

**DRAFT**

**THE SUNY CHARTER SCHOOLS**  
**INSTITUTE**

**RENEWAL RECOMMENDATION REPORT  
UNCOMMON NEW YORK CITY CHARTER  
SCHOOLS' AUTHORITY TO OPERATE:**

*BROOKLYN EAST COLLEGIATE CHARTER  
SCHOOL*

*KINGS COLLEGIATE CHARTER SCHOOL*

*LEADERSHIP PREPARATORY BEDFORD  
STUYVESANT CHARTER SCHOOL*

*LEADERSHIP PREPARATORY BROWNSVILLE  
CHARTER SCHOOL*

*LEADERSHIP PREPARATORY OCEAN HILL  
CHARTER SCHOOL*

*OCEAN HILL COLLEGIATE CHARTER  
SCHOOL*

*WILLIAMSBURG COLLEGIATE CHARTER  
SCHOOL*

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# INTRODUCTION & REPORT FORMAT

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

## THE INSTITUTE MAKES ALL RENEWAL RECOMMENDATIONS BASED ON

A SCHOOL'S  
 APPLICATION  
 FOR CHARTER  
 RENEWAL

INFORMATION  
 GATHERED  
 DURING THE  
 CHARTER TERM

ACADEMIC  
 PERFORMANCE

FISCAL  
 SOUNDNESS

LEGAL  
 COMPLIANCE

RENEWAL  
 EVALUATION VISIT

Based on these elements, the Institute is confident in the education corporation's capacity to ensure that each school within the education corporation, and especially the charter schools under renewal consideration during this school year, continues to produce high student achievement results.

This renewal report presents the evidence for and merits of the renewal recommendations for several schools operating under a single education corporation. The evidence supporting the renewal recommendations for the schools is presented under a single cover when the schools all operate under one education corporation and the academic program at each school is

1. Revised September 4, 2013 and available at: [www.newyorkcharters.org/SUNY-Renewal-Policies/](http://www.newyorkcharters.org/SUNY-Renewal-Policies/).

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substantively the same both in design and in implementation. Most importantly, the Institute presents the evidence for multiple schools under a single cover when the academic program at each school has produced a track record of meeting or coming close to meeting the academic goals in each school's Accountability Plan. The Institute uses multiple measures to determine the education corporation has demonstrated capacity throughout the charter term to support its schools in meeting or coming close to meeting their Accountability Plan goals and that it is likely to do so in a subsequent charter term.

### REPORT FORMAT

For a high performing education corporation, the renewal recommendation report compiles the evidence below using the *State University of New York Charter Renewal Benchmarks* (the "SUNY Renewal Benchmarks"),<sup>2</sup> which specify in detail what a successful school should be able to demonstrate at the time of the renewal review. For the purposes of multiple schools within the education corporation due for renewal at the same time, the Institute slightly modifies the questions below to reflect the capacity of the education corporation and the supports it provides to its schools. The Institute uses the four interconnected renewal questions below for framing benchmark statements to determine if an education corporation has made an adequate case for renewal for each of its schools.



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

### RENEWAL QUESTIONS

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

Because the education corporation implements a replicated program across all of its sites, and that program posts an overall record of high academic performance, the Institute confirms that each school under renewal consideration implements the replicated program through classroom visits, interviews, and document reviews. For schools under renewal consideration, the Institute completes compliance related checks and meets with school leaders, teachers, and families. The Institute also meets with members of the education corporation board of trustees.

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

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In this report, information about the education corporation and the academic program found across all its schools precedes information regarding each individual renewal school, which includes student performance information, copies of any school district comments on the Applications for Charter Renewal, and the SUNY Fiscal Dashboard information for each school. The appendices that follow offer statistical information on each school in the education corporation and the SUNY Fiscal Dashboard information for the education corporation.

DRAFT FOR COMMENT



# PRELIMINARY RENEWAL RECOMMENDATION

**Full-Term Renewal.** The Institute recommends that the SUNY Trustees approve the seven Applications for Charter Renewal:

- Brooklyn East Collegiate Charter School;
- Kings Collegiate Charter School;
- Leadership Preparatory Bedford Stuyvesant Charter School;
- Leadership Preparatory Brownsville Charter School;
- Leadership Preparatory Ocean Hill Charter School;
- Ocean Hill Collegiate Charter School; and,
- Williamsburg Collegiate Charter School.

If each school is renewed, Uncommon New York City Charter Schools will be granted the authority to continue to operate each school for a period of five years with authority to provide instruction to students in such configurations as set forth in each school's Application for Charter Renewal. The table below presents more information about the schools under renewal consideration this year.

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# RENEWAL RECOMMENDATION

SCHOOL	PROJECTED GRADES FOR END OF NEXT CHARTER TERM	PROJECTED ENROLLMENT FOR END OF NEXT CHARTER TERM	RENEWAL TYPE
Brooklyn East Collegiate Charter School ("Brooklyn East Collegiate")	K-8	780	Five year Subsequent
Kings Collegiate Charter School ("Kings Collegiate") <sup>3</sup>	K-12	1,458	Five year Subsequent
Leadership Preparatory Bedford Stuyvesant Charter School ("LP Bed Stuy")	K-12	1,458	Five year Subsequent
Leadership Preparatory Brownsville Charter School ("LP Brownsville")	K-8	780	Five year Subsequent
Leadership Preparatory Ocean Hill Charter School ("LP Ocean Hill")	K-12	1,458	Five year Subsequent
Ocean Hill Collegiate Charter School ("Ocean Hill Collegiate")	K-8	780	Five year Subsequent
Williamsburg Collegiate Charter School ("Williamsburg Collegiate")	K-8	780	Five year Initial <sup>4</sup>

3. Uncommon New York City Charter Schools' enrollment pathways include Kings Collegiate, LP Bed Stuy, and LP Ocean Hill serving 9<sup>th</sup> – 12<sup>th</sup> grade during current or future charter terms. Each school serves students from multiple Uncommon NYC schools under the name of Uncommon Leadership Charter High School, Uncommon Collegiate Charter High School, and Uncommon Preparatory Charter High School, respectively.

4. This is the school's first renewal as a SUNY authorized school. Therefore, all initial renewal outcomes under the SUNY Renewal Policies, including Short-Term Renewal, are available.

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To earn an **Initial Full-Term Renewal**, a school must either:

have compiled a strong and compelling record of meeting or coming close to meeting its academic Accountability Plan goals, and have in place at the time of the renewal review an educational program that, as assessed using the Qualitative Education Benchmarks,<sup>5</sup> is generally effective; or,



have made progress toward meeting its academic Accountability Plan goals and have in place at the time of the renewal review an education program that, as assessed using the Qualitative Education Benchmarks, is particularly strong and effective.<sup>6</sup>

To earn a **Subsequent Full-Term Renewal**, a school must demonstrate that it has met or come close to meeting its academic Accountability Plan goals.<sup>7</sup>

### REQUIRED FINDINGS

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

- 1:** each 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 each school in an educationally and fiscally sound manner in the next charter term; and,
- 3:** given the programs they will offer, their structure and purpose, approving each school to operate for another five years is likely to improve student learning and achievement and materially further the purposes of the Act.<sup>8</sup>

### ENROLLMENT AND RETENTION TARGETS

Enrollment and retention targets apply to all open and operating charter schools. 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.

5. The Qualitative Education Benchmarks are a subset of the SUNY Renewal Benchmarks .

6. SUNY Renewal Policies (p. 12)

7. SUNY Renewal Policies (p.14).

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

Uncommon New York City Charter Schools (“Uncommon NYC” or the “education corporation”) makes good faith efforts to meet its enrollment and retention targets. The education corporation contracts with the New Jersey not-for-profit charter management organization (“CMO”) Uncommon Schools, Inc. (“Uncommon Schools” or the “network”), for, among other things, support with monitoring the enrollment and retention targets of the schools within Uncommon NYC. The schools under renewal consideration are meeting or nearly meeting their enrollment and retention targets. Network leaders plan to continue using the following strategies to meet enrollment and retention targets in the next charter term:

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

For additional information on each school’s enrollment and retention target progress see the School Overview sections in this report.

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## CONSIDERATION OF SCHOOL DISTRICT COMMENTS

In accordance with the Act, the Institute notified the districts in which the charter schools are located regarding the schools' Applications 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 not received district comments for Brooklyn East Collegiate, Kings Collegiate, LP Bed Stuy, LP Brownsville, LP Ocean Hill, Ocean Hill Collegiate, or Williamsburg Collegiate in response to the renewal applications.*

# EDUCATION CORPORATION BACKGROUND AND EXECUTIVE SUMMARY

## UNCOMMON NEW YORK CITY CHARTER SCHOOLS

This section of the report provides an overall description of the highly successful model and aggregate analysis of Uncommon NYC student achievement results. A detailed, school by school analysis highlighting individual school backgrounds, student performance, and fiscal information is presented in the School Overview sections.

## BACKGROUND

Uncommon NYC, a not-for-profit charter school education corporation, is currently authorized to operate 13 charter schools. Twelve schools are currently open with one scheduled to open in the fall of 2020. For 2019-20, the 12 operating schools are approved to collectively serve a total of 9,600 students as per each school's chartered enrollment.

The SUNY Trustees approved the original charter for Brooklyn East Collegiate in 2009, Kings Collegiate in 2006, LP Bed Stuy in 2005, LP Brownsville in 2009, LP Ocean Hill in 2008, and Ocean Hill Collegiate in 2009. With recommendation from the New York City Schools Chancellor ("NYC Chancellor"), Williamsburg Collegiate received its original charter in 2005 and merged under SUNY authorization in 2015.

In March 2015, the SUNY Trustees approved the merger of Excellence Charter Schools, which operated Excellence Boys Charter School of Bedford Stuyvesant and Excellence Girls Charter School ("Excellence Girls"), all of the other SUNY authorized Uncommon charter schools in Brooklyn, and Williamsburg Collegiate. When the SUNY Trustees approved the merger the education corporation was renamed Uncommon New York City Charter Schools. The Act allows authorizers to grant charter school education corporations the authority to operate more than one school under Education Law § 2853(1)(b-1) through the approval of new schools as set forth in the Act, or through merger with one or more education corporations.

Uncommon NYC's mission is:

*To prepare each student to enter, succeed in, and graduate from a four year college.*

Uncommon NYC contracts with Uncommon Schools that operates charter schools across New York, Massachusetts, and New Jersey and provides operational, instructional, and performance management support to schools pursuant to a contract. The SUNY Trustees authorize 17 schools in New York City, Rochester, and Troy across three not-for-profit education corporations that contract with the network for education management services, and collectively educate over 11,000 students.

# EDUCATION CORPORATION BACKGROUND AND EXECUTIVE SUMMARY

## EXECUTIVE SUMMARY

Each of the schools under renewal consideration this year is an academic success, having met or come close to meeting their Accountability Plan goals. The Uncommon NYC schools under renewal consideration demonstrate high levels of performance as evidenced by:

- Over the past five years, the schools have consistently outperformed their CSDs and the state in English language arts (“ELA”) and mathematics in 3<sup>rd</sup> – 8<sup>th</sup> grade. Notably in 2017-18, LP Bed Stuy, LP Brownsville, and LP Ocean Hill each outperformed at least 71% of schools in ELA and 85% of schools in mathematics in New York State. The schools under renewal consideration also surpass their CSD proficiency rates in ELA and mathematics. In 2017-18, for example, 68% of LP Ocean Hill 3<sup>rd</sup> – 8<sup>th</sup> grade students scored at or above proficiency in ELA, outperforming CSD 23 by 42 percentage points. The same year in mathematics, LP Ocean Hill surpassed the absolute target of 75 with 81% of 3<sup>rd</sup> – 8<sup>th</sup> grade students scoring at or above proficiency compared to 21% in CSD 23.
- The schools have consistently met the Accountability Plan comparative measures for effect size and mean growth percentile. Notably, in 2017-18, Ocean Hill Collegiate surpassed the mean growth percentile target of 50 with a school mean growth of 69.9 in mathematics.
- On the state’s 4<sup>th</sup> and 8<sup>th</sup> grade science assessments, consistently throughout the charter term, the schools exceeded the absolute target of 75% of students in their second year at the schools performing at or above proficiency. In 2017-18, the schools under renewal consideration surpassed the absolute target by at least 6 percentage points and outperformed their district of location by at least five percentage points.
- Uncommon NYC emphasizes Advanced Placement (“AP”) coursework and testing for its high school cohorts. In 2017-18, 75% of LP Ocean Hill’s graduates, under the name of Uncommon Preparatory Charter High School, demonstrated college preparation by passing at least one AP exam with a score of 3 or higher.
- Uncommon NYC schools consistently graduate students at high rates.<sup>9</sup> The aggregate Uncommon NYC graduation rate and graduation rates for the two schools under renewal consideration who served 12<sup>th</sup> grade in 2017-18, Uncommon Collegiate Charter High School and Uncommon Preparatory Charter High School, was over 96% in 2017-18.
- To help recruit strong teachers, Uncommon NYC runs a summer teaching fellows program in which college juniors teach at Uncommon NYC schools and have an opportunity to receive offers of employment to teach as Uncommon NYC teachers directly after graduating from college.

9. When the Institute evaluates the school’s graduation rate, it uses the 4<sup>th</sup> year Cohort as of August. Similarly, the Institute uses the district’s 4<sup>th</sup> year Cohort as of August as a comparison.

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Recently, Uncommon NYC launched new initiatives to promote success in college. Based on internal and external research, the network identified three factors predictive of success in college: high SAT scores, a grade point average (“GPA”) of 3.0 or higher, and sustained involvement in a single activity that grows over time. To encourage more students to reach at least a 3.0 GPA, and to do so without grade inflation, Uncommon NYC high schools instituted “Target 3.0” in which the school provides intensive additional support such as increased supports and tracking of student homework for students with grade point averages below 3.0. In 2019, Uncommon NYC also launched the “High School 2.0” initiative in which high school students take elective courses or join clubs throughout their high school tenure to grow their involvement and expertise in a particular area, such as being a reporter on the school newspaper in 9<sup>th</sup> grade and being promoted over time to higher positions such as executive editor as a senior.

Based on the visits to the schools, the Institute finds that Uncommon NYC, with support from the network, ensures that each school implements the education program with fidelity as evidenced by academic achievement and corroborated by classroom observations, interviews with staff members, and document reviews. A review of network level supports demonstrates the network has the capacity to maintain support of the educational program of all schools within Uncommon NYC schools. The network and each individual school provide high quality coaching and support to teachers and leaders during instructional and non-instructional time on at least a weekly basis. Teachers and leaders regularly analyze academic and nonacademic data and use the analyses to monitor the educational program and make changes as necessary. Each Uncommon NYC school focuses on providing a high quality educational experience for students and families as well as alumni support to students after they graduate from Uncommon NYC schools. Uncommon NYC’s program has enabled students’ success in college, and led to the schools’ meeting or exceeding their Accountability Plan goals.

Based on the Institute’s review of each school’s performance as posted over the charter term; a review of the seven Applications for Charter Renewal submitted by Uncommon NYC; a review of academic, organizational, governance, and financial documentation; and, renewal visits to schools within the education corporation, the Institute finds that the schools meet the required criteria for charter renewal.

The Institute recommends the SUNY Trustees grant Brooklyn East Collegiate, Kings Collegiate, LP Bed Stuy, LP Brownsville, LP Ocean Hill, and Ocean Hill Collegiate each a Subsequent Full-Term Renewal, and Williamsburg Collegiate an Initial Full-Term Renewal.

#### NOTEWORTHY - UNCOMMON NYC

Over the charter term, 99% of Uncommon NYC's graduating seniors have been accepted to college, and 72% of Uncommon NYC students are on track for college completion.

Of the 238 students who matriculated into college from the class of 2018, 92 students (39%) matriculated to a SUNY school, 46 students (19%) to a City University of New York (CUNY) school, and 56 students (24%) enrolled in a private four year institution including seven students to Ivy League universities.

As of fall 2018, 75% of Uncommon NYC high school graduates persisted into their second year of college.

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# ACADEMIC PERFORMANCE



## IS EACH SCHOOL AN ACADEMIC SUCCESS?

Brooklyn East Collegiate, Kings Collegiate, LP Bed Stuy, LP Brownsville, LP Ocean Hill, Ocean Hill Collegiate, and Williamsburg Collegiate are each an academic success. Each school meets or comes close to meeting all of its Accountability Plan goals and delivers a high quality educational program.

At the beginning of the Accountability Period,<sup>10</sup> each school developed and adopted an Accountability Plan that set academic goals in the key subjects of ELA and mathematics. For each goal in the Accountability Plan, specific outcome measures define the level of performance necessary to meet that goal. The Institute examines results for five required Accountability Plan measures to determine ELA and mathematics goal attainment. Because the Act requires charters be held “accountable for meeting measurable student achievement results”<sup>11</sup> and states the educational programs at a charter school must “meet or exceed the student performance standards adopted by the board of regents”<sup>12</sup> for other public schools, SUNY’s required accountability measures rest on performance as measured by statewide assessments. Historically, SUNY’s required measures include measures that present schools’:

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

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

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

Every SUNY authorized charter school has the opportunity to propose additional measures of success when crafting its Accountability Plan. Uncommon NYC did not include any additional measures of success in the Accountability Plan it adopted for each of the schools under renewal consideration this year.

The Institute analyzes every measure included in a school’s Accountability Plan to determine its level of academic success, including the extent to which each school under renewal consideration this year has established and maintained a record of high performance, and established progress toward meeting its academic Accountability Plan goals throughout

10. Because the SUNY Trustees make a renewal decision before student achievement results for the final year of a charter term become available, the Accountability Period ends with the school year prior to the final year of the charter term. For a school in an initial charter term, the Accountability Period covers the first four years the school provides instruction to students. For a school in a subsequent charter term, the Accountability Period covers the final year of the previous charter term and ends with the school year prior to the final year of the current charter term. In this renewal report, the Institute uses “charter term” and “Accountability Period” interchangeably.

11. Education Law § 2850(2)(f).

12. Education Law § 2854(1)(d).

the charter term. The Institute identifies the required measures (absolute proficiency, absolute Annual Measurable Objective attainment, comparison to local district, comparison to demographically similar schools, student growth, and high school graduation and college going rates, as applicable) in the Performance Summaries appearing in each of the individual School Overview sections.

The Institute analyzes all measures under a school's ELA and mathematics goals (and high school graduation and college preparation goals for schools enrolling students in high school grades) while emphasizing the school's comparative performance and growth to determine goal attainment. The Institute calculates a comparative effect size to measure the performance of Uncommon NYC relative to all public schools statewide that serve the same grade levels and that enroll similar concentrations of economically disadvantaged students. It is important to note that this measure is a comparison measure and therefore any changes in New York's assessment system do not compromise its validity or reliability. Further, a school's performance on the measure is not relative to the test, but relative to the strength of the school's demonstrated student learning compared to other schools' demonstrated student learning. Notwithstanding the validity of the measures within a given school year, it is important to recognize changes in the administration of the state exams and cautiously interpret year over year trends in achievement scores.

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

Accountability Plans for schools enrolling students in high school grades rely on analyzing the performance of the school's annual Accountability Cohorts for measures of academic success and the school's annual Total Cohort for Graduation ("Total Cohort" or "Graduation Cohort") for measures under high school graduation and college preparation goals. Additionally, the Institute uses the Total Cohort's Regents performance as a basis for comparison with the district's reported performance. The state's Accountability Cohort consists specifically of students who are in their fourth year of high school after the 9<sup>th</sup> grade. For example, the 2013

state Accountability Cohort consists of students who entered the 9<sup>th</sup> grade in the 2013-14 school year, were enrolled in the school on the state’s annual enrollment-determination day (BEDS day) in the 2016-17 school year, and either remained in the school for the rest of the year or left for an acceptable reason. Students are included in the Total Cohort also based on the year they first enter the 9<sup>th</sup> grade. Students enrolled for at least one day in the school after entering the 9<sup>th</sup> grade are part of the school’s Graduation Cohort.

The Accountability Plan also includes a science goal and a goal for performance under the former No Child Left Behind (“NCLB”) accountability system, which will be replaced by Every Student Succeeds Act (“ESSA”) goals in the future. Please note that for schools located in New York City, the Institute uses the CSD as the local school district.

For the purposes of this report, the Institute presents the education corporation’s aggregate data for all schools across the network to demonstrate the high levels of performance, presenting its aggregate absolute measure, its growth measure, and a comparative measure as compared to a composite district.<sup>13</sup> The composite district represents each district where Uncommon NYC schools are located. The composition gives proportional weight to each district based on the size of its student enrollment. The Performance Summaries for each individual school under renewal consideration are available in the individual School Overview sections following the education corporation overview section.

13. To appropriately compare an aggregate of all Uncommon NYC schools’ student performance, the Institute compiled an aggregate of each CSD in which each school is a part of including CSDs 13, 14, 17, 18, and 23.

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## SUNY RENEWAL BENCHMARK 1A

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

Uncommon NYC produced a record of high achievement in ELA and mathematics from 2015-16 through 2017-18. All Uncommon NYC schools' aggregated 3<sup>rd</sup> – 8<sup>th</sup> grade students posted a 60% proficiency rate in ELA and a 70% proficiency rate in mathematics far exceeding the performance of the composite district.<sup>14</sup> Uncommon NYC schools' high school programs performed well against the high school graduation and college preparation goals. The schools due for renewal also met their science, social studies, and NCLB goals.

All Uncommon NYC schools met their graduation goal throughout the charter term, posting high absolute and comparative performance. Notably in 2017-18, LP Ocean Hill posted a four-year graduation rate of 100% exceeding the absolute target of 75% and the district graduation rate by 49 percentage points. LP Bed Stuy, the other school under renewal consideration enrolling 9<sup>th</sup> - 12<sup>th</sup> grade in 2018, also demonstrated strong graduation rates throughout the term. LP Bed Stuy posted graduation rates that surpassed the absolute target and the district comparison for every year of the charter term. All Uncommon NYC schools enrolling high school grades also posted high rates of promotion for the first and second year Cohorts in each year of the term, a leading indicator of continued high graduation rates in the future.

Uncommon NYC schools also demonstrated high levels of achievement on the college preparation goal. The two schools under renewal consideration enrolling 9<sup>th</sup>–12<sup>th</sup> grade emphasize attainment of AP exams and as such posted low Advanced Regents diploma rates. Notably in 2017-18, 75% of graduates at LP Ocean Hill and 85% of graduates at LP Bed Stuy passed at least one AP exam with a score of 3 or higher. LP Ocean Hill and LP Bed Stuy also demonstrated college preparation over the charter term through high college matriculation rates. From 2015-16 through 2017-18, at least 97% of the schools' graduating students matriculated into a college or university within one year of graduation, far surpassing the target of 75%.

Uncommon NYC schools demonstrated high levels of achievement in ELA from 2015-16 through 2017-18. The education corporation's students enrolled in at least their second year posted proficiency rates above the composite district performance in each year. Additionally, the seven schools due for renewal also met their ELA goal over the term and posted proficiency rates that exceeded the district performance in each year of the charter term. Notably, LP Ocean Hill's students enrolled in at least their second year posted proficiency rates that surpassed the district performance by at least 42 percentage points in each year of the charter term. Further, the education corporation schools posted average effect sizes far above the target of 0.3, indicating that they performed higher than expected to a large

14. The composite district is the combined enrollment of the districts where the Uncommon NYC schools are located. The Institute generates comparative performance results for composite districts by combining the districts' performance data and proportionally weighting the results by district enrollment.

degree compared to schools across the state enrolling similar percentages of economically disadvantaged students. Uncommon NYC schools also demonstrated consistently high average growth, posting mean growth percentiles above the target of 50 during the three most recent years of testing. Six of the seven schools due for renewal posted ELA growth scores at or above the target during the majority of the Accountability Period. Although LP Ocean Hill posted growth scores slightly under 50 during the two most recent years of testing, the school consistently maintained high absolute proficiency rates and effect sizes over its Accountability Period.

Uncommon NYC schools also posted a record of achievement in mathematics that well exceeded all the comparative and growth targets from 2015-16 through 2017-18. The schools due for renewal also met their mathematics Accountability Plan goal over those years. Students across the education corporation enrolled in at least their second year posted proficiency rates that came close to meeting the absolute target of 75% and exceeded the composite district performance each year. Notably, in 2017-18 LP Brownsville increased its absolute performance by 14 percentage points from the previous year, growing the gap between the school and district to 53 percentage points and coming close to the absolute target of 75%. Williamsburg Collegiate increased the gap between the school and district by 15 percentage points in 2017-18. The education corporation schools and the seven schools due for renewal also posted high achievement on the comparative effect size measure. In every year of the charter term, the schools performed higher than expected to a large degree in comparison to schools across New York State enrolling similar proportions of economically disadvantaged students. The education corporation schools posted high average growth scores from 2015-16 through 2017-18, exceeding the target of 50 by at least six points each year. Six of the seven schools due for renewal also posted growth scores that met or exceeded the target for the majority of the term. Although LP Ocean Hill's mathematics growth scores fell below the target for the past three years, the school exceeded the target for absolute proficiency in each year of the charter term.

All Uncommon NYC schools, including the seven schools due for renewal, demonstrated high performance in science over the charter term. From 2014-15 through 2017-18, the aggregate performance of all the schools' students enrolled in at least their second year exceeded the absolute target of 75% and outperformed the composite district achievement. Some of the schools under renewal consideration administered the Regents Living Environment exam to students in 8<sup>th</sup> grade in lieu of the state science exam. While not included in the schools' Accountability Plans, the schools posted high achievement over the majority of the charter

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term. Notably, in 2017-18, 87% of Brooklyn East Collegiate’s tested students scored at or above proficiency on the Regents exam. At the secondary level, Uncommon NYC schools exceeded the absolute and comparative targets over the charter term. On average, the schools’ Accountability Cohorts posted passing rates on a Regents science exam that fell above the target of 75% each year and exceeded the districts’ performance each year.

Uncommon NYC schools also met the social studies goal over the charter term. The schools’ Accountability Cohorts passed the Regents U.S. History exam and Regents Global History exam at rates that exceeded the absolute target of 75% and the districts’ performance each year.

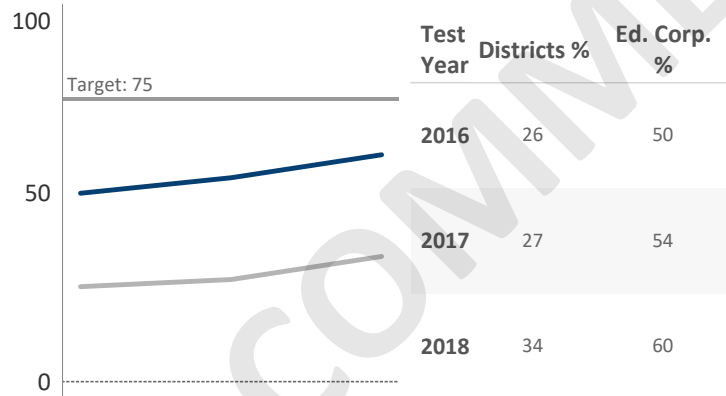
The schools remained in good standing under the state’s accountability system during the charter term.

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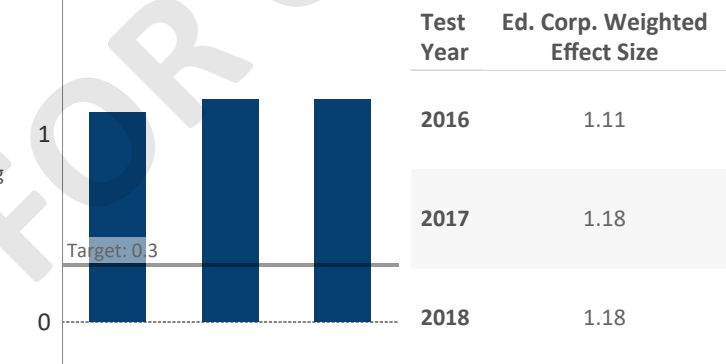
# ACADEMIC PERFORMANCE

## UNCOMMON NEW YORK CITY CHARTER SCHOOLS: AGGREGATE ENGLISH LANGUAGE ARTS PERFORMANCE FOR ALL SCHOOLS

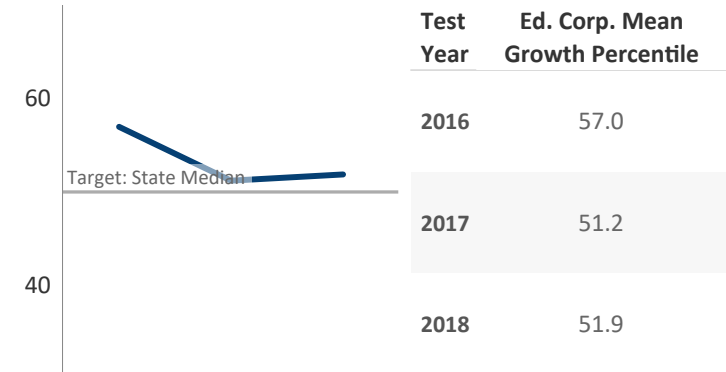
**Comparative Measure: Composite District Comparison.\*** The chart shows the percentage of students enrolled in at least their second year at **Uncommon NYC** performing at or above proficiency in comparison to that of students in the same tested grades in **those schools' local districts**.



**Comparative Measure: Effect Size.** Schools are expected to exceed the predicted level of performance by an effect size of 0.3 or above according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State. The chart shows a weighted average effect size for all **Uncommon NYC schools** administering state exams.



**Comparative Growth Measure: Mean Growth Percentile.** The chart shows the unadjusted mean growth percentile for all tested students in grades 4-8 among **Uncommon NYC schools**.



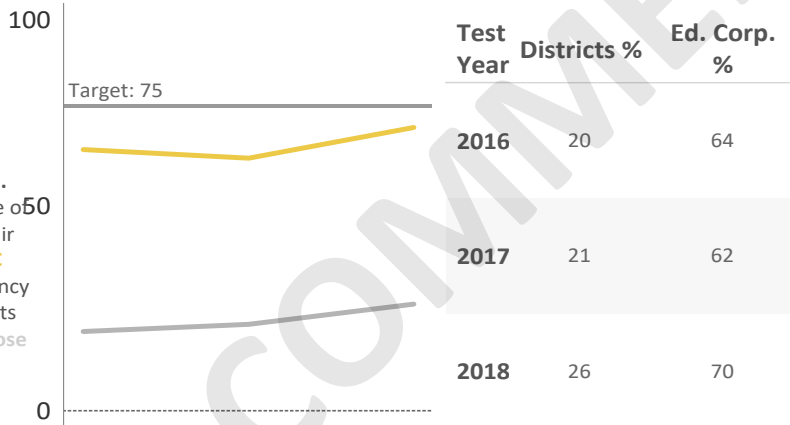
\*The composite district comparison is a weighted proficiency rate including all comparison grades from New York City CSDs in which an Uncommon NYC charter school is located.

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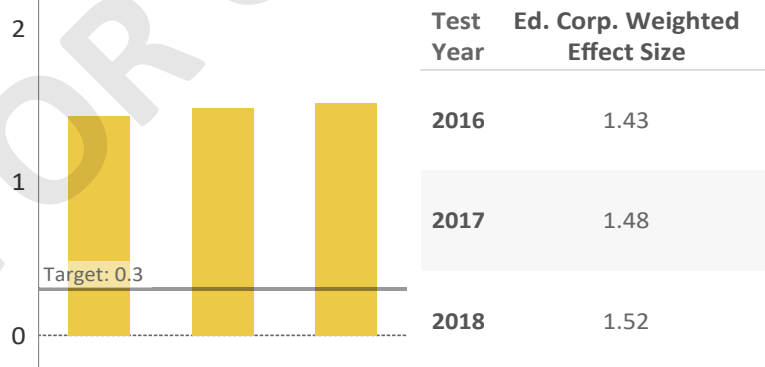
# ACADEMIC PERFORMANCE

## UNCOMMON NEW YORK CITY CHARTER SCHOOLS: AGGREGATE MATHEMATICS PERFORMANCE FOR ALL SCHOOLS

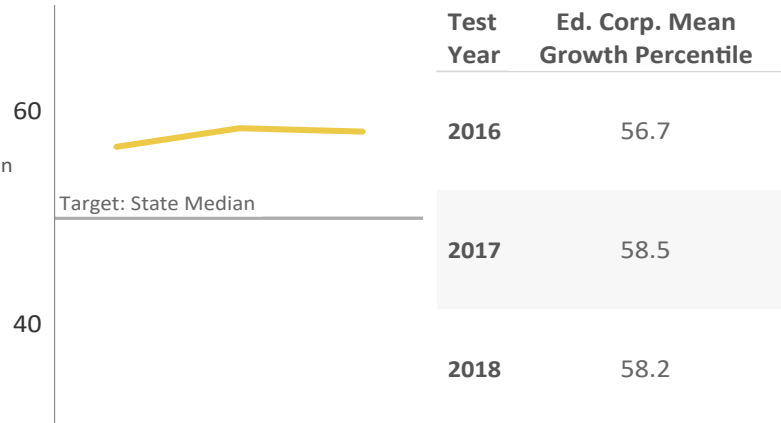
**Comparative Measure: Composite District Comparison.** The chart shows the percentage of students enrolled in at least their second year at **Uncommon NYC** performing at or above proficiency in comparison to that of students in the same tested grades in those schools' local districts.



**Comparative Measure: Effect Size.** Schools are expected to exceed the predicted level of performance by an effect size of 0.3 or above according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State. The chart shows a weighted average effect size for all **Uncommon NYC schools** administering state exams.



**Comparative Growth Measure: Mean Growth Percentile.** The chart shows the unadjusted mean growth percentile for all tested students in grades 4-8 among **Uncommon NYC schools**.

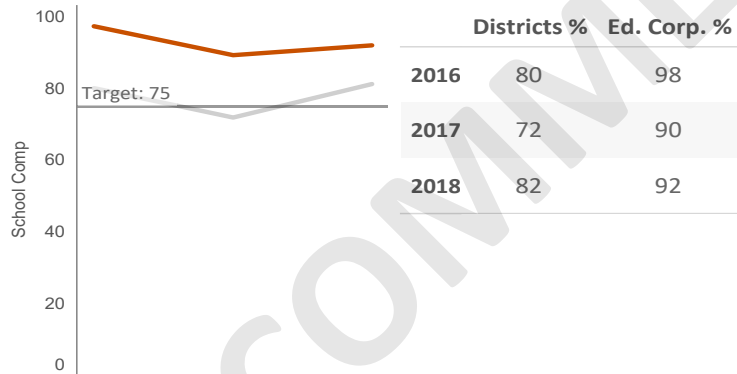


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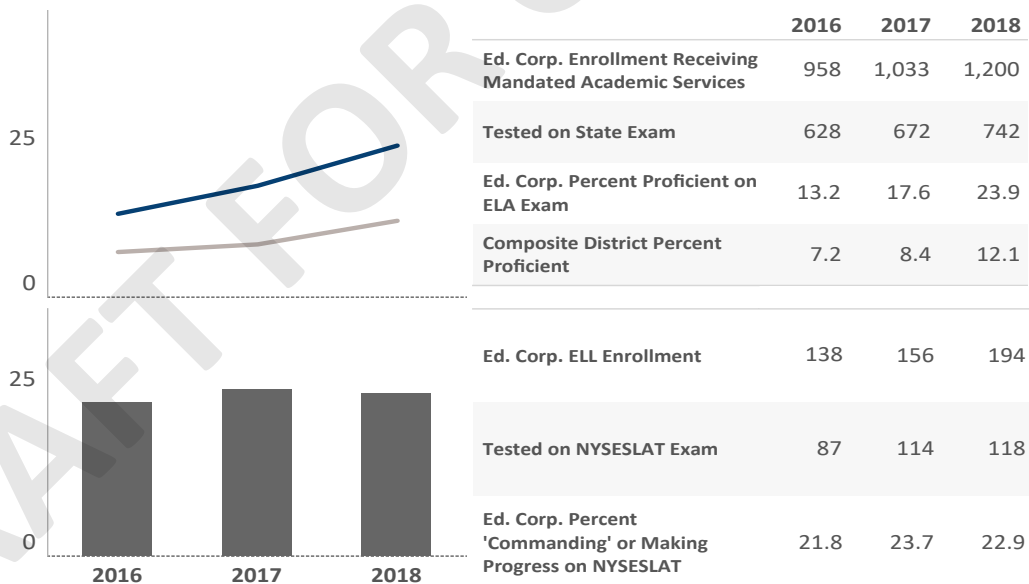
# ACADEMIC PERFORMANCE

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

**Comparative Measure:**  
**Composite District.** The chart shows the percentage of students enrolled in at least their second year at **Uncommon NYC** performing at or above proficiency in comparison to that of students in the same tested grades in those schools' local districts.



### AGGREGATE PERFORMANCE OF STUDENTS WITH DISABILITIES AND ELLS FOR ALL SCHOOLS

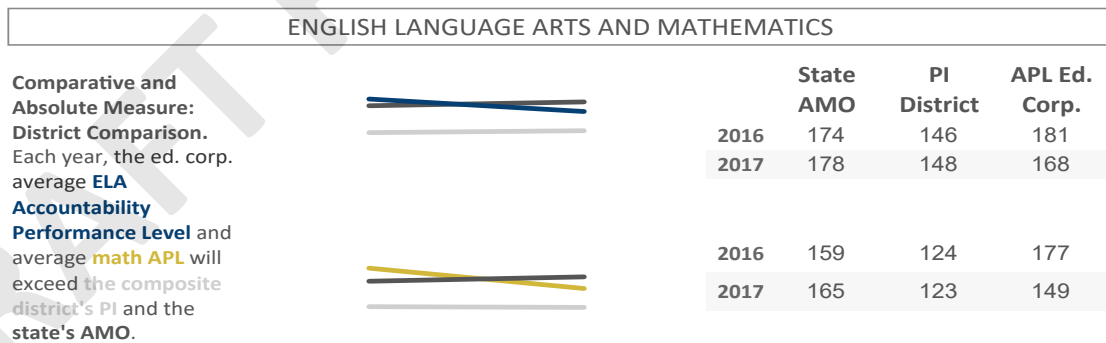
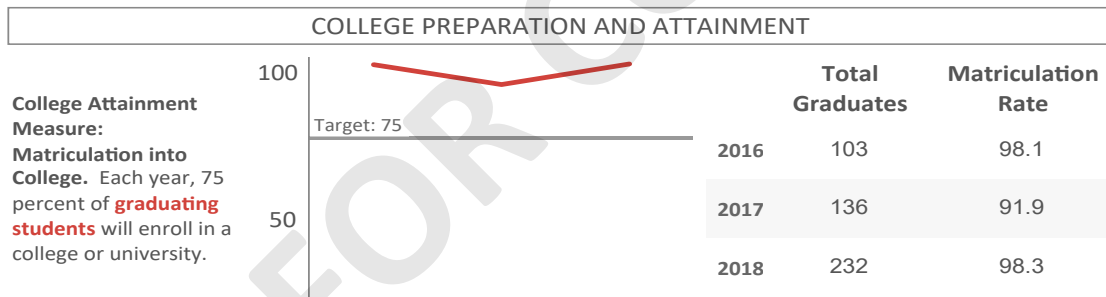
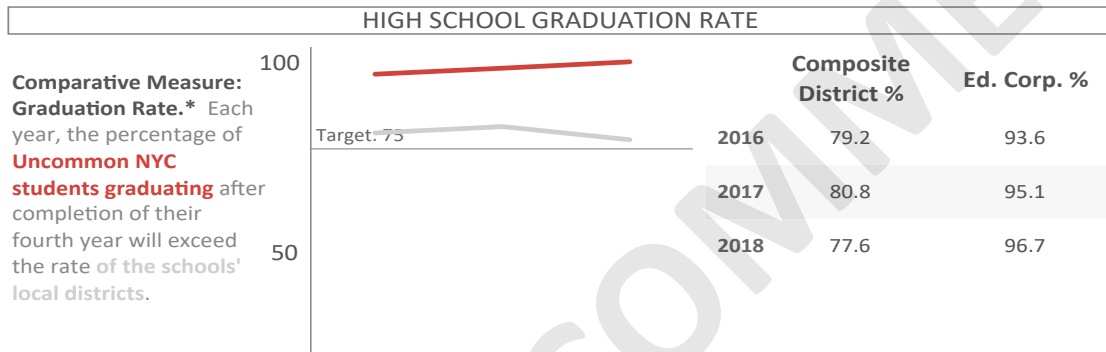


The academic outcome data about the performance of students receiving special education services and ELLs above is not tied to separate goals in a school's formal Accountability Plan. The NYSESLAT, the New York State English as a Second Language Achievement Test, is a standardized state exam. "Making Progress" is defined as moving up at least one level of proficiency. Student scores fall into five categories/proficiency levels: Entering; Emerging; Transitioning; Expanding; and, Commanding.

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# ACADEMIC PERFORMANCE

## UNCOMMON NEW YORK CITY CHARTER SCHOOLS: AGGREGATE HIGH SCHOOL PERFORMANCE FOR ALL SCHOOLS



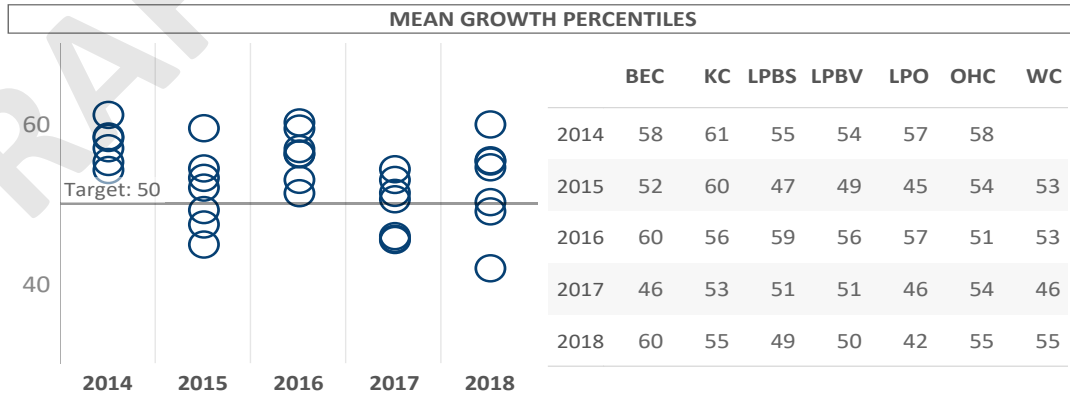
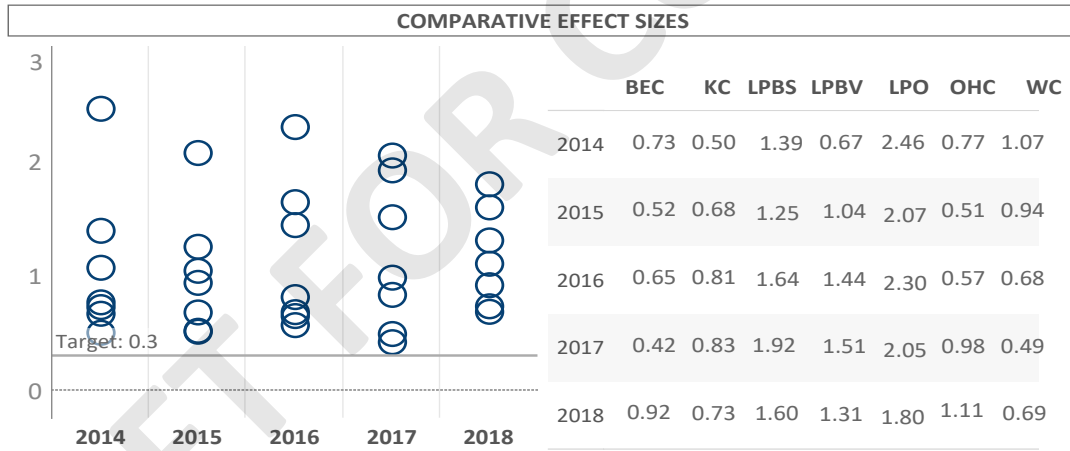
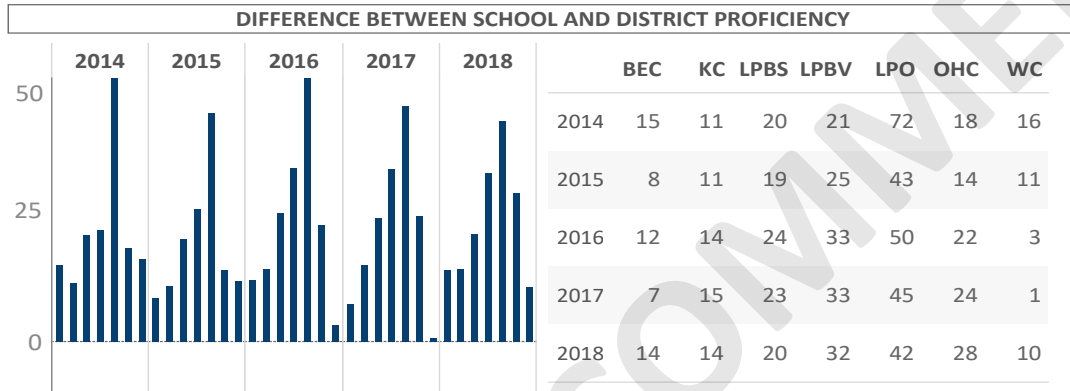
\*The composite district comparison is a weighted rate including all Total Cohort members in New York City CSDs in which an Uncommon NYC charter school is located.

In 2017-18, the state transitioned to calculating a Performance Index ("PI") using a different methodology than previous years. As such, comparison to previous years is not applicable.

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# ACADEMIC PERFORMANCE

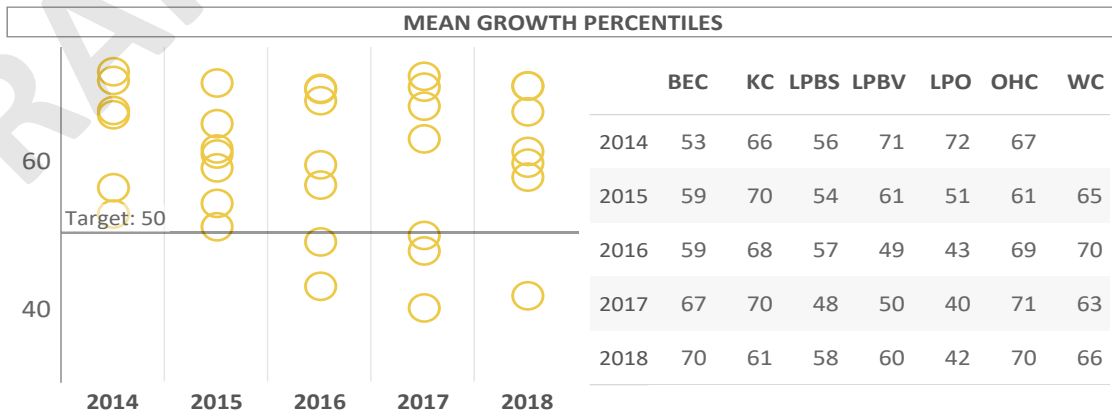
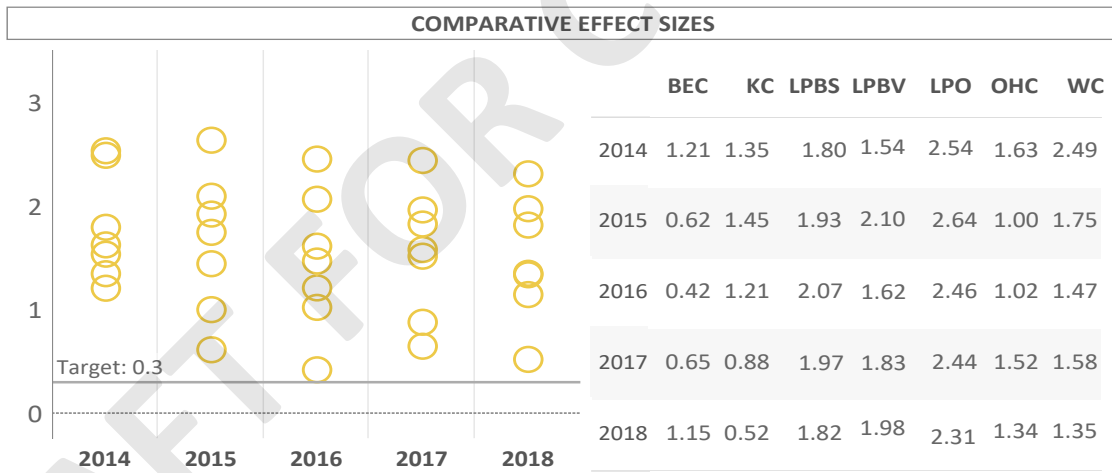
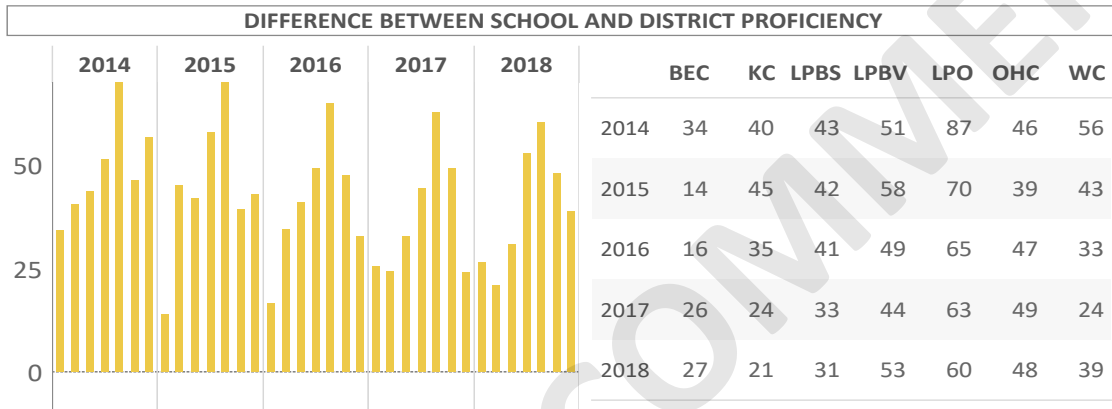
## UNCOMMON NEW YORK CITY CHARTER SCHOOLS: 2018-19 RENEWAL COHORT ENGLISH LANGUAGE ARTS GOAL ATTAINMENT



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# ACADEMIC PERFORMANCE

## UNCOMMON NEW YORK CITY CHARTER SCHOOLS: 2018-19 RENEWAL COHORT MATHEMATICS GOAL ATTAINMENT

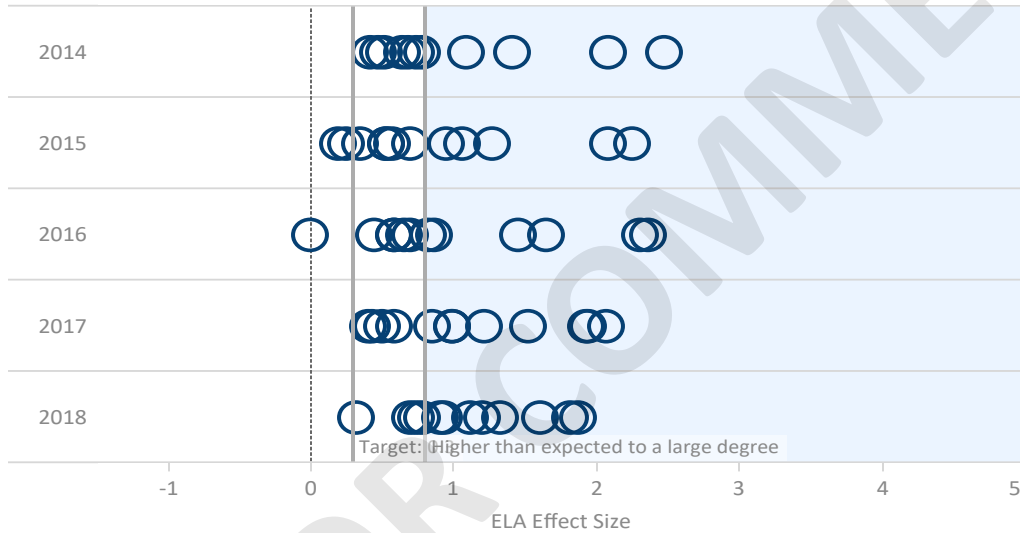


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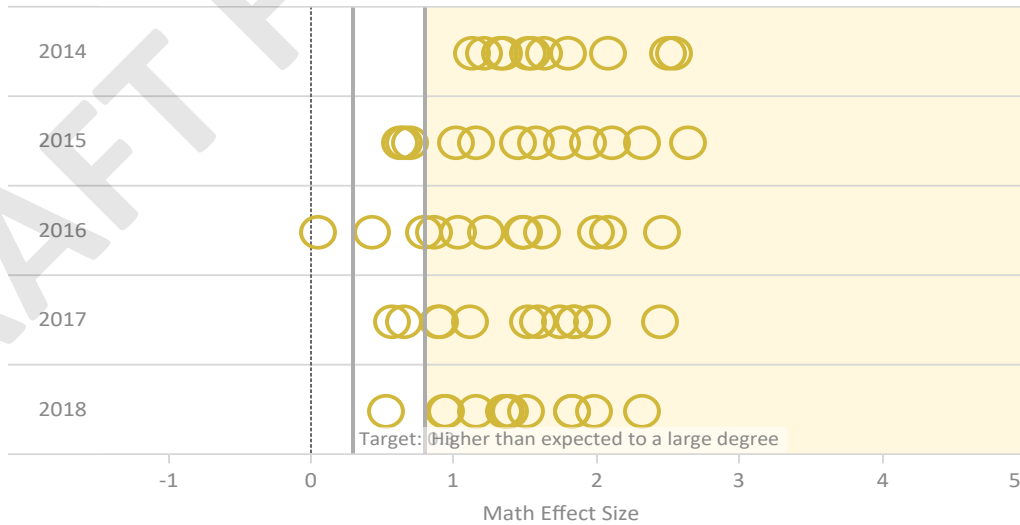
# ACADEMIC PERFORMANCE

UNCOMMON NEW YORK CITY CHARTER SCHOOLS:  
ELA AND MATH EFFECT SIZE DOT PLOTS: 2013-14 THROUGH 2017-18

**ELA Effect Size by Year and School**



**Math Effect Size by Year and School**

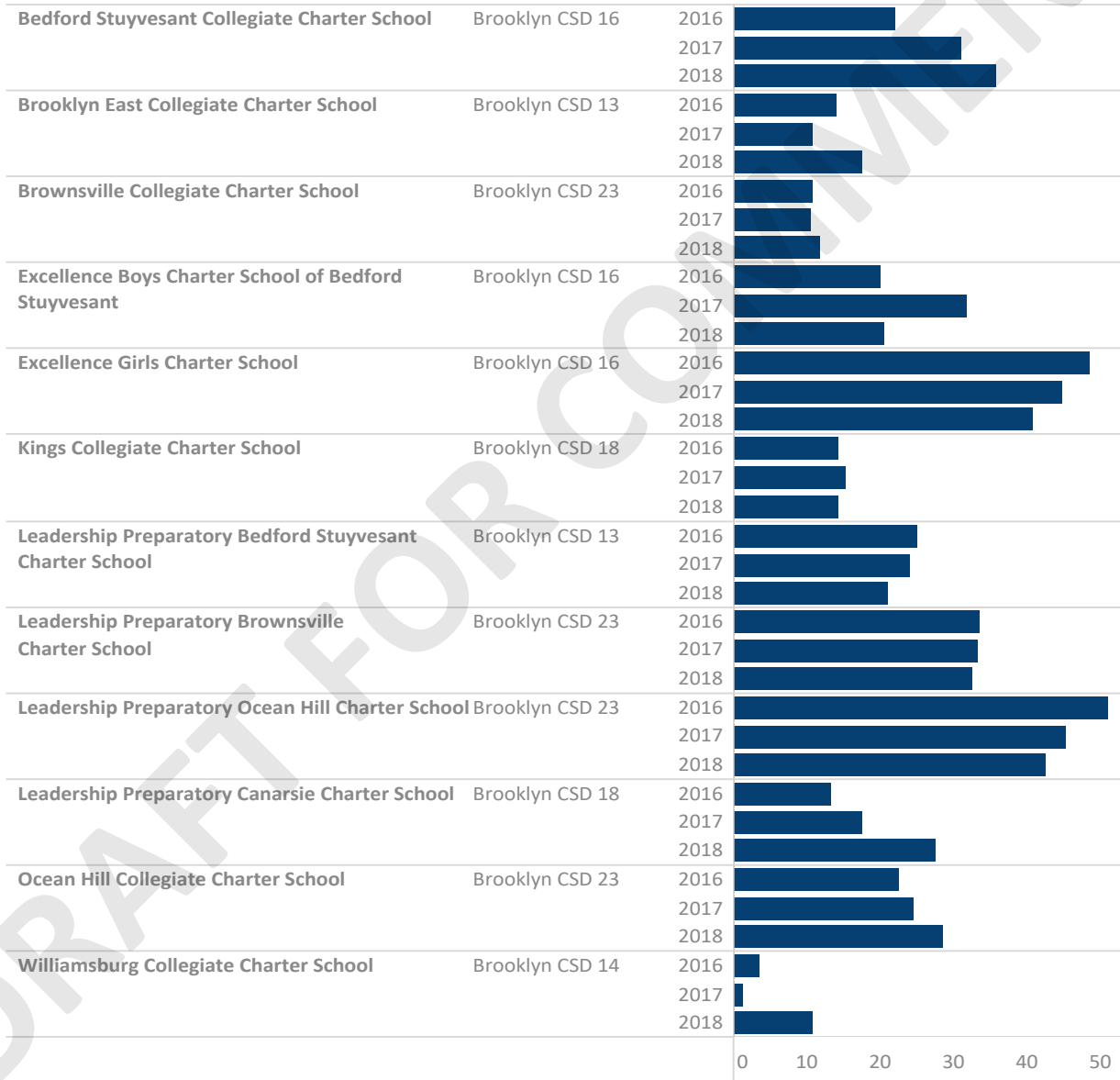


The charts illustrate the comparative effect size performance at each school across the ed corp by each year for which data are available throughout the charter term. Schools performing at or above 0.3 are meeting SUNY's benchmark for the measure. Schools performing at or above 0.8 are performing higher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

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# ACADEMIC PERFORMANCE

## UNCOMMON NEW YORK CITY CHARTER SCHOOLS: DIFFERENCE BETWEEN SCHOOLS AND DISTRICT SCORES: ELA

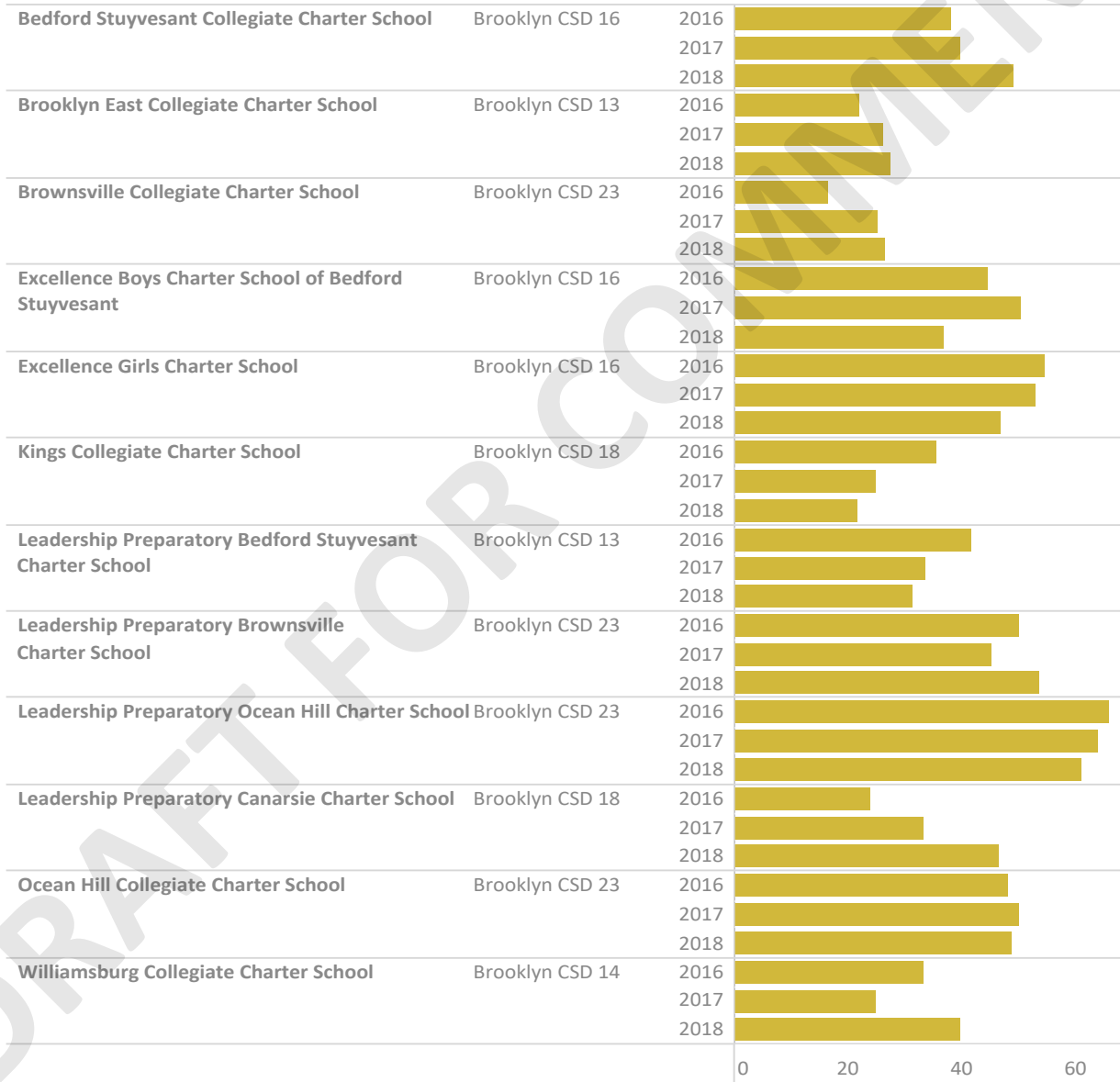


District difference for each year broken down by school and district (in NYC, the Institute uses the CSD). These charts compare a school's performance to that of the district. Each bar represents the difference between the school's performance and the district's. A positive result (showing the bar to 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.

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# ACADEMIC PERFORMANCE

## UNCOMMON NEW YORK CITY CHARTER SCHOOLS: DIFFERENCE BETWEEN SCHOOLS AND DISTRICT SCORES: MATH

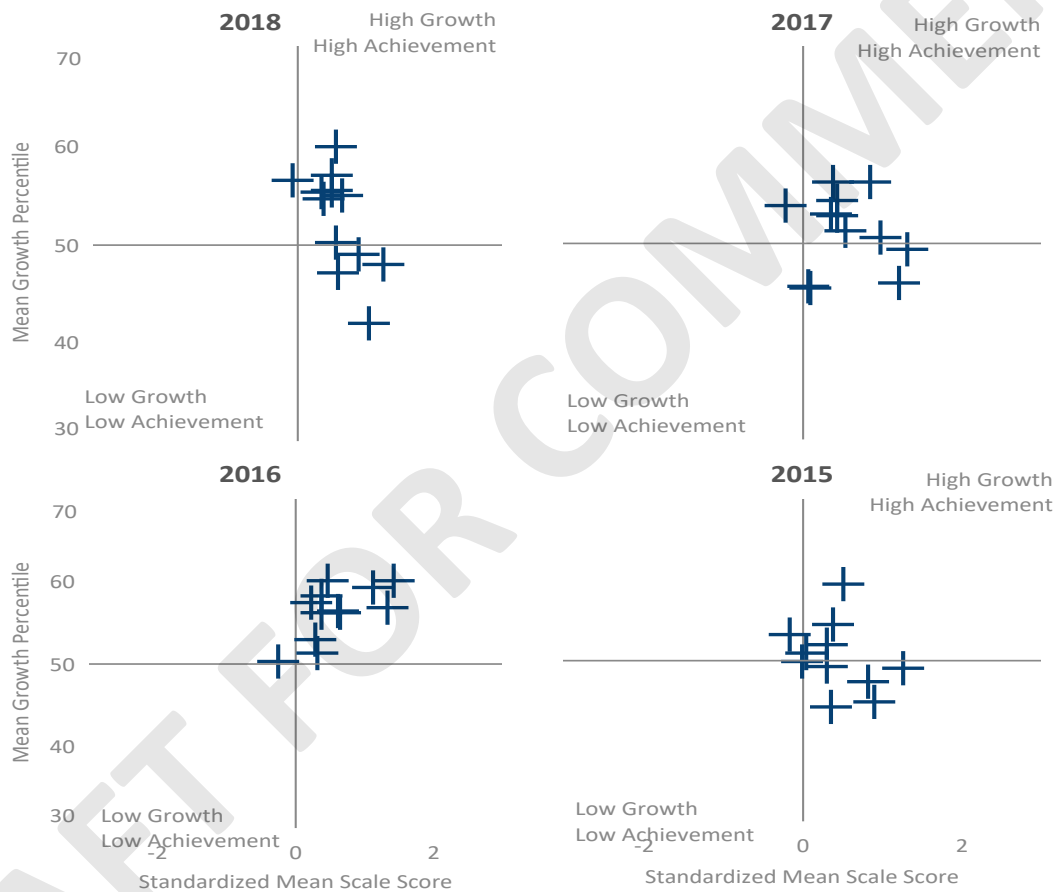


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# ACADEMIC PERFORMANCE

## UNCOMMON NEW YORK CITY CHARTER SCHOOLS: ELA GROWTH AND ACHIEVEMENT: 2014-15 THROUGH 2017-18



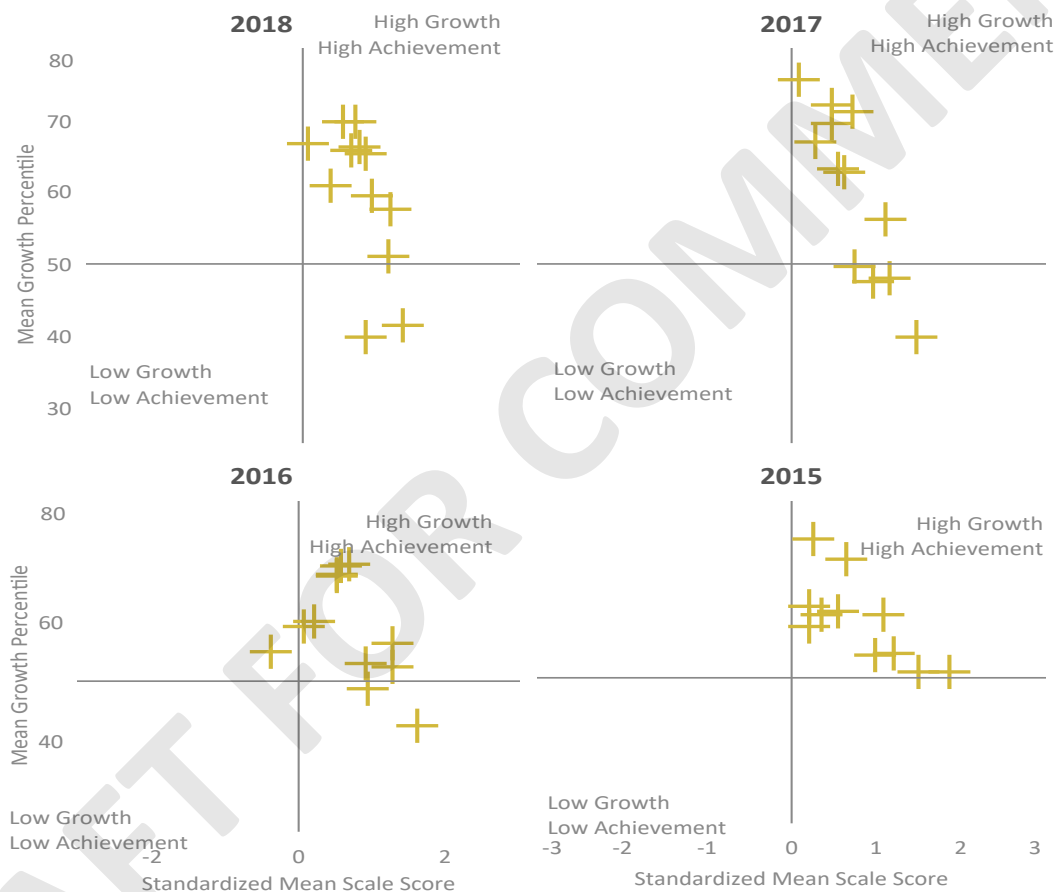
These charts compare a school's ability to grow student achievement with a school's absolute student performance. Schools located in the upper right hand quadrant of each chart show strong results in helping students make learning gains while at the same time helping students achieve strong absolute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

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

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# ACADEMIC PERFORMANCE

## UNCOMMON NEW YORK CITY CHARTER SCHOOLS: MATH GROWTH AND ACHIEVEMENT: 2014-15 THROUGH 2017-18



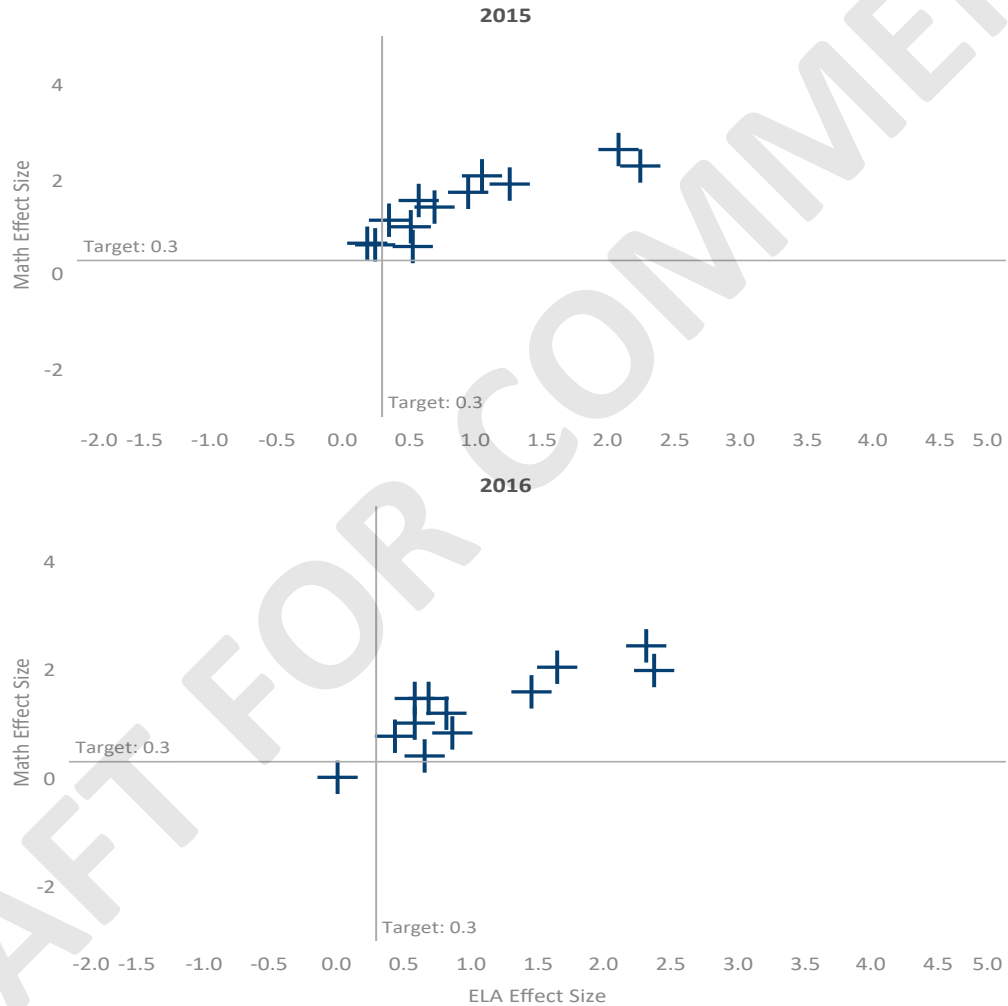
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# ACADEMIC PERFORMANCE

UNCOMMON NEW YORK CITY CHARTER SCHOOLS:  
ELA AND MATH EFFECT SIZE SCATTER PLOTS 2014-15 THROUGH 2015-16

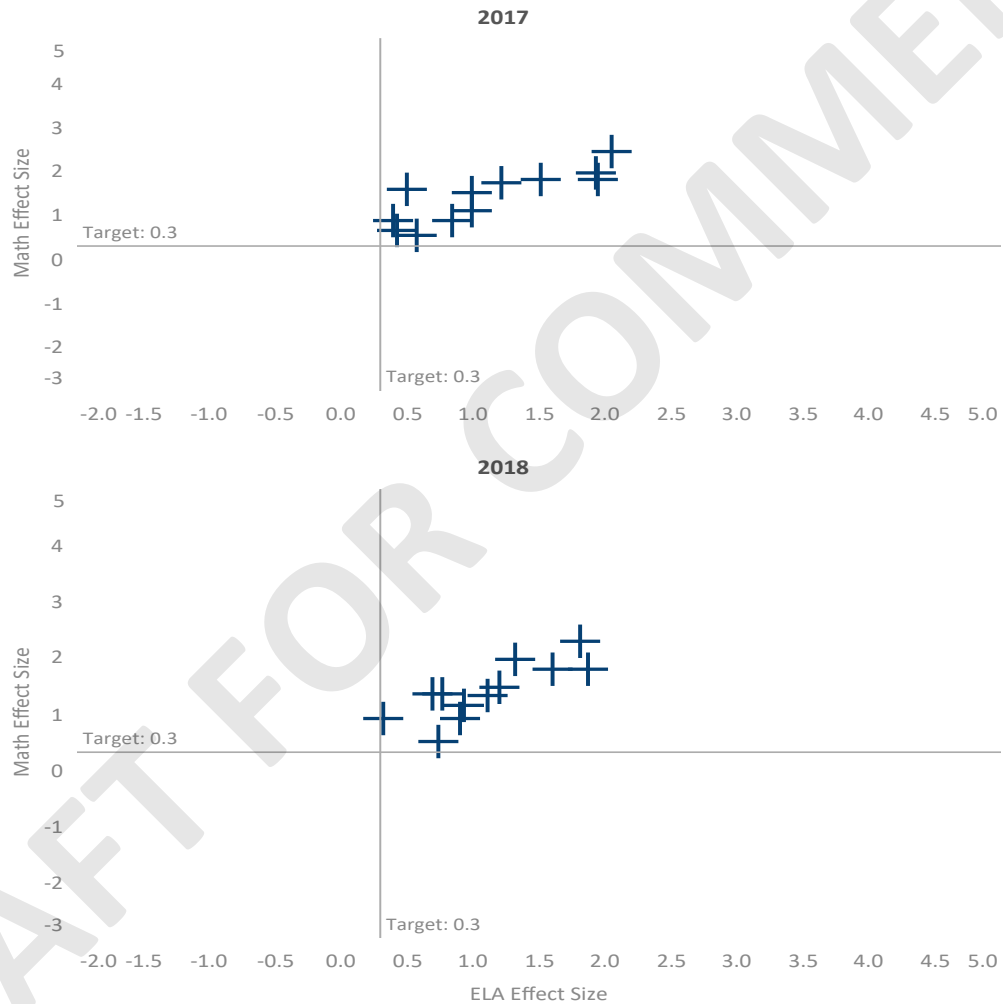


The charts compare a school's ELA and math effect sizes over each year for which data are available during the charter term. An effect size measures school performance in comparison to other schools statewide enrolling students with similar proportions of economic disadvantage. Schools with an ELA or 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.

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# ACADEMIC PERFORMANCE

UNCOMMON NEW YORK CITY CHARTER SCHOOLS:  
ELA AND MATH EFFECT SIZE SCATTER PLOTS 2016-17 THROUGH 2017-18



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.

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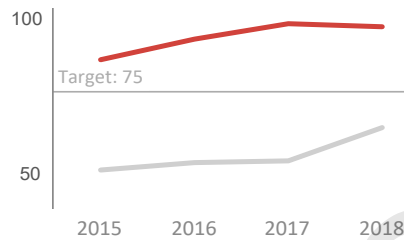
# ACADEMIC PERFORMANCE

Uncommon Charter High School (as part of Excellence Girls)

Brooklyn CSD 16

## HIGH SCHOOL GRADUATION RATE

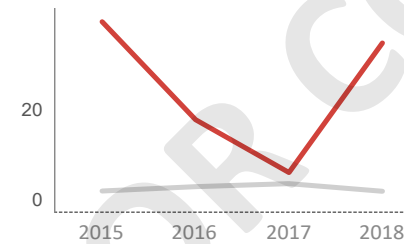
**Comparative Measure: Graduation Rate.** Each year, the percentage of **the school's students graduating** after completion of their fourth year will exceed the District.



	District	School
2015	51.8	84.8
2016	54.0	91.0
2017	54.5	95.7
2018	64.5	94.7

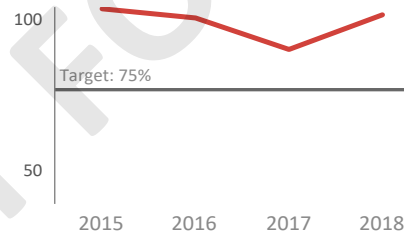
## COLLEGE PREPARATION AND ATTAINMENT

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



	District Adv Diploma	School Adv Diploma
2015	4.3	37.5
2016	5.2	18.3
2017	5.8	8.0
2018	4.3	33.3

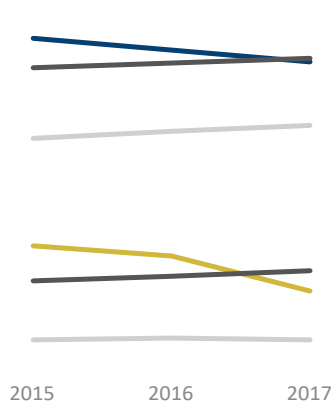
**College Attainment Measure: Matriculation into College.** Each year, 75 percent of **graduating students** will enroll in a college or university.



	Grad N	Matriculation %
2015	56	100.0
2016	71	97.2
2017	88	87.5
2018	108	98.1

## ENGLISH LANGUAGE ARTS AND MATHEMATICS

**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**.



Year	AMO	District PI	School APL
2015	170	110	195
2016	174	116	185
2017	178	121	175

In 2017-18, the state transitioned to calculating a Performance Index for schools using a different

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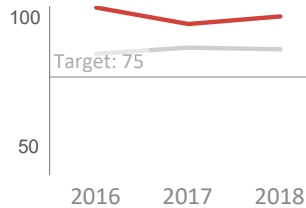
# ACADEMIC PERFORMANCE

LP Bed Stuy

Brooklyn CSD 13

## HIGH SCHOOL GRADUATION RATE

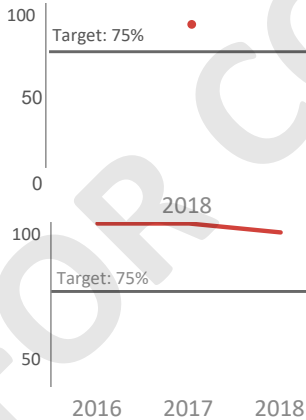
**Comparative Measure:** Each year, the percentage of **the school's students graduating** after their fourth year will exceed the District.



	District	School
2016	83.5	100.0
2017	85.7	94.1
2018	85.1	96.8

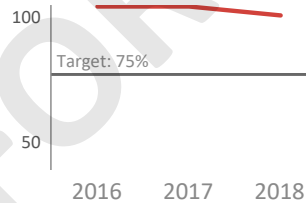
## COLLEGE PREPARATION AND ATTAINMENT

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



	Graduates	College Prep %
2018	61	85.5

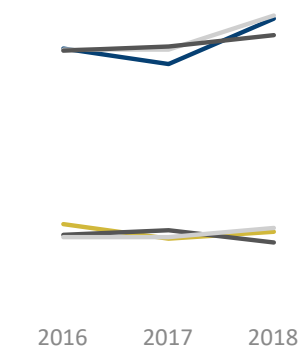
**College Attainment Measure: Matriculation into College.** Each year, 75 percent of **graduating students** will enroll in a college or university.



	Grad N	Matriculation %
2016	32	100.0
2017	48	100.0
2018	61	96.7

## ENGLISH LANGUAGE ARTS AND MATHEMATICS

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



	MIP	District PI	School PI
2016	174	175	176
2017	178	175	161
2018	189	208	205

In 2017-18, the state replaced the APL and AMO with a Performance Index and Measure of Interim Progress.

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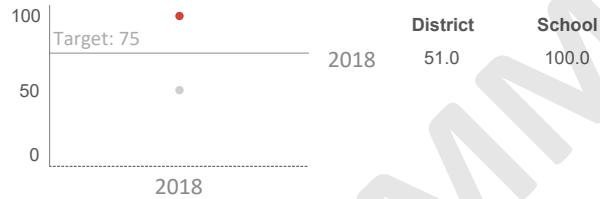
# ACADEMIC PERFORMANCE

LP Ocean Hill

Brooklyn CSD 23

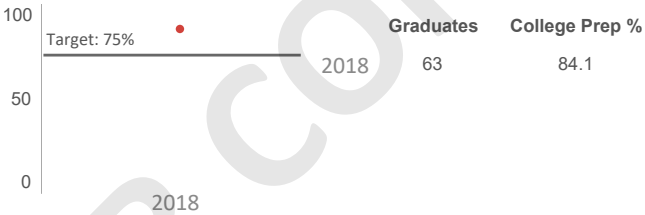
## HIGH SCHOOL GRADUATION RATE

**Comparative Measure: Graduation Rate.** Each year, the percentage of **the school's students graduating** after their fourth year will exceed the District.

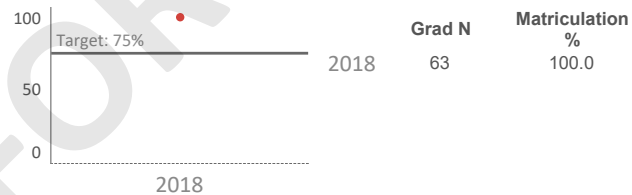


## COLLEGE PREPARATION AND ATTAINMENT

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

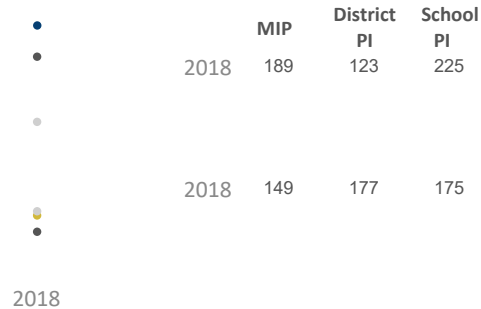


**College Attainment Measure: Matriculation into College.** Each year, 75 percent of **graduating students** will enroll in a college or university.



## ENGLISH LANGUAGE ARTS AND MATHEMATICS

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



In 2017-18, the state replaced the APL and AMO with a Performance Index and Measure of Interim Progress.

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## SUNY RENEWAL BENCHMARK 1B

### DOES UNCOMMON NYC HAVE AN ASSESSMENT SYSTEM THAT IMPROVES INSTRUCTIONAL EFFECTIVENESS AND STUDENT LEARNING?

Uncommon NYC’s assessment system is robust and provides valid and reliable data to inform its instructional program. Uncommon NYC administers a variety of diagnostic, formative, and benchmark assessments throughout the school year to determine students’ level of mastery and identify student needs at each grade level. To measure literacy and mathematics skills at the elementary level, Uncommon NYC administers the Strategic Teaching and Evaluation of Progress (“STEP”) Assessment for Kindergarten – 4<sup>th</sup> grade and the Terra Nova Assessment<sup>15</sup> for Kindergarten. Uncommon NYC also creates ELA and mathematics interim assessments (“IAs”) it administers in Kindergarten – 4<sup>th</sup> grade. For middle school grades, Uncommon NYC administers practice ELA and mathematics state exams and IAs in ELA, mathematics, science, and history. At the high school level, students take quarterly and final course exams in addition to Regents exams. Uncommon NYC’s high school programs require all 10<sup>th</sup>, 11<sup>th</sup>, and 12<sup>th</sup> grade students to enroll in at least one AP course selecting among Biology, Calculus AB and BC, English Language, English Literature and Composition, U.S. Government and Politics, U.S. History, World History, Chemistry, Physics, Seminar, Research, Environmental Science, Computer Science, or Spanish Language and Culture. The schools focus on AP coursework following students’ completion of the five required Regents exams. As such, the schools prioritize measures of college preparation that supplant the Advanced Diploma measure. High school students at Uncommon NYC schools typically take five to six AP courses during their high school careers. In 2017-18, students completing high school graduated with an average of 2.1 AP exams passed.

Appropriate training prepares teachers to implement valid and reliable processes for scoring assessments and evaluating results. For example, during pre-service training, teachers collectively score and analyze student work samples to norm their understanding of grading rubrics. This norming helps ensure teachers score student work and assessments in the same manner across schools and individual classrooms, and that the collected data are reliable. Schools work with the network to provide thorough analyses of assessment data at the student, class, grade, and school levels using Illuminate, an online software that houses student information. This portal serves as a repository for student academic and culture data. The network generates visually engaging performance reports to enable school-to-school comparisons across grade levels and to assist in developing instructional adjustments at the network, school, and classroom level.

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

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

## DOES UNCOMMON NYC’S CURRICULUM SUPPORT TEACHERS IN THEIR INSTRUCTIONAL PLANNING?

### SUNY RENEWAL BENCHMARK 1C

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

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

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## SUNY RENEWAL BENCHMARK 1D

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

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

Typically, lessons include opportunities for students to work with peers to solve problems or complete assignments that require higher-order thinking skills. Teachers regularly use "The Taxonomy of Effective Teaching Practices" found in *Teach Like A Champion*<sup>16</sup> to help guide instruction. To gauge student understanding of taught concepts, teachers circulate the classroom to conference with students or peer groups. These strategies help ensure teachers have clear understandings of student mastery in order to plan future instruction and address any student misunderstandings during or after lessons.

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

### DOES UNCOMMON NYC HAVE STRONG INSTRUCTIONAL LEADERSHIP?

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

16. Taxonomy of Effective Teaching Practices and Teach Like a Champion are part of Uncommon Impact, an Uncommon Schools, Inc. initiative. Please refer to <https://teachlikeachampion.com/> for more information.

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

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

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

Uncommon NYC continually adjusts its programs designed to meet the needs of at-risk students. Network schools implement clear procedures for identifying and serving students with disabilities, ELLs, and students at risk of academic failure. School leaders and at-risk program staff disaggregate student performance data regularly to monitor the effectiveness of instructional and behavioral interventions.

Uncommon NYC schools use a tiered Response to Intervention ("RTI") process to identify students struggling academically and to modify interventions as necessary. Tier 1 interventions involve the implementation of schoolwide behavior systems and differentiated instruction in general education classrooms. Teachers refer students who do not respond to tier 1 supports, as reflected in low 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 between six and 12 weeks and include pull out classes in groups of no more than eight students for up to one hour per day. These skills specific (for reading, writing and/or mathematics) groups often follow research based commercial intervention programs including SRA Corrective Mathematics,<sup>17</sup> Stern Structural Arithmetic,<sup>18</sup> Foundations,

17. 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.nifdi.org/programs/mathematics/corrective-math/](http://www.nifdi.org/programs/mathematics/corrective-math/).

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

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the Wilson Reading System,<sup>19</sup> and Lindamood Bell Visualizing and Verbalizing.<sup>20</sup> SSTs monitor students' progress in meeting performance goals throughout the time specifically allotted to each intervention. If a student does not make sufficient progress, the SST determines next steps including tier 3 supports that may include adjustments to pull out and push in supports, individualized interventions, and referral to the local school district's CSE as necessary.

Uncommon NYC uses the Home Language Identification Survey and the New York State Identification Test for English Language Learners ("NYSITELL") to identify students requiring English language acquisition supports. The network utilizes effective strategies it provides to other students struggling academically to serve the network's 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 curricula. Programmatically, these supports meet students' learning needs due to the strength of Uncommon NYC's program. Uncommon NYC hired an associate director of special education and English language learners in 2017-18 to assess the network's identification and provision of services to ELLs and to improve the support schools are able to offer at-risk students. Because of this review, starting in the 2018-19 school year, each Uncommon NYC school employs an English as a new language ("ENL") teacher responsible for providing push in and pull out support to ELLs. The associate director of special education and English language learners provides centralized training to ENL teachers. Network schools monitor student progress annually with the New York State English as a Second Language Achievement Test ("NYSESLAT") and 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"), integrated co-teaching ("ICT") in two of the Uncommon NYC schools, as well as resource room supports that special education teachers provide. Teachers are aware of students' IEP goals and work regularly with at-risk program staff to address student needs. 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 intervention teachers. For 2018-19, Uncommon NYC engaged educators from schools in the education corporation and from the network to establish a working group with the purpose of evaluating the education corporation's current special education services and making recommendations to expand and improve its current offerings. The working group will continue exploring options for services over the next school year to determine changes to the Uncommon NYC schools' special education offerings.

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

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

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

# ORGANIZATIONAL PERFORMANCE



## IS THE EDUCATION CORPORATION AN EFFECTIVE, VIABLE ORGANIZATION?

Uncommon NYC is an effective and viable organization that ensures its schools have in place the key design elements identified in each charter. The education corporation’s board provides rigorous oversight to ensure that students demonstrate high levels of success.

## IS UNCOMMON NYC FAITHFUL TO ITS MISSION AND DOES IT IMPLEMENT THE KEY DESIGN ELEMENTS INCLUDED IN ITS CHARTERS?

The schools within Uncommon NYC are faithful to their mission and key design elements. These can be found in the Education Corporation Background section at the beginning of the report and Appendix A, respectively. Each school within Uncommon NYC demonstrates a relentless focus on preparing students for college. Uncommon NYC’s successful professional development and support for teachers and leaders is a key part of the organization’s mission.

## ARE PARENTS/GUARDIANS AND STUDENTS SATISFIED WITH UNCOMMON NYC?

To report on parent satisfaction with each renewal 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 the New York City Department of Education’s (“NYCDOE’s”) 2017-18 NYC School Survey for all schools under renewal consideration this year. NYCDOE distributes the survey every year to compile data about school culture, instruction, and systems for improvement. In 2017-18, across each of the renewal schools, 43% of families who received the survey responded. Among respondents, 92% are satisfied with the school’s program. The survey response rate may not be high enough in framing the results as representative of the school community.

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**Parent Focus Group.** The Institute asks all schools facing renewal to convene a representative set of parents for a focus group discussion. For a high performing education corporation, the Institute speaks with a representative set of parents across all schools under renewal consideration this year. A representative set includes parents of students in attendance at the schools for multiple years, parents of students new to the schools, parents of students receiving general education services, parents of students with special needs, and parents of ELLs. The Institute met with 30 parent representatives of the seven charter schools under renewal consideration. Parents expressed satisfaction with the structured discipline, teachers’ caring for students, the high level of student accountability for their actions, communications between teachers and parents, and the confidence an education at an Uncommon NYC school builds in students. Parents appreciate the college preparedness, discussions about college from Kindergarten through high school, and the expectation that every child will go to college. High school parents appreciate assistance with developing college applications and accessing financial aid.

**Persistence in Enrollment.** An additional indicator of parent satisfaction is persistence in enrollment. Persistence data for each individual school under renewal consideration this year is available in Appendix A. Across the education corporation, 85% of students returned from the previous school year in 2017-18. For the schools under renewal consideration this year, 84% of students returned from the previous school year to re-enroll in 2017-18.

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.

## DOES UNCOMMON NYC EFFECTIVELY SUPPORT THE DELIVERY OF THE EDUCATIONAL PROGRAM?

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Uncommon NYC establishes effective organizational structures with staff, systems, and procedures that support student achievement and undergird the holistic delivery of the educational program. Clear roles and responsibilities at the school and network level allow school leaders to focus on student achievement and teacher support. The directors of operations serve as school leaders, allowing principals to focus on implementing a strong academic program. Principals receive support from directors of curriculum and instruction at the elementary, middle, and high school levels. Network schools also employ deans of students that focus mainly on school culture and behavior management as well as additional operational staff members that manage the non-instructional business of the schools. Network associate superintendents (“ASUPs”) visit schools regularly to coach principals and supervise the instructional and academic program at the schools they manage.

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

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

Uncommon NYC also utilizes its instructional fellowship program to develop high quality candidates into future school leaders. This fellowship program prepares participants to run high performing schools and, like current school principals, the ASUP manages and supports these fellows. Although fellows can participate in the program for one year before leading

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their own school, the fellowship also offers a two year option for those that need further development in areas such as data analysis and school culture. Much like the instructional fellowship program, Uncommon NYC also offers an operations fellowship that trains those interested in the non-instructional responsibilities of schools to open a new school, take over an existing school, or join an existing Kindergarten – 8<sup>th</sup> grade school as a director of operations.

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

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

The Uncommon NYC board works effectively to achieve the schools' Accountability Plan goals. The 2015 merger that created Uncommon NYC resulted in several board members from the previously separate education corporations joining Uncommon NYC merged board together with representative(s) of the network. As a result of a thoughtful process to choose the most appropriate board members to serve on the merged board, the board possesses more than the necessary skills, enabling it to provide effective oversight to the schools on educational, corporate, and financial matters.

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The board effectively uses a committee structure, including the executive, academic, audit, and finance committees, to focus attention on specific areas of Uncommon NYC's program. The CMO and school leaders provide the board with robust data dashboards that present student performance results for each grade level, in addition to student culture and staff data. The board establishes clear priorities and objectives as well as long-range goals, and tracks its progress toward meeting these goals.

While CMO staff members evaluate principals, the board is aware of these evaluations and provides input. The board also makes final principal hiring decisions across Uncommon NYC. In addition, the board implements an annual review process to analyze the network's academic performance, financial health, teacher turnover, and student and teacher recruitment that starts with a network 360 review provided to the board.

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

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

- During the current charter term, the board successfully merged schools in order to streamline governance and operations.
- Uncommon NYC continued its growth in New York City by applying for and receiving one new charter from the SUNY Trustees during the charter term. The school is taking a planning year for 2019-20.
- The network provides clear academic, fiscal, and other school data reporting to the board. 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 member data. These dashboards allow the board to compare a school's performance to that of other schools within the network.

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- The board materially complies with the terms of its by-laws and code of ethics.
- The board effectively uses a committee structure to focus attention on specific areas of the education corporation such as academics and fiscal health.
- The board establishes clear priorities and objective as well as long range goals, and tracks its progress toward meeting these goals.

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

The education corporation substantially complies with applicable laws, rules and regulations, and provisions of its charter with a few minor exceptions across the schools under renewal consideration this year. The Institute received no formal complaints regarding, and issued no violation letters to, the education corporation as a whole.

Please refer to the School Overview sections for information on each individual school.

# FISCAL PERFORMANCE



## IS THE EDUCATION CORPORATION FISCALLY SOUND?

Based on a review of the fiscal evidence collected through the renewal review, Uncommon NYC is fiscally sound as are its schools under renewal consideration, Brooklyn East Collegiate, Kings Collegiate, LP Bed Stuy, LP Brownsville, LP Ocean Hill, Ocean Hill Collegiate, and Williamsburg Collegiate. The SUNY Fiscal Dashboard presents color-coded tables and charts indicating that the schools under renewal consideration this year and the education corporation have demonstrated fiscal soundness over the majority of the charter term.<sup>21</sup> (The SUNY Fiscal Dashboard for each school is included in the corresponding School Overview, and the Fiscal Dashboard for the Uncommon NYC merged education corporation appears in Appendix B.) The discussion that follows relates mainly to the merged education corporation because a school is not a legally distinct fiscal entity.

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

In addition to analyzing the soundness of the individual charter schools, the Institute analyzed the soundness of the not-for-profit education corporation granted the authority to operate the schools, and finds it too has the necessary financial resources to ensure stable operations. The fiscal dashboards reflect the independent entities as fiscally strong prior to the merger and fiscally strong as a merged education corporation.

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

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

Uncommon NYC has the financial resources to ensure stable operations. Working with the network, each school under renewal consideration has employed clear budgetary objectives and budget preparation procedures throughout the charter term.

- The budget process for each school involves various network and school leadership personnel coming together for the budget development. The network level director of finance is the guardian of the schools' fiscal health and leads the annual budget development. Although the principal and board have the final determination on fiscal matters, each school's director of operations is the driving force within a school on key financial decisions. The budgets are based on historical actual revenues and expenses and programmatic changes to ensure that the staff can properly support the proposed enrollment.

Please refer to the School Overview sections below for budgeting and long range planning information for each individual school.

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**DOES THE EDUCATION CORPORATION MAINTAIN APPROPRIATE INTERNAL CONTROLS AND PROCEDURES?**

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

- The Uncommon NYC Fiscal Policies and Procedures Manual guides all internal controls and procedures. The manual contains fiscal policies and procedures that undergo ongoing reviews and updates.
- The most recent Uncommon NYC audit report had no significant findings or deficiencies.

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## DOES THE EDUCATION CORPORATION COMPLY WITH FINANCIAL REPORTING REQUIREMENTS?

Uncommon NYC complies with financial reporting requirements.

- The Institute, NYCDOE, and NYSED have received the required financial reports on time, complete, and following generally accepted accounting principles (GAAP).
- Independent audits of annual financial statements have received unqualified opinions with no significant advisory or management letter findings to report.
- The schools under renewal consideration and education corporation have generally filed key reports in a timely and accurate manner including: audit reports, budgets, and unaudited quarterly reports of revenue, expenses, and enrollment.
- The Institute received the most recent audited financial statements for June 30, 2018 by the due date of November 1, 2018 and the report reflects continued strong fiscal health and compliance with all reporting requirements. The next audit for the fiscal year ended June 30, 2019 is due to the Institute by November 1, 2019.

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

Uncommon NYC maintains the financial resources to ensure stable operations.

- The merged education corporation fiscal dashboard in Appendix B reflects fiscally strong practices.
- The education corporation benefits from a combined balance sheet, which is a combination of individual schools' assets and liabilities. In order to track the operations of any individual school within the merged education corporation, the Institute tracks each school's revenues and expenses in order to report operating surpluses or deficits and any contributions.
- As of June 30, 2018, Uncommon NYC had total net assets of approximately \$49.8 million unrestricted and \$7 million as board restricted for a stability fund. The education corporation maintained cash on hand of 3.9 months to cover liabilities coming due shortly.
- As required by the charter agreement, Uncommon NYC has established a separate bank account for the maximum dissolution fund reserve of \$350,000.

Please refer to the School Overview sections for information on each individual school's financial condition.

# Brooklyn East Collegiate Charter School

# So

SCHOOL OVERVIEW

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# BROOKLYN EAST COLLEGIATE CHARTER SCHOOL

## DOES THE SCHOOL IMPLEMENT THE EDUCATIONAL PROGRAM WITH FIDELITY TO THE EDUCATION CORPORATION'S DESIGN?

Based on a review of the school's Application for Charter Renewal, discussions with teachers, leaders, and board members, and a review of the academic program, Brooklyn East Collegiate Charter School fully implements the academic program as outlined in the education corporation overview and is an academic success having met its key Accountability Plan goals.

### SCHOOL BACKGROUND

The SUNY Trustees approved the original charter for Brooklyn East Collegiate in September 2009. The school opened its doors in the fall of 2010 initially serving 78 students in 5<sup>th</sup> grade. The school is authorized to serve 345 students in 5<sup>th</sup> – 8<sup>th</sup> grade during the 2019-20 school year. If renewed, the school will grow to serve students in Kindergarten – 8<sup>th</sup> grade during the next charter term with a projected total enrollment of 780 students.

The current charter term expires on July 31, 2020. A subsequent charter term would enable the school to operate through July 31, 2025. The school is co-located in a NYCDOE building at 832 Marcy Avenue, Brooklyn, NY in CSD 13. The building also houses Brooklyn Academy High School, a transfer school serving students in 10<sup>th</sup> – 12<sup>th</sup> grade and another school within the education corporation, Leadership Preparatory Bedford Stuyvesant Charter School (under the name Uncommon Collegiate Charter High School) serving students in 9<sup>th</sup> – 12<sup>th</sup> grade.

### NOTEWORTHY - BROOKLYN EAST COLLEGIATE

Brooklyn East Collegiate offers a number of enrichment classes during the school day including African dance, art, basketball, track, drama, Capoeira, creative writing, hip hop dance, knitting, media design, soccer, spoken word, step, Taekwondo, and theater.

## ACADEMIC PROGRAM

Brooklyn East Collegiate offers a high quality education program. One of the school's priorities for 2018-19 was to ensure that teachers consistently and constantly collected data on student work with the purpose of adjusting instruction and student support immediately based on that data. The school implements protocols to increase the amount of student voice and discussion in classrooms.

To attempt to meet the needs of a significant number of ELLs in its 6<sup>th</sup> grade, the school provides pull-out services and starting in 2017-18, the school also provided instruction in literacy skills and promoted habits of reading through two hours of daily literacy instruction, required student summer reading, and required graded and written work in every class including mathematics.

## LEGAL REQUIREMENTS

Brooklyn East Collegiate substantially complies with applicable laws, rules and regulations, and provisions of the charter with a few minor exceptions. The Institute will work with the education corporation to ensure the school's compliance before the start of the next charter term.

- **Annual Report.** While the school sent its annual report to NYSED in a timely manner, it did not properly post it on the school or network website in accordance with the charter and the Education Law.
- **Complaints.** The Institute received no formal complaints regarding the school.
- **FOIL Policy.** The school posts parent handbook(s) to its web pages in compliance with the Freedom of Information Law ("FOIL") except for providing a link to the Committee on Open Government ("COOG").
- **Violations.** The Institute has not placed the school on a corrective plan or sent it any violation letters.

## FINANCIAL CONDITION

Brooklyn East Collegiate's five year budget reflects anticipated revenue and expense growth as the school expands to serve Kindergarten – 8<sup>th</sup> grade. The school will continue the middle school program in existing NYCDOE co-located space for the next charter term. The school is working with the NYCDOE, and has requested space to accommodate the grades as a new feeder for the middle school. In the event a suitable space is not found, Uncommon NYC will seek to secure rental assistance to fund the lease of a private facility, if needed.

Brooklyn East Collegiate opened in 2010-11 and reported both operating surpluses and deficits in the first five years; however, any deficits were offset by contributions. Since the school merged with Uncommon NYC in 2015, the school has maintained operating surpluses, taken in few contributions, and accumulated \$1.9 million net assets as of June 30, 2018.

SUNY Charter Schools Institute  
SUNY Plaza  
353 Broadway  
Albany, NY 12246

# SCHOOL OVERVIEW

## SCHOOL LEADERS

### PRINCIPAL

*Adwoa Bediako (2019-20 to Present)*  
*Jeni McDermott (2018-19)*  
*Rodolpho Loureiro (2016-17 to 2017-18)*  
*Bill Cooke (2013-14 to 2015-16)*  
*Eric Green (2010-11 to 2012-13)*

## SCHOOL CHARACTERISTICS - BROOKLYN EAST COLLEGIATE

SCHOOL YEAR	CHARTERED ENROLLMENT	ACTUAL ENROLLMENT	ACTUAL AS A PERCENTAGE OF CHARTERED ENROLLMENT	PROPOSED GRADES	ACTUAL GRADES
2014-15	333	341	102%	5-9	5-9
2015-16	312	314	101%	5-10 <sup>22</sup>	5-8
2016-17	312	327	105%	5-11	5-8
2017-18	312	308	99%	5-12	5-8
2018-19	345	277	80%	5-12	5-8

## PARENT SATISFACTION: SURVEY RESULTS

RESPONSE RATE	OVERALL SATISFACTION	SCHOOL LEADERSHIP	STRONG FAMILY-COMMUNITY TIES	TRUST
<b>41%</b>	<b>83%</b>	<b>85%</b>	<b>85%</b>	<b>87%</b>

22. Effective in 2015-16, Uncommon NYC revised enrollment pathways to allow the high school programs to come under one charter instead of multiple charters. Brooklyn East Collegiate currently enrolls only 5<sup>th</sup> -8<sup>th</sup> grade, as its planned high school grades were taken over by another school within the education corporation.

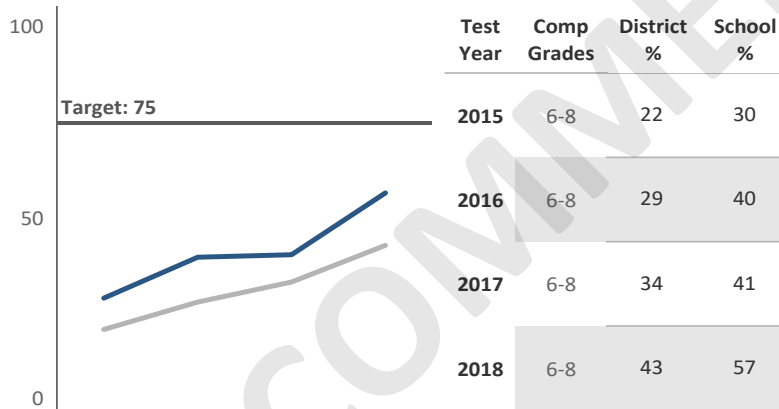
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Albany, NY 12246

# SCHOOL OVERVIEW

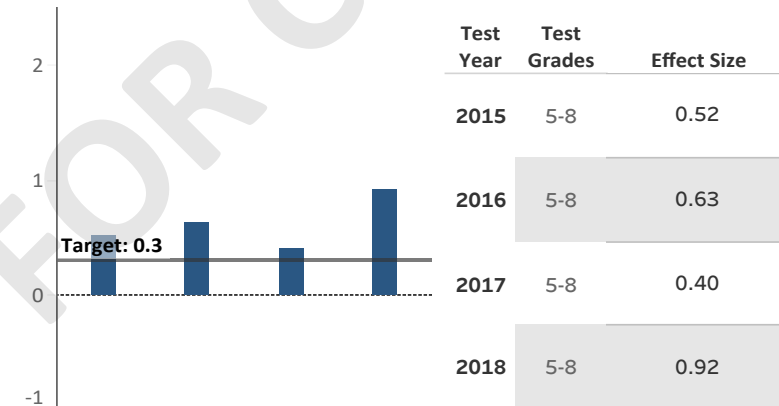
## BROOKLYN EAST COLLEGIATE CHARTER SCHOOL

### ENGLISH LANGUAGE ARTS ACCOUNTABILITY PLAN GOAL

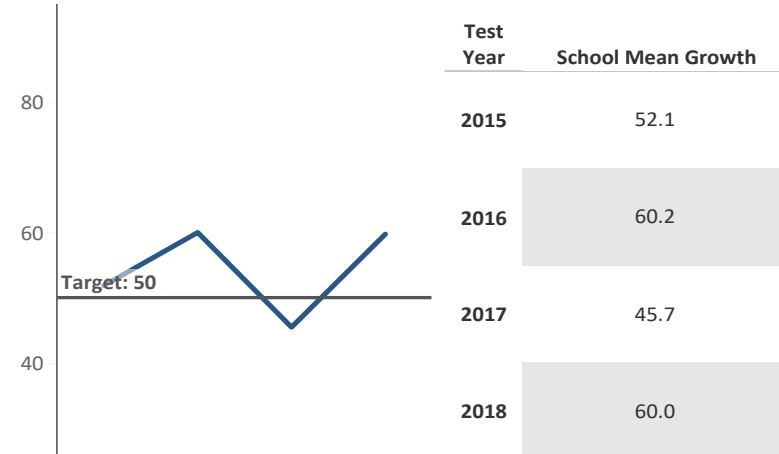
**Comparative Measure: District Comparison.** Each year, the percentage of students at **the school** in at least their second year performing at or above proficiency in ELA will be greater than that of students in the same tested grades in the district.



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



**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**.



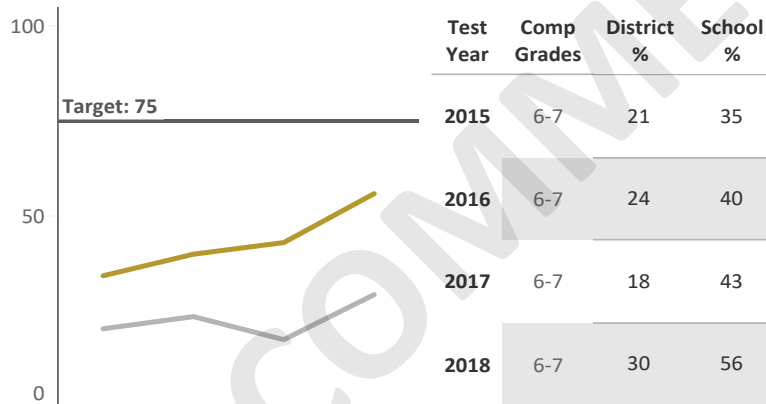
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# SCHOOL OVERVIEW

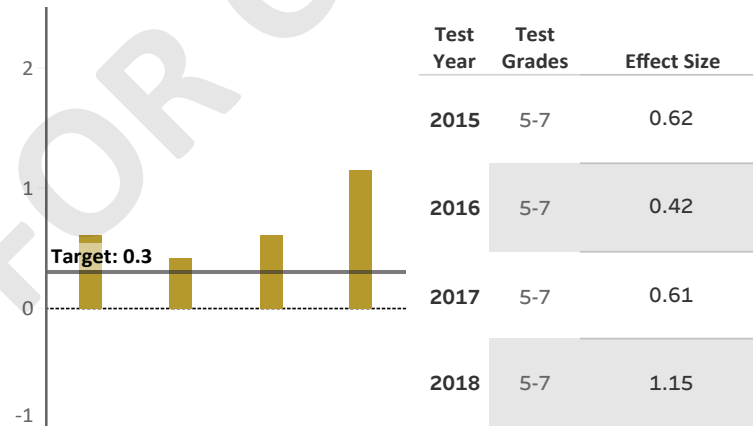
## BROOKLYN EAST COLLEGIATE CHARTER SCHOOL

### MATHEMATICS ACCOUNTABILITY PLAN GOAL

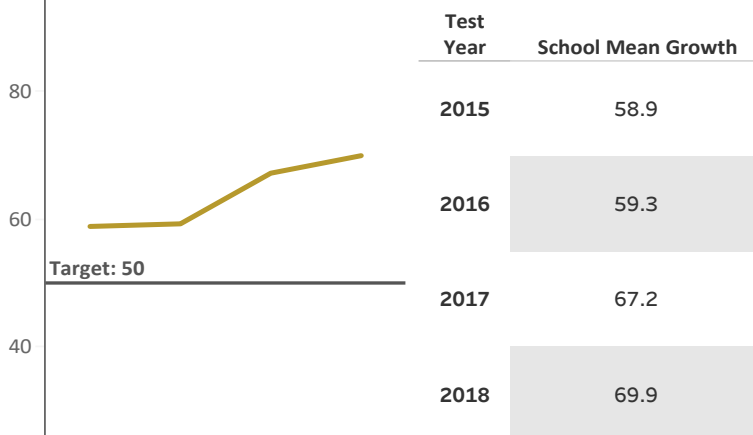
**Comparative Measure: District Comparison.** Each year, the percentage of students at the school in at least their second year performing at or above proficiency in Mathematics will be greater than that of students in the same tested grades in the district.



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



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

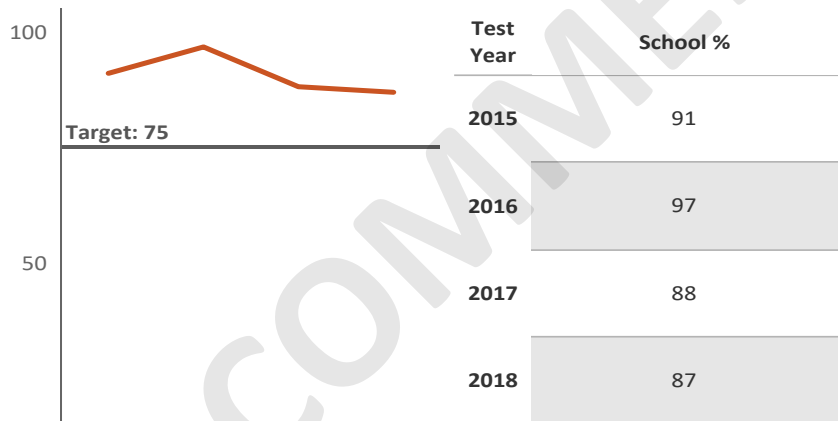


# SCHOOL OVERVIEW

## BROOKLYN EAST COLLEGIATE CHARTER SCHOOL

### SCIENCE ACCOUNTABILITY PLAN GOAL

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



### SPECIAL POPULATIONS PERFORMANCE

	2016	2017	2018
<b>Enrollment Receiving Mandated Academic Services</b>	57	56	62
<b>Tested on State Exam</b>	43	48	49
<b>School Percent Proficient on ELA Exam</b>	4.7	18.8	38.8
<b>District Percent Proficient</b>	7.0	9.7	15.1
	<b>2016</b>	<b>2017</b>	<b>2018</b>
<b>ELL Enrollment</b>	9	5	8
<b>Tested on NYSESLAT Exam</b>	6	4	0
<b>School Percent 'Commanding' or Making Progress on NYSESLAT</b>	33.3	s	N/A

The academic outcome data about the performance of students receiving special education services and ELLs above is not tied to separate goals in the school's formal Accountability Plan.

The NYSESLAT, the New York State English as a Second Language Achievement Test, is a standardized state exam.

"Making Progress" is defined as moving up at least one level of proficiency. Student scores fall into five categories/proficiency levels: Entering; Emerging; Transitioning; Expanding; and, Commanding.

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

SUNY Charter Schools Institute  
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Albany, NY 12246







# SCHOOL OVERVIEW

## SUMMARY OF PUBLIC COMMENTS

NO COMMENTS RECEIVED

## ENROLLMENT AND RETENTION

### Brooklyn East Collegiate Charter School's Enrollment and Retention Status: 2017-18

			District Target	School
Enrollment	economically disadvantaged		80.2	72.2
	English language learners		5.0	4.5
	students with disabilities		18.9	16.6
Retention	economically disadvantaged		85.0	86.3
	English language learners		80.4	80.0
	students with disabilities		84.8	89.5

# SCHOOL PERFORMANCE SUMMARY: ENGLISH LANGUAGE ARTS

## Brooklyn East Collegiate Charter School

	2015-16 Grades Served 5-8				2016-17 Grades Served 5-8				2017-18 Grades Served 5-8						
	Grades	All % (N)	2+ Years % (N)	MET	Grades	All % (N)	2+ Years % (N)	MET	Grades	All % (N)	2+ Years % (N)	MET			
1. Each year 75 percent of students who are enrolled in at least their second year will perform at or above proficiency on the New York State exam.	3	(0)	(0)		3	(0)	(0)		3	(0)	(0)				
	4	(0)	(0)		4	(0)	(0)		4	(0)	(0)				
	5	26.7 (86)	0.0 (6)		5	20.8 (72)	0.0 (4)		5	40.6 (64)	0.0 (4)				
	6	36.7 (79)	34.0 (53)		6	31.4 (86)	35.4 (65)		6	56.3 (87)	57.6 (66)				
	7	35.1 (77)	35.4 (65)		7	36.6 (82)	37.9 (66)		7	50.6 (77)	55.0 (60)				
	8	54.8 (62)	56.1 (57)		8	51.3 (78)	51.4 (70)		8	55.4 (74)	61.9 (63)				
	All	<b>37.2 (304)</b>	<b>40.3 (181)</b>	<b>NO</b>	All	<b>35.2 (318)</b>	<b>41.0 (205)</b>	<b>NO</b>	All	<b>51.3 (302)</b>	<b>57.0 (193)</b>	<b>NO</b>			
	Grades	PLI	AMO		Grades	PLI	AMO		Grades	PI	MIP				
5-8	118	104	YES	5-8	111	111	YES	5-8	145	101	YES				
Absolute Measure															
3. Each year the percent of students enrolled in at least their second year and performing at or above proficiency will be greater than that of students in the same grades in the local district.	Comparison: Brooklyn CSD 17				Comparison: Brooklyn CSD 17				Comparison: Brooklyn CSD 17						
	Grades	School	District		Grades	School	District		Grades	School	District				
	6-8	40.3	28.7	YES	6-8	41.0	33.9	YES	6-8	57.0	43.4	YES			
	Grade	% ED	Actual	Predicted	ES	Grade	% ED	Actual	Predicted	ES	Grade	% ED	Actual	Predicted	ES
	3					3					3				
	4					4					4				
	5	77.0	26.7	25.2	0.12	5	75.0	20.8	27.8	-0.46	5	86.3	40.6	25.8	0.93
	6	78.2	36.7	24.9	0.76	6	80.5	31.4	21.9	0.63	6	80.7	56.3	38.9	0.93
7	73.1	35.1	27.0	0.48	7	84.4	36.6	28.8	0.42	7	80.5	50.6	30.4	1.09	
8	79.4	54.8	30.3	1.42	8	84.5	51.3	33.8	0.91	8	75.6	55.4	40.9	0.72	
All	<b>76.8</b>	<b>37.2</b>	<b>26.6</b>	<b>0.63</b>	<b>YES</b>	<b>81.2</b>	<b>35.2</b>	<b>28.0</b>	<b>0.40</b>	<b>YES</b>	<b>80.6</b>	<b>51.3</b>	<b>34.4</b>	<b>0.92</b>	<b>YES</b>
Grades	School	State		Grades	School	State		Grades	School	State					
4	0.0			4	0.0			4	0.0						
5	74.9			5	41.8			5	51.0						
6	61.0			6	48.6			6	69.3						
7	54.4			7	40.4			7	61.5						
8	63.0			8	51.2			8	54.3						
All	<b>60.2</b>	<b>50.0</b>	<b>YES</b>	All	<b>45.7</b>	<b>50.0</b>	<b>NO</b>	All	<b>60.0</b>	<b>50.0</b>	<b>YES</b>				
Comparative Measure															
5. Each year, the school's unadjusted mean growth percentile will meet or exceed the target of 50.	Comparison: Brooklyn CSD 17				Comparison: Brooklyn CSD 17				Comparison: Brooklyn CSD 17						
	Grades	School	State		Grades	School	State		Grades	School	State				
	4	0.0			4	0.0			4	0.0					
	5	74.9			5	41.8			5	51.0					
	6	61.0			6	48.6			6	69.3					
	7	54.4			7	40.4			7	61.5					
	8	63.0			8	51.2			8	54.3					
	All	<b>60.2</b>	<b>50.0</b>	<b>YES</b>	All	<b>45.7</b>	<b>50.0</b>	<b>NO</b>	All	<b>60.0</b>	<b>50.0</b>	<b>YES</b>			
Growth Measure															

# PERFORMANCE SUMMARIES

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PERFORMANCE

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SUMMARIES

# PERFORMANCE SUMMARIES

## SCHOOL PERFORMANCE SUMMARY: MATHEMATICS

### Brooklyn East Collegiate Charter School

	2015-16			2016-17			2017-18		
	All	2+ Years % (N)	MET	All	2+ Years % (N)	MET	All	2+ Years % (N)	MET
	Grades	Grades	Grades	Grades	Grades	Grades	Grades	Grades	Grades
	3	(0)	(0)	3	(0)	(0)	3	(0)	(0)
	4	(0)	(0)	4	(0)	(0)	4	(0)	(0)
	5	27.9 (86)	0.0 (6)	5	32.4 (71)	0.0 (4)	5	47.7 (65)	20.0 (5)
	6	39.0 (77)	42.3 (52)	6	41.9 (86)	47.7 (65)	6	53.5 (86)	50.0 (66)
	7	42.3 (78)	42.4 (66)	7	42.0 (81)	42.4 (66)	7	62.7 (75)	66.7 (57)
	8	(0)	(0)	8	0.0 (1)	0.0 (1)	8	(0)	(0)
	All	36.1 (241)	40.3 (124)	All	38.9 (239)	43.4 (136)	All	54.9 (226)	56.3 (128)
	Grades	PLI	AMO	Grades	PLI	AMO	Grades	PI	MIP
	5-7	110	101	5-7	115	109	5-7	146	103
	5-7	YES	YES	5-7	YES	YES	5-7	YES	YES
1. Each year 75 percent of students who are enrolled in at least their second year will perform at or above proficiency on the New York State exam.									
2. Each year the school's aggregate Performance Index on the State exam will meet the Measure of Interim Progress set forth in the State's ESSA accountability system.									
3. Each year the percent of students enrolled in at least their second year and performing at or above proficiency will be greater than that of students in the same grades in the local district.									
4. Each year the school will exceed its predicted performance on the state exam by an effect size of 0.3 or above based on a regression analysis controlling for economically disadvantaged students statewide.									
5. Each year, the school's unadjusted mean growth percentile will meet or exceed the target of 50.									
	Grades	School	District	Grades	School	District	Grades	School	District
	6-7	40.3	23.9	6-7	43.4	17.8	6-7	56.3	30.0
	Grade	% ED	Actual	Grade	% ED	Actual	Grade	% ED	Actual
	3			3			3		
	4			4			4		
	5	77.0	27.9	5	75.0	32.4	5	86.3	47.7
	6	78.2	39.0	6	80.5	41.9	6	80.7	53.5
	7	73.1	42.3	7	84.4	42.0	7	80.5	62.7
	8			8			8		
	All	76.1	36.2	All	80.2	39.1	All	82.2	54.9
	All	76.1	36.2	All	80.2	39.1	All	82.2	54.9
	Grades	School	State	Grades	School	State	Grades	School	State
	4	0.0		4	0.0		4	0.0	
	5	52.3		5	69.9		5	59.6	
	6	63.5		6	70.3		6	71.5	
	7	62.6		7	62.3		7	76.1	
	8	0.0		8	19.0		8	0.0	
	All	59.3	50.0	All	67.2	50.0	All	69.9	50.0
	All	59.3	50.0	All	67.2	50.0	All	69.9	50.0
	Grades	% ED	Predicted	Grades	% ED	Predicted	Grades	% ED	Predicted
	3			3			3		
	4			4			4		
	5	77.0	30.0	5	75.0	32.4	5	86.3	47.7
	6	78.2	28.1	6	80.5	41.9	6	80.7	53.5
	7	73.1	24.9	7	84.4	42.0	7	80.5	62.7
	8			8			8		
	All	76.1	27.7	All	80.2	26.9	All	82.2	30.8
	All	76.1	27.7	All	80.2	26.9	All	82.2	30.8
	Grades	% ED	ES	Grades	% ED	ES	Grades	% ED	ES
	3			3			3		
	4			4			4		
	5	77.0	-0.11	5	75.0	32.4	5	86.3	47.7
	6	78.2	0.53	6	80.5	41.9	6	80.7	53.5
	7	73.1	0.88	7	84.4	42.0	7	80.5	62.7
	8			8			8		
	All	76.1	0.42	All	80.2	0.61	All	82.2	1.15
	All	76.1	0.42	All	80.2	0.61	All	82.2	1.15

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Albany, NY 12246

# FISCAL DASHBOARD

## BROOKLYN EAST COLLEGIATE CHARTER SCHOOL

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

### 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

Deferred Rent/Lease Liability  
All other 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

NYC DoE Rental Assistance

Food Service/Child Nutrition Program

##### Total Operating Revenue

##### Expenses

Regular Education  
SPED  
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

		MERGED	MERGED	Opened 2010-11 MERGED	
	2013-14	2014-15	2015-16	2016-17	2017-18
<b>Assets</b>					
<b>Current Assets</b>					
Cash and Cash Equivalents - GRAPH 1	776,898	810,338	-	-	-
Grants and Contracts Receivable	87,653	87,113	-	-	-
Accounts Receivable	-	-	-	-	-
Prepaid Expenses	63,869	24,504	-	-	-
Contributions and Other Receivables	-	-	-	-	-
<b>Total Current Assets - GRAPH 1</b>	<b>928,420</b>	<b>921,955</b>	<b>-</b>	<b>-</b>	<b>-</b>
Property, Building and Equipment, net	225,460	352,506	-	-	-
Other Assets	-	-	-	-	-
<b>Total Assets - GRAPH 1</b>	<b>1,153,880</b>	<b>1,274,461</b>	<b>-</b>	<b>-</b>	<b>-</b>
<b>Liabilities and Net Assets</b>					
<b>Current Liabilities</b>					
Accounts Payable and Accrued Expenses	324,355	200,496	-	-	-
Accrued Payroll and Benefits	-	-	-	-	-
Deferred Revenue	-	-	-	-	-
Current Maturities of Long-Term Debt	-	-	-	-	-
Short Term Debt - Bonds, Notes Payable	-	-	-	-	-
Other	-	-	-	-	-
<b>Total Current Liabilities - GRAPH 1</b>	<b>324,355</b>	<b>200,496</b>	<b>-</b>	<b>-</b>	<b>-</b>
Deferred Rent/Lease Liability	-	-	-	-	-
All other L-T debt and notes payable, net current maturities	-	-	-	-	-
<b>Total Liabilities - GRAPH 1</b>	<b>324,355</b>	<b>200,496</b>	<b>-</b>	<b>-</b>	<b>-</b>
<b>Net Assets</b>					
Unrestricted	569,525	813,965	-	-	-
Temporarily restricted	260,000	260,000	-	-	-
<b>Total Net Assets</b>	<b>829,525</b>	<b>1,073,965</b>	<b>-</b>	<b>-</b>	<b>-</b>
<b>Total Liabilities and Net Assets</b>	<b>1,153,880</b>	<b>1,274,461</b>	<b>-</b>	<b>-</b>	<b>-</b>
<b>ACTIVITIES</b>					
<b>Operating Revenue</b>					
Resident Student Enrollment	3,789,900	4,698,302	4,439,966	4,718,050	4,584,483
Students with Disabilities	333,249	297,767	344,169	360,533	407,808
<b>Grants and Contracts</b>					
State and local	-	-	-	-	-
Federal - Title and IDEA	163,795	148,479	142,867	188,357	228,718
Federal - Other	44,885	72,880	48,425	-	75,671
Other	-	-	-	-	-
NYC DoE Rental Assistance	-	-	-	-	-
Food Service/Child Nutrition Program	-	-	-	-	-
<b>Total Operating Revenue</b>	<b>4,331,829</b>	<b>5,217,428</b>	<b>4,975,427</b>	<b>5,266,940</b>	<b>5,296,680</b>
<b>Expenses</b>					
Regular Education	3,743,671	4,582,088	3,802,490	4,036,856	4,256,185
SPED	-	227,049	460,089	257,672	271,671
Other	-	-	-	-	-
<b>Total Program Services</b>	<b>3,743,671</b>	<b>4,809,137</b>	<b>4,262,579</b>	<b>4,294,528</b>	<b>4,527,856</b>
Management and General	479,349	619,204	491,882	610,053	596,455
Fundraising	-	-	-	-	-
<b>Total Expenses - GRAPHS 2, 3 &amp; 4</b>	<b>4,223,020</b>	<b>5,428,341</b>	<b>4,754,461</b>	<b>4,904,581</b>	<b>5,124,311</b>
<b>Surplus / (Deficit) From School Operations</b>	<b>108,809</b>	<b>(210,913)</b>	<b>220,966</b>	<b>362,359</b>	<b>172,369</b>
<b>Support and Other Revenue</b>					
Contributions	27,000	416,385	-	18,445	-
Fundraising	-	-	-	-	-
Miscellaneous Income	18,272	38,968	23,172	23,632	21,808
Net assets released from restriction	-	-	-	-	-
<b>Total Support and Other Revenue</b>	<b>45,272</b>	<b>455,353</b>	<b>23,172</b>	<b>42,077</b>	<b>21,808</b>
<b>Total Unrestricted Revenue</b>	<b>4,377,101</b>	<b>5,672,781</b>	<b>4,998,599</b>	<b>5,309,017</b>	<b>5,318,488</b>
<b>Total Temporarily Restricted Revenue</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>
<b>Total Revenue - GRAPHS 2 &amp; 3</b>	<b>4,377,101</b>	<b>5,672,781</b>	<b>4,998,599</b>	<b>5,309,017</b>	<b>5,318,488</b>
<b>Change in Net Assets</b>	<b>154,081</b>	<b>244,440</b>	<b>244,138</b>	<b>404,436</b>	<b>194,177</b>
<b>Net Assets - Beginning of Year - GRAPH 2</b>	<b>675,444</b>	<b>829,525</b>	<b>1,073,965</b>	<b>1,318,103</b>	<b>1,722,539</b>
Prior Year Adjustment(s)	-	-	-	-	-
<b>Net Assets - End of Year - GRAPH 2</b>	<b>829,525</b>	<b>1,073,965</b>	<b>1,318,103</b>	<b>1,722,539</b>	<b>1,916,716</b>

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# FISCAL DASHBOARD

## BROOKLYN EAST COLLEGIATE CHARTER SCHOOL

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

### SCHOOL INFORMATION - (Continued)

#### Functional Expense Breakdown

	2013-14	2014-15	2015-16	2016-17	2017-18
Personnel Service					
Administrative Staff Personnel	153,674	996,828	845,621	826,041	949,090
Instructional Personnel	2,254,608	1,975,225	1,842,389	1,871,061	1,902,807
Non-Instructional Personnel	-	-	-	-	-
Personnel Services (Combined)	-	-	-	-	-
<b>Total Salaries and Staff</b>	<b>2,408,282</b>	<b>2,972,053</b>	<b>2,688,010</b>	<b>2,697,102</b>	<b>2,851,897</b>
Fringe Benefits & Payroll Taxes	379,731	497,071	390,862	407,667	421,514
Retirement	-	-	69,699	61,114	55,532
Management Company Fees	407,260	463,010	418,795	421,355	417,681
Building and Land Rent / Lease	24,891	126	247	2,601	-
Staff Development	140,729	197,558	115,358	162,574	175,131
Professional Fees, Consultant & Purchased Services	19,299	17,703	140,304	136,686	181,389
Marketing / Recruitment	-	-	29,686	46,736	20,803
Student Supplies, Materials & Services	354,160	539,340	484,942	478,019	456,392
Depreciation	88,155	99,304	74,660	102,838	148,316
Other	400,513	642,176	341,898	387,889	395,657
<b>Total Expenses</b>	<b>4,223,020</b>	<b>5,428,341</b>	<b>4,754,461</b>	<b>4,904,581</b>	<b>5,124,312</b>

### SCHOOL ANALYSIS

#### ENROLLMENT

	2013-14	2014-15	2015-16	2016-17	2017-18
Original Chartered Enrollment	263	333	400	442	486
Final Chartered Enrollment (includes any revisions)	263	333	312	312	312
Actual Enrollment - <b>GRAPH 4</b>	278	341	314	327	308
Chartered Grades	5-8	5-9	5-10	5-11	5-12
Final Chartered Grades (includes any revisions)	-	-	5-8	5-8	5-8

#### Primary School District: NYC CHANCELLOR'S OFFICE

Per Pupil Funding (Weighted Avg of All Districts)	2013-14	2014-15	2015-16	2016-17	2017-18
Increase over prior year	13,877	13,877	13,877	14,027	14,527
	2.5%	0.0%	0.0%	1.1%	3.4%

#### PER STUDENT BREAKDOWN

Revenue	2013-14	2014-15	2015-16	2016-17	2017-18
Operating	15,577	15,299	15,839	16,114	17,175
Other Revenue and Support	163	1,335	74	129	71
<b>TOTAL - GRAPH 3</b>	<b>15,739</b>	<b>16,635</b>	<b>15,913</b>	<b>16,243</b>	<b>17,245</b>

Expenses	2013-14	2014-15	2015-16	2016-17	2017-18
Program Services	13,462	14,102	13,569	13,139	14,682
Management and General, Fundraising	1,724	1,816	1,566	1,866	1,934
<b>TOTAL - GRAPH 3</b>	<b>15,185</b>	<b>15,918</b>	<b>15,135</b>	<b>15,006</b>	<b>16,616</b>
% of Program Services	88.6%	88.6%	89.7%	87.6%	88.4%
% of Management and Other	11.4%	11.4%	10.3%	12.4%	11.6%
<b>% of Revenue Exceeding Expenses - GRAPH 5</b>	<b>3.6%</b>	<b>4.5%</b>	<b>5.1%</b>	<b>8.2%</b>	<b>3.8%</b>

Student to Faculty Ratio	2013-14	2014-15	2015-16	2016-17	2017-18
	9.3	12.3	12.1	10.2	8.8

Faculty to Admin Ratio	2013-14	2014-15	2015-16	2016-17	2017-18
	15.0	2.3	2.9	4.0	3.5

#### Financial Responsibility Composite Scores - GRAPH 6

Score	2013-14	2014-15	2015-16	2016-17	2017-18
Fiscally Strong 1.5 - 3.0 / Fiscally Adequate 1.0 - 1.4 / Fiscally Needs Monitoring < 1.0	2.3	2.3	0.0	0.0	0.0
	Fiscally Strong	Fiscally Strong	N/A	N/A	N/A

#### Working Capital - GRAPH 7

Net Working Capital	2013-14	2014-15	2015-16	2016-17	2017-18
As % of Unrestricted Revenue	604,065	721,459	0	0	0
Working Capital (Current) Ratio Score	13.8%	12.7%	0.0%	0.0%	0.0%
Risk (Low ≥ 3.0 / Medium 1.4 - 2.9 / High < 1.4)	2.9	4.6	0.0	0.0	0.0
Rating (Excellent ≥ 3.0 / Good 1.4 - 2.9 / Poor < 1.4)	MEDIUM	LOW	N/A	N/A	N/A
	Good	Excellent	N/A	N/A	N/A

#### Quick (Acid Test) Ratio

Score	2013-14	2014-15	2015-16	2016-17	2017-18
Risk (Low ≥ 2.5 / Medium 1.0 - 2.4 / High < 1.0)	2.7	4.5	0.0	0.0	0.0
Rating (Excellent ≥ 2.5 / Good 1.0 - 2.4 / Poor < 1.0)	LOW	LOW	N/A	N/A	N/A
	Excellent	Excellent	N/A	N/A	N/A

#### Debt to Asset Ratio - GRAPH 7

Score	2013-14	2014-15	2015-16	2016-17	2017-18
Risk (Low < 0.50 / Medium 0.51 - .95 / High > 1.0)	0.3	0.2	0.0	0.0	0.0
Rating (Excellent < 0.50 / Good 0.51 - .95 / Poor > 1.0)	LOW	LOW	N/A	N/A	N/A
	Excellent	Excellent	N/A	N/A	N/A

#### Months of Cash - GRAPH 8

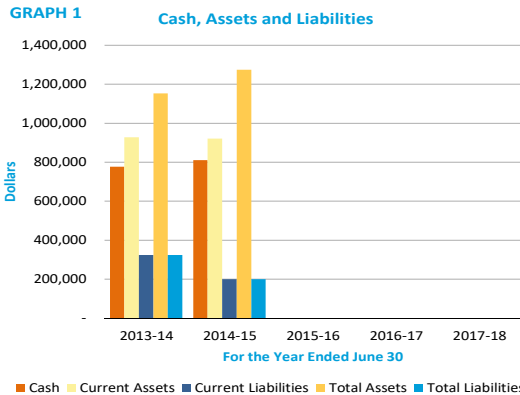
Score	2013-14	2014-15	2015-16	2016-17	2017-18
Risk (Low > 3 mo. / Medium 1 - 3 mo. / High < 1 mo.)	2.2	1.8	0.0	0.0	0.0
Rating (Excellent > 3 mo. / Good 1 - 3 mo. / Poor < 1 mo.)	MEDIUM	MEDIUM	N/A	N/A	N/A
	Good	Good	N/A	N/A	N/A

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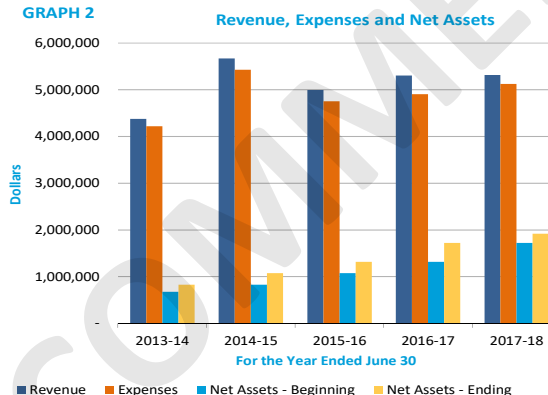
# FISCAL DASHBOARD

## BROOKLYN EAST COLLEGIATE CHARTER SCHOOL

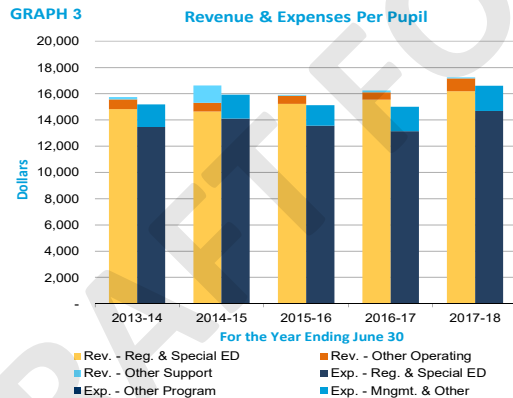
NOTE: Effective 2015-16 the school merged into the education corporation, "Uncommon New York City Charter Schools." Accordingly, see the education corporation report containing the "Balance Sheet" for all schools merged into the education corporation.



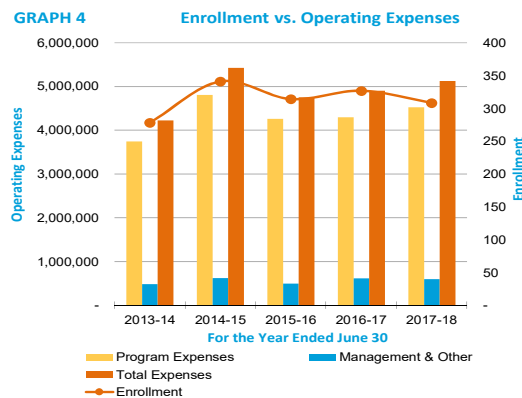
This chart illustrates the relationship between assets and liabilities and to what extent cash reserves makes up current assets. Ideally for each subset, subsets 2 through 4, (i.e. current assets vs. current liabilities), the column on the left is taller than the immediate column on the right; and, generally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



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



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



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

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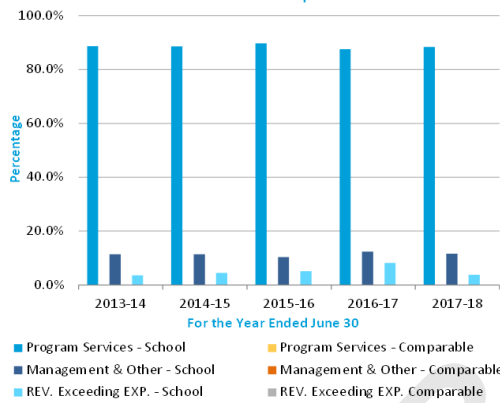
# FISCAL DASHBOARD

## BROOKLYN EAST COLLEGIATE CHARTER SCHOOL

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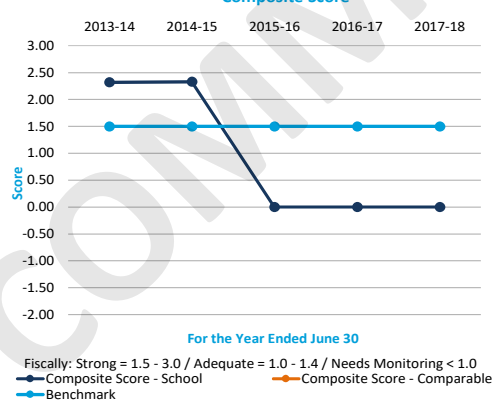
Comparable School, Region or Network: -

GRAPH 5 % Breakdown of Expenses



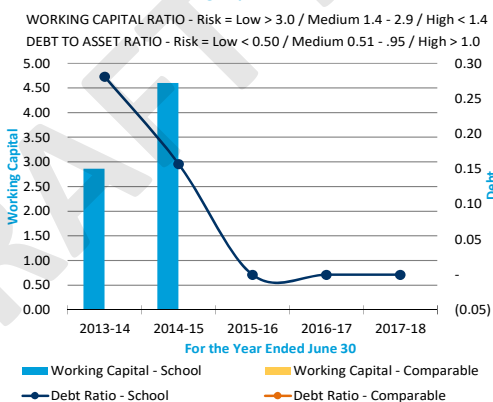
This chart illustrates the percentage expense breakdown between program services and management & others as well as the percentage of revenues exceeding expenses. Ideally the percentage expense for program services will far exceed that of the management & other expense. The percentage of revenues exceeding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

GRAPH 6 Composite Score



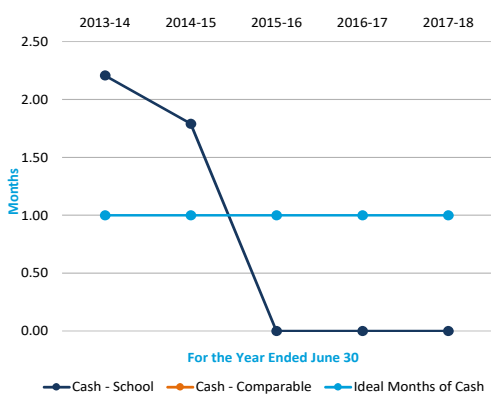
This chart illustrates a school's composite score based on the methodology developed by the United States Department of Education (USDOE) to determine whether private not-for-profit colleges and universities are financially strong enough to participate in federal loan programs. These scores can be valid 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 terms of its debt-load.

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.

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# FUTURE PLANS



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

Brooklyn East Collegiate is an academic success. The school operates as an effective and viable organization. Uncommon NYC plans to continue to operate the school in the same manner with an expansion into the elementary grades, which Uncommon NYC serves at other schools. Therefore, the plans for the school's future are reasonable, feasible, and achievable.

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

**Plans for the Educational Program.** Brooklyn East Collegiate plans to continue to implement the same core elements of its educational program that enabled the school to meet or exceed its key Accountability Plan goals in the current charter term. These elements are likely to enable the school to meet or exceed its academic goals in the next charter term. If granted renewal, Brooklyn East Collegiate will expand to serve students in Kindergarten - 8<sup>th</sup> grade. The school, with support from the network, will implement the same strong program currently in place at other elementary levels across the education corporation. Expanding to the elementary grades will allow for Uncommon NYC to serve more students and place them on the path to college.

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

BROOKLYN EAST COLLEGIATE		
	CURRENT	END OF NEXT CHARTER TERM
<b>Enrollment</b>	345	780
<b>Grade Span</b>	5-8	K-8
<b>Teaching Staff</b>	24	61
<b>Days of Instruction</b>	185	185

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Brooklyn East Collegiate will continue to serve students in 5<sup>th</sup> – 8<sup>th</sup> grade in existing NYCDOE co-located space for the next charter term. The school is working with NYCDOE to secure suitable space for the proposed elementary program to grow to scale in the next charter term. Uncommon NYC will try to secure rental assistance to fund a lease for a private facility if NYCDOE space is not available.

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.

# Kings Collegiate Charter School

# So

SCHOOL OVERVIEW

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# KINGS COLLEGIATE CHARTER SCHOOL

## DOES THE SCHOOL IMPLEMENT THE EDUCATIONAL PROGRAM WITH FIDELITY TO THE EDUCATION CORPORATION'S DESIGN?

Based on a review of the school's Application for Charter Renewal, discussions with teachers, leaders, and board members, and a review of the academic program, Kings Collegiate Charter School fully implements the academic program as outlined in the education corporation overview and is an academic success having met its key Accountability Plan goals.

### SCHOOL BACKGROUND

The SUNY Trustees approved the original charter for Kings Collegiate on July 31, 2006. The school opened its doors in the fall of 2006 initially serving 75 students in 5<sup>th</sup> grade. The school is authorized to serve 1,081 students in Kindergarten – 3<sup>rd</sup> grade and 5<sup>th</sup> – 11<sup>th</sup> grade during the 2019-20 school year. If renewed, the school will grow to serve students in Kindergarten – 12<sup>th</sup> grade with a projected total enrollment of 1,458 students.

The current charter term expires on July 31, 2022. A subsequent charter term would enable the school to operate through July 31, 2027. The school's Kindergarten – 2<sup>nd</sup> grade program is co-located in a NYCDOE district school building at 905 Winthrop Street, Brooklyn, NY in CSD 18. The building also houses East Flatbush Community Research School, a district school serving 6<sup>th</sup> – 8<sup>th</sup> grade. The charter school's 5<sup>th</sup> – 8<sup>th</sup> grades are co-located in a NYCDOE building at 1084 Lenox Road, Brooklyn, NY in CSD 18. The building also houses Middle School for Art and Philosophy, a district school serving 6<sup>th</sup> – 8<sup>th</sup> grades. The charter school's 9<sup>th</sup> and 10<sup>th</sup> grades are co-located in a NYCDOE district school building at 999 Jamaica Avenue, Brooklyn, NY in CSD 19, under the name of Uncommon Leadership Charter High School. The building also houses Multicultural High School, Brooklyn Lab School, Cypress Hills Collegiate Preparatory School, The Urban Assembly School for Collaborative Healthcare, and Academy of Innovative Technology, each of which are district schools serving students in 9<sup>th</sup> – 12<sup>th</sup> grade.

## NOTEWORTHY - KINGS COLLEGIATE

Kings Collegiate middle academy has a music program funded by the Hollyhock Foundation that features a music teacher, an instrumental program, a music room, and professional development for general education teachers.

## ACADEMIC PROGRAM

Kings Collegiate offers a high quality education program. Kings Collegiate, like other Uncommon NYC schools, endeavors to prepare its students for success to and through college. One of the first discussions the elementary school principal has with incoming Kindergarten parents is about the school and network mission, and how that distinguishes this school from other schools outside of the network. At the middle school level, leaders convey to parents that they are signing up for an eight year, rather than four year, program while extolling the college counseling program at the high school. The middle school features a girls focused science day in which the school takes its girls to a college campus to learn about the science program at that college. The middle school's morning circles include discussions of specific alumni who are now successful at college.

The high school prioritizes SAT preparation and helping students understand the characteristics of students that are accepted to four year colleges. There are also efforts to encourage high school students with a 3.0 GPA or higher to apply to selective colleges and pursue extracurricular activities in part to make students' college applications more competitive.

## LEGAL REQUIREMENTS

Kings Collegiate substantially complies with applicable laws, rules and regulations, and provisions of the charter with a few minor exceptions. The Institute will work with the education corporation to ensure the school's compliance before the start of the next charter term.

- **Annual Report.** While the school sent its annual report to NYSED in a timely manner, it did not properly post it on the school or network website in accordance with the charter and the Education Law.
- **Complaints.** The Institute received no formal complaints regarding the school.
- **FOIL Policy.** The school posts parent handbook(s) to its web pages in compliance with the Freedom of Information Law FOIL except for providing a link to the COOG.

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- **Violations.** The Institute has not placed the school on a corrective plan or sent it any violation letters.

#### FINANCIAL CONDITION

Kings Collegiate's five year budget reflects stable revenue and expenses as the school continues to serve Kindergarten – 10<sup>th</sup> grade. The elementary, middle, and high school will all remain in their respective NYCDOE co-located space throughout the next charter term.

The school has maintained operating surpluses in each of the last four years and has accumulated net assets of \$4.3 million as of June 30, 2018.

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# SCHOOL OVERVIEW

## SCHOOL LEADERS

### ELEMENTARY PRINCIPAL

*Tamesha McGuire (2019-20 to Present)*  
*Rob Sgobbo (2016-17 to 2018-19)*

### MIDDLE SCHOOL PRINCIPAL

*Scott Schuster (2010-11 to Present)*  
*Lauren Harris (2007-08 to 2009-10)*

### HIGH SCHOOL PRINCIPAL

*Sean Gavin (2015-16 to Present)*

## SCHOOL CHARACTERISTICS -KINGS COLLEGIATE

SCHOOL YEAR	CHARTERED ENROLLMENT	ACTUAL ENROLLMENT	ACTUAL AS A PERCENTAGE OF CHARTERED ENROLLMENT	PROPOSED GRADES	ACTUAL GRADES
2014-15	481	484	101%	5-12	5-8
2015-16	312	328	105%	5-12	5-8
2016-17	398	431	108%	5-12	K, 5-8
2017-18	634	623	98%	K-1, 5-9	K-1, 5-9
2018-19	834	818	98%	K-2, 5-10	K-2, 5-10

## PARENT SATISFACTION: SURVEY RESULTS

RESPONSE RATE	OVERALL SATISFACTION	SCHOOL LEADERSHIP	STRONG FAMILY-COMMUNITY TIES	TRUST
69%	92%	95%	90%	95%

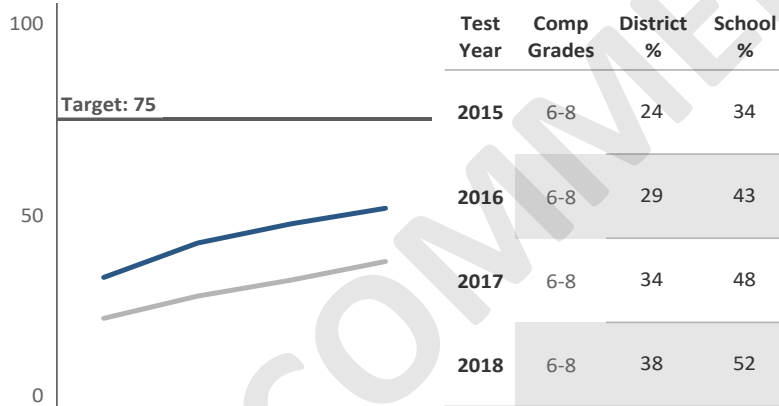
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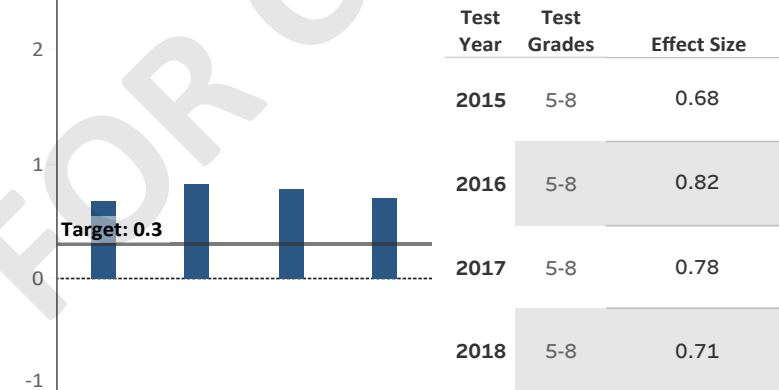
## KINGS COLLEGIATE CHARTER SCHOOL

### ENGLISH LANGUAGE ARTS ACCOUNTABILITY PLAN GOAL

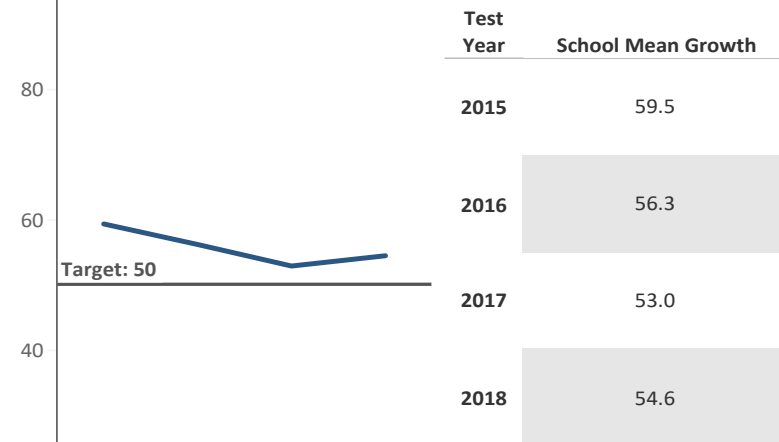
**Comparative Measure: District Comparison.** Each year, the percentage of students at **the school** in at least their second year performing at or above proficiency in ELA will be greater than that of students in the same tested grades in the district.



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



**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**.



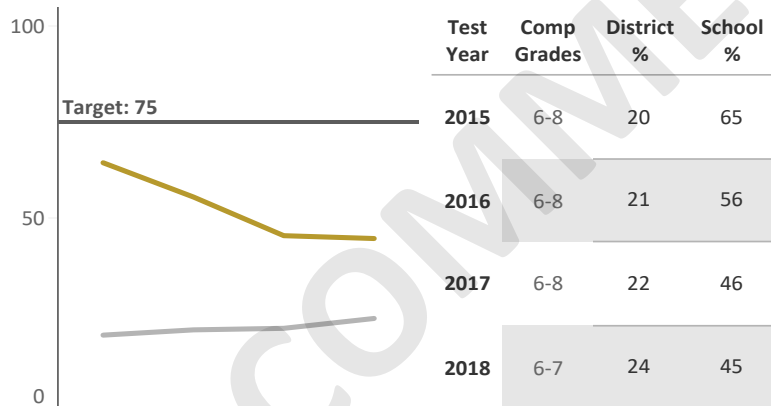
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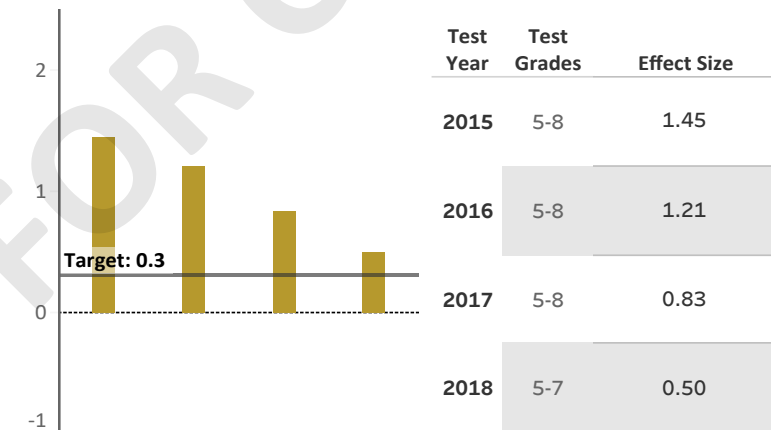
## KINGS COLLEGIATE CHARTER SCHOOL

### MATHEMATICS ACCOUNTABILITY PLAN GOAL

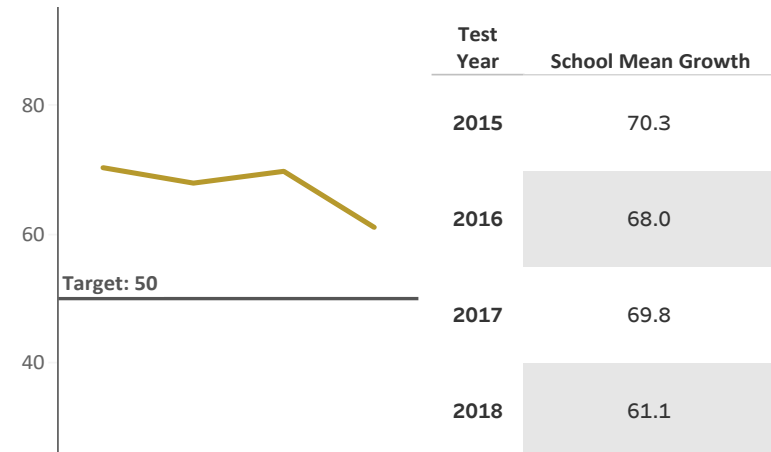
**Comparative Measure: District Comparison.** Each year, the percentage of students at **the school** in at least their second year performing at or above proficiency in Mathematics will be greater than that of students in the same tested grades in the district.



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



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

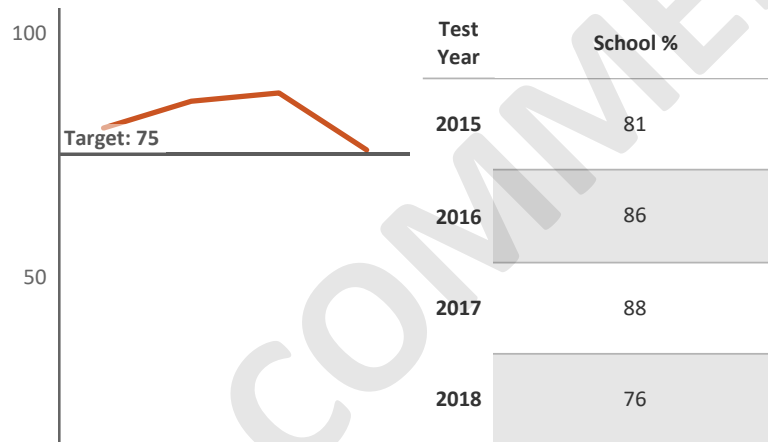


# SCHOOL OVERVIEW

## KINGS COLLEGIATE CHARTER SCHOOL

### SCIENCE ACCOUNTABILITY PLAN GOAL

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



### SPECIAL POPULATIONS PERFORMANCE

	2016	2017	2018
<b>Enrollment Receiving Mandated Academic Services</b>	71	59	104
<b>Tested on State Exam</b>	48	45	57
<b>School Percent Proficient on ELA Exam</b>	6.3	6.7	17.5
<b>District Percent Proficient</b>	5.9	7.3	9.1
	2016	2017	2018
<b>ELL Enrollment</b>	5	6	7
<b>Tested on NYSESLAT Exam</b>	4	3	7
<b>School Percent 'Commanding' or Making Progress on NYSESLAT</b>	s	s	42.9

The academic outcome data about the performance of students receiving special education services and ELLs above is not tied to separate goals in the school's formal Accountability Plan.

The NYSESLAT, the New York State English as a Second Language Achievement Test, is a standardized state exam.

"Making Progress" is defined as moving up at least one level of proficiency. Student scores fall into five categories/proficiency levels: Entering; Emerging; Transitioning; Expanding; and, Commanding.

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

SUNY Charter Schools Institute  
SUNY Plaza  
353 Broadway  
Albany, NY 12246

# SCHOOL OVERVIEW

## DISTRICT COMMENTS

NO COMMENTS RECEIVED

## ENROLLMENT AND RETENTION

### Kings Collegiate Charter School's Enrollment and Retention Status: 2017-18

		District Target	School
<b>Enrollment</b>	economically disadvantaged	83.9	75.7
	English language learners	5.4	2.4
	students with disabilities	15.7	11.8
<b>Retention</b>	economically disadvantaged	90.0	88.8
	English language learners	89.4	100.0
	students with disabilities	90.1	91.3

# SCHOOL PERFORMANCE SUMMARY: ENGLISH LANGUAGE ARTS

## Kings Collegiate Charter School

SUNY Charter Schools Institute  
SUNY Plaza  
353 Broadway  
Albany, NY 12246

# PERFORMANCE SUMMARIES

Pf  
PERFORMANCE

Su  
SUMMARIES

	2015-16 Grades Served 5-8				2016-17 Grades Served K, 5-8				2017-18 Grades Served K-1, 5-9						
	Grades	All % (N)	2+ Years % (N)	MET	Grades	All % (N)	2+ Years % (N)	MET	Grades	All % (N)	2+ Years % (N)	MET			
1. Each year 75 percent of students who are enrolled in at least their second year will perform at or above proficiency on the New York State exam.	3	(0)	(0)		3	(0)	(0)		3	(0)	(0)				
	4	(0)	(0)		4	(0)	(0)		4	(0)	(0)				
	5	28.6 (84)	0.0 (8)		5	24.7 (89)	7.1 (14)		5	43.7 (87)	0.0 (10)				
	6	37.2 (86)	43.1 (72)		6	34.5 (84)	36.1 (72)		6	62.5 (88)	66.2 (74)				
	7	41.0 (83)	42.9 (77)		7	51.7 (87)	53.9 (76)		7	44.7 (85)	42.7 (75)				
	8	47.9 (71)	48.5 (68)		8	59.8 (82)	61.0 (77)		8	51.7 (87)	54.7 (75)				
	All	38.3 (324)	43.1 (225)	NO	All	42.4 (342)	48.1 (239)	NO	All	50.7 (347)	52.1 (234)	NO			
	Grades	PLI	AMO		Grades	PLI	AMO		Grades	PI	MIP				
	5-8	118	104	YES	5-8	124	111	YES	5-8	142	101	YES			
2. Each year the school's aggregate Performance Index on the State exam will meet the Measure of Interim Progress set forth in the State's ESSA accountability system.	Comparison: Brooklyn CSD 18														
	Grades	School	District		Grades	School	District		Grades	School	District				
	6-8	43.1	29.3	YES	6-8	48.1	33.5	YES	6-8	52.1	38.3	YES			
	Grade	% ED	Actual	Predicted	ES	Grade	% ED	Actual	Predicted	ES	Grade	% ED	Actual	Predicted	ES
	3					3					3				
	4					4					4				
	5	84.9	28.6	22.1	0.39	5	81.1	24.7	25.2	-0.03	5	70.8	43.7	31.8	0.72
	6	82.8	37.2	23.2	0.87	6	82.8	34.5	21.0	0.91	6	69.2	62.5	44.2	1.05
	7	80.2	41.0	23.8	1.05	7	78.4	51.7	31.4	1.08	7	77.3	44.7	31.6	0.70
8	77.5	47.9	31.1	0.97	8	75.6	59.8	37.2	1.23	8	65.1	51.7	44.3	0.38	
All	81.5	38.3	24.8	0.82	All	79.5	42.4	28.6	0.78	All	70.5	50.7	38.0	0.71	
Grades	School	State		Grades	School	State		Grades	School	State					
4	0.0			4	0.0			4	0.0						
5	56.7			5	42.7			5	56.1						
6	57.7			6	59.6			6	62.1						
7	60.3			7	55.3			7	50.6						
8	47.5			8	53.0			8	50.0						
All	56.3	50.0	YES	All	53.0	50.0	YES	All	54.6	50.0	YES				
3. Each year the percent of students enrolled in at least their second year and performing at or above proficiency will be greater than that of students in the same grades in the local district.	Comparison: Brooklyn CSD 18														
	Grades	School	District		Grades	School	District		Grades	School	District				
	6-8	43.1	29.3	YES	6-8	48.1	33.5	YES	6-8	52.1	38.3	YES			
	Grade	% ED	Actual	Predicted	ES	Grade	% ED	Actual	Predicted	ES	Grade	% ED	Actual	Predicted	ES
	3					3					3				
	4					4					4				
	5	84.9	28.6	22.1	0.39	5	81.1	24.7	25.2	-0.03	5	70.8	43.7	31.8	0.72
	6	82.8	37.2	23.2	0.87	6	82.8	34.5	21.0	0.91	6	69.2	62.5	44.2	1.05
	7	80.2	41.0	23.8	1.05	7	78.4	51.7	31.4	1.08	7	77.3	44.7	31.6	0.70
8	77.5	47.9	31.1	0.97	8	75.6	59.8	37.2	1.23	8	65.1	51.7	44.3	0.38	
All	81.5	38.3	24.8	0.82	All	79.5	42.4	28.6	0.78	All	70.5	50.7	38.0	0.71	
Grades	School	State		Grades	School	State		Grades	School	State					
4	0.0			4	0.0			4	0.0						
5	56.7			5	42.7			5	56.1						
6	57.7			6	59.6			6	62.1						
7	60.3			7	55.3			7	50.6						
8	47.5			8	53.0			8	50.0						
All	56.3	50.0	YES	All	53.0	50.0	YES	All	54.6	50.0	YES				
4. Each year the school will exceed its predicted performance on the state exam by an effect size of 0.3 or above based on a regression analysis controlling for economically disadvantaged students statewide.	Comparison: Brooklyn CSD 18														
	Grades	School	District		Grades	School	District		Grades	School	District				
	6-8	43.1	29.3	YES	6-8	48.1	33.5	YES	6-8	52.1	38.3	YES			
	Grade	% ED	Actual	Predicted	ES	Grade	% ED	Actual	Predicted	ES	Grade	% ED	Actual	Predicted	ES
	3					3					3				
	4					4					4				
	5	84.9	28.6	22.1	0.39	5	81.1	24.7	25.2	-0.03	5	70.8	43.7	31.8	0.72
	6	82.8	37.2	23.2	0.87	6	82.8	34.5	21.0	0.91	6	69.2	62.5	44.2	1.05
	7	80.2	41.0	23.8	1.05	7	78.4	51.7	31.4	1.08	7	77.3	44.7	31.6	0.70
8	77.5	47.9	31.1	0.97	8	75.6	59.8	37.2	1.23	8	65.1	51.7	44.3	0.38	
All	81.5	38.3	24.8	0.82	All	79.5	42.4	28.6	0.78	All	70.5	50.7	38.0	0.71	
Grades	School	State		Grades	School	State		Grades	School	State					
4	0.0			4	0.0			4	0.0						
5	56.7			5	42.7			5	56.1						
6	57.7			6	59.6			6	62.1						
7	60.3			7	55.3			7	50.6						
8	47.5			8	53.0			8	50.0						
All	56.3	50.0	YES	All	53.0	50.0	YES	All	54.6	50.0	YES				
5. Each year, the school's unadjusted mean growth percentile will meet or exceed the target of 50.	Comparison: Brooklyn CSD 18														
	Grades	School	District		Grades	School	District		Grades	School	District				
	6-8	43.1	29.3	YES	6-8	48.1	33.5	YES	6-8	52.1	38.3	YES			
	Grade	% ED	Actual	Predicted	ES	Grade	% ED	Actual	Predicted	ES	Grade	% ED	Actual	Predicted	ES
	3					3					3				
	4					4					4				
	5	84.9	28.6	22.1	0.39	5	81.1	24.7	25.2	-0.03	5	70.8	43.7	31.8	0.72
	6	82.8	37.2	23.2	0.87	6	82.8	34.5	21.0	0.91	6	69.2	62.5	44.2	1.05
	7	80.2	41.0	23.8	1.05	7	78.4	51.7	31.4	1.08	7	77.3	44.7	31.6	0.70
8	77.5	47.9	31.1	0.97	8	75.6	59.8	37.2	1.23	8	65.1	51.7	44.3	0.38	
All	81.5	38.3	24.8	0.82	All	79.5	42.4	28.6	0.78	All	70.5	50.7	38.0	0.71	
Grades	School	State		Grades	School	State		Grades	School	State					
4	0.0			4	0.0			4	0.0						
5	56.7			5	42.7			5	56.1						
6	57.7			6	59.6			6	62.1						
7	60.3			7	55.3			7	50.6						
8	47.5			8	53.0			8	50.0						
All	56.3	50.0	YES	All	53.0	50.0	YES	All	54.6	50.0	YES				

SUNY Charter Schools Institute  
 SUNY Plaza  
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 Albany, NY 12246

# PERFORMANCE SUMMARIES

## SCHOOL PERFORMANCE SUMMARY: MATHEMATICS

### Kings Collegiate Charter School

		2015-16 Grades Served 5-8				2016-17 Grades Served K, 5-8				2017-18 Grades Served K-1, 5-9				
Grades	MET	All % (N)	2+ Years % (N)	MET	Grades	All % (N)	2+ Years % (N)	MET	Grades	All % (N)	2+ Years % (N)	MET		
3		(0)	(0)		3	(0)	(0)		3	(0)	(0)			
4		(0)	(0)		4	(0)	(0)		4	(0)	(0)			
5		33.3 (84)	0.0 (8)		5	34.8 (89)	7.1 (14)		5	47.7 (86)	10.0 (10)			
6		47.1 (85)	50.7 (71)		6	41.7 (84)	44.4 (72)		6	38.6 (88)	40.5 (74)			
7		65.1 (83)	66.2 (77)		7	54.0 (87)	53.9 (76)		7	53.6 (84)	54.1 (74)			
8		(0)	(0)		8	(0)	(0)		8	(0)	(0)			
All		48.4 (252)	55.8 (156)	NO	All	43.5 (260)	45.7 (162)	NO	All	46.5 (258)	44.9 (158)	NO		
Grades		PLI	AMO		Grades	PLI	AMO		Grades	PI	MIP			
5-7	YES	131	101	YES	5-7	124	109	YES	5-7	133	103	YES		
1. Each year 75 percent of students who are enrolled in at least their second year will perform at or above proficiency on the New York State exam.														
2. Each year the school's aggregate Performance Index on the State exam will meet the Measure of Interim Progress set forth in the State's ESSA accountability system.														
3. Each year the percent of students enrolled in at least their second year and performing at or above proficiency will be greater than that of students in the same grades in the local district.														
4. Each year the school will exceed its predicted performance on the state exam by an effect size of 0.3 or above based on a regression analysis controlling for economically disadvantaged students statewide.														
5. Each year, the school's unadjusted mean growth percentile will meet or exceed the target of 50.														
<b>Comparison: Brooklyn CSD 18</b>														
Grades		School	District		Grades	School	District		Grades	School	District			
6-7	YES	55.8	21.1	YES	6-7	45.7	21.5	YES	6-7	44.9	24.1	YES		
Grade	% ED	Actual	Predicted	ES	Grade	% ED	Actual	Predicted	ES	Grade	% ED	Actual	Predicted	ES
3					3					3				
4					4					4				
5	84.9	33.3	25.9	0.38	5	81.1	34.8	30.6	0.23	5	70.8	47.7	37.9	0.55
6	82.8	47.1	25.7	1.04	6	82.8	41.7	25.1	0.84	6	69.2	38.6	39.1	0.00
7	80.2	65.1	21.0	2.27	7	78.4	54.0	24.5	1.44	7	77.3	53.6	30.8	1.00
8					8					8				
All	82.6	48.4	24.2	1.22	All	80.7	43.5	26.8	0.83	All	72.4	46.5	36.0	0.50
Grades		School	State		Grades	School	State		Grades	School	State			
4		0.0			4	0.0				4	0.0			
5		68.2			5	61.0				5	60.3			
6		69.5			6	69.8				6	53.8			
7		66.1			7	76.9				7	69.5			
8		0.0			8	0.0				8	0.0			
All	68.0	50.0	50.0	YES	All	69.8	50.0	50.0	YES	All	61.1	50.0	YES	

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# FISCAL DASHBOARD

## KINGS COLLEGIATE CHARTER SCHOOL

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

### 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**

Deferred Rent/Lease Liability  
All other 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

NYC DoE Rental Assistance

Food Service/Child Nutrition Program

##### Total Operating Revenue

##### Expenses

Regular Education  
SPED  
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**

			Opened 2007-08		
		MERGED	MERGED	MERGED	
	2013-14	2014-15	2015-16	2016-17	2017-18
<b>Assets</b>					
<b>Current Assets</b>					
Cash and Cash Equivalents - <b>GRAPH 1</b>	2,088,207	2,355,877	-	-	-
Grants and Contracts Receivable	117,868	95,226	-	-	-
Accounts Receivable	-	-	-	-	-
Prepaid Expenses	165,843	150,925	-	-	-
Contributions and Other Receivables	-	-	-	-	-
<b>Total Current Assets - <b>GRAPH 1</b></b>	<b>2,371,918</b>	<b>2,602,028</b>	-	-	-
Property, Building and Equipment, net	389,004	353,938	-	-	-
Other Assets	-	-	-	-	-
<b>Total Assets - <b>GRAPH 1</b></b>	<b>2,760,922</b>	<b>2,955,966</b>	-	-	-
<b>Liabilities and Net Assets</b>					
<b>Current Liabilities</b>					
Accounts Payable and Accrued Expenses	400,640	227,533	-	-	-
Accrued Payroll and Benefits	-	-	-	-	-
Deferred Revenue	-	-	-	-	-
Current Maturities of Long-Term Debt	-	-	-	-	-
Short Term Debt - Bonds, Notes Payable	-	-	-	-	-
Other	-	-	-	-	-
<b>Total Current Liabilities - <b>GRAPH 1</b></b>	<b>400,640</b>	<b>227,533</b>	-	-	-
Deferred Rent/Lease Liability	-	-	-	-	-
All other L-T debt and notes payable, net current maturities	-	-	-	-	-
<b>Total Liabilities - <b>GRAPH 1</b></b>	<b>400,640</b>	<b>227,533</b>	-	-	-
<b>Net Assets</b>					
Unrestricted	1,236,282	1,459,433	-	-	-
Temporarily restricted	1,124,000	1,269,000	-	-	-
<b>Total Net Assets</b>	<b>2,360,282</b>	<b>2,728,433</b>	-	-	-
<b>Total Liabilities and Net Assets</b>	<b>2,760,922</b>	<b>2,955,966</b>	-	-	-
<b>ACTIVITIES</b>					
<b>Operating Revenue</b>					
Resident Student Enrollment	5,428,370	6,665,725	4,614,543	6,209,669	9,276,825
Students with Disabilities	339,234	470,584	433,003	471,446	661,427
<b>Grants and Contracts</b>					
State and local	-	-	-	-	-
Federal - Title and IDEA	204,414	223,101	215,469	265,240	341,737
Federal - Other	85,622	66,119	75,106	165,127	842,969
Other	-	-	-	-	-
NYC DoE Rental Assistance	-	-	-	-	-
Food Service/Child Nutrition Program	-	-	-	-	-
<b>Total Operating Revenue</b>	<b>6,057,640</b>	<b>7,425,529</b>	<b>5,338,121</b>	<b>7,111,482</b>	<b>11,122,958</b>
<b>Expenses</b>					
Regular Education	5,353,012	6,230,272	3,728,796	5,500,252	8,779,596
SPED	305,856	368,033	564,571	351,080	560,400
Other	-	-	-	-	-
<b>Total Program Services</b>	<b>5,658,868</b>	<b>6,598,305</b>	<b>4,293,367</b>	<b>5,851,332</b>	<b>9,339,996</b>
Management and General	655,393	816,691	517,470	892,158	1,394,503
Fundraising	-	-	-	-	-
<b>Total Expenses - <b>GRAPHS 2, 3 &amp; 4</b></b>	<b>6,314,261</b>	<b>7,414,996</b>	<b>4,810,837</b>	<b>6,743,490</b>	<b>10,734,499</b>
<b>Surplus / (Deficit) From School Operations</b>	<b>(256,621)</b>	<b>10,533</b>	<b>527,284</b>	<b>367,992</b>	<b>388,459</b>
<b>Support and Other Revenue</b>					
Contributions	364,150	301,000	-	36,820	207,136
Fundraising	-	-	-	-	-
Miscellaneous Income	31,640	56,618	23,524	23,769	42,161
Net assets released from restriction	-	-	-	-	-
<b>Total Support and Other Revenue</b>	<b>395,790</b>	<b>357,618</b>	<b>23,524</b>	<b>60,589</b>	<b>249,297</b>
<b>Total Unrestricted Revenue</b>	<b>6,453,430</b>	<b>7,783,147</b>	<b>5,361,645</b>	<b>7,172,071</b>	<b>11,372,255</b>
<b>Total Temporarily Restricted Revenue</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>
<b>Total Revenue - <b>GRAPHS 2 &amp; 3</b></b>	<b>6,453,430</b>	<b>7,783,147</b>	<b>5,361,645</b>	<b>7,172,071</b>	<b>11,372,255</b>
<b>Change in Net Assets</b>	<b>139,169</b>	<b>368,151</b>	<b>550,808</b>	<b>428,581</b>	<b>637,756</b>
<b>Net Assets - Beginning of Year - <b>GRAPH 2</b></b>	<b>2,221,113</b>	<b>2,360,282</b>	<b>2,728,433</b>	<b>3,279,241</b>	<b>3,707,822</b>
<b>Net Assets - End of Year - <b>GRAPH 2</b></b>	<b>2,360,282</b>	<b>2,728,433</b>	<b>3,279,241</b>	<b>3,707,822</b>	<b>4,345,578</b>

# FISCAL DASHBOARD

## KINGS COLLEGIATE CHARTER SCHOOL

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

### SCHOOL INFORMATION - (Continued)

#### Functional Expense Breakdown

2013-14	2014-15	2015-16	2016-17	2017-18
<b>Personnel Service</b>				
Administrative Staff Personnel	252,231	1,243,414	945,846	1,437,931
Instructional Personnel	3,500,663	3,012,278	1,841,283	2,364,745
Non-Instructional Personnel	-	-	-	-
Personnel Services (Combined)	-	-	-	-
<b>Total Salaries and Staff</b>				
Fringe Benefits & Payroll Taxes	606,432	706,573	391,182	548,512
Retirement	-	-	61,930	84,504
Management Company Fees	479,760	588,753	421,041	582,221
Building and Land Rent / Lease	127,047	139,419	427	-
Staff Development	175,635	223,336	123,520	228,064
Professional Fees, Consultant & Purchased Services	22,306	28,611	197,401	262,207
Marketing / Recruitment	-	-	23,659	47,167
Student Supplies, Materials & Services	336,406	493,707	355,748	507,593
Depreciation	134,806	134,235	109,213	162,068
Other	678,975	844,670	339,587	518,478
<b>Total Expenses</b>	<b>6,314,261</b>	<b>7,414,996</b>	<b>4,810,837</b>	<b>6,743,490</b>

### SCHOOL ANALYSIS

#### ENROLLMENT

2013-14	2014-15	2015-16	2016-17	2017-18
Original Chartered Enrollment	434	481	494	498
Final Chartered Enrollment (includes any revisions)	434	481	312	398
Actual Enrollment - GRAPH 4	410	484	328	431
Chartered Grades	5-12	5-12	5-12	5-12
Final Chartered Grades (includes any revisions)	5-8	5-8	5-8	K, 5-8

#### Primary School District: NYC CHANCELLOR'S OFFICE

##### Per Pupil Funding (Weighted Avg of All Districts)

Increase over prior year

2013-14	2014-15	2015-16	2016-17	2017-18
13,877	13,877	13,877	14,027	14,527
2.5%	0.0%	0.0%	1.1%	3.4%

#### PER STUDENT BREAKDOWN

##### Revenue

Operating	14,775	15,347	16,275	16,496
Other Revenue and Support	965	739	72	141
<b>TOTAL - GRAPH 3</b>	<b>15,740</b>	<b>16,087</b>	<b>16,346</b>	<b>16,637</b>

##### Expenses

Program Services	13,802	13,638	13,090	13,573
Management and General, Fundraising	1,599	1,688	1,578	2,069
<b>TOTAL - GRAPH 3</b>	<b>15,401</b>	<b>15,326</b>	<b>14,667</b>	<b>15,643</b>

% of Program Services

% of Management and Other

% of Revenue Exceeding Expenses - GRAPH 5

89.6%	89.0%	89.2%	86.8%	87.0%
10.4%	11.0%	10.8%	13.2%	13.0%
2.2%	5.0%	11.4%	6.4%	5.9%

##### Student to Faculty Ratio

7.7	11.6	12.6	10.0	8.5
-----	------	------	------	-----

##### Faculty to Admin Ratio

17.7	2.8	2.6	3.6	3.3
------	-----	-----	-----	-----

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

Score  
Fiscally Strong 1.5 - 3.0 / Fiscally Adequate 1.0 - 1.4 /  
Fiscally Needs Monitoring < 1.0

2.8	3.0	0.0	0.0	0.0
Fiscally Strong	Fiscally Strong	N/A	N/A	N/A

##### Working Capital - GRAPH 7

Net Working Capital  
As % of Unrestricted Revenue  
Working Capital (Current) Ratio Score  
Risk (Low  $\geq 3.0$  / Medium 1.4 - 2.9 / High < 1.4)  
Rating (Excellent  $\geq 3.0$  / Good 1.4 - 2.9 / Poor < 1.4)

1,971,278	2,374,495	0	0	0
30.5%	30.5%	0.0%	0.0%	0.0%
5.9	11.4	0.0	0.0	0.0
LOW	LOW	N/A	N/A	N/A
Excellent	Excellent	N/A	N/A	N/A

##### Quick (Acid Test) Ratio

Score  
Risk (Low  $\geq 2.5$  / Medium 1.0 - 2.4 / High < 1.0)  
Rating (Excellent  $\geq 2.5$  / Good 1.0 - 2.4 / Poor < 1.0)

5.5	10.8	0.0	0.0	0.0
LOW	LOW	N/A	N/A	N/A
Excellent	Excellent	N/A	N/A	N/A

##### Debt to Asset Ratio - GRAPH 7

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

0.1	0.1	0.0	0.0	0.0
LOW	LOW	N/A	N/A	N/A
Excellent	Excellent	N/A	N/A	N/A

##### Months of Cash - GRAPH 8

Score  
Risk (Low > 3 mo. / Medium 1 - 3 mo. / High < 1 mo.)  
Rating (Excellent > 3 mo. / Good 1 - 3 mo. / Poor < 1 mo.)

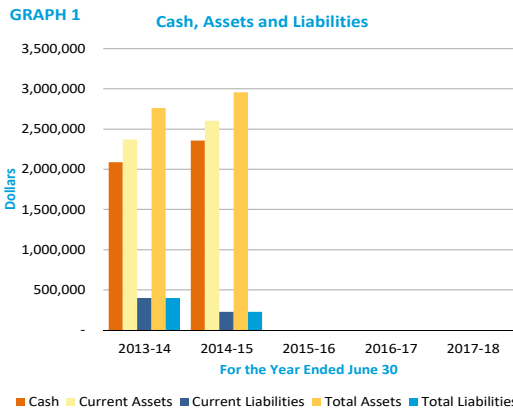
4.0	3.8	0.0	0.0	0.0
LOW	LOW	N/A	N/A	N/A
Excellent	Excellent	N/A	N/A	N/A

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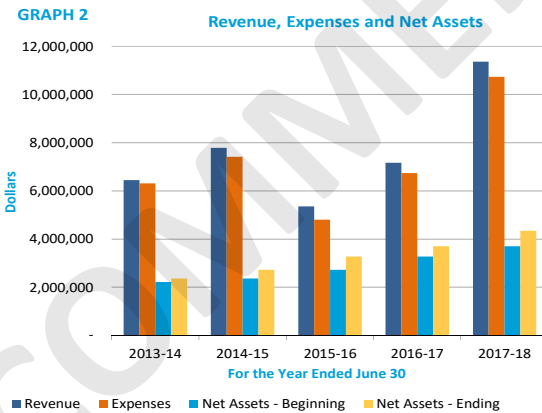
# FISCAL DASHBOARD

## KINGS COLLEGIATE CHARTER SCHOOL

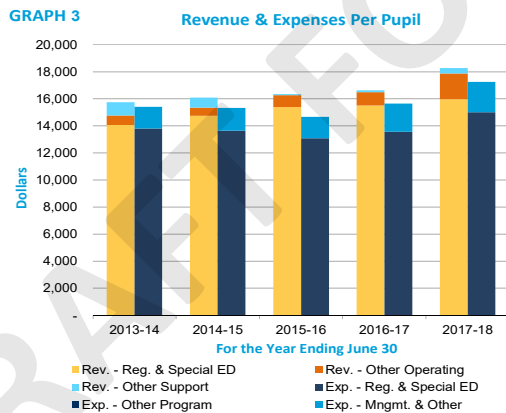
NOTE: Effective 2015-16, the school merged into the education corporation, "Uncommon New York City Charter Schools." Accordingly, see the education corporation report containing the "Balance Sheet" for all schools merged into the education corporation.



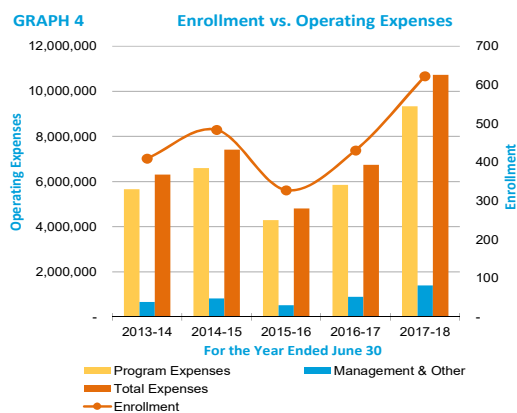
This chart illustrates the relationship between assets and liabilities and to what extent cash reserves makes up current assets. Ideally for each subset, subsets 2 through 4, (i.e. current assets vs. current liabilities), the column on the left is taller than the immediate column on the right; and, generally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



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



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



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

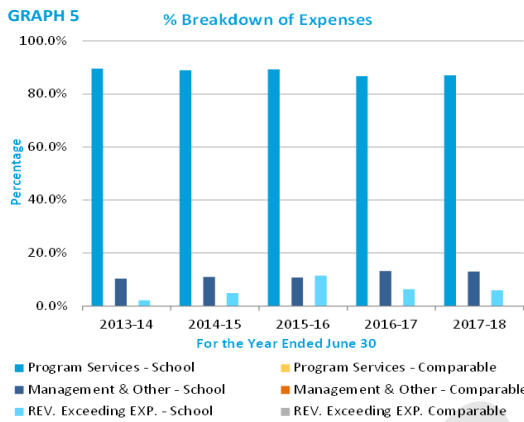
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# FISCAL DASHBOARD

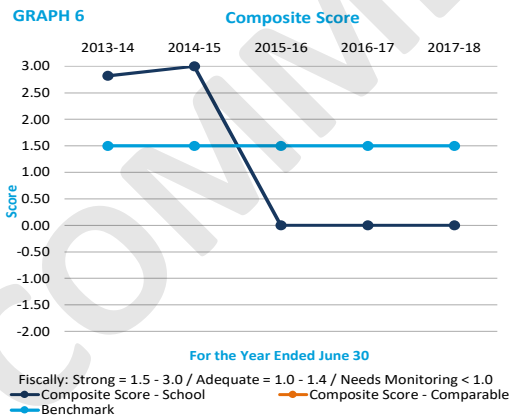
## KINGS COLLEGIATE CHARTER SCHOOL

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

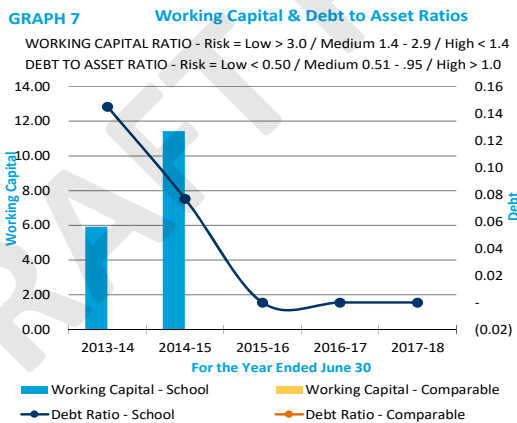
Comparable School, Region or Network: -



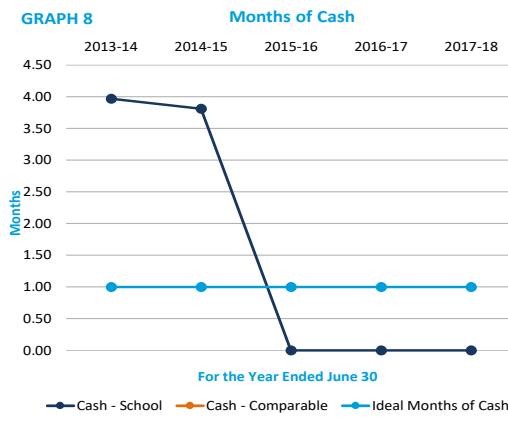
This chart illustrates the percentage expense breakdown between program services and management & others as well as the percentage of revenues exceeding expenses. Ideally the percentage expense for program services will far exceed that of the management & other expense. The percentage of revenues exceeding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

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# FUTURE PLANS



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

Kings Collegiate is an academic success. The school operates as an effective and viable organization, and the education corporation is fiscally sound. Uncommon NYC plans to continue to operate the school in the same manner with continued expansion into the elementary and high school grades, which Uncommon NYC serves at other schools. Therefore, the plans for the school's future are reasonable, feasible, and achievable.

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

**Plans for the Educational Program.** Kings Collegiate plans to continue to implement the same core elements of its educational program that enabled the school to meet or exceed its key Accountability Plan goals in the current charter term. These elements are likely to enable the school to meet or exceed its academic goals in the next charter term. If granted renewal, Kings Collegiate will continue to expand to ultimately serve students in Kindergarten – 12<sup>th</sup> grade by the end of the next charter term. The school, with support from the network, will implement the same strong program currently in place at other elementary and high school levels across the education corporation. Expanding to fill all of the elementary and high school grades will allow for Uncommon NYC to serve more students and provide additional pathways across the education corporation to feed into the high school grades.

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

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KINGS COLLEGIATE		
	CURRENT	END OF NEXT CHARTER TERM
<b>Enrollment</b>	1,081	1,458
<b>Grade Span</b>	K-3, 5-11	K-12
<b>Teaching Staff</b>	89	123
<b>Days of Instruction</b>	185	185

Kings Collegiate will grow to serve students in Kindergarten – 12<sup>th</sup> grade in existing NYCDOE co-located space for the next charter term.

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.

# Leadership Preparatory Bedford Stuyvesant Charter School

# So

SCHOOL OVERVIEW

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FUTURE PLANS

# LEADERSHIP PREPARATORY BEDFORD STUYVESANT CHARTER SCHOOL

## DOES THE SCHOOL IMPLEMENT THE EDUCATIONAL PROGRAM WITH FIDELITY TO THE EDUCATION CORPORATION'S DESIGN?

Based on a review of the school's Application for Charter Renewal, discussions with teachers, leaders, and board members, and a review of the academic program, Leadership Preparatory Bedford Stuyvesant Charter School fully implements the academic program as outlined in the education corporation overview and is an academic success having met its key Accountability Plan goals.

### SCHOOL BACKGROUND

The SUNY Trustees approved the original charter for LP Bed Stuy on July 15, 2005. The school opened its doors in the fall of 2005 initially serving 128 students in Kindergarten and 1<sup>st</sup> grade. The school is authorized to serve 1,367 students in Kindergarten – 12<sup>th</sup> grade during the 2019-20 school year. If renewed, the school will continue to serve students in Kindergarten – 12<sup>th</sup> grade with a projected total enrollment of 1,458 students.

The current charter term expires on July 31, 2021. A subsequent charter term would enable the school to operate through July 31, 2026. The school's Kindergarten – 8<sup>th</sup> grade is co-located in a NYCDOE district school building at 141 Macon Street, Brooklyn, NY in CSD 13. The building also houses P.S. K140, a district school serving students in Kindergarten – 8<sup>th</sup> grade. The charter school's 9<sup>th</sup> – 12<sup>th</sup> grades, under the name of Uncommon Collegiate Charter High School, are co-located in a NYCDOE district school building at 832 Marcy Avenue, Brooklyn, NY also in CSD 13. The school also houses Brooklyn Academy High School, a transfer school serving students in 10<sup>th</sup> – 12<sup>th</sup> grade and Brooklyn East Collegiate, another school operated by Uncommon NYC serving students in 5<sup>th</sup> – 8<sup>th</sup> grade.

### NOTEWORTHY - LP BED STUY

LP Bed Stuy's middle school level identifies a valedictorian at every grade level through a speech writing competition to promote college awareness.

## ACADEMIC PROGRAM

LP Bed Stuy offers a high quality education program. With a high percentage of returning teachers, the school builds on previous years of teacher training to focus on deepening teachers' conceptual understanding of pedagogy. The school deemed 5<sup>th</sup> grade outcomes to be insufficient and so enacts several initiatives to better support students' transition to the middle school level including holding meetings for enrolled families to discuss middle school transition and inviting families to observe 5<sup>th</sup> grade classes. The school places a significant focus on reading including starting every instructional day at the middle school level with a 50 minute reading block in which students are grouped across grades based exclusively on reading level.

To support struggling students, the high school level integrates teacher office hours into the daily schedule, targets support during the school day for students whose GPA is below 3.0, and offers one-on-one after school support for juniors and seniors failing classes. All high school juniors participate in a two week internship program at a range of businesses in order to expose students to different career opportunities. To help prepare students for college, seniors participate in a program designed to mirror the college experience that includes college level courses for which students register and receive grades.

In response to a high in- and out-of-school suspension rates in 2016-17 (22% and 14%, respectively), the network worked closely with leaders to support training teachers with how to improve classroom techniques and strategies to reduce suspensions. As a result, in 2018-19, the school demonstrated a reduction in suspensions with only 11% in-school and 8% out-of-school suspensions.

## LEGAL REQUIREMENTS

LP Bed Stuy substantially complies with applicable laws, rules and regulations, and provisions of the charter with a few minor exceptions. The Institute will work with the education corporation to ensure compliance before the start of the next charter term.

- **Annual Report.** While the school sent its annual report to NYSED in a timely manner, it did not properly post it on the school or network website in accordance with the charter and the Education Law.
- **Complaints.** The Institute received no formal complaints regarding the school.
- **FOIL Policy.** The school posts parent handbook(s) to its web pages in compliance with the Freedom of Information Law FOIL except for providing a link to the COOG.
- **Violations.** The Institute has not placed the school on a corrective plan or sent it any violation letters.

## FINANCIAL CONDITION

LP Bed Stuy's projected five year budget reflects stable revenue and expenses as the school continues to serve Kindergarten – 12<sup>th</sup> grade. The elementary, middle, and high schools will all remain in their NYDCOE co-located space throughout the next charter term. The elementary and middle school occupy the same building while the high school is in a separate NYCDOE location.

The school has maintained operating surpluses in each of the last five years and has accumulated net assets of \$8.4 million as of June 30, 2018.

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# SCHOOL OVERVIEW

## SCHOOL LEADERS

### ELEMENTARY PRINCIPAL

*Ishani Mehta (2015-16 - present)*

*Sultana Noormuhammad (2009-10 to 2014-15)*

*Max Koltuv (2006-07 to 2008-09)*

### MIDDLE SCHOOL PRINCIPAL

*Aidan Thomas (2018-19 to present)*

*Owen Losse (2010-11 to 2017-18)*

### HIGH SCHOOL PRINCIPAL

*Ashley Anderson (2016-17 to present)*

*Jesse Coburn (2012-13- 2015-16)*

## SCHOOL CHARACTERISTICS - LP BED STUY

SCHOOL YEAR	CHARTERED ENROLLMENT	ACTUAL ENROLLMENT	ACTUAL AS A PERCENTAGE OF CHARTERED ENROLLMENT	PROPOSED GRADES	ACTUAL GRADES
2014-15	673	676	100%	K-8	K-9
2015-16	1,011	995	98%	K-8	K-12
2016-17	1,074	1,070	99%	K-12	K-12
2017-18	1,166	1,083	93%	K-12	K-12
2018-19	1,279	1,110	87%	K-12	K-12

## PARENT SATISFACTION: SURVEY RESULTS

RESPONSE RATE	OVERALL SATISFACTION	SCHOOL LEADERSHIP	STRONG FAMILY-COMMUNITY TIES	TRUST
40%	91%	91%	90%	95%

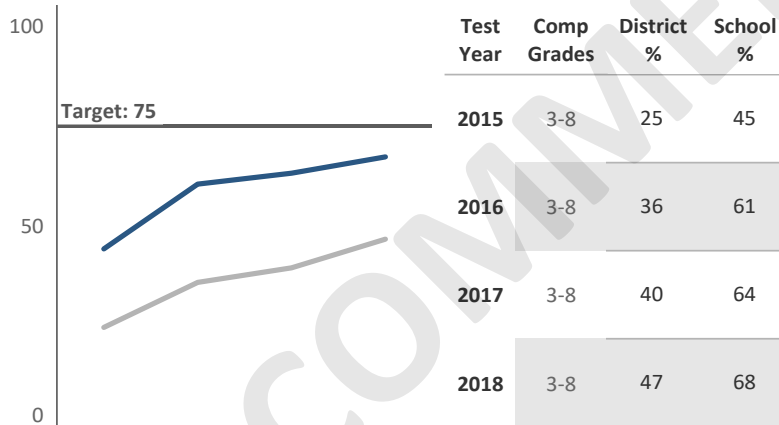
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# SCHOOL OVERVIEW

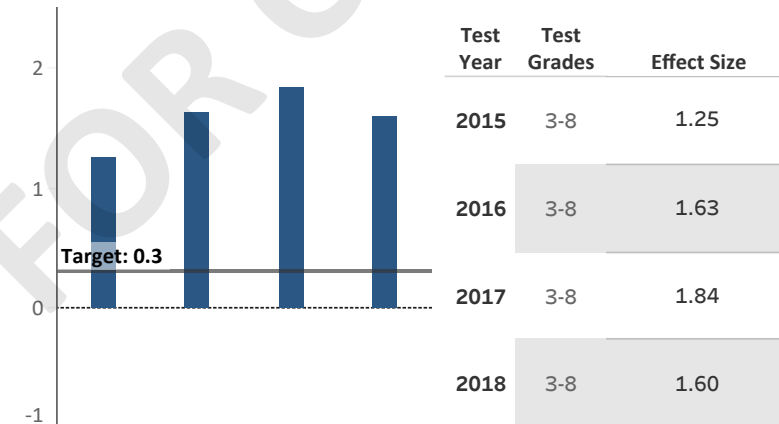
## LEADERSHIP PREPARATORY BEDFORD STUYVESANT CHARTER SCHOOL

### ENGLISH LANGUAGE ARTS ACCOUNTABILITY PLAN GOAL

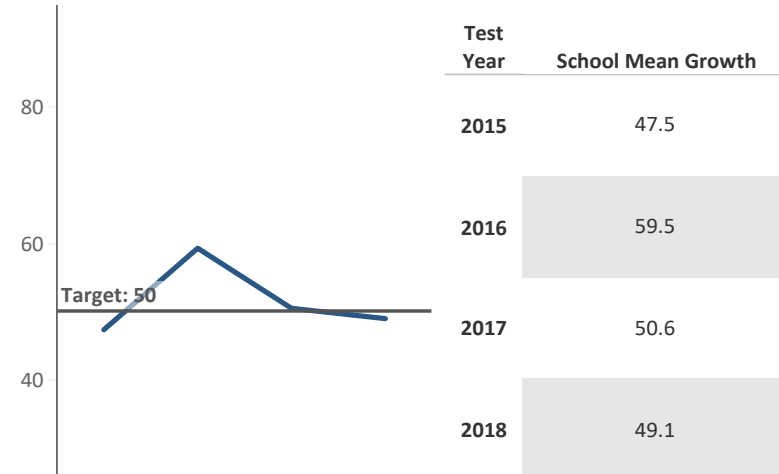
**Comparative Measure: District Comparison.** Each year, the percentage of students at **the school** in at least their second year performing at or above proficiency in ELA will be greater than that of students in the same tested grades in **the district**.



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



**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**.

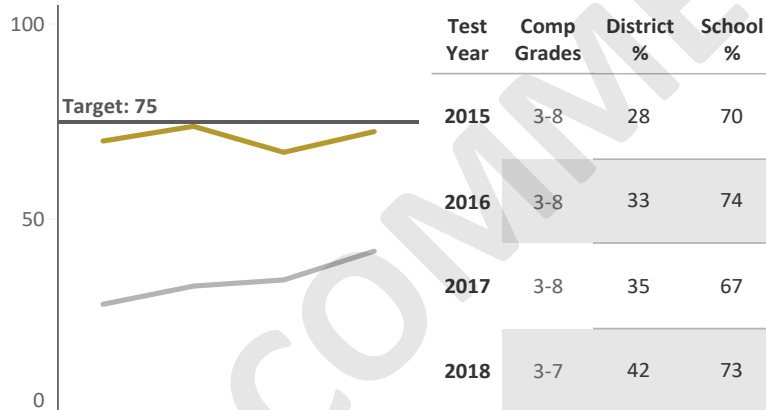


# SCHOOL OVERVIEW

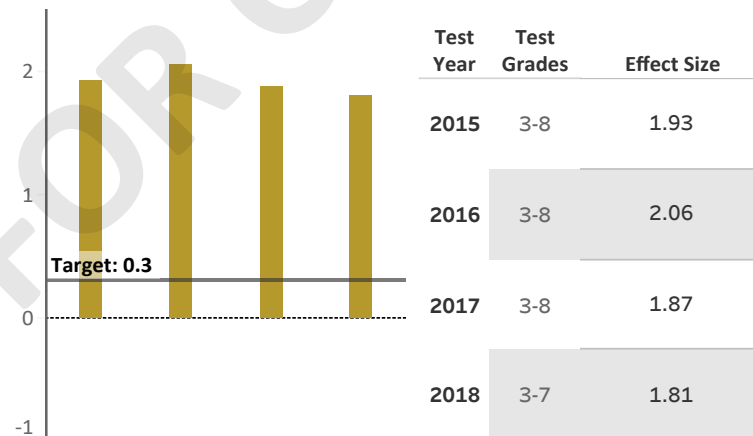
## LEADERSHIP PREPARATORY BEDFORD STUYVESANT CHARTER SCHOOL

### MATHEMATICS ACCOUNTABILITY PLAN GOAL

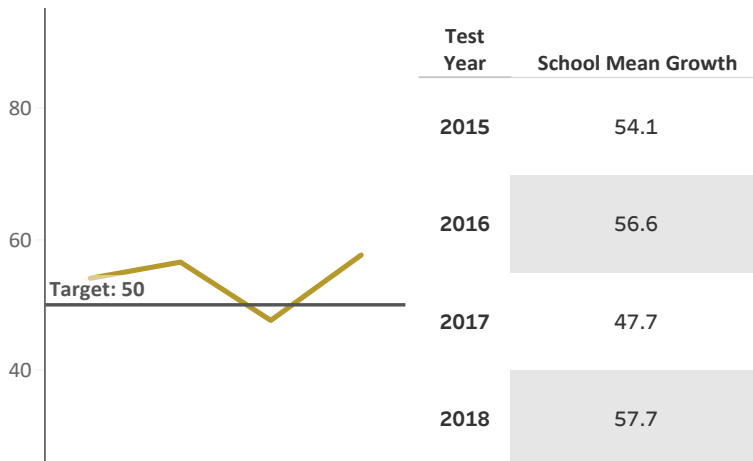
**Comparative Measure: District Comparison.** Each year, the percentage of students at **the school** in at least their second year performing at or above proficiency in Mathematics will be greater than that of students in the same tested grades in the district.



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



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

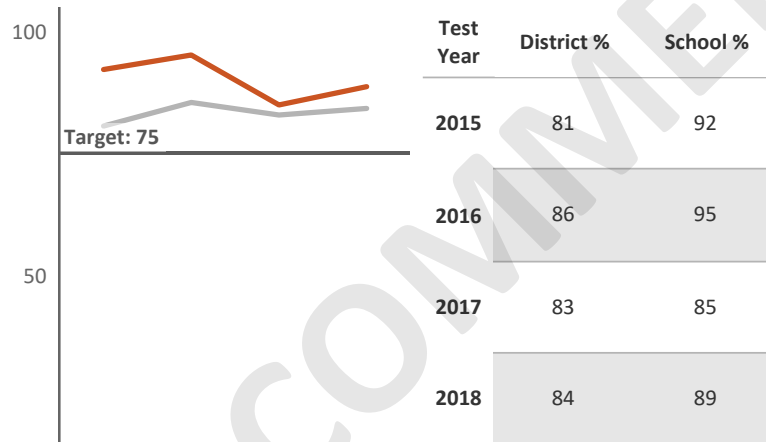


# SCHOOL OVERVIEW

## LEADERSHIP PREPARATORY BEDFORD STUYVESANT CHARTER SCHOOL

### SCIENCE ACCOUNTABILITY PLAN GOAL

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



### SPECIAL POPULATIONS PERFORMANCE

	2016	2017	2018
<b>Enrollment Receiving Mandated Academic Services</b>	89	103	125
<b>Tested on State Exam</b>	48	45	58
<b>School Percent Proficient on ELA Exam</b>	20.8	31.1	22.4
<b>District Percent Proficient</b>	11.5	13.3	18.3
	<b>2016</b>	<b>2017</b>	<b>2018</b>
<b>ELL Enrollment</b>	14	20	28
<b>Tested on NYSESLAT Exam</b>	14	14	15
<b>School Percent 'Commanding' or Making Progress on NYSESLAT</b>	28.6	28.6	6.7

The academic outcome data about the performance of students receiving special education services and ELLs above is not tied to separate goals in the school's formal Accountability Plan.

The NYSESLAT, the New York State English as a Second Language Achievement Test, is a standardized state exam.

"Making Progress" is defined as moving up at least one level of proficiency. Student scores fall into five categories/proficiency levels: Entering; Emerging; Transitioning; Expanding; and, Commanding.

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

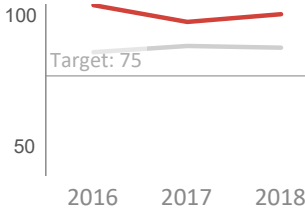
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# SCHOOL OVERVIEW

## LEADERSHIP PREPARATORY BEDFORD STUYVESANT CHARTER SCHOOL

### HIGH SCHOOL GRADUATION RATE

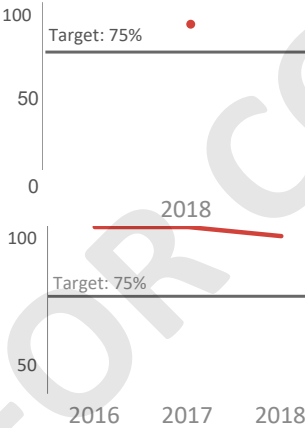
**Comparative Measure:** Each year, the percentage of **the school's students graduating** after their fourth year will exceed the **District**.



	District	School
2016	83.5	100.0
2017	85.7	94.1
2018	85.1	96.8

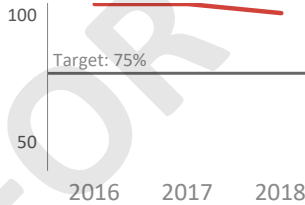
### COLLEGE PREPARATION AND ATTAINMENT

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



	Graduates	College Prep %
2018	61	85.5

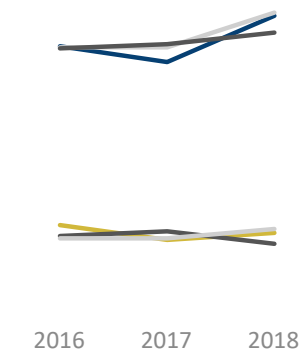
**College Attainment Measure: Matriculation into College.** Each year, 75 percent of **graduating students** will enroll in a college or university.



	Grad N	Matriculation %
2016	32	100.0
2017	48	100.0
2018	61	96.7

### ENGLISH LANGUAGE ARTS AND MATHEMATICS

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



	MIP	District PI	School PI
2016	174	175	176
2017	178	175	161
2018	189	208	205

In 2017-18, the state replaced the APL and AMO with a Performance Index and Measure of Interim Progress.

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# SCHOOL OVERVIEW

## DISTRICT COMMENTS

NO COMMENTS RECEIVED

## ENROLLMENT AND RETENTION

### Leadership Preparatory Bedford Stuyvesant Charter School's Enrollment and Retention Status: 2017-18

		District Target	School
Enrollment	economically disadvantaged	73.7	78.6
	English language learners	4.5	6.3
	students with disabilities	11.8	9.5
Retention	economically disadvantaged	92.4	79.9
	English language learners	90.1	84.1
	students with disabilities	89.9	81.2

# SCHOOL PERFORMANCE SUMMARY: ENGLISH LANGUAGE ARTS

## Leadership Preparatory Bedford Stuyvesant Charter School

	2015-16 Grades Served K-12				2016-17 Grades Served K-12				2017-18 Grades Served K-12						
	Grades	All % (N)	2+ Years % (N)	MET	Grades	All % (N)	2+ Years % (N)	MET	Grades	All % (N)	2+ Years % (N)	MET			
1. Each year 75 percent of students who are enrolled in at least their second year will perform at or above proficiency on the New York State exam.	3	60.9 (87)	59.7 (72)		3	69.4 (85)	68.6 (70)		3	73.3 (90)	72.7 (66)				
	4	70.1 (87)	79.1 (67)		4	59.1 (88)	58.4 (77)		4	71.1 (90)	72.6 (73)				
	5	35.8 (81)	39.4 (66)		5	45.6 (90)	48.1 (79)		5	38.6 (88)	42.9 (77)				
	6	51.7 (89)	55.3 (76)		6	41.0 (83)	46.3 (54)		6	69.3 (88)	71.9 (64)				
	7	63.6 (66)	65.5 (58)		7	76.5 (81)	78.6 (70)		7	52.3 (86)	61.3 (62)				
	8	67.3 (55)	70.2 (47)		8	80.0 (70)	82.3 (62)		8	84.0 (81)	87.0 (69)				
	All	<b>57.6 (465)</b>	<b>60.9 (386)</b>	NO	All	<b>61.2 (497)</b>	<b>63.6 (412)</b>	NO	All	<b>64.6 (523)</b>	<b>67.6 (411)</b>	NO			
	Grades	PLI	AMO		Grades	PLI	AMO		Grades	PI	MIP				
	3-8	151	104	YES	3-8	153	111	YES	3-8	167	101	YES			
Absolute Measure															
3. Each year the percent of students enrolled in at least their second year and performing at or above proficiency will be greater than that of students in the same grades in the local district.	Comparison: Brooklyn CSD 13				Comparison: Brooklyn CSD 13				Comparison: Brooklyn CSD 13						
	Grades	School	District		Grades	School	District		Grades	School	District				
	3-8	60.9	36.5	YES	3-8	63.6	40.1	YES	3-8	67.6	47.2	YES			
	Grade	% ED	Actual	Predicted	ES	Grade	% ED	Actual	Predicted	ES	Grade	% ED	Actual	Predicted	ES
	3	88.5	60.9	28.8	1.75	3	85.9	69.4	30.8	2.08	3	86.8	73.3	39.4	1.79
	4	77.9	70.1	31.7	2.24	4	90.1	59.1	26.8	1.83	4	88.5	71.1	36.2	1.85
	5	71.6	35.8	27.3	0.62	5	75.6	45.6	27.6	1.20	5	85.4	38.6	26.1	0.79
	6	72.0	51.7	27.3	1.50	6	81.6	41.0	21.5	1.30	6	73.8	69.3	42.1	1.57
	7	72.8	63.6	27.1	2.20	7	80.2	76.5	30.7	2.44	7	87.2	52.3	27.7	1.45
8	59.7	67.3	39.0	1.58	8	80.3	80.0	35.4	2.32	8	81.9	84.0	38.8	2.23	
All	<b>74.8</b>	<b>57.6</b>	<b>29.7</b>	<b>1.63</b>	<b>YES</b>	<b>82.3</b>	<b>61.2</b>	<b>28.6</b>	<b>1.84</b>	<b>YES</b>	<b>84.0</b>	<b>64.6</b>	<b>35.1</b>	<b>1.60</b>	<b>YES</b>
Grades	School	State		Grades	School	State		Grades	School	State					
4	61.8	54.0		4	54.0	50.0		4	54.9	50.0					
5	46.9	35.3		5	35.3	50.0		5	40.7	50.0					
6	60.1	51.6		6	51.6	50.0		6	47.1	50.0					
7	62.5	58.1		7	58.1	50.0		7	50.1	50.0					
8	60.1	55.3		8	55.3	50.0		8	52.6	50.0					
All	<b>59.5</b>	<b>50.0</b>	<b>YES</b>	All	<b>50.6</b>	<b>50.0</b>	<b>YES</b>	All	<b>49.1</b>	<b>50.0</b>	<b>NO</b>				
Comparative Measure															
5. Each year, the school's unadjusted mean growth percentile will meet or exceed the target of 50.	Comparison: Brooklyn CSD 13				Comparison: Brooklyn CSD 13				Comparison: Brooklyn CSD 13						
	Grades	School	District		Grades	School	District		Grades	School	District				
	3-8	60.9	36.5	YES	3-8	63.6	40.1	YES	3-8	67.6	47.2	YES			
	Grade	% ED	Actual	Predicted	ES	Grade	% ED	Actual	Predicted	ES	Grade	% ED	Actual	Predicted	ES
	3	88.5	60.9	28.8	1.75	3	85.9	69.4	30.8	2.08	3	86.8	73.3	39.4	1.79
	4	77.9	70.1	31.7	2.24	4	90.1	59.1	26.8	1.83	4	88.5	71.1	36.2	1.85
	5	71.6	35.8	27.3	0.62	5	75.6	45.6	27.6	1.20	5	85.4	38.6	26.1	0.79
	6	72.0	51.7	27.3	1.50	6	81.6	41.0	21.5	1.30	6	73.8	69.3	42.1	1.57
	7	72.8	63.6	27.1	2.20	7	80.2	76.5	30.7	2.44	7	87.2	52.3	27.7	1.45
8	59.7	67.3	39.0	1.58	8	80.3	80.0	35.4	2.32	8	81.9	84.0	38.8	2.23	
All	<b>74.8</b>	<b>57.6</b>	<b>29.7</b>	<b>1.63</b>	<b>YES</b>	<b>82.3</b>	<b>61.2</b>	<b>28.6</b>	<b>1.84</b>	<b>YES</b>	<b>84.0</b>	<b>64.6</b>	<b>35.1</b>	<b>1.60</b>	<b>YES</b>
Grades	School	State		Grades	School	State		Grades	School	State					
4	61.8	54.0		4	54.0	50.0		4	54.9	50.0					
5	46.9	35.3		5	35.3	50.0		5	40.7	50.0					
6	60.1	51.6		6	51.6	50.0		6	47.1	50.0					
7	62.5	58.1		7	58.1	50.0		7	50.1	50.0					
8	60.1	55.3		8	55.3	50.0		8	52.6	50.0					
All	<b>59.5</b>	<b>50.0</b>	<b>YES</b>	All	<b>50.6</b>	<b>50.0</b>	<b>YES</b>	All	<b>49.1</b>	<b>50.0</b>	<b>NO</b>				
Growth Measure															

# PERFORMANCE SUMMARIES

## SCHOOL PERFORMANCE SUMMARY: MATHEMATICS

### Leadership Preparatory Bedford Stuyvesant Charter School

		2015-16 Grades Served K-12				2016-17 Grades Served K-12				2017-18 Grades Served K-12			
		All % (N)	2+ Years % (N)	MET	Grades	All % (N)	2+ Years % (N)	MET	Grades	All % (N)	2+ Years % (N)	MET	Grades
1. Each year 75 percent of students who are enrolled in at least their second year will perform at or above proficiency on the New York State exam.		81.6 (87)	81.9 (72)		3	70.6 (85)	71.4 (70)		3	89.9 (89)	92.4 (66)		3
		80.5 (87)	88.1 (67)		4	66.7 (87)	64.5 (76)		4	86.7 (90)	86.3 (73)		4
		48.1 (81)	50.0 (66)		5	56.2 (89)	59.5 (79)		5	44.3 (88)	44.2 (77)		5
		68.5 (89)	67.1 (76)		6	61.2 (85)	63.0 (54)		6	70.7 (58)	73.9 (46)		6
		82.1 (67)	84.7 (59)		7	79.5 (78)	80.6 (67)		7	63.5 (85)	70.5 (61)		7
		(0)	(0)		8	(0)	(0)		8	(0)	(0)		8
		<b>72.0 (411)</b>	<b>74.1 (340)</b>	NO	All	<b>66.5 (424)</b>	<b>67.6 (346)</b>	NO	All	<b>71.2 (410)</b>	<b>72.8 (323)</b>	NO	All
2. Each year the school's aggregate Performance Index on the State exam will meet the Measure of Interim Progress set forth in the State's ESSA accountability system.		PLI	AMO		Grades	PLI	AMO		Grades	PI	MIP		Grades
		168	101	YES	3-7	160	109	YES	3-7	185	103	YES	3-7
3. Each year the percent of students enrolled in at least their second year and performing at or above proficiency will be greater than that of students in the same grades in the local district.		School	District	ES	Grades	School	District	ES	Grades	School	District	ES	Grades
		74.1	33.1	YES	3-7	67.6	34.7	YES	3-7	72.8	42.0	YES	3-7
4. Each year the school will exceed its predicted performance on the state exam by an effect size of 0.3 or above based on a regression analysis controlling for economically disadvantaged students statewide.		% ED	Predicted	ES	Grade	% ED	Predicted	ES	Grade	% ED	Predicted	ES	Grade
		88.5	81.6	2.31	3	85.9	70.6	1.64	3	86.8	89.9	42.3	3
		77.9	80.5	2.37	4	90.1	66.7	2.08	4	88.5	86.7	34.7	4
		71.6	48.1	32.7	5	75.6	56.2	33.5	5	85.4	44.3	30.5	5
		72.0	68.5	31.4	6	81.6	61.2	25.8	6	73.8	70.7	36.5	6
		72.8	82.1	25.1	7	80.2	78.7	23.5	7	87.2	63.5	25.6	7
		(0)	(0)	(0)	8	(0)	(0)	(0)	8	(0)	(0)	(0)	8
		<b>76.8</b>	<b>72.0</b>	<b>31.3</b>	All	<b>82.7</b>	<b>66.3</b>	<b>29.2</b>	All	<b>85.1</b>	<b>71.2</b>	<b>33.8</b>	All
5. Each year, the school's unadjusted mean growth percentile will meet or exceed the target of 50.		School	State	ES	Grades	School	State	ES	Grades	School	State	ES	Grades
		58.4	50.0	YES	4	42.7	50.0	NO	4	67.8	50.0	YES	4
		26.4	50.0	YES	5	18.2	50.0	NO	5	39.3	50.0	YES	5
		66.1	50.0	YES	6	65.2	50.0	NO	6	57.6	50.0	YES	6
		77.2	50.0	YES	7	67.7	50.0	NO	7	64.9	50.0	YES	7
		0.0	50.0	YES	8	0.0	50.0	NO	8	0.0	50.0	YES	8
		<b>56.6</b>	<b>50.0</b>	<b>YES</b>	All	<b>47.7</b>	<b>50.0</b>	<b>NO</b>	All	<b>57.7</b>	<b>50.0</b>	<b>YES</b>	All

SUNY Charter Schools Institute  
SUNY Plaza  
353 Broadway  
Albany, NY 12246

# PERFORMANCE SUMMARIES

## SCHOOL PERFORMANCE SUMMARY: Leadership Preparatory Bedford Stuyvesant Charter School

### High School Graduation

	2015-16		2016-17		2017-18	
	MET		MET		MET	
1. Each year, 75 percent of students in the second year high school Total Graduation Cohort will score at or above proficiency on at least three different Regents exams required for graduation.	2014 Cohort N 83	% Passing ≥ 3 Regents 100.0	2015 Cohort N 91	% Passing ≥ 3 Regents 100.0	2016 Cohort N 81	% Passing ≥ 3 Regents 76.5
2. Each year, 75 percent of students in the Total Graduation Cohort will graduate after the completion of their fourth year.	2012 Cohort N 32	% 100.0	2013 Cohort N 51	% 94.1	2014 Cohort N 63	% 96.8
3. Each year, 95 percent of students will graduate after the completion of their fifth year.	2011 Cohort N 100.0	% Graduating 85.1	2012 Cohort N 94.1	% Graduating 85.7	2013 Cohort N 96.8	% Graduating 85.1
4. Each year, the percent of students graduating after the completion of their fourth year will exceed that of the local school district.	Comparison School District: CSD 13 School 100.0	District 85.1	Comparison School District: CSD 13 School 94.1	District 85.7	Comparison School District: CSD 13 School 96.8	District 85.1

### College Preparation

	2015-16		2016-17		2017-18	
	MET		MET		MET	
1. Each year, 75 percent of graduating students will demonstrate their preparation for college by at least one or some combination of indicators of college readiness. <sup>1</sup>	Graduate N 32	% 100.0	Graduate N 48	% 100.0	Graduate N 61	% 85.5
2. Each year, 75 percent of graduating students will matriculate in a college or university in the year after graduation.	Graduate N 32	% 100.0	Graduate N 48	% 100.0	Graduate N 61	% 96.7
3. Each year, the College, Career, and Civic Readiness Index ("CCCRI") for the school's Total Cohort will exceed the state's MIP set forth in the state's ESSA accountability system.	CCCRI 119	MIP 128	CCCRI 119	MIP 128	CCCRI 119	MIP 128
4. Each year, the school's CCCRI for the Total Cohort will exceed that of the district's Total Cohort.	Comparison School District: CSD 13 School 119	District 148	Comparison School District: CSD 13 School 119	District 148	Comparison School District: CSD 13 School 119	District 148

1. The indicators include, but are not limited to: passing an Advanced Placement exam with a score of 3 or higher, earning a score of 4 or higher on an International Baccalaureate exam, passing a College Level Examination Program exam, passing a college level course, achieving the college and career readiness benchmark on the SAT, earning a Regents diploma with advanced designation.

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# PERFORMANCE SUMMARIES

## SCHOOL PERFORMANCE SUMMARY: Leadership Preparatory Bedford Stuyvesant Charter School

### English Language Arts

	2015-16		2016-17		2017-18	
	MET		MET		MET	
1. Each year, 65 percent of students in the fourth year Accountability Cohort will meet or exceed Common Core expectations (currently scoring at or above Performance Level 4 on the Regents Exam in English Language Arts (Common Core)).	2012 Cohort N	%	2013 Cohort N	%	2014 Cohort N	%
	33	75.8	51	62.7	63	81.0
2. Each year, 50 percent of students in the fourth year Accountability Cohort who did not score proficient on the 8 <sup>th</sup> grade ELA exam will meet or exceed Common Core expectations (currently scoring at or above Performance Level 4 on the exam).	Low Performing Entrants N	%	Low Performing Entrants N	%	Low Performing Entrants N	%
	14	50.0	38	50.0	38	73.7
3. The percentage of students in the Total Cohort scoring at or above Level 4 on the Regents English exam will exceed the district.	Comparison District: CSD 13		Comparison District: CSD 13		Comparison District: CSD 13	
	School	District	School	District	School	District
	75.8	57.1	62.7	74.0	81.0	76.5
4. The school's performance index ("PI") in ELA of students in the fourth year of their Accountability Cohort will exceed the PI of the district.	176	175	161	175	205	208
	YES	YES	NO	NO	NO	NO

### Mathematics

	2015-16		2016-17		2017-18	
	MET		MET		MET	
1. Each year, 65 percent of students in the fourth year Accountability Cohort will meet or exceed Common Core expectations (currently scoring at or above Performance Level 4 on a Regents Common Core mathematics exam).	2012 Cohort N	%	2013 Cohort N	%	2014 Cohort N	%
	33	69.7	51	58.8	63	61.9
2. Each year, 50 percent of students in the fourth year Accountability Cohort who did not score proficient on the 8 <sup>th</sup> grade math exam will meet or exceed Common Core expectations (currently scoring at or above Performance Level 4 on the exam).	Low Performing Entrants N	%	Low Performing Entrants N	%	Low Performing Entrants N	%
	1	0.0	28	35.7	17	23.5
3. The percentage of students in the Total Cohort scoring at or above Level 4 on a Regents mathematics exam will exceed the district.	Comparison District: CSD 13		Comparison District: CSD 13		Comparison District: CSD 13	
	School	District	School	District	School	District
	69.7	45.0	58.8	49.4	61.9	53.6
4. The school's PI in mathematics of students in the fourth year of their Accountability Cohort will exceed the PI of the district.	173	156	154	156	163	168
	YES	YES	NO	NO	NO	NO

# FISCAL DASHBOARD

## LEADERSHIP PREPARATORY BEDFORD STUYVESANT CHARTER SCHOOL

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

### 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

Deferred Rent/Lease Liability  
All other 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  
NYC DoE Rental Assistance  
Food Service/Child Nutrition Program

##### Total Operating Revenue

##### Expenses

Regular Education  
SPED  
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

			MERGED	MERGED	Opened 2006-07 MERGED
	2013-14	2014-15	2015-16	2016-17	2017-18
<b>Assets</b>					
<b>Current Assets</b>					
Cash and Cash Equivalents - GRAPH 1	3,022,309	3,850,252	-	-	-
Grants and Contracts Receivable	154,783	88,881	-	-	-
Accounts Receivable	-	-	-	-	-
Prepaid Expenses	71,924	142,818	-	-	-
Contributions and Other Receivables	-	-	-	-	-
<b>Total Current Assets - GRAPH 1</b>	<b>3,249,016</b>	<b>4,081,951</b>	-	-	-
Property, Building and Equipment, net	394,514	411,612	-	-	-
Other Assets	-	-	-	-	-
<b>Total Assets - GRAPH 1</b>	<b>3,643,530</b>	<b>4,493,563</b>	-	-	-
<b>Liabilities and Net Assets</b>					
<b>Current Liabilities</b>					
Accounts Payable and Accrued Expenses	478,379	410,393	-	-	-
Accrued Payroll and Benefits	-	-	-	-	-
Deferred Revenue	-	-	-	-	-
Current Maturities of Long-Term Debt	-	-	-	-	-
Short Term Debt - Bonds, Notes Payable	-	-	-	-	-
Other	-	-	-	-	-
<b>Total Current Liabilities - GRAPH 1</b>	<b>478,379</b>	<b>410,393</b>	-	-	-
Deferred Rent/Lease Liability	-	-	-	-	-
All other L-T debt and notes payable, net current maturities	-	-	-	-	-
<b>Total Liabilities - GRAPH 1</b>	<b>478,379</b>	<b>410,393</b>	-	-	-
<b>Net Assets</b>					
Unrestricted	2,319,893	2,952,912	-	-	-
Temporarily restricted	845,258	1,130,258	-	-	-
<b>Total Net Assets</b>	<b>3,165,151</b>	<b>4,083,170</b>	-	-	-
<b>Total Liabilities and Net Assets</b>	<b>3,643,530</b>	<b>4,493,563</b>	-	-	-
<b>ACTIVITIES</b>					
<b>Operating Revenue</b>					
Resident Student Enrollment	8,154,413	9,284,748	14,071,660	15,543,823	16,276,827
Students with Disabilities	72,990	236,185	451,965	472,226	601,060
<b>Grants and Contracts</b>					
State and local	-	-	-	-	-
Federal - Title and IDEA	300,555	267,826	423,824	502,705	631,121
Federal - Other	46,661	46,284	146,058	153	160,804
Other	-	-	-	-	-
NYC DoE Rental Assistance	-	-	-	-	-
Food Service/Child Nutrition Program	-	-	-	-	-
<b>Total Operating Revenue</b>	<b>8,574,619</b>	<b>9,835,043</b>	<b>15,093,507</b>	<b>16,518,907</b>	<b>17,669,812</b>
<b>Expenses</b>					
Regular Education	7,308,568	7,741,311	12,629,681	13,243,938	13,255,787
SPED	233,442	334,209	650,455	845,358	846,114
Other	-	-	-	-	-
<b>Total Program Services</b>	<b>7,542,010</b>	<b>8,075,520</b>	<b>13,280,136</b>	<b>14,089,296</b>	<b>14,101,901</b>
Management and General	901,678	925,643	1,565,224	1,580,888	1,774,533
Fundraising	-	-	-	-	-
<b>Total Expenses - GRAPHS 2, 3 &amp; 4</b>	<b>8,443,688</b>	<b>9,001,163</b>	<b>14,845,360</b>	<b>15,670,184</b>	<b>15,876,434</b>
<b>Surplus / (Deficit) From School Operations</b>	<b>130,931</b>	<b>833,880</b>	<b>248,147</b>	<b>848,723</b>	<b>1,793,378</b>
<b>Support and Other Revenue</b>					
Contributions	6,039	-	915,400	287,080	7,858
Fundraising	-	-	-	-	-
Miscellaneous Income	43,437	84,139	66,356	77,546	78,505
Net assets released from restriction	-	-	-	-	-
<b>Total Support and Other Revenue</b>	<b>49,476</b>	<b>84,139</b>	<b>981,756</b>	<b>364,626</b>	<b>86,363</b>
<b>Total Unrestricted Revenue</b>	<b>8,624,095</b>	<b>9,919,182</b>	<b>16,075,263</b>	<b>16,883,533</b>	<b>17,756,175</b>
<b>Total Temporarily Restricted Revenue</b>	-	-	-	-	-
<b>Total Revenue - GRAPHS 2 &amp; 3</b>	<b>8,624,095</b>	<b>9,919,182</b>	<b>16,075,263</b>	<b>16,883,533</b>	<b>17,756,175</b>
<b>Change in Net Assets</b>	<b>180,407</b>	<b>918,019</b>	<b>1,229,903</b>	<b>1,213,349</b>	<b>1,879,741</b>
<b>Net Assets - Beginning of Year - GRAPH 2</b>	<b>2,984,744</b>	<b>3,165,151</b>	<b>4,083,170</b>	<b>5,313,073</b>	<b>6,526,422</b>
Prior Year Adjustment(s)	-	-	-	-	-
<b>Net Assets - End of Year - GRAPH 2</b>	<b>3,165,151</b>	<b>4,083,170</b>	<b>5,313,073</b>	<b>6,526,422</b>	<b>8,406,163</b>

# FISCAL DASHBOARD

## LEADERSHIP PREPARATORY BEDFORD STUYVESANT CHARTER SCHOOL

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

### SCHOOL INFORMATION - (Continued)

#### Functional Expense Breakdown

Personnel Service
Administrative Staff Personnel
Instructional Personnel
Non-Instructional Personnel
Personnel Services (Combined)
<b>Total Salaries and Staff</b>
Fringe Benefits & Payroll Taxes
Retirement
Management Company Fees
Building and Land Rent / Lease
Staff Development
Professional Fees, Consultant & Purchased Services
Marketing / Recruitment
Student Supplies, Materials & Services
Depreciation
Other

#### Total Expenses

	2013-14	2014-15	2015-16	2016-17	2017-18
344,656	1,387,640	2,747,208	2,725,064	2,671,559	
4,757,675	3,841,280	5,987,663	6,379,126	6,531,143	
-	-	-	-	-	
-	-	-	-	-	
5,102,331	5,228,920	8,734,871	9,104,190	9,202,702	
783,771	819,617	1,213,470	1,316,830	1,445,325	
-	-	186,414	179,524	156,974	
682,236	783,100	1,275,734	1,362,938	1,425,291	
23,681	-	247	-	-	
356,543	388,960	492,635	596,758	722,119	
28,986	25,655	384,814	507,193	479,678	
-	-	84,539	83,782	63,430	
461,850	617,581	883,117	1,094,177	885,081	
184,557	157,752	401,793	445,117	480,547	
819,733	979,578	1,187,726	979,675	1,015,287	
8,443,688	9,001,163	14,845,360	15,670,184	15,876,434	

### SCHOOL ANALYSIS

#### ENROLLMENT

Original Chartered Enrollment
Final Chartered Enrollment (includes any revisions)
Actual Enrollment - <b>GRAPH 4</b>
Chartered Grades
Final Chartered Grades (includes any revisions)

	2013-14	2014-15	2015-16	2016-17	2017-18
634	668	691	1,074	1,166	
634	673	1,011	1,074	1,166	
603	676	995	1,070	1,083	
K-8	K-8	K-8	K-12	K-12	
-	K-9	K-12	-	-	

#### Primary School District: NYC CHANCELLOR'S OFFICE

#### Per Pupil Funding (Weighted Avg of All Districts)

Increase over prior year

	2013-14	2014-15	2015-16	2016-17	2017-18
13,877	13,877	13,877	14,027	14,527	
2.5%	0.0%	0.0%	1.1%	3.4%	

#### PER STUDENT BREAKDOWN

##### Revenue

Operating
Other Revenue and Support
<b>TOTAL - GRAPH 3</b>

	2013-14	2014-15	2015-16	2016-17	2017-18
14,220	14,542	15,169	15,443	16,314	
82	124	987	341	80	
14,302	14,666	16,156	15,783	16,394	

##### Expenses

Program Services
Management and General, Fundraising
<b>TOTAL - GRAPH 3</b>
% of Program Services
% of Management and Other
<b>% of Revenue Exceeding Expenses - GRAPH 5</b>

	2013-14	2014-15	2015-16	2016-17	2017-18
12,507	11,940	13,347	13,171	13,020	
1,495	1,369	1,573	1,478	1,638	
14,003	13,309	14,920	14,649	14,658	
89.3%	89.7%	89.5%	89.9%	88.8%	
10.7%	10.3%	10.5%	10.1%	11.2%	
2.1%	10.2%	8.3%	7.7%	11.8%	

#### Student to Faculty Ratio

	2013-14	2014-15	2015-16	2016-17	2017-18
9.1	11.7	11.2	9.7	10.1	

#### Faculty to Admin Ratio

	2013-14	2014-15	2015-16	2016-17	2017-18
16.5	3.2	2.9	4.1	4.7	

#### Financial Responsibility Composite Scores - GRAPH 6

Score
Fiscally Strong 1.5 - 3.0 / Fiscally Adequate 1.0 - 1.4 / Fiscally Needs Monitoring < 1.0

	2013-14	2014-15	2015-16	2016-17	2017-18
2.8	3.0	0.0	0.0	0.0	
Fiscally Strong	Fiscally Strong	N/A	N/A	N/A	

#### Working Capital - GRAPH 7

Net Working Capital
As % of Unrestricted Revenue
Working Capital (Current) Ratio Score
Risk (Low $\geq$ 3.0 / Medium 1.4 - 2.9 / High < 1.4)
Rating (Excellent $\geq$ 3.0 / Good 1.4 - 2.9 / Poor < 1.4)

	2013-14	2014-15	2015-16	2016-17	2017-18
2,770,637	3,671,558	0	0	0	
32.1%	37.0%	0.0%	0.0%	0.0%	
6.8	9.9	0.0	0.0	0.0	
LOW	LOW	N/A	N/A	N/A	
Excellent	Excellent	N/A	N/A	N/A	

#### Quick (Acid Test) Ratio

Score
Risk (Low $\geq$ 2.5 / Medium 1.0 - 2.4 / High < 1.0)
Rating (Excellent $\geq$ 2.5 / Good 1.0 - 2.4 / Poor < 1.0)

	2013-14	2014-15	2015-16	2016-17	2017-18
6.6	9.6	0.0	0.0	0.0	
LOW	LOW	N/A	N/A	N/A	
Excellent	Excellent	N/A	N/A	N/A	

#### Debt to Asset Ratio - GRAPH 7

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

	2013-14	2014-15	2015-16	2016-17	2017-18
0.1	0.1	0.0	0.0	0.0	
LOW	LOW	N/A	N/A	N/A	
Excellent	Excellent	N/A	N/A	N/A	

#### Months of Cash - GRAPH 8

Score
Risk (Low > 3 mo. / Medium 1 - 3 mo. / High < 1 mo.)
Rating (Excellent > 3 mo. / Good 1 - 3 mo. / Poor < 1 mo.)

	2013-14	2014-15	2015-16	2016-17	2017-18
4.3	5.1	0.0	0.0	0.0	
LOW	LOW	N/A	N/A	N/A	
Excellent	Excellent	N/A	N/A	N/A	

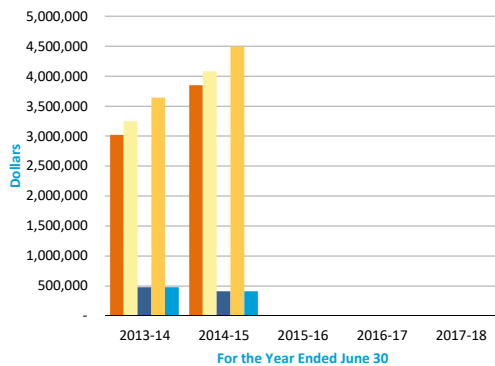
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# FISCAL DASHBOARD

## LEADERSHIP PREPARATORY BEDFORD STUYVESANT CHARTER SCHOOL

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

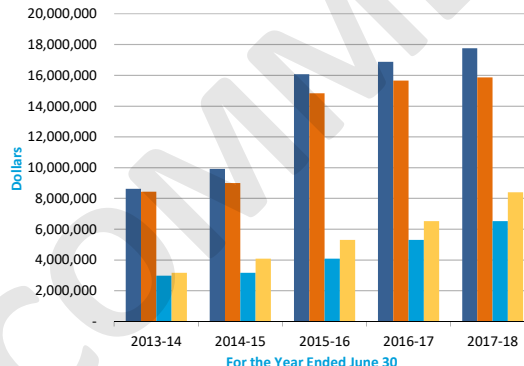
**GRAPH 1** Cash, Assets and Liabilities



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

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

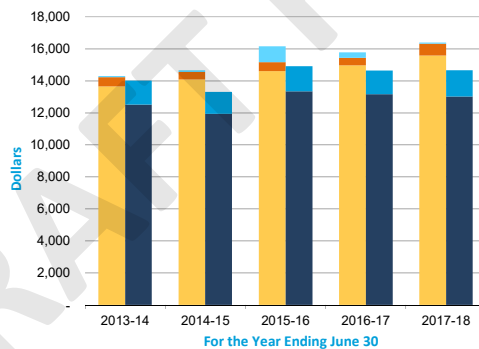
**GRAPH 2** Revenue, Expenses and Net Assets



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

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

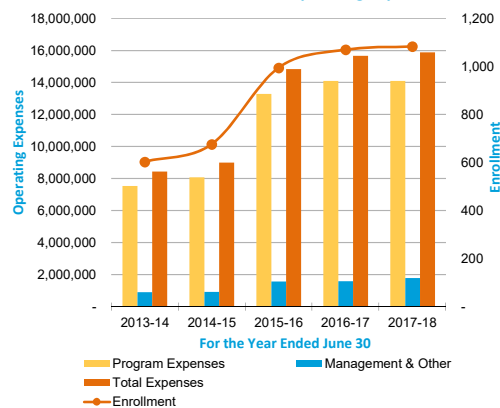
**GRAPH 3** Revenue & Expenses Per Pupil



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

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

**GRAPH 4** Enrollment vs. Operating Expenses



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.

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# FISCAL DASHBOARD

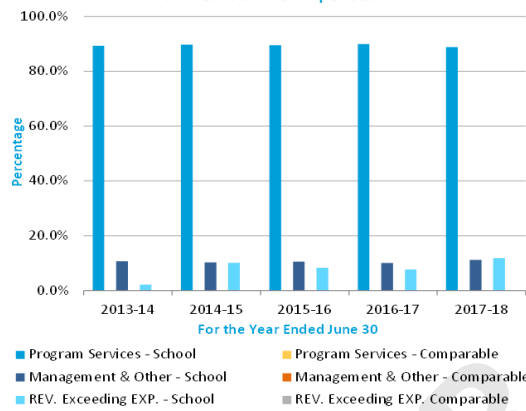
## LEADERSHIP PREPARATORY BEDFORD STUYVESANT CHARTER SCHOOL

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

Comparable School, Region or Network: -

GRAPH 5

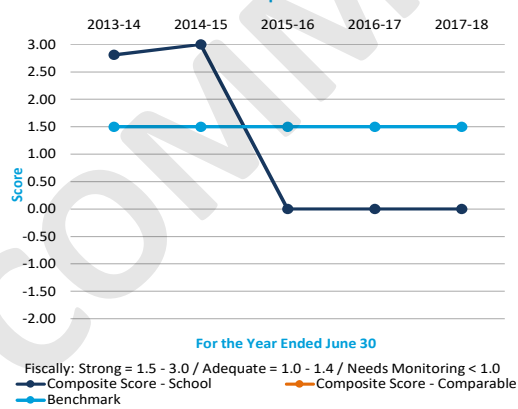
% Breakdown of Expenses



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

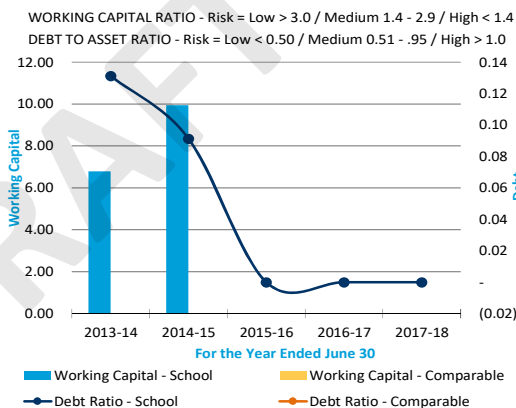
Composite Score



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

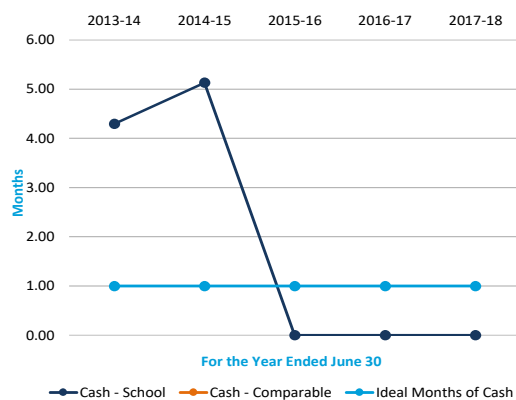
Working Capital & Debt to Asset Ratios



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 terms of its debt-load.

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.

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# FUTURE PLANS



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

LP Bed Stuy is an academic success. The school operates as an effective and viable organization, and the education corporation is fiscally sound. Uncommon NYC plans to continue to operate the school in the same manner, making its plans for the school's future reasonable, feasible, and achievable.

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

**Plans for the Educational Programs.** LP Bed Stuy plans to continue to implement the same core elements of its educational program that enabled the school to meet or exceed its key Accountability Plan goals in the current charter term. These elements are likely to enable the school to meet or exceed its academic goals in the next charter term.

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

LP BED STUY		
	CURRENT	END OF NEXT CHARTER TERM
<b>Enrollment</b>	1,367	1,458
<b>Grade Span</b>	K-12	K-12
<b>Teaching Staff</b>	94	128
<b>Days of Instruction</b>	185	185

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LP Bed Stuy will continue to serve students in Kindergarten – 12<sup>th</sup> grade in existing NYCDOE co-located space for the next charter term.

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.

# Leadership Preparatory Brownsville Charter School

# So

SCHOOL OVERVIEW

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SO

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FUTURE PLANS

# LEADERSHIP PREPARATORY BROWNSVILLE CHARTER SCHOOL

## DOES THE SCHOOL IMPLEMENT THE EDUCATIONAL PROGRAM WITH FIDELITY TO THE EDUCATION CORPORATION'S DESIGN?

Based on a review of the school's Application for Charter Renewal, discussions with teachers, leaders, and board members, and a review of the academic program, Leadership Preparatory Brownsville Charter School fully implements the academic program as outlined in the education corporation overview and is an academic success having met its key Accountability Plan goals.

### SCHOOL BACKGROUND

LP Brownsville opened its doors in the fall of 2009 initially serving 116 students in Kindergarten and 1<sup>st</sup> grade. The school is authorized to serve 780 students in Kindergarten – 8<sup>th</sup> grade during the 2019-20 school year. If renewed, the school will continue to serve students in Kindergarten – 8<sup>th</sup> grade with a projected total enrollment of 780 students.

The current charter term expires on July 31, 2022. A subsequent charter term would enable the school to operate through July 31, 2027. The school's Kindergarten – 4<sup>th</sup> grade program is co-located in a NYCDOE district school building at 985 Rockaway Avenue, Brooklyn, NY in CSD 23. The building also houses Kappa V (Knowledge and Power Preparatory Academy), a district school serving students in 6<sup>th</sup> – 8<sup>th</sup> grade, and Brooklyn Democracy Academy and Metropolitan Diploma Plus High School, both district transfer schools serving students in 9<sup>th</sup> – 12<sup>th</sup> grade. The charter school's 5<sup>th</sup> – 8<sup>th</sup> grades are co-located in a NYCDOE district school building at 213 Osborn Street, Brooklyn, NY also in CSD 23. The building also houses The Gregory Jocko Jackson School of Sports, Art, and Technology, a district school serving students in Kindergarten – 5<sup>th</sup> grade.

### NOTEWORTHY-LP BROWNSVILLE

LP Brownsville's elementary school level, like other Uncommon NYC elementary schools, every year identifies a different set of historical and contemporary figures and groups that represent the academy's values. The values specific to the academy include optimism, tenacity, honesty, respect, justice, love, hope, confidence, and teamwork.

## ACADEMIC PROGRAM

LP Brownsville offers a high quality education program. To continue to outpace the local school district in student outcomes in ELA and mathematics, the elementary school this year focuses on continuing to strengthen its ELA instruction. To address a moderate decline in science state assessment outcomes, the elementary school incorporates strategies to help students better understand informational texts. In 2017-18, teachers provided all 3<sup>rd</sup> and 4<sup>th</sup> grade students with small group tutoring.

The elementary school also features a college pride week in which adults on campus discuss with students what colleges staff members attended, what staff members' college majors were, and why they chose those majors.

Teachers at the middle school level focus on closely examining and assessing daily student work, utilizing the same monitoring techniques employed at other Uncommon NYC schools. Also at the middle school level, students produce college essays in writing classes in part as preparation for developing college applications while in high school. Students also participate in athletics, performing arts, and computer classes on a weekly basis.

## LEGAL REQUIREMENTS

LP Brownsville substantially complies with applicable laws, rules and regulations, and provisions of the charter with a few minor exceptions. The Institute will work with the education corporation to ensure the school's compliance before the start of the next charter term.

- **Annual Report.** While the school sent its annual report to NYSED in a timely manner, it did not properly post it on the school or network website in accordance with the charter and the Education Law.
- **Complaints.** The Institute received no formal complaints regarding the school.
- **FOIL Policy.** The school posts parent handbook(s) to its web pages in compliance with the Freedom of Information Law FOIL except for providing a link to the COOG.
- **Violations.** The Institute has not placed the school on a corrective plan or sent it any violation letters.

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## FINANCIAL CONDITION

LP Brownsville's five year budget reflects stable revenue and expenses as the school continues to serve Kindergarten – 8<sup>th</sup> grade. The elementary and middle school will remain in their NYCDOE co-located space throughout the next charter term .

The school has maintained operating surpluses in each of the last five years and has accumulated \$7.4 million in net assets as of June 30, 2018.

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# SCHOOL OVERVIEW

## SCHOOL LEADERS

### ELEMENTARY PRINCIPAL

*Jacobi Clifton (2017-18 to Present)*

*Celestina De La Garza (2014-15 to 2016-17)*

*Emily Art and Jennifer Wong-Den - Co-Principals (2012-13 to 2013-14)*

*Darcy Richie (2009-10 to 2012-13)*

### MIDDLE SCHOOL PRINCIPAL

*Brianna Riis (2018-19 to Present)*

*Mark Stulburg (2013-14 to 2017-18)*

## SCHOOL CHARACTERISTICS - LP BROWNSVILLE

SCHOOL YEAR	CHARTERED ENROLLMENT	ACTUAL ENROLLMENT	ACTUAL AS A PERCENTAGE OF CHARTERED ENROLLMENT	PROPOSED GRADES	ACTUAL GRADES
2014-15	570	566	99%	K-11	K-11
2015-16	667	664	99%	K-8	K-8
2016-17	736	773	105%	K-8	K-8
2017-18	736	758	103%	K-8	K-8
2018-19	780	761	97%	K-8	K-8

## PARENT SATISFACTION: SURVEY RESULTS

RESPONSE RATE	OVERALL SATISFACTION	SCHOOL LEADERSHIP	STRONG FAMILY-COMMUNITY TIES	TRUST
42%	91%	90%	91%	92%

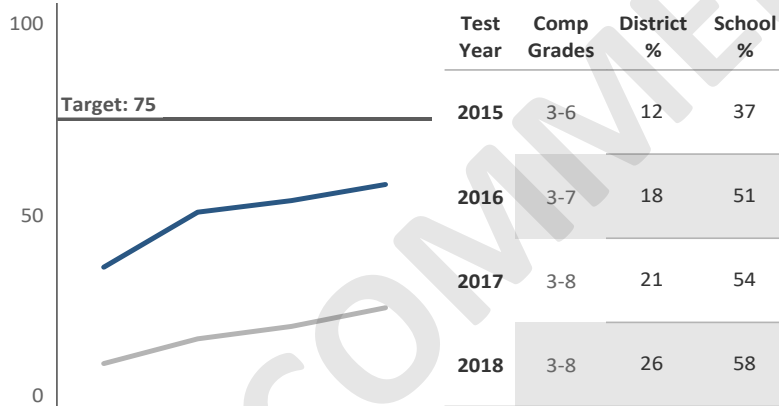
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# SCHOOL OVERVIEW

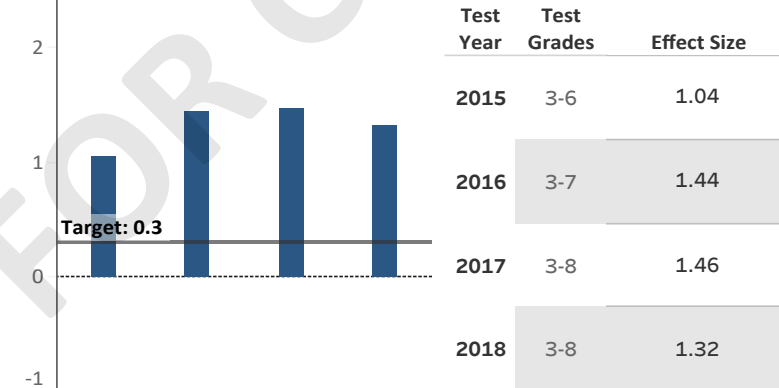
## LEADERSHIP PREPARATORY BROWNSVILLE CHARTER SCHOOL

### ENGLISH LANGUAGE ARTS ACCOUNTABILITY PLAN GOAL

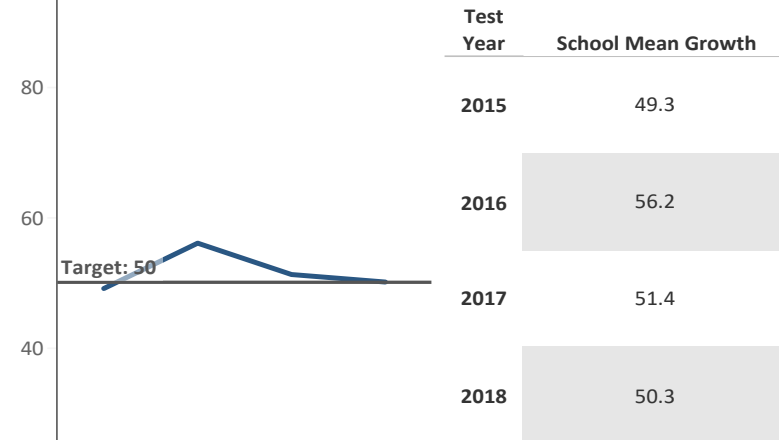
**Comparative Measure: District Comparison.** Each year, the percentage of students at **the school** in at least their second year performing at or above proficiency in ELA will be greater than that of students in the same tested grades in the district.



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



**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**.



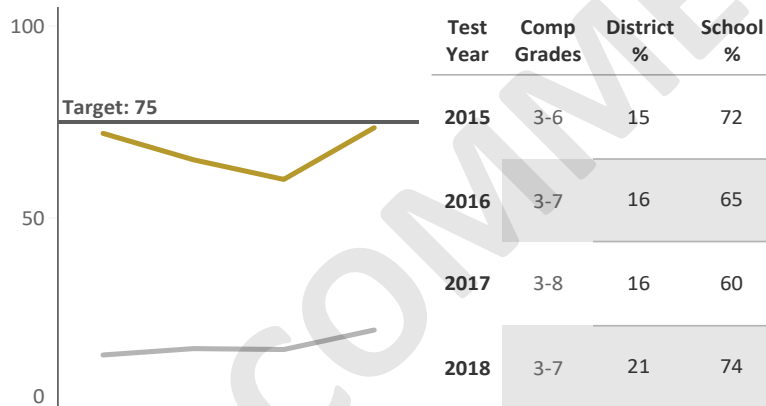
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# SCHOOL OVERVIEW

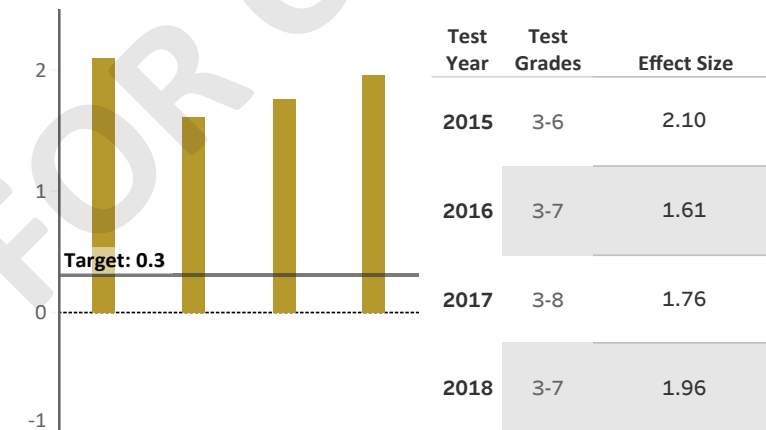
## LEADERSHIP PREPARATORY BROWNSVILLE CHARTER SCHOOL

### MATHEMATICS ACCOUNTABILITY PLAN GOAL

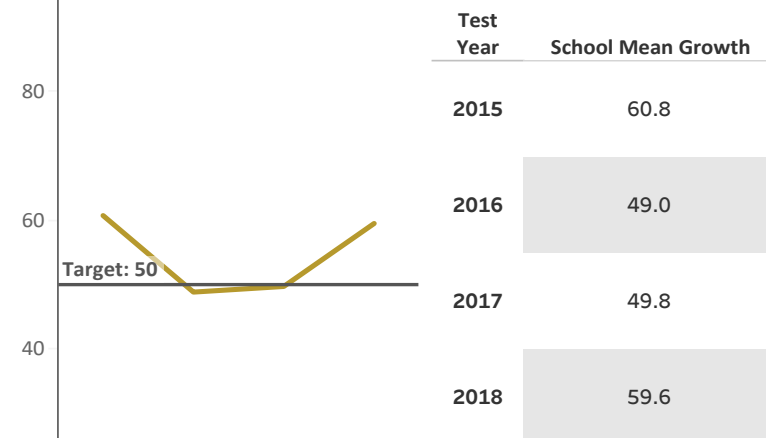
**Comparative Measure: District Comparison.** Each year, the percentage of students at **the school** in at least their second year performing at or above proficiency in Mathematics will be greater than that of students in the same tested grades in the district.



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



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

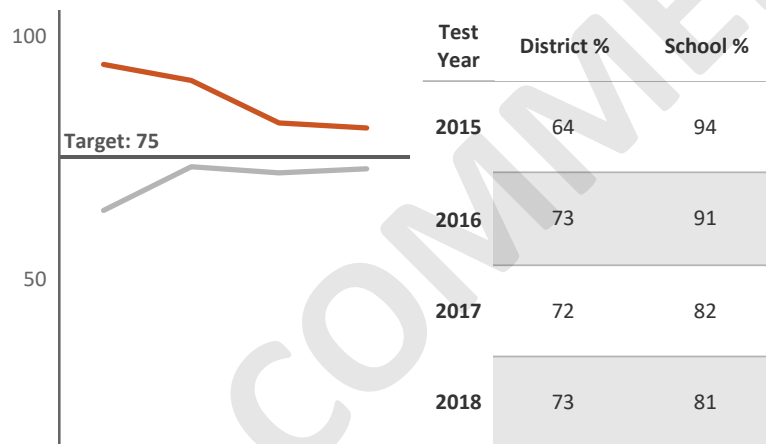


# SCHOOL OVERVIEW

## LEADERSHIP PREPARATORY BROWNSVILLE CHARTER SCHOOL

### SCIENCE ACCOUNTABILITY PLAN GOAL

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



### SPECIAL POPULATIONS PERFORMANCE

	2016	2017	2018
<b>Enrollment Receiving Mandated Academic Services</b>	102	100	104
<b>Tested on State Exam</b>	57	78	75
<b>School Percent Proficient on ELA Exam</b>	14.0	11.5	9.3
<b>District Percent Proficient</b>	3.8	5.2	8.8
	2016	2017	2018
<b>ELL Enrollment</b>	7	10	17
<b>Tested on NYSESLAT Exam</b>	7	7	17
<b>School Percent 'Commanding' or Making Progress on NYSESLAT</b>	14.3	28.6	11.8

The academic outcome data about the performance of students receiving special education services and ELLs above is not tied to separate goals in the school's formal Accountability Plan.

The NYSESLAT, the New York State English as a Second Language Achievement Test, is a standardized state exam.

"Making Progress" is defined as moving up at least one level of proficiency. Student scores fall into five categories/proficiency levels: Entering; Emerging; Transitioning; Expanding; and, Commanding.

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

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# SCHOOL OVERVIEW

## DISTRICT COMMENTS

NO COMMENTS RECEIVED

## ENROLLMENT AND RETENTION

### Leadership Preparatory Brownsville Charter School's Enrollment and Retention Status: 2017-18

		District Target	School
Enrollment	economically disadvantaged	92.8	92.4
	English language learners	5.3	3.7
	students with disabilities	20.5	12.1
Retention	economically disadvantaged	86.5	84.9
	English language learners	88.4	100.0
	students with disabilities	87.9	84.1

# SCHOOL PERFORMANCE SUMMARY: ENGLISH LANGUAGE ARTS

## Leadership Preparatory Brownsville Charter School

		2015-16 Grades Served K-7				2016-17 Grades Served K-8				2017-18 Grades Served K-8							
Grades	All % (N)	2+ Years % (N)	MET	Grades	All % (N)	2+ Years % (N)	MET	Grades	All % (N)	2+ Years % (N)	MET	Grades	All % (N)	2+ Years % (N)	MET		
3	62.1 (87)	62.7 (75)		3	54.1 (85)	60.6 (71)		3	62.4 (85)	64.8 (71)		3	62.4 (85)	64.8 (71)			
4	55.9 (59)	55.9 (59)		4	61.8 (89)	63.2 (76)		4	61.8 (89)	67.6 (71)		4	61.8 (89)	67.6 (71)			
5	34.5 (84)	39.7 (58)		5	31.3 (80)	36.7 (49)		5	45.1 (82)	47.2 (53)		5	45.1 (82)	47.2 (53)			
6	49.4 (89)	50.0 (62)		6	48.9 (88)	50.7 (67)		6	55.3 (85)	57.1 (63)		6	55.3 (85)	57.1 (63)			
7	40.8 (71)	43.9 (57)		7	51.8 (83)	52.1 (73)		7	43.2 (81)	46.3 (67)		7	43.2 (81)	46.3 (67)			
8	(0)	(0)		8	48.6 (74)	55.6 (63)		8	62.2 (74)	63.6 (66)		8	62.2 (74)	63.6 (66)			
All	48.5 (390)	51.1 (311)	NO	All	49.7 (499)	54.1 (399)	NO	All	55.0 (496)	58.3 (391)	NO	All	55.0 (496)	58.3 (391)	NO		
Grades		PLI	AMO	Grades		PLI	AMO	Grades		PI	MIP	Grades		PI	MIP		
3-7		131	104	3-8		136	111	3-8		152	101	3-8		152	101		
3-7		YES	YES	3-8		YES	YES	3-8		YES	YES	3-8		YES	YES		
1. Each year 75 percent of students who are enrolled in at least their second year will perform at or above proficiency on the New York State exam.																	
2. Each year the school's aggregate Performance Index on the State exam will meet the Measure of Interim Progress set forth in the State's ESSA accountability system.																	
3. Each year the percent of students enrolled in at least their second year and performing at or above proficiency will be greater than that of students in the same grades in the local district.																	
4. Each year the school will exceed its predicted performance on the state exam by an effect size of 0.3 or above based on a regression analysis controlling for economically disadvantaged students statewide.																	
Grades		School	District	Grades		School	District	Grades		School	District	Grades		School	District		
3-7		51.1	18.2	3-8		54.1	21.5	3-8		58.3	26.3	3-8		58.3	26.3		
3-7		YES	YES	3-8		YES	YES	3-8		YES	YES	3-8		YES	YES		
Comparison: Brooklyn CSD 23																	
Grade		% ED	Actual	Predicted	ES	Grade		% ED	Actual	Predicted	ES	Grade		% ED	Actual	Predicted	ES
3		93.2	62.1	26.7	1.92	3		89.8	53.5	29.1	1.36	3		90.8	62.4	37.7	1.38
4		88.7	55.9	27.1	1.63	4		88.8	61.8	27.4	1.95	4		92.0	61.8	34.8	1.48
5		85.2	34.5	22.0	0.87	5		87.8	31.3	22.3	0.63	5		91.9	45.1	23.6	1.51
6		79.1	49.4	24.6	1.53	6		88.9	48.9	18.5	2.37	6		84.6	55.3	37.1	1.00
7		88.0	40.8	20.3	1.25	7		88.4	51.8	27.2	1.40	7		91.0	43.2	26.2	1.11
8						8		87.7	48.6	32.6	0.89	8		89.7	62.2	36.2	1.45
All		86.6	48.5	24.1	1.44	All		88.6	49.6	26.0	1.46	All		90.0	55.0	32.7	1.32
All		YES	YES	All		YES	YES	All		YES	YES	All		YES	YES		
Comparison: Brooklyn CSD 23																	
Grades		School	State	Grades		School	State	Grades		School	State	Grades		School	State		
4		49.6	52.0	4		52.0	50.0	4		56.4	50.0	4		56.4	50.0		
5		46.6	41.1	5		41.1	50.0	5		46.9	50.0	5		46.9	50.0		
6		68.1	65.1	6		65.1	50.0	6		51.4	50.0	6		51.4	50.0		
7		57.3	49.4	7		49.4	50.0	7		47.7	50.0	7		47.7	50.0		
8		0.0	47.0	8		47.0	50.0	8		48.2	50.0	8		48.2	50.0		
All		56.2	50.0	All		51.4	50.0	All		50.3	50.0	All		50.3	50.0		
All		YES	YES	All		YES	YES	All		YES	YES	All		YES	YES		
5. Each year, the school's unadjusted mean growth percentile will meet or exceed the target of 50.																	

# PERFORMANCE SUMMARIES

Pf  
PERFORMANCE

Su  
SUMMARIES

# SCHOOL PERFORMANCE SUMMARY: MATHEMATICS

## Leadership Preparatory Brownsville Charter School

SUNY Charter Schools Institute  
SUNY Plaza  
353 Broadway  
Albany, NY 12246

# PERFORMANCE SUMMARIES

Pf  
PERFORMANCE

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SUMMARIES

	2015-16 Grades Served K-7				2016-17 Grades Served K-8				2017-18 Grades Served K-8						
	Grades	All % (N)	2+ Years % (N)	MET	Grades	All % (N)	2+ Years % (N)	MET	Grades	All % (N)	2+ Years % (N)	MET			
1. Each year 75 percent of students who are enrolled in at least their second year will perform at or above proficiency on the New York State exam.	3	82.8 (87)	84.0 (75)		3	61.9 (84)	60.0 (70)		3	84.5 (84)	87.1 (70)				
	4	81.4 (59)	81.4 (59)		4	62.1 (87)	65.3 (75)		4	77.5 (89)	77.5 (71)				
	5	43.5 (85)	55.2 (58)		5	43.8 (80)	49.0 (49)		5	46.9 (81)	50.0 (52)				
	6	46.6 (88)	50.8 (61)		6	63.2 (87)	62.7 (67)		6	64.7 (85)	71.0 (62)				
	7	43.7 (71)	50.9 (57)		7	62.2 (82)	61.1 (72)		7	72.2 (79)	77.3 (66)				
	8	(0)	(0)		8	(0)	(0)		8	(0)	(0)				
	All	58.7 (390)	65.5 (310)	NO	All	58.8 (420)	60.4 (333)	NO	All	69.4 (418)	73.8 (321)	NO			
	Absolute Measure														
	2. Each year the school's aggregate Performance Index on the State exam will meet the Measure of Interim Progress set forth in the State's ESSA accountability system.	Grades	PLI	AMO		Grades	PLI	AMO		Grades	PI	MIP			
		3-7	147	101	YES	3-7	145	109	YES	3-7	176	103	YES		
3. Each year the percent of students enrolled in at least their second year and performing at or above proficiency will be greater than that of students in the same grades in the local district.	Comparison: Brooklyn CSD 23														
	Grades	School	District		Grades	School	District		Grades	School	District				
	3-7	65.5	16.2	YES	3-7	60.4	16.0	YES	3-7	73.8	21.1	YES			
	Comparative Measure														
	Grade	% ED	Actual	Predicted	ES	Grade	% ED	Actual	Predicted	ES	Grade	% ED	Actual	Predicted	ES
	3	93.2	82.8	29.2	2.45	3	89.8	62.4	34.3	1.34	3	90.8	84.5	40.6	2.13
	4	88.7	81.4	29.5	2.57	4	88.8	62.1	27.2	1.81	4	92.0	77.5	33.1	2.23
	5	85.2	43.5	25.8	0.98	5	87.8	43.8	27.1	0.91	5	91.9	46.9	27.3	1.14
	6	79.1	46.6	27.6	0.95	6	88.9	63.2	21.7	2.40	6	84.6	64.7	30.6	1.70
	7	88.0	43.7	16.8	1.40	7	88.4	62.2	19.2	2.29	7	91.0	72.2	23.6	2.62
8					8					8					
All	86.7	58.7	25.8	1.61	All	88.7	58.9	25.9	1.76	All	90.1	69.4	31.1	1.96	
Growth Measure															
5. Each year, the school's unadjusted mean growth percentile will meet or exceed the target of 50.	Grades	School	State		Grades	School	State		Grades	School	State				
	4	37.9	50.0	NO	4	33.6	50.0	NO	4	63.7	50.0	YES			
5	35.2	50.0	NO	5	35.9	50.0	NO	5	39.5	50.0	NO				
6	64.6	50.0	YES	6	63.5	50.0	NO	6	65.3	50.0	YES				
7	53.4	50.0	NO	7	65.1	50.0	NO	7	67.3	50.0	YES				
8	0.0	50.0	NO	8	0.0	50.0	NO	8	0.0	50.0	NO				
All	49.0	50.0	NO	All	49.8	50.0	NO	All	59.6	50.0	YES				

SUNY Charter Schools Institute  
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Albany, NY 12246

# FISCAL DASHBOARD

## LEADERSHIP PREPARATORY BROWNSVILLE CHARTER SCHOOL

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

### 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

Deferred Rent/Lease Liability  
All other 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  
NYC DoE Rental Assistance  
Food Service/Child Nutrition Program

##### Total Operating Revenue

##### Expenses

Regular Education  
SPED  
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

	MERGED		MERGED		Opened 2009-10
	2013-14	2014-15	2015-16	2016-17	2017-18
<b>Assets</b>					
<b>Current Assets</b>					
Cash and Cash Equivalents - GRAPH 1	1,375,139	2,029,932	-	-	-
Grants and Contracts Receivable	119,762	122,279	-	-	-
Accounts Receivable	-	-	-	-	-
Prepaid Expenses	53,512	7,923	-	-	-
Contributions and Other Receivables	-	-	-	-	-
<b>Total Current Assets - GRAPH 1</b>	<b>1,548,413</b>	<b>2,160,134</b>	-	-	-
Property, Building and Equipment, net	797,957	702,701	-	-	-
Other Assets	-	-	-	-	-
<b>Total Assets - GRAPH 1</b>	<b>2,346,370</b>	<b>2,862,835</b>	-	-	-
<b>Liabilities and Net Assets</b>					
<b>Current Liabilities</b>					
Accounts Payable and Accrued Expenses	338,407	241,686	-	-	-
Accrued Payroll and Benefits	-	-	-	-	-
Deferred Revenue	-	-	-	-	-
Current Maturities of Long-Term Debt	-	-	-	-	-
Short Term Debt - Bonds, Notes Payable	-	-	-	-	-
Other	-	-	-	-	-
<b>Total Current Liabilities - GRAPH 1</b>	<b>338,407</b>	<b>241,686</b>	-	-	-
Deferred Rent/Lease Liability	-	-	-	-	-
All other L-T debt and notes payable, net current maturities	-	-	-	-	-
<b>Total Liabilities - GRAPH 1</b>	<b>338,407</b>	<b>241,686</b>	-	-	-
<b>Net Assets</b>					
Unrestricted	1,842,963	2,071,149	-	-	-
Temporarily restricted	165,000	550,000	-	-	-
<b>Total Net Assets</b>	<b>2,007,963</b>	<b>2,621,149</b>	-	-	-
<b>Total Liabilities and Net Assets</b>	<b>2,346,370</b>	<b>2,862,835</b>	-	-	-
<b>ACTIVITIES</b>					
<b>Operating Revenue</b>					
Resident Student Enrollment	6,428,369	7,797,092	9,341,066	11,168,108	11,399,559
Students with Disabilities	210,138	283,128	458,978	534,824	636,388
<b>Grants and Contracts</b>					
State and local	-	-	-	-	-
Federal - Title and IDEA	256,561	285,280	322,103	454,047	538,265
Federal - Other	86,216	111,580	99,975	867	146,525
Other	-	-	-	-	-
NYC DoE Rental Assistance	-	-	-	-	-
Food Service/Child Nutrition Program	-	-	-	-	-
<b>Total Operating Revenue</b>	<b>6,981,284</b>	<b>8,477,080</b>	<b>10,222,122</b>	<b>12,157,846</b>	<b>12,720,737</b>
<b>Expenses</b>					
Regular Education	5,316,717	6,629,720	7,867,283	8,706,839	8,790,826
SPED	317,024	384,569	655,607	555,756	561,116
Other	-	-	-	-	-
<b>Total Program Services</b>	<b>5,633,741</b>	<b>7,014,289</b>	<b>8,522,890</b>	<b>9,262,595</b>	<b>9,351,943</b>
Management and General	918,038	912,303	970,776	1,217,319	1,160,182
Fundraising	-	-	-	-	-
<b>Total Expenses - GRAPHS 2, 3 &amp; 4</b>	<b>6,551,779</b>	<b>7,926,592</b>	<b>9,493,666</b>	<b>10,479,914</b>	<b>10,512,125</b>
<b>Surplus / (Deficit) From School Operations</b>	<b>429,505</b>	<b>550,488</b>	<b>728,456</b>	<b>1,677,932</b>	<b>2,208,612</b>
<b>Support and Other Revenue</b>					
Contributions	-	481	-	37,890	3,636
Fundraising	-	-	-	-	-
Miscellaneous Income	29,753	62,217	43,504	52,282	49,593
Net assets released from restriction	-	-	-	-	-
<b>Total Support and Other Revenue</b>	<b>29,753</b>	<b>62,698</b>	<b>43,504</b>	<b>90,172</b>	<b>53,229</b>
<b>Total Unrestricted Revenue</b>	<b>7,011,037</b>	<b>8,539,778</b>	<b>10,265,626</b>	<b>12,248,018</b>	<b>12,773,966</b>
<b>Total Temporarily Restricted Revenue</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>
<b>Total Revenue - GRAPHS 2 &amp; 3</b>	<b>7,011,037</b>	<b>8,539,778</b>	<b>10,265,626</b>	<b>12,248,018</b>	<b>12,773,966</b>
<b>Change in Net Assets</b>	<b>459,258</b>	<b>613,186</b>	<b>771,960</b>	<b>1,768,104</b>	<b>2,261,841</b>
<b>Net Assets - Beginning of Year - GRAPH 2</b>	<b>1,548,705</b>	<b>2,007,963</b>	<b>2,621,149</b>	<b>3,393,109</b>	<b>5,161,213</b>
<b>Net Assets - End of Year - GRAPH 2</b>	<b>2,007,963</b>	<b>2,621,149</b>	<b>3,393,109</b>	<b>5,161,213</b>	<b>7,423,054</b>

# FISCAL DASHBOARD

## LEADERSHIP PREPARATORY BROWNSVILLE CHARTER SCHOOL

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

### SCHOOL INFORMATION - (Continued)

#### Functional Expense Breakdown

	2013-14	2014-15	2015-16	2016-17	2017-18
Personnel Service					
Administrative Staff Personnel	376,646	1,312,798	1,650,275	1,758,227	1,653,219
Instructional Personnel	3,513,656	3,307,865	4,038,309	4,370,939	4,399,030
Non-Instructional Personnel	-	-	-	-	-
Personnel Services (Combined)	-	-	-	-	-
<b>Total Salaries and Staff</b>	<b>3,890,302</b>	<b>4,620,663</b>	<b>5,688,584</b>	<b>6,129,166</b>	<b>6,052,249</b>
Fringe Benefits & Payroll Taxes	604,059	745,025	792,353	912,651	927,640
Retirement	-	-	94,118	97,545	88,531
Management Company Fees	620,557	711,067	885,686	1,051,686	1,060,633
Building and Land Rent / Lease	1,650	-	247	-	-
Staff Development	280,559	326,270	312,487	369,584	418,624
Professional Fees, Consultant & Purchased Services	32,786	36,372	232,709	272,166	327,013
Marketing / Recruitment	-	-	51,448	60,257	36,054
Student Supplies, Materials & Services	289,006	416,776	408,402	588,665	609,863
Depreciation	228,423	252,205	259,930	264,488	291,440
Other	604,437	818,214	767,702	733,706	700,078
<b>Total Expenses</b>	<b>6,551,779</b>	<b>7,926,592</b>	<b>9,493,666</b>	<b>10,479,914</b>	<b>10,512,125</b>

### SCHOOL ANALYSIS

#### ENROLLMENT

	2013-14	2014-15	2015-16	2016-17	2017-18
Original Chartered Enrollment	476	570	635	700	736
Final Chartered Enrollment (includes any revisions)	476	570	667	736	736
Actual Enrollment - GRAPH 4	476	566	664	773	758
Chartered Grades	K-5	K-6	K-7	K-8	K-8
Final Chartered Grades (includes any revisions)	-	-	-	-	-

#### Primary School District: NYC CHANCELLOR'S OFFICE

Per Pupil Funding (Weighted Avg of All Districts)	2013-14	2014-15	2015-16	2016-17	2017-18
Increase over prior year	13,877	13,877	13,877	14,027	14,527
	2.5%	0.0%	0.0%	1.1%	3.4%

#### PER STUDENT BREAKDOWN

Revenue	2013-14	2014-15	2015-16	2016-17	2017-18
Operating	14,667	14,978	15,395	15,728	16,784
Other Revenue and Support	63	111	66	117	70
<b>TOTAL - GRAPH 3</b>	<b>14,729</b>	<b>15,089</b>	<b>15,460</b>	<b>15,844</b>	<b>16,854</b>
Expenses	2013-14	2014-15	2015-16	2016-17	2017-18
Program Services	11,836	12,394	12,836	11,982	12,339
Management and General, Fundraising	1,929	1,612	1,462	1,575	1,531
<b>TOTAL - GRAPH 3</b>	<b>13,764</b>	<b>14,006</b>	<b>14,298</b>	<b>13,557</b>	<b>13,870</b>
% of Program Services	86.0%	88.5%	89.8%	88.4%	89.0%
% of Management and Other	14.0%	11.5%	10.2%	11.6%	11.0%
<b>% of Revenue Exceeding Expenses - GRAPH 5</b>	<b>7.0%</b>	<b>7.7%</b>	<b>8.1%</b>	<b>16.9%</b>	<b>21.5%</b>

#### Student to Faculty Ratio

2013-14	2014-15	2015-16	2016-17	2017-18
9.7	10.8	11.3	10.2	10.4

#### Faculty to Admin Ratio

2013-14	2014-15	2015-16	2016-17	2017-18
9.8	3.7	3.1	4.5	4.2

#### Financial Responsibility Composite Scores - GRAPH 6

Score	2013-14	2014-15	2015-16	2016-17	2017-18
Fiscally Strong 1.5 - 3.0 / Fiscally Adequate 1.0 - 1.4 / Fiscally Needs Monitoring < 1.0	2.5	2.8	0.0	0.0	0.0
	Fiscally Strong	Fiscally Strong	N/A	N/A	N/A

#### Working Capital - GRAPH 7

Net Working Capital	2013-14	2014-15	2015-16	2016-17	2017-18
As % of Unrestricted Revenue	1,210,006	1,918,448	0	0	0
Working Capital (Current) Ratio Score	17.3%	22.5%	0.0%	0.0%	0.0%
Risk (Low ≥ 3.0 / Medium 1.4 - 2.9 / High < 1.4)	4.6	8.9	0.0	0.0	0.0
Rating (Excellent ≥ 3.0 / Good 1.4 - 2.9 / Poor < 1.4)	LOW	LOW	N/A	N/A	N/A
	Excellent	Excellent	N/A	N/A	N/A

#### Quick (Acid Test) Ratio

Score	2013-14	2014-15	2015-16	2016-17	2017-18
Risk (Low ≥ 2.5 / Medium 1.0 - 2.4 / High < 1.0)	4.4	8.9	0.0	0.0	0.0
Rating (Excellent ≥ 2.5 / Good 1.0 - 2.4 / Poor < 1.0)	LOW	LOW	N/A	N/A	N/A
	Excellent	Excellent	N/A	N/A	N/A

#### Debt to Asset Ratio - GRAPH 7

Score	2013-14	2014-15	2015-16	2016-17	2017-18
Risk (Low < 0.50 / Medium 0.51 - .95 / High > 1.0)	0.1	0.1	0.0	0.0	0.0
Rating (Excellent < 0.50 / Good 0.51 - .95 / Poor > 1.0)	LOW	LOW	N/A	N/A	N/A
	Excellent	Excellent	N/A	N/A	N/A

#### Months of Cash - GRAPH 8

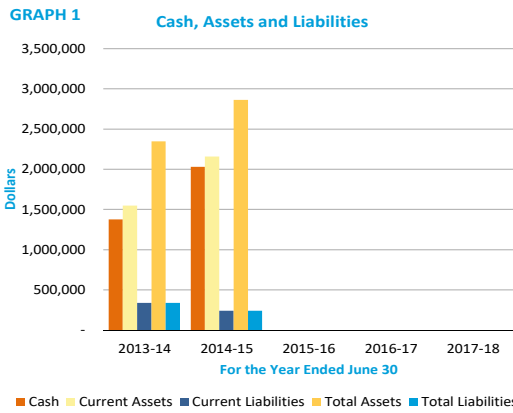
Score	2013-14	2014-15	2015-16	2016-17	2017-18
Risk (Low > 3 mo. / Medium 1 - 3 mo. / High < 1 mo.)	2.5	3.1	0.0	0.0	0.0
Rating (Excellent > 3 mo. / Good 1 - 3 mo. / Poor < 1 mo.)	MEDIUM	LOW	N/A	N/A	N/A
	Good	Excellent	N/A	N/A	N/A

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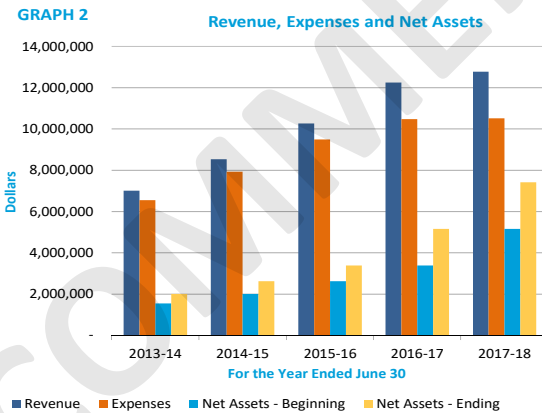
# FISCAL DASHBOARD

## LEADERSHIP PREPARATORY BROWNSVILLE CHARTER SCHOOL

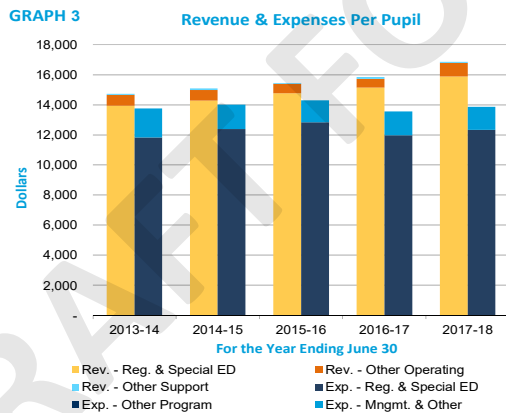
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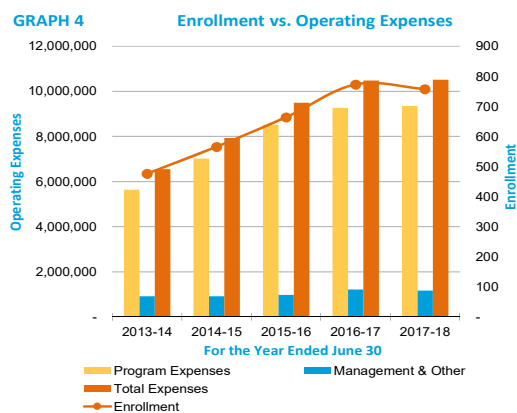
This chart illustrates the relationship between assets and liabilities and to what extent cash reserves makes up current assets. Ideally for each subset, subsets 2 through 4, (i.e. current assets vs. current liabilities), the column on the left is taller than the immediate column on the right; and, generally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



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



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



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

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# FISCAL DASHBOARD

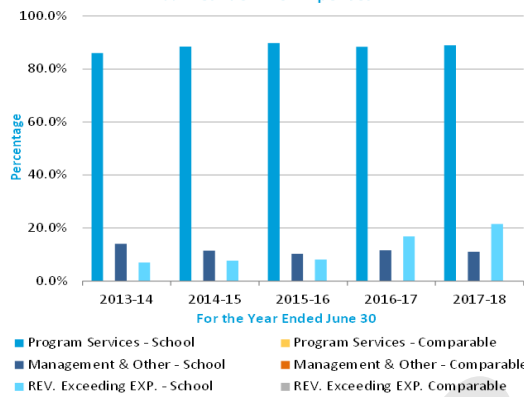
## LEADERSHIP PREPARATORY BROWNSVILLE CHARTER SCHOOL

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

Comparable School, Region or Network: -

GRAPH 5

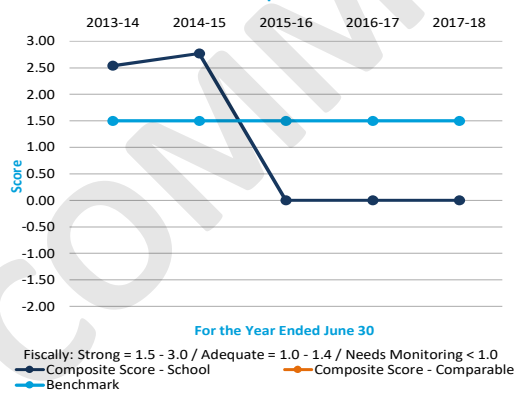
% Breakdown of Expenses



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

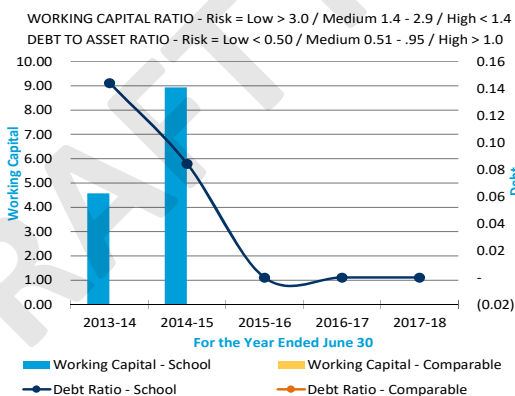
Composite Score



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

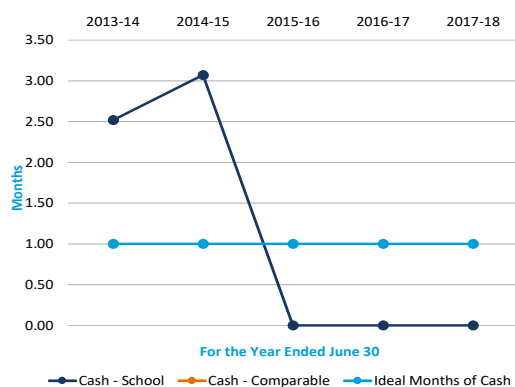
Working Capital & Debt to Asset Ratios



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 terms of its debt-load.

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.

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# FUTURE PLANS



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

LP Brownsville is an academic success. The school operates as an effective and viable organization, and the education corporation is fiscally sound. Uncommon NYC plans to continue to operate the school in the same manner, making its plans for the school's future reasonable, feasible, and achievable.

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

**Plans for the Educational Program.** LP Brownsville plans to continue to implement the same core elements of its educational program that enabled the school to meet or exceed its key Accountability Plan goals in the current charter term. These elements are likely to enable the school to meet or exceed its academic goals in the next charter term.

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

LP BROWNSVILLE		
	CURRENT	END OF NEXT CHARTER TERM
<b>Enrollment</b>	780	780
<b>Grade Span</b>	K-8	K-8
<b>Teaching Staff</b>	61	63
<b>Days of Instruction</b>	185	185

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LP Brownsville will continue to serve students in Kindergarten – 8<sup>th</sup> grade in existing NYCDOE co-located space for the next charter term.

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.

# Leadership Preparatory Ocean Hill Charter School

So

SCHOOL OVERVIEW

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# LEADERSHIP PREPARATORY OCEAN HILL CHARTER SCHOOL

## DOES THE SCHOOL IMPLEMENT THE EDUCATIONAL PROGRAM WITH FIDELITY TO THE EDUCATION CORPORATION'S DESIGN?

Based on a review of the school's Application for Charter Renewal, discussions with teachers, leaders, and board members, and a review of the academic program, Leadership Preparatory Ocean Hill Charter School fully implements the academic program as outlined in the education corporation overview and is an academic success having met its key Accountability Plan goals.

### SCHOOL BACKGROUND

The SUNY Trustees approved the original charter for LP Ocean Hill on September 9, 2008. The school opened its doors in the fall of 2010 initially serving 145 students in Kindergarten and 1<sup>st</sup> grade. The school is authorized to serve 1,383 students in Kindergarten – 12<sup>th</sup> grade during the 2019-20 school year. If renewed, the school will continue to serve students in Kindergarten – 12<sup>th</sup> grade with a projected total enrollment of 1,458 students.

The current charter term expires on July 31, 2020. A subsequent charter term would enable the school to operate through July 31, 2025. The Kindergarten – 8<sup>th</sup> grade programs are co-located in a NYCDOE district school building at 51 Christopher Avenue, Brooklyn, NY in CSD 23. The building also houses Christopher Avenue Community School, a district school serving students in Kindergarten – 5<sup>th</sup> grade. The charter school's 9<sup>th</sup> – 12<sup>th</sup> grade program, under the name of Uncommon Preparatory Charter High School, is co-located in a NYCDOE district school building at 6565 Flatlands Avenue, Brooklyn, NY in CSD 23. The building also houses five additional schools serving students in 9<sup>th</sup> – 12<sup>th</sup> grade: Academy for Conservation and the Environment; Brooklyn Generation School; Brooklyn Theatre Arts High School; and, Victory Collegiate High School, all district schools. Brooklyn Bridge Academy, a district transfer school, is also housed in the same space.

### NOTEWORTHY - LP OCEAN HILL

In 2017, LP Ocean Hill was the first school in Brownsville to win a National Blue Ribbon Award. In 2016-17, the LP Ocean Hill elementary school level ranked in the top two percent of schools statewide in mathematics and ELA out of 2,500 New York State elementary schools. For four consecutive years, 100% of high school academy seniors were accepted into four-year colleges.

## ACADEMIC PROGRAM

LP Ocean Hill offers a high quality education program. For mathematics lessons, each classroom has two teachers to support student learning, and teachers meet to discuss mathematics concepts, lesson mastery, and any changes to lesson plans on a daily basis after school. The elementary school prioritizes lesson plans that highlight the most critical concepts for each lesson and, based on data analysis, identify which students need extra support for a particular element of a lesson. The middle school level prioritizes examining data on a weekly and daily basis to adjust instruction .

Uncommon Preparatory Charter High School is an “AP for All” school as all students will take at least three AP courses prior to graduation. The high school level is also developing pathways for students to take courses in a series of a particular concentration. This year’s 9<sup>th</sup> grade students can select a pathway, or major, in performance/theater studies, computer science, or engineering/design. This year, the high school offers 22 classes and co-curricular opportunities related to those three pathways and other focuses such as concert violins, drum lines, and literary magazine.

## LEGAL REQUIREMENTS

LP Ocean Hill substantially complies with applicable laws, rules and regulations, and provisions of the charter with a few minor exceptions. The Institute will work with the education corporation to ensure the school’s compliance before the start of the next charter term.

- **Annual Report.** While the school sent its annual report to NYSED in a timely manner, it did not properly post it on the school or network website in accordance with the charter and the Education Law.
- **Complaints.** The Institute received no formal complaints regarding the school.
- **FOIL Policy.** The school posts parent handbook(s) to its web pages in compliance with the Freedom of Information Law FOIL except for providing a link to the COOG.
- **Litigation.** In August 2019, parents of an elementary student filed an \$8 million lawsuit in federal court in Brooklyn based on the school allegedly not responding to repeated bullying based on religion.
- **Violations.** The Institute has not placed the school on a corrective plan or sent it any violation letters.

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## FINANCIAL CONDITION

LP Ocean Hill's five year budget reflects stable revenue and expenses as the school continues to serve Kindergarten – 12<sup>th</sup> grade. The elementary, middle, and high school levels will all remain in their NYCDOE co-located spaces throughout the next charter term. The elementary and middle school levels occupy the same space while the high school is at a separate NYCDOE location.

The school has maintained operating surpluses in each of the last five years and has accumulated \$8.7 million net assets as of June 30, 2018.

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# SCHOOL OVERVIEW

## SCHOOL LEADERS

### ELEMENTARY PRINCIPAL

*Caroline Kerns (2018-19 to Present)*  
*Rachel King (2016-17 to 2017-18)*  
*Nikki Bridges (2010-11 to 2016-17)*

### HIGH SCHOOL PRINCIPAL

*Sean Healey (2018-19 to Present)*  
*Christine Algozo (2014-15 to 2017-18)*

### MIDDLE SCHOOL PRINCIPAL

*Alonte Johnson (2019-20 to Present)*  
*Jessica Pasioneck (2017-18 to 2018-19)*  
*Tim Carey (2013-14 to 2017-18)*

## SCHOOL CHARACTERISTICS - LP OCEAN HILL

SCHOOL YEAR	CHARTERED ENROLLMENT	ACTUAL ENROLLMENT	ACTUAL AS A PERCENTAGE OF CHARTERED ENROLLMENT	PROPOSED GRADES	ACTUAL GRADES
2014-15	570	599	105%	K-6	K-6
2015-16	815	833	102%	K-7	K-7, 9-10
2016-17	988	1,016	103%	K-8	K-11
2017-18	1,134	1,145	101%	K-9	K-12
2018-19	1,292	1,183	99%	K-10	K-12

## PARENT SATISFACTION: SURVEY RESULTS

RESPONSE RATE	OVERALL SATISFACTION	SCHOOL LEADERSHIP	STRONG FAMILY-COMMUNITY TIES	TRUST
34%	93%	95%	94%	96%

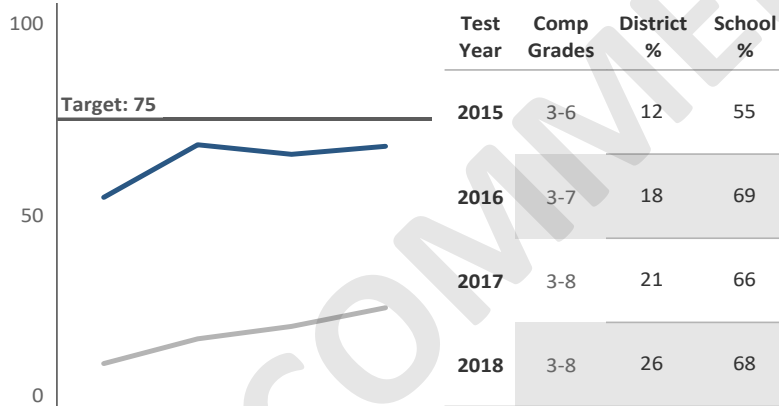
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# SCHOOL OVERVIEW

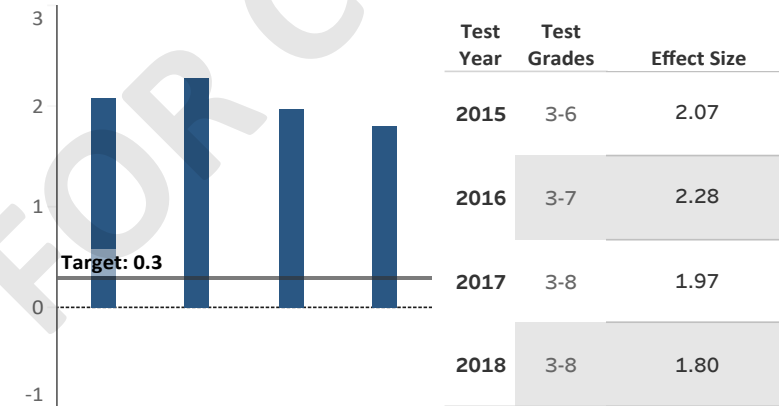
## LEADERSHIP PREPARATORY OCEAN HILL CHARTER SCHOOL

### ENGLISH LANGUAGE ARTS ACCOUNTABILITY PLAN GOAL

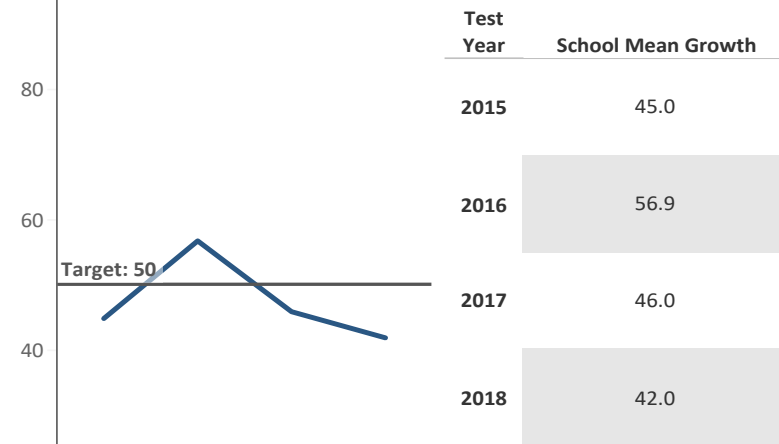
**Comparative Measure: District Comparison.** Each year, the percentage of students at **the school** in at least their second year performing at or above proficiency in ELA will be greater than that of students in the same tested grades in the district.



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



**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**.



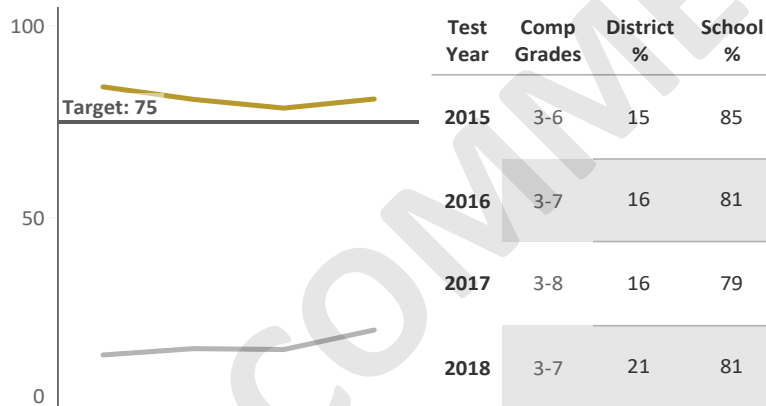
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# SCHOOL OVERVIEW

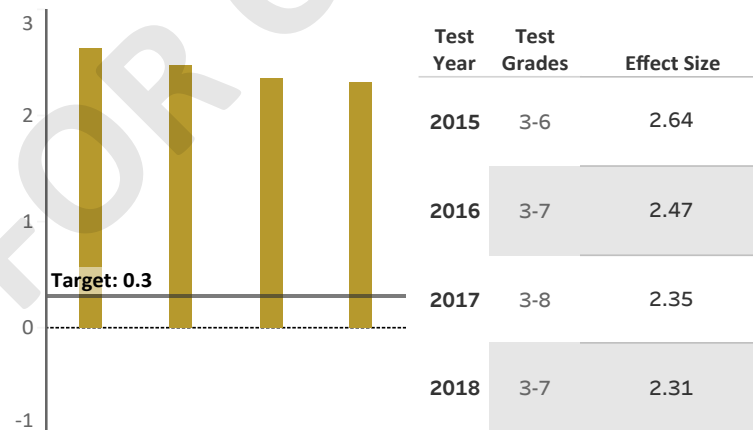
## LEADERSHIP PREPARATORY OCEAN HILL CHARTER SCHOOL

### MATHEMATICS ACCOUNTABILITY PLAN GOAL

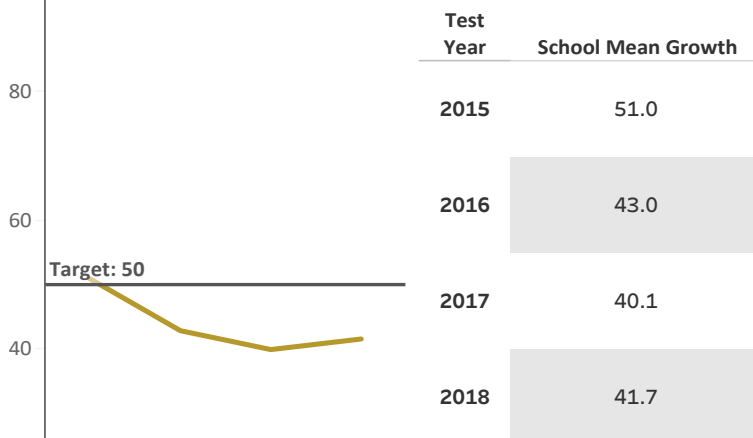
**Comparative Measure: District Comparison.** Each year, the percentage of students at **the school** in at least their second year performing at or above proficiency in Mathematics will be greater than that of students in the same tested grades in the district.



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



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

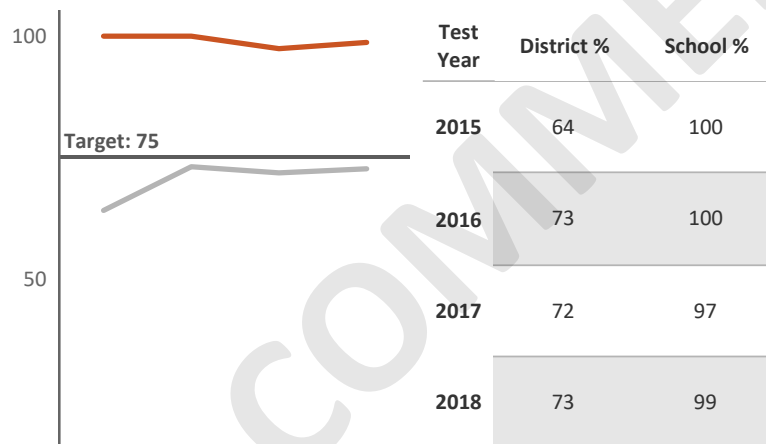


# SCHOOL OVERVIEW

## LEADERSHIP PREPARATORY OCEAN HILL CHARTER SCHOOL

### SCIENCE ACCOUNTABILITY PLAN GOAL

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



### SPECIAL POPULATIONS PERFORMANCE

	2016	2017	2018
<b>Enrollment Receiving Mandated Academic Services</b>	82	116	134
<b>Tested on State Exam</b>	52	55	61
<b>School Percent Proficient on ELA Exam</b>	23.1	27.3	27.9
<b>District Percent Proficient</b>	3.8	5.2	8.8
	2016	2017	2018
<b>ELL Enrollment</b>	18	25	29
<b>Tested on NYSESLAT Exam</b>	17	16	26
<b>School Percent 'Commanding' or Making Progress on NYSESLAT</b>	17.6	18.8	26.9

The academic outcome data about the performance of students receiving special education services and ELLs above is not tied to separate goals in the school's formal Accountability Plan.

The NYSESLAT, the New York State English as a Second Language Achievement Test, is a standardized state exam.

"Making Progress" is defined as moving up at least one level of proficiency. Student scores fall into five categories/proficiency levels: Entering; Emerging; Transitioning; Expanding; and, Commanding.

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

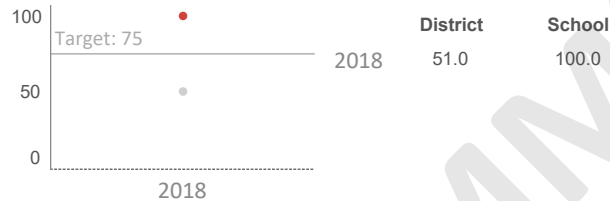
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# SCHOOL OVERVIEW

## LEADERSHIP PREPARATORY OCEAN HILL CHARTER SCHOOL

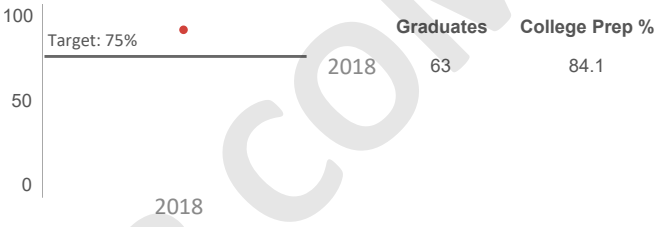
### HIGH SCHOOL GRADUATION RATE

**Comparative Measure: Graduation Rate.** Each year, the percentage of **the school's students graduating** after their fourth year will exceed the District.

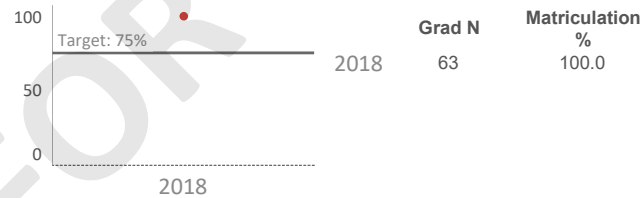


### COLLEGE PREPARATION AND ATTAINMENT

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

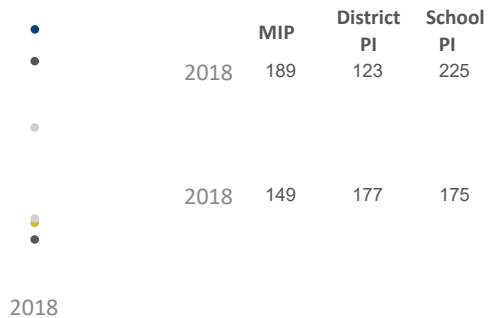


**College Attainment Measure: Matriculation into College.** Each year, 75 percent of **graduating students** will enroll in a college or university.



### ENGLISH LANGUAGE ARTS AND MATHEMATICS

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



In 2017-18, the state replaced the APL and AMO with a Performance Index and Measure of Interim Progress.

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# SCHOOL OVERVIEW

## DISTRICT COMMENTS

NO COMMENTS RECEIVED

## ENROLLMENT AND RETENTION

### Leadership Preparatory Ocean Hill Charter School's Enrollment and Retention Status: 2017-18

		District Target	School
<b>Enrollment</b>	economically disadvantaged	91.4	82.8
	English language learners	4.8	4.8
	students with disabilities	19.9	9.4
<b>Retention</b>	economically disadvantaged	86.5	88.1
	English language learners	88.4	95.2
	students with disabilities	87.5	88.9

# SCHOOL PERFORMANCE SUMMARY: ENGLISH LANGUAGE ARTS

## Leadership Preparatory Ocean Hill Charter School

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# PERFORMANCE SUMMARIES

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PERFORMANCE

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SUMMARIES

		2015-16 Grades Served K-7, 9-10				2016-17 Grades Served K-11				2017-18 Grades Served K-12									
Grades	All % (N)	2+ Years % (N)	MET	Grades	All % (N)	2+ Years % (N)	MET	Grades	All % (N)	2+ Years % (N)	MET	Grades	All % (N)	2+ Years % (N)	MET				
3	91.8 (85)	97.4 (77)		3	89.7 (87)	90.8 (76)		3	85.1 (87)	86.4 (81)		3	85.1 (87)	86.4 (81)					
4	83.1 (89)	86.6 (82)		4	86.2 (87)	88.5 (78)		4	80.0 (85)	84.4 (77)		4	80.0 (85)	84.4 (77)					
5	51.6 (91)	52.5 (80)		5	54.7 (86)	56.3 (80)		5	51.1 (90)	54.4 (79)		5	51.1 (90)	54.4 (79)					
6	46.3 (82)	51.5 (68)		6	47.2 (89)	48.8 (84)		6	60.7 (84)	60.9 (69)		6	60.7 (84)	60.9 (69)					
7	47.9 (73)	50.0 (66)		7	54.9 (82)	57.4 (68)		7	56.4 (78)	57.1 (70)		7	56.4 (78)	57.1 (70)					
8	(0)	(0)		8	52.7 (74)	54.5 (66)		8	63.1 (84)	63.4 (71)		8	63.1 (84)	63.4 (71)					
All	64.8 (420)	68.6 (373)	NO	All	64.6 (505)	66.2 (452)	NO	All	66.1 (508)	68.2 (447)	NO	All	66.1 (508)	68.2 (447)	NO				
Grades	PLI	AMO		Grades	PLI	AMO		Grades	PI	MIP		Grades	PI	MIP					
3-7	157	104	YES	3-8	157	111	YES	3-8	173	101	YES	3-8	173	101	YES				
1. Each year 75 percent of students who are enrolled in at least their second year will perform at or above proficiency on the New York State exam.		Absolute Measure		2. Each year the school's aggregate Performance Index on the State exam will meet the Measure of Interim Progress set forth in the State's ESSA accountability system.				3. Each year the percent of students enrolled in at least their second year and performing at or above proficiency will be greater than that of students in the same grades in the local district.		Comparative Measure		4. Each year the school will exceed its predicted performance on the state exam by an effect size of 0.3 or above based on a regression analysis controlling for economically disadvantaged students statewide.		Growth Measure					
Comparison: Brooklyn CSD 23		Comparison: Brooklyn CSD 23		Comparison: Brooklyn CSD 23		Comparison: Brooklyn CSD 23		Comparison: Brooklyn CSD 23		Comparison: Brooklyn CSD 23		Comparison: Brooklyn CSD 23		Comparison: Brooklyn CSD 23					
Grades	School	District	ES	Grades	School	District	ES	Grades	School	District	ES	Grades	School	District	ES				
3-7	68.6	18.2	YES	3-8	66.2	21.5	YES	3-8	68.2	26.3	YES	3-8	68.2	26.3	YES				
Grade	% ED	Actual	Predicted	ES	Grade	% ED	Actual	Predicted	ES	Grade	% ED	Actual	Predicted	ES	Grade	% ED	Actual	Predicted	ES
3	86.0	91.8	29.9	3.46	3	82.4	89.7	32.4	3.10	3	91.1	85.1	37.6	2.65	3	91.1	85.1	37.6	2.65
4	88.9	83.1	27.0	3.15	4	80.0	86.2	31.1	3.02	4	90.0	80.0	35.6	2.44	4	90.0	80.0	35.6	2.44
5	81.1	51.6	23.6	1.90	5	82.8	54.7	24.5	1.97	5	83.7	51.1	26.8	1.53	5	83.7	51.1	26.8	1.53
6	82.4	46.3	23.3	1.42	6	73.3	47.2	24.8	1.41	6	89.7	60.7	34.8	1.42	6	89.7	60.7	34.8	1.42
7	75.6	47.9	25.8	1.32	7	79.5	54.9	31.0	1.27	7	82.3	56.4	29.7	1.44	7	82.3	56.4	29.7	1.44
8					8	78.9	52.7	35.9	0.87	8	83.9	63.1	38.1	1.29	8	83.9	63.1	38.1	1.29
All	83.0	64.8	25.9	2.28	All	79.5	64.6	29.8	1.97	All	86.8	66.1	33.8	1.80	All	86.8	66.1	33.8	1.80
Grades	School	State	YES	Grades	School	State	YES	Grades	School	State	YES	Grades	School	State	YES				
4	57.1	50.0	YES	4	54.7	50.0	NO	4	44.9	50.0	NO	4	44.9	50.0	NO				
5	49.3	50.0	YES	5	34.0	50.0	NO	5	28.9	50.0	NO	5	28.9	50.0	NO				
6	54.2	50.0	YES	6	49.2	50.0	NO	6	39.0	50.0	NO	6	39.0	50.0	NO				
7	67.5	50.0	YES	7	45.8	50.0	NO	7	48.1	50.0	NO	7	48.1	50.0	NO				
8	0.0	50.0	YES	8	46.3	50.0	NO	8	50.1	50.0	NO	8	50.1	50.0	NO				
All	56.9	50.0	YES	All	46.0	50.0	NO	All	42.0	50.0	NO	All	42.0	50.0	NO				

# SCHOOL PERFORMANCE SUMMARY: MATHEMATICS

## Leadership Preparatory Ocean Hill Charter School

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# PERFORMANCE SUMMARIES

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PERFORMANCE

**Su**  
SUMMARIES

		2015-16 Grades Served K-7, 9-10				2016-17 Grades Served K-11				2017-18 Grades Served K-12					
Grades		All % (N)	2+ Years % (N)	MET	Grades	All % (N)	2+ Years % (N)	MET	Grades	All % (N)	2+ Years % (N)	MET			
3		96.5 (85)	98.7 (77)		3	98.9 (87)	100.0 (76)		3	89.8 (88)	90.1 (81)				
4		93.3 (89)	95.1 (82)		4	92.0 (87)	91.0 (78)		4	90.8 (87)	91.1 (79)				
5		58.2 (91)	62.5 (80)		5	71.8 (85)	73.4 (79)		5	67.4 (89)	70.5 (78)				
6		60.2 (83)	66.2 (68)		6	62.9 (89)	65.5 (84)		6	71.1 (83)	75.0 (68)				
7		80.8 (73)	81.8 (66)		7	63.4 (82)	64.7 (68)		7	79.2 (77)	78.3 (69)				
8		(0)	(0)		8	(0)	(0)		8	(0)	(0)				
All		<b>77.7 (421)</b>	<b>81.2 (373)</b>	<b>YES</b>	All	<b>77.9 (430)</b>	<b>79.0 (385)</b>	<b>YES</b>	All	<b>79.7 (424)</b>	<b>81.3 (375)</b>	<b>YES</b>			
Grades		PLI	AMO		Grades	PLI	AMO		Grades	PI	MIP				
3-7		172	101	<b>YES</b>	3-7	172	109	<b>YES</b>	3-7	196	103	<b>YES</b>			
1. Each year 75 percent of students who are enrolled in at least their second year will perform at or above proficiency on the New York State exam.															
2. Each year the school's aggregate Performance Index on the State exam will meet the Measure of Interim Progress set forth in the State's ESSA accountability system.															
3. Each year the percent of students enrolled in at least their second year and performing at or above proficiency will be greater than that of students in the same grades in the local district.															
4. Each year the school will exceed its predicted performance on the state exam by an effect size of 0.3 or above based on a regression analysis controlling for economically disadvantaged students statewide.															
		Comparison: Brooklyn CSD 23				Comparison: Brooklyn CSD 23				Comparison: Brooklyn CSD 23					
Grades		School	District		Grades	School	District		Grades	School	District				
3-7		81.2	16.2	<b>YES</b>	3-7	79.0	16.0	<b>YES</b>	3-7	81.3	21.1	<b>YES</b>			
Grade		% ED	Actual	Predicted	ES	Grade	% ED	Actual	Predicted	ES	Grade	% ED	Actual	Predicted	ES
3		86.0	96.5	32.3	2.97	3	82.4	98.9	37.6	2.90	3	91.1	89.8	40.4	2.39
4		88.9	93.3	29.4	3.17	4	80.0	92.0	31.6	3.06	4	90.0	90.8	34.0	2.85
5		81.1	58.2	27.9	1.62	5	82.8	71.8	29.7	2.23	5	83.7	67.4	31.4	1.94
6		82.4	60.2	25.9	1.66	6	73.3	62.9	30.4	1.63	6	89.7	71.1	27.8	2.10
7		75.6	80.8	23.5	2.97	7	79.5	63.4	23.9	1.93	7	82.3	79.2	28.1	2.25
8						8					8				
All		<b>83.0</b>	<b>77.7</b>	<b>27.9</b>	<b>2.47</b>	<b>YES</b>	<b>79.6</b>	<b>77.9</b>	<b>30.7</b>	<b>2.35</b>	<b>YES</b>	<b>87.4</b>	<b>79.7</b>	<b>32.5</b>	<b>2.31</b>
Grades		School	State		Grades	School	State		Grades	School	State				
4		32.1	50.0	<b>NO</b>	4	36.9	50.0	<b>NO</b>	4	46.3	50.0	<b>NO</b>			
5		14.9	50.0	<b>NO</b>	5	18.5	50.0	<b>NO</b>	5	26.2	50.0	<b>NO</b>			
6		49.8	50.0	<b>NO</b>	6	46.7	50.0	<b>NO</b>	6	33.1	50.0	<b>NO</b>			
7		82.0	50.0	<b>NO</b>	7	60.1	50.0	<b>NO</b>	7	63.3	50.0	<b>NO</b>			
8		0.0	50.0	<b>NO</b>	8	0.0	50.0	<b>NO</b>	8	0.0	50.0	<b>NO</b>			
All		<b>43.0</b>	<b>50.0</b>	<b>NO</b>	All	<b>40.1</b>	<b>50.0</b>	<b>NO</b>	All	<b>41.7</b>	<b>50.0</b>	<b>NO</b>			
5. Each year, the school's unadjusted mean growth percentile will meet or exceed the target of 50.															

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# PERFORMANCE SUMMARIES

## SCHOOL PERFORMANCE SUMMARY: Leadership Preparatory Ocean Hill Charter School

### High School Graduation

	2015-16	2016-17	2017-18
1. Each year, 75 percent of students in the second year high school Total Graduation Cohort will score at or above proficiency on at least three different Regents exams required for graduation.	2014 Cohort N	2015 Cohort N	2016 Cohort N
	% Passing ≥ 3 Regents	% Passing ≥ 3 Regents	% Passing ≥ 3 Regents
	80.9	94	80.9
2. Each year, 75 percent of students in the Total Graduation Cohort will graduate after the completion of their fourth year.	2012 Cohort N	2013 Cohort N	2014 Cohort N
	%	%	%
3. Each year, 95 percent of students will graduate after the completion of their fifth year.	2011 Cohort N	2012 Cohort N	2013 Cohort N
	% Graduating	% Graduating	% Graduating
4. Each year, the percent of students graduating after the completion of their fourth year will exceed that of the local school district.	Comparison School District:	Comparison School District:	Comparison School District: CSD 23
	School	School	School
	District	District	District
			100.0
			51.0
			YES

### College Preparation

	2015-16	2016-17	2017-18
1. Each year, 75 percent of graduating students will demonstrate their preparation for college by at least one or some combination of indicators of college readiness. <sup>1</sup>	Graduate N	Graduate N	Graduate N
	%	%	%
2. Each year, 75 percent of graduating students will matriculate in a college or university in the year after graduation.	Graduate N	Graduate N	Graduate N
	%	%	%
3. Each year, the College, Career, and Civic Readiness Index ("CCCRI") for the school's Total Cohort will exceed the state's MIP set forth in the state's ESSA accountability system.	CCCRI	CCCRI	CCCRI
	MIP	MIP	MIP
4. Each year, the school's CCCRI for the Total Cohort will exceed that of the district's Total Cohort.	Comparison School District: CSD 23	Comparison School District: CSD 23	Comparison School District: CSD 23
	School	School	School
	155	155	155
	128	128	128
	64	64	64
	YES	YES	YES

1. The indicators include, but are not limited to: passing an Advanced Placement exam with a score of 3 or higher, earning a score of 4 or higher on an International Baccalaureate exam, passing a College Level Examination Program exam, passing a college level course, achieving the college and career readiness benchmark on the SAT, earning a Regents diploma with advanced designation.

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# PERFORMANCE SUMMARIES

## SCHOOL PERFORMANCE SUMMARY: Leadership Preparatory Ocean Hill Charter School

### English Language Arts

	2015-16		2016-17		2017-18	
	MET		MET		MET	
	2012 Cohort N	%	2013 Cohort N	%	2014 Cohort N	%
1. Each year, 65 percent of students in the fourth year Accountability Cohort will meet or exceed Common Core expectations (currently scoring at or above Performance Level 4 on the Regents Exam in English Language Arts (Common Core).					63	87.3
2. Each year, 50 percent of students in the fourth year Accountability Cohort who did not score proficient on the 8 <sup>th</sup> grade ELA exam will meet or exceed Common Core expectations (currently scoring at or above Performance Level 4 on the exam).	Low Performing Entrants N	%	Low Performing Entrants N	%	Low Performing Entrants N	%
					30	76.7
3. The percentage of students in the Total Cohort scoring at or above Level 4 on the Regents English exam will exceed the district.	Comparison District: School	District	Comparison District: School	District	Comparison District: CSD 23 School	District
					87.3	30.6
4. The school's performance index ("PI") in ELA of students in the fourth year of their Accountability Cohort will exceed the PI of the district.					225	123
						YES

### Mathematics

	2015-16		2016-17		2017-18	
	MET		MET		MET	
	2012 Cohort N	%	2013 Cohort N	%	2014 Cohort N	%
1. Each year, 65 percent of students in the fourth year Accountability Cohort will meet or exceed Common Core expectations (currently scoring at or above Performance Level 4 on a Regents Common Core mathematics exam).					63	69.8
2. Each year, 50 percent of students in the fourth year Accountability Cohort who did not score proficient on the 8 <sup>th</sup> grade math exam will meet or exceed Common Core expectations (currently scoring at or above Performance Level 4 on the exam).	Low Performing Entrants N	%	Low Performing Entrants N	%	Low Performing Entrants N	%
					11	9.1
3. The percentage of students in the Total Cohort scoring at or above Level 4 on a Regents mathematics exam will exceed the district.	Comparison District: School	District	Comparison District: School	District	Comparison District: CSD 23 School	District
					69.8	2.7
4. The school's PI in mathematics of students in the fourth year of their Accountability Cohort will exceed the PI of the district.					175	77
						YES

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# FISCAL DASHBOARD

## LEADERSHIP PREPARATORY OCEAN HILL CHARTER SCHOOL

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

### 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

Deferred Rent/Lease Liability  
All other 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  
NYC DoE Rental Assistance  
Food Service/Child Nutrition Program

##### Total Operating Revenue

##### Expenses

Regular Education  
SPED  
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

			Opened 2010-11		
		MERGED	MERGED	MERGED	
	2013-14	2014-15	2015-16	2016-17	2017-18
<b>Assets</b>					
<b>Current Assets</b>					
Cash and Cash Equivalents - GRAPH 1	1,514,457	2,340,627	-	-	-
Grants and Contracts Receivable	76,234	72,925	-	-	-
Accounts Receivable	-	-	-	-	-
Prepaid Expenses	45,596	91,901	-	-	-
Contributions and Other Receivables	-	-	-	-	-
<b>Total Current Assets - GRAPH 1</b>	<b>1,636,287</b>	<b>2,505,453</b>	-	-	-
Property, Building and Equipment, net	677,431	558,709	-	-	-
Other Assets	-	-	-	-	-
<b>Total Assets - GRAPH 1</b>	<b>2,313,718</b>	<b>3,064,162</b>	-	-	-
<b>Liabilities and Net Assets</b>					
<b>Current Liabilities</b>					
Accounts Payable and Accrued Expenses	316,397	314,263	-	-	-
Accrued Payroll and Benefits	-	-	-	-	-
Deferred Revenue	-	-	-	-	-
Current Maturities of Long-Term Debt	-	-	-	-	-
Short Term Debt - Bonds, Notes Payable	-	-	-	-	-
Other	-	-	-	-	-
<b>Total Current Liabilities - GRAPH 1</b>	<b>316,397</b>	<b>314,263</b>	-	-	-
Deferred Rent/Lease Liability	-	-	-	-	-
All other L-T debt and notes payable, net current maturities	-	-	-	-	-
<b>Total Liabilities - GRAPH 1</b>	<b>316,397</b>	<b>314,263</b>	-	-	-
<b>Net Assets</b>					
Unrestricted	1,912,321	2,139,899	-	-	-
Temporarily restricted	85,000	610,000	-	-	-
<b>Total Net Assets</b>	<b>1,997,321</b>	<b>2,749,899</b>	-	-	-
<b>Total Liabilities and Net Assets</b>	<b>2,313,718</b>	<b>3,064,162</b>	-	-	-
<b>ACTIVITIES</b>					
<b>Operating Revenue</b>					
Resident Student Enrollment	6,458,114	8,248,290	11,833,490	14,681,593	17,044,410
Students with Disabilities	151,224	290,141	499,790	701,014	832,799
<b>Grants and Contracts</b>					
State and local	-	-	-	-	-
Federal - Title and IDEA	207,929	264,398	395,667	510,666	671,346
Federal - Other	46,104	46,835	123,183	288,521	909,489
Other	-	582	-	-	-
NYC DoE Rental Assistance	-	-	-	-	-
Food Service/Child Nutrition Program	-	-	-	-	-
<b>Total Operating Revenue</b>	<b>6,863,371</b>	<b>8,850,246</b>	<b>12,852,130</b>	<b>16,181,794</b>	<b>19,458,044</b>
<b>Expenses</b>					
Regular Education	5,757,506	6,835,154	9,998,916	12,568,128	13,714,554
SPED	-	441,202	618,842	802,221	875,397
Other	-	-	-	-	-
<b>Total Program Services</b>	<b>5,757,506</b>	<b>7,276,356</b>	<b>10,617,757</b>	<b>13,370,349</b>	<b>14,589,951</b>
Management and General	764,645	880,784	1,255,575	1,654,811	1,796,127
Fundraising	-	-	-	-	-
<b>Total Expenses - GRAPHS 2, 3 &amp; 4</b>	<b>6,522,151</b>	<b>8,157,140</b>	<b>11,873,332</b>	<b>15,025,160</b>	<b>16,386,078</b>
<b>Surplus / (Deficit) From School Operations</b>	<b>341,220</b>	<b>693,106</b>	<b>978,798</b>	<b>1,156,634</b>	<b>3,071,966</b>
<b>Support and Other Revenue</b>					
Contributions	-	-	540,000	50,283	7,715
Fundraising	-	-	-	-	-
Miscellaneous Income	28,336	59,472	63,391	77,082	86,811
Net assets released from restriction	-	-	-	-	-
<b>Total Support and Other Revenue</b>	<b>28,336</b>	<b>59,472</b>	<b>603,391</b>	<b>127,365</b>	<b>94,526</b>
<b>Total Unrestricted Revenue</b>	<b>6,891,707</b>	<b>8,909,718</b>	<b>13,455,521</b>	<b>16,309,159</b>	<b>19,552,570</b>
<b>Total Temporarily Restricted Revenue</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>
<b>Total Revenue - GRAPHS 2 &amp; 3</b>	<b>6,891,707</b>	<b>8,909,718</b>	<b>13,455,521</b>	<b>16,309,159</b>	<b>19,552,570</b>
<b>Change in Net Assets</b>	<b>369,556</b>	<b>752,578</b>	<b>1,582,189</b>	<b>1,283,999</b>	<b>3,166,492</b>
<b>Net Assets - Beginning of Year - GRAPH 2</b>	<b>1,627,765</b>	<b>1,997,321</b>	<b>2,749,899</b>	<b>4,332,088</b>	<b>5,616,087</b>
<b>Net Assets - End of Year - GRAPH 2</b>	<b>1,997,321</b>	<b>2,749,899</b>	<b>4,332,088</b>	<b>5,616,087</b>	<b>8,782,579</b>

# FISCAL DASHBOARD

## LEADERSHIP PREPARATORY OCEAN HILL CHARTER SCHOOL

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

### SCHOOL INFORMATION - (Continued)

#### Functional Expense Breakdown

2013-14	2014-15	2015-16	2016-17	2017-18
<b>Personnel Service</b>				
Administrative Staff Personnel	333,668	1,399,450	2,042,793	2,722,591
Instructional Personnel	3,512,915	3,388,281	4,881,021	6,055,856
Non-Instructional Personnel	-	-	-	-
Personnel Services (Combined)	-	-	-	-
<b>Total Salaries and Staff</b>	<b>3,846,583</b>	<b>4,787,731</b>	<b>6,923,814</b>	<b>8,778,447</b>
Fringe Benefits & Payroll Taxes	567,433	724,973	949,417	1,257,684
Retirement	-	-	141,790	169,475
Management Company Fees	647,641	792,255	1,172,464	1,425,719
Building and Land Rent / Lease	35,234	-	247	-
Staff Development	269,781	325,222	361,106	744,952
Professional Fees, Consultant & Purchased Services	21,299	16,983	349,246	421,699
Marketing / Recruitment	-	-	61,269	74,794
Student Supplies, Materials & Services	329,939	538,075	633,458	741,563
Depreciation	260,615	199,670	319,763	421,919
Other	543,626	772,231	960,758	988,908
<b>Total Expenses</b>	<b>6,522,151</b>	<b>8,157,140</b>	<b>11,873,332</b>	<b>15,025,160</b>

### SCHOOL ANALYSIS

#### ENROLLMENT

2013-14	2014-15	2015-16	2016-17	2017-18
Original Chartered Enrollment	272	570	667	736
Final Chartered Enrollment (includes any revisions)	477	570	815	988
Actual Enrollment - GRAPH 4	475	599	833	1,016
Chartered Grades	K-4, 5	K-6	K-7	K-8
Final Chartered Grades (includes any revisions)	-	-	K-7, 9-10	K-11

#### Primary School District: NYC CHANCELLOR'S OFFICE

Per Pupil Funding (Weighted Avg of All Districts)  
Increase over prior year

2013-14	2014-15	2015-16	2016-17	2017-18
13,877	13,877	13,877	14,027	14,527
2.5%	0.0%	0.0%	1.1%	3.4%

#### PER STUDENT BREAKDOWN

##### Revenue

Operating	14,449	14,782	15,429	15,934	16,996
Other Revenue and Support	60	99	724	125	83
<b>TOTAL - GRAPH 3</b>	<b>14,509</b>	<b>14,882</b>	<b>16,153</b>	<b>16,060</b>	<b>17,079</b>

##### Expenses

Program Services	12,121	12,154	12,746	13,166	12,744
Management and General, Fundraising	1,610	1,471	1,507	1,629	1,569
<b>TOTAL - GRAPH 3</b>	<b>13,731</b>	<b>13,625</b>	<b>14,254</b>	<b>14,795</b>	<b>14,313</b>

% of Program Services	88.3%	89.2%	89.4%	89.0%	89.0%
% of Management and Other	11.7%	10.8%	10.6%	11.0%	11.0%

% of Revenue Exceeding Expenses - GRAPH 5

	5.7%	9.2%	13.3%	8.5%	19.3%
--	------	------	-------	------	-------

#### Student to Faculty Ratio

9.3	11.9	9.7	9.8	10.7
-----	------	-----	-----	------

#### Faculty to Admin Ratio

12.8	2.8	3.0	3.7	4.7
------	-----	-----	-----	-----

#### Financial Responsibility Composite Scores - GRAPH 6

Score  
Fiscally Strong 1.5 - 3.0 / Fiscally Adequate 1.0 - 1.4 /  
Fiscally Needs Monitoring < 1.0

2.6	2.9	0.0	0.0	0.0
Fiscally Strong	Fiscally Strong	N/A	N/A	N/A

#### Working Capital - GRAPH 7

Net Working Capital  
As % of Unrestricted Revenue  
Working Capital (Current) Ratio Score  
Risk (Low ≥ 3.0 / Medium 1.4 - 2.9 / High < 1.4)  
Rating (Excellent ≥ 3.0 / Good 1.4 - 2.9 / Poor < 1.4)

1,319,890	2,191,190	0	0	0
19.2%	24.6%	0.0%	0.0%	0.0%
5.2	8.0	0.0	0.0	0.0
LOW	LOW	N/A	N/A	N/A
Excellent	Excellent	N/A	N/A	N/A

#### Quick (Acid Test) Ratio

Score  
Risk (Low ≥ 2.5 / Medium 1.0 - 2.4 / High < 1.0)  
Rating (Excellent ≥ 2.5 / Good 1.0 - 2.4 / Poor < 1.0)

5.0	7.7	0.0	0.0	0.0
LOW	LOW	N/A	N/A	N/A
Excellent	Excellent	N/A	N/A	N/A

#### Debt to Asset Ratio - GRAPH 7

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

0.1	0.1	0.0	0.0	0.0
LOW	LOW	N/A	N/A	N/A
Excellent	Excellent	N/A	N/A	N/A

#### Months of Cash - GRAPH 8

Score  
Risk (Low > 3 mo. / Medium 1 - 3 mo. / High < 1 mo.)  
Rating (Excellent > 3 mo. / Good 1 - 3 mo. / Poor < 1 mo.)

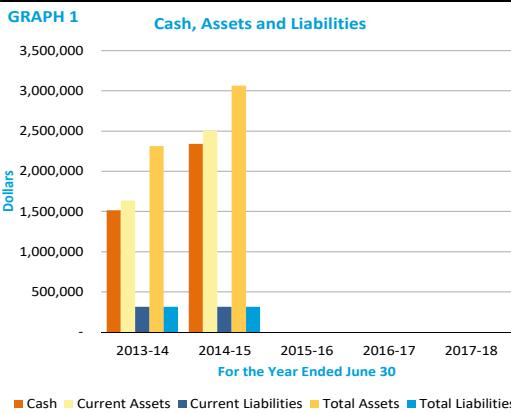
2.8	3.4	0.0	0.0	0.0
MEDIUM	LOW	N/A	N/A	N/A
Good	Excellent	N/A	N/A	N/A

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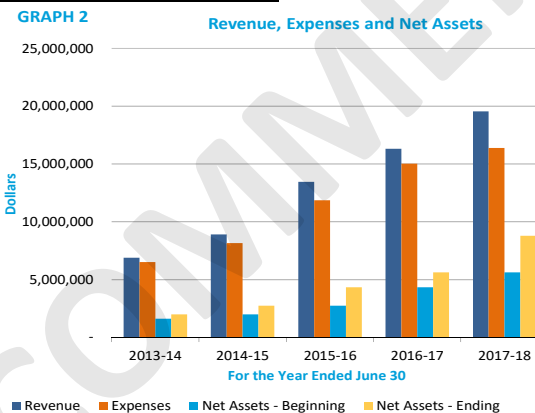
# FISCAL DASHBOARD

## LEADERSHIP PREPARATORY OCEAN HILL CHARTER SCHOOL

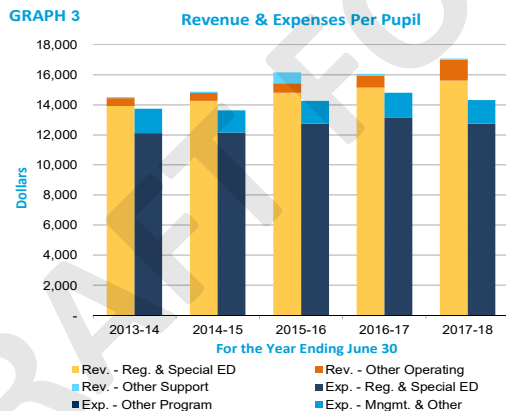
NOTE: Effective 2015-16, the school merged into the education corporation, "Uncommon New York City Charter Schools." Accordingly, see the education corporation report containing the "Balance Sheet" for all schools merged into the education corporation.



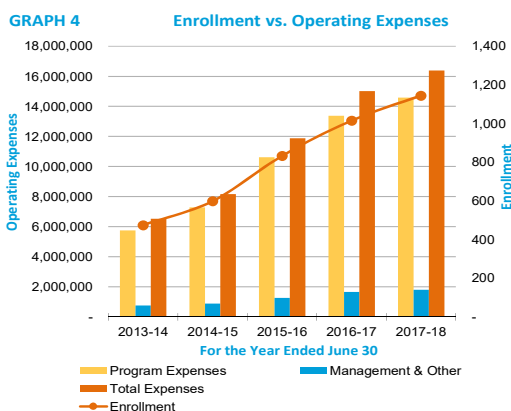
This chart illustrates the relationship between assets and liabilities and to what extent cash reserves makes up current assets. Ideally for each subset, subsets 2 through 4, (i.e. current assets vs. current liabilities), the column on the left is taller than the immediate column on the right; and, generally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



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



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



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

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# FISCAL DASHBOARD

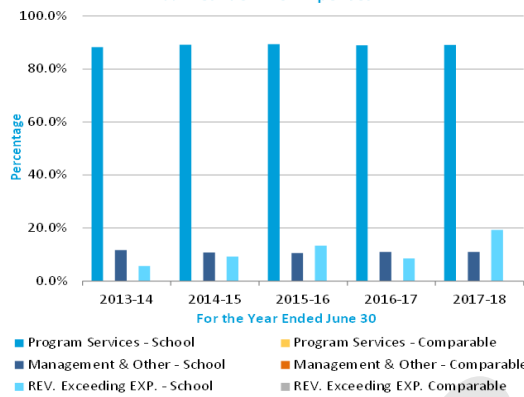
## LEADERSHIP PREPARATORY OCEAN HILL CHARTER SCHOOL

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

Comparable School, Region or Network: -

GRAPH 5

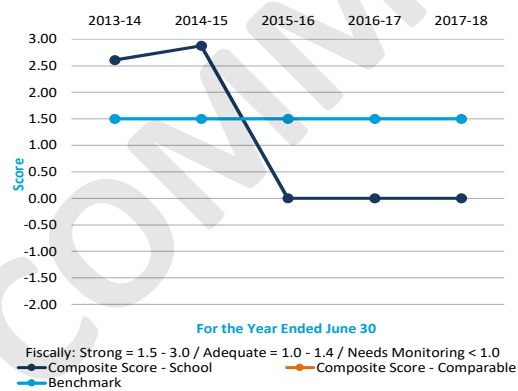
% Breakdown of Expenses



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

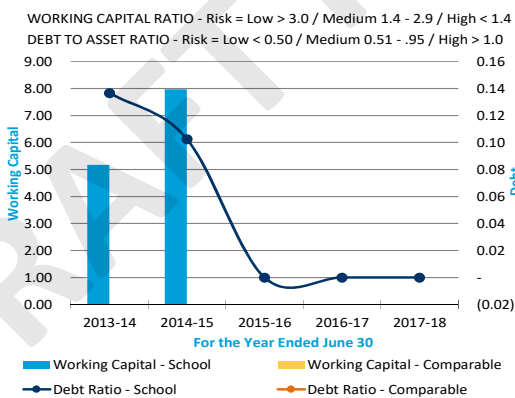
Composite Score



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

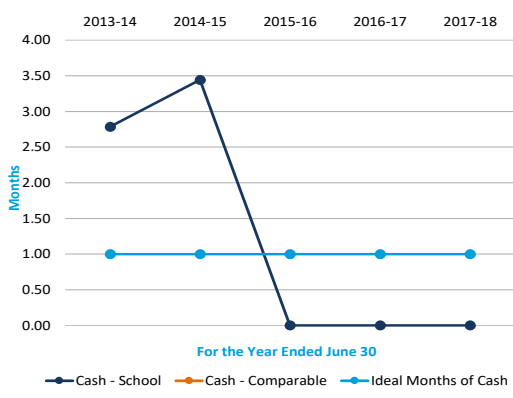
Working Capital & Debt to Asset Ratios



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 terms of its debt-load.

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.

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# FUTURE PLANS



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

LP Ocean Hill is an academic success. The school operates as an effective and viable organization, and the education corporation is fiscally sound. Uncommon NYC plans to continue to operate the school in the same manner making its plans for the school's future reasonable, feasible, and achievable.

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

**Plans for the Educational Program.** LP Ocean Hill plans to continue to implement the same core elements of its educational program that enabled the school to meet or exceed its key Accountability Plan goals in the current charter term. These elements are likely to enable the school to meet or exceed its academic goals in the next charter term.

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

LP OCEAN HILL		
	CURRENT	END OF NEXT CHARTER TERM
<b>Enrollment</b>	1,383	1,458
<b>Grade Span</b>	K-12	K-12
<b>Teaching Staff</b>	103	121
<b>Days of Instruction</b>	185	185

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LP Ocean Hill will continue to serve students in Kindergarten – 12<sup>th</sup> grade in existing NYCDOE co-located space for the next charter term.

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.

# Ocean Hill Collegiate Charter School

# So

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# OCEAN HILL COLLEGIATE CHARTER SCHOOL

## DOES THE SCHOOL IMPLEMENT THE EDUCATIONAL PROGRAM WITH FIDELITY TO THE EDUCATION CORPORATION'S DESIGN?

Based on a review of the school's Application for Charter Renewal, discussions with teachers, leaders, and board members, and a review of the academic program, Ocean Hill Collegiate Charter School fully implements the academic program as outlined in the education corporation overview and is an academic success having met its key Accountability Plan goals.

### SCHOOL BACKGROUND

The SUNY Trustees approved the original charter for Ocean Hill Collegiate on January 16, 2009. The school opened its doors in the fall of 2010 initially serving 78 students in 5<sup>th</sup> grade. The school is authorized to serve 519 students in Kindergarten – 1<sup>st</sup> grade and 5<sup>th</sup> – 8<sup>th</sup> grade during the 2019-20 school year. If renewed, the school will grow to serve students in Kindergarten – 8<sup>th</sup> grade with a projected total enrollment of 780 students.

The current charter term expires on July 31, 2020. A subsequent charter term would enable the school to operate through July 31, 2025. The school's Kindergarten and 1<sup>st</sup> grade is co-located in a NYCDOE district school building at 791 Empire Boulevard, Brooklyn, NY in CSD 17. The building also houses P.S. 221 Toussaint L'Ouverture, a district school serving students in Kindergarten – 5<sup>th</sup> grade. The charter school's 5<sup>th</sup> – 8<sup>th</sup> grade program is co-located in a NYCDOE district school building at 1137 Herkimer Street, Brooklyn, NY in CSD 23. The building also houses two district schools, Mott Hall IV, serving students in 6<sup>th</sup> – 8<sup>th</sup> grade, and Eagle Academy for Young Men II, serving students in 6<sup>th</sup> – 12<sup>th</sup> grade.

### NOTEWORTHY - OCEAN HILL COLLEGIATE

Ocean Hill Collegiate's middle school level hosts a college day in which students choose from a menu of college-like courses taught by middle school teachers in order to expose students, many who will be first generation college students, to a college experience.

## ACADEMIC PROGRAM

Ocean Hill Collegiate offers a high quality education program. Because the elementary level is in its second year, priorities include building the content knowledge of teachers, using Uncommon Schools' classroom management techniques, and ensuring all students are reading by the end of Kindergarten. The middle school level prioritizes supporting the school's students with disabilities and students struggling academically. Accordingly, the middle school level features co-planning meetings between special education and general education teachers to meet the needs of the school's at-risk students.

Middle school level students begin talking about college on the first day of school, as their advisories are named after the alma maters of the teachers. Through conversations in advisory and lessons, middle school students learn about the college application process, financial aid, selecting a major, and other aspects of college. In 2017-2018, the school provided instruction in literacy skills and promoted reading habits through two sessions of daily literacy instruction, requiring student summer reading, and written work in every class including mathematics.

In order to attempt to reduce the middle school level's out-of-school suspension rate, the school is developing personalized behavior plans for students in need of behavioral improvement and will design modified suspension criteria for some of these students for the 2019-20 school year. In addition to these efforts, the process for referring students for intervention services based on disruptive behaviors will also be led by the school's social worker.

## LEGAL REQUIREMENTS

Ocean Hill Collegiate substantially complies with applicable laws, rules and regulations, and provisions of the charter with a few minor exceptions. The Institute will work with the education corporation to ensure the school's compliance before the start of the next charter term.

- **Annual Report.** While the school sent its annual report to the Institute and NYSED in a timely manner, it did not properly post it on the school or network website in accordance with the charter and the Education Law.
- **Complaints.** The Institute received no formal complaints regarding the school.
- **FOIL Policy.** The school posts parent handbook(s) to its web pages in compliance with the Freedom of Information Law FOIL except for providing a link to the COOG.
- **Violations.** The Institute has not placed the school on a corrective plan or sent it any violation letters.

## FINANCIAL CONDITION

Ocean Hill Collegiate's five year budget reflects growing revenue and expenses in the first two years of the next charter term as it grows to serve Kindergarten – 8<sup>th</sup> grade. The elementary and middle school will remain in its NYCDOE co-located space throughout the next charter term as the space is sufficient to accommodate the growth of the school.

The school recorded mostly operating deficits which were offset by contributions and fundraising in the years prior to merging with Uncommon NYC. Since the merger in 2015, Ocean Hill Collegiate has recorded operating surpluses in each of the last three years and has accumulated \$1 million in net assets as of June 30, 2018.

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# SCHOOL OVERVIEW

## SCHOOL LEADERS

### ELEMENTARY PRINCIPAL

*Jaz Grant (2018-19 to Present)*

### MIDDLE SCHOOL PRINCIPAL

*Meghann Fallon (2019-20 to Present)*

*Hannah Solomon (2010-11 to 2018-19)*

## SCHOOL CHARACTERISTICS - OCEAN HILL COLLEGIATE

SCHOOL YEAR	CHARTERED ENROLLMENT	ACTUAL ENROLLMENT	ACTUAL AS A PERCENTAGE OF CHARTERED ENROLLMENT	PROPOSED GRADES	ACTUAL GRADES
2014-15	322	311	97%	5-9	5-9
2015-16	312	317	102%	5-10	5-8 <sup>23</sup>
2016-17	312	327	105%	5-11	5-8
2017-18	312	329	105%	5-12	5-8
2018-19	432	382	88%	5-12	K, 5-8

## PARENT SATISFACTION: SURVEY RESULTS

RESPONSE RATE	OVERALL SATISFACTION	SCHOOL LEADERSHIP	STRONG FAMILY-COMMUNITY TIES	TRUST
55%	92%	93%	87%	93%

23. Effective in 2015-16, Uncommon NYC revised enrollment pathways to allow the high school programs to come under one charter instead of multiple charters. Ocean Hill Collegiate currently enrolls only Kindergarten and 5<sup>th</sup>-8<sup>th</sup> grade, as its planned high school grades were taken over by another school under the education corporation.

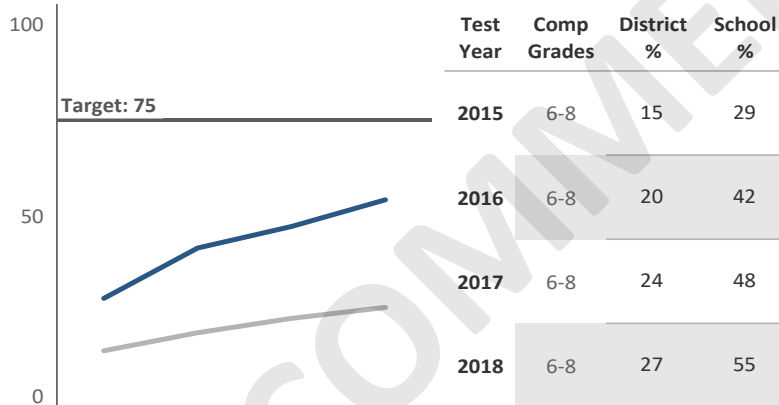
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# SCHOOL OVERVIEW

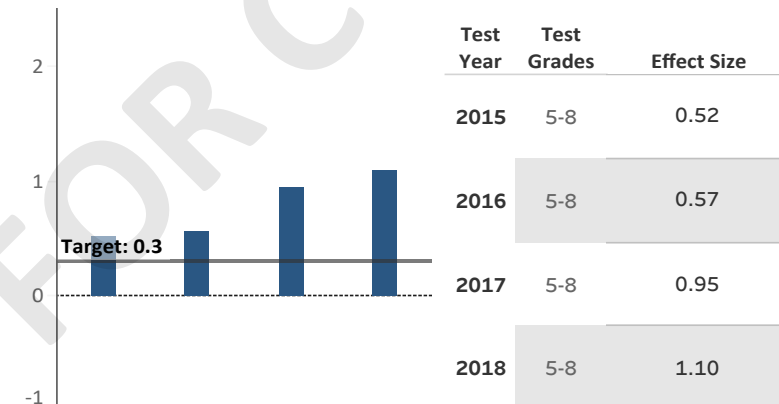
## OCEAN HILL COLLEGIATE CHARTER SCHOOL

### ENGLISH LANGUAGE ARTS ACCOUNTABILITY PLAN GOAL

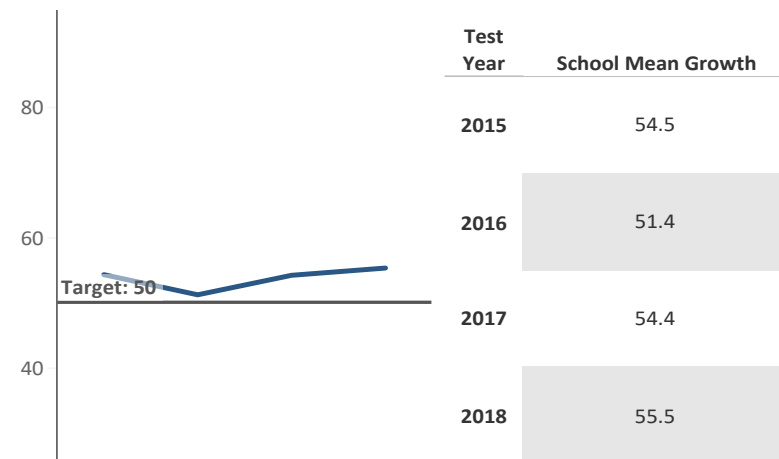
**Comparative Measure: District Comparison.** Each year, the percentage of students at **the school** in at least their second year performing at or above proficiency in ELA will be greater than that of students in the same tested grades in **the district**.



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



**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**.



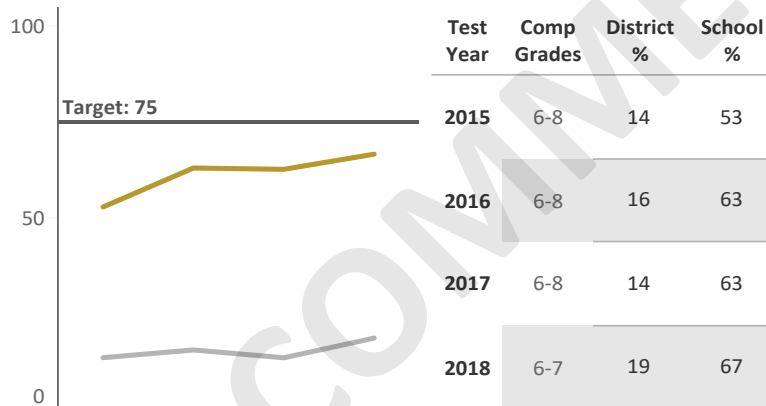
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# SCHOOL OVERVIEW

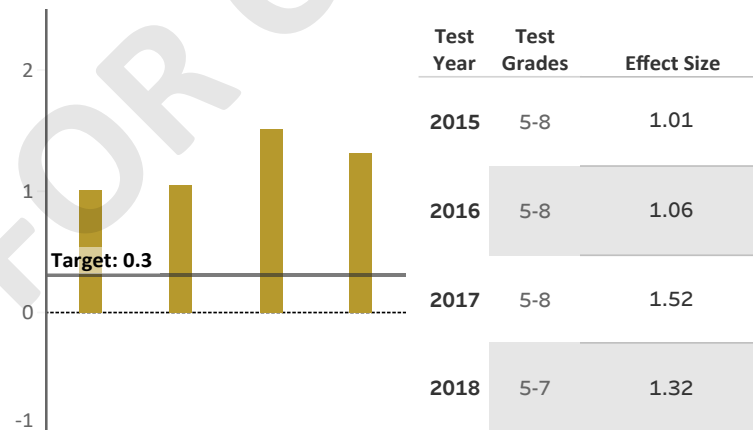
## OCEAN HILL COLLEGIATE CHARTER SCHOOL

### MATHEMATICS ACCOUNTABILITY PLAN GOAL

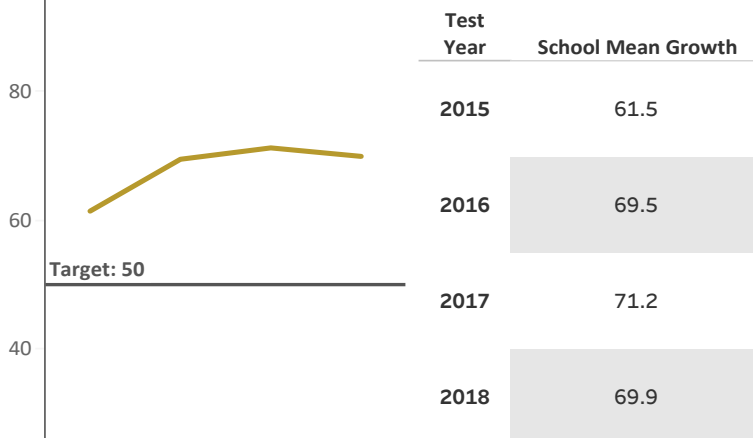
**Comparative Measure: District Comparison.** Each year, the percentage of students at **the school** in at least their second year performing at or above proficiency in Mathematics will be greater than that of students in the same tested grades in the district.



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



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

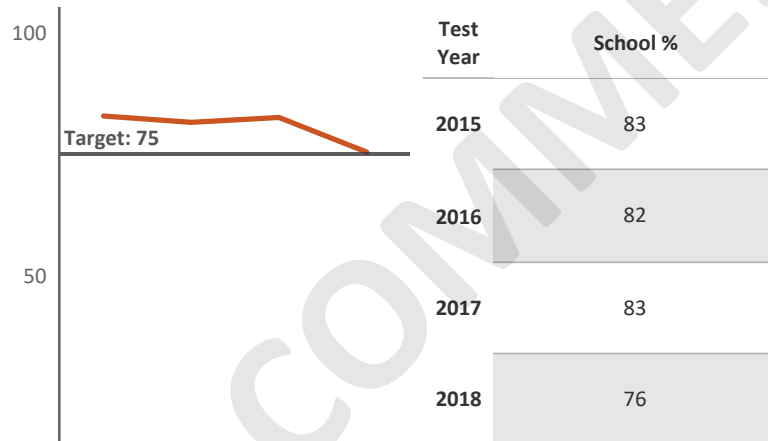


# SCHOOL OVERVIEW

## OCEAN HILL COLLEGIATE CHARTER SCHOOL

### SCIENCE ACCOUNTABILITY PLAN GOAL

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



### SPECIAL POPULATIONS PERFORMANCE

	2016	2017	2018
<b>Enrollment Receiving Mandated Academic Services</b>	64	53	41
<b>Tested on State Exam</b>	54	50	42
<b>School Percent Proficient on ELA Exam</b>	5.6	8.0	11.9
<b>District Percent Proficient</b>	2.9	4.5	7.6
	2016	2017	2018
<b>ELL Enrollment</b>	4	3	10
<b>Tested on NYSESLAT Exam</b>	4	1	4
<b>School Percent 'Commanding' or Making Progress on NYSESLAT</b>	s	s	s

The academic outcome data about the performance of students receiving special education services and ELLs above is not tied to separate goals in the school's formal Accountability Plan.

The NYSESLAT, the New York State English as a Second Language Achievement Test, is a standardized state exam.

"Making Progress" is defined as moving up at least one level of proficiency. Student scores fall into five categories/proficiency levels: Entering; Emerging; Transitioning; Expanding; and, Commanding.

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

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# SCHOOL OVERVIEW

## DISTRICT COMMENTS

NO COMMENTS RECEIVED

## ENROLLMENT AND RETENTION

### Ocean Hill Collegiate Charter School's Enrollment and Retention Status: 2017-18

		District Target	School
<b>Enrollment</b>	economically disadvantaged	91.7	84.3
	English language learners	5.1	5.4
	students with disabilities	19.7	11.2
<b>Retention</b>	economically disadvantaged	84.9	79.2
	English language learners	87.3	100.0
	students with disabilities	86.2	76.9

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# PERFORMANCE SUMMARIES

## SCHOOL PERFORMANCE SUMMARY: ENGLISH LANGUAGE ARTS

### Ocean Hill Collegiate Charter School

		2015-16 Grades Served 5-8				2016-17 Grades Served 5-8				2017-18 Grades Served 5-8									
Grades	All % (N)	2+ Years % (N)	MET	Grades	All % (N)	2+ Years % (N)	MET	Grades	All % (N)	2+ Years % (N)	MET	Grades	All % (N)	2+ Years % (N)	MET				
3	(0)	(0)		3	(0)	(0)		3	(0)	(0)									
4	(0)	(0)		4	(0)	(0)		4	(0)	(0)									
5	30.6 (85)	0.0 (3)		5	34.1 (82)	0.0 (3)		5	46.2 (78)	0.0 (2)									
6	41.0 (83)	47.5 (59)		6	41.3 (80)	44.6 (56)		6	57.1 (77)	59.6 (52)									
7	44.0 (75)	46.6 (58)		7	53.7 (82)	54.4 (68)		7	48.2 (85)	52.2 (69)									
8	38.6 (70)	34.9 (63)		8	46.7 (75)	45.5 (66)		8	57.1 (77)	54.8 (62)									
All	<b>38.3 (313)</b>	<b>42.1 (183)</b>	NO	All	<b>43.9 (319)</b>	<b>47.7 (193)</b>	NO	All	<b>52.1 (317)</b>	<b>54.6 (185)</b>	NO								
Grades		PLI	AMO	Grades	PLI	AMO	Grades	PLI	PI	MIP		Grades	PI	MIP					
5-8		116	104	5-8	126	111	YES	5-8	144	101	YES	5-8	144	101	YES				
Absolute Measure																			
1. Each year 75 percent of students who are enrolled in at least their second year will perform at or above proficiency on the New York State exam.																			
2. Each year the school's aggregate Performance Index on the State exam will meet the Measure of Interim Progress set forth in the State's ESSA accountability system.																			
3. Each year the percent of students enrolled in at least their second year and performing at or above proficiency will be greater than that of students in the same grades in the local district.																			
4. Each year the school will exceed its predicted performance on the state exam by an effect size of 0.3 or above based on a regression analysis controlling for economically disadvantaged students statewide.																			
5. Each year, the school's unadjusted mean growth percentile will meet or exceed the target of 50.																			
Grades		School	State	Grades	School	State	Grades	School	State	Grades	School	State	Grades	School	State				
4		0.0	50.0	4	0.0	50.0	YES	4	0.0	50.0	YES	4	0.0	50.0	YES				
5		80.0	50.0	5	55.5	50.0	YES	5	67.4	50.0	YES	5	67.4	50.0	YES				
6		1.0*	50.0	6	57.8	50.0	YES	6	55.4	50.0	YES	6	55.4	50.0	YES				
7		55.8	50.0	7	59.7	50.0	YES	7	56.5	50.0	YES	7	56.5	50.0	YES				
8		46.9	50.0	8	43.8	50.0	YES	8	43.6	50.0	YES	8	43.6	50.0	YES				
All		<b>51.4</b>	<b>50.0</b>	All	<b>54.4</b>	<b>50.0</b>	YES	All	<b>55.5</b>	<b>50.0</b>	YES	All	<b>55.5</b>	<b>50.0</b>	YES				
Comparison: Brooklyn CSD 23		School	District	Comparison: Brooklyn CSD 23		School	District	Comparison: Brooklyn CSD 23		School	District	Comparison: Brooklyn CSD 23		School	District				
6-8		42.1	20.1	6-8		47.7	23.8	6-8		54.6	26.6	6-8		54.6	26.6				
Grade	% ED	Actual	Predicted	ES	Grade	% ED	Actual	Predicted	ES	Grade	% ED	Actual	Predicted	ES	Grade	% ED	Actual	Predicted	ES
3					3					3					3				
4					4					4					4				
5	75.3	30.6	25.8	0.35	5	83.1	34.1	24.3	0.64	5	85.4	46.2	26.1	1.26	5	85.4	46.2	26.1	1.26
6	67.0	41.0	29.2	0.72	6	82.7	41.3	21.0	1.35	6	84.9	57.1	37.0	1.11	6	84.9	57.1	37.0	1.11
7	71.6	44.0	27.6	0.98	7	71.4	53.7	34.4	1.06	7	83.9	48.2	29.0	1.13	7	83.9	48.2	29.0	1.13
8	67.6	38.6	35.5	0.19	8	85.5	46.7	33.4	0.74	8	82.7	57.1	38.5	0.92	8	82.7	57.1	38.5	0.92
All	<b>70.5</b>	<b>38.3</b>	<b>29.3</b>	<b>0.55</b>	All	<b>80.6</b>	<b>43.9</b>	<b>28.2</b>	<b>0.95</b>	All	<b>84.2</b>	<b>52.1</b>	<b>32.6</b>	<b>1.10</b>	All	<b>84.2</b>	<b>52.1</b>	<b>32.6</b>	<b>1.10</b>
Comparative Measure																			
*Due to an issue in data reporting, the state did not calculate ELA student growth scores for all of the school's 6 <sup>th</sup> grade students in 2015-16.																			

# SCHOOL PERFORMANCE SUMMARY: MATHEMATICS

## Ocean Hill Collegiate Charter School

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# PERFORMANCE SUMMARIES

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SUMMARIES

		2015-16 Grades Served 5-8				2016-17 Grades Served 5-8				2017-18 Grades Served 5-8						
Grades	All % (N)	2+ Years % (N)	MET	Grades	All % (N)	2+ Years % (N)	MET	Grades	All % (N)	2+ Years % (N)	MET	Grades	All % (N)	2+ Years % (N)	MET	
3	(0)	(0)		3	(0)	(0)		3	(0)	(0)		3	(0)	(0)		
4	(0)	(0)		4	(0)	(0)		4	(0)	(0)		4	(0)	(0)		
5	32.1 (84)	0.0 (3)		5	44.6 (83)	0.0 (3)		5	41.0 (78)	0.0 (2)		5	41.0 (78)	0.0 (2)		
6	54.9 (82)	59.3 (59)		6	55.0 (80)	57.1 (56)		6	60.8 (79)	65.4 (52)		6	60.8 (79)	65.4 (52)		
7	65.3 (75)	70.7 (58)		7	70.4 (81)	70.6 (68)		7	66.7 (84)	70.1 (67)		7	66.7 (84)	70.1 (67)		
8	(0)	(0)		8	(0)	(0)		8	(0)	(0)		8	(0)	(0)		
All	50.2 (241)	63.3 (120)	NO	All	56.6 (244)	63.0 (127)	NO	All	56.4 (241)	66.9 (121)	NO	All	56.4 (241)	66.9 (121)	NO	
<b>Grades</b>		PLI	AMO	<b>Grades</b>	PLI	AMO	<b>Grades</b>	PLI	PI	MIP	<b>Grades</b>	PI	MIP			
Absolute Measure																
1. Each year 75 percent of students who are enrolled in at least their second year will perform at or above proficiency on the New York State exam.																
2. Each year the school's aggregate Performance Index on the State exam will meet the Measure of Interim Progress set forth in the State's ESSA accountability system.																
5-7	132	101	YES	5-7	140	109	YES	5-7	153	103	YES	5-7	153	103	YES	
<b>Grades</b>		PLI	AMO	<b>Grades</b>	PLI	AMO	<b>Grades</b>	PLI	PI	MIP	<b>Grades</b>	PI	MIP			
Comparative Measure																
3. Each year the percent of students enrolled in at least their second year and performing at or above proficiency will be greater than that of students in the same grades in the local district.																
4. Each year the school will exceed its predicted performance on the state exam by an effect size of 0.3 or above based on a regression analysis controlling for economically disadvantaged students statewide.																
3				3				3				3				
4				4				4				4				
5	75.3	32.1	30.8	0.07	83.1	44.6	29.5	0.80	85.4	41.0	30.5	85.4	41.0	30.5	0.56	
6	67.0	54.9	34.0	1.16	82.7	55.0	25.1	1.52	84.9	60.8	30.4	84.9	60.8	30.4	1.50	
7	71.6	65.3	25.7	2.03	71.4	70.4	28.2	2.25	83.9	66.7	27.3	83.9	66.7	27.3	1.87	
8																
All	71.3	50.2	30.3	1.06	79.1	56.6	27.7	1.52	84.7	56.4	29.4	84.7	56.4	29.4	1.32	
<b>Grades</b>		School	State	<b>Grades</b>	School	State	<b>Grades</b>	School	School	State	<b>Grades</b>	School	State			
Growth Measure																
5. Each year, the school's unadjusted mean growth percentile will meet or exceed the target of 50.																
4	0.0			4	0.0			4	0.0			4	0.0			
5	58.2			5	60.4			5	63.9			5	63.9			
6	71.3			6	73.1			6	71.8			6	71.8			
7	78.8			7	77.7			7	73.0			7	73.0			
8	0.0			8	0.0			8	0.0			8	0.0			
All	69.5	50.0	YES	All	71.2	50.0	YES	All	69.9	50.0	YES	All	69.9	50.0	YES	

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# FISCAL DASHBOARD

## OCEAN HILL COLLEGIATE CHARTER SCHOOL

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

### 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

Deferred Rent/Lease Liability  
All other 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  
NYC DoE Rental Assistance  
Food Service/Child Nutrition Program

##### Total Operating Revenue

##### Expenses

Regular Education  
SPED  
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

	MERGED		MERGED		Opened 2010-11
	2013-14	2014-15	2015-16	2016-17	2017-18
<b>Assets</b>					
<b>Current Assets</b>					
Cash and Cash Equivalents - GRAPH 1	417,339	423,058	-	-	-
Grants and Contracts Receivable	67,108	106,308	-	-	-
Accounts Receivable	-	-	-	-	-
Prepaid Expenses	16,372	26,454	-	-	-
Contributions and Other Receivables	-	-	-	-	-
<b>Total Current Assets - GRAPH 1</b>	<b>500,819</b>	<b>555,820</b>	-	-	-
Property, Building and Equipment, net	146,410	294,042	-	-	-
Other Assets	-	-	-	-	-
<b>Total Assets - GRAPH 1</b>	<b>647,229</b>	<b>849,862</b>	-	-	-
<b>Liabilities and Net Assets</b>					
<b>Current Liabilities</b>					
Accounts Payable and Accrued Expenses	185,927	304,140	-	-	-
Accrued Payroll and Benefits	-	-	-	-	-
Deferred Revenue	-	-	-	-	-
Current Maturities of Long-Term Debt	-	-	-	-	-
Short Term Debt - Bonds, Notes Payable	-	-	-	-	-
Other	28,840	-	-	-	-
<b>Total Current Liabilities - GRAPH 1</b>	<b>214,767</b>	<b>304,140</b>	-	-	-
Deferred Rent/Lease Liability	-	-	-	-	-
All other L-T debt and notes payable, net current maturities	-	-	-	-	-
<b>Total Liabilities - GRAPH 1</b>	<b>214,767</b>	<b>304,140</b>	-	-	-
<b>Net Assets</b>					
Unrestricted	192,462	305,722	-	-	-
Temporarily restricted	240,000	240,000	-	-	-
<b>Total Net Assets</b>	<b>432,462</b>	<b>545,722</b>	-	-	-
<b>Total Liabilities and Net Assets</b>	<b>647,229</b>	<b>849,862</b>	-	-	-
<b>ACTIVITIES</b>					
<b>Operating Revenue</b>					
Resident Student Enrollment	3,477,440	4,285,970	4,412,502	4,709,709	4,897,522
Students with Disabilities	254,119	391,017	465,472	468,589	262,607
<b>Grants and Contracts</b>					
State and local	-	-	-	-	-
Federal - Title and IDEA	145,934	158,535	134,238	204,324	229,902
Federal - Other	44,677	67,438	77,843	110	222,009
Other	-	-	-	-	-
NYC DoE Rental Assistance	-	-	-	-	-
Food Service/Child Nutrition Program	-	-	-	-	-
<b>Total Operating Revenue</b>	<b>3,922,170</b>	<b>4,902,960</b>	<b>5,090,055</b>	<b>5,382,732</b>	<b>5,612,040</b>
<b>Expenses</b>					
Regular Education	3,361,217	4,577,518	3,913,248	4,330,532	4,561,248
SPED	271,324	260,569	640,085	276,417	291,144
Other	-	-	-	-	-
<b>Total Program Services</b>	<b>3,632,541</b>	<b>4,838,087</b>	<b>4,553,333</b>	<b>4,606,949</b>	<b>4,852,392</b>
Management and General	471,841	592,779	490,614	576,078	620,308
Fundraising	-	-	-	-	-
<b>Total Expenses - GRAPHS 2, 3 &amp; 4</b>	<b>4,104,382</b>	<b>5,430,866</b>	<b>5,043,947</b>	<b>5,183,027</b>	<b>5,472,700</b>
<b>Surplus / (Deficit) From School Operations</b>	<b>(182,212)</b>	<b>(527,906)</b>	<b>46,108</b>	<b>199,705</b>	<b>139,340</b>
<b>Support and Other Revenue</b>					
Contributions	27,000	563,615	-	18,445	6,636
Fundraising	-	-	-	-	-
Miscellaneous Income	16,933	77,551	51,173	21,997	21,556
Net assets released from restriction	-	-	-	-	-
<b>Total Support and Other Revenue</b>	<b>43,933</b>	<b>641,166</b>	<b>51,173</b>	<b>40,442</b>	<b>28,192</b>
<b>Total Unrestricted Revenue</b>	<b>3,966,103</b>	<b>5,544,126</b>	<b>5,141,228</b>	<b>5,423,174</b>	<b>5,640,232</b>
<b>Total Temporarily Restricted Revenue</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>
<b>Total Revenue - GRAPHS 2 &amp; 3</b>	<b>3,966,103</b>	<b>5,544,126</b>	<b>5,141,228</b>	<b>5,423,174</b>	<b>5,640,232</b>
<b>Change in Net Assets</b>	<b>(138,279)</b>	<b>113,260</b>	<b>97,281</b>	<b>240,147</b>	<b>167,532</b>
<b>Net Assets - Beginning of Year - GRAPH 2</b>	<b>570,741</b>	<b>432,462</b>	<b>545,722</b>	<b>643,003</b>	<b>883,150</b>
<b>Prior Year Adjustment(s)</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>
<b>Net Assets - End of Year - GRAPH 2</b>	<b>432,462</b>	<b>545,722</b>	<b>643,003</b>	<b>883,150</b>	<b>1,050,682</b>

# FISCAL DASHBOARD

## OCEAN HILL COLLEGIATE CHARTER SCHOOL

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

### SCHOOL INFORMATION - (Continued)

#### Functional Expense Breakdown

Personnel Service
Administrative Staff Personnel
Instructional Personnel
Non-Instructional Personnel
Personnel Services (Combined)
<b>Total Salaries and Staff</b>
Fringe Benefits & Payroll Taxes
Retirement
Management Company Fees
Building and Land Rent / Lease
Staff Development
Professional Fees, Consultant & Purchased Services
Marketing / Recruitment
Student Supplies, Materials & Services
Depreciation
Other

	2013-14	2014-15	2015-16	2016-17	2017-18
174,123	839,004	679,431	907,216	1,122,548	
2,344,090	2,317,592	2,284,110	2,186,917	2,081,448	
-	-	-	-	-	
-	-	-	-	-	
2,518,213	3,156,596	2,963,541	3,094,133	3,203,996	
444,395	571,722	458,713	504,323	536,854	
-	-	72,956	79,055	80,032	
368,362	435,197	426,038	430,610	431,202	
11,344	-	247	-	-	
122,755	156,869	125,812	137,603	164,975	
19,299	21,203	124,130	150,750	167,246	
-	-	18,139	19,050	17,662	
231,465	423,941	381,846	350,391	420,529	
78,094	85,582	93,387	109,877	121,411	
310,455	579,756	379,138	307,235	328,793	
4,104,382	5,430,866	5,043,947	5,183,027	5,472,700	

Total Expenses

### SCHOOL ANALYSIS

#### ENROLLMENT

Original Chartered Enrollment
Final Chartered Enrollment (includes any revisions)
Actual Enrollment - GRAPH 4
Chartered Grades
Final Chartered Grades (includes any revisions)

	2013-14	2014-15	2015-16	2016-17	2017-18
263	322	372	427	476	
263	322	312	312	312	
257	311	317	327	329	
5-8	5-9	5-10	5-11	5-12	
-	-	5-8	5-8	5-8	

#### Primary School District: NYC CHANCELLOR'S OFFICE

Per Pupil Funding (Weighted Avg of All Districts)  
Increase over prior year

13,877	13,877	13,877	14,027	14,527
2.5%	0.0%	0.0%	1.1%	3.4%

#### PER STUDENT BREAKDOWN

##### Revenue

Operating
Other Revenue and Support
<b>TOTAL - GRAPH 3</b>

15,261	15,760	16,079	16,462	17,042
171	2,061	162	124	86
15,432	17,821	16,240	16,586	17,128

##### Expenses

Program Services
Management and General, Fundraising
<b>TOTAL - GRAPH 3</b>
% of Program Services
% of Management and Other
<b>% of Revenue Exceeding Expenses - GRAPH 5</b>

14,134	15,552	14,383	14,090	14,735
1,836	1,905	1,550	1,762	1,884
15,970	17,457	15,933	15,852	16,619
88.5%	89.1%	90.3%	88.9%	88.7%
11.5%	10.9%	9.7%	11.1%	11.3%
-3.4%	2.1%	1.9%	4.6%	3.1%

#### Student to Faculty Ratio

8.6	10.6	10.9	10.2	7.3
-----	------	------	------	-----

#### Faculty to Admin Ratio

15.0	3.1	4.1	4.6	4.5
------	-----	-----	-----	-----

#### Financial Responsibility Composite Scores - GRAPH 6

Score  
Fiscally Strong 1.5 - 3.0 / Fiscally Adequate 1.0 - 1.4 /  
Fiscally Needs Monitoring < 1.0

1.5	1.8	0.0	0.0	0.0
Fiscally Strong	Fiscally Strong	N/A	N/A	N/A

#### Working Capital - GRAPH 7

Net Working Capital  
As % of Unrestricted Revenue  
Working Capital (Current) Ratio Score  
Risk (Low ≥ 3.0 / Medium 1.4 - 2.9 / High < 1.4)  
Rating (Excellent ≥ 3.0 / Good 1.4 - 2.9 / Poor < 1.4)

286,052	251,680	0	0	0
7.2%	4.5%	0.0%	0.0%	0.0%
2.3	1.8	0.0	0.0	0.0
MEDIUM	MEDIUM	N/A	N/A	N/A
Good	Good	N/A	N/A	N/A

#### Quick (Acid Test) Ratio

Score  
Risk (Low ≥ 2.5 / Medium 1.0 - 2.4 / High < 1.0)  
Rating (Excellent ≥ 2.5 / Good 1.0 - 2.4 / Poor < 1.0)

2.3	1.7	0.0	0.0	0.0
MEDIUM	MEDIUM	N/A	N/A	N/A
Good	Good	N/A	N/A	N/A

#### Debt to Asset Ratio - GRAPH 7

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

0.3	0.4	0.0	0.0	0.0
LOW	LOW	N/A	N/A	N/A
Excellent	Excellent	N/A	N/A	N/A

#### Months of Cash - GRAPH 8

Score  
Risk (Low > 3 mo. / Medium 1 - 3 mo. / High < 1 mo.)  
Rating (Excellent > 3 mo. / Good 1 - 3 mo. / Poor < 1 mo.)

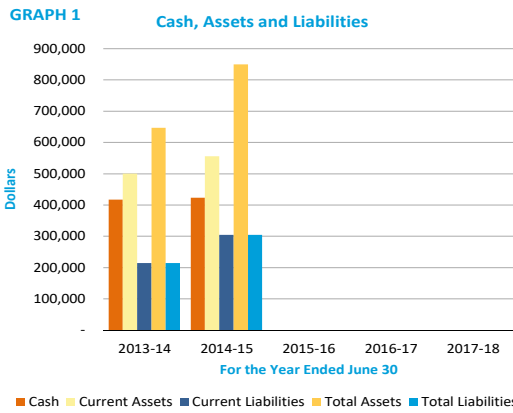
1.2	0.9	0.0	0.0	0.0
MEDIUM	HIGH	N/A	N/A	N/A
Good	Poor	N/A	N/A	N/A

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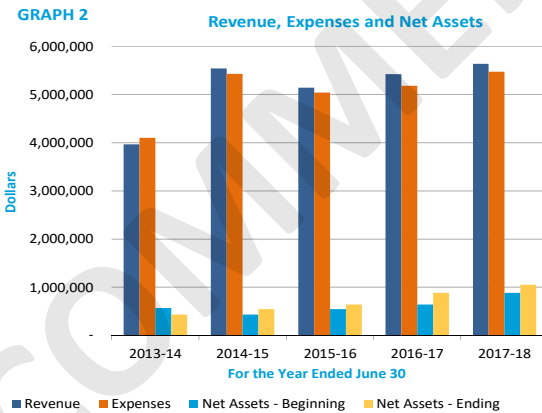
# FISCAL DASHBOARD

## OCEAN HILL COLLEGIATE CHARTER SCHOOL

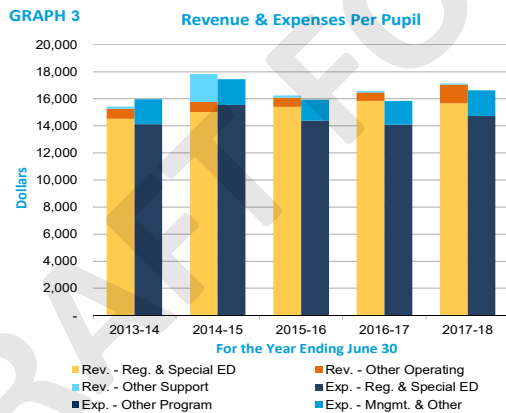
NOTE: Effective 2015-16, the school merged into the education corporation, "Uncommon New York City Charter Schools." Accordingly, see the education corporation report containing the "Balance Sheet" for all schools merged into the education corporation.



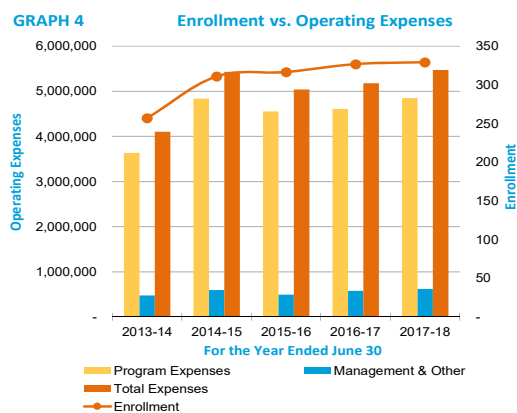
This chart illustrates the relationship between assets and liabilities and to what extent cash reserves makes up current assets. Ideally for each subset, subsets 2 through 4, (i.e. current assets vs. current liabilities), the column on the left is taller than the immediate column on the right; and, generally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



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



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



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

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# FISCAL DASHBOARD

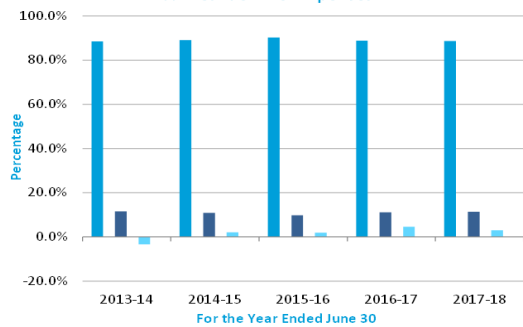
## OCEAN HILL COLLEGIATE CHARTER SCHOOL

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

Comparable School, Region or Network: -

GRAPH 5

% Breakdown of Expenses

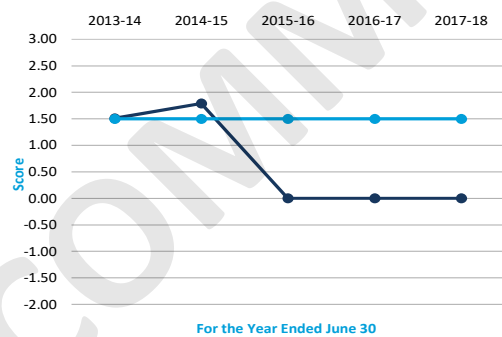


■ Program Services - School      ■ Program Services - Comparable  
■ Management & Other - School      ■ Management & Other - Comparable  
■ REV. Exceeding EXP. - School      ■ REV. Exceeding EXP. Comparable

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

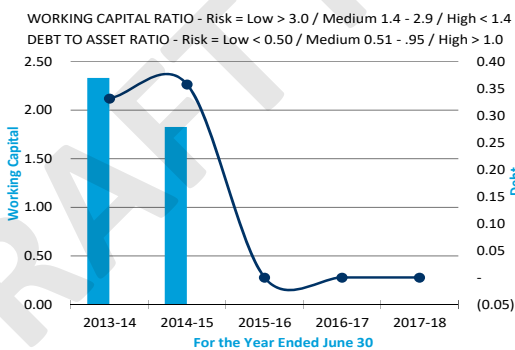


● Composite Score - School      ● Composite Score - Comparable  
● Benchmark

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

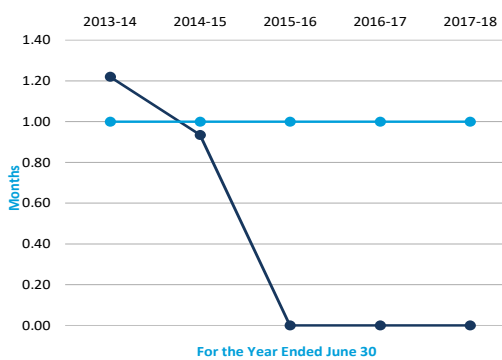


■ Working Capital - School      ■ Working Capital - Comparable  
● Debt Ratio - School      ● Debt Ratio - Comparable

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.

GRAPH 8

Months of Cash



● Cash - School      ● Cash - Comparable      ● Ideal 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.

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# FUTURE PLANS



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

Ocean Hill Collegiate is an academic success. The school operates as an effective and viable organization, and the education corporation is fiscally sound. Uncommon NYC plans to continue to operate the school in the same manner with an expansion into the elementary grades, which Uncommon NYC serves at other schools. Therefore, the plans for the school's future are reasonable, feasible, and achievable.

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

**Plans for the Educational Program.** Ocean Hill Collegiate plans to continue to implement the same core elements of its educational program that enabled the school to meet or exceed its key Accountability Plan goals in the current charter term. These elements are likely to enable the school to meet or exceed its academic goals in the next charter term. If granted renewal, Ocean Hill Collegiate will expand to serve students in Kindergarten – 8<sup>th</sup> grade. The school, with support from the network, will implement the same strong program currently in place at other elementary school levels across the education corporation. Expanding to the elementary grades will allow for Uncommon NYC to serve more students and place them on the path to college.

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

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OCEAN HILL COLLEGIATE		
	CURRENT	END OF NEXT CHARTER TERM
<b>Enrollment</b>	519	780
<b>Grade Span</b>	K-1, 5-8	K-8
<b>Teaching Staff</b>	39	61
<b>Days of Instruction</b>	185	185

Ocean Hill Collegiate will grow to serve students in Kindergarten – 8<sup>th</sup> grade in existing NYCDOE co-located space for the next charter term. The current space that the school occupies is sufficient to support the growth of the school to capacity.

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.

# Williamsburg Collegiate Charter School

# So

SCHOOL OVERVIEW

PAGES: 160-175

**SO**  
SCHOOL  
OVERVIEW

**PS**  
PERFORMANCE  
SUMMARIES

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FISCAL DASHBOARD

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FUTURE PLANS

# WILLIAMSBURG COLLEGIATE CHARTER SCHOOL

## DOES THE SCHOOL IMPLEMENT THE EDUCATIONAL PROGRAM WITH FIDELITY TO THE EDUCATION CORPORATION'S DESIGN?

Based on a review of the school's Application for Charter Renewal, discussions with teachers, leaders, and board members, and a review of the academic program, Williamsburg Collegiate Charter School fully implements the academic program as outlined in the education corporation overview and is an academic success having met its key Accountability Plan goals.

### SCHOOL BACKGROUND

The NYC Schools Chancellor recommended the original charter for approval by the Board of Regents for Williamsburg Collegiate. The school opened in the fall of 2014 initially serving students in 5<sup>th</sup> and 6<sup>th</sup> grade. The SUNY Trustees approved the merger of Williamsburg Collegiate on March 6, 2015. The school is authorized to serve 345 students in 5<sup>th</sup> – 8<sup>th</sup> grade during the 2019-20 school year. If renewed, the school will grow to serve students in Kindergarten – 8<sup>th</sup> grade with a projected total enrollment of 780 students.

The current charter term expires on June 30, 2020. A subsequent charter term would enable the school to operate through June 30, 2025. The school is co-located in a NYCDOE district school building at 157 Wilson Street, Brooklyn, NY in CSD 14. The building also houses P.S. 016 Leonard Dunkly, a district school, serving students in Kindergarten – 5<sup>th</sup> grade.

### NOTEWORTHY - WILLIAMSBURG COLLEGIATE

Williamsburg Collegiate promotes a love of reading by honoring students who read one million words. Fifteen 5<sup>th</sup> - 8<sup>th</sup> grade students achieved this distinction in 2018-19.

## ACADEMIC PROGRAM

Williamsburg Collegiate is constantly reflective and improving its educational program through strategic priorities. Based on analyses of assessment results and student discipline trends, the school focused on the following priorities in 2018-19: data driven instruction to further improve student outcomes; an enhanced reading culture to instill a greater interest in reading; collaborative “circle” time to enable more teaching of character values; professional development that is responsive to the needs of more experienced, returning teachers; and, more opportunities for staff collaboration during the school day to promote greater staff sustainability.

Over the charter term, the network worked closely with school leaders to improve the academic program at Williamsburg Collegiate. The strategic school priorities support teachers with both the intellectual preparation of lessons as well as allowing teachers to be more responsive to data during lessons. With additional support from the network, leaders focused observation, feedback, and coaching on these two areas to help teachers improve, which, for 2018-19, resulted in improved results for students in both ELA and mathematics.

The school utilizes a skills block in which each grade level has multiple groups of students based on skill levels identified in assessments. In addition to examining results from quarterly and other assessments, the school institutes more monitoring of independent student work that includes intentional plans for student seating and teachers’ individual support to students. Instructional leaders provide teachers feedback on their pedagogy at least twice a week and all teachers have an instructional coach. Williamsburg Collegiate has piloted an ICT model to serve students with disabilities, and the education corporation and network’s special education working group will examine the effectiveness and ways to replicate the success of the ICT program across other schools during the 2019-20 school year.

The school works to improve its relationship with its co-located school, which has helped the scheduling of extracurricular activities including daily physical education. Eighth grade students create multidisciplinary, end-of-year projects regarding societal changes they would like to see regarding race, gender, immigration, voting rights, the environment, or other pressing current issues.

## LEGAL REQUIREMENTS

Williamsburg Collegiate substantially complies with applicable laws, rules and regulations, and provisions of the charter with a few minor exceptions. The Institute will work with the education corporation to ensure the school's compliance before the start of the next charter term.

- **Annual Report.** While the school sent its annual report to the Institute and NYSED in a timely manner, it did not properly post it on the school or network website in accordance with the charter and the Education Law.
- **Complaints.** The Institute received no formal complaints regarding the school.
- **FOIL Policy.** The school posts parent handbook(s) to its web pages in compliance with the Freedom of Information Law FOIL except for providing a link to the COOG.
- **Violations.** The Institute has not placed the school on a corrective plan or sent it any violation letters.

## FINANCIAL CONDITION

Williamsburg Collegiate's five year budget reflects growing revenue and expenses as the school grows to serve Kindergarten – 8<sup>th</sup> grade by the end of the next charter term. The middle school will remain in its current NYCDOE co-located space throughout the next charter term. The school is working with NYCDOE and has requested space to accommodate the new school to be a feeder for the middle school. In the event a suitable space is not found, Uncommon NYC will seek to secure rental assistance to fund the lease of a private facility.

The school has reported operating surpluses in each of its first two years with Uncommon NYC, and has accumulated \$3.7 million in net assets as of June 30, 2018.

SUNY Charter Schools Institute  
SUNY Plaza  
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# SCHOOL OVERVIEW

## SCHOOL LEADERS

### PRINCIPAL

*Alexandra Bronson (2015-16 to Present)*

*J.T. Schiltz (2011-12 to 2014-15)*

*Julie Kennedy (2005-06 to 2010-11)*

## SCHOOL CHARACTERISTICS - WILLIAMSBURG COLLEGIATE

SCHOOL YEAR	CHARTERED ENROLLMENT	ACTUAL ENROLLMENT	ACTUAL AS A PERCENTAGE OF CHARTERED ENROLLMENT	PROPOSED GRADES	ACTUAL GRADES
2014-15	NYCDOE	NYCDOE	NYCDOE	NYCDOE	NYCDOE
2015-16	NYCDOE	NYCDOE	NYCDOE	NYCDOE	NYCDOE
2016-17	312	328	105%	5-8	5-8
2017-18	312	320	103%	5-8	5-8
2018-19	345	325	94%	5-8	5-8

## PARENT SATISFACTION: SURVEY RESULTS

RESPONSE RATE	OVERALL SATISFACTION	SCHOOL LEADERSHIP	STRONG FAMILY-COMMUNITY TIES	TRUST
40%	91%	94%	89%	95%

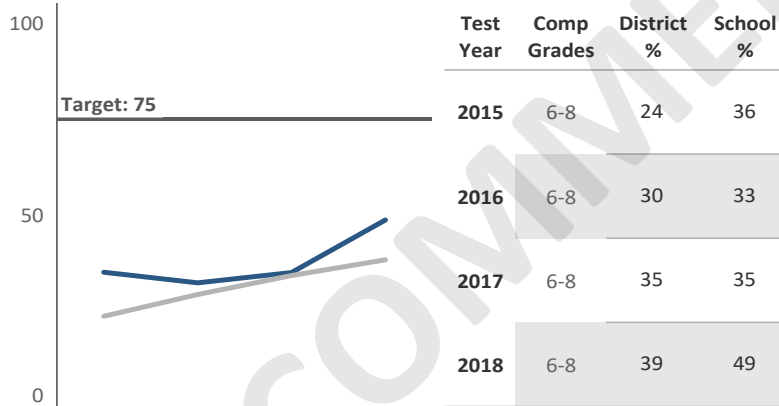
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# SCHOOL OVERVIEW

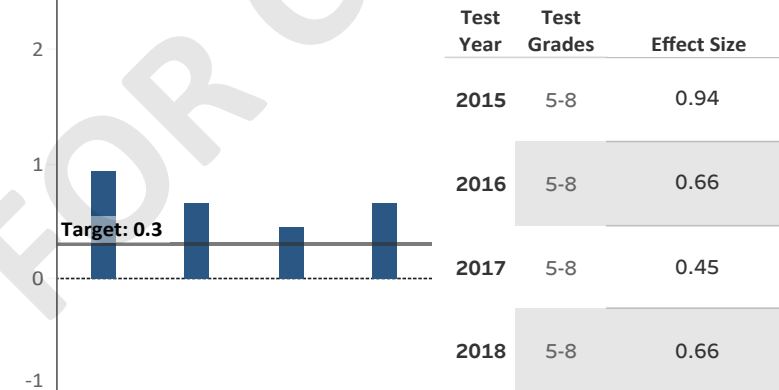
## WILLIAMSBURG COLLEGIATE CHARTER SCHOOL

### ENGLISH LANGUAGE ARTS ACCOUNTABILITY PLAN GOAL

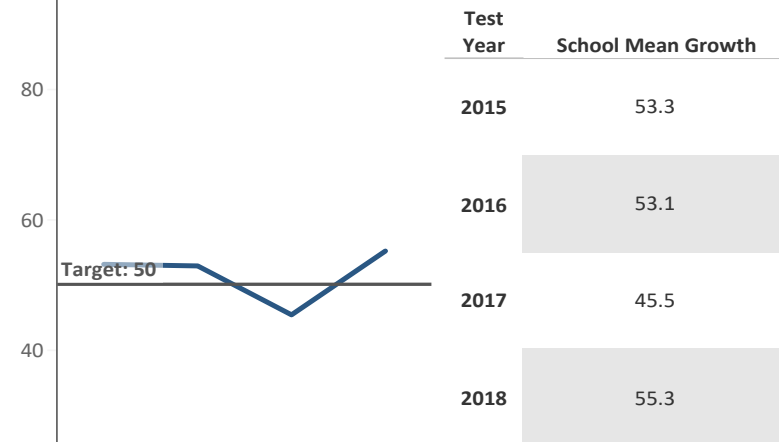
**Comparative Measure: District Comparison.** Each year, the percentage of students at **the school** in at least their second year performing at or above proficiency in ELA will be greater than that of students in the same tested grades in the district.



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



**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**.



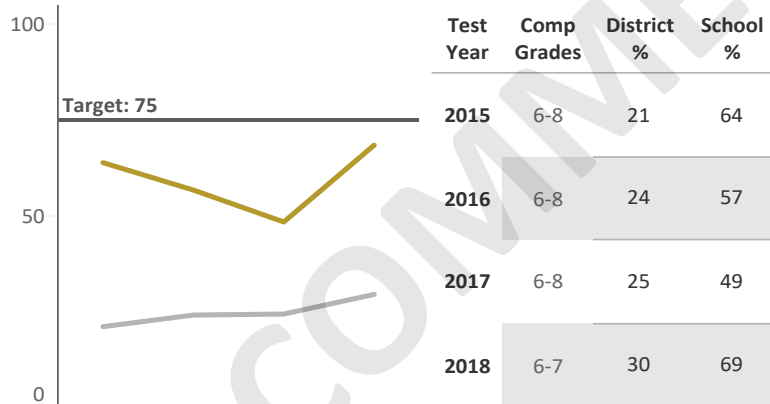
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# SCHOOL OVERVIEW

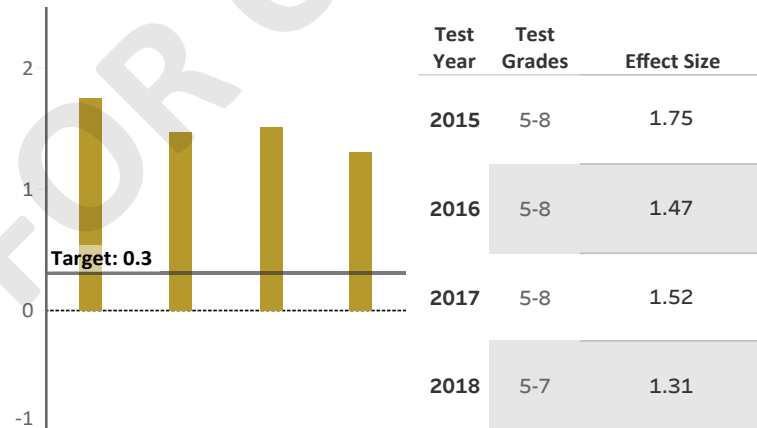
## WILLIAMSBURG COLLEGIATE CHARTER SCHOOL

### MATHEMATICS ACCOUNTABILITY PLAN GOAL

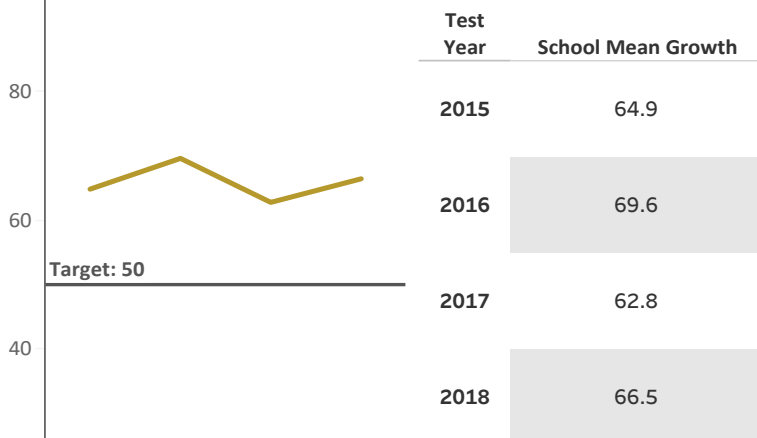
**Comparative Measure: District Comparison.** Each year, the percentage of students at **the school** in at least their second year performing at or above proficiency in Mathematics will be greater than that of students in the same tested grades in the district.



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



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



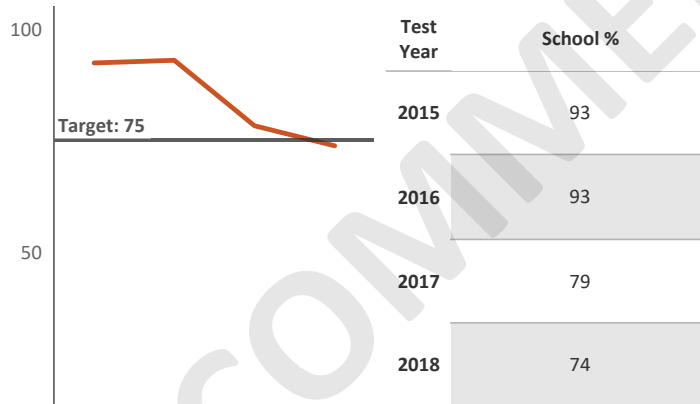
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# SCHOOL OVERVIEW

## WILLIAMSBURG COLLEGIATE CHARTER SCHOOL

### SCIENCE ACCOUNTABILITY PLAN GOAL

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



### SPECIAL POPULATIONS PERFORMANCE

	2016	2017	2018
<b>Enrollment Receiving Mandated Academic Services</b>	81	64	71
<b>Tested on State Exam</b>	65	64	71
<b>School Percent Proficient on ELA Exam</b>	9.2	10.9	26.8
<b>District Percent Proficient</b>	6.6	8.4	14.3
	2016	2017	2018
<b>ELL Enrollment</b>	23	17	23
<b>Tested on NYSESLAT Exam</b>	20	11	23
<b>School Percent 'Commanding' or Making Progress on NYSESLAT</b>	0.0	36.4	8.7

The academic outcome data about the performance of students receiving special education services and ELLs above is not tied to separate goals in the school's formal Accountability Plan.

The NYSESLAT, the New York State English as a Second Language Achievement Test, is a standardized state exam.

"Making Progress" is defined as moving up at least one level of proficiency. Student scores fall into five categories/proficiency levels: Entering; Emerging; Transitioning; Expanding; and, Commanding.

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

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# SCHOOL OVERVIEW

## DISTRICT COMMENTS

NO COMMENTS RECEIVED

## ENROLLMENT AND RETENTION

### Williamsburg Collegiate Charter School's Enrollment and Retention Status: 2017-18

		District Target	School
<b>Enrollment</b>	economically disadvantaged	88.5	84.6
	English language learners	10.7	17.9
	students with disabilities	20.8	22.3
<b>Retention</b>	economically disadvantaged	89.9	86.3
	English language learners	91.9	89.5
	students with disabilities	91.9	91.5

# SCHOOL PERFORMANCE SUMMARY: ENGLISH LANGUAGE ARTS

## Williamsburg Collegiate Charter School

SUNY Charter Schools Institute  
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# PERFORMANCE SUMMARIES

Pf  
PERFORMANCE

Su  
SUMMARIES

		2015-16 Grades Served 5-12				2016-17 Grades Served 5-8				2017-18 Grades Served 5-8									
Grades	All % (N)	2+ Years % (N)	MET	Grades	All % (N)	2+ Years % (N)	MET	Grades	All % (N)	2+ Years % (N)	MET	Grades	All % (N)	2+ Years % (N)	MET				
3	(0)	(0)		3	(0)	(0)		3	(0)	(0)		3	(0)	(0)					
4	(0)	(0)		4	(0)	(0)		4	(0)	(0)		4	(0)	(0)					
5	32.5 (83)	0.0 (6)		5	20.7 (82)	0.0 (5)		5	31.5 (73)	0.0 (3)		5	31.5 (73)	0.0 (3)					
6	21.8 (87)	19.2 (78)		6	27.7 (83)	26.3 (76)		6	60.2 (83)	64.2 (67)		6	60.2 (83)	64.2 (67)					
7	47.0 (83)	49.4 (79)		7	37.0 (81)	35.9 (78)		7	43.4 (83)	43.4 (76)		7	43.4 (83)	43.4 (76)					
8	32.9 (76)	32.0 (75)		8	47.5 (80)	46.2 (78)		8	43.0 (79)	43.4 (76)		8	43.0 (79)	43.4 (76)					
All	33.4 (329)	32.8 (238)	NO	All	33.1 (326)	35.4 (237)	NO	All	45.0 (318)	49.1 (222)	NO	All	45.0 (318)	49.1 (222)	NO				
Grades		PLI	AMO	Grades	PLI	AMO	Grades	Grades	PI	MIP	Grades	Grades	PI	MIP	Grades				
5-8		114	104	5-8	110	111	NO	5-8	135	101	YES	5-8	135	101	YES				
Absolute Measure																			
1. Each year 75 percent of students who are enrolled in at least their second year will perform at or above proficiency on the New York State exam.																			
2. Each year the school's aggregate Performance Index on the State exam will meet the Measure of Interim Progress set forth in the State's ESSA accountability system.																			
3. Each year the percent of students enrolled in at least their second year and performing at or above proficiency will be greater than that of students in the same grades in the local district.		Comparison: Brooklyn CSD 14				Comparison: Brooklyn CSD 14				Comparison: Brooklyn CSD 14				Comparison: Brooklyn CSD 14					
Grades	% ED	Actual	Predicted	ES	Grades	% ED	Actual	Predicted	ES	Grades	% ED	Actual	Predicted	ES	Grades	% ED	Actual	Predicted	ES
6-8	32.8	32.8	29.7	YES	6-8	35.4	35.4	34.7	YES	6-8	49.1	49.1	38.8	YES	6-8	49.1	49.1	38.8	YES
3					3					3					3				
4					4					4					4				
5	87.1	32.5	21.3	0.78	5	87.8	20.7	22.3	-0.11	5	84.3	31.5	26.6	0.31	5	84.3	31.5	26.6	0.31
6	86.2	21.8	21.9	0.01	6	86.9	27.7	19.3	0.66	6	79.5	60.2	39.5	1.11	6	79.5	60.2	39.5	1.11
7	82.4	47.0	22.9	1.54	7	89.0	37.0	26.9	0.58	7	83.5	43.4	29.2	0.76	7	83.5	43.4	29.2	0.76
8	86.7	32.9	27.1	0.36	8	82.7	47.5	34.5	0.68	8	90.1	43.6	36.1	0.42	8	90.1	43.6	36.1	0.42
All	85.6	33.4	23.1	0.66	All	86.6	33.1	25.7	0.45	All	84.3	45.1	33.0	0.66	All	84.3	45.1	33.0	0.66
Comparative Measure																			
4. Each year the school will exceed its predicted performance on the state exam by an effect size of 0.3 or above based on a regression analysis controlling for economically disadvantaged students statewide.																			
5. Each year, the school's unadjusted mean growth percentile will meet or exceed the target of 50.		Comparison: Brooklyn CSD 14				Comparison: Brooklyn CSD 14				Comparison: Brooklyn CSD 14				Comparison: Brooklyn CSD 14					
Grades	% ED	Actual	Predicted	ES	Grades	% ED	Actual	Predicted	ES	Grades	% ED	Actual	Predicted	ES	Grades	% ED	Actual	Predicted	ES
4	0.0	0.0	0.0		4	0.0	0.0	0.0		4	0.0	0.0	0.0		4	0.0	0.0	0.0	
5	55.4	55.4	44.6		5	44.6	44.6	51.3		5	51.3	51.3	66.5		5	51.3	51.3	66.5	
6	52.4	52.4	49.1		6	49.1	49.1	66.5		6	66.5	66.5	54.2		6	66.5	66.5	54.2	
7	58.0	58.0	45.9		7	50.9	50.9	48.7		7	54.2	54.2	48.7		7	54.2	54.2	48.7	
8	45.9	45.9	53.1		8	37.6	37.6	55.3		8	48.7	48.7	50.0		8	48.7	48.7	50.0	
All	53.1	53.1	50.0	YES	All	45.5	45.5	50.0	NO	All	55.3	55.3	50.0	YES	All	55.3	55.3	50.0	YES
Growth Measure																			

SUNY Charter Schools Institute  
 SUNY Plaza  
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# PERFORMANCE SUMMARIES

## SCHOOL PERFORMANCE SUMMARY: MATHEMATICS

### Williamsburg Collegiate Charter School

	2015-16 Grades Served 5-12				2016-17 Grades Served 5-8				2017-18 Grades Served 5-8						
	Grades	All % (N)	2+ Years % (N)	MET	Grades	All % (N)	2+ Years % (N)	MET	Grades	All % (N)	2+ Years % (N)	MET			
1. Each year 75 percent of students who are enrolled in at least their second year will perform at or above proficiency on the New York State exam.	3	(0)	(0)		3	(0)	(0)		3	(0)	(0)				
	4	(0)	(0)		4	(0)	(0)		4	(0)	(0)				
	5	34.9 (83)	0.0 (6)		5	46.2 (78)	20.0 (5)		5	38.9 (72)	0.0 (3)				
	6	56.3 (87)	53.8 (78)		6	56.1 (82)	53.3 (75)		6	72.0 (82)	78.8 (66)				
	7	62.7 (83)	64.6 (79)		7	48.1 (81)	46.2 (78)		7	62.2 (82)	62.7 (75)				
	8	(0)	(0)		8	(0)	(0)		8	(0)	(0)				
	All	51.4 (253)	57.1 (163)	NO	All	50.2 (241)	48.7 (158)	NO	All	58.5 (236)	68.8 (144)	NO			
	Grades	PLI	AMO		Grades	PLI	AMO		Grades	PI	MIP				
5-7	137	101	YES	5-7	137	109	YES	5-7	157	103	YES				
Absolute Measure															
2. Each year the school's aggregate Performance Index on the State exam will meet the Measure of Interim Progress set forth in the State's ESSA accountability system.	Comparison: Brooklyn CSD 14														
	Grades	School	District	Grades	School	District	Grades	School	District	Grades	School	District			
	6-7	57.1	24.4	YES	6-7	48.7	24.7	YES	6-7	68.8	29.8	YES			
	Grade	% ED	Actual	Predicted	ES	Grade	% ED	Actual	Predicted	ES	Grade	% ED	Actual	Predicted	ES
	3				3					3					
	4				4					4					
	5	87.1	34.9	24.8	0.55	5	87.8	46.2	27.1	1.05	5	84.3	38.9	31.1	0.42
	6	86.2	56.3	23.9	1.57	6	86.9	56.1	22.8	1.92	6	79.5	72.0	33.4	1.90
7	82.4	62.7	19.8	2.31	7	89.0	48.1	18.9	1.56	7	83.5	62.2	27.5	1.53	
8					8					8					
All	85.2	51.4	22.9	1.47	All	87.9	50.2	22.8	1.52	All	82.4	58.5	30.6	1.31	
Grades	School	State	Grades	School	State	Grades	School	State	Grades	School	State				
4	0.0			4	0.0				4	0.0					
5	68.5			5	68.1				5	58.9					
6	77.6			6	70.6				6	77.0					
7	61.9			7	50.8				7	62.4					
8	0.0			8	0.0				8	0.0					
All	69.6	50.0	YES	All	62.8	50.0	YES	All	66.5	50.0	YES				
Comparative Measure															
3. Each year the percent of students enrolled in at least their second year and performing at or above proficiency will be greater than that of students in the same grades in the local district.	Comparison: Brooklyn CSD 14														
	Grades	School	District	Grades	School	District	Grades	School	District	Grades	School	District			
	6-7	57.1	24.4	YES	6-7	48.7	24.7	YES	6-7	68.8	29.8	YES			
	Grade	% ED	Actual	Predicted	ES	Grade	% ED	Actual	Predicted	ES	Grade	% ED	Actual	Predicted	ES
	3				3					3					
	4				4					4					
	5	87.1	34.9	24.8	0.55	5	87.8	46.2	27.1	1.05	5	84.3	38.9	31.1	0.42
	6	86.2	56.3	23.9	1.57	6	86.9	56.1	22.8	1.92	6	79.5	72.0	33.4	1.90
7	82.4	62.7	19.8	2.31	7	89.0	48.1	18.9	1.56	7	83.5	62.2	27.5	1.53	
8					8					8					
All	85.2	51.4	22.9	1.47	All	87.9	50.2	22.8	1.52	All	82.4	58.5	30.6	1.31	
Grades	School	State	Grades	School	State	Grades	School	State	Grades	School	State				
4	0.0			4	0.0				4	0.0					
5	68.5			5	68.1				5	58.9					
6	77.6			6	70.6				6	77.0					
7	61.9			7	50.8				7	62.4					
8	0.0			8	0.0				8	0.0					
All	69.6	50.0	YES	All	62.8	50.0	YES	All	66.5	50.0	YES				
Growth Measure															
5. Each year, the school's unadjusted mean growth percentile will meet or exceed the target of 50.	Comparison: Brooklyn CSD 14														
	Grades	School	State	Grades	School	State	Grades	School	State	Grades	School	State			
	4	0.0			4	0.0				4	0.0				
	5	68.5			5	68.1				5	58.9				
	6	77.6			6	70.6				6	77.0				
	7	61.9			7	50.8				7	62.4				
	8	0.0			8	0.0				8	0.0				
	All	69.6	50.0	YES	All	62.8	50.0	YES	All	66.5	50.0	YES			

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# FISCAL DASHBOARD

## WILLIAMSBURG COLLEGIATE CHARTER SCHOOL

NOTE: Effective 2016-17, the school merged into the education corporation, "Uncommon New York City Charter Schools." Accordingly, see the education corporation report containing the "Balance Sheet" for all schools merged into the education corporation.

### 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

Deferred Rent/Lease Liability  
All other 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  
NYC DoE Rental Assistance  
Food Service/Child Nutrition Program

##### Total Operating Revenue

##### Expenses

Regular Education  
SPED  
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

Opened 2016-17

	MERGED		MERGED		
	2013-14	2014-15	2015-16	2016-17	2017-18
Cash and Cash Equivalents - GRAPH 1	-	-	-	-	-
Grants and Contracts Receivable	-	-	-	-	-
Accounts Receivable	-	-	-	-	-
Prepaid Expenses	-	-	-	-	-
Contributions and Other Receivables	-	-	-	-	-
<b>Total Current Assets - GRAPH 1</b>	-	-	-	-	-
Property, Building and Equipment, net	-	-	-	-	-
Other Assets	-	-	-	-	-
<b>Total Assets - GRAPH 1</b>	-	-	-	-	-
Accounts Payable and Accrued Expenses	-	-	-	-	-
Accrued Payroll and Benefits	-	-	-	-	-
Deferred Revenue	-	-	-	-	-
Current Maturities of Long-Term Debt	-	-	-	-	-
Short Term Debt - Bonds, Notes Payable	-	-	-	-	-
Other	-	-	-	-	-
<b>Total Current Liabilities - GRAPH 1</b>	-	-	-	-	-
Deferred Rent/Lease Liability	-	-	-	-	-
All other L-T debt and notes payable, net current maturities	-	-	-	-	-
<b>Total Liabilities - GRAPH 1</b>	-	-	-	-	-
Unrestricted	-	-	-	-	-
Temporarily restricted	-	-	-	-	-
<b>Total Net Assets</b>	-	-	-	-	-
<b>Total Liabilities and Net Assets</b>	-	-	-	-	-
Resident Student Enrollment	-	-	-	4,740,593	4,758,230
Students with Disabilities	-	-	-	850,447	941,923
State and local	-	-	-	-	-
Federal - Title and IDEA	-	-	-	275,155	280,397
Federal - Other	-	-	-	-	77,170
Other	-	-	-	-	-
NYC DoE Rental Assistance	-	-	-	-	-
Food Service/Child Nutrition Program	-	-	-	-	-
<b>Total Operating Revenue</b>	-	-	-	5,866,195	6,057,720
Regular Education	-	-	-	4,837,400	4,826,198
SPED	-	-	-	308,770	308,055
Other	-	-	-	-	-
<b>Total Program Services</b>	-	-	-	5,146,170	5,134,253
Management and General	-	-	-	630,485	628,717
Fundraising	-	-	-	-	-
<b>Total Expenses - GRAPHS 2, 3 &amp; 4</b>	-	-	-	5,776,655	5,762,970
<b>Surplus / (Deficit) From School Operations</b>	-	-	-	89,540	294,750
Contributions	-	-	-	18,410	135
Fundraising	-	-	-	-	-
Miscellaneous Income	-	-	-	24,322	17,969
Net assets released from restriction	-	-	-	-	-
<b>Total Support and Other Revenue</b>	-	-	-	42,732	18,104
Total Unrestricted Revenue	-	-	-	5,908,927	6,075,824
Total Temporarily Restricted Revenue	-	-	-	-	-
<b>Total Revenue - GRAPHS 2 &amp; 3</b>	-	-	-	5,908,927	6,075,824
<b>Change in Net Assets</b>	-	-	-	132,272	312,854
<b>Net Assets - Beginning of Year - GRAPH 2</b>	-	-	-	-	3,484,530
Prior Year Adjustment(s)	-	-	-	3,352,258	-
<b>Net Assets - End of Year - GRAPH 2</b>	-	-	-	3,484,530	3,797,384

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# FISCAL DASHBOARD

## WILLIAMSBURG COLLEGIATE CHARTER SCHOOL

NOTE: Effective 2016-17, the school merged into the education corporation, "Uncommon New York City Charter Schools." Accordingly, see the education corporation report containing the "Balance Sheet" for all schools merged into the education corporation.

### SCHOOL INFORMATION - (Continued)

#### Functional Expense Breakdown

	2013-14	2014-15	2015-16	2016-17	2017-18
Personnel Service					
Administrative Staff Personnel	-	-	-	808,525	1,010,147
Instructional Personnel	-	-	-	2,570,610	2,353,452
Non-Instructional Personnel	-	-	-	-	-
Personnel Services (Combined)	-	-	-	-	-
<b>Total Salaries and Staff</b>	-	-	-	<b>3,379,135</b>	<b>3,363,599</b>
Fringe Benefits & Payroll Taxes	-	-	-	521,955	546,246
Retirement	-	-	-	83,551	78,352
Management Company Fees	-	-	-	469,296	478,444
Building and Land Rent / Lease	-	-	-	-	-
Staff Development	-	-	-	177,870	202,318
Professional Fees, Consultant & Purchased Services	-	-	-	159,242	166,883
Marketing / Recruitment	-	-	-	20,358	20,103
Student Supplies, Materials & Services	-	-	-	428,890	454,955
Depreciation	-	-	-	117,033	94,090
Other	-	-	-	419,325	357,981
<b>Total Expenses</b>	-	-	-	<b>5,776,655</b>	<b>5,762,971</b>

### SCHOOL ANALYSIS

#### ENROLLMENT

	2013-14	2014-15	2015-16	2016-17	2017-18
Original Chartered Enrollment	-	-	-	312	312
Final Chartered Enrollment (includes any revisions)	-	-	-	312	312
Actual Enrollment - GRAPH 4	-	-	-	328	320
Chartered Grades	-	-	-	5-8	5-8
Final Chartered Grades (includes any revisions)	-	-	-	-	-

#### Primary School District: NYC CHANCELLOR'S OFFICE

Per Pupil Funding (Weighted Avg of All Districts)	2013-14	2014-15	2015-16	2016-17	2017-18
	-	-	-	14,027	14,527
Increase over prior year	0.0%	0.0%	0.0%	100.0%	3.4%

#### PER STUDENT BREAKDOWN

Revenue	2013-14	2014-15	2015-16	2016-17	2017-18
Operating	-	-	-	17,890	18,930
Other Revenue and Support	-	-	-	130	57
<b>TOTAL - GRAPH 3</b>	-	-	-	<b>18,021</b>	<b>18,987</b>

Expenses	2013-14	2014-15	2015-16	2016-17	2017-18
Program Services	-	-	-	15,694	16,045
Management and General, Fundraising	-	-	-	1,923	1,965
<b>TOTAL - GRAPH 3</b>	-	-	-	<b>17,617</b>	<b>18,009</b>

	2013-14	2014-15	2015-16	2016-17	2017-18
% of Program Services	0.0%	0.0%	0.0%	89.1%	89.1%
% of Management and Other	0.0%	0.0%	0.0%	10.9%	10.9%

#### % of Revenue Exceeding Expenses - GRAPH 5

	2013-14	2014-15	2015-16	2016-17	2017-18
	0.0%	0.0%	0.0%	2.3%	5.4%

#### Student to Faculty Ratio

	2013-14	2014-15	2015-16	2016-17	2017-18
	-	-	-	8.9	9.1

#### Faculty to Admin Ratio

	2013-14	2014-15	2015-16	2016-17	2017-18
	-	-	-	5.3	3.7

#### Financial Responsibility Composite Scores - GRAPH 6

Score	2013-14	2014-15	2015-16	2016-17	2017-18
Fiscally Strong 1.5 - 3.0 / Fiscally Adequate 1.0 - 1.4 / Fiscally Needs Monitoring < 1.0	0.0	0.0	0.0	0.0	0.0
	N/A	N/A	N/A	N/A	N/A

#### Working Capital - GRAPH 7

	2013-14	2014-15	2015-16	2016-17	2017-18
Net Working Capital	0	0	0	0	0
As % of Unrestricted Revenue	0.0%	0.0%	0.0%	0.0%	0.0%
Working Capital (Current) Ratio Score	0.0	0.0	0.0	0.0	0.0
Risk (Low ≥ 3.0 / Medium 1.4 - 2.9 / High < 1.4)	N/A	N/A	N/A	N/A	N/A
Rating (Excellent ≥ 3.0 / Good 1.4 - 2.9 / Poor < 1.4)	N/A	N/A	N/A	N/A	N/A

#### Quick (Acid Test) Ratio

Score	2013-14	2014-15	2015-16	2016-17	2017-18
Risk (Low ≥ 2.5 / Medium 1.0 - 2.4 / High < 1.0)	0.0	0.0	0.0	0.0	0.0
Rating (Excellent ≥ 2.5 / Good 1.0 - 2.4 / Poor < 1.0)	N/A	N/A	N/A	N/A	N/A

#### Debt to Asset Ratio - GRAPH 7

Score	2013-14	2014-15	2015-16	2016-17	2017-18
Risk (Low < 0.50 / Medium 0.51 - .95 / High > 1.0)	0.0	0.0	0.0	0.0	0.0
Rating (Excellent < 0.50 / Good 0.51 - .95 / Poor > 1.0)	N/A	N/A	N/A	N/A	N/A

#### Months of Cash - GRAPH 8

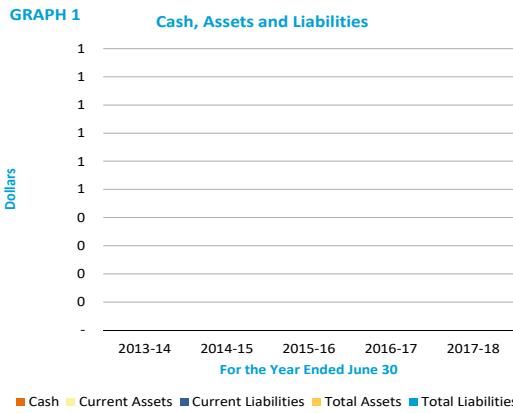
Score	2013-14	2014-15	2015-16	2016-17	2017-18
Risk (Low > 3 mo. / Medium 1 - 3 mo. / High < 1 mo.)	0.0	0.0	0.0	0.0	0.0
Rating (Excellent > 3 mo. / Good 1 - 3 mo. / Poor < 1 mo.)	N/A	N/A	N/A	N/A	N/A

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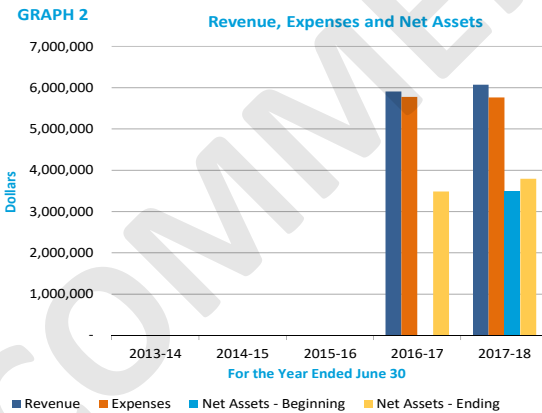
# FISCAL DASHBOARD

## WILLIAMSBURG COLLEGIATE CHARTER SCHOOL

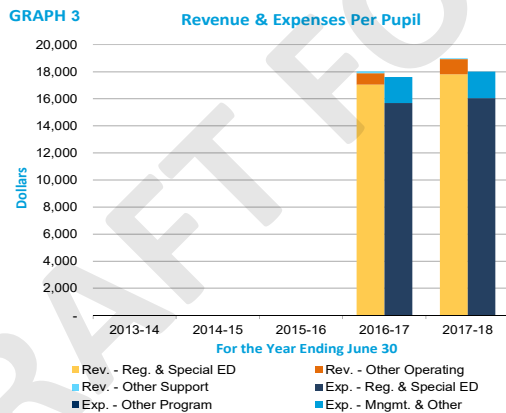
NOTE: Effective 2016-17, the school merged into the education corporation, "Uncommon New York City Charter Schools." Accordingly, see the education corporation report containing the "Balance Sheet" for all schools merged into the education corporation.



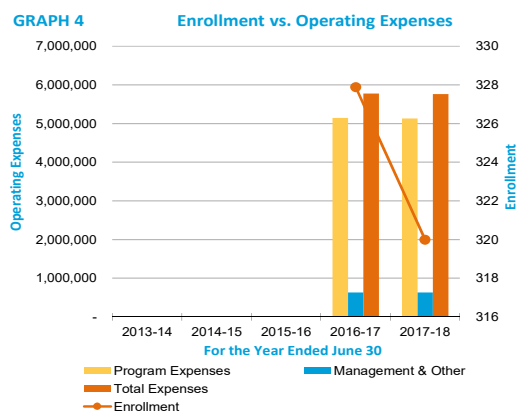
This chart illustrates the relationship between assets and liabilities and to what extent cash reserves makes up current assets. Ideally for each subset, subsets 2 through 4, (i.e. current assets vs. current liabilities), the column on the left is taller than the immediate column on the right; and, generally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



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



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



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

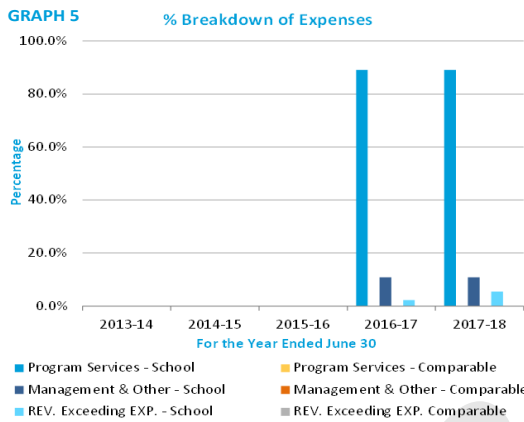
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# FISCAL DASHBOARD

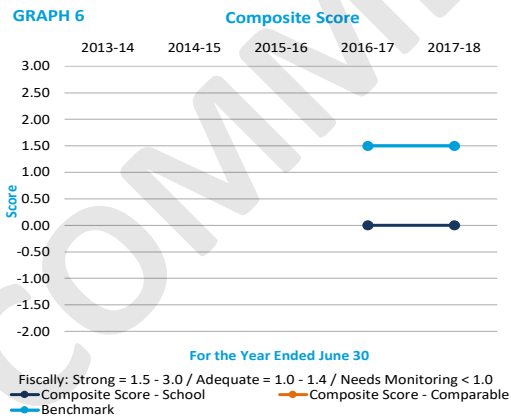
## WILLIAMSBURG COLLEGIATE CHARTER SCHOOL

NOTE: Effective 2016-17, the school merged into the education corporation, "Uncommon New York City Charter Schools." Accordingly, see the education corporation report containing the "Balance Sheet" for all schools merged into the education corporation.

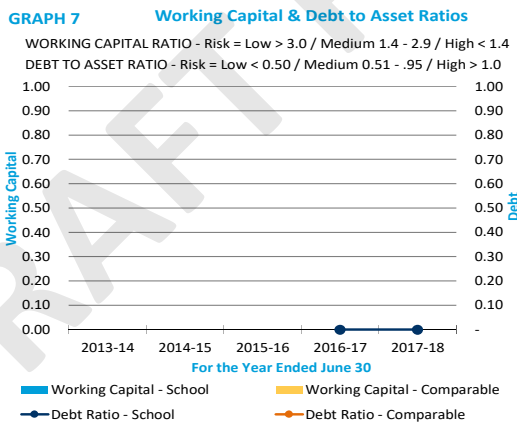
Comparable School, Region or Network: -



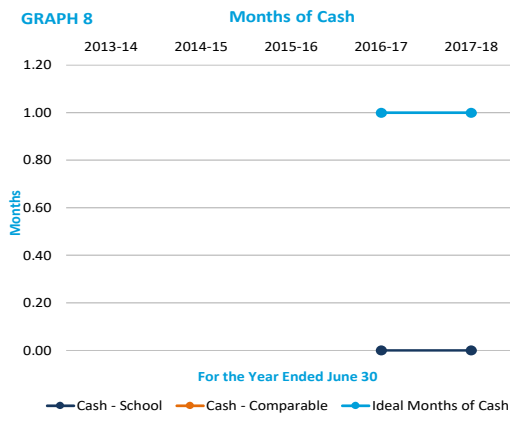
This chart illustrates the percentage expense breakdown between program services and management & others as well as the percentage of revenues exceeding expenses. Ideally the percentage expense for program services will far exceed that of the management & other expense. The percentage of revenues exceeding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

# 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?

Williamsburg Collegiate is an academic success. The school operates as an effective and viable organization, and the education corporation is fiscally sound. Uncommon NYC plans to continue to operate the school in the same manner with an expansion into the elementary grades, which Uncommon NYC serves at other schools. Therefore, the plans for the school's future are reasonable, feasible, and achievable.

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

**Plans for the Educational Program.** Williamsburg Collegiate plans to continue to implement the same core elements of its educational program that enabled the school to meet or exceed its key Accountability Plan goals in the current charter term. These elements are likely to enable the school to meet or exceed its academic goals in the next charter term. If granted renewal, Williamsburg Collegiate will expand to serve students in Kindergarten – 8<sup>th</sup> grade. The school, with support from the network, will implement the same strong program currently in place at other elementary school levels across the education corporation. Expanding to the elementary grades will allow for Uncommon NYC to serve more students and place them on the path to college.

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

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WILLIAMSBURG COLLEGIATE		
	CURRENT	END OF NEXT CHARTER TERM
<b>Enrollment</b>	345	780
<b>Grade Span</b>	5-8	K-8
<b>Teaching Staff</b>	31	66
<b>Days of Instruction</b>	185	185

Williamsburg Collegiate will continue to serve students in 5<sup>th</sup>–8<sup>th</sup> grade in existing NYCDOE co-located space for the next charter term. The school is working with NYCDOE to secure suitable space for the program to grow to scale in the next charter term. Uncommon NYC will also seek to secure rental assistance to fund a lease for a private facility if NYCDOE space is not secured.

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.



Uncommon NYC

# Ax

APPENDICES

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OVERVIEW

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**EF<sup>B</sup>**  
ED CORP FISCAL

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# APPENDIX A: Education Corporation Overview

## UNCOMMON NEW YORK CITY CHARTER SCHOOLS BOARD OF TRUSTEES

### CHAIR

Linton Mann, III

### VICE CHAIR

Tony Pasquariello

### TREASURER

Joseph Wayland

### SECRETARY

Ekwutozia Nwabuzor

### TRUSTEES

Chrystal Stokes Williams

John Kim

Michael Hall

Shakima Jones

Brett Peiser

John Greenstein

Ann Mathews

## UNCOMMON SCHOOLS, INC., BOARD OF TRUSTEES

### CHAIR

Norman Atkins

### TRUSTEES

Laura Blankfein

Allison Blitzer

Cecily C. Carson

David Cooper

Gaurav Kapadia

Robert Karr

Donald R. Katz

William M. Lewis, Jr.

Robert Marcus

Rondo Moses

Brooker Reid

## NETWORK LEADERS

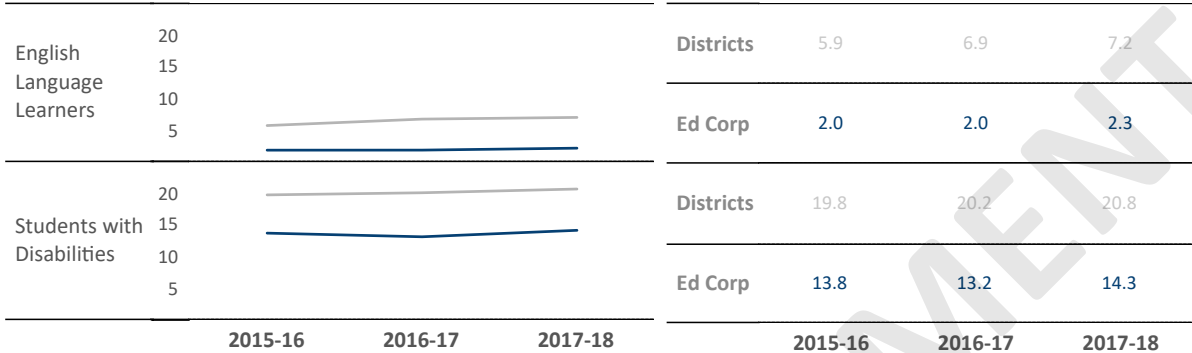
### NETWORK

*Brett Peiser, CEO (July 2012 to Present)*

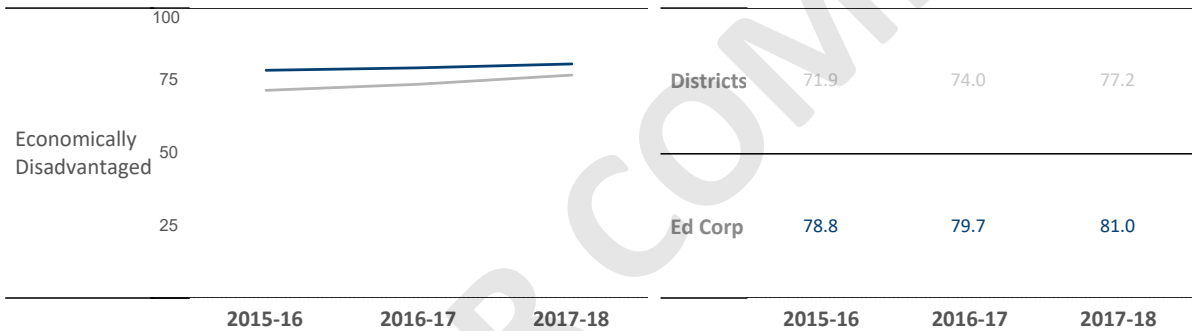
# APPENDIX A: Education Corporation Overview

## Uncommon Charter Schools Aggregate Education Corporation Enrollment and Persistence

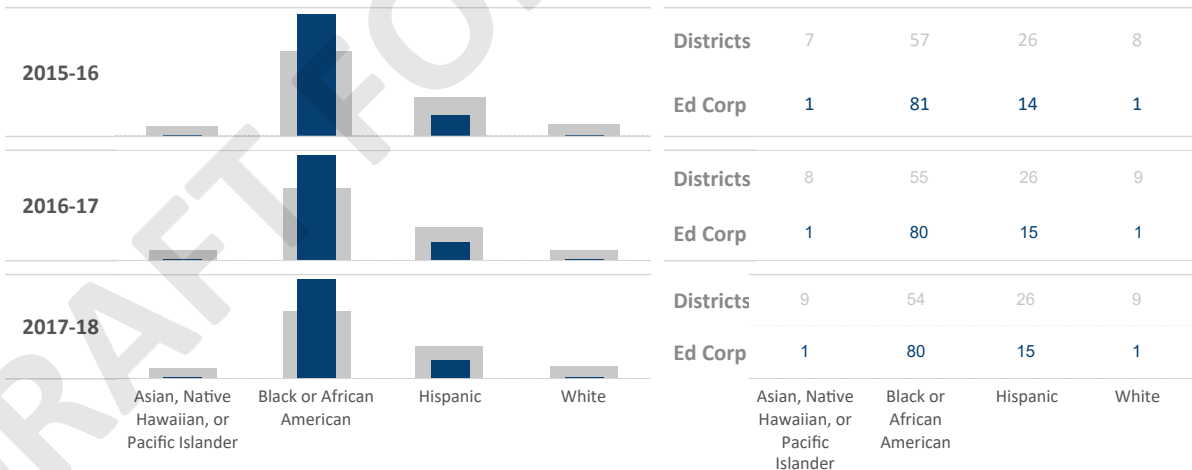
### Aggregate Education Corporation Demographics: Special Populations



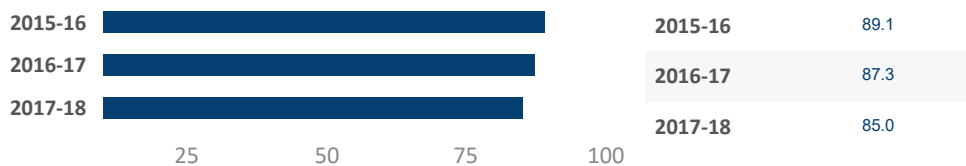
### Aggregate Education Corporation Demographics: Free/Reduced Lunch



### Aggregate Education Corporation Demographics: Race/Ethnicity



### Aggregate Education Corporation Persistence in Enrollment



# APPENDIX A: Education Corporation Overview

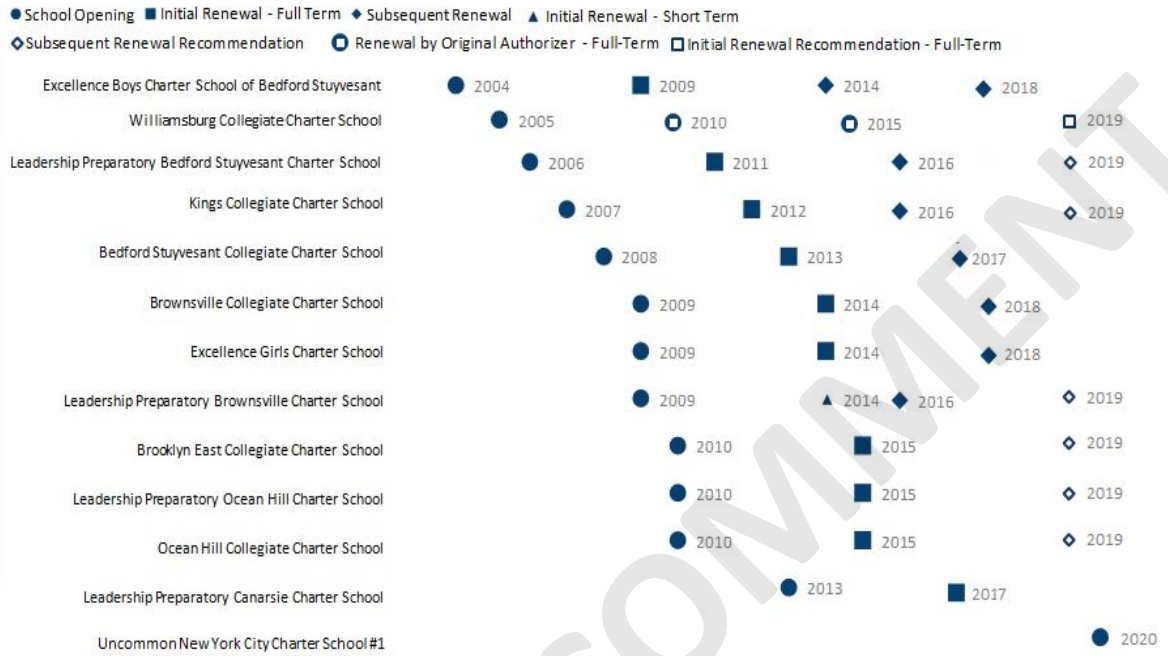
Uncommon Charter Schools 2018-19 Renewal Schools Demographics and Persistence							
Persistence in Enrollment	Student Demographics: Race/Ethnicity						
<b>Brooklyn East Collegiate Charter School</b>	2017-18	84.7	22	6	6	69.3	71.4
	2016-17	83.1	1	1	2	78.7	80.6
	2015-16	84.7	49	61	60	4.8	5.3
<b>Kings Collegiate Charter School</b>	2017-18	87.3	82	79	81	2.3	2.4
	2016-17	87.3	16	20	20	15.9	25.2
	2015-16	92.7	9	7	7	14.8	16.6
<b>Leadership Preparatory Bedford Stuyvesant Charter School</b>	2017-18	79.1	12	21	22	76.1	77.6
	2016-17	84.9	0	0	0	78.5	82.2
	2015-16	84.4	89	90	87	5.1	5.3
<b>Leadership Preparatory Brownsville Charter School</b>	2017-18	84.6	97	93	90	1.0	1.4
	2016-17	88.5	8	6	4	19.6	19.1
	2015-16	86.9	0	0	0	13.5	13.6
Student Demographics: Special Populations	2017-18	84.6	1	1	1	65.2	65.6
	2016-17	88.5	51	45	44	78.9	80.1
	2015-16	86.9	87	84	82	5.4	4.5
Economically Disadvantaged	2017-18	84.6	19	16	16	1.8	1.8
	2016-17	88.5	9	10	12	18.8	14.8
	2015-16	86.9	15	15	16	11.5	9.4
English Language Learners	2017-18	84.6	1	1	1	90.1	92.5
	2016-17	88.5	1	1	1	87.7	89.0
	2015-16	86.9	72	73	72	5.2	5.5
Students with Disabilities	2017-18	84.6	84	84	84	1.0	1.3
	2016-17	88.5	24	23	23	26.4	26.5
	2015-16	86.9	14	14	14	15.4	12.8
2017-18	84.6	1	1	2	2015-16	2016-17	2017-18
2016-17	88.5	0	0	0	15.4	12.8	13.2
2015-16	86.9	0	0	0	15.4	12.8	13.2

# APPENDIX A: Education Corporation Overview

Uncommon Charter Schools 2018-19 Renewal Schools Demographics and Persistence																			
Persistence in Enrollment		Student Demographics: Race/Ethnicity					Student Demographics: Special Populations												
Year	Score	Asian, Native Hawaiian, or Pacific ...	District	School	Black or African American	District	School	Hispanic	District	School	Economically Disadvantaged	District	School	English Language Learners	District	School	Students with Disabilities	District	School
2017-18	86.9		1	1	72	74	74		0	0	1	90.1	91.4	5.1	5.2	2.4	11.5	85.2	90.1
2016-17	88.2				83	85	84		24	21	21	84.3	80.4	5.1	5.2	2.4	11.5	84.2	80.6
2015-16	91.8				13	12	12		1	1	1	26.4	26.4	5.1	5.2	2.4	11.5	26.4	26.4
2017-18	77.0		1	1	78	75	75		1	2	1	4.6	5.3	5.2	4.6	5.3	5.2	85.2	90.1
2016-17	85.1				88	85	83		19	21	20	0.8	0.9	3.0	0.8	0.9	3.0	0.8	0.9
2015-16	86.6				6	9	11		1	1	1	26.4	28.7	30.4	26.4	28.7	30.4	26.4	28.7
2017-18	85.8		5	4	0	0	0		5	4	4	73.1	65.9	74.1	73.1	65.9	74.1	73.1	65.9
2016-17	84.8				28	19	19		35	29	27	81.9	86.6	84.3	81.9	86.6	84.3	81.9	86.6
2015-16	96.8				58	64	64		63	69	71	9.0	9.7	10.3	9.0	9.7	10.3	9.0	9.7
2017-18			7	13	2	2	1		7	13	13	22.0	24.2	24.9	22.0	24.2	24.9	22.0	24.2
2016-17					2	2	1		2	2	1	15.1	19.5	23.2	15.1	19.5	23.2	15.1	19.5
2015-16																			

# APPENDIX A: Education Corporation Overview

## EDUCATION CORPORATION TIMELINE OF CHARTER RENEWAL



DRAFT FOR COMMENT

# APPENDIX A: Education Corporation Overview

## SCHOOL VISIT HISTORY

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

# APPENDIX A: Education Corporation Overview

## SCHOOL VISIT HISTORY, CONTINUED

SCHOOL YEAR	SCHOOL AND VISIT TYPE	VISIT DATE
2013-14	Brooklyn East Collegiate - Renewal	June 11, 2014
	Brownsville Collegiate - Renewal	September 18-19, 2013
	LP Brownsville - Renewal	September 16-17, 2013
	LP Ocean Hill - Renewal	June 10, 2014
	Ocean Hill Collegiate - Renewal	June 12, 2014
2015-16	LP Bed Stuy - Renewal	November 10, 2015
2016-17	Kings Collegiate - Renewal	September 26, 2016
	LP Brownsville - Renewal	September 27, 2016
2017-18	BedStuy Collegiate - Renewal	September 13, 2017
	LP Canarsie - Renewal	September 14, 2017
	Brownsville Collegiate - Renewal	September 13, 2018
	Excellence Boys - Renewal	September 7, 2018
	Excellence Girls - Renewal	September 14, 2018
2018-19	Brooklyn East Collegiate - Renewal	June 7, 2019
	Kings Collegiate - Renewal	June 4, 10 & 12, 2019
	LP Bed Stuy - Renewal	June 3 & 7, 2019
	LP Brownsville - Renewal	June 6 & 12, 2019
	LP Ocean Hill - Renewal	June 4-5, 2019
	Ocean Hill Collegiate - Renewal	June 10 & 12, 2019
	Williamsburg Collegiate - Renewal	June 3, 2019

## CONDUCT OF THE VISIT

DATE(S) OF VISIT	EVALUATION TEAM MEMBERS	TITLE
June 3-7, 2019 June 10 & 12, 2019	Hannah Hansen	School Evaluation Analyst
	Denise Gaffor	School Evaluation Analyst
	Andrew Kile	Director of School Evaluation
	Sinnjinn Bucknell	Director of Systems and Performance
	Adam Aberman	External Consultant

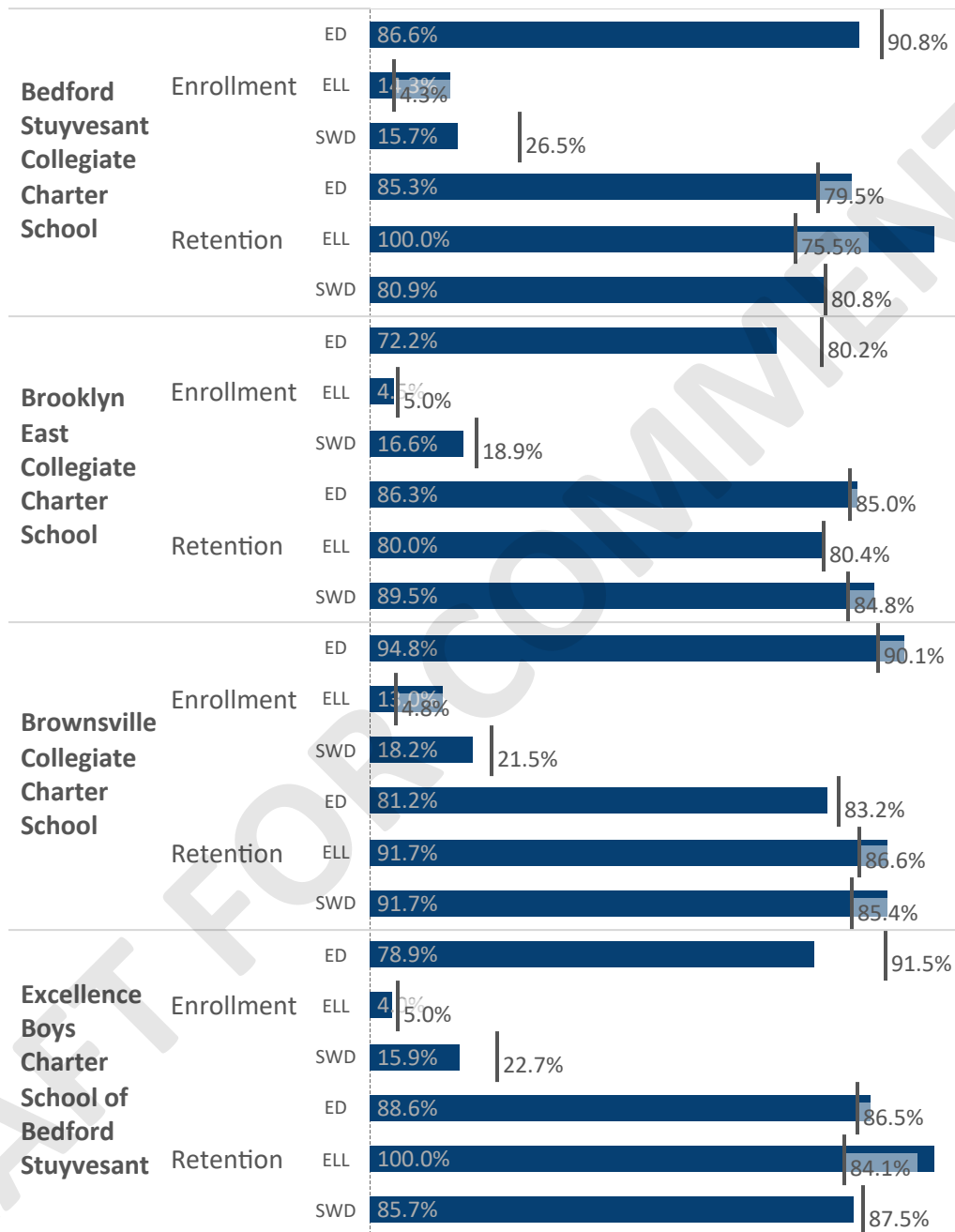
# APPENDIX A: Education Corporation Overview

## EDUCATION CORPORATION SCHOOL CHARACTERISTICS

School	Local District	Co-located?	Chartered Enrollment	Grade Span
Bedford Stuyvesant Collegiate Charter School	CSD 16	Yes	345	5-8
Brooklyn East Collegiate Charter School	CSD 13	Yes	345	5-8
Brownsville Collegiate Charter School	CSD 23	Yes	345	5-8
Excellence Boys Charter School of Bedford Stuyvesant	CSD 16	No	780	K-8
Excellence Girls Charter School	CSD 16 CSD 17	Yes	1,497	K-12
Kings Collegiate Charter School	CSD 18 CSD 19 - 9-10	Yes	834	K-2, 5-10
Leadership Preparatory Bedford Stuyvesant Charter School	CSD 13	Yes	1,279	K-12
Leadership Preparatory Brownsville Charter School	CSD 23	Yes	780	K-8
Leadership Preparatory Canarsie Charter School	CSD 18	Yes	780	K-8
Leadership Preparatory Ocean Hill Charter School	CSD 23 - K-8 CSD 18 - 9-12	Yes	1,292	K-12
Ocean Hill Collegiate Charter School	CSD 23	Yes	432	K, 5-8
Williamsburg Collegiate Charter School	CSD 14	Yes	345	5-8

# APPENDIX A: Education Corporation Overview

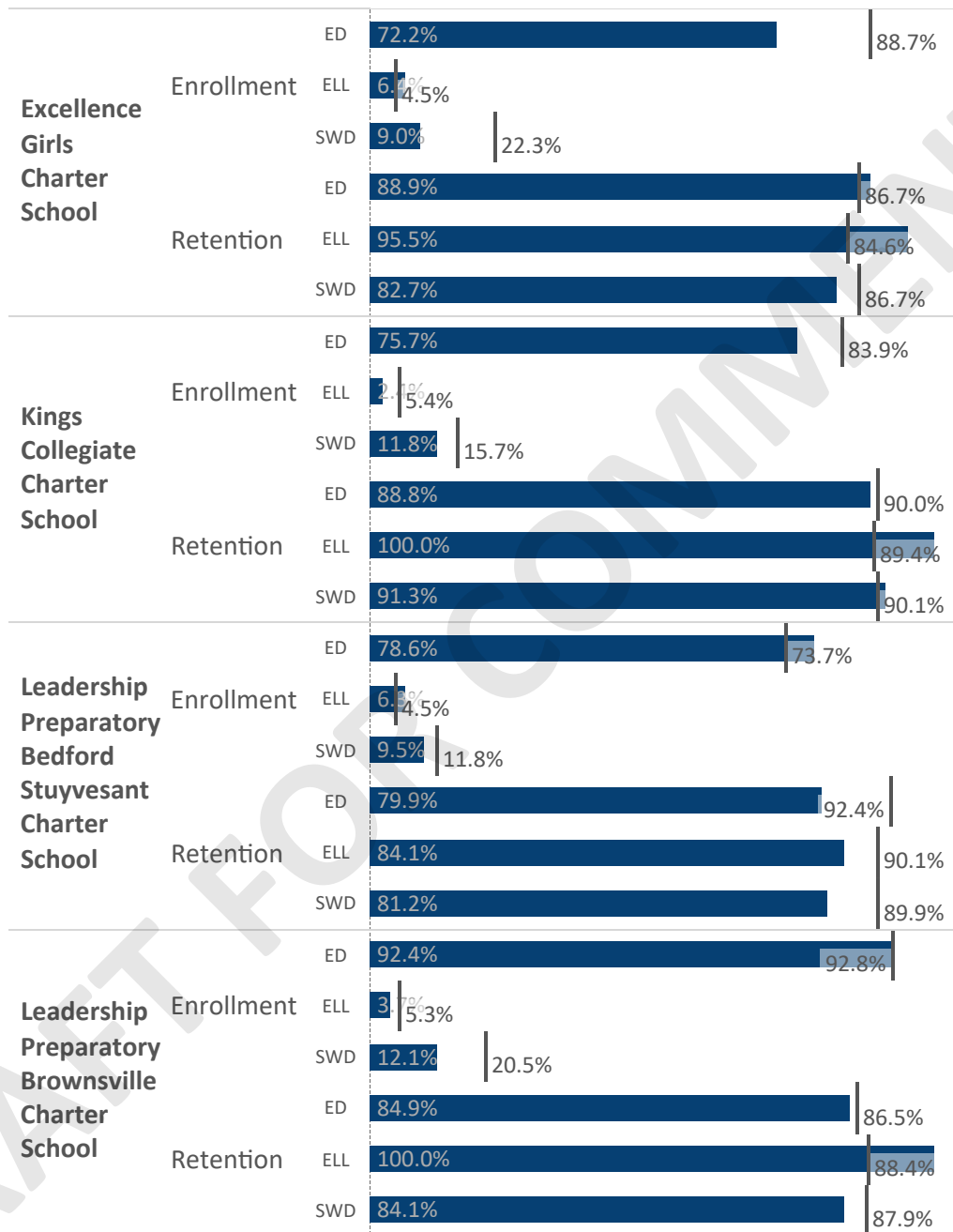
## ENROLLMENT AND RETENTION TARGETS



The chart illustrates the **current enrollment and retention percentages** against the **enrollment and retention targets** for each operating school in the education corporation. 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 2017-18 enrollment and retention data supplied to the Institute by the network.

# APPENDIX A: Education Corporation Overview

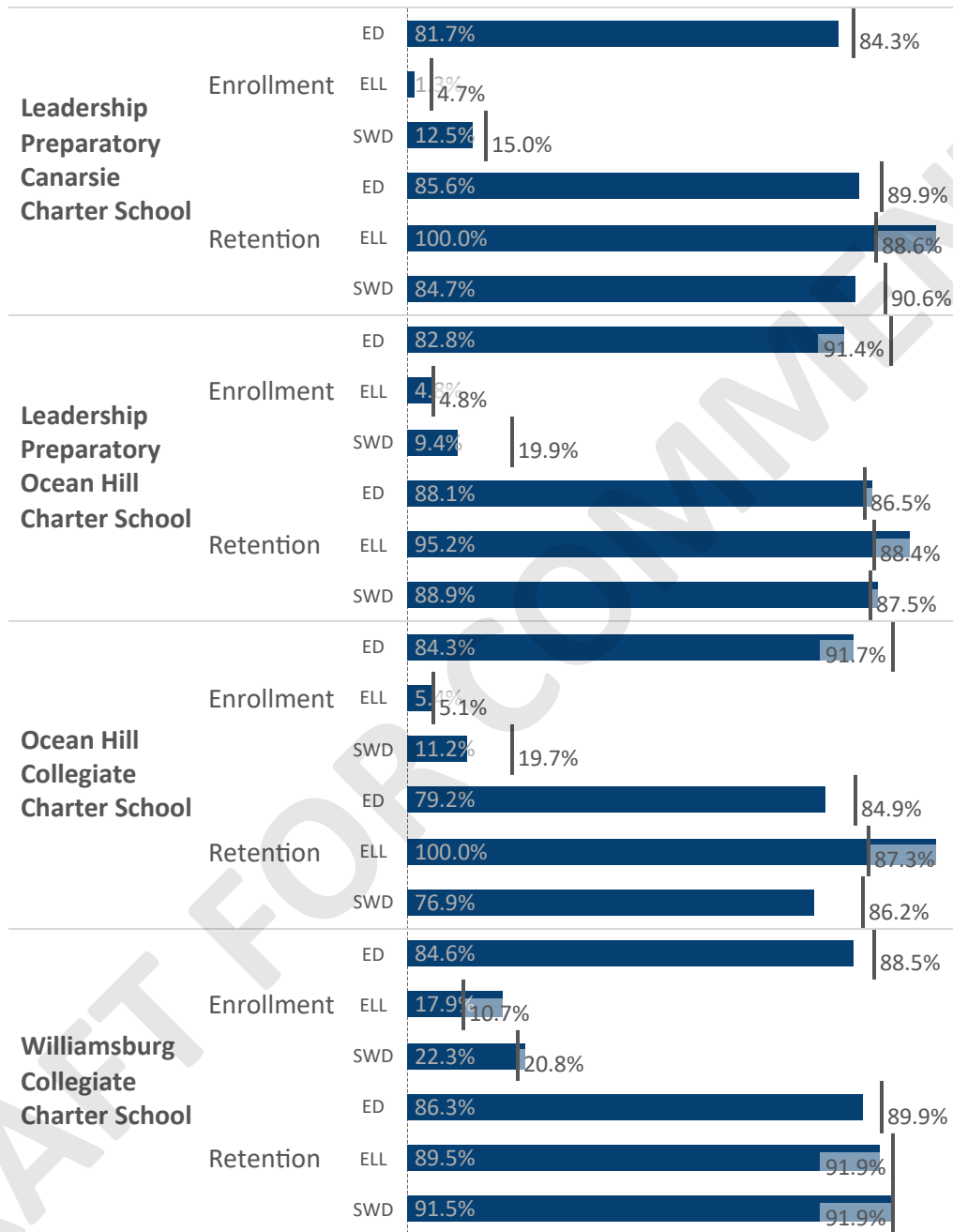
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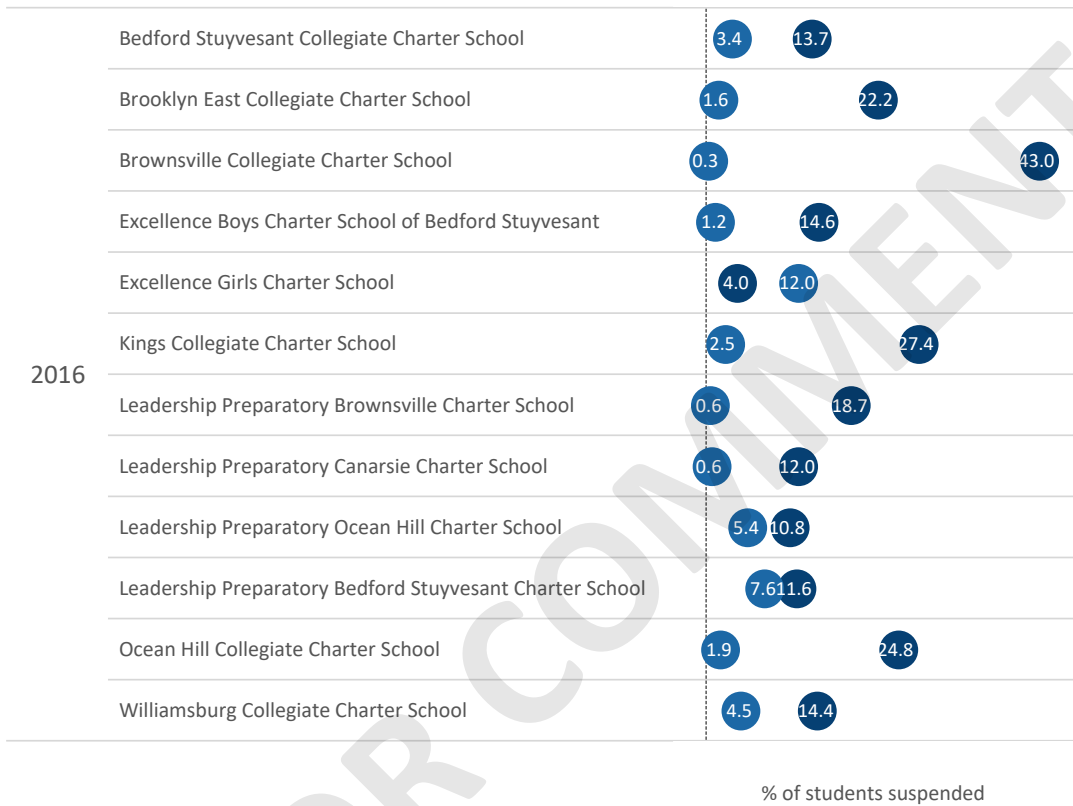
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# APPENDIX A: Education Corporation Overview

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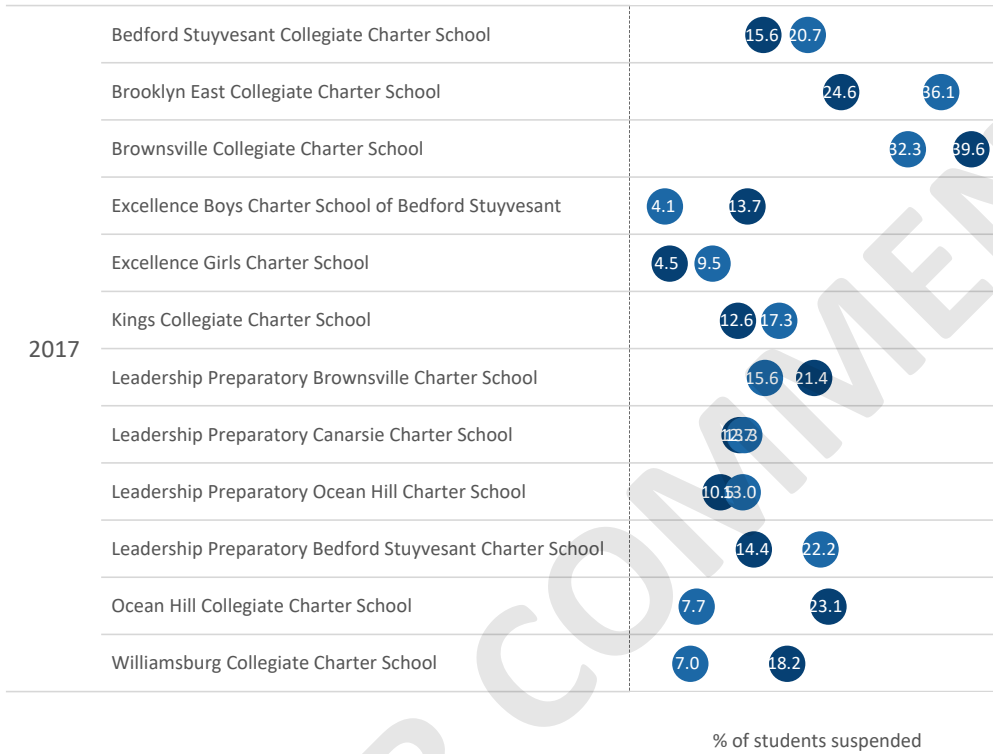


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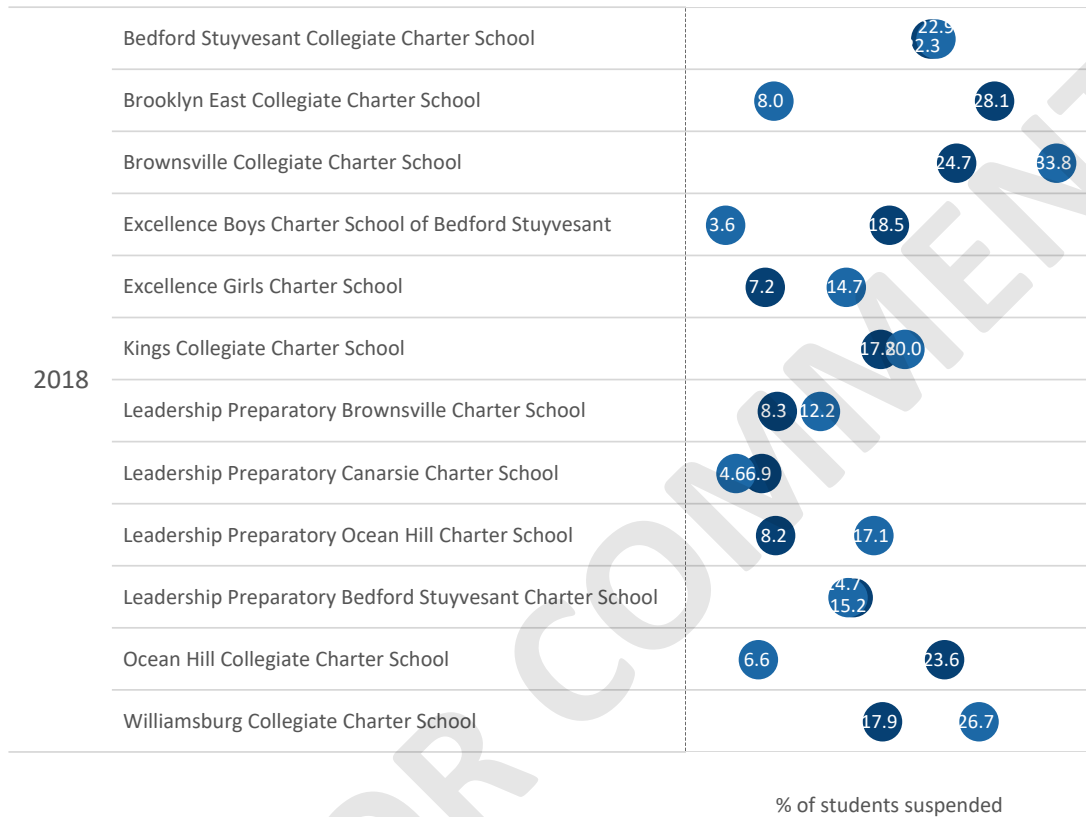


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# APPENDIX A: Education Corporation Overview

## 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	+
Develop character	+

# APPENDIX B: Ed Corp Fiscal Dashboard

## UNCOMMON NEW YORK CITY CHARTER SCHOOLS (COMBINED)

### 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  
 NYC DoE Rental Assistance  
 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**

		MERGED	MERGED	MERGED	
	2013-14	2014-15	2015-16	2016-17	2017-18
Cash and Cash Equivalents - <b>GRAPH 1</b>	-	-	20,045,644	30,702,166	40,836,963
Grants and Contracts Receivable	-	-	3,251,506	3,513,286	4,070,436
Accounts Receivable	-	-	1,478,683	3,309,350	4,163,089
Prepaid Expenses	-	-	626,187	1,753,754	1,891,251
Contributions and Other Receivables	-	-	1,488,033	-	-
<b>Total Current Assets - GRAPH 1</b>	-	-	<b>26,890,053</b>	<b>39,278,556</b>	<b>50,961,739</b>
Property, Building and Equipment, net	-	-	7,594,963	9,738,510	11,362,017
Other Assets	-	-	375,433	376,172	376,894
<b>Total Assets - GRAPH 1</b>	-	-	<b>34,860,449</b>	<b>49,393,238</b>	<b>62,700,650</b>
<b>Liabilities and Net Assets</b>					
<b>Current Liabilities</b>					
Accounts Payable and Accrued Expenses	-	-	3,846,060	6,366,188	5,839,908
Accrued Payroll and Benefits	-	-	-	-	-
Deferred Revenue	-	-	1,500	-	-
Current Maturities of Long-Term Debt	-	-	-	-	-
Short Term Debt - Bonds, Notes Payable	-	-	-	-	-
Other	-	-	-	-	-
<b>Total Current Liabilities - GRAPH 1</b>	-	-	<b>3,847,560</b>	<b>6,366,188</b>	<b>5,839,908</b>
L-T Debt and Notes Payable, net current maturities	-	-	-	-	-
<b>Total Liabilities - GRAPH 1</b>	-	-	<b>3,847,560</b>	<b>6,366,188</b>	<b>5,839,908</b>
<b>Net Assets</b>					
Unrestricted	-	-	25,238,889	35,968,050	49,801,742
Temporarily restricted	-	-	5,774,000	7,059,000	7,059,000
<b>Total Net Assets</b>	-	-	<b>31,012,889</b>	<b>43,027,050</b>	<b>56,860,742</b>
<b>Total Liabilities and Net Assets</b>	-	-	<b>34,860,449</b>	<b>49,393,238</b>	<b>62,700,650</b>
<b>Operating Revenue</b>					
Resident Student Enrollment	-	-	88,039,670	110,282,034	121,560,824
Students with Disabilities	-	-	5,125,283	6,925,278	7,816,173
<b>Grants and Contracts</b>					
State and local	-	-	-	-	-
Federal - Title and IDEA	-	-	3,085,785	4,193,304	5,133,458
Federal - Other	-	-	1,114,784	488,201	3,280,164
Other	-	-	-	-	-
NYC DoE Rental Assistance	-	-	-	-	-
Food Service/Child Nutrition Program	-	-	-	-	-
<b>Total Operating Revenue</b>	-	-	<b>97,365,522</b>	<b>121,888,817</b>	<b>137,790,619</b>
<b>Expenses</b>					
Regular Education	-	-	76,544,529	95,419,148	103,935,593
SPED	-	-	6,603,313	6,090,584	6,634,186
Regular Education & SPED (combined)	-	-	-	-	-
Other	-	-	-	-	-
<b>Total Program Services</b>	-	-	<b>83,147,843</b>	<b>101,509,732</b>	<b>110,569,779</b>
Management and General	-	-	9,952,652	12,890,204	14,241,122
Fundraising	-	-	-	-	-
<b>Total Expenses - GRAPHS 2, 3 &amp; 4</b>	-	-	<b>93,100,495</b>	<b>114,399,936</b>	<b>124,810,901</b>
<b>Surplus / (Deficit) From School Operations</b>	-	-	<b>4,265,027</b>	<b>7,488,881</b>	<b>12,979,718</b>
<b>Support and Other Revenue</b>					
Contributions	-	-	1,959,962	630,433	271,174
Fundraising	-	-	-	-	-
Miscellaneous Income	-	-	439,250	542,587	582,802
Net assets released from restriction	-	-	-	-	-
<b>Total Support and Other Revenue</b>	-	-	<b>2,399,212</b>	<b>1,173,020</b>	<b>853,976</b>
Total Unrestricted Revenue	-	-	99,764,734	123,061,837	138,644,595
Total Temporarily Restricted Revenue	-	-	-	-	-
<b>Total Revenue - GRAPHS 2 &amp; 3</b>	-	-	<b>99,764,734</b>	<b>123,061,837</b>	<b>138,644,595</b>
<b>Change in Net Assets</b>	-	-	<b>6,664,239</b>	<b>8,661,901</b>	<b>13,833,694</b>
<b>Net Assets - Beginning of Year - GRAPH 2</b>	-	-	<b>24,348,650</b>	<b>31,012,889</b>	<b>43,027,048</b>
Prior Year Adjustment(s)	-	-	-	3,352,258	-
<b>Net Assets - End of Year - GRAPH 2</b>	-	-	<b>31,012,889</b>	<b>43,027,048</b>	<b>56,860,742</b>

# APPENDIX B: Ed Corp Fiscal Dashboard

## UNCOMMON NEW YORK CITY CHARTER SCHOOLS (COMBINED)

### SCHOOL INFORMATION - (Continued)

#### Functional Expense Breakdown

	2013-14	2014-15	2015-16	2016-17	2017-18
Personnel Service	-	-	15,624,006	19,478,835	21,076,351
Administrative Staff Personnel	-	-	37,807,545	46,427,509	49,820,530
Instructional Personnel	-	-	435,322	152,782	140,902
Non-Instructional Personnel	-	-	-	-	-
Personnel Services (Combined)	-	-	-	-	-
<b>Total Salaries and Staff</b>	-	-	<b>53,866,873</b>	<b>66,059,126</b>	<b>71,037,783</b>
Fringe Benefits & Payroll Taxes	-	-	7,700,850	9,785,875	11,150,279
Retirement	-	-	1,128,326	1,361,554	1,410,130
Management Company Fees	-	-	8,272,594	10,251,407	11,246,905
Building and Land Rent / Lease	-	-	6,384	2,601	-
Staff Development	-	-	2,780,538	4,107,446	4,964,819
Professional Fees, Consultant & Purchased Services	-	-	2,717,493	3,643,192	4,152,402
Marketing / Recruitment	-	-	488,721	561,242	495,558
Student Supplies, Materials & Services	-	-	5,354,331	6,913,197	7,273,837
Depreciation	-	-	2,294,411	2,830,120	3,347,408
Other	-	-	8,489,974	8,884,176	9,731,782
<b>Total Expenses</b>	-	-	<b>93,100,495</b>	<b>114,399,936</b>	<b>124,810,903</b>

### SCHOOL ANALYSIS

#### ENROLLMENT

	2013-14	2014-15	2015-16	2016-17	2017-18
Original Chartered Enrollment	-	-	6,079	7,299	7,860
Final Chartered Enrollment (includes any revisions)	-	-	6,404	7,373	8,054
Actual Enrollment - <b>GRAPH 4</b>	-	-	6,232	7,629	8,146
Chartered Grades	-	-	-	-	-
Final Chartered Grades (includes any revisions)	-	-	-	-	-

#### Primary School District:

Per Pupil Funding (Weighted Avg of All Districts)	2013-14	2014-15	2015-16	2016-17	2017-18
Increase over prior year	0.0%	0.0%	0.0%	0.0%	0.0%

#### PER STUDENT BREAKDOWN

##### Revenue

Operating	-	-	15,623	15,978	16,915
Other Revenue and Support	-	-	385	154	105
<b>TOTAL - GRAPH 3</b>	-	-	<b>16,008</b>	<b>16,131</b>	<b>17,020</b>

##### Expenses

Program Services	-	-	13,342	13,306	13,574
Management and General, Fundraising	-	-	1,597	1,690	1,748
<b>TOTAL - GRAPH 3</b>	-	-	<b>14,939</b>	<b>14,996</b>	<b>15,322</b>
% of Program Services	0.0%	0.0%	89.3%	88.7%	88.6%
% of Management and Other	0.0%	0.0%	10.7%	11.3%	11.4%
<b>% of Revenue Exceeding Expenses - GRAPH 5</b>	0.0%	0.0%	<b>7.2%</b>	<b>7.6%</b>	<b>11.1%</b>

#### Student to Faculty Ratio

2013-14	2014-15	2015-16	2016-17	2017-18
-	-	10.0	9.9	10.1

#### Faculty to Admin Ratio

2013-14	2014-15	2015-16	2016-17	2017-18
-	-	3.1	4.1	4.0

#### Financial Responsibility Composite Scores - GRAPH 6

Score	2013-14	2014-15	2015-16	2016-17	2017-18
Fiscally Strong 1.5 - 3.0 / Fiscally Adequate 1.0 - 1.4 / Fiscally Needs Monitoring < 1.0	0.0	0.0	3.0	3.0	3.0
	N/A	N/A	Fiscally Strong	Fiscally Strong	Fiscally Strong

#### Working Capital - GRAPH 7

Net Working Capital	0	0	23,042,493	32,912,368	45,121,831
As % of Unrestricted Revenue	0.0%	0.0%	23.1%	26.7%	32.5%
Working Capital (Current) Ratio Score	0.0	0.0	7.0	6.2	8.7
Risk (Low ≥ 3.0 / Medium 1.4 - 2.9 / High < 1.4)	N/A	N/A	LOW	LOW	LOW
Rating (Excellent ≥ 3.0 / Good 1.4 - 2.9 / Poor < 1.4)	N/A	N/A	Excellent	Excellent	Excellent

#### Quick (Acid Test) Ratio

Score	0.0	0.0	6.8	5.9	8.4
Risk (Low ≥ 2.5 / Medium 1.0 - 2.4 / High < 1.0)	N/A	N/A	LOW	LOW	LOW
Rating (Excellent ≥ 2.5 / Good 1.0 - 2.4 / Poor < 1.0)	N/A	N/A	Excellent	Excellent	Excellent

#### Debt to Asset Ratio - GRAPH 7

Score	0.0	0.0	0.1	0.1	0.1
Risk (Low < 0.50 / Medium 0.51 - .95 / High > 1.0)	N/A	N/A	LOW	LOW	LOW
Rating (Excellent < 0.50 / Good 0.51 - .95 / Poor > 1.0)	N/A	N/A	Excellent	Excellent	Excellent

#### Months of Cash - GRAPH 8

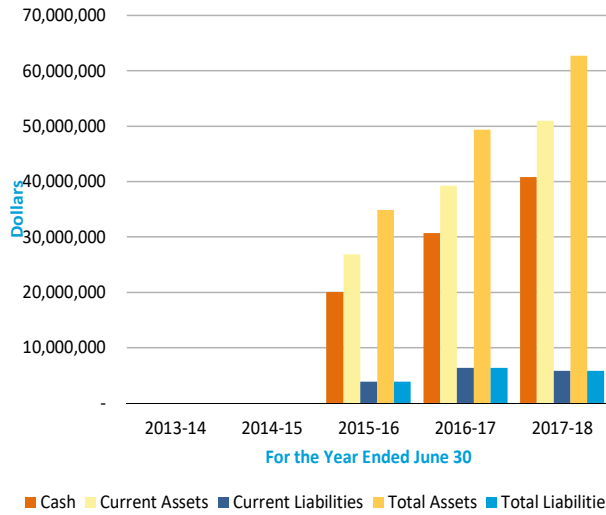
Score	0.0	0.0	2.6	3.2	3.9
Risk (Low > 3 mo. / Medium 1 - 3 mo. / High < 1 mo.)	N/A	N/A	MEDIUM	LOW	LOW
Rating (Excellent > 3 mo. / Good 1 - 3 mo. / Poor < 1 mo.)	N/A	N/A	Good	Excellent	Excellent

# APPENDIX B: Ed Corp Fiscal Dashboard

## UNCOMMON NEW YORK CITY CHARTER SCHOOLS (COMBINED)

GRAPH 1

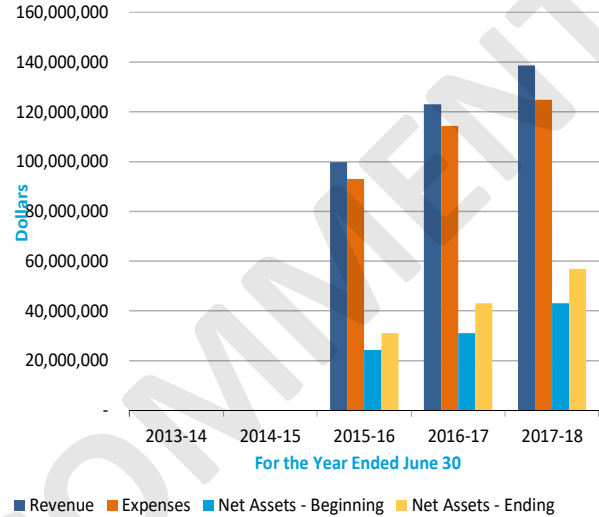
Cash, Assets and Liabilities



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 through 4, (i.e. current assets vs. current liabilities), the column on the left is taller than the immediate column on the right; and, generally speaking, the bigger that gap, the better.

GRAPH 2

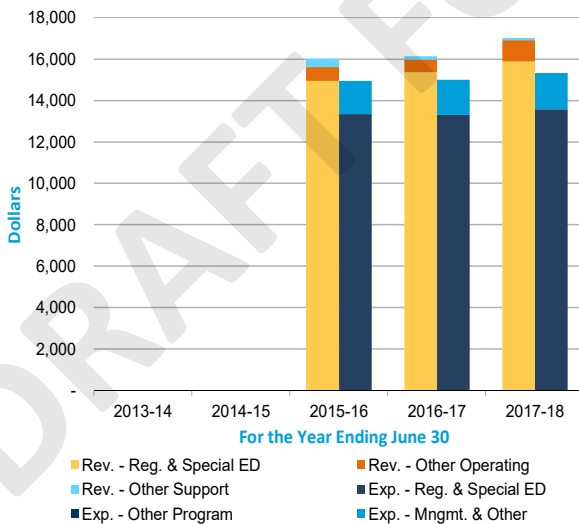
Revenue, Expenses and Net Assets



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

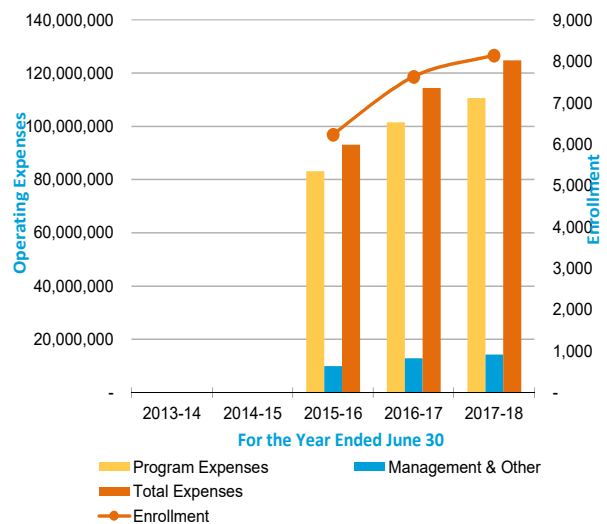
Revenue & Expenses Per Pupil



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

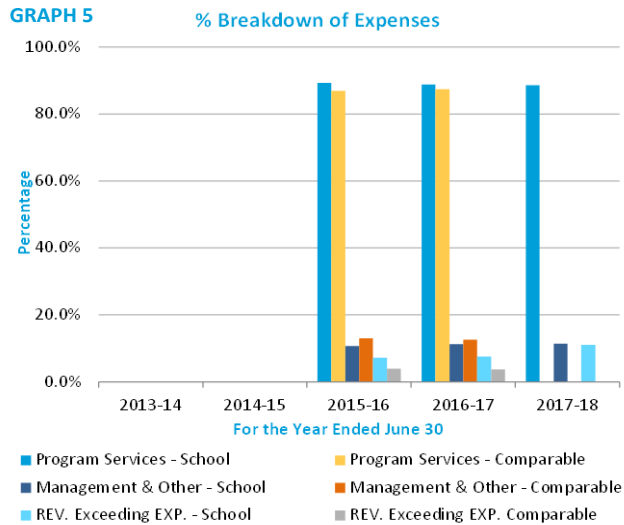


This chart illustrates to what extent the school's operating expenses have followed its student enrollment pattern. A baseline assumption that this data tests is that operating expenses increase with each additional student served. This chart also compares and contrasts growth trends of both, giving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

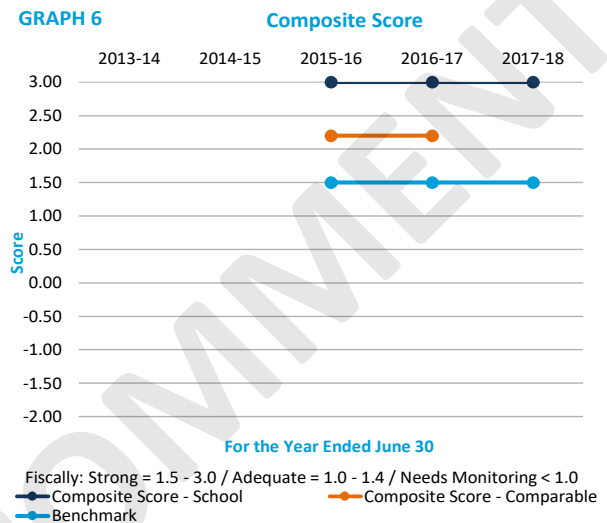
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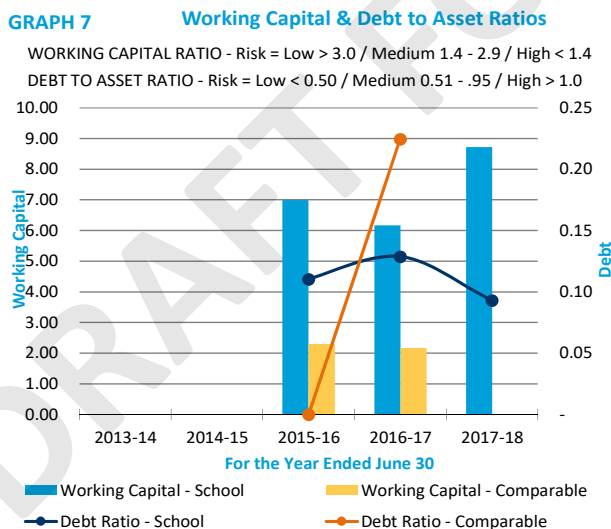
Comparable School, Region or Network: All SUNY Authorized Charter Schools (Including Closed Schools)



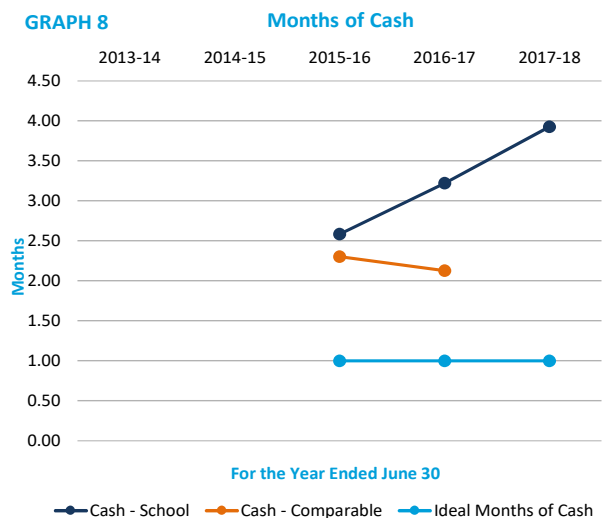
This chart illustrates the percentage expense breakdown between program services and management & others as well as the percentage of revenues exceeding expenses. Ideally the percentage expense for program services will far exceed that of the management & other expense. The percentage of revenues exceeding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



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



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



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

