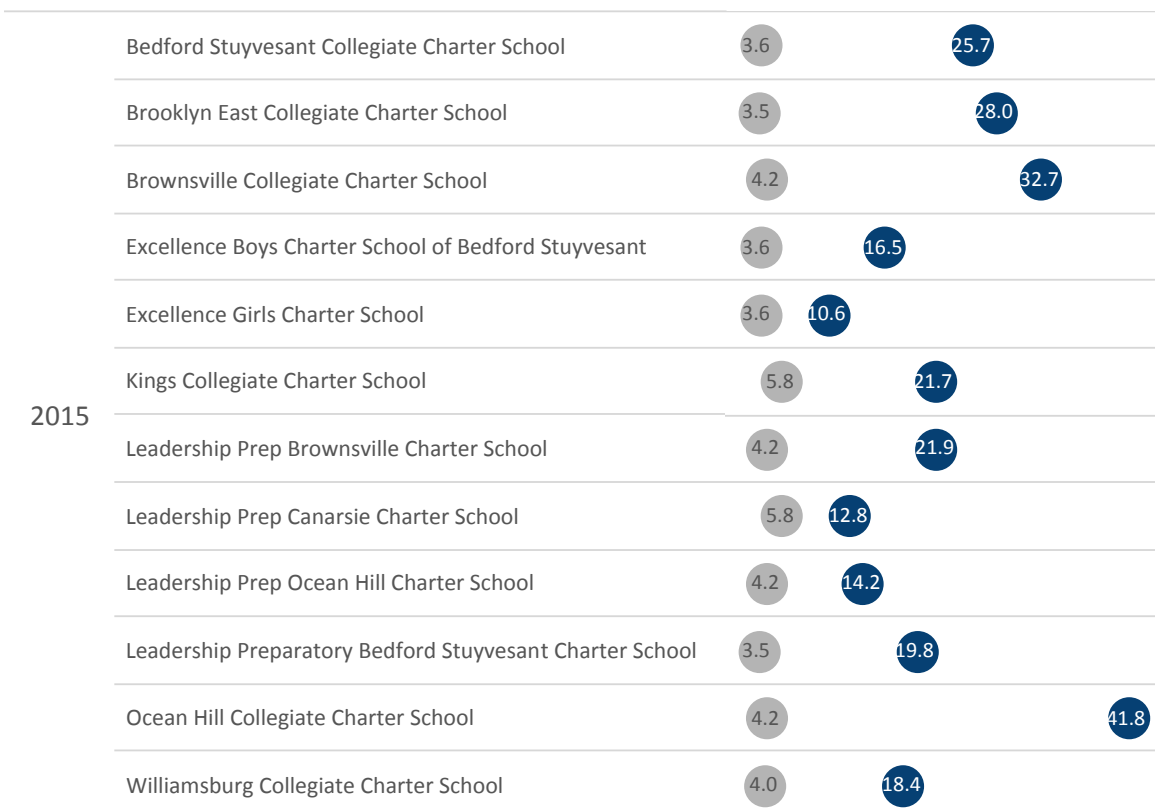
Suspensions: Uncommon Charter Schools' out of school suspension rate and the **district overall suspension rate**.



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.



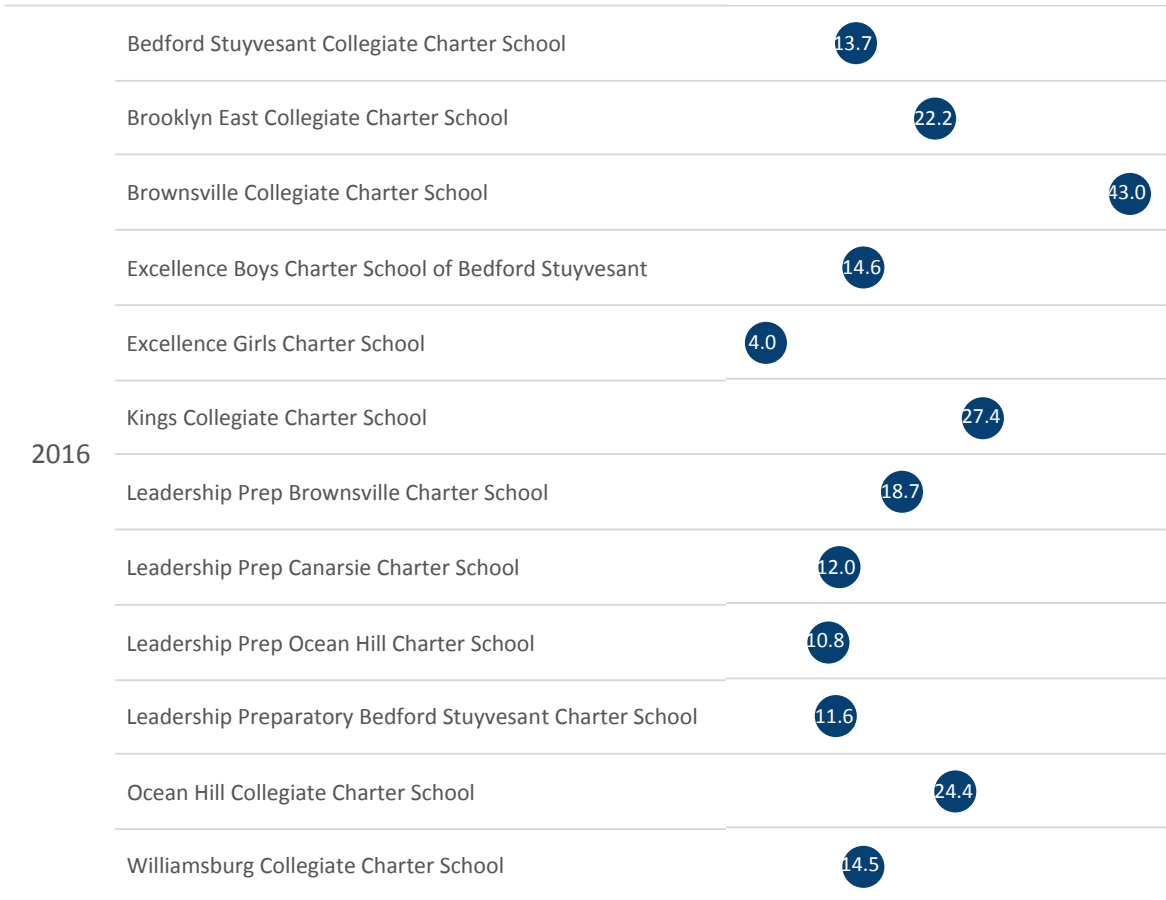
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APPENDIX E: Education Corporation Overview

Suspensions: Uncommon Charter Schools' out of school suspension rate.



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

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.



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
6,142,873	9,011,427	13,597,090	16,967,940	24,933,524
2,003,243	1,840,851	927,967	1,389,951	1,776,532
-	293,482	279,173	-	-
401,635	330,588	575,208	637,675	870,133
22,066	-	-	-	405,662
8,569,817	11,476,348	15,379,438	18,995,566	27,985,851
2,999,495	3,259,458	3,821,287	4,836,579	6,001,259
1,356,671	1,437,912	-	-	-
12,925,983	16,173,718	19,200,725	23,832,145	33,987,110

1,711,181	2,447,445	2,693,448	4,220,675	3,771,200
-	-	24,084	-	-
300,000	25,520	-	-	-
-	-	-	-	-
-	-	-	-	-
-	-	-	28,840	-
2,011,181	2,472,965	2,717,532	4,249,515	3,771,200
-	-	-	-	-
2,011,181	2,472,965	2,717,532	4,249,515	3,771,200

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

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

1,640,510	17,720	16,150	-	-
1,878,838	3,237,861	2,310,666	2,729,558	2,625,916
167,966	595,118	808,729	676,002	793,931
90,917	502,322	20,357	-	582
-	-	-	-	-
34,573,527	44,073,215	52,376,769	66,259,116	80,538,135

28,726,310	37,881,797	43,945,404	56,695,305	68,309,612
-	172,156	2,098,392	1,421,997	2,027,706
-	-	-	-	-
-	-	-	-	-
28,726,310	38,053,953	46,043,796	58,117,302	70,337,318
4,072,660	4,789,920	5,694,771	8,008,249	9,240,361
-	-	-	-	-
32,798,970	42,843,873	51,738,567	66,125,551	79,577,679

1,774,557	1,229,342	638,202	133,565	960,456
-----------	-----------	---------	---------	---------

997,426	385,230	1,931,614	2,676,202	3,224,323
1,231,789	1,171,066	(3,359)	-	-
200	283	215,985	289,670	581,241
-	-	-	-	-
2,229,415	1,556,579	2,144,240	2,965,872	3,805,564

36,802,942	45,629,794	54,530,462	69,224,988	84,343,699
-	-	(9,453)	-	-
36,802,942	45,629,794	54,521,009	69,224,988	84,343,699

4,003,972	2,785,921	2,782,442	3,099,437	4,766,020
6,910,858	10,914,832	13,700,754	16,483,193	19,582,630
-	-	-	-	-
10,914,830	13,700,753	16,483,196	19,582,630	24,348,650

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)	-	-	-	-	-
Total Salaries and Staff	19,207,048	25,631,531	31,155,863	39,145,535	45,770,723
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
Total Expenses	32,798,969	42,843,873	51,738,567	66,125,551	79,576,760

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)

	2010-11	2011-12	2012-13	2013-14	2014-15
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
TOTAL - GRAPH 3	16,983	16,233	15,595	15,546	15,875

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
TOTAL - GRAPH 3	15,136	15,242	14,799	14,850	14,978
% 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%
% of Revenue Exceeding Expenses - GRAPH 5	12.2%	6.5%	5.4%	4.7%	6.0%

Student to Faculty Ratio

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

Faculty to Admin Ratio

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

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

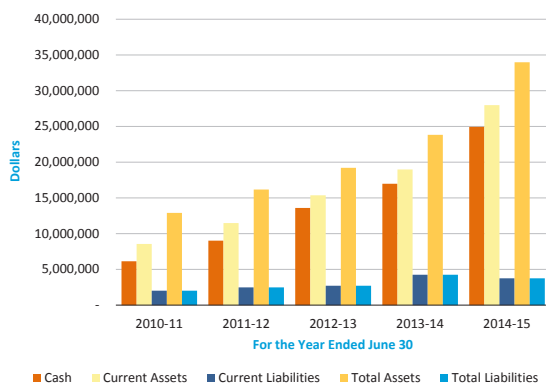
Months of Cash - GRAPH 8

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

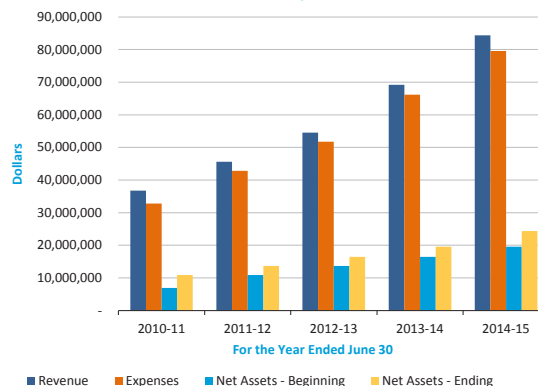
Uncommon New York City Charter Schools (Merged)

GRAPH 1 Cash, Assets and Liabilities



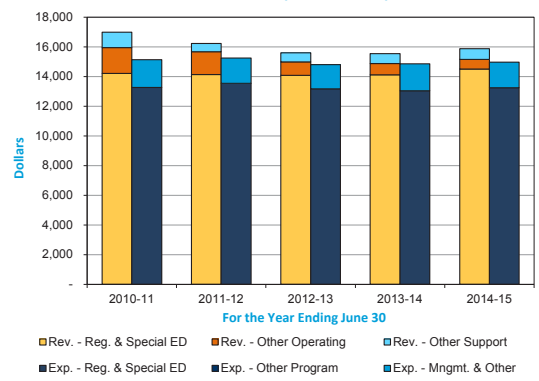
This chart illustrates the relationship between assets and liabilities and to what extent cash reserves makes up current assets. Ideally for each subset, subsets 2 thru 4, (i.e. current assets vs. current liabilities), the column on the left is taller than the immediate column on the right; and, generally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

GRAPH 2 Revenue, Expenses and Net Assets



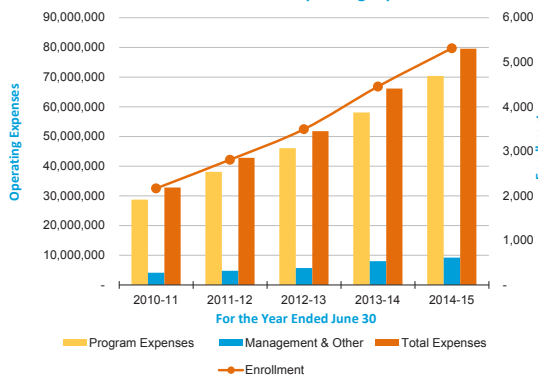
This chart illustrates total revenue and expenses each year and the relationship those subsets have on the increase/decrease of net assets on a year-to-year basis. Ideally subset 1, revenue, will be taller than subset 2, expenses, and as a result subset 3, net assets - beginning, will increase each year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

GRAPH 3 Revenue & Expenses Per Pupil



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

GRAPH 4 Enrollment vs. Operating Expenses

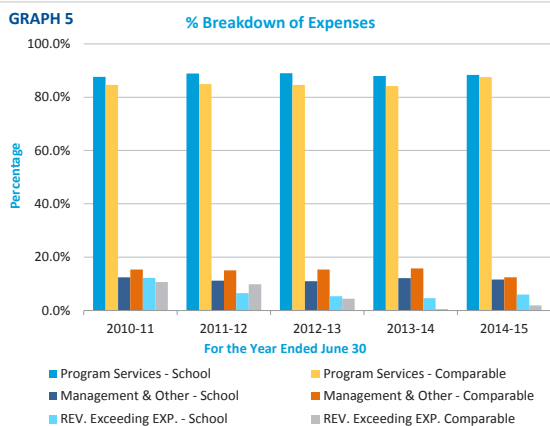


This chart illustrates to what extent the school's operating expenses have followed its student enrollment pattern. A baseline assumption that this data tests is that operating expenses increase with each additional student served. This chart also compares and contrasts growth trends of both, giving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

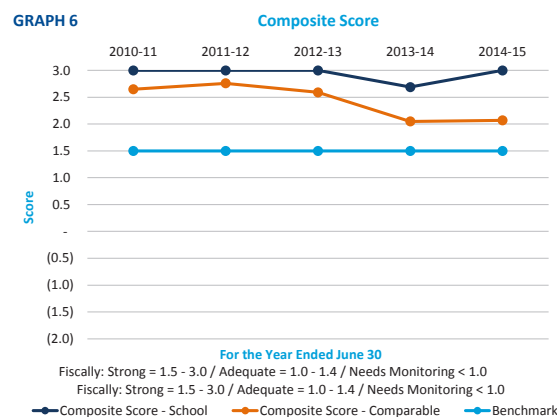
Uncommon New York City Charter Schools (Merged)

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

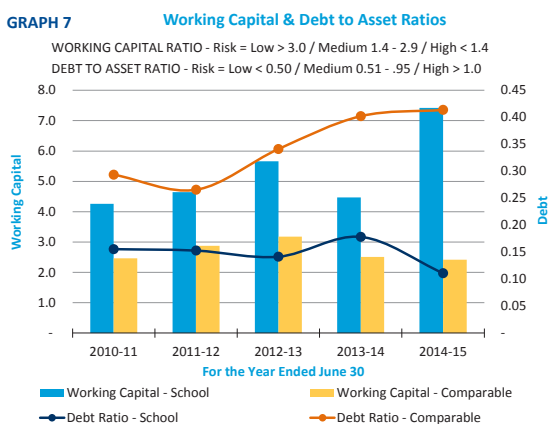
* Average = Average - 5 Yrs. OR Charter Term



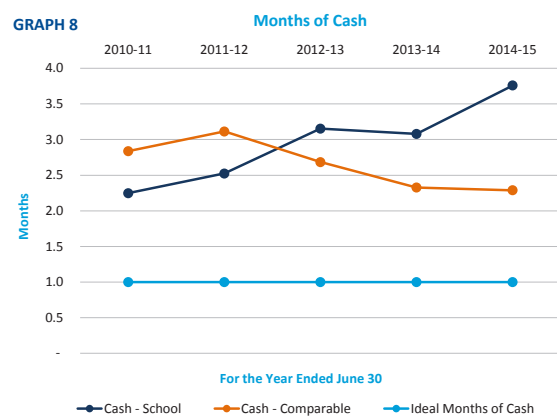
This chart illustrates the percentage expense breakdown between program services and management & others as well as the percentage of revenues exceeding expenses. Ideally the percentage expense for program services will far exceed that of the management & other expense. The percentage of revenues exceeding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

