



THE SUNY CHARTER SCHOOLS
INSTITUTE

*RENEWAL RECOMMENDATION REPORT
LEADERSHIP PREPARATORY CANARSIE
CHARTER SCHOOL*

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INTRODUCTION & REPORT FORMAT

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

THE INSTITUTE MAKES ALL RENEWAL RECOMMENDATIONS BASED ON

A SCHOOL’S
APPLICATION
FOR CHARTER
RENEWAL

INFORMATION
GATHERED DURING
THE CHARTER TERM

ACADEMIC
PERFORMANCE

FISCAL SOUNDNESS

LEGAL COMPLIANCE

RENEWAL
EVALUATION VISIT



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

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

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REPORT FORMAT

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



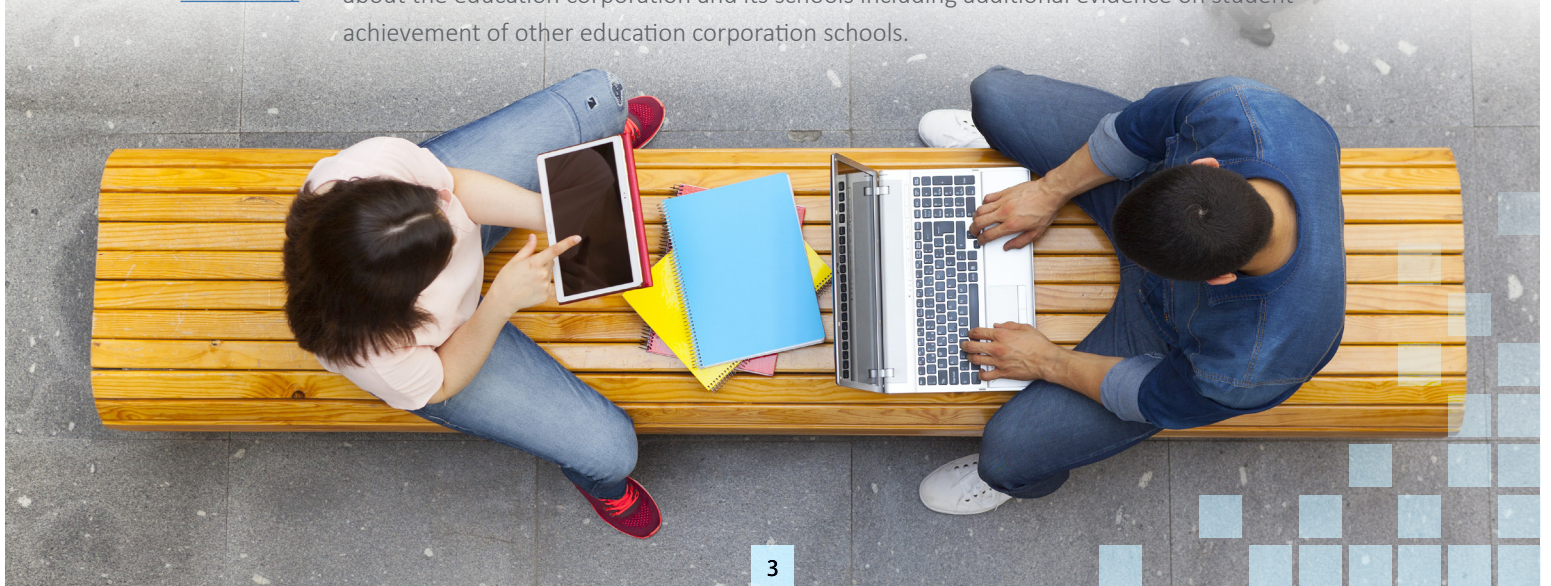
Additional information about the SUNY renewal process and an overview of the requirements for renewal under the New York Charter Schools Act of 1998 (as amended, the “Act”) are available on the Institute’s website at: www.newyorkcharters.org/renewal/

RENEWAL QUESTIONS

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

2. Version 5.0, May 2012, available at: www.newyorkcharters.org/SUNY-Renewal-Benchmarks/

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



RENEWAL RECOMMENDATION

Full-Term Renewal The Institute recommends that the SUNY Trustees approve the Application for Charter Renewal of Leadership Preparatory Canarsie Charter School and renew Uncommon New York City Charter Schools’ authority to operate the school for a period of five years with authority to provide instruction to students in Kindergarten - 8th grade in such configuration as set forth in its Application for Charter Renewal, with a projected total enrollment of 780 students.

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



have compiled a strong and compelling record of meeting or coming close to meeting its academic Accountability Plan goals, and have in place at the time of the renewal review an educational program that, as assessed using the Qualitative Education Benchmarks,³ is generally effective; or,



have made progress toward meeting its academic Accountability Plan goals and have in place at the time of the renewal review an education program that, as assessed using the Qualitative Education Benchmarks, is particularly strong and effective.⁴

REQUIRED FINDINGS

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

- 1:** the school, as described in the Application for Charter Renewal, meets the requirements of the Act and all other applicable laws, rules, and regulations;
- 2:** the education corporation can demonstrate the ability to operate the school in an educationally and fiscally sound manner in the next charter term; and,
- 3:** given the programs it will offer, its structure and its purpose, approving the school to operate for another five years is likely to improve student learning and achievement and materially further the purposes of the Act.⁵

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

4. SUNY Renewal Policies (p. 12).

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

Enrollment and retention targets apply to all charter schools approved pursuant to any of the Institute’s Request for Proposal (“RFP”) processes (August 2010-present) and charter schools that applied for renewal after January 1, 2011. Leadership Preparatory Canarsie Charter School (“LP Canarsie”) received its original charter on January 22, 2013 and has not previously applied for renewal. Per the amendments to the Act in 2010, charter schools are required to make good faith efforts to meet enrollment and retention targets for students with disabilities, English language learners (“ELLs”), and students who are eligible applicants for the federal Free and Reduced Price Lunch (“FRPL”) program.

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

LP Canarsie makes good faith efforts to meet its enrollment and retention targets. Previous lack of success in meeting its targets has led the school to implement additional strategies. The school employs the following efforts:

- The associate director of school support constantly evaluates the efficacy of the network’s recruitment efforts for English language learners and students with disabilities and uses the results of the analysis to adjust and increase the effectiveness of the strategies;
- This year, the network hired an additional student recruitment leader to support the network’s outreach to community based organizations in order to disseminate information about the school’s programs for ELLs and students with disabilities;
- The network submitted to the Institute a request to revise its admissions preferences for at-risk students to expand the preference to all schools in the network;
- This year, the network reduced the amount of admissions paperwork the network teams collect thereby increasing the accessibility and transparency of the process for families and freeing up network personnel to perform targeted canvassing and follow up with applicants;

- The network posted the entire website in Spanish and translated more recruitment materials into Spanish and nearly 40 other languages through a partnership with schoolmint (a student enrollment management software);
- Targeted specific outreach to community based organizations (“CBOs”), including those that specifically serve students with disabilities;
- Targeted outreach to CBOs resulting in the intake of ELLs recently displaced from Puerto Rico by hurricane Maria;
- Mailing information packets in multiple languages to families in the neighborhood;
- Posting advertisements in local newspapers, on public transit buses, and on public transit shelters;
- Partnering with Spanish-language newspapers to send direct emails to families that live in the community;
- Increasing the number of languages into which the application is translated; and,

Targeting head start and preschool programs serving students with disabilities. For additional information on the school’s enrollment and retention target progress, see Appendix A.

CONSIDERATION OF SCHOOL DISTRICT COMMENTS

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

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

SCHOOL BACKGROUND AND EXECUTIVE SUMMARY

LEADERSHIP PREPARATORY CANARSIE CHARTER SCHOOL

BACKGROUND

The SUNY Trustees approved LP Canarsie's original charter on January 22, 2013. It opened its doors in the fall of 2013 initially serving 137 students in Kindergarten and 5th grade. The school is authorized to serve 736 students in Kindergarten- 8th grade during the 2017-18 school year and will continue to serve students in Kindergarten- 8th grade, with a projected total enrollment of 780 students during the renewal term.

The current charter term expires on July 31, 2018. A subsequent charter term would enable the school to operate through July 31, 2023. The elementary grades of LP Canarsie (Kindergarten- 4th grade) are co-located in a New York City Department of Education ("NYCDOE") building at 1001 East 100th Street, Brooklyn, NY in Community School District ("CSD") 18. The building also houses I.S. 211 John Wilson, a district middle school serving 6th- 8th grade. The middle school grades (5th - 8th grade) are co-located at 1070 E. 104th Street, Brooklyn, NY in CSD 18. This building also houses P.S. 279 Herman Schreiber, a district elementary school serving Kindergarten- 5th grade.

The mission of LP Canarsie is:



LP Canarsie is about College and Contribution. As an elementary and middle school, we teach students the academic skills, knowledge, and personal traits necessary to succeed in high school, college, and beyond. Through academic achievement, our students prepare to contribute as leaders in their communities. Our approach is based on the practices proven effective at the highest performing urban public schools in the country.

LP Canarsie is one of 13 schools that Uncommon New York City Charter Schools ("Uncommon Schools NYC"), a not-for-profit charter school education corporation, has authority to operate. Uncommon Schools, Inc. (the "network"), a New Jersey not-for-profit corporation, serves as the charter management organization ("CMO") for Uncommon Schools NYC. The network operates charter schools across New York, Massachusetts, and New Jersey providing operational, instructional and performance management support to schools pursuant to a contract. The SUNY Trustees authorize 16 schools across three not-for-profit education



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SUMMARY

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SCHOOL BACKGROUND AND EXECUTIVE SUMMARY

corporations, including Uncommon Schools NYC, that contract with the network in New York City, Rochester, and Troy for education management services. The 16 schools collectively educate over 8,500 students. All Uncommon Schools NYC schools are legally compliant, and academically and fiscally strong. No school is on probation, corrective action or subject to revocation or non-renewal.

SCHOOL BACKGROUND AND EXECUTIVE SUMMARY

EXECUTIVE SUMMARY

LP Canarsie is an academic, operational, and fiscal success. The school has a strong academic program that promotes high performance among students and teachers. School leaders set high expectations for teacher performance and student achievement. To ensure the school meets these expectations, LP Canarsie provides strong coaching support and a comprehensive professional development program that develop all teachers' competencies. The rigorous network-developed curriculum and the data driven culture ensure high-quality instruction is evident across classrooms. During the charter term, LP Canarsie met its key Accountability Plan goals in English language arts ("ELA") and mathematics, consistently outperforming the local district. Given these findings, the school's program is likely to continue to improve student learning in the future.

Based on the Institute's review of the school's performance as posted over the charter term; a review of the Application for Charter Renewal submitted by the school; a review of academic, organizational, governance, and financial documentation; and, a renewal visit to the school, the Institute finds that the school meets the required criteria for a charter renewal. Given these findings, the school's program is likely to continue to improve student learning in the future. For these reasons, the Institute recommends the SUNY Trustees approve Uncommon Schools NYC's application for authority to operate LP Canarsie for a full term of five years.

NOTEWORTHY

LP Canarsie provides students with an engaging and comprehensive curriculum. The school has established a strong visual arts program and works with a local publisher to create books featuring student work.

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ACADEMIC PERFORMANCE



IS THE SCHOOL AN ACADEMIC SUCCESS?

LP Canarsie is an academic success. During its first charter term, the school has met or exceeded its key Accountability Plan goals. Based on evidence the Institute compiled throughout the charter term and at the time of the renewal review, the school's academic program is strong, effective, and supported by high quality instructional leadership.

The Act outlines the requirement that authorizers “change from rule-based to performance-based accountability systems by holding [charter] schools . . . accountable for meeting measurable student achievement results.”⁶ As described in this report, LP Canarsie has satisfied the requirements of the Act as well as the SUNY Renewal Policies⁷ as it has made progress toward achieving its Accountability Plan goals and implements a particularly strong and effective educational program. LP Canarsie's curriculum, assessment system, instructional design, and leadership combine into a demonstrably successful implementation of Uncommon Schools NYC's model. The strength of that model, detailed in Appendix E, along with the strong and sustained student performance outcomes at LP Canarsie provide the foundation for the institutes analysis that: 1) the school posts sufficient evidence to support the conclusion it meets the academic and organizational criteria required by the SUNY Renewal Benchmarks; and, 2) the school merits a five-year renewal recommendation.

At the beginning of the Accountability Period,⁸ the school developed and adopted an Accountability Plan that set academic goals in the key subjects of ELA and mathematics. For each goal in the Accountability Plan, specific outcome measures define the level of performance necessary to meet that goal. The Institute examines results for five required Accountability Plan measures to determine ELA and mathematics goal attainment. Because the Act requires charters be held “accountable for meeting measurable student achievement results”⁹ and states the educational programs at a charter school must “meet or exceed the student performance standards adopted by the Board of Regents”¹⁰ 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. Education Law § 2850(2)(f).

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

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

9. Education Law § 2850(2)(f).

10. Education Law § 2854(1)(d).

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

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

The Institute analyzes all measures under the school's ELA and mathematics goals (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 LP Canarsie 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, the school's performance on the measure is not relative to the test, but relative to the strength of LP Canarsie's demonstrated student learning compared to other schools' demonstrated student learning.

The Institute uses the state's growth percentile analysis as a measure of LP Canarsie's 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

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

The Accountability Plan also includes science and No Child Left Behind Act (“NCLB”) goals. Please note that for schools located in New York City, the institute uses the CSD as the local school district.

SUNY
RENEWAL
BENCHMARK
:GOALS

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

LP Canarsie met each of its academic Accountability Plan goals during its initial charter term. The school consistently outperformed Brooklyn CSD 18 (the “district”) in ELA and mathematics. The school also demonstrated strong growth in both subjects, exceeding its growth targets during every year that data are available. In 2013-14, the first year when the school enrolled students in a testing grade, LP Canarsie did not meet its comparative effect size measure in ELA or mathematics. Due to an error in the state data reporting, growth percentile data from 2013-14 are unavailable. During 2014-15, 2015-16, and 2016-17, the school exceeded all of the targets under its comparative and growth measures. The school met its No Child Left Behind (“NCLB”) and science goals.

Over its initial charter term, LP Canarsie met its Accountability Plan goal in ELA. The school consistently outperformed CSD 18 throughout the charter term, growing the gap between the school and the district each year. In 2016-17, the school’s students enrolled in at least their second year outperformed the district’s students enrolled in similar grades by 16 percentage points on the state’s ELA exam. In comparison to schools across the state enrolling similar percentages of economically disadvantaged students, the school performed higher than expected to a meaningful degree during 2014-15 and 2015-16, and higher than expected to a large degree in 2016-17. Concomitant with its increasing absolute proficiency, LP Canarsie posted mean growth percentiles that exceeded the state median of 50 during 2014-15 through 2016-17.

LP Canarsie also posted strong mathematics results in its initial charter term, meeting its key academic Accountability Plan goal in mathematics. During 2014-15 through 2016-17, the school exceeded the targets under every available comparative and growth measure in its Accountability Plan. Throughout the term, the school outperformed the district on the state’s mathematics exam, commendably exceeding the district’s performance by 32 percentage points in 2016-17. LP Canarsie also performed higher than expected to a large degree compared to schools in New York with similar proportions of economically disadvantaged students in 2014-15, 2015-16, and 2016-17. The school posted laudable growth during the charter term. Notably, in 2014-15 and 2015-16, LP Canarsie posted mean growth percentiles in mathematics that surpassed the target of the state median of 50 by 24 and 18 percentile points, respectively.

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LP Canarsie met its science goal. The school administered the Regents Living Environment exam to its 8th grade students in lieu of the 8th grade science exam in 2016-17, the first year the school enrolled 8th grade students. The school posted commendable achievement during that year, with 87 percent of the students scoring at or above proficiency. District comparison data are not available.

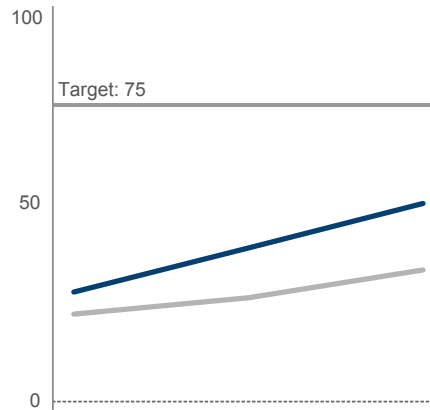
LP Canarsie met its NCLB goal, having not been identified as a focus charter school or as needing a local assistance plan. The school has consistently been in good standing under the state's accountability system.

ACADEMIC PERFORMANCE

LEADERSHIP PREPARATORY CANARSIE CHARTER SCHOOL

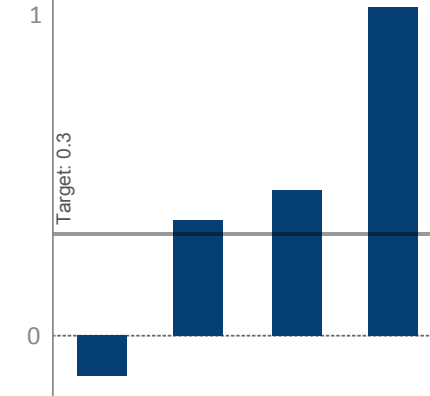
ENGLISH LANGUAGE ARTS ACCOUNTABILITY PLAN GOAL

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**.



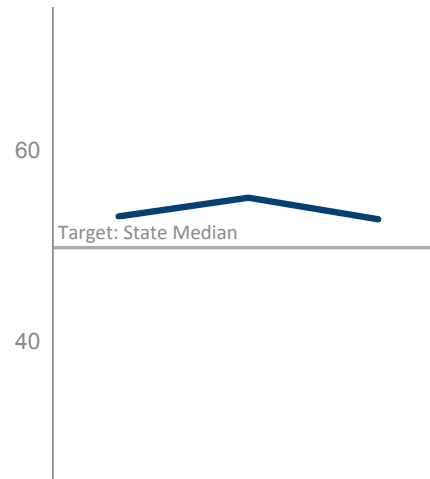
Test Year	Comp Grades	District %	School %
2015	6	24	28
2016	6-7	26	39
2017	3, 6-8	34	50

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	5	-0.12
2015	5-6	0.34
2016	5-7	0.43
2017	3, 5-8	0.98

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
2015	53.3
2016	57.5
2017	53.0

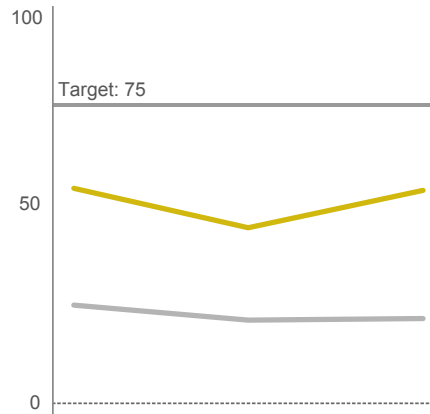
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ACADEMIC PERFORMANCE

LEADERSHIP PREPARATORY CANARSIE CHARTER SCHOOL

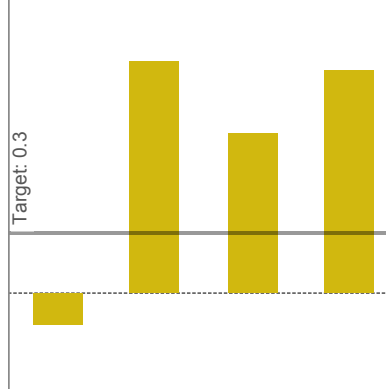
MATHEMATICS ACCOUNTABILITY PLAN GOAL

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**.



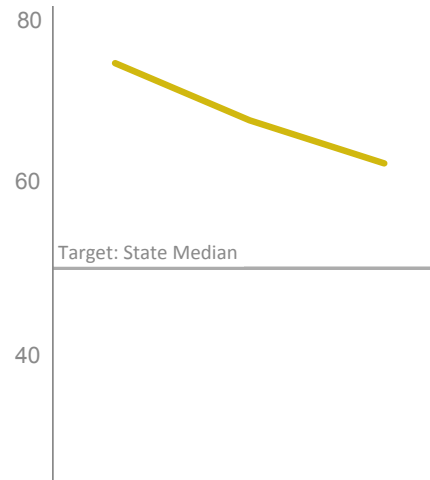
Test Year	Comp Grades	District %	School %
2015	6	20	54
2016	6-7	21	44
2017	3, 6-7	22	54

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.



Test Year	Test Grades	Effect Size
2014	5	-0.15
2015	5-6	1.15
2016	5-7	0.79
2017	3, 5-8	1.11

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**.



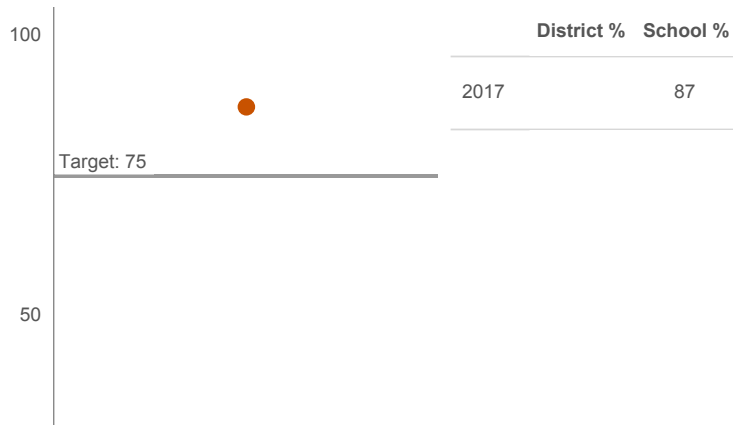
Test Year	School Mean Growth
2015	73.7
2016	67.8
2017	63.3

ACADEMIC PERFORMANCE

LEADERSHIP PREPARATORY CANARSIE 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 proficient is presented here.



SPECIAL POPULATIONS PERFORMANCE

	2015	2016	2017
Enrollment Receiving Mandated Academic Services	42	62	92
Tested on State Exam	29	34	47
School Percent Proficient on ELA Exam	10.3	14.7	14.9
District Percent Proficient	4.2	5.3	6.8

	2015	2016	2017
ELL Enrollment	2	4	2
Tested on NYSESLAT Exam	2	4	2
School Percent 'Commanding' or Making Progress on NYSESLAT	s	s	s

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

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

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

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

ACADEMIC PROGRAM SUMMARY

With support from the network, LP Canarsie has a strong academic program that supports teachers in promoting high achievement amongst students. The instructional leadership team at LP Canarsie establishes high expectations for staff and students. Expectations are clear, and teachers receive regular support to develop their instructional skills, as well as an annual evaluation that accurately assesses their instructional effectiveness. Leaders observe teachers regularly and provide immediate actionable feedback. Teachers are responsible for implementing the feedback during the following week. LP Canarsie provides sufficient opportunity for grade teams and content teams to meet, allowing teachers to tailor lessons to students' individual needs. School leaders provide effective and timely professional development supports. For instance, professional development early in the year targets classroom management and administration of interim assessments. Following these sessions, leaders begin facilitating professional development targeting student engagement and data analysis. Teachers also attend differentiated professional development based on teaching experience, content specialties, and grade level. In addition to providing strong instructional supports, school leaders are reflective and responsive to matters concerning school culture. LP Canarsie implemented an in-school suspension program in 2016-17 in an effort to reduce the occurrences of out-of-class time. Lack of success with this program led to a school-wide culture shift in the 2017-18 school year. Specifically, the school now implements a behavior intervention system for students repeatedly engaging in low-level misconduct, holds family meetings to discuss students' misbehaviors when in-school measures are not effective, and introduced a merit system that allows students to earn dollars to spend on school supplies. School leaders closely monitor the effectiveness of these efforts.

LP Canarsie has a robust assessment system aligned to the school's curriculum and state standards. The school regularly administers network-provided assessments to monitor student performance. Teachers submit to leaders weekly data analysis reports that include action steps to adjust instruction in a manner that meets students' needs. School leaders facilitate regular data analysis meetings to analyze student data and action plan next steps for instructional adjustments.

LP Canarsie has strong supports in place to meet the needs of its at-risk students. The school builds remediation and homework support into the daily schedule. Additionally, at-risk program staff members coordinate with teachers to differentiate lesson materials such as homework assignments and class assessments for students struggling academically and for ELLs. The school has an extensive Response to Intervention ("RTI") system that

identifies students in need of differentiated support in the form of small group instruction, one-on-one support from teachers, and before- and after-school tutoring. LP Canarsie offers interventions in reading, writing, and mathematics. The RTI team meets weekly to discuss teachers' concerns and to evaluate the effectiveness of interventions. School leaders work with teachers to place students strategically in groups to maximize learning. The network's associate director for special education and English language learners provides bi-weekly coaching supports to the school's special education coordinator to discuss student progress and identify effective strategies for all students receiving interventions. When students do not make adequate progress after six to eight weeks of differentiated supports, the school makes a referral to the district Committee on Special Education ("CSE"), which holds statutory responsibility for evaluating special service needs and making Individualized Education Program ("IEP") determinations. Charter schools must then implement the IEPs approved by the CSE. Relative to other schools within the network, LP Canarsie has a larger at-risk program staff size in order to meet the diverse needs of its students. The school employs a special education coordinator, a learning support coordinator, multiple learning support teachers, and related services providers

LP Canarsie's organizational structure establishes distinct lines of accountability and allows instructional leaders to focus on the academic program. The director of operations is responsible for managing the operations team and ensuring all things non-instructional run smoothly day-to-day. This allows the principal and other instructional leaders to focus on ensuring high quality instruction occurs across classrooms. School leaders meet regularly to discuss expectations and monitor the school's program.

Please refer to Appendix E for additional information on the LP Canarsie program model and how it meets the demands of the SUNY Renewal Benchmarks.

ORGANIZATIONAL PERFORMANCE



IS THE SCHOOL AN EFFECTIVE, VIABLE ORGANIZATION?

Strong oversight from the network ensures that LP Canarsie operates as an effective and viable organization that delivers a high quality educational program with fidelity to its charter agreement.

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

LP Canarsie is faithful to its mission and key design elements. These can be found in the School Background section at the beginning of the report and Appendix A, respectively. The implemented school design has produced the academic results promised at the time the SUNY Trustees granted the charter.

ARE PARENTS/GUARDIANS AND STUDENTS SATISFIED WITH THE SCHOOL?

To report on parent satisfaction with the school’s program, the Institute used 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 2016-17 NYC School Survey. NYCDOE distributes the survey every year to compile data about school culture, instruction, and systems for improvement. In 2016-17, 71% of families who received the survey responded. The Institute finds the survey results representative of the school community. The vast majority of survey responses (93%) indicate high satisfaction with the school.

Parent Focus Group. The Institute asks all schools facing renewal to convene a representative set of parents for a focus group discussion. A representative set includes parents of students in attendance at the school for multiple years, parents of students new to the school, parents of students receiving general education services, parents of students with special needs, and parents of ELLs. The 15 parents in attendance at the focus group indicated strong satisfaction with the LP Canarsie program. Parents are pleased with the frequency and various methods of communication the school employs to keep families informed about their student’s progress. Parents are also pleased with the school personnel’s ability to build relationships with their students. Parents expressed a desire to see the homework better aligned to the curriculum as an area for improvement.

SUNY RENEWAL BENCHMARK
 :MISSION

SUNY RENEWAL BENCHMARK
 :SATISFACTION

Persistence in Enrollment. An additional indicator of parent satisfaction is persistence in enrollment. In 2016-17, most of LP Canarsie students (87%) returned from the previous year. Student persistence data from previous years of the charter term is available in appendix A.

The Institute derived the statistical information on persistence in enrollment from its database. No comparative data from the NYCDOE or the New York State Education Department (“NYSED”) is available to the Institute to provide either district or statewide context.

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

SUNY RENEWAL BENCHMARK :POLICIES

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

- The board effectively uses committees, including audit, finance, academic and executive committees, and they report to the full board during meetings.
- The board regularly updates policies and procedures upon recommendation of the network including, recently, the employee handbook and family handbook.
- The board complies with the staggered terms for trustees set forth in its by-laws, and properly elects trustees.
- The board has avoided creating conflicts of interest, and where conflicts exist, the board has managed those conflicts in a transparent manner.
- The board reserves a portion of its meeting for public comment.
- The board provides common oversight of multiple charter schools with fidelity.
- Board minutes reflect attention given to planning for growth of the education corporation’s schools and sites.

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- The board receives specific and extensive reports from the network on each school including fiscal, academic, student performance, personnel and other information, which allows for ready comparison between schools.
- With input from the audit committee, the board properly approves the auditing firm for the annual audit of the education corporation's finances.

SUNY RENEWAL BENCHMARK :COMPLIANCE

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

The education corporation generally and substantially complies with applicable laws, rules, and regulations, and the provisions of its charter with certain, minor exceptions.

- **Compliance.** The Institute issued no violation letters during the charter term.
- **Annual Reports.** The education corporation has not posted the school's annual reports on its website in accordance with the charter and the Education Law § 2857(2). The Institute will ensure compliance prior to the start of the next charter term.
- **Teacher Certification.** The school employs seven more uncertified teachers than permitted under the Act. All of the teachers have a plan to obtain a Trans B or other certification in the near future with most only needing to attend a workshop (such as Dignity for All Students Act) or take a test (such as the edTPA).
- **Complaints.** The Institute received no formal complaints regarding the school.

FISCAL PERFORMANCE



IS THE EDUCATION CORPORATION FISCALLY SOUND?

Based on a review of the fiscal evidence collected through the renewal review, Uncommon Schools NYC is fiscally sound as is its school, LP Canarsie. The SUNY Fiscal Dashboard presents color-coded tables and charts indicating that LP Canarsie and the education corporation have demonstrated fiscal soundness over the majority of the charter term.¹¹ (The SUNY Fiscal Dashboard for LP Canarsie is included in Appendix D and the Fiscal Dashboard for the Uncommon Schools NYC merged education corporation is included in Appendix F). The discussion that follows relates mainly to the Uncommon Schools NYC education corporation because a school is not a legally distinct fiscal entity.

11. 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.

The network supports LP Canarsie in the area of academic program, facility, fundraising, recruiting, training, professional development, financial management, and human resources under the terms of a 2015 post-merger management contract covering all Uncommon Schools NYC's schools. The network management fee for each school varies from 10% to 8% over the charter term, depending on whether the school is in its initial charter term or has opened a new site. The financial model is intended to ensure that a fully enrolled school is financially sustainable, operating the academic program solely through public funding. The network currently charges a 9.0% fee for LP Canarsie, which will drop to 8.5% for 2018-19 and then drop to 8.0% for 2019-20 and the remainder of the charter term.

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

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

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

**SUNY
RENEWAL
BENCHMARK**
:BUDGETS

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- The projected five-year renewal budget reflects anticipated increases in revenues and expenses associated with planned increases in enrollment in the current grades.
- LP Canarsie has two co-located NYCDOE sites, elementary at one site and middle school at a separate site, and anticipates that the current facilities are large enough to support the projected enrollment through the end of the next charter term.

DOES THE SCHOOL MAINTAIN APPROPRIATE INTERNAL CONTROLS AND PROCEDURES?

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

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

DOES THE SCHOOL COMPLY WITH FINANCIAL REPORTING REQUIREMENTS?

LP Canarsie and the education corporation have complied with financial reporting requirements.

- The Institute, NYCDOE, and NYSED have received the required financial reports on time, complete, and following generally accepted accounting principles (GAAP).
- Independent audits of annual financial statements have received opinions with no qualifications, and with no advisory or management letter findings to report.
- The school and education corporation have generally filed key reports timely and accurately including: audit reports, budgets, and unaudited quarterly reports of revenue, expenses, and enrollment.
- The Institute received the most recent audited financial statements for June 30, 2017 by the due date of November 1, 2017 and the report reflects strong fiscal health and compliance with all reporting requirements.

**SUNY
RENEWAL
BENCHMARK**
: INTERNAL
CONTROLS

**SUNY
RENEWAL
BENCHMARK**
: FINANCIAL
REPORTING

SUNY RENEWAL BENCHMARK : OPERATIONS

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

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

- The school opened in 2013-14 and has reported fiscal health while experiencing operating deficits for the first two years that were offset by contributions.
- The merged education corporation fiscal dashboard in Appendix F reflects fiscal strength.
- 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 a merged education corporation, the Institute tracks each individual school's revenues and expenses in order to report operating surpluses or deficits. The education corporation had total net assets of approximately \$36 million unrestricted and \$7 million as board restricted for stability fund as of the June 30, 2017. LP Canarsie as an individual school reported an operating surplus for the year. The education corporation maintained cash on hand of 3.3 months to cover liabilities coming due shortly.
- As a new requirement of charter agreements, Uncommon Schools NYC has established the separate bank account for the merged dissolution fund reserve of \$350,000.

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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?

The school's plans for implementing the educational program will allow it to meet its Accountability Plan goals. The school organization effectively supports the high quality educational program in producing strong student achievement results, and the education corporation is fiscally sound. As such, the plans for the school's future are reasonable, feasible and achievable.

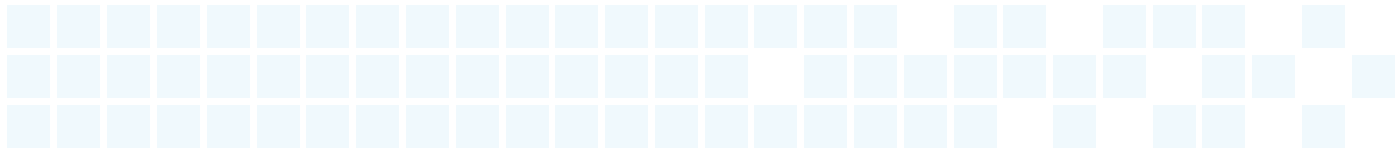
Plans for the School's Structure. The education corporation has provided all of the key structural elements for a charter renewal and those elements are reasonable, feasible, and achievable.

Plans for the Educational Program. LP Canarsie plans to continue to implement the same core elements that have led the school to meet its Accountability Plan goals during its first charter term. These core elements are likely to enable the school to meet its goals in the future.

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

Fiscal & Facility Plans. Based on evidence collected through the renewal review, including a review of the five-year financial plan, Uncommon Schools NYC presents a reasonable and appropriate fiscal plan for the next charter term including education corporation and school budgets that are feasible and achievable. The education corporation intends to maintain its contractual relationship with the network. The Institute has reviewed the proposed terms of such contract and will review and approve the final contract, and any other network contracts, when executed.

	CURRENT	END OF NEXT CHARTER TERM
Enrollment	736	780
Grade Span	K-8	K-8
Teaching Staff	58	62
Days of Instruction	185	185



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LP Canarsie plans to continue instruction utilizing two existing sites for Kindergarten- 8th grade in NYCDOE public school space over 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.



LP Canarsie

Ax

APPENDICES

PAGES Ax 1-41

SO^A SCHOOL OVERVIEW	PS^B PERFORMANCE SUMMARIES	DC^C DISTRICT COMMENTS	FD^D FISCAL DASHBOARD	EO^E ED CORP OVERVIEW	EF^F ED CORP FISCAL
PAGE Ax 1	PAGE Ax 6	PAGE Ax 8	PAGE Ax 9	PAGE Ax 13	PAGE Ax 38

APPENDIX A: School Overview

BOARD OF TRUSTEES UNCOMMON NEW YORK CITY CHARTER SCHOOLS THAT HOLD THE AUTHORITY TO OPERATE LEADERSHIP PREPARATORY CANARSIE CHARTER SCHOOL

CHAIR

Linton Mann, III

VICE CHAIR

Tony Pasquariello

TREASURER

Joseph Wayland

TREASURER

Ekwutozia Nwabuzor

TRUSTEES

John Greenstein

Ian Sacks

St. Claire Gerald

David Saltzman

Brett Peiser

Chrystal Stokes Williams

Shakima Jones

Alison Mass

Arvind Krishnamurthy

John Kim

Michael Hall

SCHOOL LEADERS

PRINCIPAL

Jen Rugani, Principal, Elementary School (2016-17 to Present)

Adam Cobb, Principal, Middle School (2013-14 to Present)

Emily Crouch, Principal, Elementary School (2013-14 to 2016-17)

SCHOOL CHARACTERISTICS

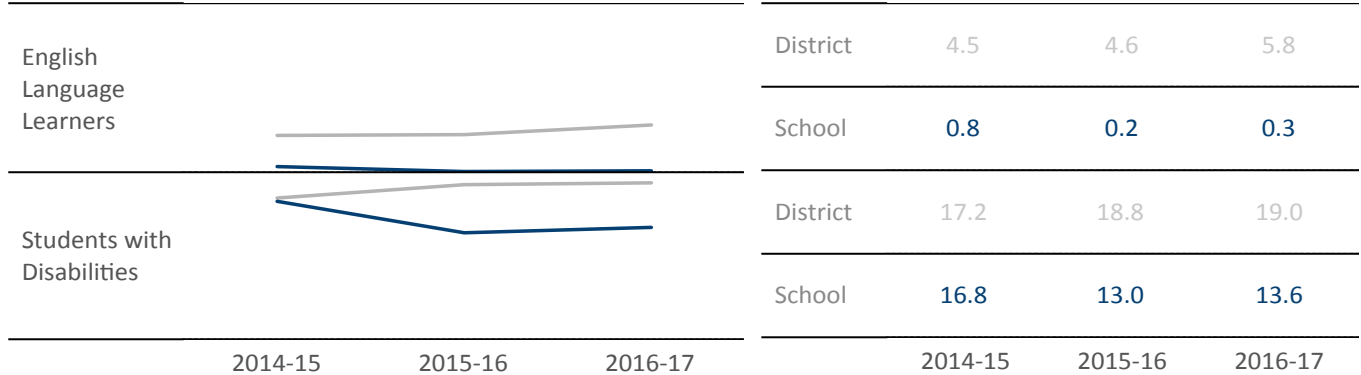
SCHOOL YEAR	CHARTERED ENROLLMENT	ACTUAL ENROLLMENT	ACTUAL AS A PERCENTAGE OF CHARTERED ENROLLMENT	PROPOSED GRADES	ACTUAL GRADES
2013-14	130	137	105%	K, 5	K, 5
2014-15	250	249	100%	K-1, 5-6	K-1, 5-6
2015-16	501	483	96%	K-2, 5-7	K-2, 5-7
2016-17	653	674	103%	K-3, 5-8	K-3, 5-8
2017-18	736	760	103%	K-8	K-8

APPENDIX A: School Overview

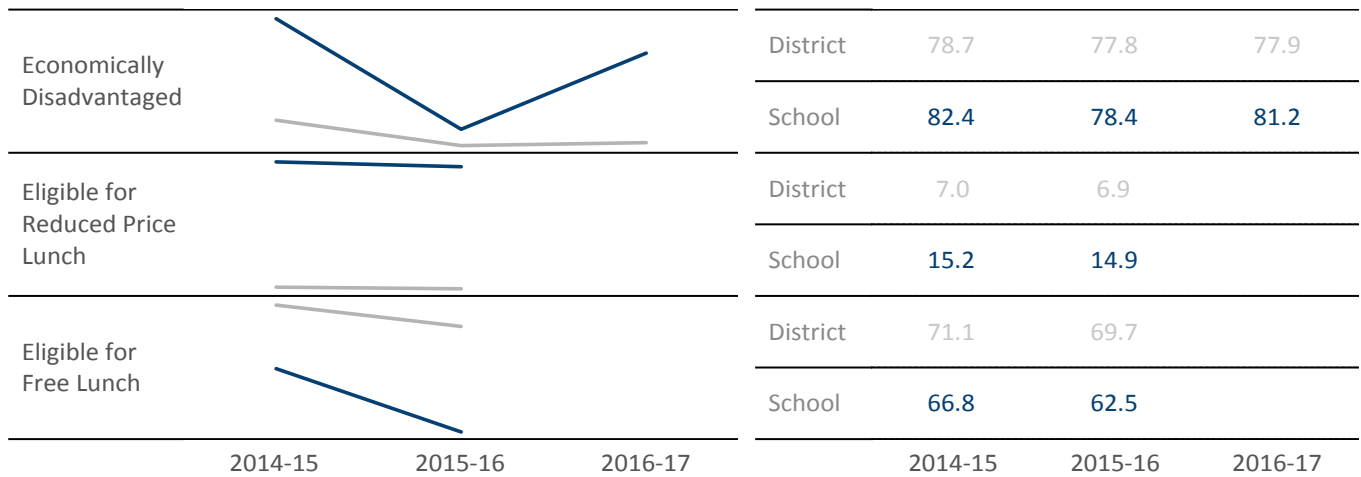
Leadership Preparatory Canarsie Charter School

Brooklyn CSD 18

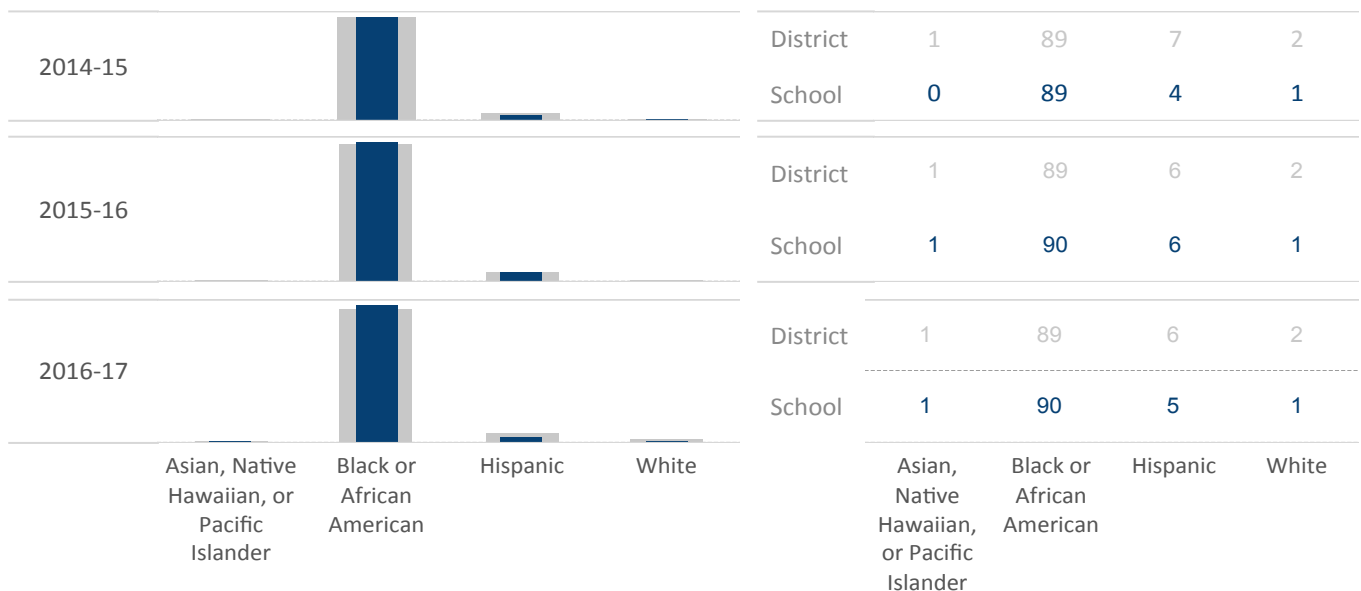
Student Demographics: Special Populations



Student Demographics: Free/Reduced Lunch



Student Demographics: Race/Ethnicity



APPENDIX A: School Overview

Leadership Prep Canarsie Charter School

Brooklyn District 18



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

Persistence in Enrollment: The percentage of students eligible to return from previous year who did return



Expulsions: The number of students expelled from the school each year.

Year	2015	2016	2017
Expulsions	0	0	0

Leadership Prep Canarsie Charter School's Enrollment and Retention Status: 2016-17

		District Target	School
Enrollment	Economically disadvantaged	84.2	81.2
	English language learners	4.7	1.2
	Students with disabilities	15.0	10.5
Retention	Economically disadvantaged	89.9	89.6
	English language learners	88.5	100.0
	Students with disabilities	90.6	88.5

APPENDIX A: School Overview

PARENT SATISFACTION: SURVEY RESULTS



TIMELINE OF CHARTER SCHOOL RENEWAL



SCHOOL VISIT HISTORY

SCHOOL YEAR	VISIT TYPE	DATE
2017-18	Initial Renewal	September 14, 2017

CONDUCT OF THE RENEWAL VISIT

DATE(S) OF VISIT	EVALUATION TEAM MEMBERS	TITLE
September 14, 2017	Chastity McFarlan, PhD	School Evaluation Analyst
	Hannah Colestock	School Evaluation Analyst

APPENDIX A: School 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: Performance Summaries

SCHOOL PERFORMANCE SUMMARY: English Language Arts Leadership Preparatory Canarsie Charter School

	2014-15 Grades Served: K-1, 5-6			2015-16 Grades Served: K-2, 5-7			2016-17 Grades Served: K-3, 5-8			MET
	Grades	All Students % (N)	2+ Years Students % (N)	Grades	All Students % (N)	2+ Years Students % (N)	Grades	All Students % (N)	2+ Years Students % (N)	
ABSOLUTE MEASURES 1. Each year 75 percent of students who are enrolled in at least their second year will perform at proficiency on the New York State exam.	3	(0)	(0)	3	(0)	(0)	3	76.3 (59)	79.6 (49)	MET
	4	(0)	(0)	4	(0)	(0)	4	(0)	(0)	
	5	18.4 (76)	0.0 (3)	5	24.4 (86)	0.0 (3)	5	30.6 (85)	0.0 (2)	
	6	30.4 (69)	29.2 (65)	6	30.2 (86)	36.1 (61)	6	25.9 (85)	23.9 (71)	
	7	(0)	(0)	7	43.6 (78)	43.8 (64)	7	45.5 (88)	44.0 (75)	
	8	(0)	(0)	8	(0)	(0)	8	61.3 (80)	64.4 (73)	
	All	24.1 (145)	27.9 (68)	All	32.4 (250)	39.1 (128)	All	45.8 (397)	50.4 (270)	
	Grades	PLI	AMO	Grades	PLI	AMO	Grades	PLI	AMO	
5-6	87	97	5-7	110	104	3, 5-8	128	111	YES	
2. Each year the school's aggregate Performance Level Index on the State exam will meet the Annual Measurable Objective set forth in the State's NCLB accountability system.	Comparison: Brooklyn District 18			Comparison: Brooklyn District 17			Comparison: Brooklyn District 18			
	Grades	School	District	Grades	School	District	Grades	School	District	
	6	27.9	24.1	6-7	39.1	26.4	3, 6-8	50.4	33.5	YES
	% ED	Actual	Predicted	% ED	Actual	Predicted	% ED	Actual	Predicted	Effect Size
81.3	24.1	18.8	77.2	32.4	25.2	80.3	45.8	28.6	0.97	YES
3. Each year the percent of students enrolled in at least their second year and performing at proficiency will be greater than that of students in the same grades in the local district.	Comparison: Brooklyn District 18			Comparison: Brooklyn District 17			Comparison: Brooklyn District 18			
	Grades	School	District	Grades	School	District	Grades	School	District	
	6	27.9	24.1	6-7	39.1	26.4	3, 6-8	50.4	33.5	YES
	% ED	Actual	Predicted	% ED	Actual	Predicted	% ED	Actual	Predicted	Effect Size
81.3	24.1	18.8	77.2	32.4	25.2	80.3	45.8	28.6	0.97	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.	Comparison: Brooklyn District 18			Comparison: Brooklyn District 17			Comparison: Brooklyn District 18			
	Grades	School	District	Grades	School	District	Grades	School	District	
	6	27.9	24.1	6-7	39.1	26.4	3, 6-8	50.4	33.5	YES
	% ED	Actual	Predicted	% ED	Actual	Predicted	% ED	Actual	Predicted	Effect Size
81.3	24.1	18.8	77.2	32.4	25.2	80.3	45.8	28.6	0.97	YES
GROWTH MEASURE 5. Each year, the school's unadjusted mean growth percentile will meet or exceed the state's unadjusted median growth percentile.	Grades	School	State	Grades	School	State	Grades	School	State	
	4	0.0		4	0.0		4	0.0		
	5	47.6		5	55.9		5	49.2		
	6	59.1		6	66.1		6	50.9		
	7	0.0		7	53.1		7	56.7		
	8	0.0		8	0.0		8	54.6		
	All	53.3	50.0	All	57.5	50.0	All	53.0	50.0	YES

APPENDIX B: Performance Summaries

SCHOOL PERFORMANCE SUMMARY: Mathematics Leadership Preparatory Canarsie Charter School

	2014-15 Grades Served: K-1, 5-6				2015-16 Grades Served: K-2, 5-7				2016-17 Grades Served: K-3, 5-8				MET	
	All Students % (N)		2+ Years Students % (N)		All Students % (N)		2+ Years Students % (N)		All Students % (N)		2+ Years Students % (N)		MET	
	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	(0)	(0)	(0)	3	(0)	(0)	(0)	3	83.1 (59)	85.7 (49)			
	4	(0)	(0)	(0)	4	(0)	(0)	(0)	4	(0)	(0)			
	5	40.8 (76)	0.0 (3)	5	41.9 (86)	0.0 (2)	5	38.6 (83)	0.0 (2)	5	42.0 (81)	38.8 (67)		
	6	56.5 (69)	56.9 (65)	6	37.2 (86)	41.0 (61)	6	45.5 (88)	48.0 (75)	6	49.4 (77)	49.2 (63)		
	7	(0)	(0)	7	(0)	(0)	7	(0)	(0)	7	(0)	(0)		
	8	(0)	(0)	8	(0)	(0)	8	(0)	(0)	8	(0)	(0)		
	All	48.3 (145)	54.4 (68)	All	42.6 (249)	44.4 (126)	All	49.8 (311)	53.9 (193)	All	49.8 (311)	53.9 (193)	NO	
	Grades	PLI	AMO	Grades	PLI	AMO	Grades	PLI	AMO	Grades	PLI	AMO		
	5-6	126	94	5-7	129	101	3, 5-8	130	109	3, 5-8	130	109	YES	
	Comparison: Brooklyn District 18	School District		Comparison: Brooklyn District 17	School District		Comparison: Brooklyn District 18	School District		Comparison: Brooklyn District 18	School District			
6	54.4	20.3	6-7	44.4	21.1	3, 6-8	53.9	21.5	3, 6-8	53.9	21.5	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		% ED		Actual Predicted		% ED		Actual Predicted		Effect Size	
	81.3	48.3	26.9	1.15	77.2	42.6	27.2	0.79	81.6	49.8	27.9	1.10	YES	
	Grades		School		Grades		School		Grades		School		State	
	4	0.0	4	0.0	4	0.0	4	0.0	4	0.0	4	0.0		
	5	67.9	5	70.6	5	70.7	5	65.0	5	65.0	5	65.0		
	6	79.8	6	70.7	6	61.9	6	58.3	6	58.3	6	58.3		
	7	0.0	7	0.0	7	0.0	7	66.4	7	66.4	7	66.4		
	8	0.0	8	0.0	8	0.0	8	0.0	8	0.0	8	0.0		
	All	73.7	50.0	All	67.8	50.0	All	63.3	50.0	All	63.3	50.0	YES	
	Grades		School		Grades		School		Grades		School		State	

APPENDIX C: District Comments

NO COMMENTS RECEIVED

APPENDIX D: Fiscal Dashboard

LEADERSHIP PREPARATORY CANARSIE CHARTER SCHOOL

NOTE: Effective 2015-16 the school merged into the education corporation, "Uncommon New York City Charter Schools." Accordingly, see the Merged Ed Corp Dashboard 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

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 2013-14

MERGED

	2011-12	2012-13	2013-14	2014-15	2015-16
Cash and Cash Equivalents - GRAPH 1	-	-	467,323	48,061	-
Grants and Contracts Receivable	-	-	341,185	329,774	-
Accounts Receivable	-	-	-	-	-
Prepaid Expenses	-	-	109,882	217,070	-
Contributions and Other Receivables	-	-	-	-	-
Total Current Assets - GRAPH 1	-	-	918,390	594,905	-
Property, Building and Equipment, net	-	-	437,338	424,062	-
Other Assets	-	-	-	-	-
Total Assets - GRAPH 1	-	-	1,355,728	1,018,967	-

Accounts Payable and Accrued Expenses	-	-	555,099	184,602	-
Accrued Payroll and Benefits	-	-	-	-	-
Deferred Revenue	-	-	-	-	-
Current Maturities of Long-Term Debt	-	-	-	-	-
Short Term Debt - Bonds, Notes Payable	-	-	-	-	-
Other	-	-	-	-	-
Total Current Liabilities - GRAPH 1	-	-	555,099	184,602	-
L-T Debt and Notes Payable, net current maturities	-	-	-	-	-
Total Liabilities - GRAPH 1	-	-	555,099	184,602	-

Unrestricted	-	-	685,629	719,365	-
Temporarily restricted	-	-	115,000	115,000	-
Total Net Assets	-	-	800,629	834,365	-
Total Liabilities and Net Assets	-	-	1,355,728	1,018,967	-

Resident Student Enrollment	-	-	1,868,038	3,408,775	6,795,131
Students with Disabilities	-	-	171,051	291,007	337,530

State and local	-	-	-	-	-
Federal - Title and IDEA	-	-	520,198	177,375	209,837
Federal - Other	-	-	71,050	97,016	126,683
Other	-	-	-	-	-
Food Service/Child Nutrition Program	-	-	-	-	-
Total Operating Revenue	-	-	2,630,337	3,974,173	7,469,181

Regular Education	-	-	2,424,707	3,541,366	6,127,223
SPED	-	-	-	239,124	450,330
Regular Education & SPED (combined)	-	-	-	-	-
Other	-	-	-	-	-
Total Program Services	-	-	2,424,707	3,780,490	6,577,553

Management and General	-	-	730,075	734,154	812,956
Fundraising	-	-	-	-	-
Total Expenses - GRAPHS 2, 3 & 4	-	-	3,154,782	4,514,644	7,390,509

Surplus / (Deficit) From School Operations	-	-	(524,445)	(540,471)	78,672
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Contributions	-	-	1,317,319	560,000	3,000
Fundraising	-	-	-	-	-
Miscellaneous Income	-	-	7,755	14,207	14,196
Net assets released from restriction	-	-	-	-	-
Total Support and Other Revenue	-	-	1,325,074	574,207	17,196

Total Unrestricted Revenue	-	-	3,955,411	4,548,380	7,486,377
Total Temporarily Restricted Revenue	-	-	-	-	-
Total Revenue - GRAPHS 2 & 3	-	-	3,955,411	4,548,380	7,486,377

Change in Net Assets	-	-	800,629	33,736	95,868
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Net Assets - Beginning of Year - GRAPH 2	-	-	-	800,629	834,365
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Prior Year Adjustment(s)	-	-	-	-	-
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Net Assets - End of Year - GRAPH 2	-	-	800,629	834,365	930,233
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APPENDIX D: Fiscal Dashboard

LEADERSHIP PREPARATORY CANARSIE CHARTER SCHOOL

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

SCHOOL INFORMATION - (Continued)

Functional Expense Breakdown

	2011-12	2012-13	2013-14	2014-15	2015-16
Personnel Service					
Administrative Staff Personnel	-	-	402,930	1,003,453	1,338,970
Instructional Personnel	-	-	1,207,467	1,441,765	2,925,197
Non-Instructional Personnel	-	-	-	-	-
Personnel Services (Combined)	-	-	-	-	-
Total Salaries and Staff	-	-	1,610,397	2,445,218	4,264,167
Fringe Benefits & Payroll Taxes	-	-	220,310	395,732	594,167
Retirement	-	-	-	-	98,460
Management Company Fees	-	-	228,430	387,715	734,250
Building and Land Rent / Lease	-	-	10,952	-	3,734
Staff Development	-	-	165,881	194,067	198,525
Professional Fees, Consultant & Purchased Services	-	-	20,900	17,687	217,091
Marketing / Recruitment	-	-	-	-	42,688
Student Supplies, Materials & Services	-	-	215,632	260,843	328,408
Depreciation	-	-	141,231	195,430	277,775
Other	-	-	541,049	617,952	631,244
Total Expenses	-	-	3,154,782	4,514,644	7,390,509

SCHOOL ANALYSIS

ENROLLMENT

	2011-12	2012-13	2013-14	2014-15	2015-16
Chartered Enroll	-	-	116	385	530
Revised Enroll	-	-	130	250	501
Actual Enroll - GRAPH 4	-	-	137	249	483
Chartered Grades					
Planning Year	Planning Year		K, 5	K-1, 5-6	K-2, 5-7
Revised Grades	-	-	-	-	-

Primary School District: Yes

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

-	-	13,527	13,877	13,877
0.0%	0.0%	100.0%	2.5%	0.0%

PER STUDENT BREAKDOWN

Revenue

Operating	-	-	19,200	15,983	15,452
Other Revenue and Support	-	-	9,672	2,309	36
TOTAL - GRAPH 3	-	-	28,872	18,292	15,487

Expenses

Program Services	-	-	17,699	15,204	13,607
Management and General, Fundraising	-	-	5,329	2,953	1,682
TOTAL - GRAPH 3	-	-	23,028	18,157	15,289
% of Program Services	0.0%	0.0%	76.9%	83.7%	89.0%
% of Management and Other	0.0%	0.0%	23.1%	16.3%	11.0%
% of Revenue Exceeding Expenses - GRAPH 5	0.0%	0.0%	25.4%	0.7%	1.3%

Student to Faculty Ratio

-	-	8.6	10.8	11.8
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Faculty to Admin Ratio

-	-	4.0	2.2	2.7
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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

0.0	0.0	2.3	1.8	0.0
N/A	N/A	Fiscally Strong	Fiscally Strong	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)

0	0	363,291	410,303	0
0.0%	0.0%	9.2%	9.0%	0.0%
0.0	0.0	1.7	3.2	0.0
N/A	N/A	MEDIUM	LOW	N/A
N/A	N/A	Good	Excellent	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)

0.0	0.0	1.5	2.0	0.0
N/A	N/A	MEDIUM	MEDIUM	N/A
N/A	N/A	Good	Good	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)

0.0	0.0	0.4	0.2	0.0
N/A	N/A	LOW	LOW	N/A
N/A	N/A	Excellent	Excellent	N/A

Months of Cash - GRAPH 8

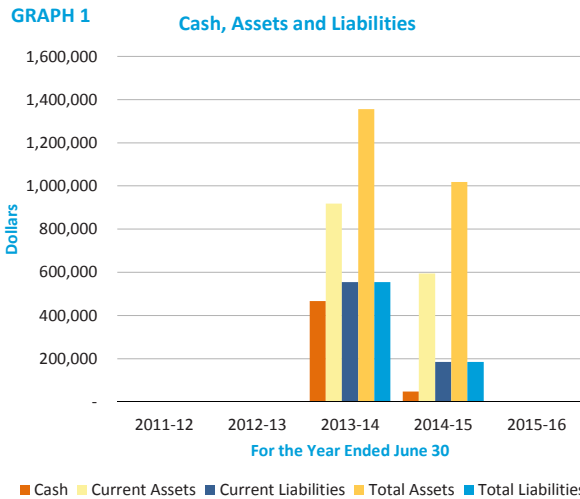
Score
 Risk (Low > 3 mo. / Medium 1 - 3 mo. / High < 1 mo.)
 Rating (Excellent > 3 mo. / Good 1 - 3 mo. / Poor < 1 mo.)

0.0	0.0	1.8	0.1	0.0
N/A	N/A	MEDIUM	HIGH	N/A
N/A	N/A	Good	Poor	N/A

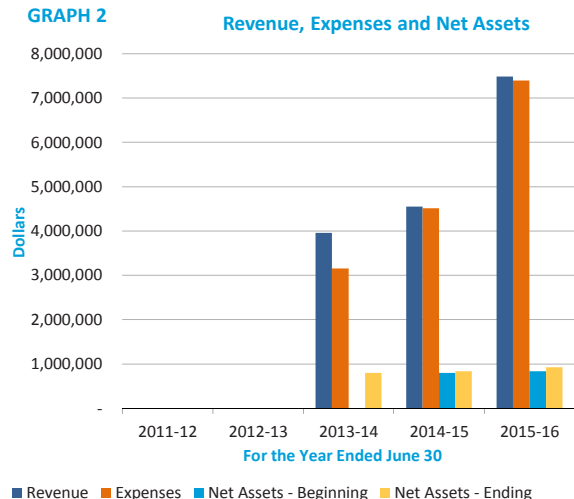
APPENDIX D: Fiscal Dashboard

LEADERSHIP PREPARATORY CANARSIE CHARTER SCHOOL

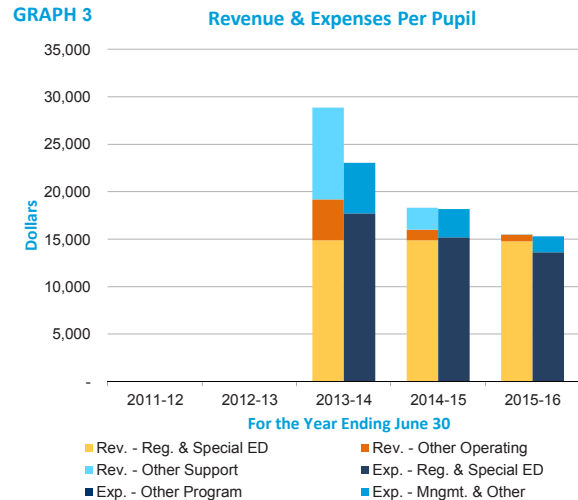
NOTE: Effective 2015-16 the school merged into the education corporation, "Uncommon New York City Charter Schools." Accordingly, see the Merged Ed Corp Dashboard containing the "Balance Sheet" for all schools merged into the education corporation.



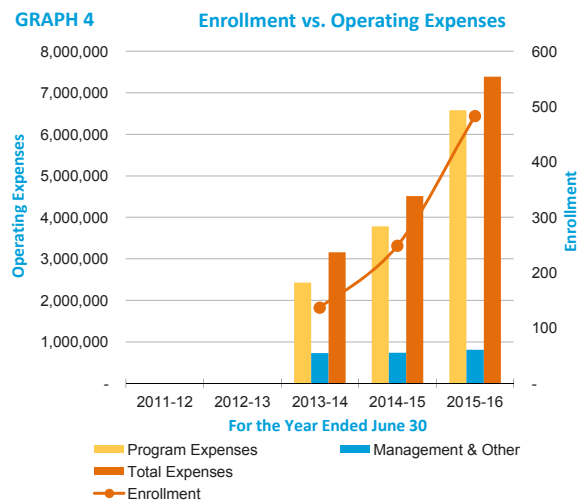
This chart illustrates the relationship between assets and liabilities and to what extent cash reserves makes up current assets. Ideally for each subset, subsets 2 through 4, (i.e. current assets vs. current liabilities), the column on the left is taller than the immediate column on the right; and, generally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



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



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



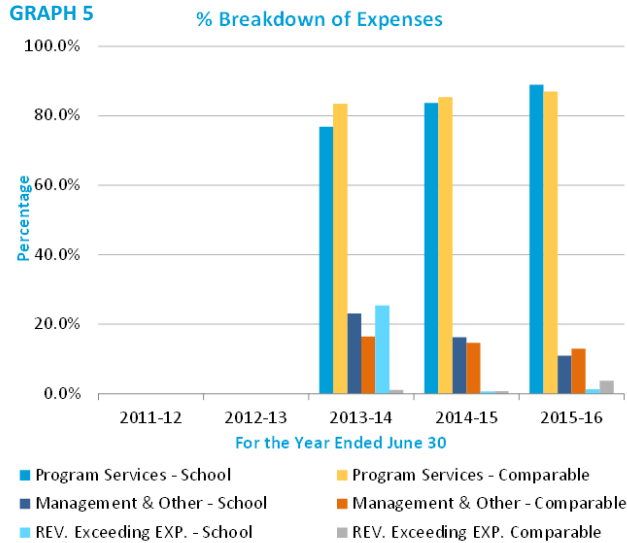
This chart illustrates to what extent the school's operating expenses have followed its student enrollment pattern. A baseline assumption that this data tests is that operating expenses increase with each additional student served. This chart also compares and contrasts growth trends of both, giving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

APPENDIX D: Fiscal Dashboard

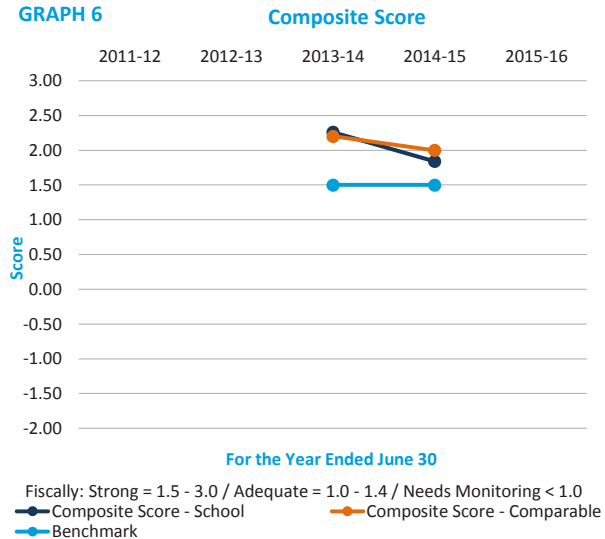
LEADERSHIP PREPARATORY CANARSIE CHARTER SCHOOL

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

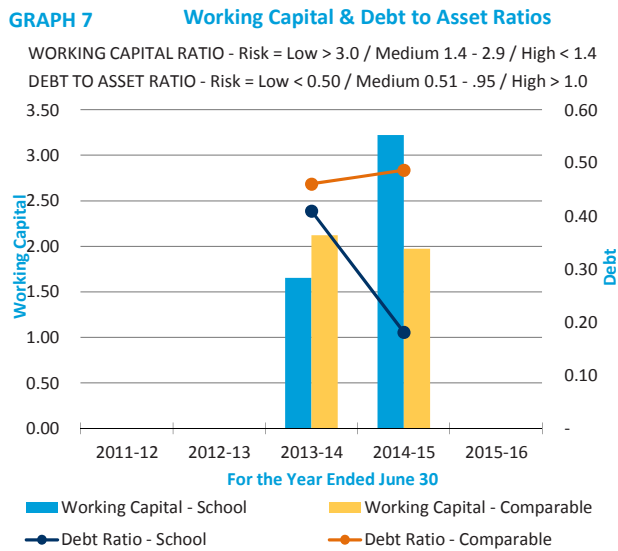
Comparable School, Region or Network: All SUNY Authorized Charter Schools (Including Closed Schools)



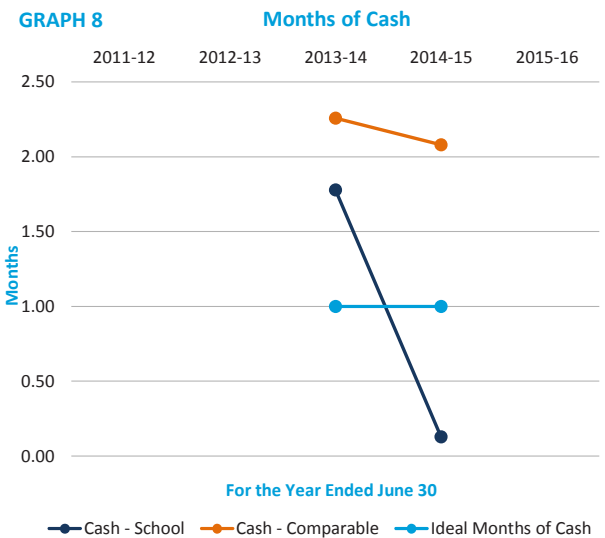
This chart illustrates the percentage expense breakdown between program services and management & others as well as the percentage of revenues exceeding expenses. Ideally the percentage expense for program services will far exceed that of the management & other expense. The percentage of revenues exceeding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



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



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



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

SUNY RENEWAL BENCHMARK 1B

UNCOMMON NEW YORK CITY CHARTER SCHOOLS¹

For strong performing SUNY authorized charter schools that implement a common school design across multiple schools, the Institute provides an analysis and description of the schools' academic design structured using the Qualitative Education Benchmarks. This subset of the SUNY Renewal Benchmarks focuses on instruction, assessment, curriculum and leadership. The following program description analyzes and reports on the school design that produced the high quality outcomes captured in the body of this renewal report.

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

Uncommon New York City Charter Schools' ("Uncommon Schools NYC's") assessment system is robust and provides valid and reliable data to inform its instructional program. Uncommon Schools NYC schools administer a variety of diagnostic, formative, and benchmark assessments throughout the school year to determine students' level of mastery and identify student needs at each grade level. To measure literacy and mathematics skills in elementary grades, Uncommon Schools NYC administers the Strategic Teaching and Evaluation of Progress ("STEP") Assessment³ for Kindergarten- 4th grade and the Terra Nova Assessment⁴ for Kindergarten. Uncommon Schools NYC also creates English language arts ("ELA") and mathematics interim assessments ("IAs") it administers in Kindergarten- 4th grade. For middle grades, Uncommon Schools NYC administers practice ELA and mathematics state exams and IAs in ELA, mathematics, science, and history. During the 2016-17 school year, 100% of Uncommon Schools NYC students took the Algebra 1 and Living Environment Regents exams in lieu of taking the 8th grade state assessments. Of the students taking the exams, 85% scored proficient on the Algebra 1 exam and 86% of students scored proficient on the Living Environment exam. At the high school level, students take quarterly and final course exams in addition to Regents exams. Uncommon's high school programs require all 10th, 11th, and 12th graders to enroll in at least one AP course including Biology, Calculus AB and BC, English Language, English Literature and Composition, US Government and Politics, US History, World History, Chemistry, Physics, Seminar, Research, Environmental Science, Computer Science, and Spanish Language and Culture. The schools focus on AP coursework upon students' completion of the five required Regents exams. As such, the schools prioritize measures of college preparation that supplant the Advanced Diploma measure. During 2016-17, 50% of students in the Graduation Cohort passed at least one AP exam at Uncommon Charter High School. The same year, 72% of students in the Graduation Cohort passed at least one AP exam at Uncommon Collegiate Charter High School.

Appropriate training prepares teachers to implement valid and reliable processes for scoring assessments and evaluating results. For example, during pre-service training, teachers collectively grade and analyze student work samples to norm their understanding of grading rubrics. This norming helps ensure teachers score student work and assessments in the same manner across schools and individual classrooms, and that the collected data are reliable. Schools work with the network to provide thorough analyses of assessment data at

1. Uncommon Schools, Inc. serves as the charter management organization ("CMO") for the Uncommon Schools NYC network. For additional information on the managing organization, refer to www.uncommonschoools.org.

2. Primary sources: 2015 Leadership Preparatory Bedford Stuyvesant Charter School Renewal Application and Pre-Visit Documents.

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

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

APPENDIX E: Education Corporation Overview

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.

Additionally, leaders and the network use data to identify topics for professional development and to identify strategies needed for general coaching. For example, after reviewing classroom observation and student performance data, 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 Schools NYC continually uses assessment data to evaluate teacher, leader, and program effectiveness. The network also creates in-depth packets and data dashboards it distributes to Uncommon Schools NYC’s board of trustees, which describe student data across all Uncommon Schools NYC schools.

DOES THE NETWORK’S CURRICULUM SUPPORT TEACHERS IN THEIR INSTRUCTIONAL PLANNING?

Uncommon Schools NYC develops a rigorous and comprehensive in-house curriculum that supports teachers in their instructional planning within and across grades. At the elementary and middle school levels, the Uncommon Schools NYC curriculum and assessment team creates 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 work collaboratively with instructional leaders at each school to review and internalize instructional plans and provide feedback to the network if necessary. Lead lesson planners hold roll out conferences for teachers one to two weeks before the start of each new mathematics and ELA unit to ensure schools implement units with fidelity. As part of roll-out conferences, staff members discuss the upcoming unit, lesson plans, and logistics that will ensure effective implementation of the unit.

In addition to the network curriculum framework that details what students will learn in each grade, Uncommon Schools NYC provides teachers with a variety of supporting tools including pacing guides, unit plans, and individual lesson plans that provide a bridge 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.

SUNY RENEWAL BENCHMARK 1C

APPENDIX E: Education Corporation Overview

SUNY RENEWAL BENCHMARK 1D

IS HIGH QUALITY INSTRUCTION EVIDENT THROUGHOUT THE NETWORK?

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

Typically, lessons include opportunities for students to work with peers to solve problems or complete assignments that require higher-order thinking skills. Teachers regularly use "The Taxonomy of Effective Teaching Practices" found in *Teach Like A Champion*⁵ to help guide instruction. Some techniques to gauge student understanding of taught concepts include circulating the classroom to conference with students or peer groups, as well as requiring students to orally articulate correct answers. 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 Schools NYC's approach to instruction. The majority of teachers maximize learning time, often with use of timers to regulate pacing and effective classroom management techniques the network and individual schools train teachers to implement. Routines for transitioning students from one lesson to the next ensure students remain focused on learning tasks.

DOES THE NETWORK HAVE STRONG INSTRUCTIONAL LEADERSHIP?

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

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

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

APPENDIX E: Education Corporation Overview

SUNY RENEWAL BENCHMARK 1F

Uncommon Schools NYC’s strong, differentiated professional development program begins with summer pre-service training. The content and duration of pre-service training varies with years of teaching experience and area of specialization. For example, teachers new to Uncommon Schools NYC participate in an additional week of network orientation, and members of schools’ at-risk programs staff attend sessions focusing on identifying students struggling academically, providing student interventions, and working with English language learners (“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 THE NETWORK MEET THE EDUCATIONAL NEEDS OF AT-RISK STUDENTS?

Uncommon Schools 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. Students with special needs represent 12% of enrollment across the network, and current and former ELLs comprise 6% of total enrollment. School leaders and at-risk program staff disaggregate student performance data regularly to monitor the effectiveness of instructional and behavioral interventions.

Network 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,⁶ Stern Structural Arithmetic,⁷ Foundations, the Wilson Reading System,⁸ and Lindamood Bell Visualizing and Verbalizing.⁹ 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 committee on special education (“CSE”) as necessary.

Uncommon Schools NYC uses the Home Language Identification Survey and the New York State Identification Test for English Language Learners (“NYSITELL”) to identify students requiring English language acquisition supports. The network utilizes effective strategies it provides to other students struggling academically to serve the network’s 194 identified current ELLs. Schools serve ELLs using a structured English language immersion program in combination with various effective instructional strategies, such as guided reading

6. SRA Corrective Mathematics is designed to teach math problem solving skills to students at least one grade level behind. For more information, please refer to www.mheducation.com.

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

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

9 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.

APPENDIX E: Education Corporation Overview

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 Schools NYC's program. As discussed with the Institute recently, Uncommon Schools NYC recently hired an associate director of special education and English language learners to assess the network's identification and provision of services to ELLs and to improve the support schools are able to offer these students. The associate director is in the process of a full review of ELL programming across schools and is aware that using the same staff to assist ELLs and students with disabilities is not viewed as a best practice. The network remains committed to hiring more staff so that all ELLs have teachers with sufficient training in ELL supports. Network schools monitor student progress annually with the New York State English as a Second Language Achievement Test ("NYSESLAT") and IAs. The Institute will continue to monitor the school's ELL compliance, proficiency, and enrollment and retention targets. The Institute will also continue to communicate with the network regarding the supports it is putting in place in schools for ELLs.

To meet the needs of students with Individualized Education Programs ("IEPs") mandating academic services, network schools utilize a number of instructional settings including push-in and pull-out special education teacher support services ("SETSS"), as well as resource room supports that special education teachers provide. Uncommon Schools NYC enrolls 883 students who have IEPs, 663 of whom receive SETSS services or integrated co-teaching ("ICT") services. The supports the network provides to students with disabilities are effective, as exemplified through mean growth percentiles that exceeded SUNY's targets on state tests. Teachers are aware of students' IEP goals and work regularly with at-risk program staff to address student needs. SSTs also meet regularly to discuss students' progress toward meeting IEP goals using quantitative and qualitative data from general education teachers, special education teachers, and the SIS.

DO THE NETWORK EFFECTIVELY SUPPORT THE DELIVERY OF THE EDUCATIONAL PROGRAM?

Uncommon Schools NYC establishes effective organizational structures with staff, systems, and procedures that support student achievement and 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 serve as primary instructional leaders at each school, they receive support from directors of curriculum and instruction at the elementary, middle, and high school levels. Network schools also employ deans of students that focus mainly on school culture and behavior management as well as directors of operations and additional operational staff members that manage the non-instructional business of the schools. Network associate 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 Schools NYC emphasizes promoting high quality talent from within the organization to leadership positions at the school and

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network level. Uncommon Schools 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 Schools NYC also utilizes its Instructional Fellowship Program to develop high quality candidates into future network school leaders. This fellowship program prepares participants to run high-performing schools and, like standard 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 Schools NYC also offers an Operations Fellowship that trains those interested in the non-instructional responsibilities of schools to open a new network school, take over an existing school or join an existing Kindergarten- 8th grade school as an academy director of operations. As of the 2017-18 school year, the Instructional Fellowship Program and the Operations Fellowship Program have trained 41 fellows in New York City, in addition to 16 individuals currently participating in the fellowship.

With assistance from the network, Uncommon Schools NYC directors of operations manage student recruitment and efforts to meet enrollment and retention targets for students with disabilities, ELLs, and students who are eligible applicants to the federal Free and Reduced Price Lunch program (“FRPL”). See page Ax-31 for information on enrollment and retention targets. Few network schools face enrollment challenges. Efforts to recruit at-risk students include multilingual mailings to residences, multilingual print and transportation advertisements, and canvassing of local day care centers. Uncommon Schools NYC continually monitors its programs and makes changes as necessary. The network and school leaders regularly 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 formal and informal feedback from teachers and school leaders.

SUNY RENEWAL BENCHMARK 2D

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

The Uncommon Schools NYC board works effectively to achieve the school's Accountability Plan goals. Previously, SUNY authorized the following 10 education corporations with the authority to operate 11 schools located in the borough of Brooklyn that partner with Uncommon Schools, Inc.: Excellence Charter Schools, with the authority to operate: Excellence Boys Charter School of Bedford Stuyvesant and Excellence Girls Charter School; Bedford Stuyvesant Collegiate Charter School; Brooklyn East Collegiate Charter School; Brownsville Collegiate Charter School; Kings Collegiate Charter School; Leadership Preparatory Bedford Stuyvesant Charter School; Leadership Preparatory Brownsville Charter School; Leadership Preparatory Canarsie Charter School; Leadership Preparatory Ocean Hill Charter School; and, Ocean Hill Collegiate Charter School. In 2015, SUNY approved those 10 education corporations, as well as Williamsburg Collegiate Charter School authorized by the Chancellor of NYCDOE,¹⁰ to merge into one education corporation. The successor corporation is known as Uncommon New York City Charter Schools. The merger of the SUNY authorized schools became effective July 1, 2015. Several board members from the previously separate education corporation boards now make up the current Uncommon Schools NYC merged board. After a thoughtful process to choose the most appropriate board members to serve on the merged board, the board possesses more than adequate skills, enabling it to provide effective oversight to the school on educational, corporate, and financial matters. During the 2015-16 year, the SUNY Trustees approved the board's authority to operate an additional charter school (Uncommon New York City Charter School 1), which will open in the 2019-20 school year in CSD 13, 14, 16, 17, 18, 19, or 23 and grow to serve students in Kindergarten- 8th grade. Uncommon Schools NYC seeks to continue its growth in New York City and may apply for new charters in the future.

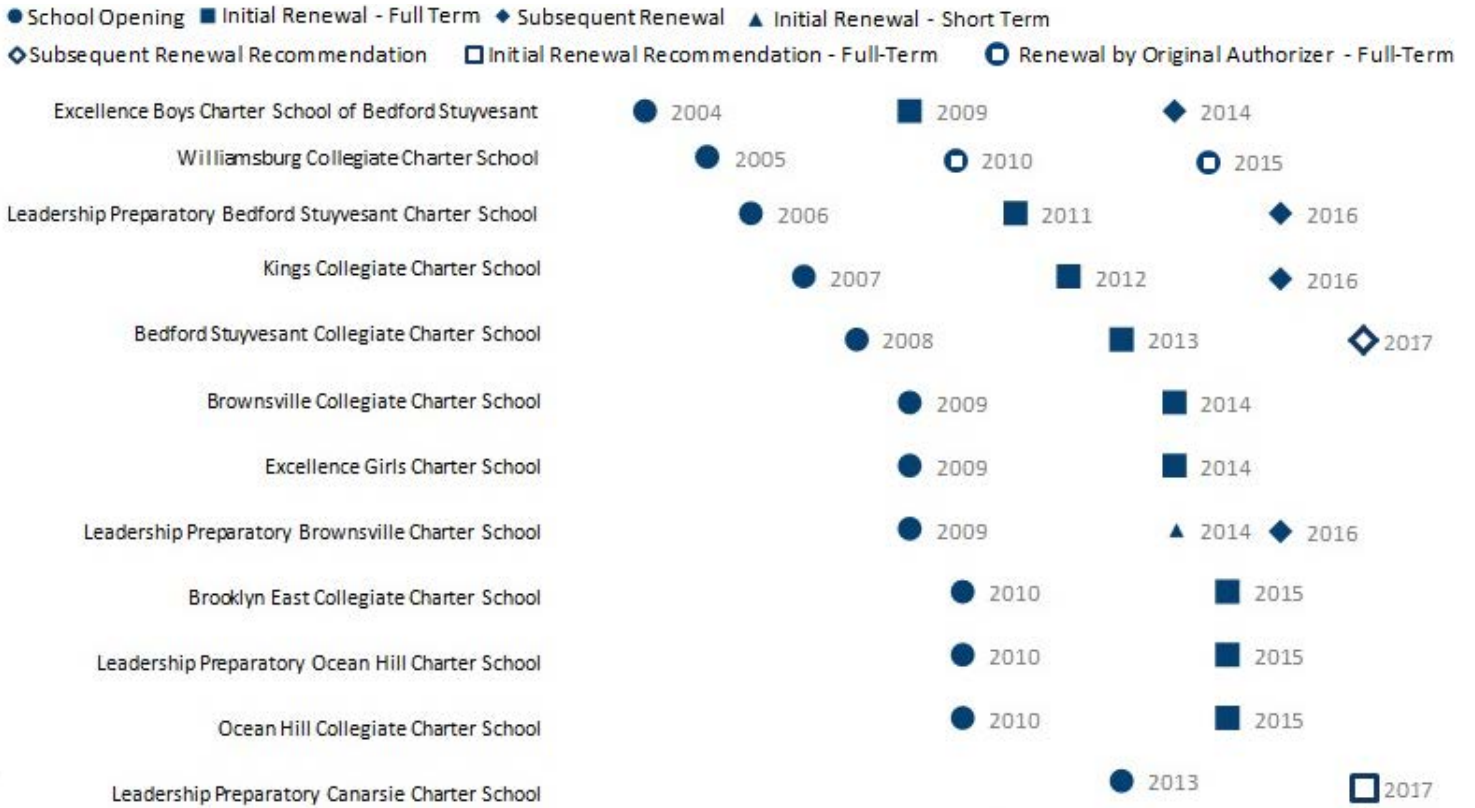
The board effectively uses a committee structure, including the executive, academic, audit, and finance committees, to focus attention on specific areas of Uncommon Schools NYC's program. The CMO and school leaders provide the board with robust data dashboards that present student performance results 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 evaluates principals, the board is aware of these evaluations and provides input. The board also makes final principal hiring decisions across Uncommon Schools 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.

10. Williamsburg Collegiate Charter School merged effective April 1, 2016.

APPENDIX E: Education Corporation Overview

EDUCATION CORPORATION TIMELINE OF CHARTER RENEWAL



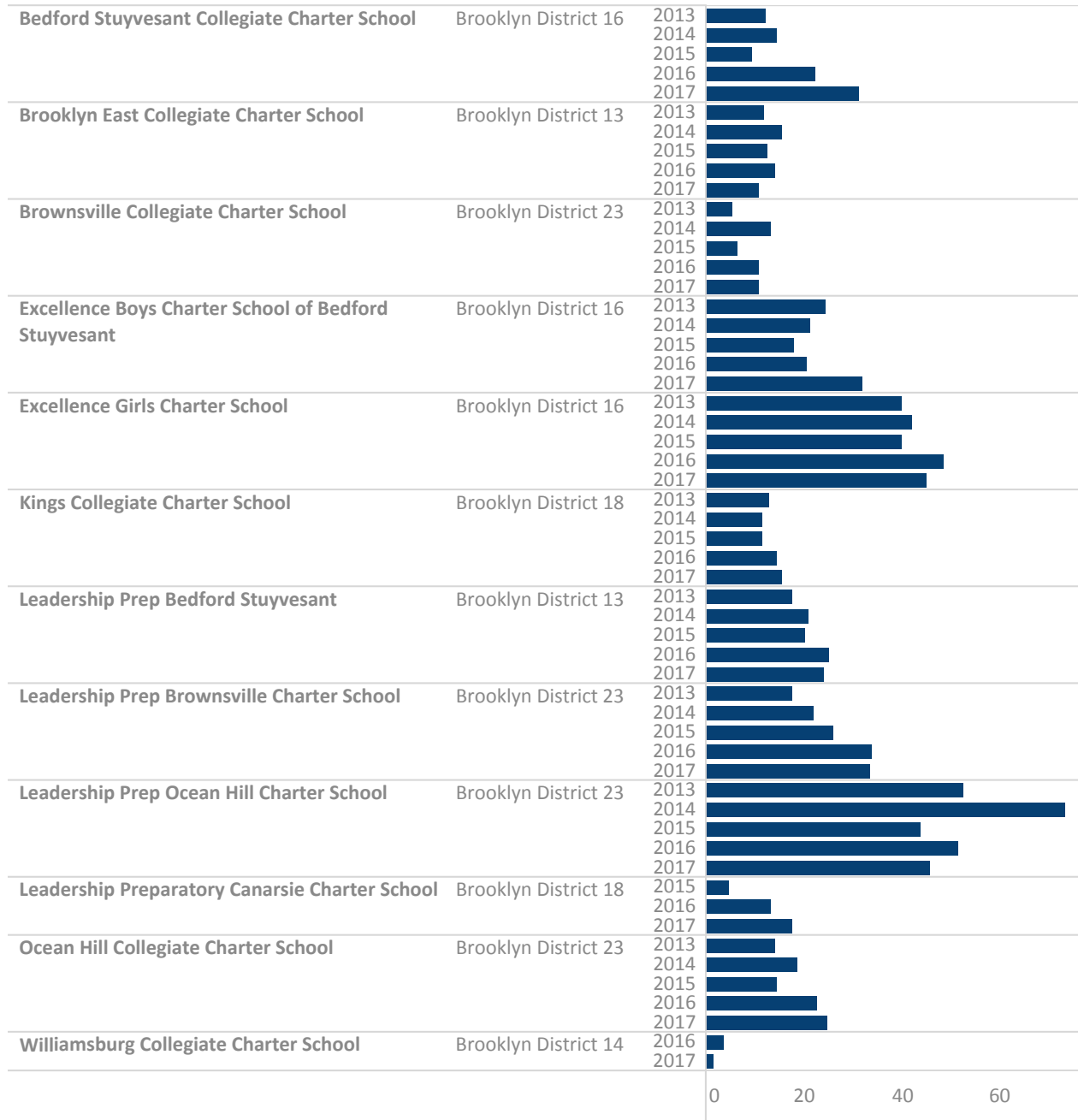
APPENDIX E: Education Corporation Overview

EDUCATION CORPORATION SCHOOL CHARACTERISTICS

School	Local District	Co-located?	Chartered Enrollment	Grade Span
Bedford Stuyvesant Collegiate Charter School	CSD 16	Yes	398	5-8
Brooklyn East Collegiate Charter School	CSD 13	Yes	312	5-8
Brownsville Collegiate Charter School	CSD 23	Yes	398	5-8
Excellence Boys Charter School of Bedford Stuyvesant	CSD 16	No	736	K-8
Excellence Girls Charter School	CSD 16	Yes	1352	K-12
Kings Collegiate Charter School	CSD 18	Yes	634	K-1, 5-9
Leadership Prep Bedford Stuyvesant Charter School	CSD 13	Yes	1166	K-12
Leadership Prep Brownsville Charter School	CSD 23	Yes	736	K-8
Leadership Prep Canarsie Charter School	CSD 18	Yes	736	K-8
Leadership Prep Ocean Hill Charter School	CSD 23	Yes	1134	K-12
Ocean Hill Collegiate Charter School	CSD 23	Yes	398	5-8
Williamsburg Collegiate Charter School	CSD 14	Yes	312	5-8

APPENDIX E: Education Corporation Overview

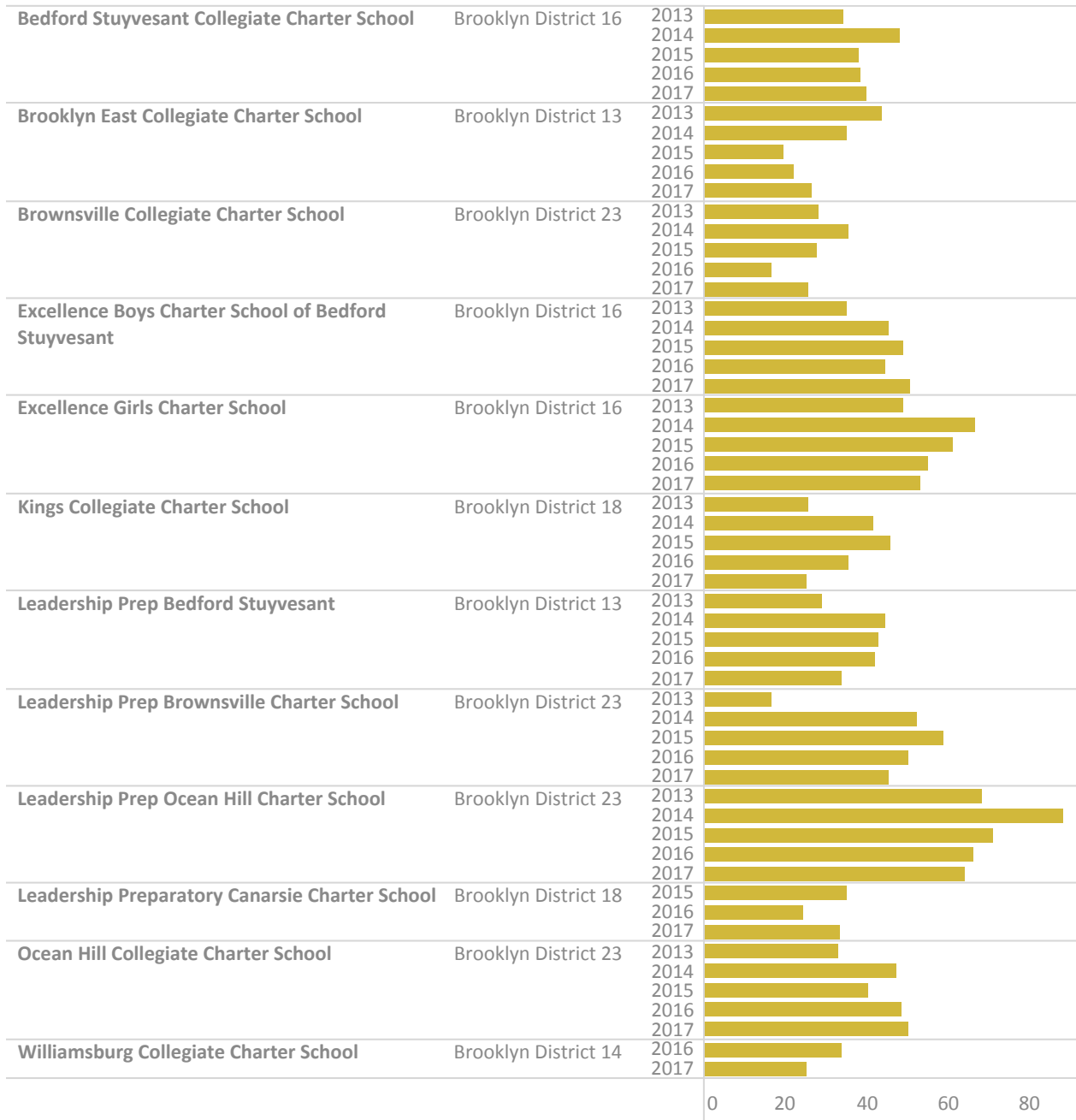
DIFFERENCE BETWEEN SCHOOLS AND DISTRICT SCORES: ELA



District difference for each year broken down by school and district (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.

APPENDIX E: Education Corporation Overview

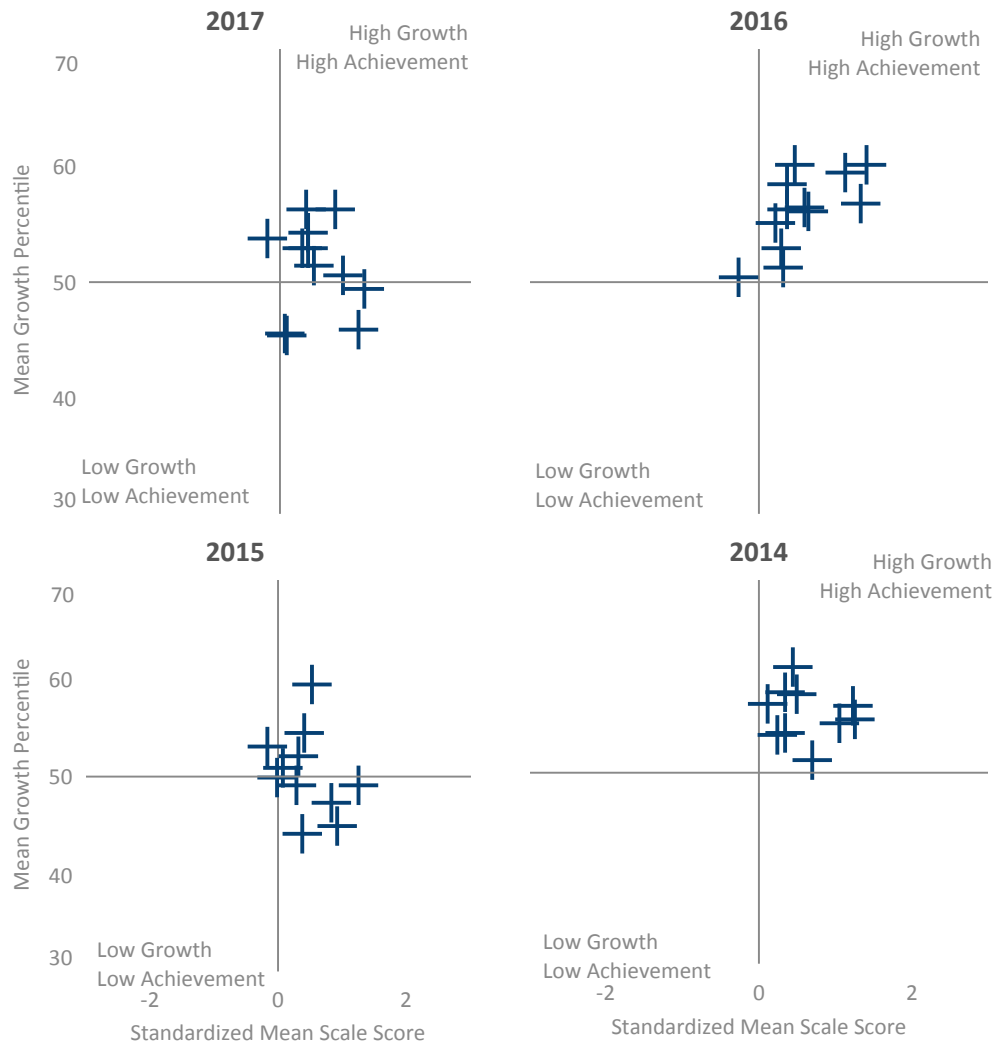
DIFFERENCE BETWEEN SCHOOLS AND DISTRICT SCORES: MATH



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.

APPENDIX E: Education Corporation Overview

ELA GROWTH AND ACHIEVEMENT: 2013-14 THROUGH 2016-17

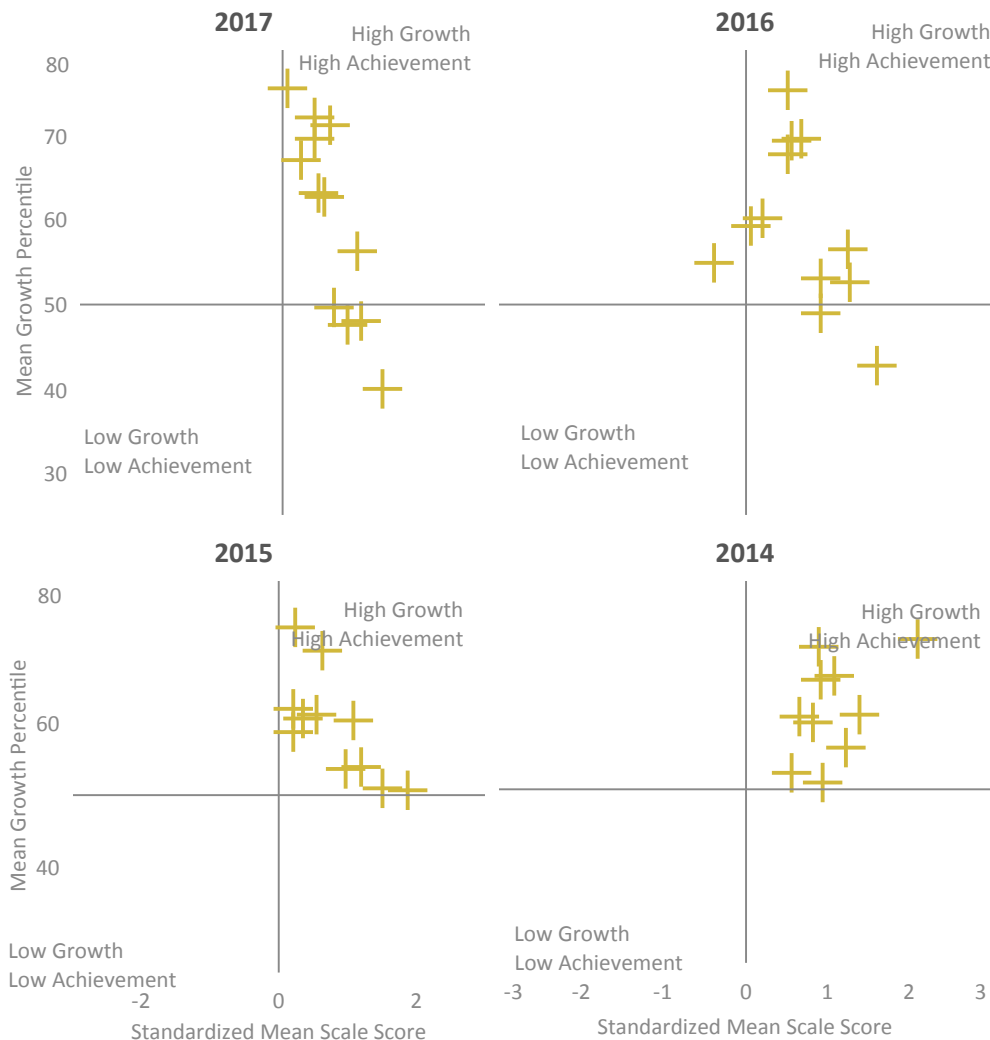


These charts compare a school’s ability to grow student achievement with a school’s absolute student performance. Schools located in the upper right hand quadrant of each chart show strong results in helping students make learning gains while at the same time helping students achieve strong absolute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

APPENDIX E: Education Corporation Overview

MATH GROWTH AND ACHIEVEMENT: 2013-14 THROUGH 2016-17



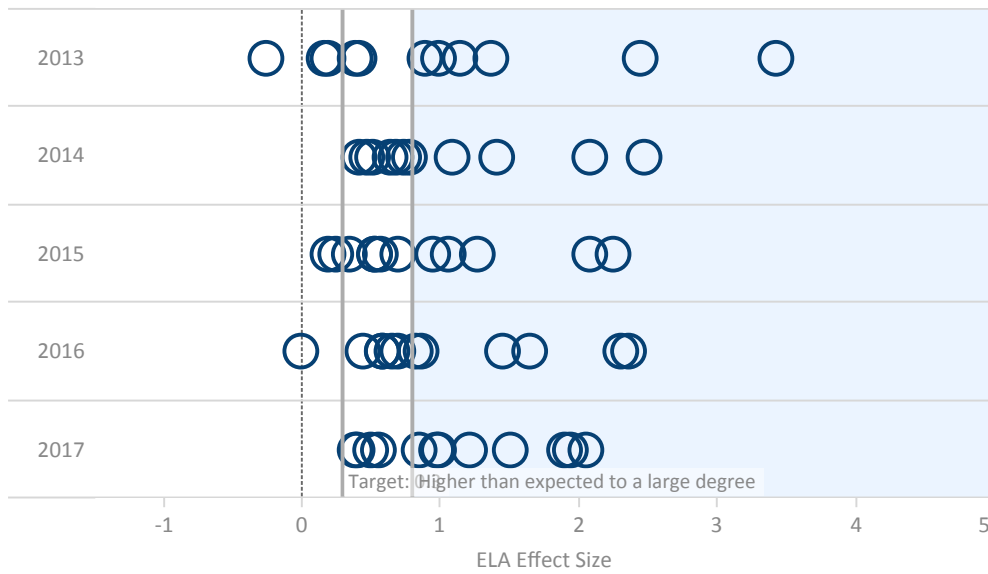
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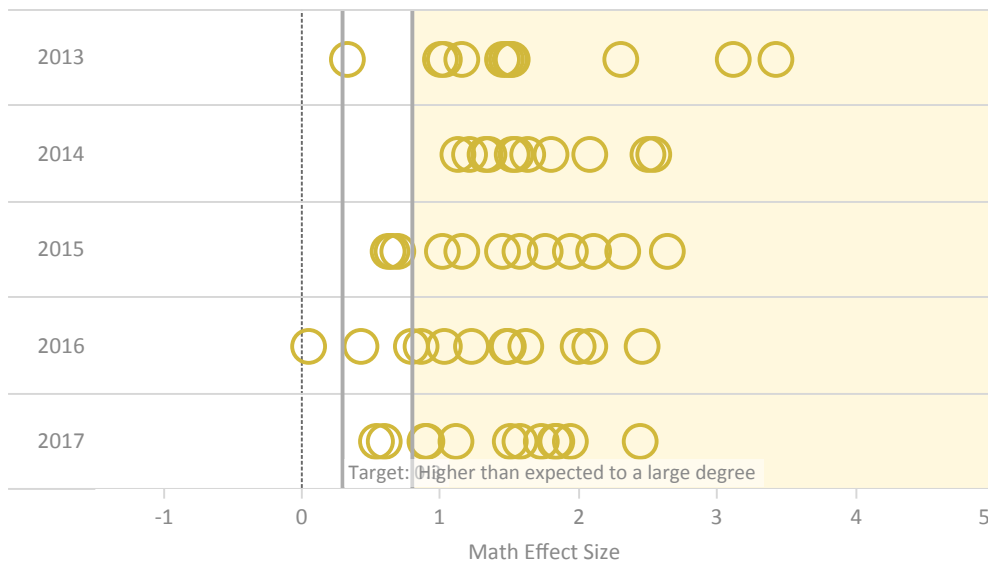
APPENDIX E: Education Corporation Overview

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

ELA Effect Size by Year and School



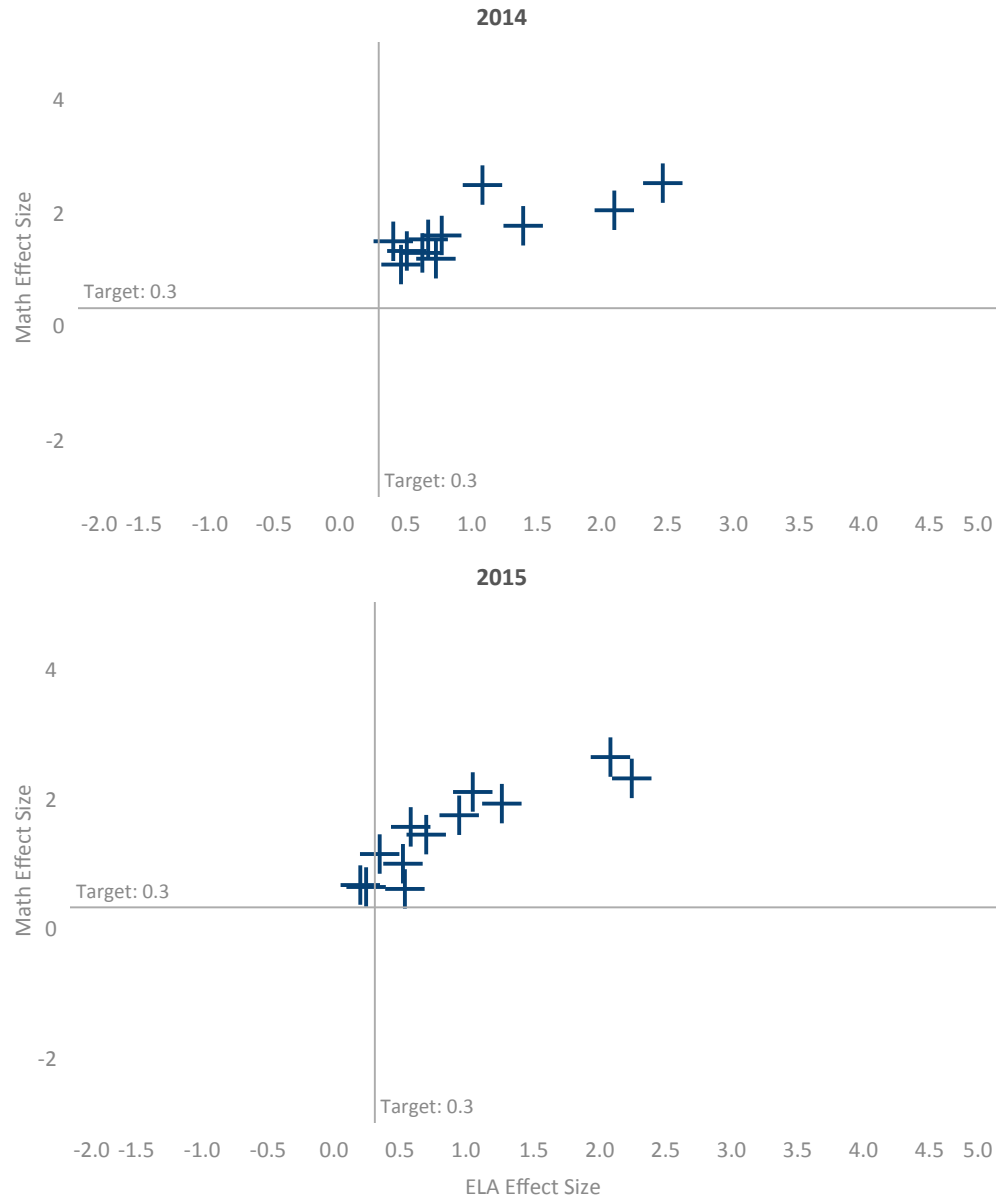
Math Effect Size by Year and School



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

APPENDIX E: Education Corporation Overview

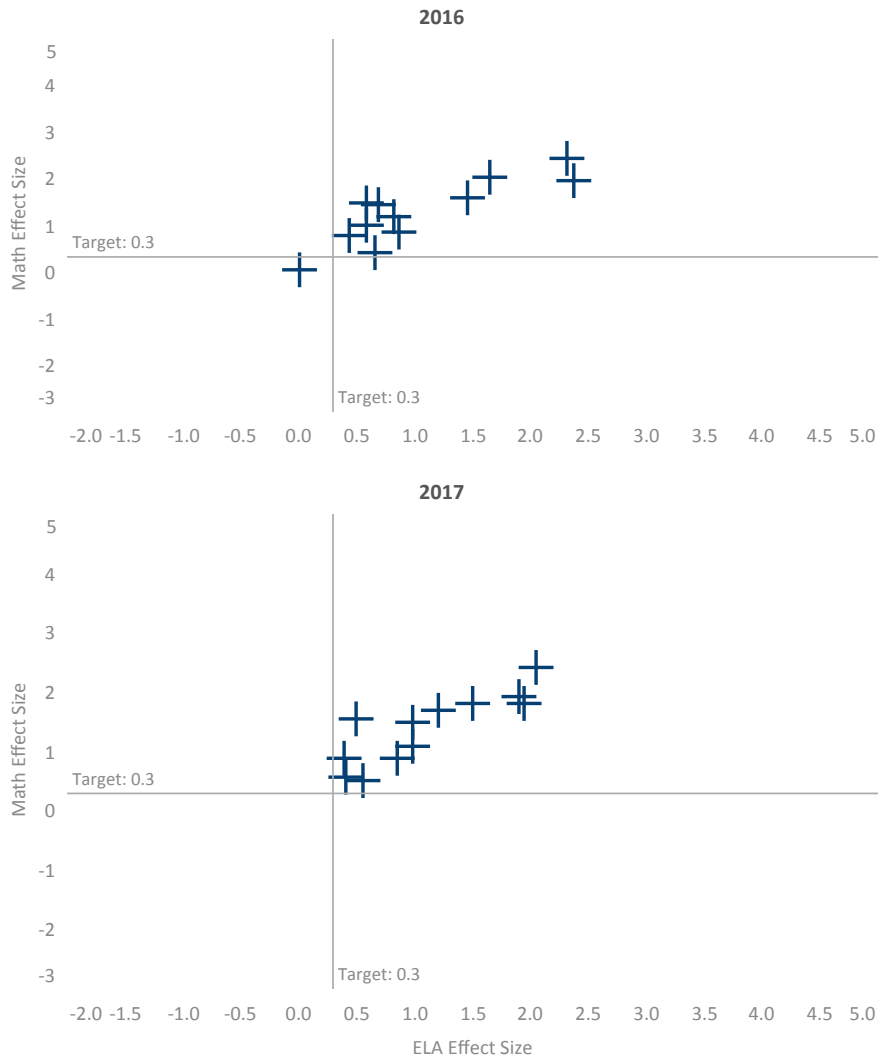
ELA AND MATH EFFECT SIZE SCATTER PLOTS 2013-14 THROUGH 2014-15



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.

APPENDIX E: Education Corporation Overview

ELA AND MATH EFFECT SIZE SCATTER PLOTS 2015-16 THROUGH 2016-17



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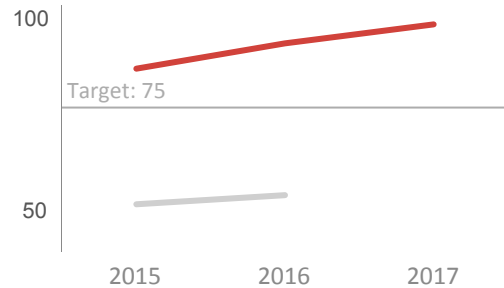
APPENDIX E: Education Corporation Overview

Excellence Girls Charter School

Brooklyn CSD 16

HIGH SCHOOL GRADUATION RATE

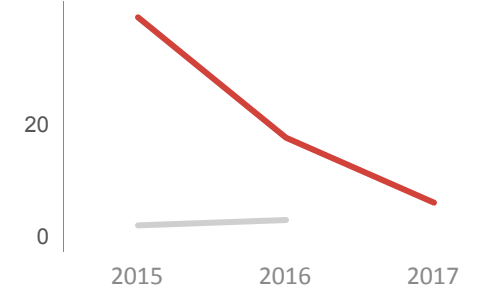
Comparative Measure: Graduation Rate. Each year, the percentage of **the school's students graduating** after completion of their fourth year will exceed the **District**.



	District	School
2015	51.8	84.8
2016	54.0	91.0
2017		95.7

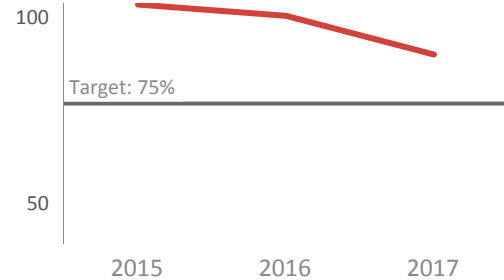
COLLEGE PREPARATION AND ATTAINMENT

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		8.0

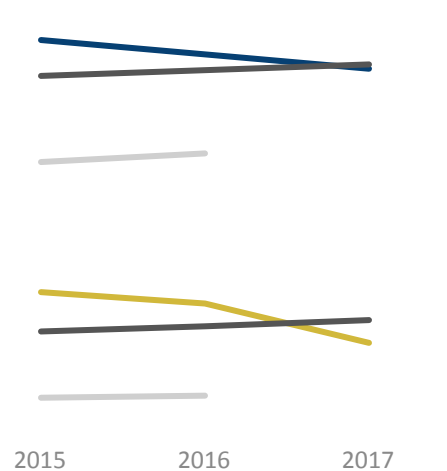
College Attainment Measure: Matriculation into College. Each year, 75 percent of **graduating students** will enroll in a college or university.



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

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		175

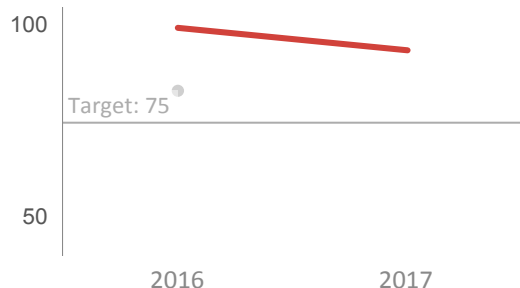
APPENDIX E: Education Corporation Overview

Leadership Prep Bedford Stuyvesant

Brooklyn CSD 13

HIGH SCHOOL GRADUATION RATE

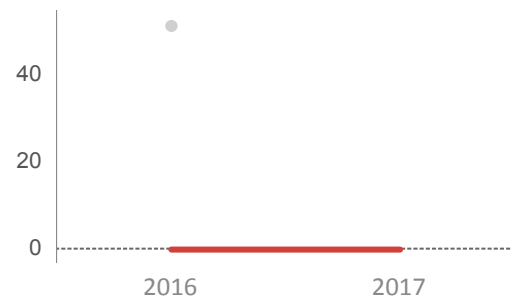
Comparative Measure: Graduation Rate. Each year, the percentage of **the school's students graduating** after completion of their fourth year will exceed the **District**.



	District	School
2016	83.5	100.0
2017		94.1

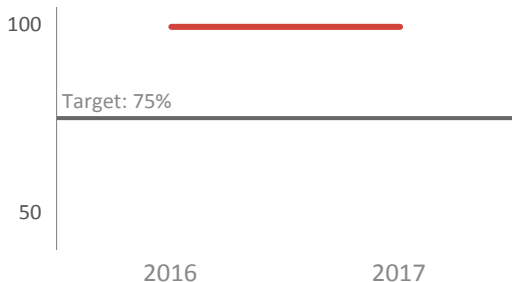
COLLEGE PREPARATION AND ATTAINMENT

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
2016	51.8	0.0
2017		0.0

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



	Grad N	Matriculation %
2016	32	100.0
2017	48	100.0

ENGLISH LANGUAGE ARTS AND MATHEMATICS

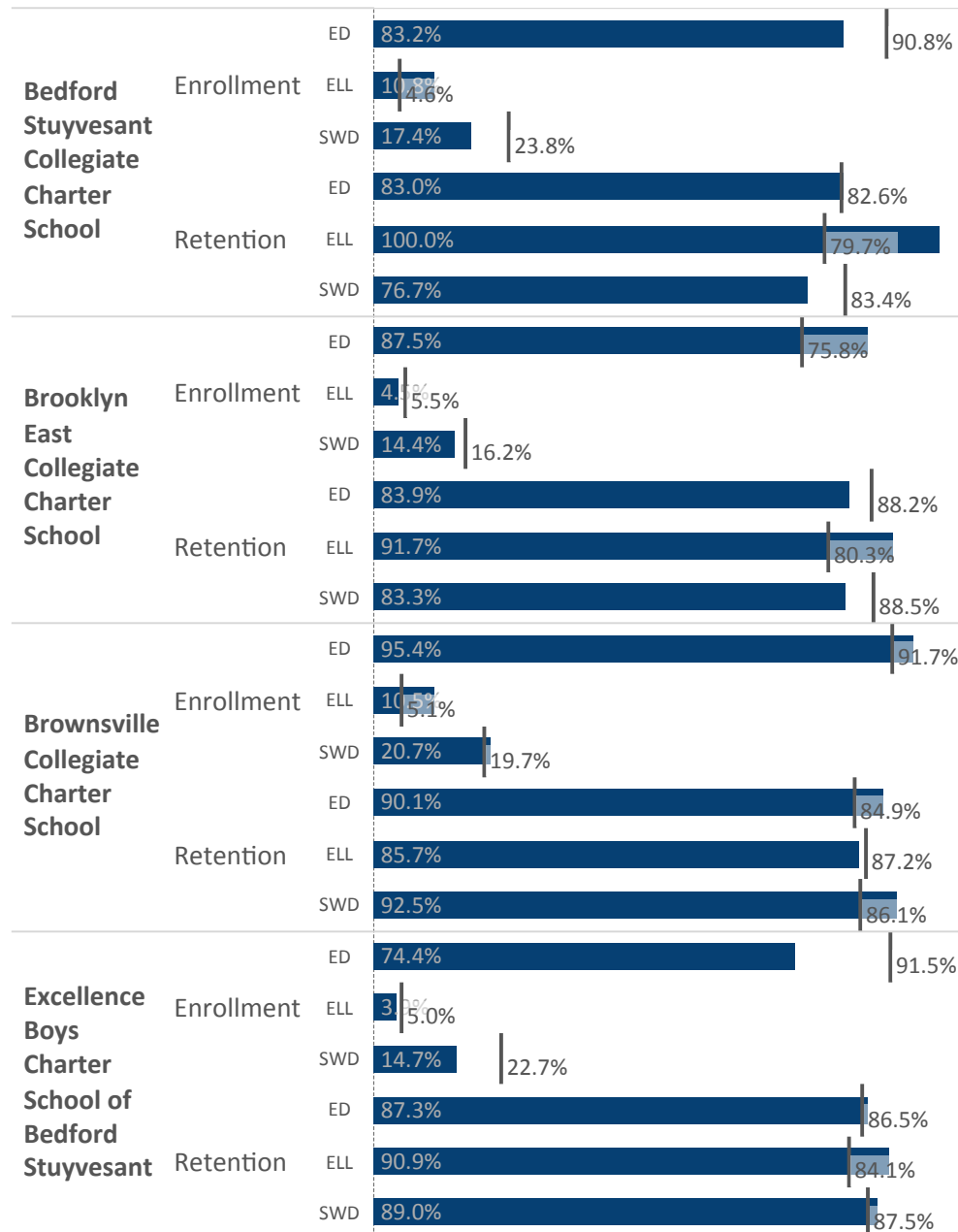
Comparative and Absolute Measure: District Comparison. Each year, the school's **ELA Accountability Performance Level** and the **math APL** will exceed **the district's Performance Index** and the **state's AMO**.



	AMO	District PI	School APL
2016	174	175	176
2017	178		161
2016	159	156	173
2017	165		154

APPENDIX E: Education Corporation Overview

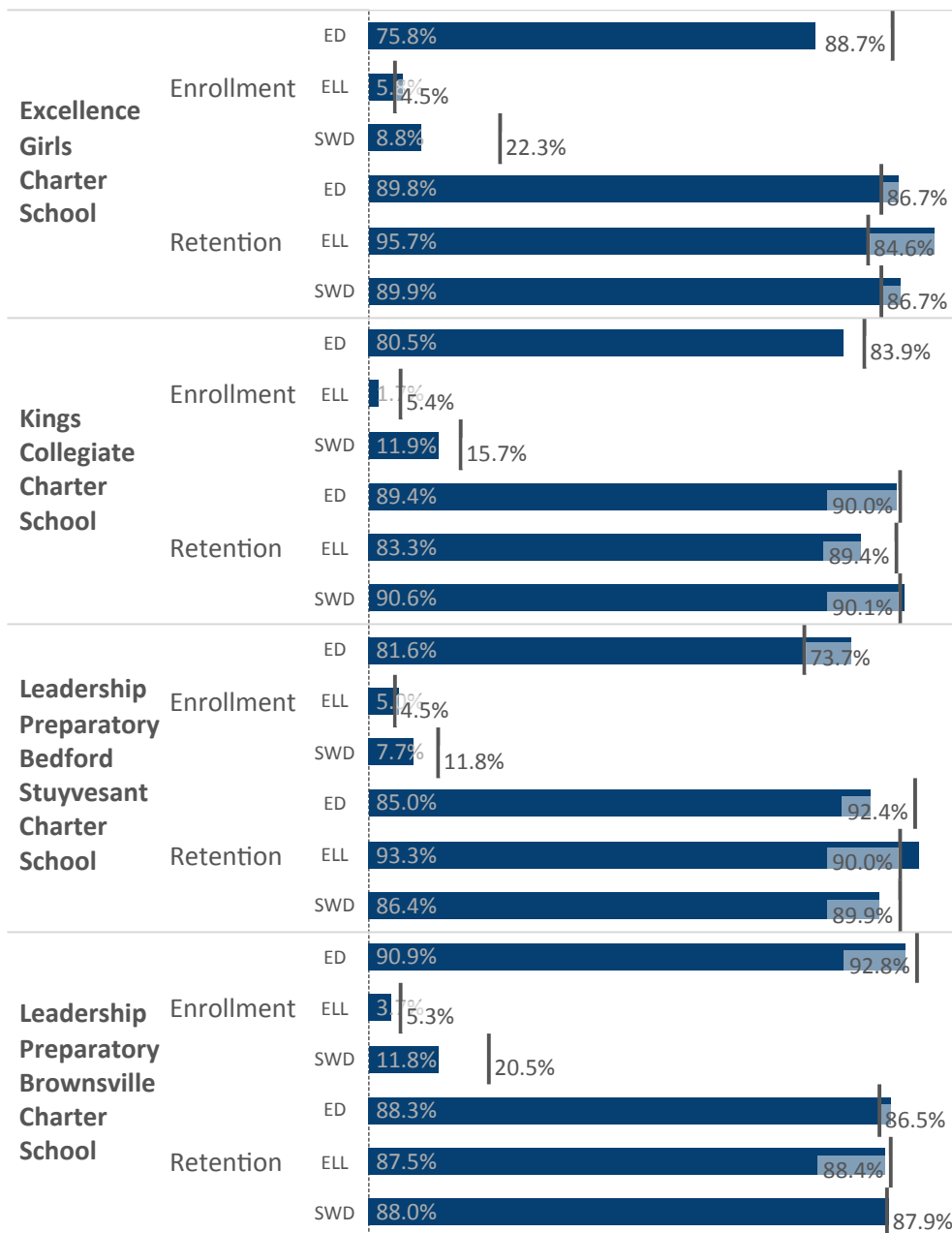
ENROLLMENT AND RETENTION TARGETS



The chart illustrates the **current enrollment and retention percentages** against the **enrollment and retention targets** for each operating school in the 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 2016-17 enrollment and retention data supplied to the Institute by the network.

APPENDIX E: Education Corporation Overview

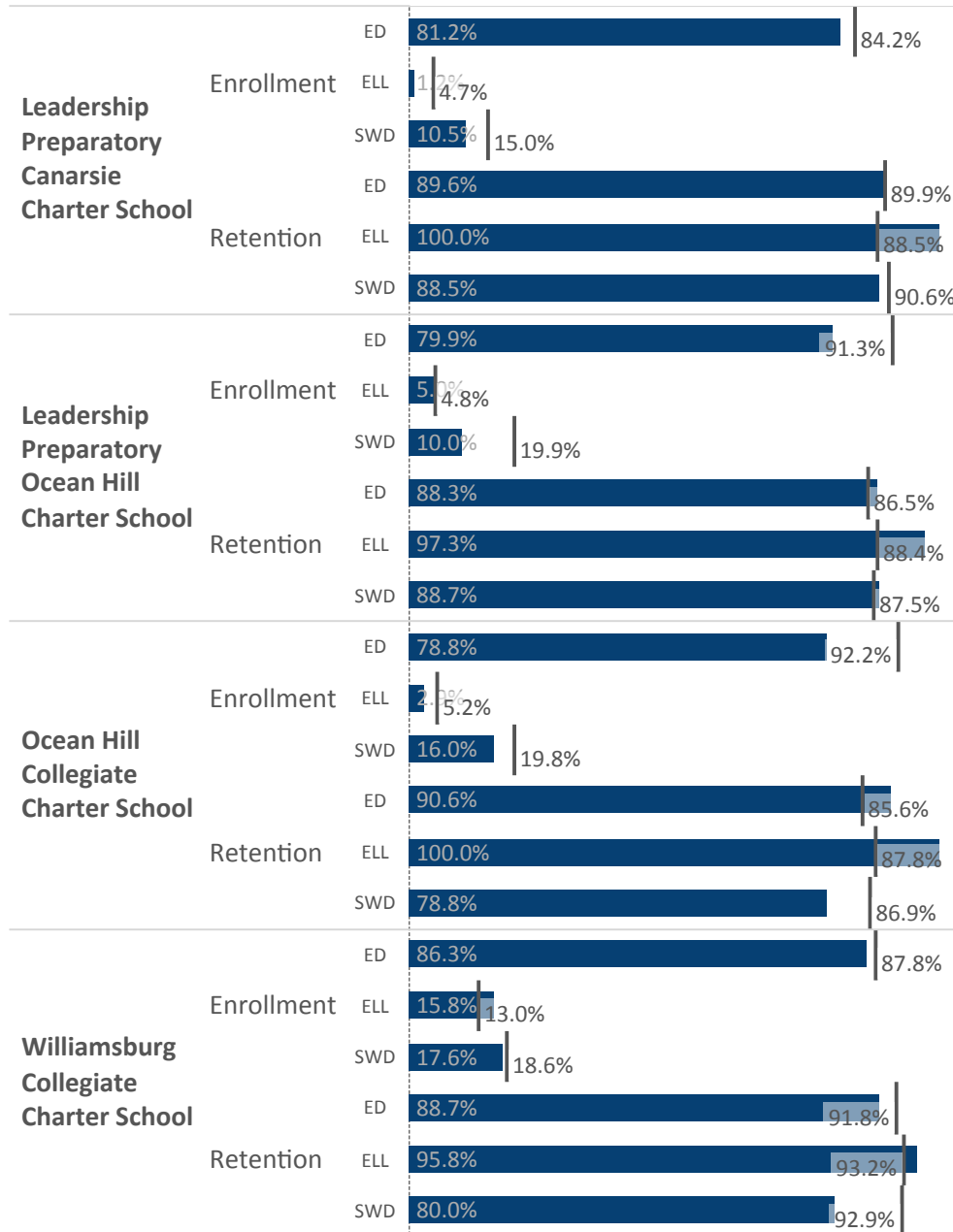
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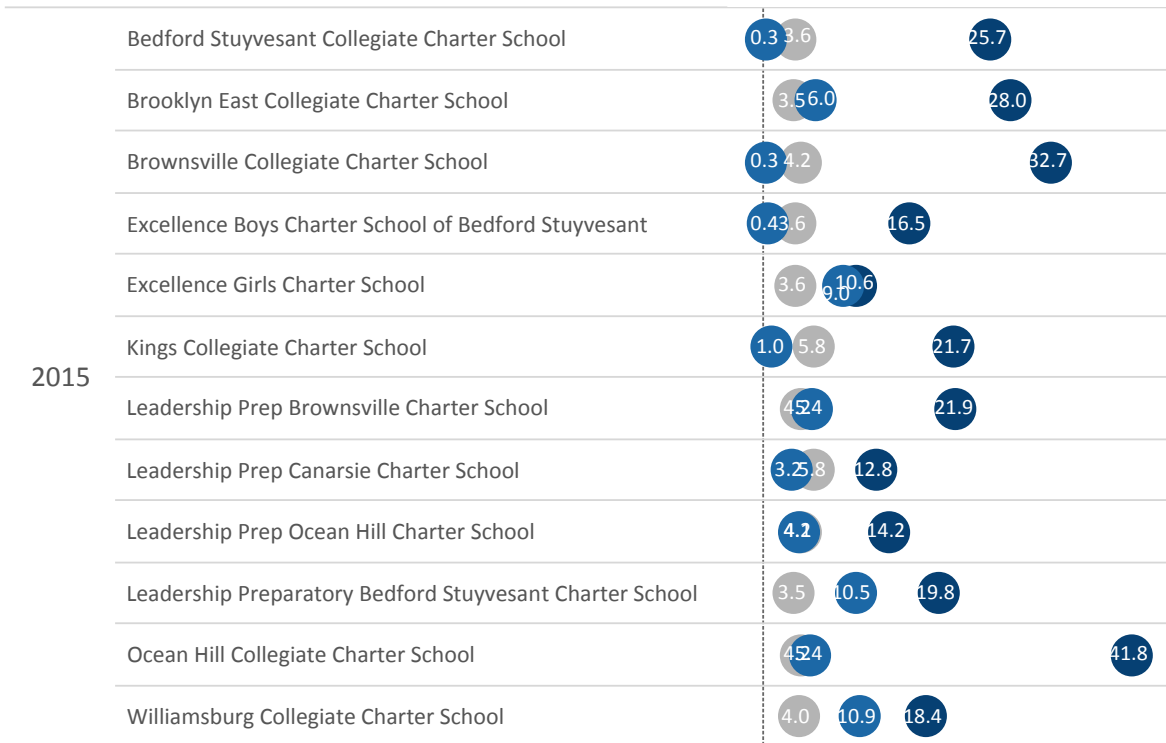
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APPENDIX E: Education Corporation Overview

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

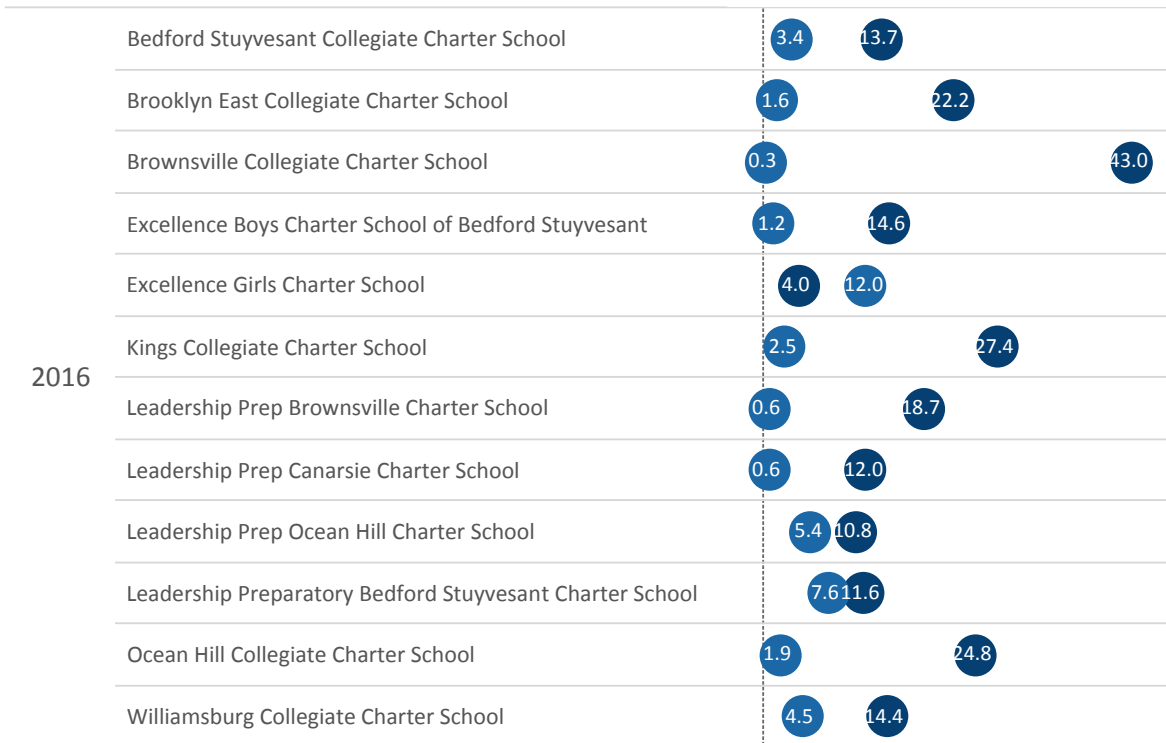


Although district and school suspension rates are presented on the same graph, a direct comparison between the rates is not possible because available district data includes Kindergarten through 12th grades and school data includes only the grades served by the school. The percentage rate shown here is calculated using the method employed by the NYCDOE: the total the number of students receiving an out of school suspension at any time during the school year is divided by the total enrollment, then multiplied by 100.

During the school year ending in 2015, Uncommon NYC schools expelled 0 students.

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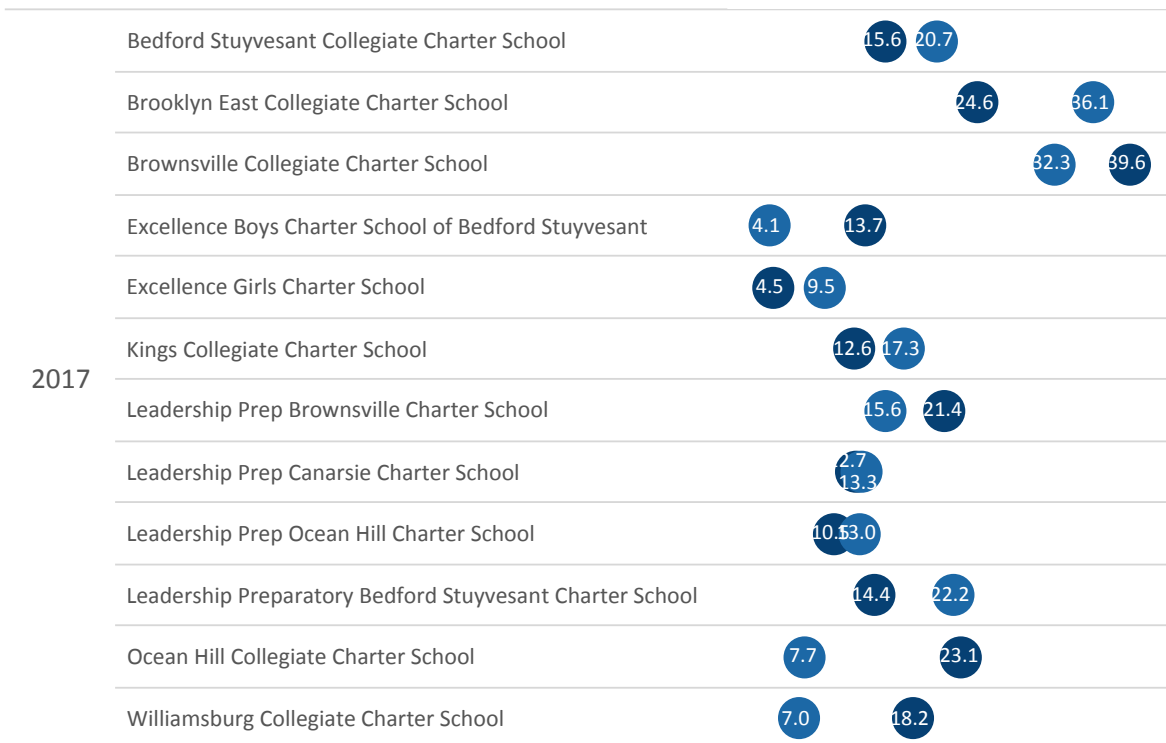


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APPENDIX E: Education Corporation Overview

PERSISTENCE IN ENROLLMENT (PERCENT OF STUDENTS RETURNING)



APPENDIX F: Ed Corp Fiscal Dashboard

UNCOMMON NEW YORK CITY CHARTER SCHOOLS (MERGED)

SCHOOL INFORMATION

BALANCE SHEET

Assets

Current Assets

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

Total Current Assets - GRAPH 1

Property, Building and Equipment, net

Other Assets

Total Assets - GRAPH 1

Liabilities and Net Assets

Current Liabilities

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

Total Current Liabilities - GRAPH 1

L-T Debt and Notes Payable, net current maturities

Total Liabilities - GRAPH 1

Net Assets

Unrestricted
 Temporarily restricted

Total Net Assets

Total Liabilities and Net Assets

ACTIVITIES

Operating Revenue

Resident Student Enrollment
 Students with Disabilities

Grants and Contracts

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

Total Operating Revenue

Expenses

Regular Education
 SPED
 Regular Education & SPED (combined)
 Other

Total Program Services

Management and General
 Fundraising

Total Expenses - GRAPHS 2, 3 & 4

Surplus / (Deficit) From School Operations

Support and Other Revenue

Contributions
 Fundraising
 Miscellaneous Income
 Net assets released from restriction

Total Support and Other Revenue

Total Unrestricted Revenue

Total Temporarily Restricted Revenue

Total Revenue - GRAPHS 2 & 3

Change in Net Assets

Net Assets - Beginning of Year - GRAPH 2

Prior Year Adjustment(s)

Net Assets - End of Year - GRAPH 2

Opened 2015-16

MERGED

	2011-12	2012-13	2013-14	2014-15	2015-16
Cash and Cash Equivalents - GRAPH 1	-	-	-	-	20,045,644
Grants and Contracts Receivable	-	-	-	-	3,251,506
Accounts Receivable	-	-	-	-	1,478,683
Prepaid Expenses	-	-	-	-	626,187
Contributions and Other Receivables	-	-	-	-	1,488,033
Total Current Assets - GRAPH 1	-	-	-	-	26,890,053
Property, Building and Equipment, net	-	-	-	-	7,594,963
Other Assets	-	-	-	-	375,433
Total Assets - GRAPH 1	-	-	-	-	34,860,449
Accounts Payable and Accrued Expenses	-	-	-	-	3,846,060
Accrued Payroll and Benefits	-	-	-	-	-
Deferred Revenue	-	-	-	-	1,500
Current Maturities of Long-Term Debt	-	-	-	-	-
Short Term Debt - Bonds, Notes Payable	-	-	-	-	-
Other	-	-	-	-	-
Total Current Liabilities - GRAPH 1	-	-	-	-	3,847,560
L-T Debt and Notes Payable, net current maturities	-	-	-	-	-
Total Liabilities - GRAPH 1	-	-	-	-	3,847,560
Unrestricted	-	-	-	-	25,238,889
Temporarily restricted	-	-	-	-	5,774,000
Total Net Assets	-	-	-	-	31,012,889
Total Liabilities and Net Assets	-	-	-	-	34,860,449
Resident Student Enrollment	-	-	-	-	95,183,249
Students with Disabilities	-	-	-	-	6,426,232
State and local	-	-	-	-	-
Federal - Title and IDEA	-	-	-	-	3,479,575
Federal - Other	-	-	-	-	1,114,784
Other	-	-	-	-	70,523
Food Service/Child Nutrition Program	-	-	-	-	-
Total Operating Revenue	-	-	-	-	106,274,363
Regular Education	-	-	-	-	83,494,777
SPED	-	-	-	-	7,933,338
Regular Education & SPED (combined)	-	-	-	-	-
Other	-	-	-	-	-
Total Program Services	-	-	-	-	91,428,115
Management and General	-	-	-	-	11,112,287
Fundraising	-	-	-	-	-
Total Expenses - GRAPHS 2, 3 & 4	-	-	-	-	102,540,402
Surplus / (Deficit) From School Operations	-	-	-	-	3,733,961
Contributions	-	-	-	-	2,386,842
Fundraising	-	-	-	-	-
Miscellaneous Income	-	-	-	-	415,726
Net assets released from restriction	-	-	-	-	-
Total Support and Other Revenue	-	-	-	-	2,802,568
Total Unrestricted Revenue	-	-	-	-	109,076,931
Total Temporarily Restricted Revenue	-	-	-	-	-
Total Revenue - GRAPHS 2 & 3	-	-	-	-	109,076,931
Change in Net Assets	-	-	-	-	6,536,529
Net Assets - Beginning of Year - GRAPH 2	-	-	-	-	33,672,988
Prior Year Adjustment(s)	-	-	-	-	-
Net Assets - End of Year - GRAPH 2	-	-	-	-	40,209,517

APPENDIX F: Ed Corp Fiscal Dashboard

UNCOMMON NEW YORK CITY CHARTER SCHOOLS (MERGED)

SCHOOL INFORMATION - (Continued)

Functional Expense Breakdown

	2011-12	2012-13	2013-14	2014-15	2015-16
Personnel Service	-	-	-	-	16,537,638
Administrative Staff Personnel	-	-	-	-	42,432,793
Instructional Personnel	-	-	-	-	435,322
Non-Instructional Personnel	-	-	-	-	-
Personnel Services (Combined)	-	-	-	-	-
Total Salaries and Staff	-	-	-	-	59,405,753
Fringe Benefits & Payroll Taxes	-	-	-	-	8,603,439
Retirement	-	-	-	-	1,128,326
Management Company Fees	-	-	-	-	8,976,079
Building and Land Rent / Lease	-	-	-	-	234,505
Staff Development	-	-	-	-	3,099,447
Professional Fees, Consultant & Purchased Services	-	-	-	-	2,747,316
Marketing / Recruitment	-	-	-	-	488,721
Student Supplies, Materials & Services	-	-	-	-	5,946,076
Depreciation	-	-	-	-	2,491,060
Other	-	-	-	-	9,419,678
Total Expenses	-	-	-	-	102,540,400

SCHOOL ANALYSIS

ENROLLMENT

	2011-12	2012-13	2013-14	2014-15	2015-16
Chartered Enroll	-	-	-	-	6,079
Revised Enroll	-	-	-	-	-
Actual Enroll - GRAPH 4	-	-	-	-	6,232
Chartered Grades	-	-	-	-	-
Revised Grades	-	-	-	-	-

Primary School District: Yes

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	-	-	-	-	17,053
Other Revenue and Support	-	-	-	-	450
TOTAL - GRAPH 3	-	-	-	-	17,502

Expenses

Program Services	-	-	-	-	14,671
Management and General, Fundraising	-	-	-	-	1,783
TOTAL - GRAPH 3	-	-	-	-	16,454
% of Program Services	0.0%	0.0%	0.0%	0.0%	89.2%
% of Management and Other	0.0%	0.0%	0.0%	0.0%	10.8%
% of Revenue Exceeding Expenses - GRAPH 5	0.0%	0.0%	0.0%	0.0%	6.4%

Student to Faculty Ratio

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

Faculty to Admin Ratio

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

Financial Responsibility Composite Scores - GRAPH 6

Score	0.0	0.0	0.0	0.0	2.7
Fiscally Strong 1.5 - 3.0 / Fiscally Adequate 1.0 - 1.4 / Fiscally Needs Monitoring < 1.0	N/A	N/A	N/A	N/A	Fiscally Strong

Working Capital - GRAPH 7

Net Working Capital	0	0	0	0	23,042,493
As % of Unrestricted Revenue	0.0%	0.0%	0.0%	0.0%	21.1%
Working Capital (Current) Ratio Score	0.0	0.0	0.0	0.0	7.0
Risk (Low ≥ 3.0 / Medium 1.4 - 2.9 / High < 1.4)	N/A	N/A	N/A	N/A	LOW
Rating (Excellent ≥ 3.0 / Good 1.4 - 2.9 / Poor < 1.4)	N/A	N/A	N/A	N/A	Excellent

Quick (Acid Test) Ratio

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

Debt to Asset Ratio - GRAPH 7

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

Months of Cash - GRAPH 8

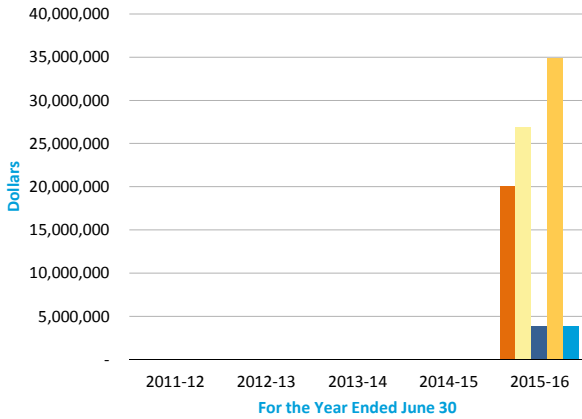
Score	0.0	0.0	0.0	0.0	2.3
Risk (Low > 3 mo. / Medium 1 - 3 mo. / High < 1 mo.)	N/A	N/A	N/A	N/A	MEDIUM
Rating (Excellent > 3 mo. / Good 1 - 3 mo. / Poor < 1 mo.)	N/A	N/A	N/A	N/A	Good

APPENDIX F: Ed Corp Fiscal Dashboard

UNCOMMON NEW YORK CITY CHARTER SCHOOLS (MERGED)

GRAPH 1

Cash, Assets and Liabilities

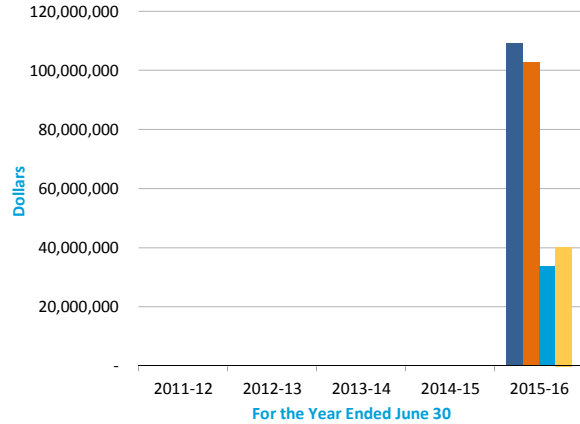


Legend: Cash (Orange), Current Assets (Yellow), Current Liabilities (Blue), Total Assets (Light Yellow), Total Liabilities (Light Blue)

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

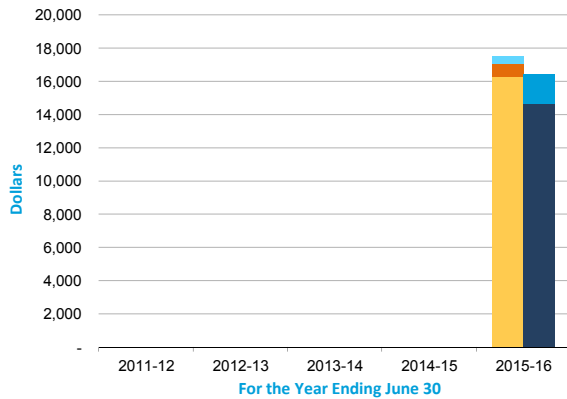


Legend: Revenue (Dark Blue), Expenses (Orange), Net Assets - Beginning (Light Blue), Net Assets - Ending (Yellow)

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

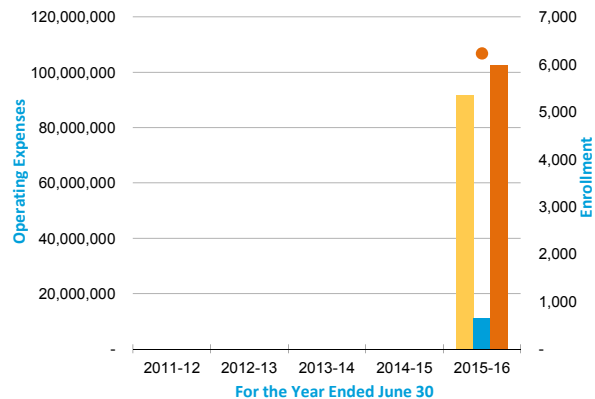


Legend: Rev. - Reg. & Special ED (Yellow), Rev. - Other Operating (Orange), Rev. - Other Support (Light Blue), Exp. - Reg. & Special ED (Dark Blue), Exp. - Other Program (Light Yellow), Exp. - Mngmt. & Other (Light Blue)

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



Legend: Program Expenses (Yellow), Management & Other (Light Blue), Total Expenses (Orange), Enrollment (Red circle)

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.

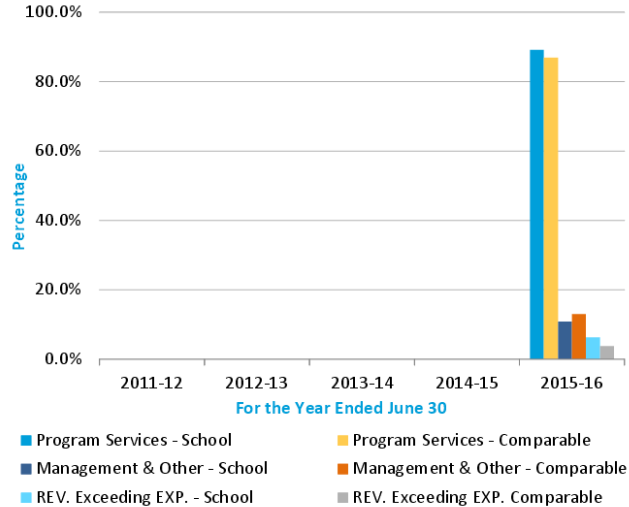
APPENDIX F: Ed Corp Fiscal Dashboard

UNCOMMON NEW YORK CITY CHARTER SCHOOLS (MERGED)

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

GRAPH 5

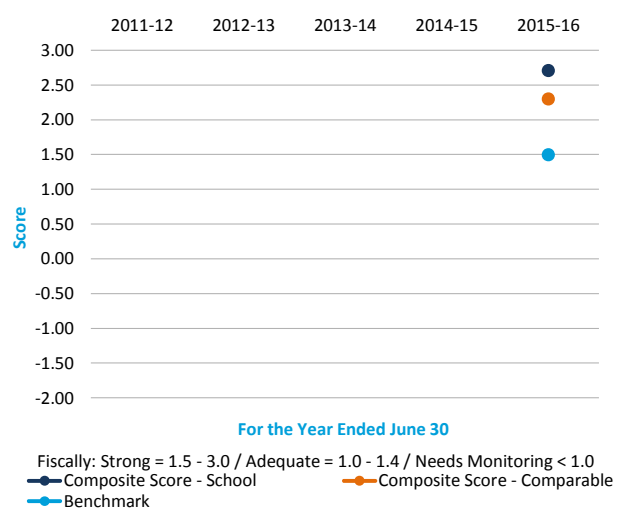
% Breakdown of Expenses



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

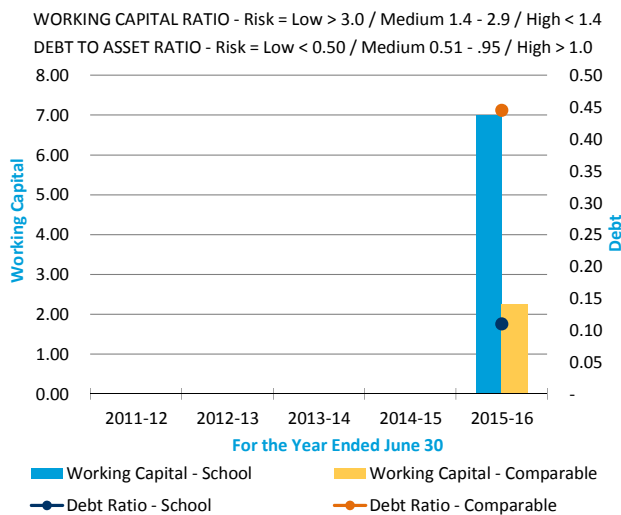
Composite Score



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

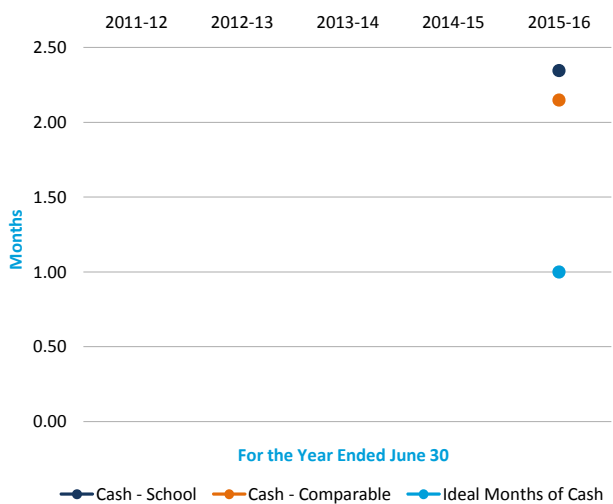
Working Capital & Debt to Asset Ratios



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.

