

THE SUNY CHARTER SCHOOLS INSTITUTE

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

*BROWNSVILLE COLLEGIATE CHARTER
SCHOOL*

*EXCELLENCE BOYS CHARTER SCHOOL OF
BEDFORD STUYVESANT*

EXCELLENCE GIRLS CHARTER SCHOOL

Report Date: February 25, 2019

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September 13-14, 2018**

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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 due for renewal 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”).¹

THE INSTITUTE MAKES ALL RENEWAL RECOMMENDATIONS BASED ON

A SCHOOL'S
APPLICATION
FOR CHARTER
RENEWAL

INFORMATION
GATHERED
DURING THE
CHARTER TERM

ACADEMIC
PERFORMANCE

FISCAL
SOUNDNESS

LEGAL
COMPLIANCE

RENEWAL
EVALUATION VISIT



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 due for renewal 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 three 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 substantively the same both in design and in implementation. Most importantly, the Institute

1. Revised September 4, 2013 and available at: www.newyorkcharters.org/SUNY-Renewal-Policies/.

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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"),² 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.

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/.

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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.



RENEWAL RECOMMENDATION

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

- Brownsville Collegiate Charter School;
- Excellence Boys Charter School of Bedford Stuyvesant; and,
- Excellence Girls Charter School.

If each school is renewed, the education corporation 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 due for renewal this year.



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

SCHOOL	PROJECTED GRADES FOR END OF NEXT CHARTER TERM	PROJECTED ENROLLMENT FOR END OF NEXT CHARTER TERM	RENEWAL TYPE
Brownsville Collegiate Charter School ("Brownsville Collegiate")	K-8	780	Five-Year Subsequent
Excellence Boys Charter School of Bedford Stuyvesant ("Excellence Boys")	K-8	780	Five-Year Subsequent
Excellence Girls Charter School ("Excellence Girls") ⁴	K-12	1,585	Five-Year Subsequent

3. SUNY Renewal Policies
(p. 14)

4. Uncommon NYC’s enrollment pathways include Excellence Girls serving a single sex education model for Kindergarten – 8th grade. For 9th – 12th grade, the school serves students from multiple Uncommon NYC schools in a coed high school model under the name of Uncommon Charter High School.

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.⁵

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.

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 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 due for renewal 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;

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

- conducting targeted outreach to economically disadvantaged families and ELLs using a direct mail campaign, which will include materials translated in Spanish;
- advertising in English and Spanish 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;
- 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 district’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 Overviews, below.

CONSIDERATION OF SCHOOL DISTRICT COMMENTS

In accordance with the Act, the Institute notified the district 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 Brownsville Collegiate, Excellence Boys, and Excellence Girls 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, renewal school by school analysis highlighting individual school background, 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. The SUNY Trustees approved the original charter for Brownsville Collegiate on February 23, 2009, Excellence Boys in February 2003, and Excellence Girls on September 8, 2008. Uncommon NYC was created by a merger of the Excellence Charter Schools which operated Excellence Boys and Excellence Girls, and all of the other SUNY authorized charter schools in Brooklyn and one New York City Schools Chancellor school that contracted with Uncommon Schools. The SUNY Trustees approved the merger in March 2015. 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, a New Jersey not-for-profit corporation that serves as the CMO. The network 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. The 17 schools collectively educate over 11,000 students.

EDUCATION CORPORATION BACKGROUND AND EXECUTIVE SUMMARY

EXECUTIVE SUMMARY

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

- Over the past five years, the schools due for renewal have consistently outperformed their districts and the state in ELA and mathematics in 3rd – 8th grade. Notably in 2017-18, Excellence Boys and Excellence Girls each outperformed at least 66% of schools in ELA and 81% of schools in mathematics in New York State. The schools due for renewal also surpass their district proficiency rates in ELA and mathematics. In 2017-18, for example, 74% of Excellence Girls 3rd – 8th grade students scored at or above proficiency in ELA outperforming CSD 16 by 40 percentage points. The same year in mathematics, Excellence Girls surpassed the absolute target of 75 with 78% of 3rd – 8th grade students scoring at or above proficiency compared to 32% in CSD 16.
- The schools due for renewal have consistently met the Accountability Plan comparative measures for effect size and mean growth percentile. Notably, in 2016-17, Brownsville Collegiate surpassed the mean growth percentile target of 50 with a school mean growth of 75.8.
- On the state's 4th and 8th grade science assessments, the schools due for renewal exceeded the absolute target of 75% of students in their second year at the schools performing at or above proficiency consistently throughout the charter term. In 2017-18, the schools due for renewal surpassed the absolute target by at least 19 percentage points.
- Uncommon NYC schools emphasize AP coursework and testing for the schools' high school cohorts. In 2017-18, 91% of Excellence Girls', under the name of Uncommon Charter High School, graduates demonstrated college preparation by passing at least one AP exam with a score of 3 or higher.
- Uncommon NYC schools produce consistently high graduation rates. The aggregate education corporation graduation rate and graduation for Excellence Girls, under the name of Uncommon Charter High School, was over 95% in 2017-18.

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 three 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 Brownsville Collegiate, Excellence Boys, and Excellence Girls each a Subsequent Full-Term Renewal.

NOTEWORTHY - UNCOMMON NYC

With support from Uncommon NYC's robust college support program, the 2017-18 graduating class at Uncommon High School was awarded over \$1.75 million in financial support for college. Across the Uncommon network, students in the 2017-18 graduating class received \$4.5 million in funding in awards and scholarships.

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ACADEMIC PERFORMANCE



IS EACH SCHOOL AN ACADEMIC SUCCESS?

Brownsville Collegiate, Excellence Boys, and Excellence Girls are each an academic success. Each school meets or comes close to meeting all of its Accountability Plan goals.

At the beginning of the Accountability Period,⁶ 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”⁷ and states the educational programs at a charter school must “meet or exceed the student performance standards adopted by the board of regents”⁸ 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?

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

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 due for renewal 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 due for renewal this year has established and maintained a record of high performance, and established progress toward meeting its academic Accountability Plan goals throughout 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.

7. Education Law § 2850(2)(f).

8. Education Law § 2854(1)(d).

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

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 9th grade. For example, the 2013 state Accountability Cohort consists of students who entered the 9th 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 for Graduation also based on the year they first enter the 9th grade. Students enrolled for at least one day in the school after entering the 9th 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. 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 due for renewal are available in the individual School Overview sections following the education corporation overview section.

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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 3rd – 8th grade students posted a 60% proficiency rate in ELA and a 70% proficiency rate in mathematics, far exceeding the performance of the composite district.⁹ Uncommon NYC schools' high school programs performed well against the high school graduation and college preparation goals. Excellence Girls met both its ELA and mathematics Accountability Plan goals throughout the charter term. 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. Excellence Girls, under the name of Uncommon Charter High School, posted four-year graduation rates that exceeded the absolute target of 75% and the district graduation rate each year of the charter term. Notably in 2017-18, 95% of Excellence Girls' 2014 Cohort graduated after four years, surpassing the district's graduation rate by 30 percentage points. The schools 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. Notably, Excellence Girls' Graduation Cohorts earned the Advanced Regents diploma at rates that exceeded the district performance each year. Additionally, the school posted strong results against its college matriculation measure. From 2015-16 through 2017-18, at least 87% of the school's 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 three 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 in 2017-18, 74% of Excellence Girls' students enrolled in at least their second year scored at or above proficiency, surpassing the district performance by 40 percentage points. 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 degree compared to schools across the state enrolling similar percentages of economically disadvantaged students. Excellence Girls and Excellence Boys exceeded the comparative effect size target in every

9. 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.

year of the charter term, performing higher than expected to a large degree compared to demographically similar schools. Brownsville Collegiate exceeded its effect size target in three of the five years in its Accountability Period. 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. Brownsville Collegiate similarly posted growth scores above the target of 50 each year of its Accountability Period. Excellence Boys maintained a mean growth percentile above the target during the majority of its term and Excellence Girls posted growth scores that came close to or exceeded the target each year. Although Excellence Girls posted growth scores slightly under 50 during the two most recent years of testing, the school consistently maintained high absolute proficiency rates 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, 78% of Excellence Girls' students enrolled in at least their second year scored at or above proficiency in 2017-18, exceeding the absolute target by three percentage points and the district by 46 percentage points. Additionally, the education corporation schools and the three schools due for renewal posted high achievement on the comparative effect size measure. In every year of the charter term, Excellence Boys and Excellence Girls performed higher than expected to a large degree in comparison to schools across New York State enrolling similar proportions of economically disadvantaged students. While Brownsville Collegiate posted an effect size below the target of 0.3 in 2015-16, it surpassed the target in each remaining year of its Accountability Period. 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. The three schools due for renewal also posted growth scores that exceeded the target for the majority of the term. Notably, Brownsville Collegiate's mean growth percentile in 2016-17 was 76, 26 points above the target.

All Uncommon NYC schools, including the three schools due for renewal, demonstrated high performance in science over the charter term. From 2015-16 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. Brownsville Collegiate administered the Regents Living Environment exam to its students in 8th grade in

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lieu of the state science exam. While not included in the school's Accountability Plan, the school posted high achievement over the majority of the charter term. In 2017-18, 96% of 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.

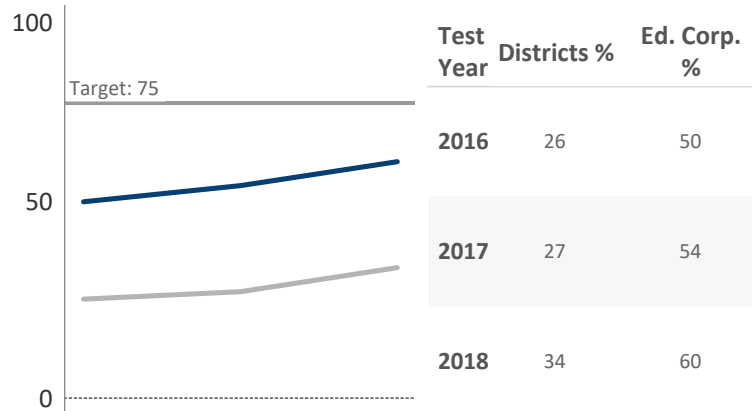
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ACADEMIC PERFORMANCE

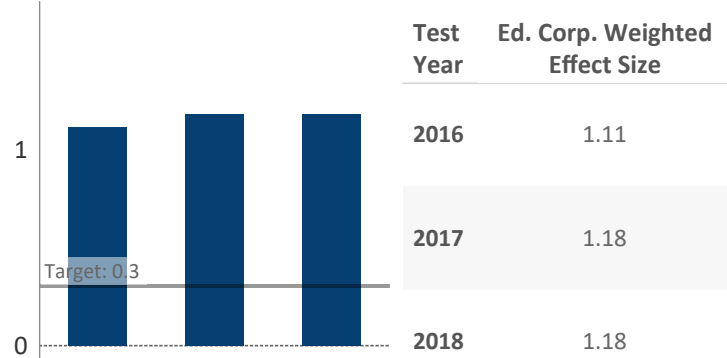
UNCOMMON NEW YORK CITY CHARTER SCHOOLS: AGGREGATE ENGLISH LANGUAGE ARTS PERFORMANCE FOR ALL SCHOOLS

Comparative Measure: Composite District

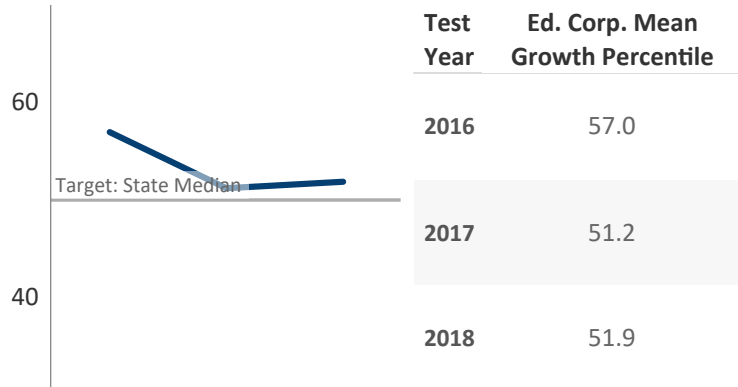
Comparison.* The chart shows the percentage of students enrolled in at least their second year at **Uncommon Charter Schools** performing at or above proficiency in comparison to that of students in the same tested grades in **those schools' local districts**.



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 Charter 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 Charter Schools**.



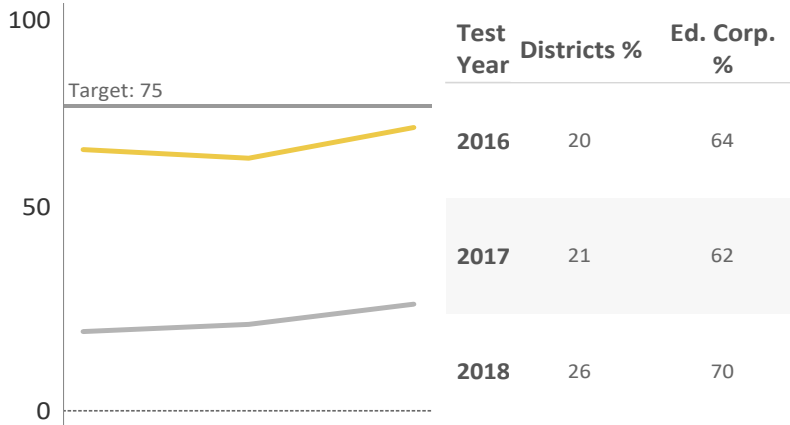
*The composite district comparison is a weighted proficiency rate including all comparison grades from New York City CSDs in which an Uncommon Charter Schools charter school is located.

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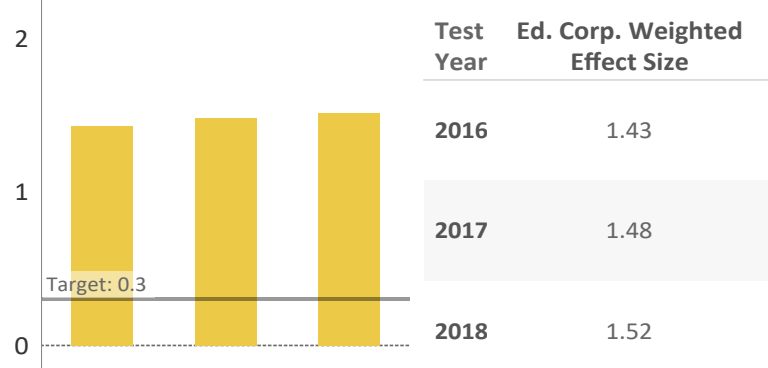
ACADEMIC PERFORMANCE

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

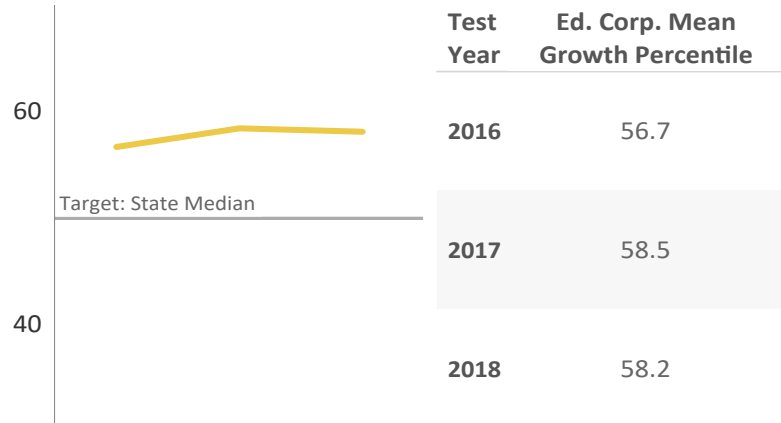
Comparative Measure: Composite District Comparison. The chart shows the percentage of students enrolled in at least their second year at **Uncommon Charter Schools** performing at or above proficiency in comparison to that of students in the same tested grades in **those schools' local districts**.



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 Charter 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 Charter Schools**.

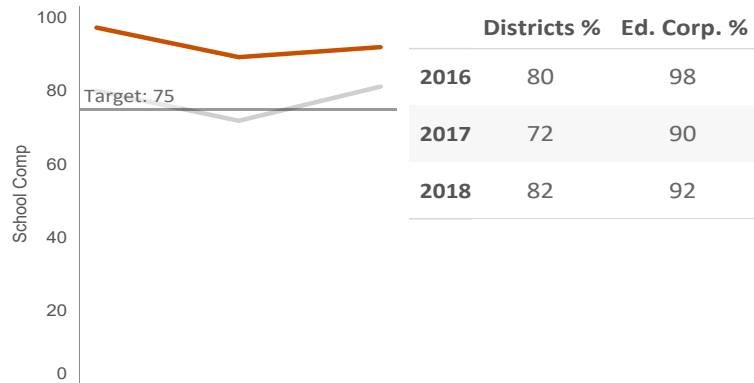


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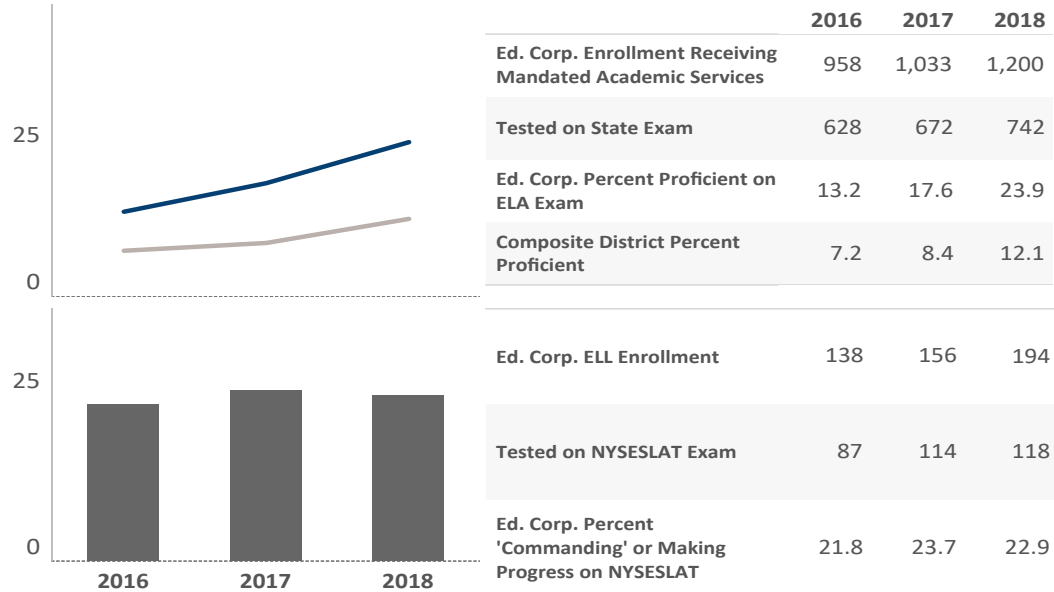
ACADEMIC PERFORMANCE

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 Charter Schools** 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

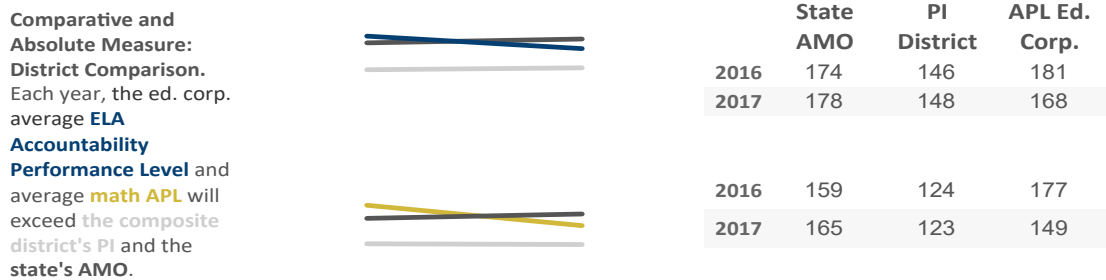
HIGH SCHOOL GRADUATION RATE



COLLEGE PREPARATION AND ATTAINMENT



ENGLISH LANGUAGE ARTS AND MATHEMATICS



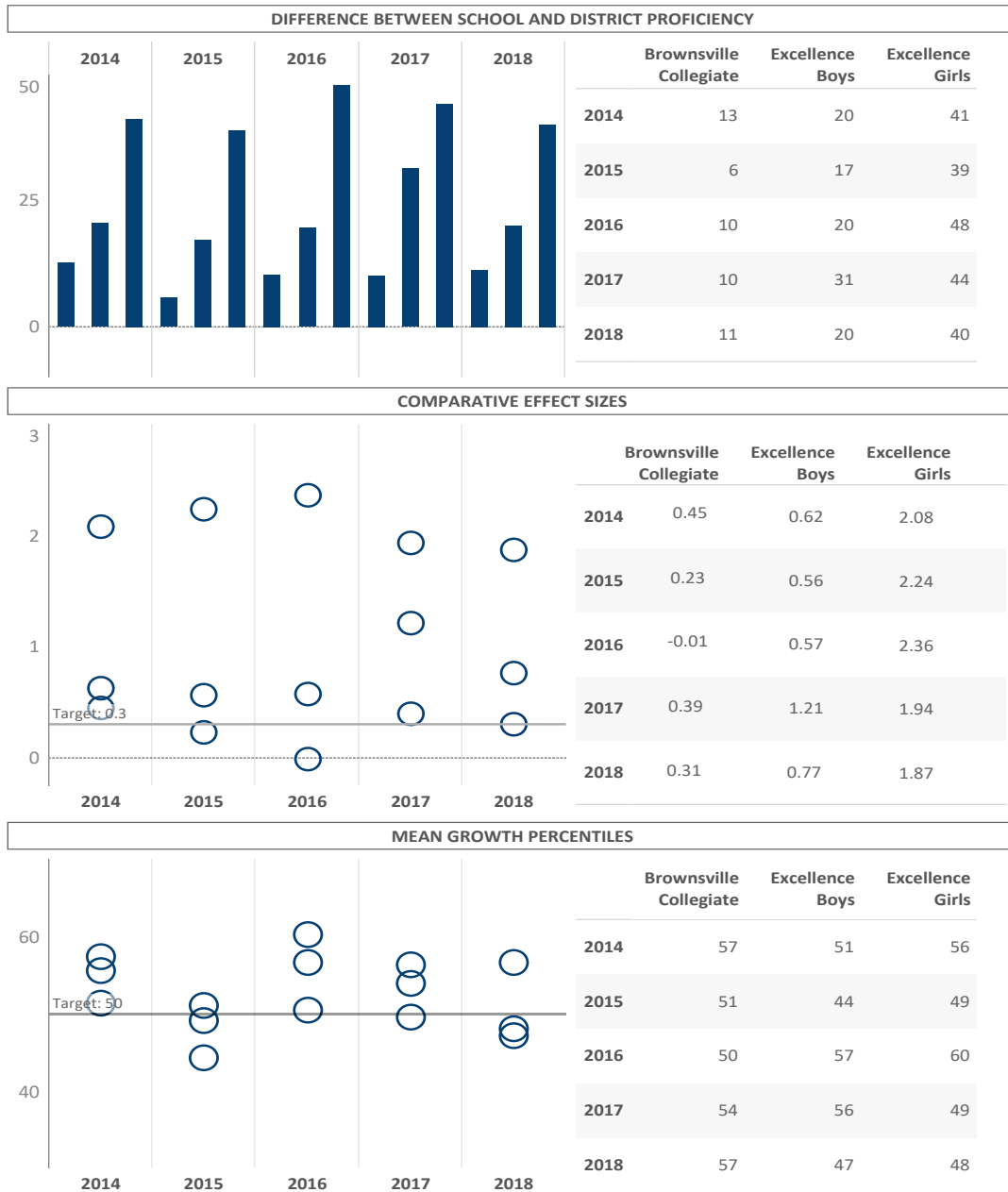
*The composite district comparison is a weighted rate including all Total Cohort members in New York City CSDs in which an Uncommon NYC charter school is located.

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

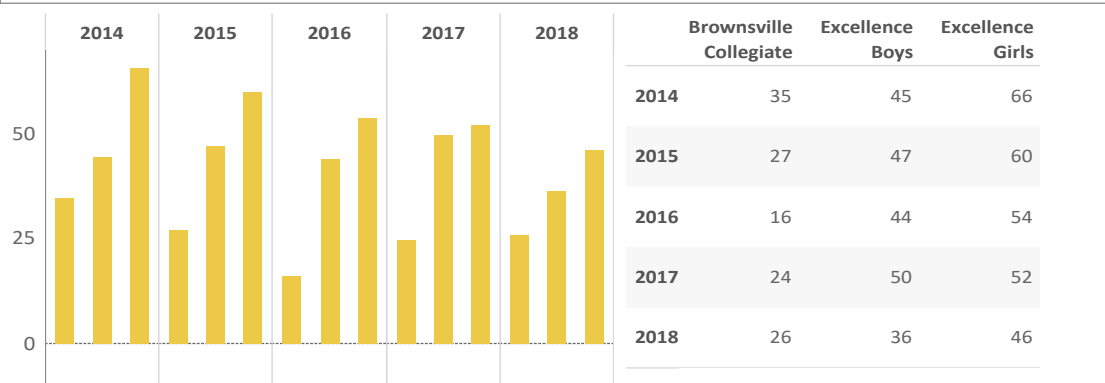


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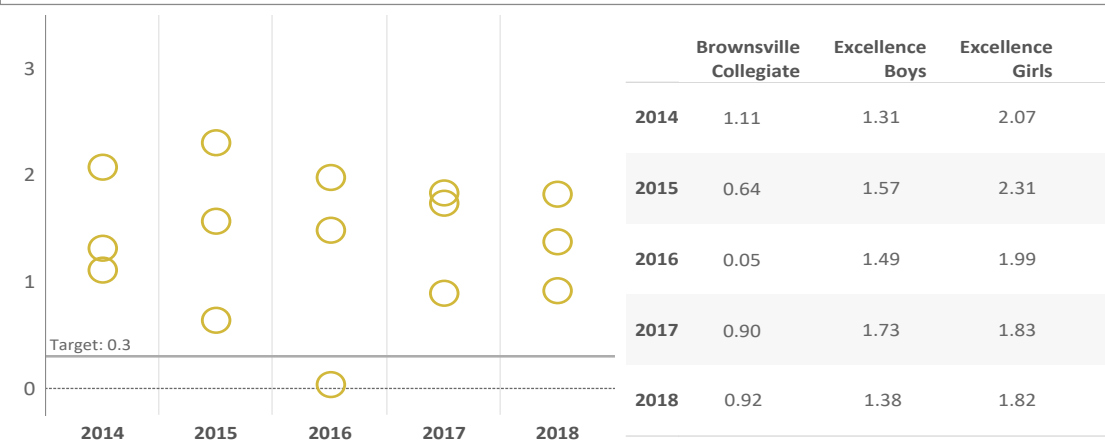
ACADEMIC PERFORMANCE

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

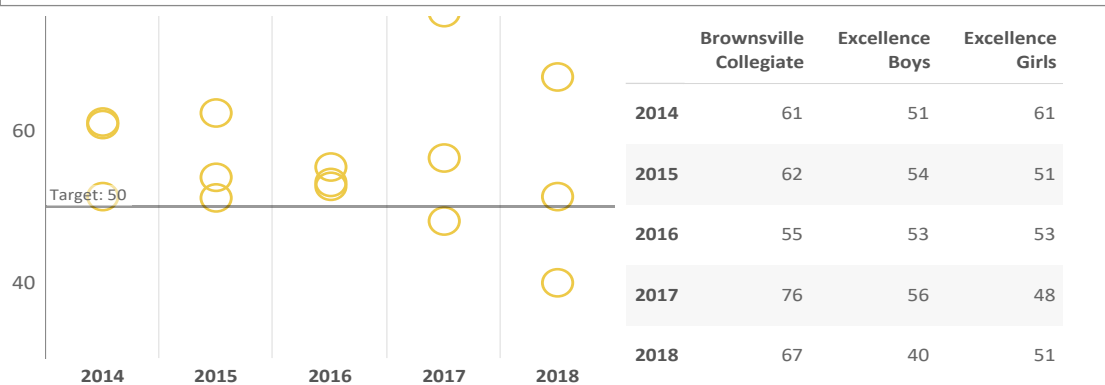
DIFFERENCE BETWEEN SCHOOL AND DISTRICT PROFICIENCY



COMPARATIVE EFFECT SIZES



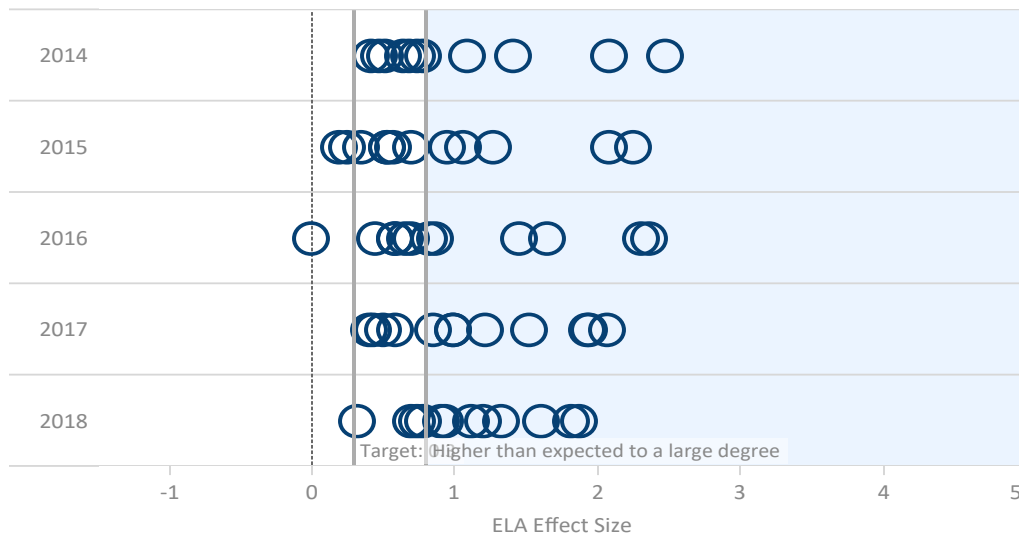
MEAN GROWTH PERCENTILES



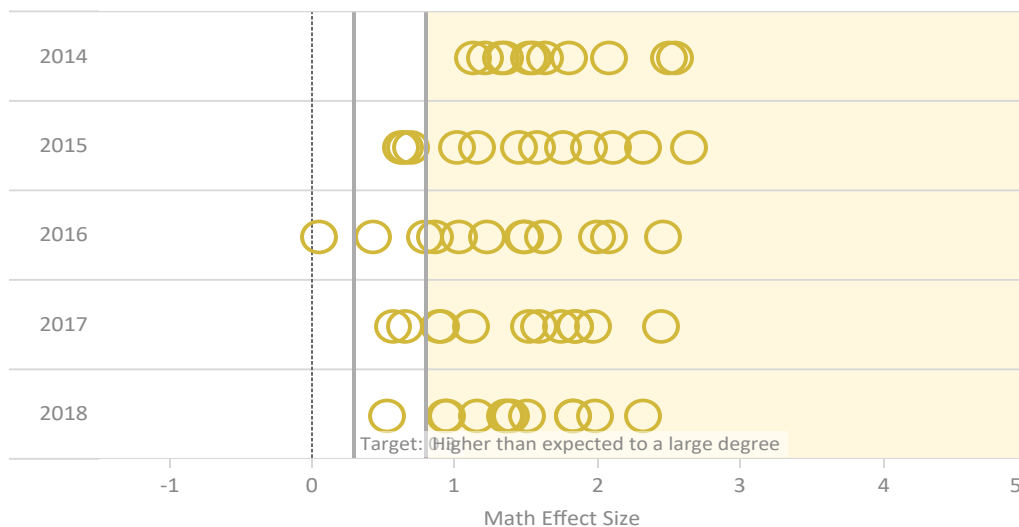
ACADEMIC PERFORMANCE

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



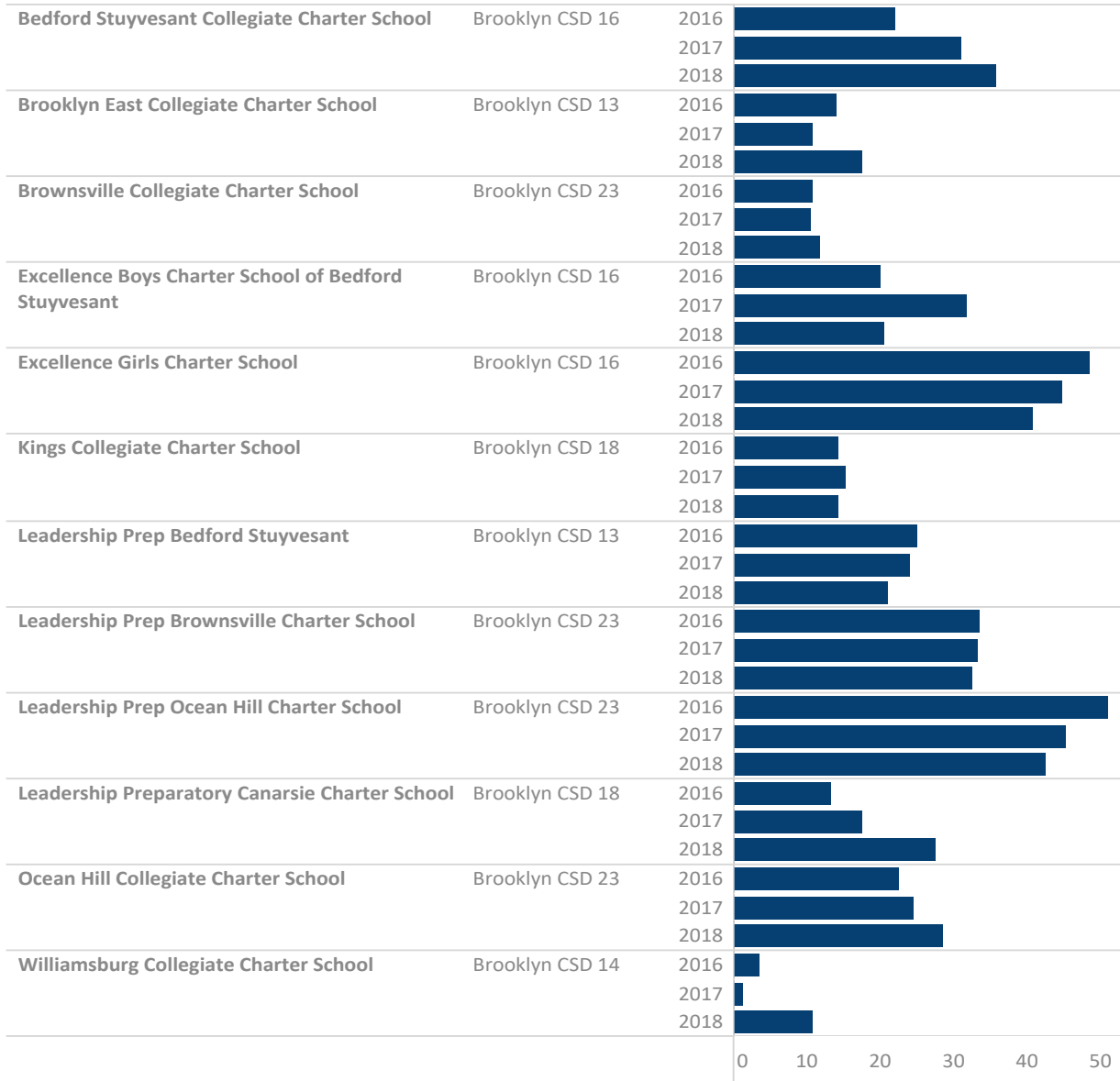
Math Effect Size by Year and School



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.

ACADEMIC PERFORMANCE

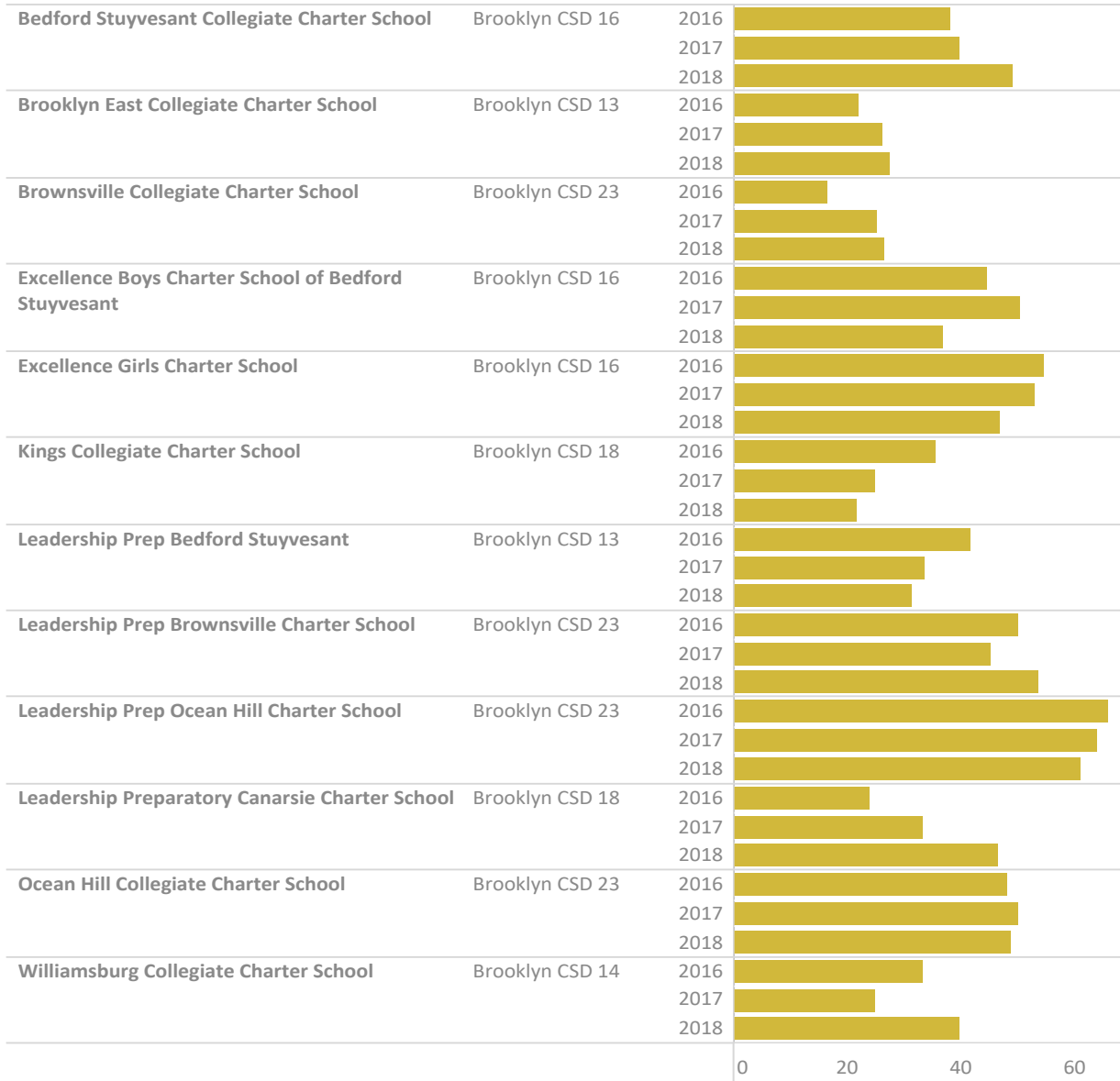
UNCOMMON NEW YORK CITY CHARTER SCHOOLS: DIFFERENCE BETWEEN SCHOOLS AND DISTRICT SCORES: ELA



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.

ACADEMIC PERFORMANCE

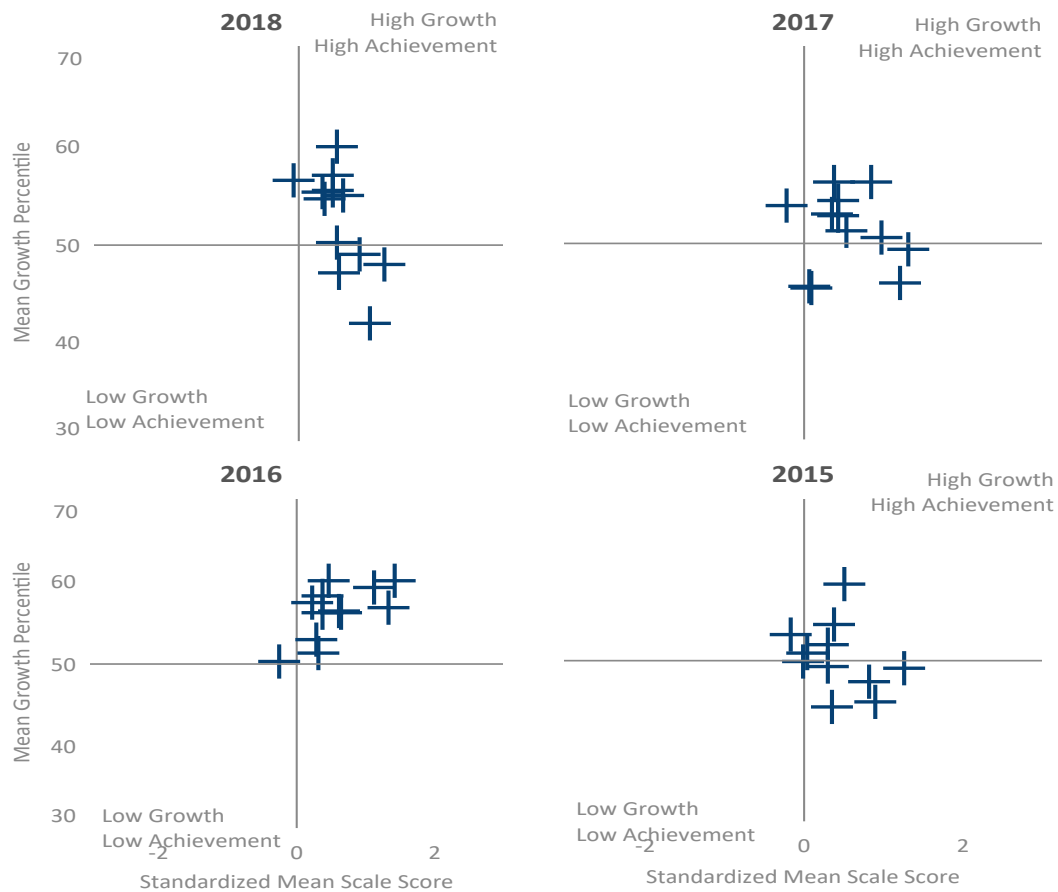
UNCOMMON NEW YORK CITY CHARTER SCHOOLS: DIFFERENCE BETWEEN SCHOOLS AND DISTRICT SCORES: MATH



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.

ACADEMIC PERFORMANCE

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

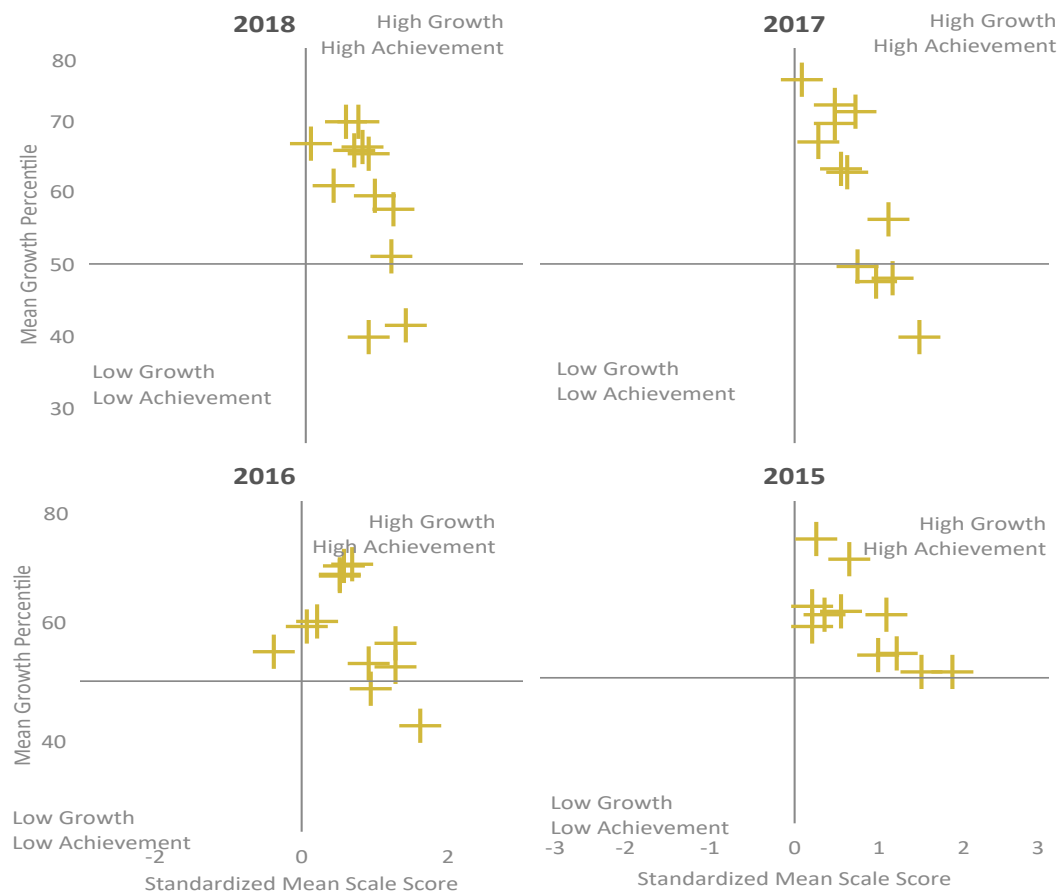


These charts compare a school's ability to grow student achievement with a school's absolute student performance. Schools located in the upper right hand quadrant of each chart show strong results in helping students make learning gains while at the same time helping students achieve strong absolute 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.

ACADEMIC PERFORMANCE

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

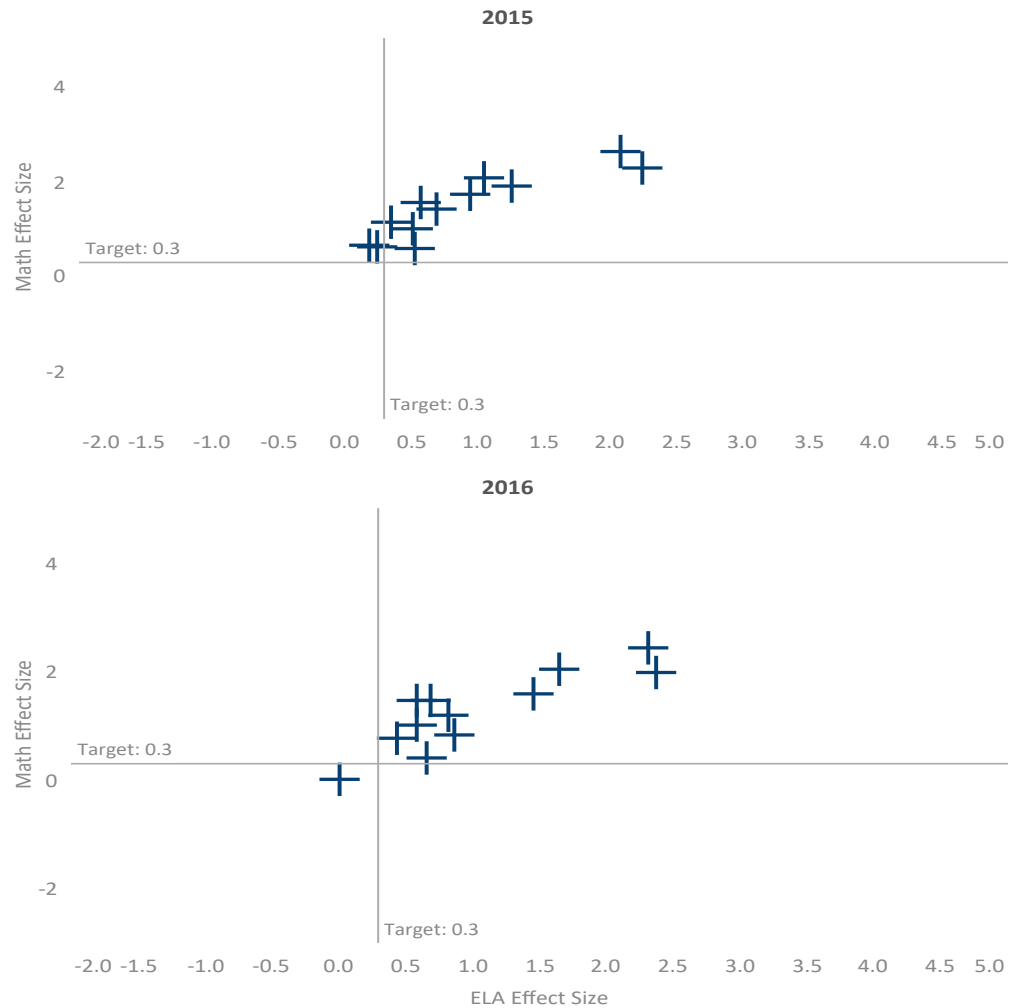


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ACADEMIC PERFORMANCE

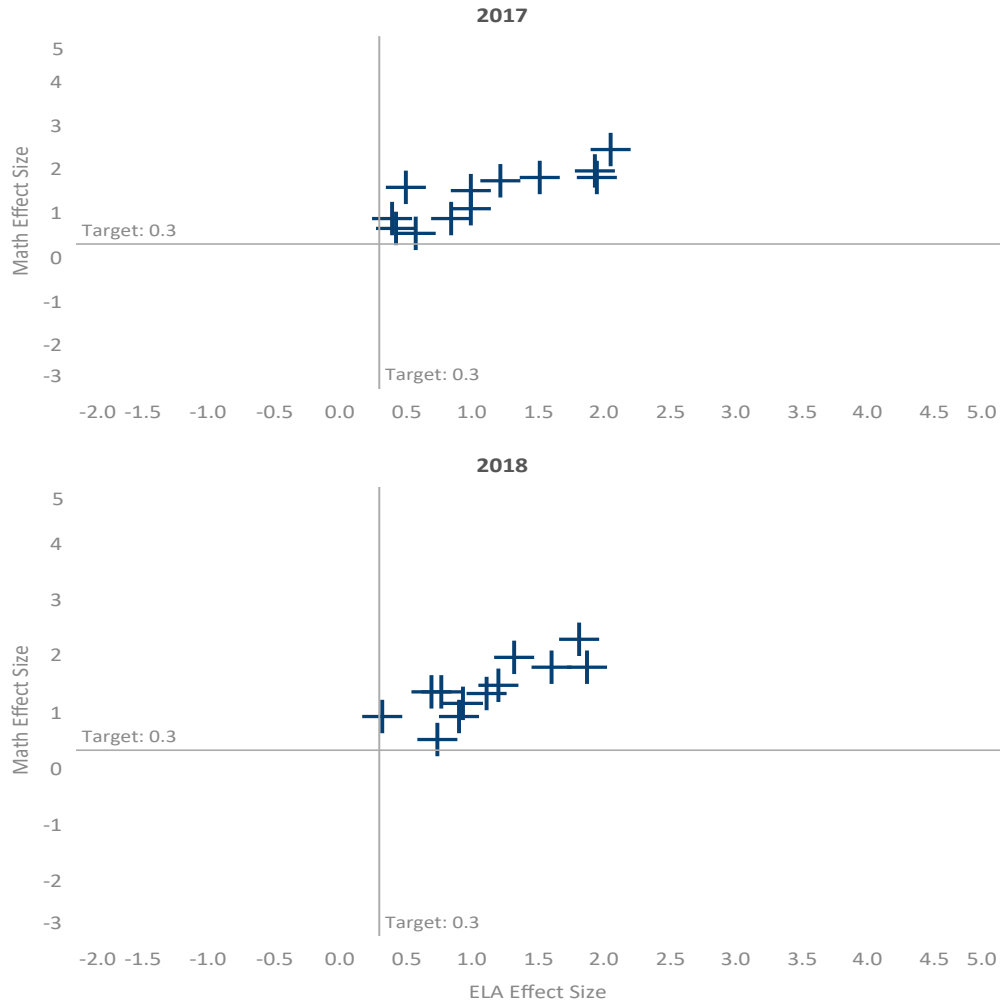
UNCOMMON NEW YORK CITY CHARTER SCHOOLS: ELA AND MATH EFFECT SIZE SCATTER PLOTS 2014-15 THROUGH 2015-16



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.

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.

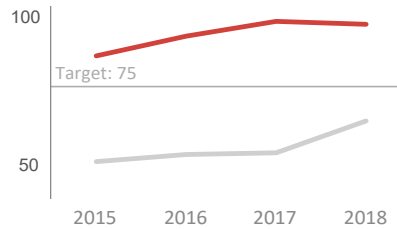
ACADEMIC PERFORMANCE

Uncommon Charter High School (as part of Excellence Girls)

Brooklyn CSD 16

HIGH SCHOOL GRADUATION RATE

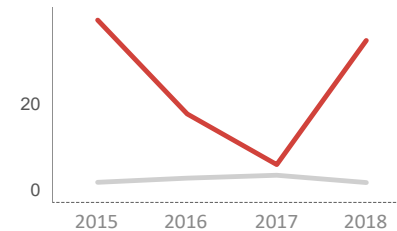
Comparative Measure: Graduation Rate. Each year, the percentage of **the school's students** **graduating** after completion of their fourth year will exceed the **District**.



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

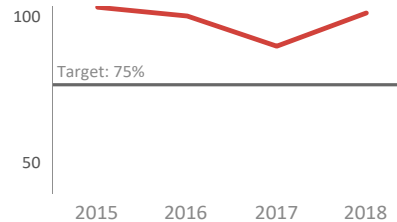
COLLEGE PREPARATION AND ATTAINMENT

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

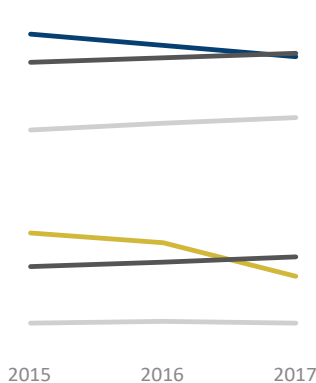
College Attainment Measure: Matriculation into College. Each year, 75 percent of **graduating students** will enroll in a college or university.



	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**.



	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 ("PI") for schools using a different methodology from previous years. As such, a comparison to previous years is not applicable. The school's PI in 2017-18 was 243 in ELA and 217 in mathematics.

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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 in elementary grades, Uncommon NYC administers the Strategic Teaching and Evaluation of Progress ("STEP") Assessment for Kindergarten – 4th grade and the Terra Nova Assessment¹⁰ for Kindergarten. Uncommon NYC also creates ELA and mathematics interim assessments ("IAs") it administers in Kindergarten – 4th 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 10th, 11th, and 12th 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.

10. 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/.

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.

SUNY RENEWAL BENCHMARK 1C

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

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*¹¹ 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.

SUNY RENEWAL BENCHMARK 1E

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.

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

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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,¹² Stern Structural Arithmetic,¹³ Foundations, the Wilson Reading System,¹⁴ and Lindamood Bell Visualizing and Verbalizing.¹⁵ 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.

12. 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/.

13. 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/.

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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 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 English as a new language (“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.

14. 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.

15. 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.

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.

SUNY RENEWAL BENCHMARK 2A

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.

SUNY RENEWAL BENCHMARK 2B

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 NYCDOE's 2017-18 NYC School Survey for all schools due for renewal 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 41% of families who received the survey responded. Among respondents, 91% 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.

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 due for renewal 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 18 parents representative of the three renewal charter schools. Parents expressed satisfaction with the supportive school culture, frequency of communication, and individualized support families receive from teachers, leaders and non-instructional staff members. Parents with high school students and alumni of the school were especially appreciative of the Uncommon Charter High School’s approach to the college application process including college selection, admissions, and accessing financial aid and scholarship opportunities.

Persistence in Enrollment. An additional indicator of parent satisfaction is persistence in enrollment. Persistence data for each individual school due for renewal 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 due for renewal this year, 86% 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.

**SUNY
 RENEWAL
 BENCHMARK
 2C**

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

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.

To help recruit and retain high quality staff, Uncommon NYC emphasizes promoting high quality talent from within the organization to leadership positions at the school and network level. Uncommon NYC’s “leadership pathways” provide high-performing teachers with secondary leadership positions that exist within all network schools at scale. These positions

include dean of students, dean of curriculum and instruction, instructional leader, grade level leader, special education coordinator, or director of special projects. It is customary for staff to hold one of these secondary leadership positions before moving to higher positions in a school or at the network level. School leaders and network staff use student achievement results, classroom observations, coaching feedback, and other data to identify particularly strong teachers and staff to fill these leadership roles, ultimately supplying top talent to support its portfolio of schools.

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

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

SUNY RENEWAL BENCHMARK 2D

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 school's Accountability Plan goals. A merger of Excellence Charter Schools, which operated Excellence Boys and Excellence Girls, and all of the other SUNY authorized charter schools in Brooklyn that contract with Uncommon Schools created Uncommon NYC. The merger became effective July 1, 2015. Uncommon NYC is the successor education corporation. Several board members from the previously separate education corporation boards make up the current Uncommon NYC merged board. 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.

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 by which it analyzes the network's academic performance, financial health, teacher turnover, and student and teacher recruitment.

SUNY RENEWAL BENCHMARK 2E

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.

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- 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 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, which were updated after the merger, also allow the board to compare a school's performance to that of other schools within the network.
- 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.

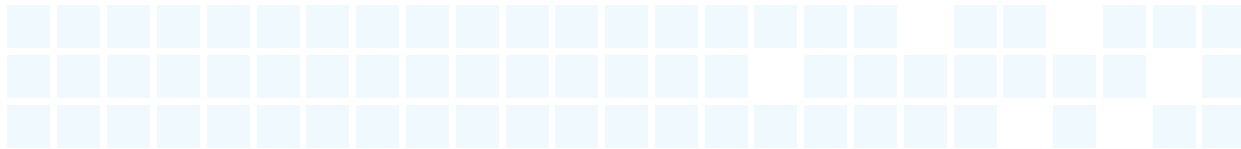
HAS UNCOMMON NYC SUBSTANTIALLY COMPLIED WITH APPLICABLE LAWS, RULES AND REGULATIONS, AND PROVISIONS OF ITS CHARTER?

The education corporation substantially complies with applicable laws, rules and regulations, and provisions of its charter with a few minor exceptions across the schools due for renewal this year. In each of the areas out of compliance, the Institute will work with the education corporation to ensure compliance before the start of the next charter term.

- **Complaints.** The Institute received no formal complaints regarding the education corporation as a whole.
- **Compliance.** The Institute issued no violation letters for the education corporation as a whole during the charter term.

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

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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 due for renewal, Brownsville Collegiate, Excellence Girls, and Excellence Boys. The SUNY Fiscal Dashboard presents color-coded tables and charts indicating that the schools due for renewal this year and the education corporation have demonstrated fiscal soundness over the majority of the charter term.¹⁶ (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 area of academic program, facility, fundraising, recruiting, training, professional development, financial management, and human resources under the terms of a management contract that currently reflects an 8% management fee that expires June 30, 2019. The next charter term the management fee is proposed to increase to 12% for each of the schools due for renewal. The financial model is intended to ensure that a fully enrolled school is financially sustainable, operating the academic program solely through public funding.

Effective July 1, 2015, 12 of the Uncommon charters authorized under SUNY and one authorized by the New York City Schools Chancellor merged into one entity. In addition to analyzing the soundness of the individual charter schools, the Institute analyzed the soundness of the not-for-profit education corporation granted the authority to operate the schools, and finds it too has adequate financial resources to ensure stable operations. The fiscal dashboards reflect the independent entity as fiscally strong prior to the merger and fiscally strong as a merged entity.

16. 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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SUNY RENEWAL BENCHMARK 3A

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 due for renewal 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 positions to come together for the budget development. The network level director of finance is the guardian of the school's fiscal health and leads the annual budget development. Although the principal and board have the final say on fiscal matters, the school's director of operations is the driving force within the school on key financial decisions. The budgets are based on historical actual revenues and expenses and programmatic changes to ensure that the staff can properly support the proposed enrollment.

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

SUNY RENEWAL BENCHMARK 3B

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 merged Uncommon NYC audit report had no significant findings or deficiencies.

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SUNY RENEWAL BENCHMARK 3C

DOES THE EDUCATION CORPORATION COMPLY WITH FINANCIAL REPORTING REQUIREMENTS?

Uncommon NYC Schools complies with financial reporting requirements.

- The Institute, NYCDOE, and NYSED have received the required financial reports on time, complete and follow generally accepted accounting principles (GAAP).
- Independent audits of annual financial statements have received unqualified opinions with no significant advisory or management letter findings to report.
- The schools due for renewal and education corporation have generally filed key reports timely and accurately including: audit reports, budgets, 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.

SUNY RENEWAL BENCHMARK 3D

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.
- 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.
- Uncommon NYC had total net assets of approximately \$49.8 million unrestricted and \$7 million as board restricted for a stability fund as of the June 30, 2018. The education corporation maintained cash on hand of 3.9 months to cover liabilities coming due shortly.
- As required by the charter agreements, Uncommon NYC has established a separate bank account for the maximum merged dissolution fund reserve of \$350,000.

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

Brownsville Collegiate Charter School

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SCHOOL OVERVIEW

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BROWNSVILLE 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, Brownsville 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 Brownsville Collegiate on February 23, 2009. The school opened its doors in the fall of 2009 initially serving 101 students in 5th – 6th grade. The school is authorized to serve 345 students in 5th – 8th grade during the 2018-19 school year. If renewed, the school will grow to serve students in Kindergarten – 8th grade during the next charter term with a projected total enrollment of 780 students.

The current charter term expires on July 31, 2019. A subsequent charter term would enable the school to operate through July 31, 2024. The school is co-located in a NYCDOE building at 364 Sackman Street, 4th Floor, Brooklyn, NY in CSD 23. The building also houses P.S. 150 Christopher, a district elementary school serving students in Kindergarten – 5th grade.

NOTEWORTHY - BROWNSVILLE COLLEGIATE

Brownsville Collegiate builds student engagement through electives such as performing arts, visual arts, and fitness. Additionally, the whole school community comes together weekly for community circle in which the school celebrates students and classrooms for academic and nonacademic achievements, further developing student engagement throughout the school.

ACADEMIC PROGRAM

Brownsville Collegiate offers a high quality academic program. Leaders establish schoolwide priorities based on a variety of information such as network inspection data, teacher surveys, assessment results, and student discipline data. Over the charter term, the school underwent a leadership transition, the network was thoughtful about leader selection and development to ensure the new principal was prepared for the role. Since the transition, the school has gradually increased its performance in ELA, mathematics, and science. Additionally, the school has proactively worked to reset behavioral expectations with students and norm the student discipline system with staff members. As a result, the school has decreased the number of out-of-school suspensions over the charter term. The priorities for the current school year include turnkey coaching between instructional leaders and teachers, and targeted small group instruction. Instructional leaders receive weekly coaching on data monitoring and lesson internalization, which they in turn deliver to teachers during grade team meetings and one-on-one coaching sessions. In addition to a focus on providing targeted small group instruction in ELA and mathematics each morning, this year Brownsville Collegiate has lengthened the independent reading block and teachers provide additional targeted instruction to students during this time of day.

LEGAL REQUIREMENTS

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

FINANCIAL CONDITION

Brownsville Collegiate’s projected five year budget reflects anticipated revenue and expense growth as the school builds out to serve Kindergarten – 8th 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 NYCDOE to secure suitable space for the elementary program to grow to scale in the next charter term.

Brownsville Collegiate opened in 2009-10 and reported operating deficits that were offset against contributions in the early years of the charter. Since 2015, the school has maintained operating surpluses and has accumulated net assets of \$3.7 million as of June 30, 2018.

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SCHOOL OVERVIEW

SCHOOL LEADERS

Joel Tracy, 5-8 Principal (2016-17 to Present)

Paul Chin, 5-8 Co-Principal (2015-16)

Anjya Thomas, 5-8 Co-Principal (2015-16)

Jessica Simmons, 5-8 Principal (2009-10 to 2014-15)

SCHOOL CHARACTERISTICS - BROWNSVILLE COLLEGIATE

SCHOOL YEAR	CHARTERED ENROLLMENT	ACTUAL ENROLLMENT	ACTUAL AS A PERCENTAGE OF CHARTERED ENROLLMENT	PROPOSED GRADES	ACTUAL GRADES
2014-15	395	390	99%	5-11	5-11
2015-16	312	322	103%	5-8	5-8
2016-17	312	302	97%	5-8	5-8
2017-18	312	300	96%	5-8	5-8
2018-19	345	303	88%	5-8	5-8

PARENT SATISFACTION: SURVEY RESULTS

RESPONSE RATE	OVERALL SATISFACTION	SCHOOL LEADERSHIP	STRONG FAMILY-COMMUNITY TIES	TRUST
37%	92%	94%	90%	94%

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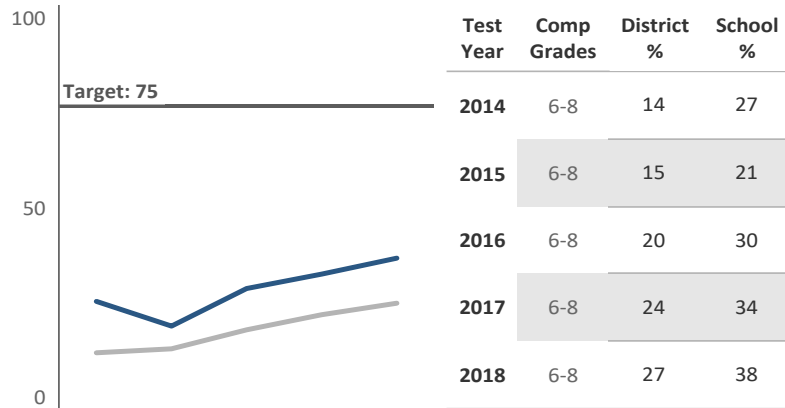
SCHOOL OVERVIEW

BROWNSVILLE COLLEGIATE CHARTER SCHOOL

ENGLISH LANGUAGE ARTS ACCOUNTABILITY PLAN GOAL

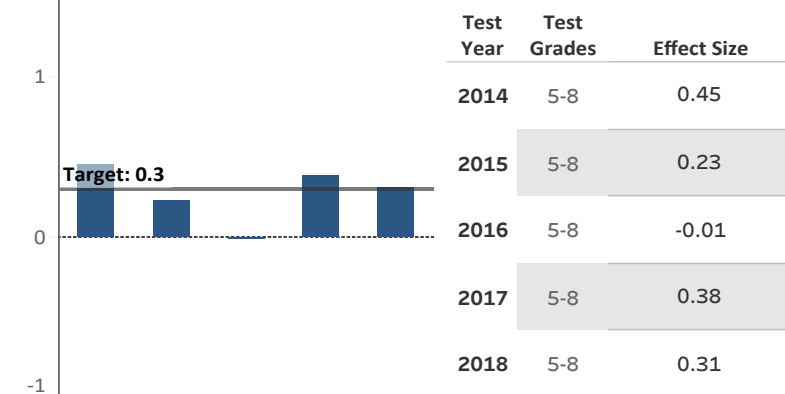
Comparative Measure:

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**.



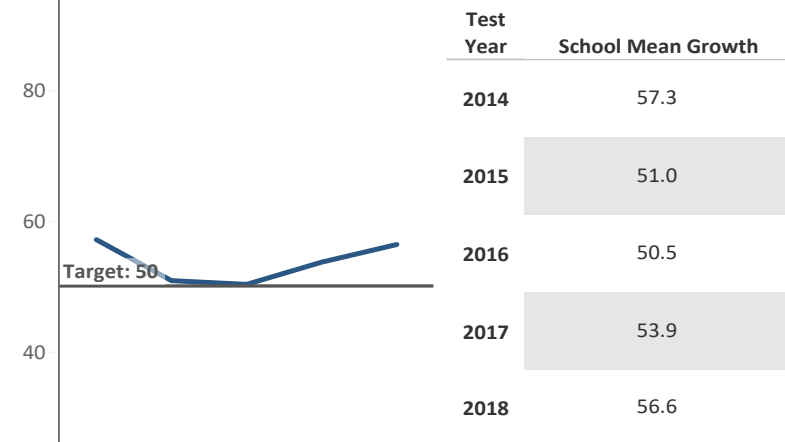
Comparative Measure:

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**.



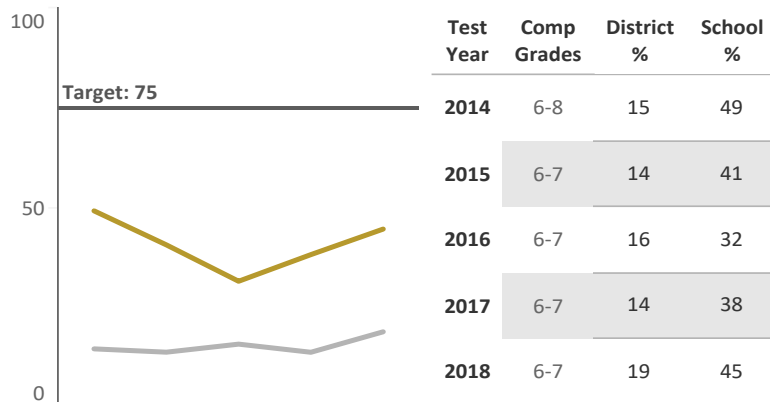
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SCHOOL OVERVIEW

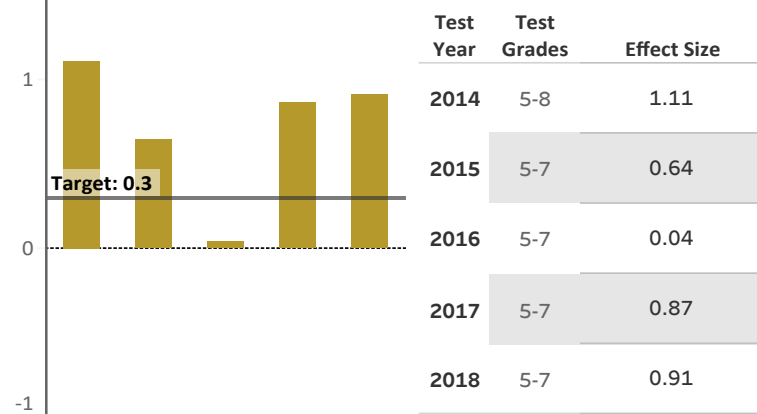
BROWNSVILLE COLLEGIATE CHARTER SCHOOL

MATHEMATICS ACCOUNTABILITY PLAN GOAL

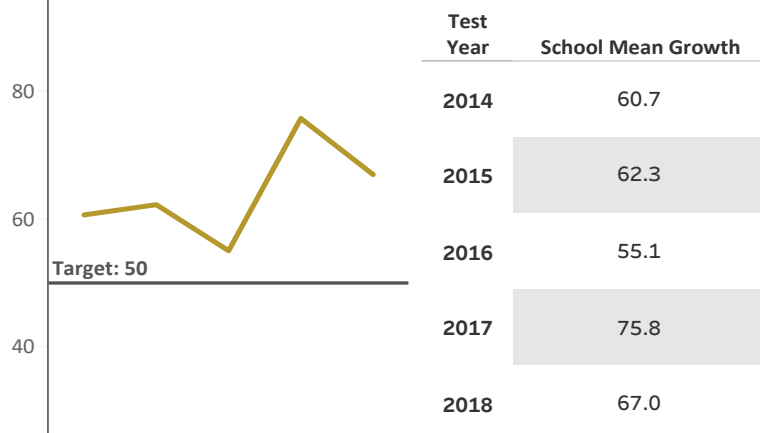
Comparative Measure: District Comparison. Each year, the percentage of students at **the school** in at least their second year performing at or above proficiency in mathematics will be greater than that of students in the same tested grades in the district.



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**.



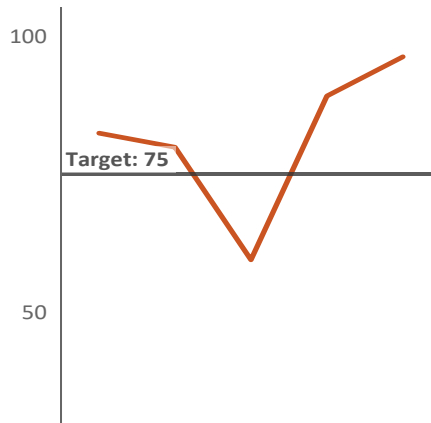
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SCHOOL OVERVIEW

BROWNSVILLE 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.



Test Year	School %
2014	83
2015	80
2016	60
2017	89
2018	96

SPECIAL POPULATIONS PERFORMANCE

	2016	2017	2018
Enrollment Receiving Mandated Academic Services	88	67	64
Tested on State Exam	66	57	56
School Percent Proficient on ELA Exam	4.5	0.0	7.1
District Percent Proficient	2.8	4.6	7.1

	2016	2017	2018
ELL Enrollment	17	13	21
Tested on NYSESLAT Exam	12	10	N/A*
School Percent 'Commanding' or Making Progress on NYSESLAT	16.7	10.0	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.

*Due to an issue in data reporting, the results for the 2017-18 NYSESLAT are not available.

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SCHOOL OVERVIEW

SUMMARY OF PUBLIC COMMENTS

NO COMMENTS RECEIVED

ENROLLMENT AND RETENTION

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

			District Target	School
Enrollment	Economically disadvantaged		90.1	94.8
	English language learners		4.8	13.0
	Students with disabilities		21.5	18.2
Retention	Economically disadvantaged		83.2	81.2
	English language learners		86.6	91.7
	Students with disabilities		85.4	91.7

PERFORMANCE SUMMARIES

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PERFORMANCE

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SUMMARIES

SCHOOL PERFORMANCE SUMMARY: English Language Arts Brownsville Collegiate Charter School

	2015-16 Grades Served: 5-8				2016-17 Grades Served: 5-8				2017-18 Grades Served: 5-8				MET
	All Students		2+ Years Students		All Students		2+ Years Students		All Students		2+ Years Students		
	Grades	% (N)	Grades	% (N)	Grades	% (N)	Grades	% (N)	Grades	% (N)	Grades	% (N)	
ABSOLUTE MEASURES 1. Each year 75 percent of students who are enrolled in at least their second year will perform at proficiency on the New York State exam.	3	(0)	(0)	(0)	3	(0)	(0)	(0)	3	(0)	(0)	(0)	
	4	(0)	(0)	(0)	4	(0)	(0)	(0)	4	(0)	(0)	(0)	
	5	17.9 (84)	20.0 (10)		5	13.8 (80)	0.0 (7)		5	33.8 (74)	0.0 (5)		
	6	18.8 (85)	25.6 (43)		6	28.4 (88)	27.3 (66)		6	33.3 (87)	35.5 (62)		
	7	26.8 (71)	28.1 (64)		7	36.8 (68)	36.8 (68)		7	34.7 (72)	34.4 (64)		
	8	34.2 (73)	36.8 (68)		8	41.7 (60)	41.7 (60)		8	44.4 (63)	47.4 (57)		
	All	24.0 (313)	30.3 (185)	NO	All	29.1 (296)	33.8 (201)	NO	All	36.1 (296)	37.8 (188)	NO	
	Grades	PLI	AMO		Grades	PLI	AMO		Grades	PI	MIP		
5-8	91	104	NO	5-8	98	111	NO	5-8	117	101	YES		
COMPARATIVE MEASURES 3. Each year the percent of students enrolled in at least their second year and performing at proficiency will be greater than that of students in the same grades in the local district.	Comparison: Brooklyn District 23				Comparison: Brooklyn District 23				Comparison: Brooklyn District 23				
	Grades	School	District		Grades	School	District		Grades	School	District		
	6-8	30.3	20.1	YES	6-8	33.8	23.8	YES	6-8	37.8	26.6	YES	
	% ED	Actual	Predicted	Effect Size	% ED	Actual	Predicted	Effect Size	% ED	Actual	Predicted	Effect Size	
4. Each year the school will exceed its predicted percent of students at proficiency on the state exam by at least a small Effect Size (at least 0.3) based on its percentage of Economically Disadvantaged students.	83.1	24.0	24.1	-0.01	89.6	29.1	23.8	0.37	88.1	36.1	31.1	0.31	
	83.1	24.0	24.1	-0.01	89.6	29.1	23.8	0.37	88.1	36.1	31.1	0.31	
	83.1	24.0	24.1	-0.01	89.6	29.1	23.8	0.37	88.1	36.1	31.1	0.31	
	83.1	24.0	24.1	-0.01	89.6	29.1	23.8	0.37	88.1	36.1	31.1	0.31	
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	0.0			4	0.0			4	0.0			
	5	45.0			5	56.4			5	65.0			
	6	47.9			6	55.8			6	56.6			
	7	61.1			7	52.4			7	54.8			
	8	45.9			8	50.3			8	50.8			
	All	50.5	50.0	YES	All	53.9	50.0	YES	All	56.6	50.0	YES	
	All	50.5	50.0	YES	All	53.9	50.0	YES	All	56.6	50.0	YES	

PERFORMANCE SUMMARIES

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SUMMARIES

SCHOOL PERFORMANCE SUMMARY: Mathematics

Brownsville Collegiate Charter School

	2015-16 Grades Served: 5-8				2016-17 Grades Served: 5-8				2017-18 Grades Served: 5-8				MET
	All Students		2+ Years Students		All Students		2+ Years Students		All Students		2+ Years Students		MET
	Grades	% (N)	% (N)	% (N)	Grades	% (N)	% (N)	% (N)	Grades	% (N)	% (N)		
<u>ABSOLUTE MEASURES</u> 1. Each year 75 percent of students who are enrolled in at least their second year will perform at proficiency on the New York State exam.	3	(0)	(0)	(0)	3	(0)	(0)	(0)	3	(0)	(0)	NO	
	4	(0)	(0)	(0)	4	(0)	(0)	(0)	4	(0)	(0)		
	5	16.9 (83)	10.0 (10)		5	30.4 (79)	0.0 (7)		5	45.9 (74)	0.0 (5)		
	6	24.7 (85)	27.9 (43)		6	40.2 (87)	40.9 (66)		6	36.4 (88)	34.9 (63)		
	7	35.2 (71)	37.5 (64)		7	39.7 (68)	39.7 (68)		7	57.7 (71)	57.8 (64)		
	8	(0)	(0)	(0)	8	(0)	(0)	(0)	8	(0)	(0)		
	All	25.1 (239)	31.6 (117)		All	36.8 (234)	38.3 (141)		All	45.9 (233)	44.7 (132)		
2. Each year the school's aggregate Performance Level Index on the State exam will meet the Annual Measurable Objective set forth in the State's accountability system.	Grades	PLI	AMO		Grades	PLI	AMO		Grades	PI	MIP	YES	
	5-7	93	101		5-7	109	109		5-7	123	103		
<u>COMPARATIVE MEASURES</u> 3. Each year the percent of students enrolled in at least their second year and performing at proficiency will be greater than that of students in the same grades in the local district.	Comparison: Brooklyn District 23				Comparison: Brooklyn District 23				Comparison: Brooklyn District 23				YES
	Grades	School	District		Grades	School	District		Grades	School	District		
	6-7	31.6	15.9		6-7	38.3	13.8		6-7	44.7	19.0		
4. Each year the school will exceed its predicted percent of students at proficiency on the State exam by at least a small Effect Size (at least 0.3) based on its percentage of Economically Disadvantaged students.	% ED		Effect Size		% ED		Effect Size		% ED		Effect Size		YES
	82.7	25.1	24.4	0.04	90.4	36.8	21.7	0.86	88.8	45.9	27.4	0.91	
	NO				YES				YES				
<u>GROWTH MEASURE</u> 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	YES	
	4	0.0			4	0.0			4	0.0			
	5	51.1			5	79.7			5	71.2			
	6	56.1			6	68.5			6	61.0			
	7	58.0			7	80.3			7	70.8			
	8	0.0			8	0.0			8	0.0			
	All	55.1	50.0		All	75.8	50.0		All	67.0	50.0		

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FISCAL DASHBOARD

BROWNSVILLE 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**

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**

Opened 2009-10

		MERGED	MERGED	MERGED
	2013-14	2014-15	2015-16	2016-17
Cash and Cash Equivalents - GRAPH 1	1,426,980	1,308,123	-	-
Grants and Contracts Receivable	107,673	100,214	-	-
Accounts Receivable	-	-	-	-
Prepaid Expenses	27,199	107,290	-	-
Contributions and Other Receivables	-	-	-	-
Total Current Assets - GRAPH 1	1,561,852	1,515,627	-	-
Property, Building and Equipment, net	421,091	550,733	-	-
Other Assets	-	-	-	-
Total Assets - GRAPH 1	1,982,943	2,066,360	-	-

Accounts Payable and Accrued Expenses	308,395	301,725	-	-
Accrued Payroll and Benefits	-	-	-	-
Deferred Revenue	-	-	-	-
Current Maturities of Long-Term Debt	-	-	-	-
Short Term Debt - Bonds, Notes Payable	-	-	-	-
Other	-	-	-	-
Total Current Liabilities - GRAPH 1	308,395	301,725	-	-
L-T Debt and Notes Payable, net current maturities	-	-	-	-
Total Liabilities - GRAPH 1	308,395	301,725	-	-

Unrestricted	939,548	1,029,635	-	-
Temporarily restricted	735,000	735,000	-	-
Total Net Assets	1,674,548	1,764,635	-	-
Total Liabilities and Net Assets	1,982,943	2,066,360	-	-

Resident Student Enrollment	4,452,820	5,371,997	4,559,466	4,369,303	4,469,998
Students with Disabilities	310,671	380,877	588,853	586,515	485,473
Grants and Contracts	-	-	-	-	-
State and local	-	-	-	-	-
Federal - Title and IDEA	227,512	191,661	196,308	231,220	245,522
Federal - Other	45,693	66,432	75,786	81	74,332
Other	-	-	-	-	-
NYC DoE Rental Assistance	-	-	-	-	-
Food Service/Child Nutrition Program	-	-	-	-	-
Total Operating Revenue	5,036,696	6,010,967	5,420,413	5,187,119	5,275,325

Regular Education	4,585,845	5,540,928	3,558,756	3,963,159	4,075,367
SPED	-	316,351	651,785	252,968	260,130
Regular Education & SPED (combined)	-	-	-	-	-
Other	-	-	-	-	-
Total Program Services	4,585,845	5,857,279	4,210,541	4,216,127	4,335,496
Management and General	568,522	683,775	587,071	568,639	622,637
Fundraising	-	-	-	-	-
Total Expenses - GRAPHS 2, 3 & 4	5,154,367	6,541,054	4,797,612	4,784,766	4,958,133
Surplus / (Deficit) From School Operations	(117,671)	(530,087)	622,801	402,353	317,192

Contributions	248,095	585,000	-	18,445	10,636
Fundraising	-	-	-	-	-
Miscellaneous Income	21,154	35,174	14,566	22,149	20,109
Net assets released from restriction	-	-	-	-	-
Total Support and Other Revenue	269,249	620,174	14,566	40,594	30,745

Total Unrestricted Revenue	5,305,945	6,631,141	5,434,979	5,227,713	5,306,070
Total Temporarily Restricted Revenue	-	-	-	-	-
Total Revenue - GRAPHS 2 & 3	5,305,945	6,631,141	5,434,979	5,227,713	5,306,070

Change in Net Assets	151,578	90,087	637,367	442,947	347,937
Net Assets - Beginning of Year - GRAPH 2	1,522,970	1,674,548	1,764,635	2,402,002	2,844,949
Prior Year Adjustment(s)	-	-	-	-	-
Net Assets - End of Year - GRAPH 2	1,674,548	1,764,635	2,402,002	2,844,949	3,192,886

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FISCAL DASHBOARD

BROWNSVILLE COLLEGIATE CHARTER SCHOOL

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SCHOOL INFORMATION - (Continued)

Functional Expense Breakdown

Personnel Service
Administrative Staff Personnel
Instructional Personnel
Non-Instructional Personnel
Personnel Services (Combined)
Total Salaries and Staff
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
191,423	1,160,029	877,169	973,805	949,707
2,907,762	2,635,031	1,836,576	1,903,424	1,921,512
-	-	128,808	-	-
-	-	-	-	-
3,099,185	3,795,060	2,842,553	2,877,229	2,871,219
503,430	640,487	412,044	400,012	402,554
-	-	61,876	51,321	51,615
447,733	505,286	427,570	414,964	416,079
1,290	81	247	-	-
148,539	181,459	113,898	160,637	191,876
18,696	22,196	147,669	152,376	176,282
-	-	29,326	26,351	17,861
351,824	545,899	291,802	266,027	306,718
134,743	172,845	116,045	126,314	127,411
448,927	677,741	354,582	309,535	396,518
5,154,367	6,541,054	4,797,612	4,784,766	4,958,133

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
343	395	455	502	533
343	395	312	312	312
330	390	322	302	300
5-10	5-11	5-12	5-12	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
TOTAL - GRAPH 3

Expenses

Program Services
Management and General, Fundraising
TOTAL - GRAPH 3
% of Program Services
% of Management and Other

% of Revenue Exceeding Expenses - GRAPH 5

15,281	15,416	16,833	17,178	17,609
817	1,590	45	134	103
16,098	17,006	16,878	17,312	17,712
13,913	15,022	13,076	13,962	14,472
1,725	1,754	1,823	1,883	2,078
15,638	16,775	14,899	15,845	16,551
89.0%	89.5%	87.8%	88.1%	87.4%
11.0%	10.5%	12.2%	11.9%	12.6%
2.9%	1.4%	13.3%	9.3%	7.0%

Student to Faculty Ratio

8.2	10.8	12.4	9.4	8.6
-----	------	------	-----	-----

Faculty to Admin Ratio

13.3	2.6	3.7	3.6	3.5
------	-----	-----	-----	-----

Financial Responsibility Composite Scores - GRAPH 6

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

2.7	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
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)

1,253,457	1,213,902	0	0	0
23.6%	18.3%	0.0%	0.0%	0.0%
5.1	5.0	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	4.7	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)

0.2	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.)

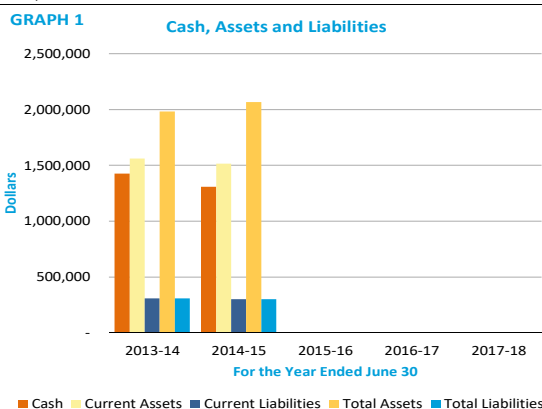
3.3	2.4	0.0	0.0	0.0
LOW	MEDIUM	N/A	N/A	N/A
Excellent	Good	N/A	N/A	N/A

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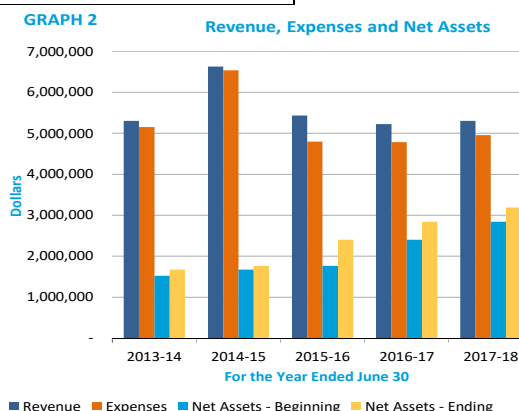
FISCAL DASHBOARD

BROWNSVILLE COLLEGIATE CHARTER SCHOOL

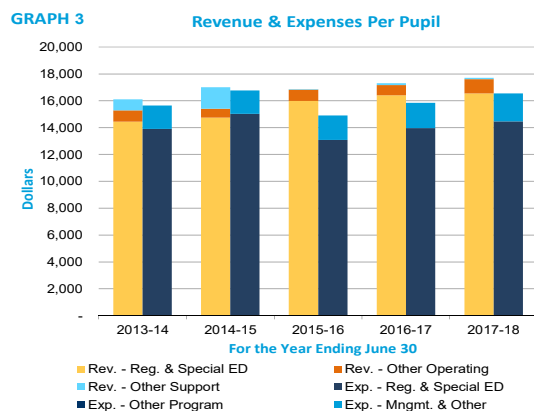
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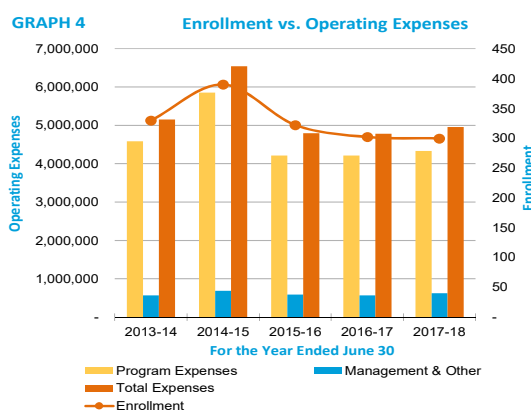
This chart illustrates the relationship between assets and liabilities and to what extent cash reserves makes up current assets. Ideally for each subset, subsets 2 through 4, (i.e. current assets vs. current liabilities), the column on the left is taller than the immediate column on the right; and, generally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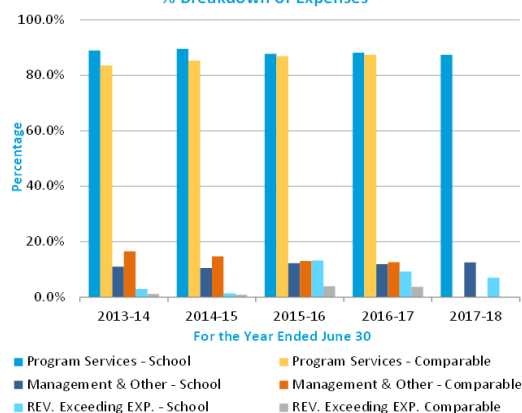
FISCAL DASHBOARD

BROWNSVILLE COLLEGIATE CHARTER SCHOOL

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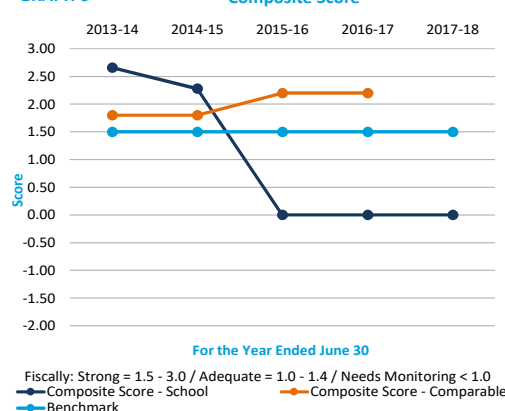
Comparable School, Region or Network: All SUNY Authorized Charter Schools (Including Closed Schools)

GRAPH 5 % Breakdown of Expenses



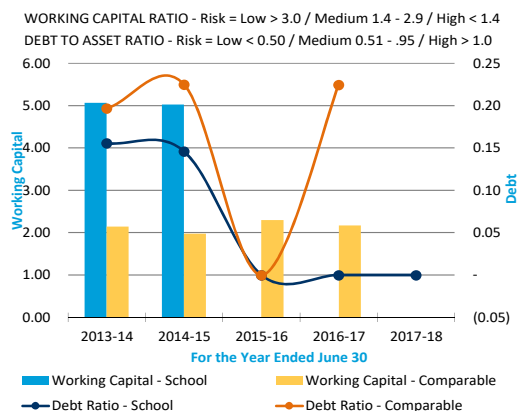
This chart illustrates the percentage expense breakdown between program services and management & others as well as the percentage of revenues exceeding expenses. Ideally the percentage expense for program services will far exceed that of the management & other expense. The percentage of revenues exceeding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

GRAPH 6 Composite Score



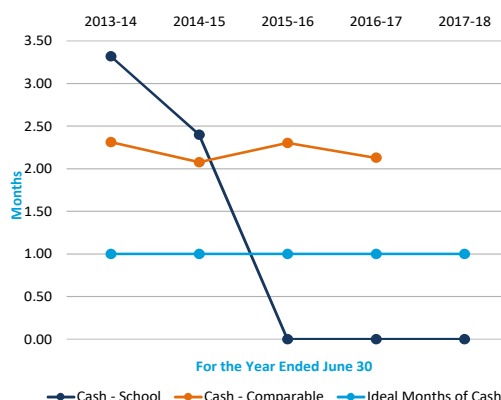
This chart illustrates a school's composite score based on the methodology developed by the United States Department of Education (USDOE) to determine whether private not-for-profit colleges and universities are financially strong enough to participate in federal loan programs. These scores can be valid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

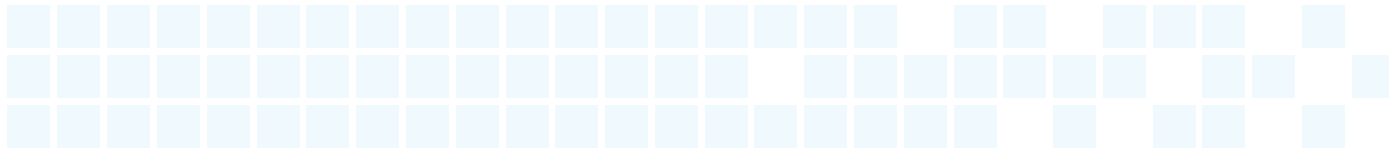
Brownsville Collegiate is an academic success. The school operates as an effective and viable organization. Uncommon NYC plans to continue to operate the school in the same manner making its plans for the school's future sound.

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. Brownsville 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. The school will implement the successful elementary program elements of other Uncommon NYC schools as it grows Kindergarten – 4th grade.

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.

BROWNSVILLE COLLEGIATE		
	CURRENT	END OF NEXT CHARTER TERM
Enrollment	345	780
Grade Span	5-8	K-8
Teaching Staff	27	62
Days of Instruction	185	185



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Brownsville Collegiate will continue to serve students in 5th– 8th grade in existing NYCDOE co-located space for the next charter term. The school is working with NYCDOE to secure suitable space for the elementary program to grow to scale in 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.



Excellence Boys Charter School of Bedford Stuyvesant

So

SCHOOL OVERVIEW

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SO
SCHOOL
OVERVIEW

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EXCELLENCE BOYS CHARTER SCHOOL OF BEDFORD STUYVESANT

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, Excellence Boys Charter School of Bedford Stuyvesant 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 Excellence Boys in February 2003. The school opened its doors in the fall of 2004 initially serving 90 male students in Kindergarten and 1st grade. The school is authorized to serve 780 students in Kindergarten – 8th grade during the 2018-19 school year. If renewed, the school will continue to serve students in Kindergarten – 8th grade with a projected total enrollment of 780 students.

The current charter term expires on July 31, 2019. A subsequent charter term would enable the school to operate through July 31, 2024. The school is located in private space at 225 Patchen Avenue, Brooklyn, NY in New York City CSD 16.

NOTEWORTHY - EXCELLENCE BOYS

In 2017-18, students with disabilities at Excellence Boys scored at or above proficiency on the ELA state assessment at a rate more than double the school's comparison district's students with disabilities.

ACADEMIC PROGRAM

Excellence Boys offers a high quality academic program. Teachers deliver daily lesson plans aligned to the network's curricular program and assess students regularly to gauge progress. Excellence Boys benefits from centralized professional development that the network provides in which teachers and leaders from Excellence Boys learn and share best practices with

other Uncommon NYC staff members. Additionally, Uncommon NYC teachers score STEP and IAs together, which allows Excellence Boys to compare their students' progress to other Uncommon NYC schools. If classroom assessment data is not within 5% across a grade the school creates action plans to address the classroom's progress. General education teachers and at-risk providers meet weekly to collaborate on lesson plans and review student progress.

LEGAL REQUIREMENTS

Excellence Boys 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.
- **Violations.** The Institute has not placed the school on corrective action or sent it any violation letters.

FINANCIAL CONDITION

Excellence Boys projected five year budget reflects anticipated steady revenues and expenses as the school continues serving Kindergarten – 8th grade. The school plans to continue the next charter term in the existing site.

Excellence Boys opened in 2004-05 and reported operating deficits that were offset against contributions in the early years of the charter. This school has reported operating surpluses for the majority of the charter term and has accumulated net assets of \$6.3 million as of June 30, 2018.

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SCHOOL OVERVIEW

SCHOOL LEADERS

TS Hoard, 5-8 Principal (2015-16 to Present)
Quinterrance Bell, K-4 Principal (2018-19 to Present)
Nikki Bowen, K-4 Principal (2017-18)
David Berlin, 5-8 Principal (2012-13 to 2014-15)
Kevin Hall, K-4 Principal (2012-13 to 2016-17)
Shradha Patel, 5-8 Principal (2009-10 to 2011-12)
Annie Ferrell, K-4 Principal (2010-11 to 2011-12)
Elizabeth Bliss, K-4 Principal (2009-10)
Jabali Sawicki, Principal and Head of Schools (2004-05 to 2011-12)

SCHOOL CHARACTERISTICS - EXCELLENCE BOYS

SCHOOL YEAR	CHARTERED ENROLLMENT	ACTUAL ENROLLMENT	ACTUAL AS A PERCENTAGE OF CHARTERED ENROLLMENT	PROPOSED GRADES	ACTUAL GRADES
2014-15	707	715	101%	K-11	K-11
2015-16	736	729	99%	K-8	K-8
2016-17	736	762	103%	K-8	K-8
2017-18	736	777	106%	K-8	K-8
2018-19	780	757	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%

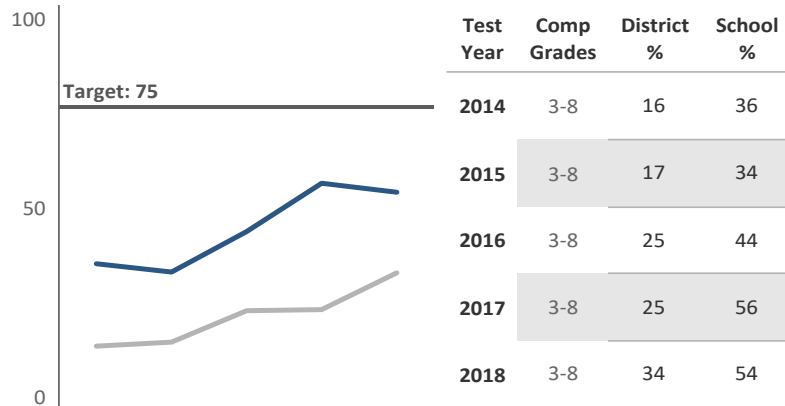
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SCHOOL OVERVIEW

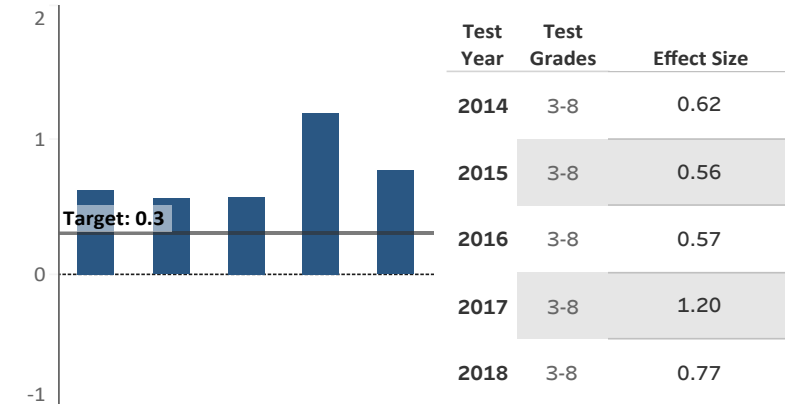
EXCELLENCE BOYS CHARTER SCHOOL OF BEDFORD STUYVESANT

ENGLISH LANGUAGE ARTS ACCOUNTABILITY PLAN GOAL

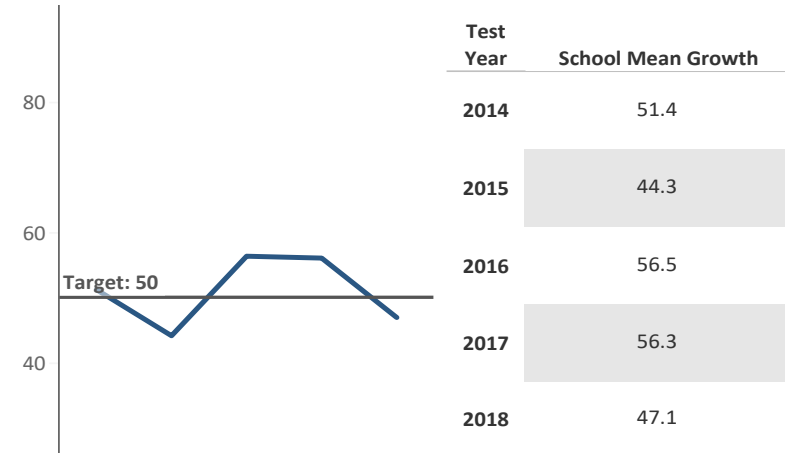
Comparative Measure: District Comparison. Each year, the percentage of students at **the school** in at least their second year performing at or above proficiency in ELA will be greater than that of students in the same tested grades in **the district**.



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**.



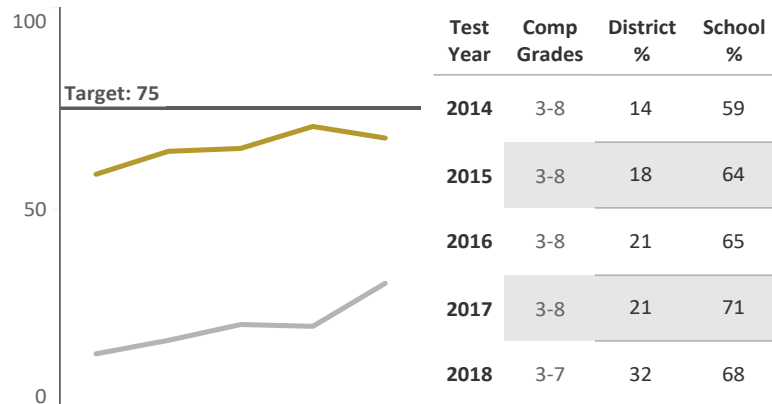
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SCHOOL OVERVIEW

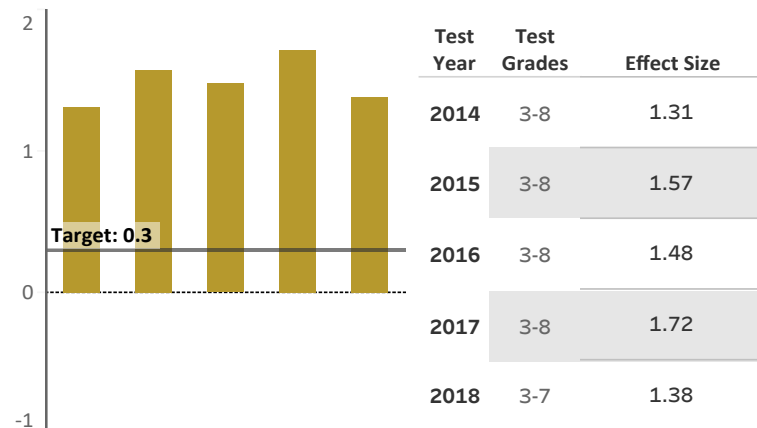
EXCELLENCE BOYS CHARTER SCHOOL OF BEDFORD STUYVESANT

MATHEMATICS ACCOUNTABILITY PLAN GOAL

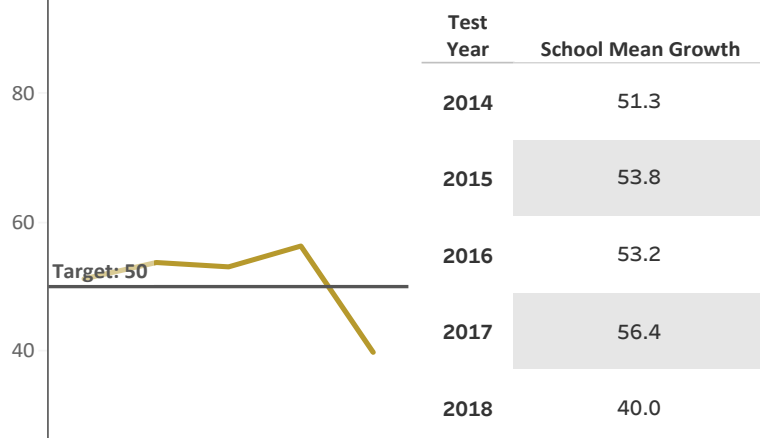
Comparative Measure: District Comparison. Each year, the percentage of students at **the school** in at least their second year performing at or above proficiency in mathematics will be greater than that of students in the same tested grades in **the district**.



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**.



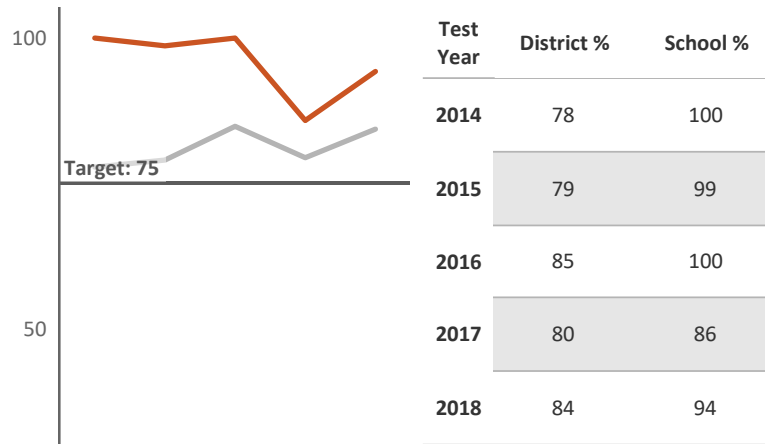
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SCHOOL OVERVIEW

EXCELLENCE BOYS CHARTER SCHOOL OF BEDFORD STUYVESANT

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
Enrollment Receiving Mandated Academic Services	137	129	163
Tested on State Exam	76	79	98
School Percent Proficient on ELA Exam	15.8	30.4	29.6
District Percent Proficient	6.1	8.3	11.1

	2016	2017	2018
ELL Enrollment	13	19	13
Tested on NYSESLAT Exam	N/A*	19	13
School Percent 'Commanding' or Making Progress on NYSESLAT	N/A	15.8	23.1

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.

*Due to an issue in data reporting, the 2015-16 NYSESLAT results are not available.

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SCHOOL OVERVIEW

DISTRICT COMMENTS

NO COMMENTS RECEIVED

ENROLLMENT AND RETENTION

Excellence Boys Charter School of Bedford Stuyvesant's Enrollment and Retention Status: 2017-18

			District Target	School
Enrollment	Economically disadvantaged		91.5	78.9
	English language learners		5.0	4.0
	Students with disabilities		22.7	15.9
Retention	Economically disadvantaged		86.5	88.6
	English language learners		84.1	100.0
	Students with disabilities		87.5	85.7

PERFORMANCE SUMMARIES

Pf
PERFORMANCE

Su
SUMMARIES

SCHOOL PERFORMANCE SUMMARY: English Language Arts Excellence Boys Charter School of Bedford Stuyvesant

	2015-16 Grades Served: K-8				2016-17 Grades Served: K-8				2017-18 Grades Served: K-8				MET
	All Students		2+ Years Students		All Students		2+ Years Students		All Students		2+ Years Students		
	% (N)		% (N)		% (N)		% (N)		% (N)		% (N)		
	Grades		Grades		Grades		Grades		Grades		Grades		
ABSOLUTE MEASURES 1. Each year 75 percent of students who are enrolled in at least their second year will perform at proficiency on the New York State exam.	3	40.0 (85)	39.8 (83)		3	70.1 (87)	70.1 (77)		3	66.3 (86)	66.2 (71)		
	4	69.0 (84)	68.8 (77)		4	64.0 (86)	65.4 (78)		4	70.1 (87)	71.0 (69)		
	5	32.1 (56)	36.2 (47)		5	41.4 (87)	43.4 (76)		5	44.8 (87)	46.1 (76)		
	6	36.5 (74)	40.6 (64)		6	34.5 (84)	39.7 (68)		6	51.1 (90)	54.3 (81)		
	7	37.1 (70)	36.5 (63)		7	56.3 (71)	60.3 (63)		7	32.9 (79)	36.9 (65)		
	8	36.0 (50)	36.7 (49)		8	57.6 (66)	57.8 (64)		8	44.3 (79)	49.2 (63)		
	All	43.2 (419)	44.4 (383)		All	53.8 (481)	56.3 (426)		All	52.0 (508)	54.1 (425)		
	NO				NO				NO				
2. Each year the school's aggregate Performance Level Index on the State exam will meet the Annual Measurable Objective set forth in the State's accountability system.	Grades	PLI	AMO		Grades	PLI	AMO		Grades	PI	MIP		
	3-8	130	104	YES	3-8	145	111	YES	3-8	148	101	YES	
COMPARATIVE MEASURES 3. Each year the percent of students enrolled in at least their second year and performing at proficiency will be greater than that of students in the same grades in the local district.	Comparison: Brooklyn District 16				Comparison: Brooklyn District 16				Comparison: Brooklyn District 16				
	Grades	School	District		Grades	School	District		Grades	School	District		
	3-8	44.4	24.8	YES	3-8	56.3	25.1	YES	3-8	54.1	34.2	YES	
4. Each year the school will exceed its predicted percent of students at proficiency on the state exam by at least a small Effect Size (at least 0.3) based on its percentage of Economically Disadvantaged students.	% ED		Effect Size		% ED		Effect Size		% ED		Effect Size		
	66.4	43.2	33.5	0.57	70.3	53.8	33.5	1.19	76.0	52.0	38.0	0.77	
	YES				YES				YES				
GROWTH MEASURE 5. Each year, the school's unadjusted mean growth percentile will meet or exceed the target for 50.	Grades	School	State		Grades	School	State		Grades	School	State		
	4	66.8			4	65.9			4	55.3			
	5	0.0			5	40.8			5	45.1			
	6	46.8			6	54.5			6	44.9			
	7	54.8			7	62.3			7	48.9			
	8	28.7			8	60.3			8	40.7			
	All	56.5	50.0	YES*	All	56.3	50.0	YES	All	47.1	50.0	NO	
	YES*				YES				YES				

PERFORMANCE SUMMARIES

Pf
PERFORMANCE

Su
SUMMARIES

SCHOOL PERFORMANCE SUMMARY: Mathematics Excellence Boys Charter School of Bedford Stuyvesant

	2015-16 Grades Served: K-8				2016-17 Grades Served: K-8				2017-18 Grades Served: K-8				MET
	All Students		2+ Years Students		All Students		2+ Years Students		All Students		2+ Years Students		
	Grades	% (N)	Grades	% (N)	Grades	% (N)	Grades	% (N)	Grades	% (N)	Grades	% (N)	
	Grades	% (N)	Grades	% (N)	Grades	% (N)	Grades	% (N)	Grades	% (N)	Grades	% (N)	
<u>ABSOLUTE MEASURES</u> 1. Each year 75 percent of students who are enrolled in at least their second year will perform at proficiency on the New York State exam.	3	67.1 (85)	67.5 (83)		3	95.4 (87)	97.4 (77)		3	88.8 (89)	90.5 (74)		
	4	91.7 (84)	92.2 (77)		4	77.0 (87)	78.2 (78)		4	91.0 (89)	92.9 (70)		
	5	43.4 (83)	47.9 (71)		5	61.6 (86)	63.2 (76)		5	55.2 (87)	55.8 (77)		
	6	56.8 (74)	57.8 (64)		6	43.4 (83)	49.3 (67)		6	44.4 (90)	48.1 (81)		
	7	56.3 (71)	56.3 (64)		7	57.7 (71)	60.3 (63)		7	45.5 (77)	53.1 (64)		
	8	(0)	(0)		8	(0)	(0)		8	(0)	(0)		
	All	63.5 (397)	65.2 (359)	NO	All	67.6 (414)	70.6 (361)	NO	All	65.5 (432)	67.8 (366)	NO	
	Grades	PLI	AMO		Grades	PLI	AMO		Grades	PI	MIP		
	3-7	152	101	YES	3-7	159	109	YES	3-7	168	103	YES	
	Comparison: Brooklyn District 16				Comparison: Brooklyn District 16				Comparison: Brooklyn District 16				
	Grades	School	District		Grades	School	District		Grades	School	District		
	3-7	65.2	21.4	YES	3-7	70.6	21.0	YES	3-7	67.8	31.7	YES	
	% ED		Effect Size		% ED		Effect Size		% ED		Effect Size		
	67.6	63.5	36.0	1.48	72.7	67.6	34.6	1.71	78.1	65.5	37.2	1.38	
	YES				YES				YES				
	Economically Disadvantaged students.												
	Grades	School	State		Grades	School	State		Grades	School	State		
	4	64.0			4	68.1			4	57.0			
<u>GROWTH MEASURE</u> 5. Each year, the school's unadjusted mean growth percentile will meet or exceed the target of 50.	5	25.4			5	34.0			5	30.0			
	6	57.7			6	50.9			6	28.8			
	7	66.6			7	76.5			7	43.7			
	8	0.0			8	0.0			8	0.0			
	All	53.2	50.0	YES	All	56.4	50.0	YES	All	40.0	50.0	NO	

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EXCELLENCE BOYS CHARTER SCHOOL OF BEDFORD STUYVESANT

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**

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**

Opened 2004-05

		MERGED	MERGED	MERGED	
	2013-14	2014-15	2015-16	2016-17	2017-18
Cash and Cash Equivalents - GRAPH 1	1,791,229	-	-	-	-
Grants and Contracts Receivable	106,200	-	-	-	-
Accounts Receivable	-	-	-	-	-
Prepaid Expenses	16,949	-	-	-	-
Contributions and Other Receivables	-	-	-	-	-
Total Current Assets - GRAPH 1	1,914,378	-	-	-	-
Property, Building and Equipment, net	285,736	-	-	-	-
Other Assets	-	-	-	-	-
Total Assets - GRAPH 1	2,200,114	-	-	-	-

Accounts Payable and Accrued Expenses	528,207	-	-	-	-
Accrued Payroll and Benefits	-	-	-	-	-
Deferred Revenue	-	-	-	-	-
Current Maturities of Long-Term Debt	-	-	-	-	-
Short Term Debt - Bonds, Notes Payable	-	-	-	-	-
Other	-	-	-	-	-
Total Current Liabilities - GRAPH 1	528,207	-	-	-	-
L-T Debt and Notes Payable, net current maturities	-	-	-	-	-
Total Liabilities - GRAPH 1	528,207	-	-	-	-

Unrestricted	1,671,907	-	-	-	-
Temporarily restricted	-	-	-	-	-
Total Net Assets	1,671,907	-	-	-	-
Total Liabilities and Net Assets	2,200,114	-	-	-	-

Resident Student Enrollment	8,668,778	10,006,944	10,204,066	10,963,042	11,595,197
Students with Disabilities	427,289	490,431	589,830	630,049	720,713

State and local	-	-	-	-	-
Federal - Title and IDEA	335,472	440,563	455,646	432,420	502,871
Federal - Other	41,675	80,662	114,554	-	84,609
Other	-	-	-	-	-
NYC DoE Rental Assistance	-	-	-	-	-
Food Service/Child Nutrition Program	-	-	-	-	-
Total Operating Revenue	9,473,214	11,018,600	11,364,096	12,025,511	12,903,390

Regular Education	8,169,376	9,193,239	9,452,441	9,911,169	10,333,711
SPED	-	-	777,107	632,628	659,599
Regular Education & SPED (combined)	-	-	-	-	-
Other	-	-	-	-	-

Total Program Services	8,169,376	9,193,239	10,229,548	10,543,797	10,993,310
Management and General	1,174,848	1,373,869	1,345,246	1,357,169	1,535,983
Fundraising	-	-	-	-	-
Total Expenses - GRAPHS 2, 3 & 4	9,344,224	10,567,108	11,574,794	11,900,966	12,529,293

Surplus / (Deficit) From School Operations	128,990	451,492	(210,698)	124,545	374,097
---	----------------	----------------	------------------	----------------	----------------

Contributions	71,369	81,857	78	37,215	1,404
Fundraising	-	-	-	-	-
Miscellaneous Income	38,286	79,649	47,828	45,842	48,774
Net assets released from restriction	-	-	-	-	-
Total Support and Other Revenue	109,655	161,506	47,906	83,057	50,178

Total Unrestricted Revenue	9,582,869	11,180,106	11,412,002	12,108,568	12,953,568
Total Temporarily Restricted Revenue	-	-	-	-	-
Total Revenue - GRAPHS 2 & 3	9,582,869	11,180,106	11,412,002	12,108,568	12,953,568

Change in Net Assets	238,645	612,998	(162,792)	207,602	424,275
Net Assets - Beginning of Year - GRAPH 2	1,433,262	1,671,907	2,284,905	2,122,113	2,329,715
Prior Year Adjustment(s)	-	-	-	-	-
Net Assets - End of Year - GRAPH 2	1,671,907	2,284,905	2,122,113	2,329,715	2,753,990

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EXCELLENCE BOYS CHARTER SCHOOL OF BEDFORD STUYVESANT

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)
Total Salaries and Staff
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
519,132	1,914,164	1,642,992	1,838,140	1,883,233
5,036,896	4,442,449	4,376,420	4,627,691	4,709,831
-	-	306,514	152,782	140,902
-	-	-	-	-
5,556,028	6,356,613	6,325,926	6,618,613	6,733,966
898,346	1,003,326	925,523	1,005,400	1,077,168
-	-	111,955	134,035	145,948
942,867	1,058,916	899,964	962,041	1,025,502
23,205	22,838	247	-	-
415,345	485,702	442,117	492,079	539,063
27,516	30,502	409,044	460,604	553,403
-	-	61,400	45,169	40,328
519,000	572,041	616,893	551,085	599,800
131,577	147,096	218,431	253,778	282,488
830,340	1,207,009	1,563,294	1,378,162	1,531,627
9,344,224	10,884,044	11,574,794	11,900,966	12,529,293

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
604	707	757	797	831
604	707	736	736	736
644	715	729	762	777
K-10	K-11	K-12	K-12	K-12
-	-	K-8	K-8	K-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
TOTAL - GRAPH 3

Expenses

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

14,715	15,404	15,589	15,788	16,605
170	226	66	109	65
14,885	15,630	15,654	15,897	16,669
12,689	12,852	14,032	13,842	14,147
1,825	1,921	1,845	1,782	1,977
14,514	14,773	15,878	15,624	16,123
87.4%	87.0%	88.4%	88.6%	87.7%
12.6%	13.0%	11.6%	11.4%	12.3%
2.6%	5.8%	-1.4%	1.7%	3.4%

Student to Faculty Ratio

9.1	11.2	6.7	9.8	10.6
-----	------	-----	-----	------

Faculty to Admin Ratio

14.2	3.0	3.3	4.6	3.5
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Financial Responsibility Composite Scores - GRAPH 6

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

2.2	0.0	0.0	0.0	0.0
Fiscally Strong	N/A	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)

1,386,171	0	0	0	0
14.5%	0.0%	0.0%	0.0%	0.0%
3.6	0.0	0.0	0.0	0.0
LOW	N/A	N/A	N/A	N/A
Excellent	N/A	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)

3.6	0.0	0.0	0.0	0.0
LOW	N/A	N/A	N/A	N/A
Excellent	N/A	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)

0.2	0.0	0.0	0.0	0.0
LOW	N/A	N/A	N/A	N/A
Excellent	N/A	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.)

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

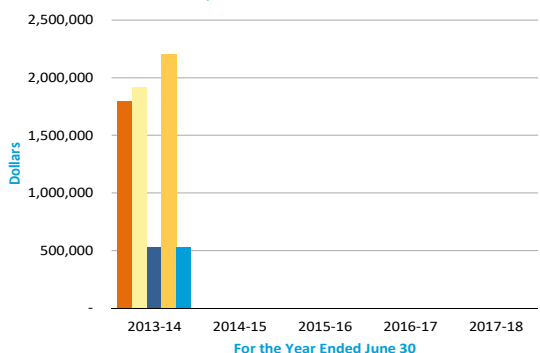
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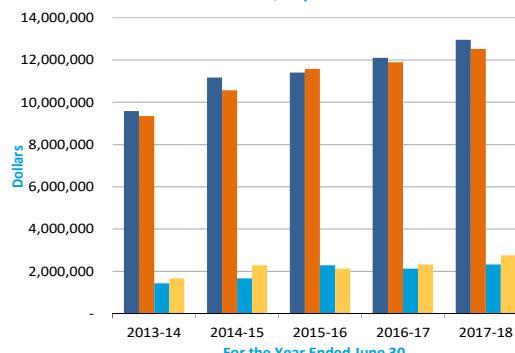
GRAPH 1 Cash, Assets and Liabilities



■ 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.

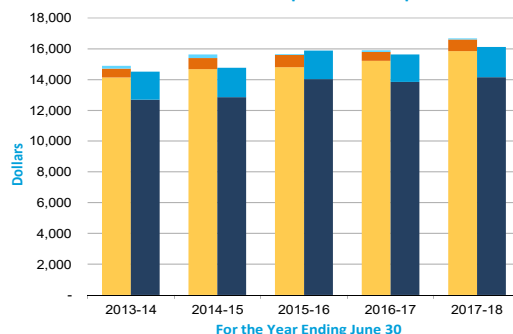
GRAPH 2 Revenue, Expenses and Net Assets



■ 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.

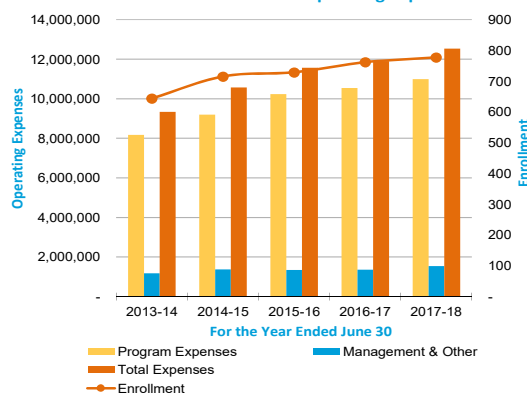
GRAPH 3 Revenue & Expenses Per Pupil



■ 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



■ Program Expenses ■ Total Expenses ■ Enrollment ■ Management & Other

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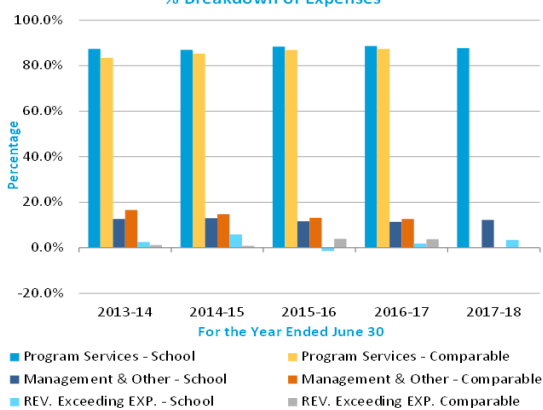
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Comparable School, Region or Network: All SUNY Authorized Charter Schools (Including Closed Schools)

GRAPH 5

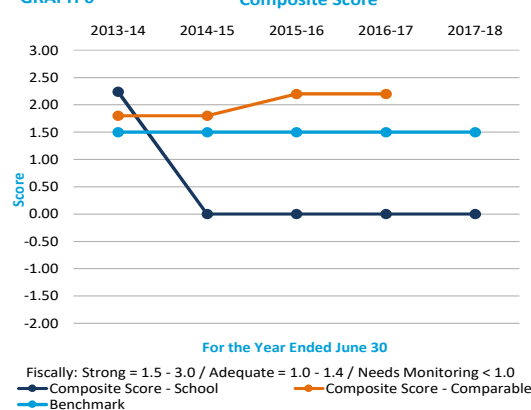
% Breakdown of Expenses



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

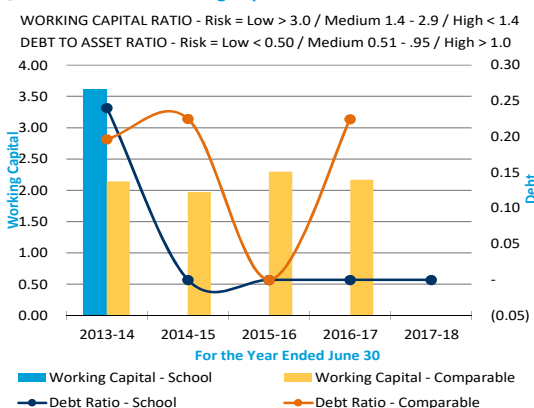
Composite Score



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

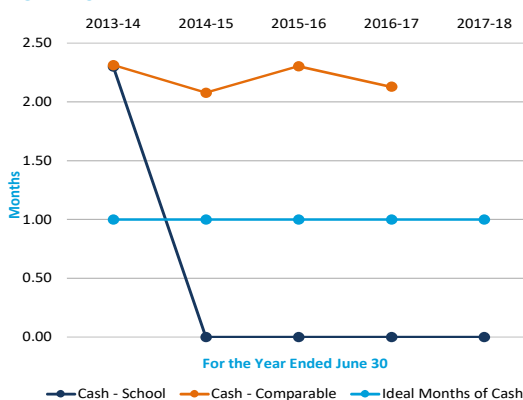
Working Capital & Debt to Asset Ratios



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?

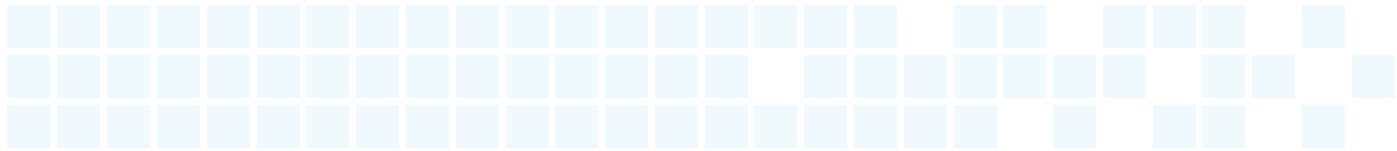
Excellence Boys is an academic success. The school operates as an effective and viable organization, and the education corporation is fiscally sound. Uncommon NYC plans to continue to operate the school in the same manner making its plans for the school's future sound.

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. Excellence Boys 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.

EXCELLENCE BOYS		
	CURRENT	END OF NEXT CHARTER TERM
Enrollment	780	780
Grade Span	K-8	K-8
Teaching Staff	63	63
Days of Instruction	185	185



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Excellence Boys plans to continue to serve students in Kindergarten – 8th grade in the existing site during 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.



Excellence Girls Charter School

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SCHOOL OVERVIEW

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FUTURE PLANS

EXCELLENCE GIRLS 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, Excellence Girls 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 Excellence Girls on September 8, 2008. The school opened its doors in the fall of 2009 initially serving 145 female students in Kindergarten and 1st grade. The school is authorized to serve 1,497 students in Kindergarten – 12th grade during the 2018-19 school year. If renewed, the school will continue to serve students in Kindergarten – 12th grade with a projected total enrollment of 1,585 students.

The current charter term expires on July 31, 2019. A subsequent charter term would enable the school to operate through July 31, 2024. Kindergarten – 4th grade is single sex and co-located in a NYCDOE building at 794 Monroe Street, Brooklyn, NY in New York City CSD 16. The building also houses P.S. 309 The George E. Wibecan Preparatory Academy, a district school serving pre-Kindergarten – 5th grade. The 5th – 8th grade are also single sex and co-located in a NYCDOE building at 1600 Park Place, Brooklyn, NY in CSD 17. The building also houses P.S. 191 Paul Robeson, a district school serving pre-Kindergarten – 5th grade. The 9th – 12th grades of Excellence Girls are co-ed under the name of Uncommon Charter High School, and co-located in a NYCDOE building at 1485 Pacific Street, Brooklyn, NY, in CSD 17. The building also houses Achievement First Brooklyn High School, a SUNY authorized charter school serving 9th – 12th grades.

NOTEWORTHY - EXCELLENCE GIRLS

In 2016-17, Excellence Girls was the first charter school in Brooklyn awarded a National Blue Ribbon Award by the US Department of Education. The award recognizes schools for their success in closing achievement gaps among student subgroups.

ACADEMIC PROGRAM

To fully support the school's all girl population in Kindergarten – 8th grade, the elementary level principal developed a fierce female curriculum that highlights women of color who have faced adversity and overcome challenges to support the school's all girls population. Teachers incorporate the curriculum into the school's character education program during morning meetings.

Uncommon NYC engages students in a rigorous curriculum that supports high academic achievement and college preparation. Uncommon NYC schools expect high school students to gain acceptance into a four year college or university before graduation and complete AP coursework. To support this expectation, Uncommon NYC offers robust college supports to high school students and families. In 9th grade, students participate in Collegiate Prep, a course that teaches habits of effective learners and self-advocacy. Beginning in 11th grade, the Collegiate Prep coursework focuses on an overview of college choices, the college application process, requesting teacher recommendations, and writing the college essay. By the end of 11th grade, the school expects students to have a college list of at least 10 schools. Once students are in 12th grade, they meet one-on-one with a counselor regularly for support as they complete their college applications. The school's college support team maintains communication with alumni after they graduate. Uncommon Charter High School graduates have gone on to attend highly competitive colleges and universities such as Columbia University, Cornell University, Williams College, Trinity College, and Dartmouth College. The school's 2017-18 valedictorian went on to attend Columbia University on a full scholarship.

LEGAL REQUIREMENTS

Excellence Girls 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 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.
- **Violations.** The Institute has not placed the school on corrective action or sent it any violation letters.

FINANCIAL CONDITION

Excellence Girls projected five year budget reflects anticipated steady revenues and expenses as the school continues serving Kindergarten – 12th grade. The school plans to continue the next charter term in the existing three academy sites.

Excellence Girls opened in 2009-10 and reported operating deficits that were offset against contributions in the early years of the charter. This charter term has reported operating surpluses for the majority of the charter term and has accumulated net assets of \$9.9 million as of June 30, 2018.

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SCHOOL OVERVIEW

SCHOOL LEADERS

Thoman O'Brien, 9-12 Principal (2015-16 to Present)

Sofia Mohammed, 5-8 Principal (2018-19 to Present)

Nikki Bowen, K-4 Principal (2014-15 to Present)

Maya Roth Bisignano, 9-12 Principal (2009-10 to 2014-15)

Meredith Anderson, 5-8 Principal (2013-14 to 2017-18)

Celestina De La Garza, K-4 Principal (2008-09 to 2013-14)

SCHOOL CHARACTERISTICS - EXCELLENCE GIRLS

SCHOOL YEAR	CHARTERED ENROLLMENT	ACTUAL ENROLLMENT	ACTUAL AS A PERCENTAGE OF CHARTERED ENROLLMENT	PROPOSED GRADES	ACTUAL GRADES
2014-15	570	587	103%	K-6	K-6
2015-16	1,114	925	83%	K-7, 9-12	K-7, 9-12
2016-17	1,228	1,283	104%	K-12	K-12
2017-18	1,352	1,387	103%	K-12	K-12
2018-19	1,497	1,418	95%	K-12	K-12

PARENT SATISFACTION: SURVEY RESULTS

RESPONSE RATE	OVERALL SATISFACTION	SCHOOL LEADERSHIP	STRONG FAMILY-COMMUNITY TIES	TRUST
43%	91%	92%	90%	93%

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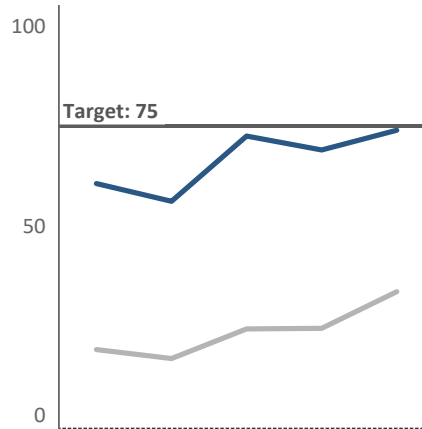
SCHOOL OVERVIEW

EXCELLENCE GIRLS CHARTER SCHOOL

ENGLISH LANGUAGE ARTS ACCOUNTABILITY PLAN GOAL

Comparative Measure:

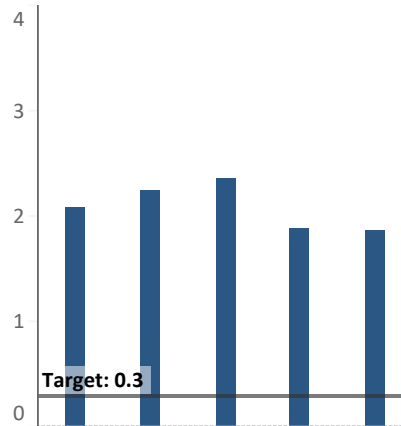
District Comparison. Each year, the percentage of students at **the school** in at least their second year performing at or above proficiency in ELA will be greater than that of students in the same tested grades in **the district**.



Test Year	Comp Grades	District %	School %
2014	3-5	20	61
2015	3-6	18	57
2016	3-7	25	73
2017	3-8	25	69
2018	3-8	34	74

Comparative Measure:

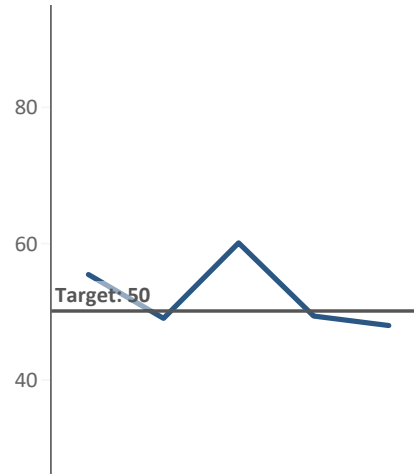
Effect Size. Each year, the school will exceed its predicted level of performance by an effect size of 0.3 or above in **ELA** according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State.



Test Year	Test Grades	Effect Size
2014	3-5	2.08
2015	3-6	2.24
2016	3-7	2.36
2017	3-8	1.89
2018	3-8	1.87

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**.



Test Year	School Mean Growth
2014	55.6
2015	49.2
2016	60.2
2017	49.5
2018	48.1

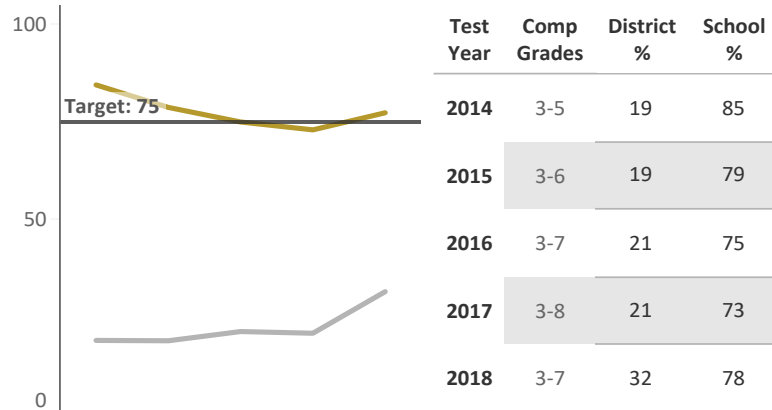
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SCHOOL OVERVIEW

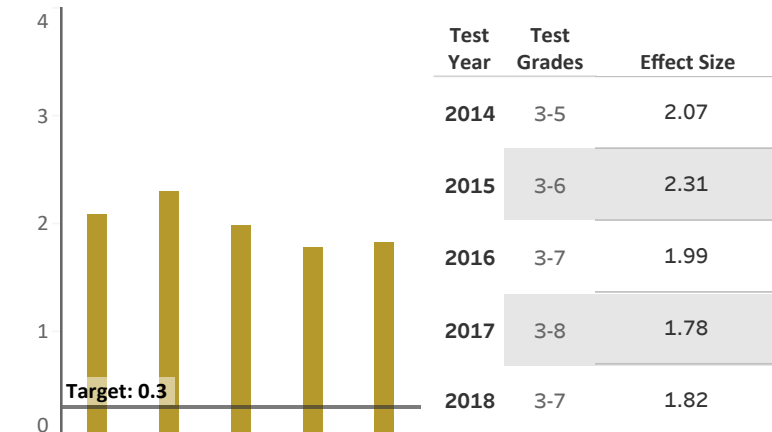
EXCELLENCE GIRLS CHARTER SCHOOL

MATHEMATICS ACCOUNTABILITY PLAN GOAL

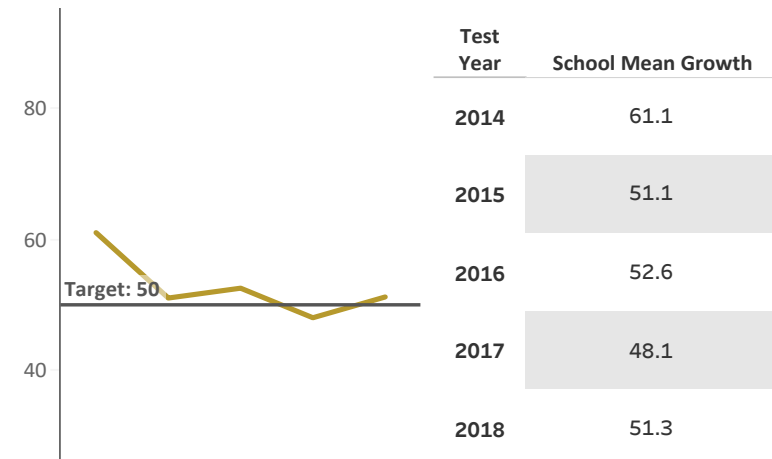
Comparative Measure: District Comparison. Each year, the percentage of students at **the school** in at least their second year performing at or above proficiency in Mathematics will be greater than that of students in the same tested grades in **the district**.



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**.

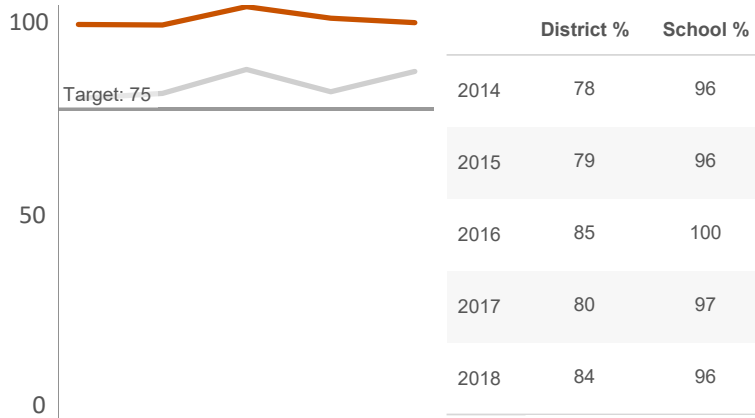


SCHOOL OVERVIEW

EXCELLENCE GIRLS 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
Enrollment Receiving Mandated Academic Services	61	132	161
Tested on State Exam	35	45	56
School Percent Proficient on ELA Exam	37.1	44.4	42.9
District Percent Proficient	5.8	8.3	11.1

	2016	2017	2018
ELL Enrollment	15	27	24
Tested on NYSESLAT Exam	13	21	19
School Percent 'Commanding' or Making Progress on NYSESLAT	7.7	42.9	21.1

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.

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SCHOOL OVERVIEW

DISTRICT COMMENTS

NO COMMENTS RECEIVED

ENROLLMENT AND RETENTION

Excellence Girls Charter School's Enrollment and Retention Status: 2017-18

			District Target	School
Enrollment	Economically disadvantaged		88.7	72.2
	English language learners		4.5	6.4
	Students with disabilities		22.3	9.0
Retention	Economically disadvantaged		86.7	88.9
	English language learners		84.6	95.5
	Students with disabilities		86.7	82.7

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SCHOOL PERFORMANCE SUMMARY: English Language Arts Excellence Girls Charter School

	2015-16 Grades Served: K-7, 9-12				2016-17 Grades Served: K-12				2017-18 Grades Served: K-12				MET		
	All		2+ Years		All		2+ Years		All		2+ Years				
	Students		Students		Students		Students		Students		Students				
	Grades	% (N)	Grades	% (N)	Grades	% (N)	Grades	% (N)	Grades	% (N)	Grades	% (N)			
ABSOLUTE MEASURES 1. Each year 75 percent of students who are enrolled in at least their second year will perform at proficiency on the New York State exam.	3	80.7 (88)	81.6 (76)		3	81.1 (90)	84.4 (77)		3	80.0 (90)	77.8 (72)				
	4	82.7 (81)	82.6 (69)		4	92.2 (90)	92.4 (79)		4	87.4 (87)	87.5 (80)				
	5	54.8 (84)	64.9 (57)		5	47.7 (88)	50.0 (70)		5	59.1 (88)	62.5 (72)				
	6	54.7 (86)	64.6 (65)		6	47.0 (83)	51.5 (66)		6	76.8 (82)	85.1 (67)				
	7	62.7 (75)	67.2 (64)		7	64.8 (88)	71.4 (70)		7	61.4 (88)	63.2 (68)				
	8	(0)	(0)		8	56.2 (73)	59.3 (59)		8	65.6 (90)	68.4 (76)				
	All	67.1 (414)	72.8 (331)		All	65.4 (512)	69.4 (421)		All	71.6 (525)	74.3 (435)				
				NO				NO				NO			
2. Each year the school's aggregate Performance Level Index on the State exam will meet the Annual Measurable Objective set forth in the State's accountability system.	Grades	PLI	AMO		Grades	PLI	AMO		Grades	PI	MIP				
	3-7	162	104		3-8	160	111		3-8	181	101				
				YES				YES				YES			
COMPARATIVE MEASURES 3. Each year the percent of students enrolled in at least their second year and performing at proficiency will be greater than that of students in the same grades in the local district.	Comparison: Brooklyn District 16				Comparison: Brooklyn District 16				Comparison: Brooklyn District 16						
	Grades	School	District		Grades	School	District		Grades	School	District				
	3-7	72.8	24.9		3-8	69.4	25.1		3-8	74.3	34.2				
				YES				YES				YES			
4. Each year the school will exceed its predicted percent of students at proficiency on the state exam by at least a small Effect Size (at least 0.3) based on its percentage of Economically Disadvantaged students.	% ED		Actual	Predicted	Effect Size	% ED		Actual	Predicted	Effect Size	% ED		Actual	Predicted	Effect Size
	76.8	67.1	28.5	2.36		73.0	65.4	32.6	1.88		78.5	71.6	37.1	1.87	
					YES				YES						YES
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	63.8			4	64.3			4	55.7					
	5	53.9			5	29.6			5	37.5					
	6	57.4			6	56.3			6	49.8					
	7	66.3			7	53.5			7	51.6					
	8	0.0			8	41.5			8	46.3					
	All	60.2	50.0		All	49.5	50.0		All	48.1	50.0				
				YES				NO				NO			

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SCHOOL PERFORMANCE SUMMARY: English Language Arts Excellence Girls Charter School

	2015-16 Grades Served: K-7, 9-12				2016-17 Grades Served: K-12				2017-18 Grades Served: K-12				MET
	All		2+ Years		All		2+ Years		All		2+ Years		
	Grades	% (N)	Students	% (N)	Grades	% (N)	Students	% (N)	Grades	% (N)	Students	% (N)	
ABSOLUTE MEASURES 1. Each year 75 percent of students who are enrolled in at least their second year will perform at proficiency on the New York State exam.	3	80.7 (88)	81.6 (76)		3	81.1 (90)	84.4 (77)		3	80.0 (90)	77.8 (72)		
	4	82.7 (81)	82.6 (69)		4	92.2 (90)	92.4 (79)		4	87.4 (87)	87.5 (80)		
	5	54.8 (84)	64.9 (57)		5	47.7 (88)	50.0 (70)		5	59.1 (88)	62.5 (72)		
	6	54.7 (86)	64.6 (65)		6	47.0 (83)	51.5 (66)		6	76.8 (82)	85.1 (67)		
	7	62.7 (75)	67.2 (64)		7	64.8 (88)	71.4 (70)		7	61.4 (88)	63.2 (68)		
	8	(0)	(0)		8	56.2 (73)	59.3 (59)		8	65.6 (90)	68.4 (76)		
	All	67.1 (414)	72.8 (331)		All	65.4 (512)	69.4 (421)		All	71.6 (525)	74.3 (435)		
				NO				NO				NO	
2. Each year the school's aggregate Performance Level Index on the State exam will meet the Annual Measurable Objective set forth in the State's accountability system.	Grades	PLI	AMO		Grades	PLI	AMO		Grades	PI	MIP		
	3-7	162	104		3-8	160	111		3-8	181	101		
				YES				YES				YES	
COMPARATIVE MEASURES 3. Each year the percent of students enrolled in at least their second year and performing at proficiency will be greater than that of students in the same grades in the local district.	Comparison: Brooklyn District 16				Comparison: Brooklyn District 16				Comparison: Brooklyn District 16				
	Grades	School	District		Grades	School	District		Grades	School	District		
	3-7	72.8	24.9		3-8	69.4	25.1		3-8	74.3	34.2		
			YES				YES				YES		
4. Each year the school will exceed its predicted percent of students at proficiency on the state exam by at least a small Effect Size (at least 0.3) based on its percentage of Economically Disadvantaged students.	% ED		Effect Size		% ED		Effect Size		% ED		Effect Size		
	Actual	Predicted	Actual	Predicted	Actual	Predicted	Actual	Predicted	Actual	Predicted	Actual	Predicted	
	76.8	67.1	28.5	2.36	73.0	65.4	32.6	1.88	78.5	71.6	37.1	1.87	
		YES				YES					YES		
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	63.8			4	64.3			4	55.7			
	5	53.9			5	29.6			5	37.5			
	6	57.4			6	56.3			6	49.8			
	7	66.3			7	53.5			7	51.6			
	8	0.0			8	41.5			8	46.3			
	All	60.2	50.0		All	49.5	50.0		All	48.1	50.0		
				YES				NO				NO	

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SCHOOL PERFORMANCE SUMMARY Excellence Girls Charter School

	2015-16		MET	2016-17		MET	2017-18		MET
	2012 Cohort N	%		2013 Cohort N	%		2014 Cohort N	%	
English Language Arts ABSOLUTE MEASURES 1. Each year, 65 percent of students will score at least CCR on the Regents English exam. 2. Each year, 65 percent of students who scored at Level 1 or 2 on their NYS 8 th grade ELA exam will score at least CCR on the Regents English exam. 3. Each year, the Accountability Performance Level (APL) on the Regents English exam will meet the Annual Measurable Objective (AMO) set forth in the state's NCLB accountability system.	78	84.6	YES	90	81	YES	114	86	YES
	Low Performing Entrants N	%		Low Performing Entrants N	%		Low Performing Entrants N	%	
	31	71	YES	59	73	YES	63	83	YES
	APL	AMO		APL	AMO		PI	MIP	
	185	174	YES	175	178	NO	243	189	YES
COMPARATIVE MEASURE 4. Each year, the APL of students in the 4th year Accountability Cohort will exceed the local school district.	Comparison: Brooklyn District 16 School	Brooklyn District 16 District		Comparison: Brooklyn District 16 School	Brooklyn District 16 District		Comparison: Brooklyn District 16 School	Brooklyn District 16 District	
	185	116	YES	175	121	YES	243	NA	NA
Mathematics ABSOLUTE MEASURES 1. Each year, 65 percent of students will score at least 80 on a NYS Regents mathematics exam. 2. Each year, 65 percent of students who scored at Level 1 or 2 on their NYS 8th grade math exam will score at least 80 on the Regents mathematics exam. 3. Each year, the Performance Index (PI) on the Regents mathematics exam will meet the Annual Measurable Objective (AMO) set forth in the state's NCLB accountability system.	2012 Cohort N	%		2013 Cohort N	%		2014 Cohort N	%	
	78	80.8	YES	90	47	NO	114	34	NO
	Low Performing Entrants N	%		Low Performing Entrants N	%		Low Performing Entrants N	%	
	0	NA	YES	43	14	NO	31	0	NO
	APL	AMO		APL	AMO		PI	MIP	
COMPARATIVE MEASURE 4. Each year, the APL of students in the 4th year Accountability Cohort will exceed from the local school district.	Comparison: Brooklyn District 16 School	Brooklyn District 16 District		Comparison: Brooklyn District 16 School	Brooklyn District 16 District		Comparison: Brooklyn District 16 School	Brooklyn District 16 District	
	181	92	YES	143	90	YES	217	NA	NA

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SCHOOL PERFORMANCE SUMMARY Excellence Girls Charter School

	2015-16				MET	2016-17				MET	2017-18				MET		
	Cohort		N	% promoted	YES	Cohort		N	% promoted	YES	Cohort		N	% promoted	YES		
	2014	2015	135	96		2015	2016	122	90		2016	2017	138	91			
1. Each year, 75 percent of students in the first two Graduation Cohorts will earn at least ten credits.			141	94	YES			149	99	YES			226	91	YES		
	All		276	95	YES	All		271	95	YES	All		364	91	YES		
	% passing ≥ 3 Regents				YES	% passing ≥ 3 Regents				YES	% passing ≥ 3 Regents				NO		
	2014 Cohort N		135	85		2015 Cohort N		126	79		2016 Cohort N		280	71			
	2. Each year, 75 percent of students will score at least 65 on at least three different Regents exams required for graduation by the completion of their second year in the cohort.	2012 Cohort N		78	91	YES	2013 Cohort N		92	96	YES	2014 Cohort N		114	95	YES	
2011 Cohort N		65	95	YES	2012 Cohort N		82	100	YES	2013 Cohort N		92	96	YES			
Comparison: Brooklyn District 16 School				YES	Comparison: Brooklyn District 16 School				YES	Comparison: Brooklyn District 16 School				YES			
91%		54%	96%		55%	95%		65%									
College Preparation	N		School	State	NO	N		School	State	NO	N		School	State	NO		
	Reading	74	39.6	45		Reading	117	40.6	45		Reading	117	40.6	45			
	Math		74	42.8	46.9	NO	Math		117	43.9	46.9	NO	Math		117	43.9	46.9
	N		School	State	NO	N		School	State	YES	N		School	State	YES		
	Reading	39	459	489		Reading	88	498	489		Reading	88	498	489			
SCHOOL DESIGNED MEASURES	School%		State%		NO	School%		State%		YES	School%		State%		YES		
	61		NA			48	NA		NA		NA						
	N		%		YES	N		%		YES	N		%		YES		
	71		97			88	87.5		108		98.1						

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FISCAL DASHBOARD

EXCELLENCE GIRLS 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

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	Opened 2009-10	
				MERGED	
	2013-14	2014-15	2015-16	2016-17	2017-18
Cash and Cash Equivalents - GRAPH 1	2,531,998	-	-	-	-
Grants and Contracts Receivable	108,601	-	-	-	-
Accounts Receivable	-	-	-	-	-
Prepaid Expenses	25,344	-	-	-	-
Contributions and Other Receivables	-	-	-	-	-
Total Current Assets - GRAPH 1	2,665,943	-	-	-	-
Property, Building and Equipment, net	592,633	-	-	-	-
Other Assets	-	-	-	-	-
Total Assets - GRAPH 1	3,258,576	-	-	-	-

Accounts Payable and Accrued Expenses	421,031	-	-	-	-
Accrued Payroll and Benefits	-	-	-	-	-
Deferred Revenue	-	-	-	-	-
Current Maturities of Long-Term Debt	-	-	-	-	-
Short Term Debt - Bonds, Notes Payable	-	-	-	-	-
Other	-	-	-	-	-
Total Current Liabilities - GRAPH 1	421,031	-	-	-	-
L-T Debt and Notes Payable, net current maturities	-	-	-	-	-
Total Liabilities - GRAPH 1	421,031	-	-	-	-

Unrestricted	2,837,545	-	-	-	-
Temporarily restricted	-	-	-	-	-
Total Net Assets	2,837,545	-	-	-	-
Total Liabilities and Net Assets	3,258,576	-	-	-	-

Resident Student Enrollment	6,627,891	7,940,272	13,240,773	18,576,030	20,644,233
Students with Disabilities	202,605	389,145	460,994	753,273	999,517

Grants and Contracts	-	-	-	-	-
State and local	213,010	275,714	392,314	573,166	778,116
Federal - Title and IDEA	74,840	50,480	159,326	20,635	239,878
Federal - Other	-	-	-	-	-
Other	-	-	-	-	-
NYC DoE Rental Assistance	-	-	-	-	-
Food Service/Child Nutrition Program	-	-	-	-	-
Total Operating Revenue	7,118,346	8,655,611	14,253,407	19,923,104	22,661,744

Regular Education	5,966,938	6,922,044	11,446,422	16,203,777	17,582,701
SPED	-	-	579,701	1,034,284	1,122,300
Regular Education & SPED (combined)	-	-	-	-	-
Other	-	-	-	-	-
Total Program Services	5,966,938	6,922,044	12,026,123	17,238,061	18,705,001
Management and General	766,879	1,034,454	1,393,135	1,985,824	2,332,846
Fundraising	-	-	-	-	-
Total Expenses - GRAPHS 2, 3 & 4	6,733,817	7,956,498	13,419,258	19,223,885	21,037,847
Surplus / (Deficit) From School Operations	384,529	699,113	834,149	699,219	1,623,897

Contributions	200,325	985	501,484	52,135	23,382
Fundraising	-	-	-	-	-
Miscellaneous Income	31,661	44,712	71,273	99,604	126,200
Net assets released from restriction	-	-	-	-	-
Total Support and Other Revenue	231,986	45,697	572,757	151,739	149,582

Total Unrestricted Revenue	7,350,332	8,701,308	14,826,164	20,074,843	22,811,326
Total Temporarily Restricted Revenue	-	-	-	-	-
Total Revenue - GRAPHS 2 & 3	7,350,332	8,701,308	14,826,164	20,074,843	22,811,326

Change in Net Assets	616,515	744,810	1,406,906	850,958	1,773,479
Net Assets - Beginning of Year - GRAPH 2	2,221,030	2,837,545	3,582,355	4,989,261	5,840,219
Prior Year Adjustment(s)	-	-	-	-	-
Net Assets - End of Year - GRAPH 2	2,837,545	3,582,355	4,989,261	5,840,219	7,613,698

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FISCAL DASHBOARD

EXCELLENCE GIRLS CHARTER SCHOOL

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SCHOOL INFORMATION - (Continued)

Functional Expense Breakdown

Personnel Service
Administrative Staff Personnel
Instructional Personnel
Non-Instructional Personnel
Personnel Services (Combined)
Total Salaries and Staff
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
296,928	1,094,845	1,996,542	3,130,998	3,574,274
3,677,859	3,243,804	5,666,632	8,041,112	8,660,231
-	-	-	-	-
-	-	-	-	-
3,974,787	4,338,649	7,663,174	11,172,110	12,234,505
616,712	688,780	1,126,541	1,629,059	1,912,773
-	-	165,610	244,588	243,243
633,915	711,938	1,193,514	1,672,121	1,849,456
-	-	247	-	-
274,223	320,675	357,564	536,433	710,191
17,899	19,842	372,334	624,798	656,670
-	-	61,947	79,313	70,538
464,845	510,573	640,395	940,288	946,990
171,881	192,154	299,037	472,645	542,476
579,555	856,033	1,538,895	1,852,530	1,871,005
6,733,817	7,638,644	13,419,258	19,223,885	21,037,847

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
494	570	635	700	755
494	570	1,114	1,228	1,352
492	587	925	1,283	1,387
K-5	K-6	K-7	K-8	K-9
-	-	K-7, 9-12	K-12	K-12

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
TOTAL - GRAPH 3

14,468	14,736	15,409	15,523	16,345
472	78	619	118	108
14,940	14,814	16,028	15,642	16,452

Expenses

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

12,128	11,785	13,001	13,431	13,491
1,559	1,761	1,506	1,547	1,683
13,687	13,546	14,507	14,979	15,173
88.6%	87.0%	89.6%	89.7%	88.9%
11.4%	13.0%	10.4%	10.3%	11.1%
9.2%	9.4%	10.5%	4.4%	8.4%

Student to Faculty Ratio

9.3	12.3	9.1	10.1	11.6
-----	------	-----	------	------

Faculty to Admin Ratio

13.3	2.8	3.3	4.1	4.4
------	-----	-----	-----	-----

Financial Responsibility Composite Scores - GRAPH 6

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

3.0	0.0	0.0	0.0	0.0
Fiscally Strong	N/A	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)

2,244,912	0	0	0	0
30.5%	0.0%	0.0%	0.0%	0.0%
6.3	0.0	0.0	0.0	0.0
LOW	N/A	N/A	N/A	N/A
Excellent	N/A	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)

6.3	0.0	0.0	0.0	0.0
LOW	N/A	N/A	N/A	N/A
Excellent	N/A	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	0.0	0.0	0.0	0.0
LOW	N/A	N/A	N/A	N/A
Excellent	N/A	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.)

4.5	0.0	0.0	0.0	0.0
LOW	N/A	N/A	N/A	N/A
Excellent	N/A	N/A	N/A	N/A

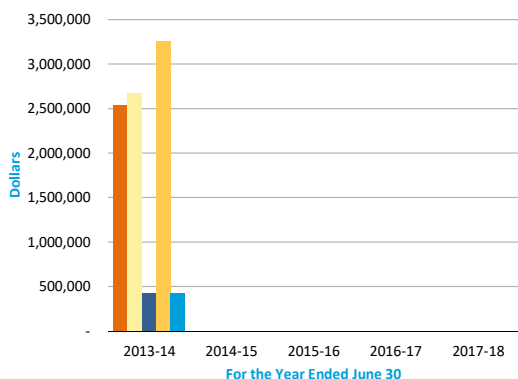
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FISCAL DASHBOARD

EXCELLENCE GIRLS CHARTER SCHOOL

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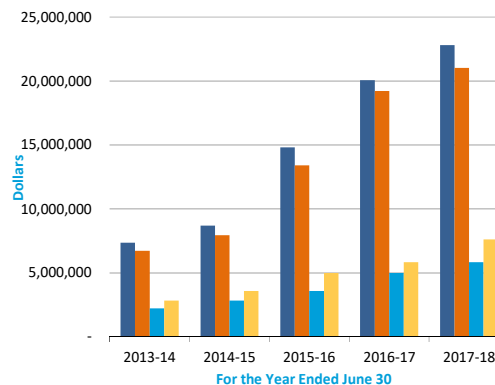
GRAPH 1 Cash, Assets and Liabilities



■ 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.

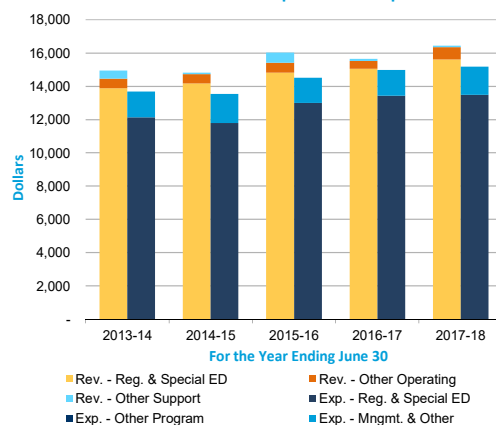
GRAPH 2 Revenue, Expenses and Net Assets



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

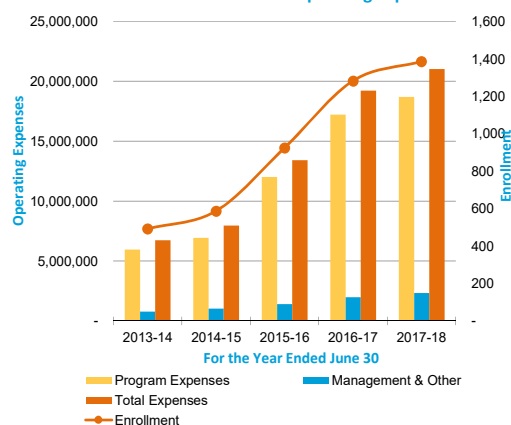
This chart illustrates total revenue and expenses each year and the relationship those subsets have on the increase/decrease of net assets on a year-to-year basis. Ideally subset 1, revenue, will be taller than subset 2, expenses, and as a result subset 3, net assets - beginning, will increase each year,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

GRAPH 3 Revenue & Expenses Per Pupil



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

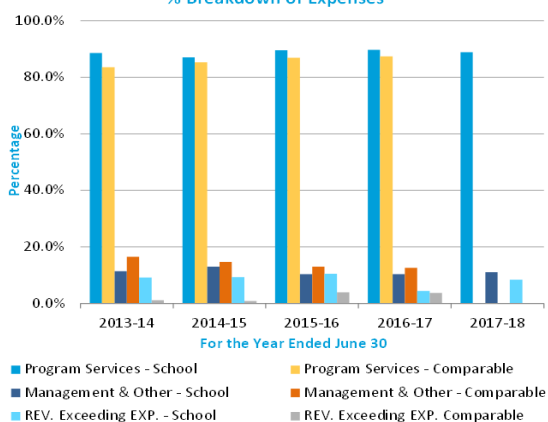
EXCELLENCE GIRLS CHARTER SCHOOL

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: All SUNY Authorized Charter Schools (Including Closed Schools)

GRAPH 5

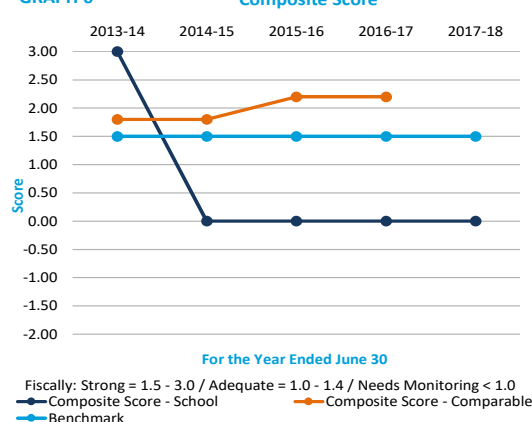
% Breakdown of Expenses



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

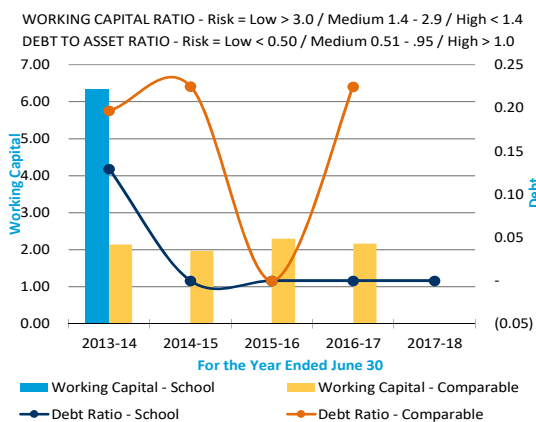
Composite Score



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

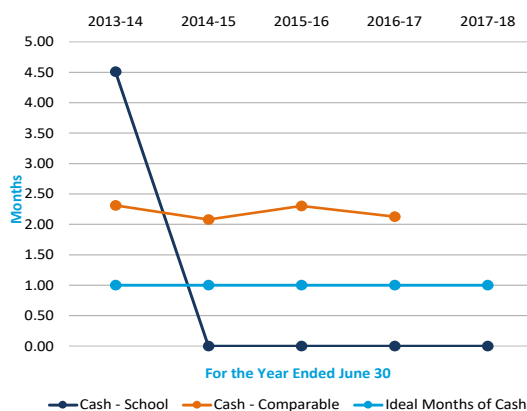
Working Capital & Debt to Asset Ratios



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 of 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?

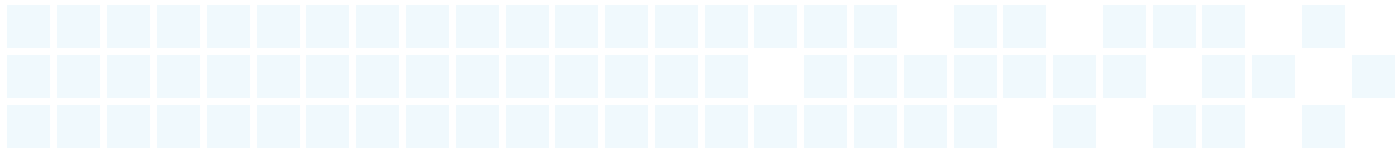
Excellence Girls is an academic success. The school operates as an effective and viable organization, and the education corporation is fiscally sound. Uncommon NYC plans to continue to operate the school in the same manner making its plans for the school's future sound.

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. Excellence Girls 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.

EXCELLENCE GIRLS		
	CURRENT	END OF NEXT CHARTER TERM
Enrollment	1,497	1,585
Grade Span	K-12	K-12
Teaching Staff	124	145
Days of Instruction	185	185



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Excellence Girls plans to continue instruction for students in Kindergarten – 12th grade in the current sites.

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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ED CORP
OVERVIEW

PAGE Ax 1

EF^B
ED CORP FISCAL

PAGE Ax 15

APPENDIX A: Education Corporation Overview

UNCOMMON NEW YORK CITY CHARTER SCHOOLS BOARD OF TRUSTEES

CHAIR	TRUSTEES
Linton Mann, III	Chrystal Stokes Williams
VICE CHAIR	John Kim
Tony Pasquariello	Michael Hall
TREASURER	Shakima Jones
Joseph Wayland	St. Claire Gerald
	John Greenstein
SECRETARY	Ann Mathews
Ekwutozia Nwabuzor	

UNCOMMON SCHOOLS, INC., BOARD OF TRUSTEES

CHAIR	TRUSTEES	
Norman Atkins	Laura Blankfein	Robert Marcus
	Allison Blitzer	Rondo Moses
	Cecily C. Carson	Brooker Reid
	David Cooper	
	Gaurav Kapadia	
	Robert Karr	
	Donald R. Katz	
	William M. Lewis, Jr.	

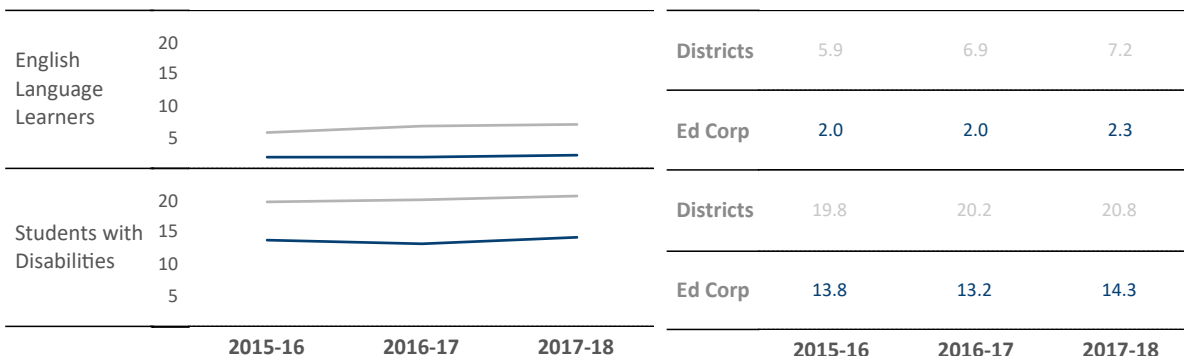
NETWORK LEADERS

NETWORK
Brett Peiser, CEO (July 2012 to Present)

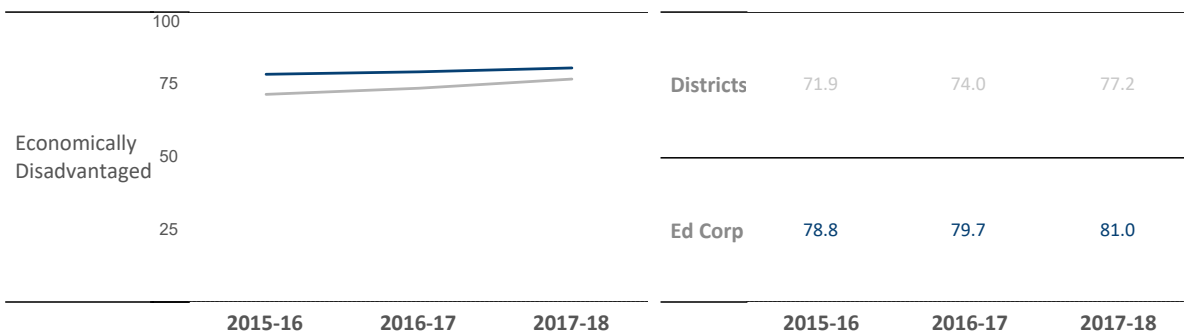
APPENDIX A: Education Corporation Overview

Uncommon Charter Schools Aggregate Education Corporation Enrollment and Persistence

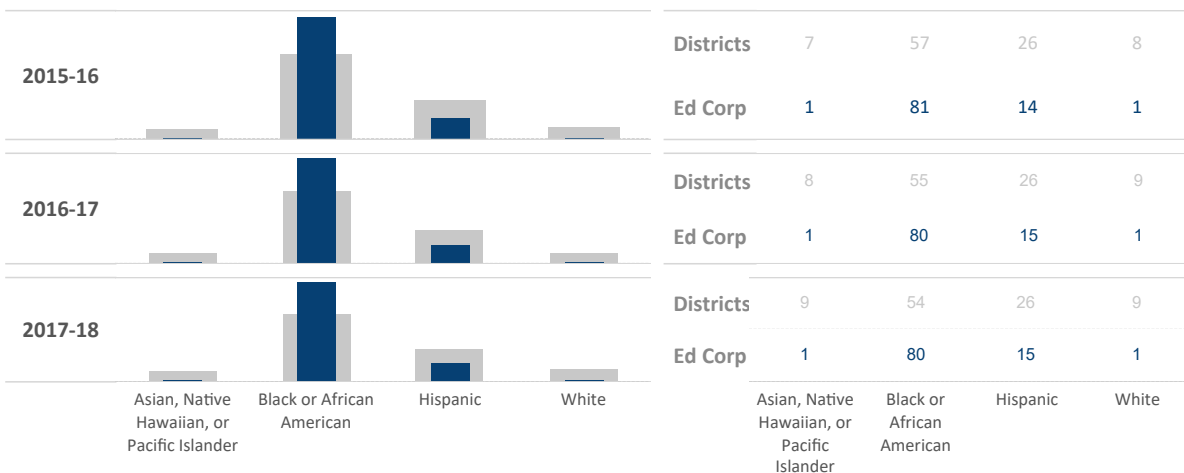
Aggregate Education Corporation Demographics: Special Populations



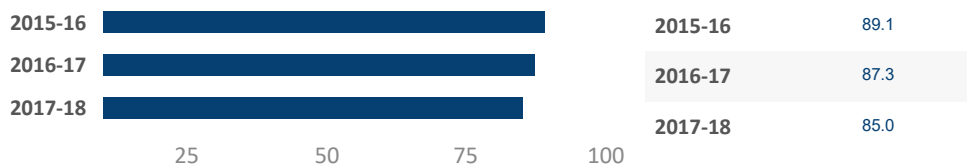
Aggregate Education Corporation Demographics: Free/Reduced Lunch



Aggregate Education Corporation Demographics: Race/Ethnicity



Aggregate Education Corporation Persistence in Enrollment

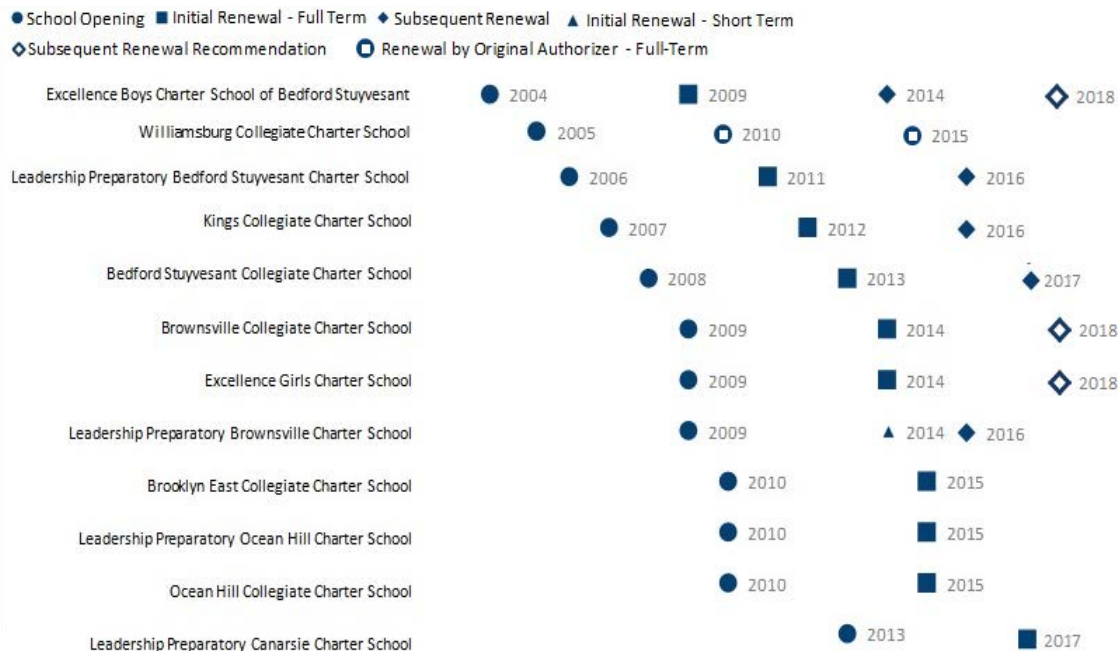


APPENDIX A: Education Corporation Overview

Uncommon Charter Schools 2018-19 Renewal Schools Demographics and Persistence														
Persistence in Enrollment			Student Demographics: Race/Ethnicity						Student Demographics: Special Populations					
Brownsville Collegiate	2017-18	80.2	Asian, Native Hawaiian, or Pacific Islander	District	1	1	1	1	Economically Disadvantaged	District	86.1	90.1	90.7	
				School	1	1	1	1	School		81.7	88.2	86.9	
	2016-17	90.6	Black or African American	District	75	77	77	75	English Language Learners	District	5.1	5.3	5.2	
			School	70	72	72	66	School		3.5	3.9	6.1		
	2015-16	90.4	Hispanic	District	21	20	20	20	Students with Disabilities	District	26.9	28.7	30.4	
			School	22	18	18	26	School		17.9	20.3	18.6		
	2017-18	88.7	Asian, Native Hawaiian, or Pacific Islander	District	2	2	2	2	Economically Disadvantaged	District	84.2	85.7	87.8	
			School	3	2	2	3	School		69.5	74.1	77.7		
	2016-17	87.6	Black or African American	District	20	20	20	21	English Language Learners	District	5.1	6.0	5.6	
			School	10	8	8	10	School		1.6	2.4	1.6		
Excellence Boys	2015-16	90.9	White	District	2	2	2	3	Students with Disabilities	District	27.6	27.2	28.1	
				School	1	1	1	1	School		17.1	16.6	20.1	
	2017-18	87.6	Asian, Native Hawaiian, or Pacific Islander	District	2	2	2	2	Economically Disadvantaged	District	82.3	83.4	87.1	
			School	2	2	2	2	School		77.8	74.9	75.6		
	2016-17	90.1	Black or African American	District	75	76	76	74	English Language Learners	District	4.6	5.1	5.1	
			School	78	84	84	78	School		2.1	2.0	1.7		
	2015-16	89.1	Hispanic	District	19	19	19	20	Students with Disabilities	District	27.3	26.9	28.0	
			School	17	10	10	17	School		8.7	9.9	11.1		
				White	District	2	2	2	2					
					School	1	1	1	1					
			2015-16			2016-17			2017-18					

APPENDIX A: Education Corporation Overview

EDUCATION CORPORATION TIMELINE OF CHARTER RENEWAL



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
	Leadership Prep Bed Stuy - First Year	April 26, 2007
2007-08	Kings Collegiate - First Year	March 27, 2008
	Leadership Prep Bed Stuy - Evaluation	April 30-May 2, 2008
2008-09	Bed Stuy Collegiate - First Year	March 26, 2009
	Excellence Boys - Renewal	December 16-17, 2010
	Kings Collegiate - Evaluation	May 6-7, 2009
	Leadership Prep Bed Stuy - Evaluation	May 7, 2009
2009-10	Bed Stuy 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
	Leadership Prep Brownsville - First Year	May 4, 2010
2010-11	Brooklyn East Collegiate - First Year	April 26, 2011
	Excellence Boys - Evaluation	November 16-17, 2010
	Leadership Prep Bed Stuy - Renewal	October 13-14, 2010
	Leadership Prep Ocean Hill - First Year	May 17, 2011
	Ocean Hill Collegiate - First Year	June 1, 2011
2011-12	Brownsville Collegiate - Evaluation	March 14-15, 2012
	Excellence Girls - Evaluation	May 14-15, 2012
	Kings Collegiate - Renewal	September 26, 2011
	Leadership Prep Brownsville - Evaluation	June 7-8, 2012
2012-13	Bed Stuy 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
	Leadership Prep 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
	Leadership Prep Brownsville - Renewal	September 16-17, 2013
	Leadership Prep Ocean Hill - Renewal	June 10, 2014
	Ocean Hill Collegiate - Renewal	June 12, 2014
2015-16	Leadership Prep Bed Stuy - Renewal	November 10, 2015
2016-17	Kings Collegiate - Renewal	September 26, 2016
	Leadership Prep Brownsville - Renewal	September 27, 2016
2017-18	Bed Stuy Collegiate - Renewal	September 13, 2017
	Leadership Prep Canarsie - Renewal	September 14, 2017
2018-19	Brownsville Collegiate - Renewal	September 13, 2018
	Excellence Boys - Renewal	September 7, 2018
	Excellence Girls - Renewal	September 14, 2018

CONDUCT OF THE VISIT

DATE(S) OF VISIT	EVALUATION TEAM MEMBERS	TITLE
September 7, 2018 September 13-14, 2018	Hannah Hansen	School Evaluation Analyst
	Andrew Kile	Director of School Evaluation
	Kerri Rizzolo	School Evaluation Analyst

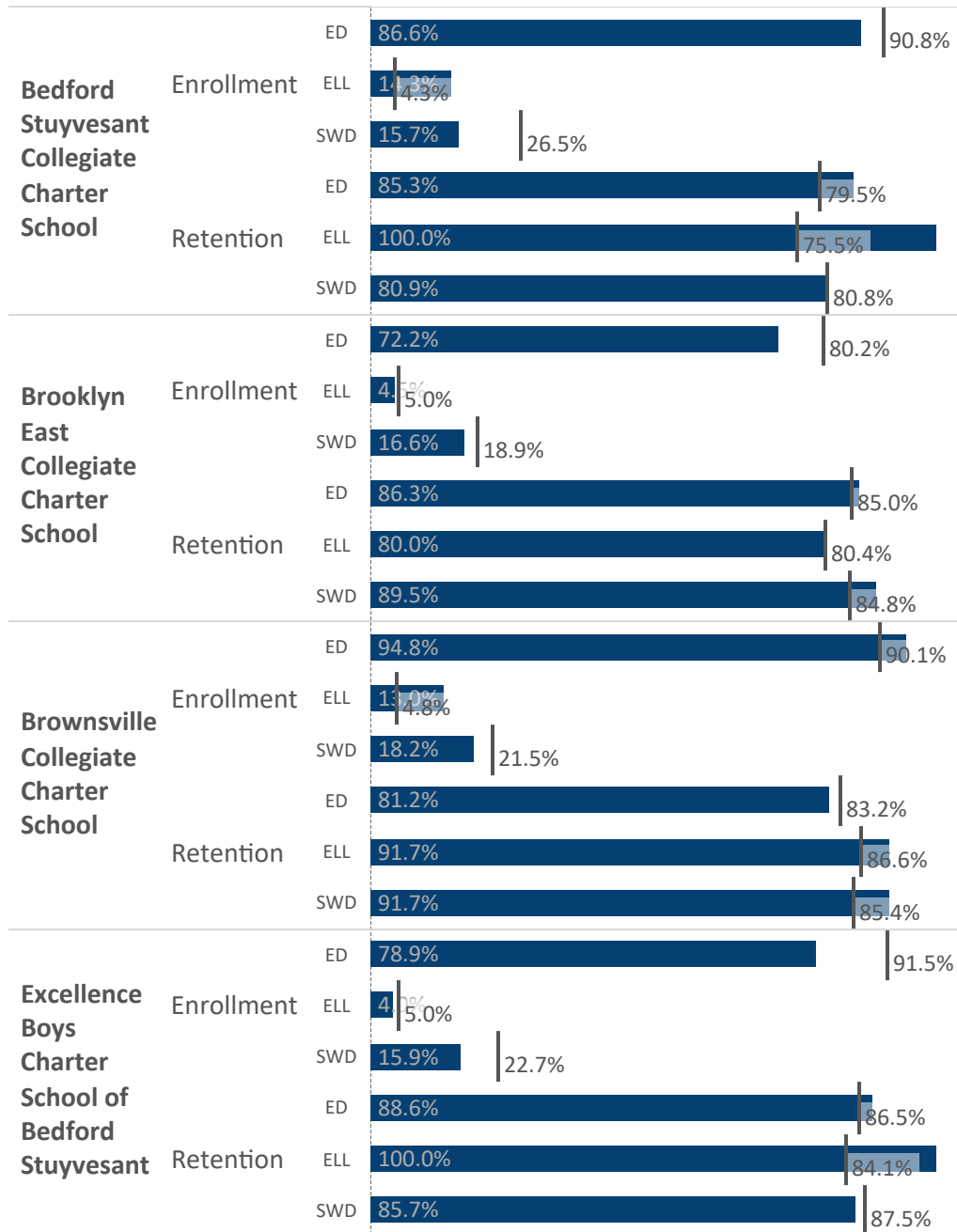
APPENDIX A: Education Corporation Overview

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 Prep Bedford Stuyvesant Charter School	CSD 13	Yes	1,279	K-12
Leadership Prep Brownsville Charter School	CSD 23	Yes	780	K-8
Leadership Prep Canarsie Charter School	CSD 18	Yes	780	K-8
Leadership Prep 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

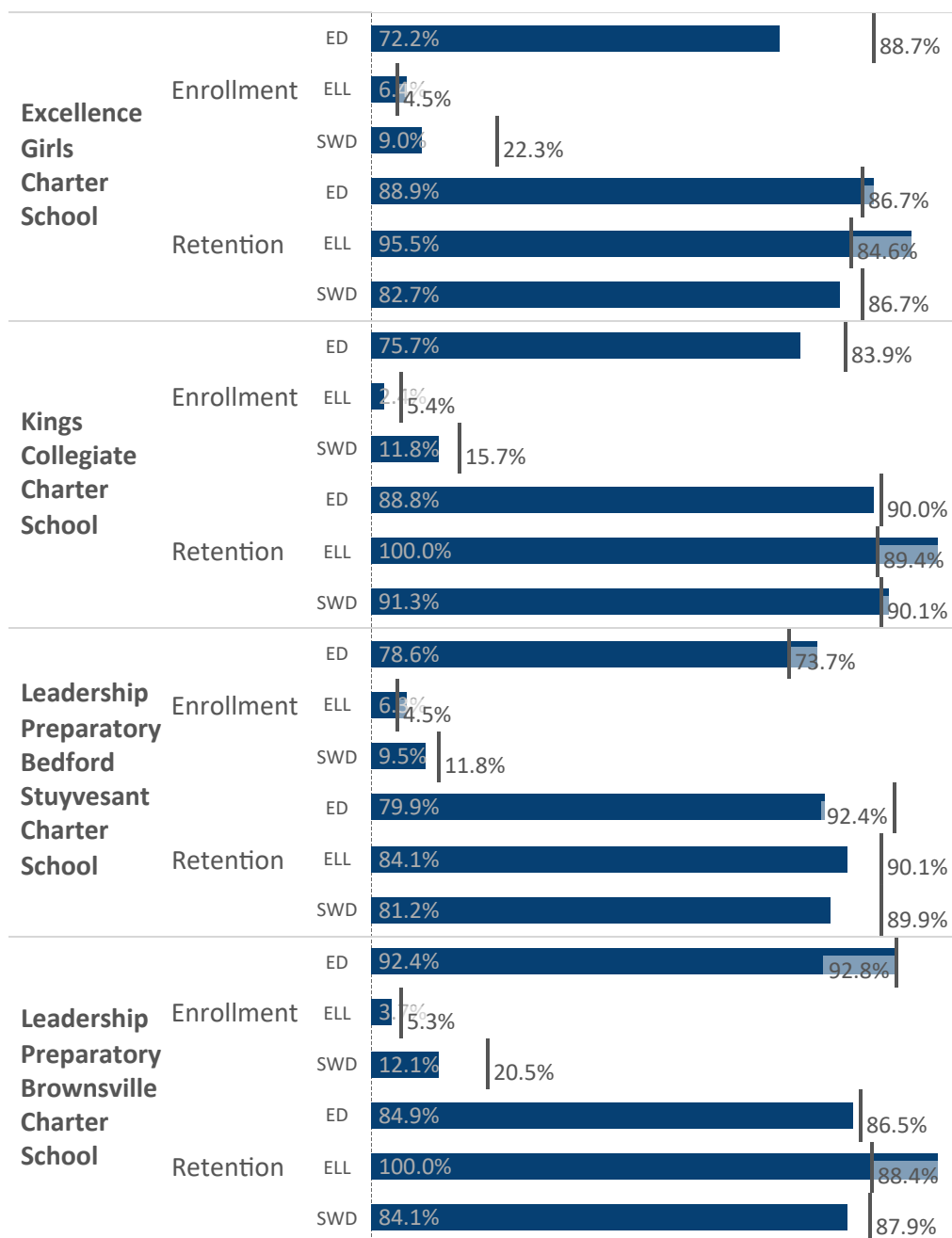
ENROLLMENT AND RETENTION TARGETS



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

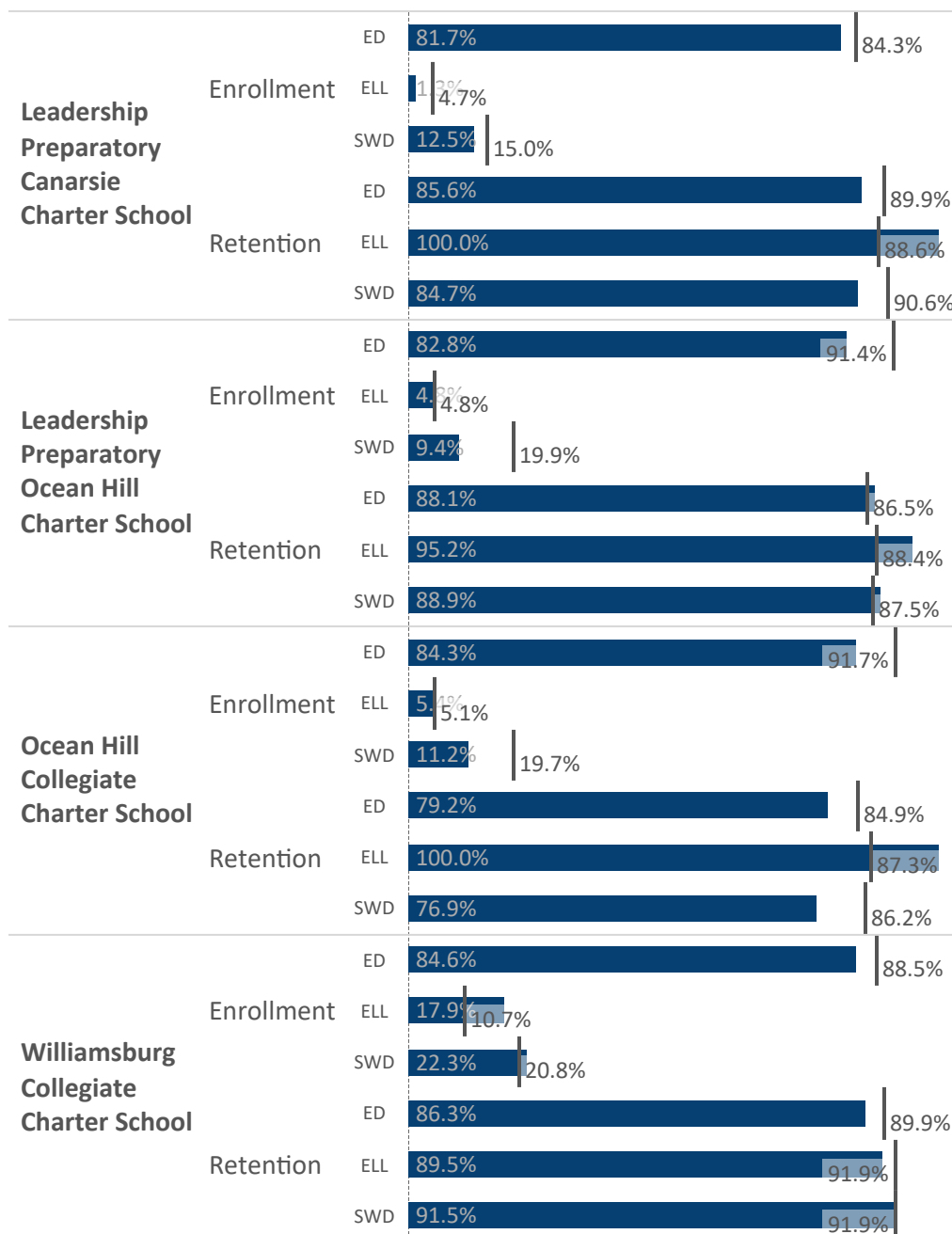
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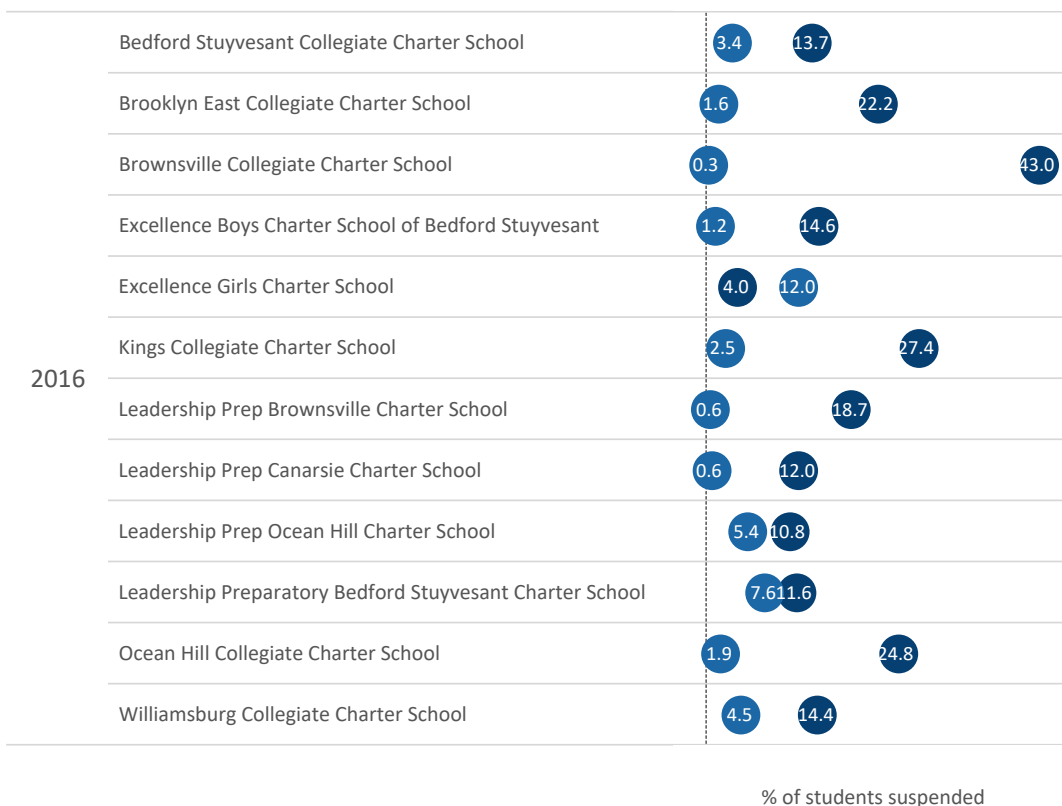
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APPENDIX A: Education Corporation Overview

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

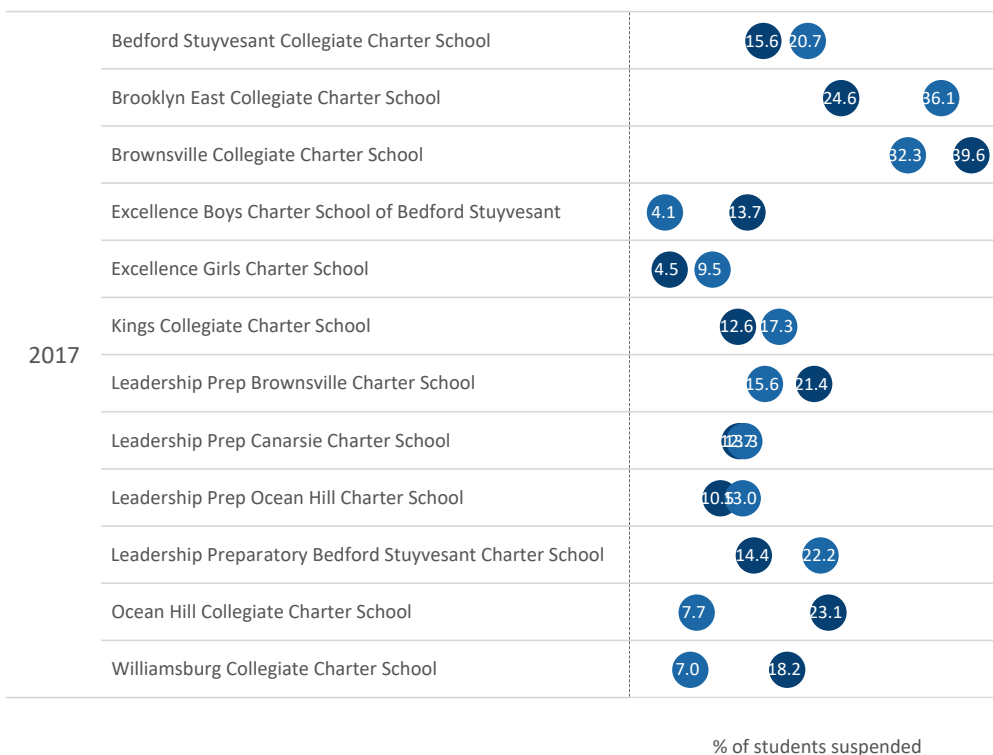


New York City Community School District data suitable for comparison is not available. The percentage rate shown here is calculated using the method employed by the New York City Department of Education: the total the number of students receiving an out of school suspension at any time during the school year is divided by the total enrollment, then multiplied by 100.

During the 2015-16 school year, Uncommon New York City expelled 0 students.

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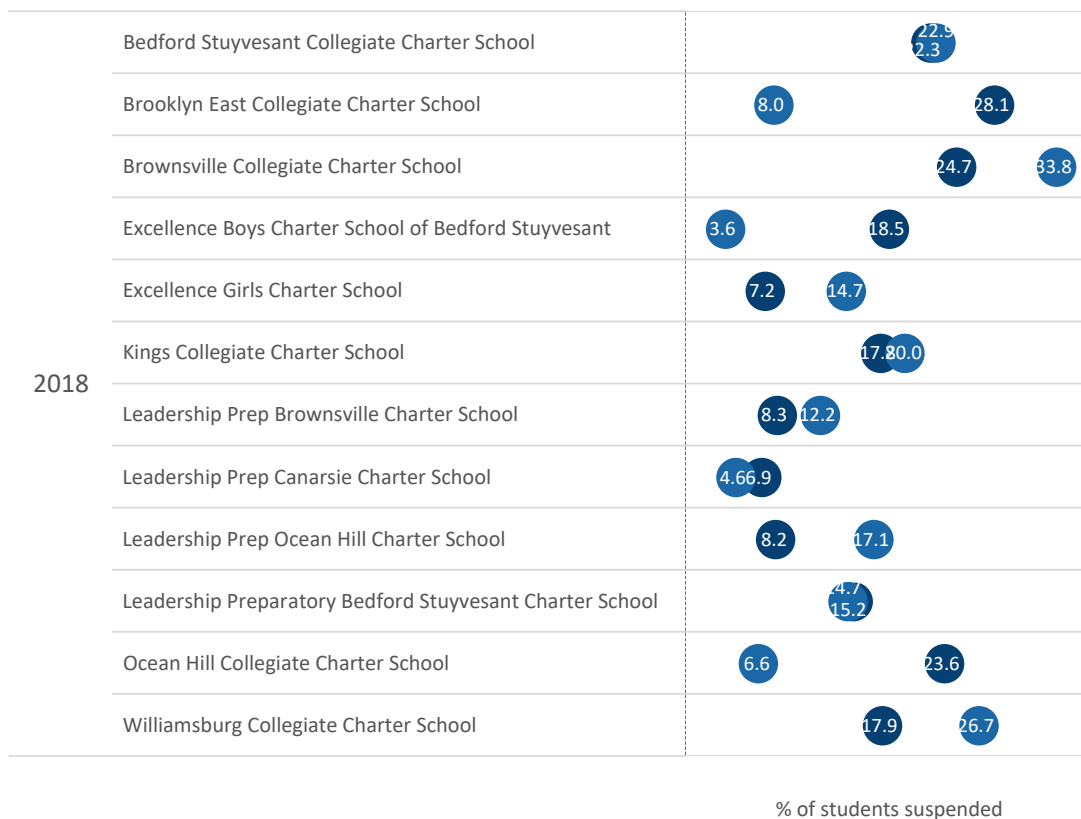


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APPENDIX A: Education Corporation Overview

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; and,	+
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
	-	-	20,045,644	30,702,166
	-	-	3,251,506	3,513,286
	-	-	1,478,683	3,309,350
	-	-	626,187	1,753,754
	-	-	1,488,033	-
	-	-	26,890,053	39,278,556
	-	-	7,594,963	9,738,510
	-	-	375,433	376,172
	-	-	34,860,449	49,393,238

	-	-	3,846,060	6,366,188
	-	-	-	-
	-	-	1,500	-
	-	-	-	-
	-	-	-	-
	-	-	-	-
	-	-	3,847,560	6,366,188
	-	-	-	-
	-	-	3,847,560	6,366,188

	-	-	25,238,889	35,968,050
	-	-	5,774,000	7,059,000
	-	-	31,012,889	43,027,050
	-	-	34,860,449	49,393,238

	-	-	88,039,670	110,282,034
	-	-	5,125,283	6,925,278

	-	-	-	-
	-	-	3,085,785	4,193,304
	-	-	1,114,784	488,201
	-	-	-	-
	-	-	-	-
	-	-	-	-
	-	-	97,365,522	121,888,817

	-	-	76,544,529	95,419,148
	-	-	6,603,313	6,090,584
	-	-	-	-
	-	-	-	-
	-	-	83,147,843	101,509,732
	-	-	9,952,652	12,890,204
	-	-	-	-
	-	-	93,100,495	114,399,936
	-	-	4,265,027	7,488,881

	-	-	1,959,962	630,433
	-	-	-	-
	-	-	439,250	542,587
	-	-	-	-
	-	-	2,399,212	1,173,020

	-	-	99,764,734	123,061,837
	-	-	-	-
	-	-	99,764,734	123,061,837

	-	-	6,664,239	8,661,901
	-	-	24,348,650	31,012,889
	-	-	-	3,352,258
	-	-	31,012,889	43,027,048

APPENDIX B: Ed Corp Fiscal Dashboard

UNCOMMON NEW YORK CITY CHARTER SCHOOLS (COMBINED)

SCHOOL INFORMATION - (Continued)

Functional Expense Breakdown

Personnel Service
Administrative Staff Personnel
Instructional Personnel
Non-Instructional Personnel
Personnel Services (Combined)
Total Salaries and Staff
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
-	-	15,624,006	19,478,835	21,076,351
-	-	37,807,545	46,427,509	49,820,530
-	-	435,322	152,782	140,902
-	-	-	-	-
-	-	53,866,873	66,059,126	71,037,783
-	-	7,700,850	9,785,875	11,150,279
-	-	1,128,326	1,361,554	1,410,130
-	-	8,272,594	10,251,407	11,246,905
-	-	6,384	2,601	-
-	-	2,780,538	4,107,446	4,964,819
-	-	2,717,493	3,643,192	4,152,402
-	-	488,721	561,242	495,558
-	-	5,354,331	6,913,197	7,273,837
-	-	2,294,411	2,830,120	3,347,408
-	-	8,489,974	8,884,176	9,731,782
-	-	93,100,495	114,399,936	124,810,903

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
-	-	6,079	7,299	7,860
-	-	6,404	7,373	8,054
-	-	6,232	7,629	8,146
-	-	-	-	-
-	-	-	-	-

Primary School District:

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

-	-	-	-	-
0.0%	0.0%	0.0%	0.0%	0.0%

PER STUDENT BREAKDOWN

Revenue

Operating
Other Revenue and Support
TOTAL - GRAPH 3

-	-	15,623	15,978	16,915
-	-	385	154	105
-	-	16,008	16,131	17,020

Expenses

Program Services
Management and General, Fundraising
TOTAL - GRAPH 3
% of Program Services
% of Management and Other

-	-	13,342	13,306	13,574
-	-	1,597	1,690	1,748
-	-	14,939	14,996	15,322
0.0%	0.0%	89.3%	88.7%	88.6%
0.0%	0.0%	10.7%	11.3%	11.4%
0.0%	0.0%	7.2%	7.6%	11.1%

% of Revenue Exceeding Expenses - GRAPH 5

Student to Faculty Ratio

-	-	10.0	9.9	10.1
---	---	------	-----	------

Faculty to Admin Ratio

-	-	3.1	4.1	4.0
---	---	-----	-----	-----

Financial Responsibility Composite Scores - GRAPH 6

Score
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
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)

0	0	23,042,493	32,912,368	45,121,831
0.0%	0.0%	23.1%	26.7%	32.5%
0.0	0.0	7.0	6.2	8.7
N/A	N/A	LOW	LOW	LOW
N/A	N/A	Excellent	Excellent	Excellent

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)

0.0	0.0	6.8	5.9	8.4
N/A	N/A	LOW	LOW	LOW
N/A	N/A	Excellent	Excellent	Excellent

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)

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

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.)

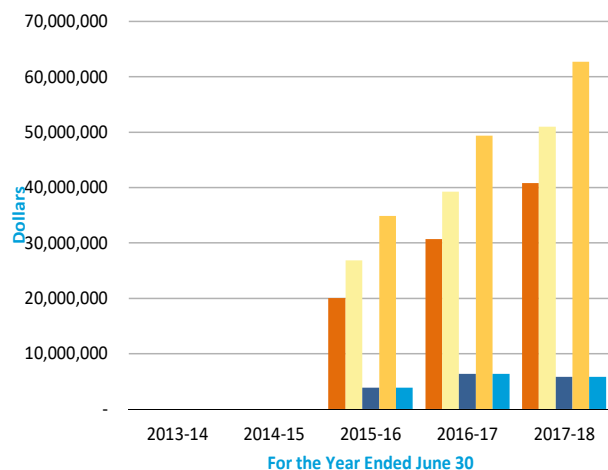
0.0	0.0	2.6	3.2	3.9
N/A	N/A	MEDIUM	LOW	LOW
N/A	N/A	Good	Excellent	Excellent

APPENDIX B: Ed Corp Fiscal Dashboard

UNCOMMON NEW YORK CITY CHARTER SCHOOLS (COMBINED)

GRAPH 1

Cash, Assets and Liabilities

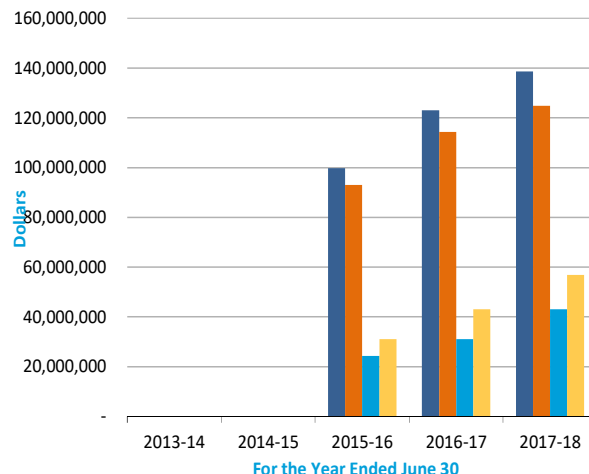


■ Cash ■ Current Assets ■ Current Liabilities ■ Total Assets ■ Total Liabilities

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

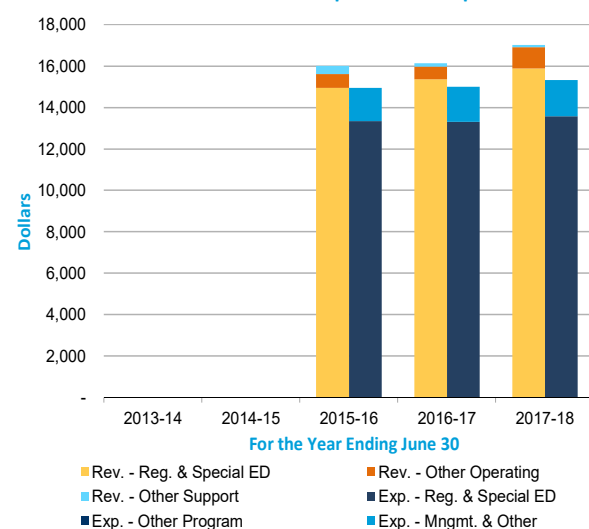


■ Revenue ■ Expenses ■ Net Assets - Beginning ■ Net Assets - Ending

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

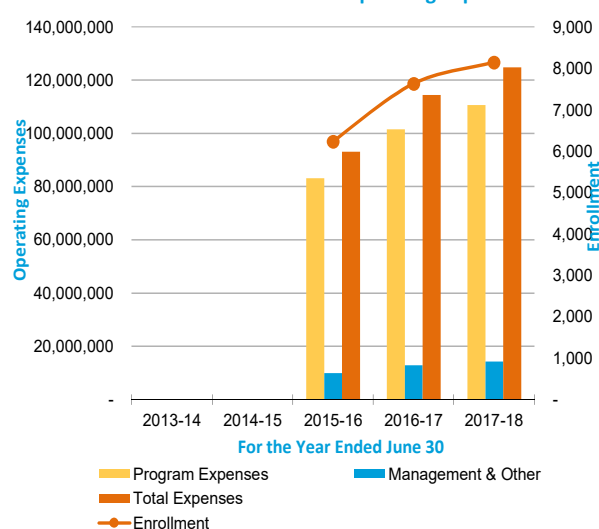
Revenue & Expenses Per Pupil



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.

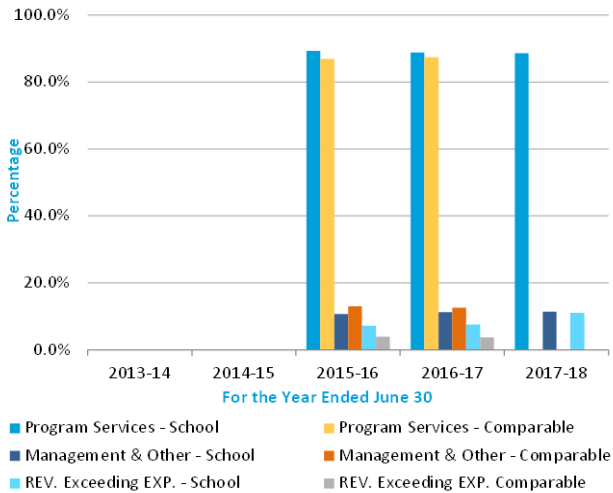
APPENDIX B: Ed Corp Fiscal Dashboard

UNCOMMON NEW YORK CITY CHARTER SCHOOLS (COMBINED)

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

GRAPH 5

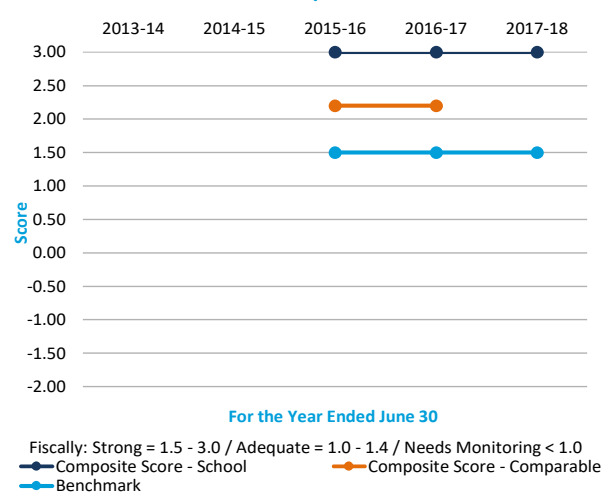
% Breakdown of Expenses



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

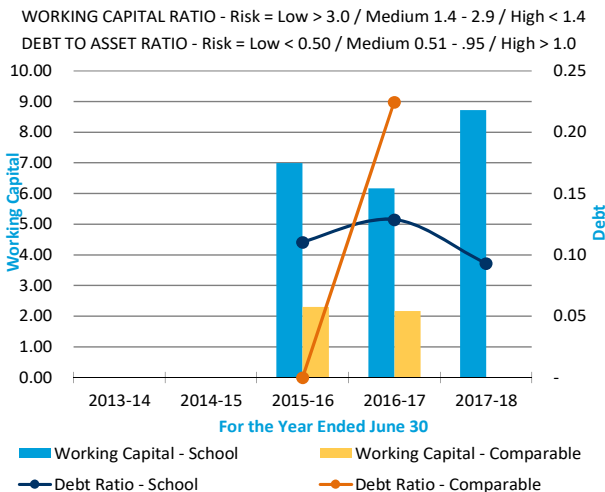
Composite Score



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

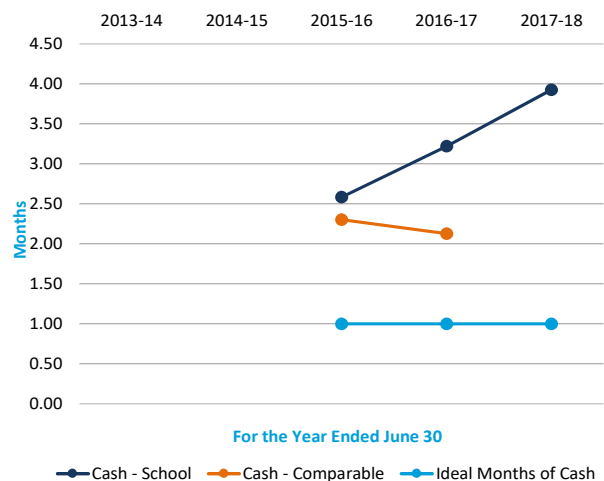
Working Capital & Debt to Asset Ratios



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.

