



Charter Schools Institute

The State University of New York

Renewal Recommendation Report

Brownsville Collegiate Charter School

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This report is the primary means by which the SUNY Charter Schools Institute (the “Institute”) transmits to the Board of Trustees of the State University of New York (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

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/schoolsRenewOverview.htm.

SCHOOL BACKGROUND INFORMATION

Opening Information

Date Initial Charter Approved by SUNY Trustees	February 23, 2009
School Opening Date	August, 2009

Current Location

Address	District	Facility	Enrollment	Grades
364 Sackman St., Brooklyn, NY 11212	NYC CSD 23	Co-Location	284	5-8
832 Marcy Ave., Brooklyn, NY 11216	NYC CSD 13	Co-Location	44	9-10

Partner Organization

School Year(s)	Partner Name	Partner Type
2009-10 to present	Uncommon Schools, Inc.	Charter Management Organization

¹ Revised September 4, 2013, and available at: <http://newyorkcharters.org/documents/SUNYRenewalPolicies.pdf>.

RENEWAL RECOMMENDATION

Recommendation

Initial Full-Term Renewal

The Institute recommends that the SUNY Trustees approve the Application for Charter Renewal of Brownsville Collegiate Charter School and renew its charter for a period of five years with authority to provide instruction to students in 5th through 12th grades in such configuration as set forth in its Application for Charter Renewal, with a projected total enrollment of 546 students.

To earn an Initial Full-Term Renewal, a school must demonstrate that it has either (a) compiled a strong and compelling record of meeting or coming close to meeting its academic Accountability Plan goals, and has a generally effective educational program in place; or (b) made progress toward meeting its academic Accountability Plan goals and has a particularly strong and effective educational program in place.²

Over the Accountability Period,³ the school has made progress toward its academic Accountability Plan goals and has a particularly strong and effective educational program in place. The school has consistently met its Accountability Plan goal in mathematics and has made progress toward meeting its English language arts (“ELA”) goal. Based on a review using the State University of New York Charter Renewal Benchmarks, Version 5.0 (the “SUNY Renewal Benchmarks”), Brownsville Collegiate Charter School (“Brownsville Collegiate”) has a particularly strong and effective educational program in place.

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 must make the following findings required by the Act:

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

² SUNY Renewal Policies, page 10.

³ For the purpose of reporting student achievement results, the SUNY Renewal Policies define the Accountability Period as the time the Accountability Plan was in effect. In the case of an Initial Renewal, the Accountability Plan covers the first four years of the charter term under review.

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

As required by Education Law § 2851(4)(e), a school must include in its renewal application information regarding the means by which it will meet or exceed SUNY's 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. SUNY⁵ and the Board of Regents finalized the methodology for setting targets in October 2012, and the Institute communicated specific targets for each school in July 2013. In accordance with the statute, the Institute, acting on behalf of the SUNY Trustees, considered the school's plans for meeting its enrollment and retention targets prior to recommending the renewal application for approval.

CONSIDERATION OF SCHOOL DISTRICT COMMENTS

In accordance with the Act, the Institute notified the school district in which the charter school is located regarding the school's Application for Charter Renewal. As of the date of this report, the Institute has received no district comments in response.

Report Format

The Institute makes the foregoing renewal recommendation based on the school's Application for Charter Renewal, evaluation visits conducted and information gathered during the charter term and a renewal evaluation visit conducted near the end of the current charter term. 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. This renewal recommendation report compiles the evidence below using the SUNY Renewal Benchmarks, which specify in detail what a successful school should be able to demonstrate at the time of the renewal review. The Institute uses the following four interconnected renewal questions for framing benchmark statements to determine if a school has made an adequate case for renewal:

1. Is the school an academic success?
2. Is the school an effective, viable organization?
3. Is the education corporation fiscally sound?
4. If the school's charter is renewed, what are its plans for the next charter term and are they reasonable, feasible and achievable?

The report's Appendix provides a School Overview, copies of any school district comments on the Application for Charter Renewal, the SUNY Fiscal Dashboard information for the school, additional evidence on student achievement contained in the School Performance Summaries and the New York City Department of Education ("NYCDOE") Progress Report Results.

⁵ SUNY Trustees' Charter Schools Committee resolution dated October 2, 2012.
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IS THE SCHOOL AN ACADEMIC SUCCESS?

Brownsville Collegiate is an academic success given its progress toward meeting its key Accountability Plan goals and based on evidence about the educational program compiled on school evaluation visits during the charter term and at the time of renewal using the SUNY Renewal Benchmarks.

Academic Attainment. At the beginning of the charter term, the school developed and adopted an Accountability Plan that set academic goals in the key subjects of English Language Arts (“ELA”) and math. The Accountability Plan also includes science and No Child Left Behind Act (“NCLB”) goals. For each goal in the Accountability Plan, specific outcome measures define the level of performance necessary to meet that goal.

Note: This year the Institute is not reporting results for the two absolute ELA and math measures. Because of the high standards in the new state testing program only a handful of schools statewide met the absolute proficiency target and the state has not yet recalibrated the absolute Annual Measurable Objective.

Throughout Brownsville Collegiate’s four-year Accountability Period, the school has made progress in meeting its ELA goal and has consistently met its math goal.⁶ In ELA, the school came close to meeting its comparative measures in the last two years. It has continually outperformed the local school district and has performed better than predicted in comparison to similar schools statewide based on economically disadvantaged students during the past two years, though it did not meet its target in 2012-13. With respect to comparative growth, students showed greater year-to-year growth compared to statewide results in ELA in 2011-12 and 2012-13 than students with the same scores in the previous year, placing it in the 57th percentile of all public schools in 2012-13.

In math, the school has met its comparative measures throughout the Accountability Period. It has outperformed the local school district by at least 25 percent each year and performed better than predicted in comparison to similar schools statewide based on economically disadvantaged students, far surpassing its target each year. With respect to comparative growth, students showed greater year-to-year growth compared to statewide results in math in 2010-11, 2011-12 and 2012-13 than students with the same scores in the previous year, placing it in the 69th percentile of all public schools in 2012-13. During the Accountability Period, the school has also met its science goal and is in good standing under the state’s NCLB accountability system.

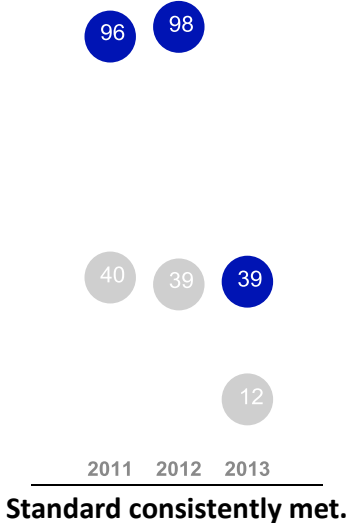
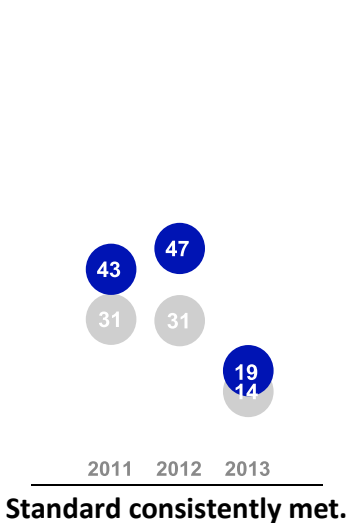
⁶ Brownsville Collegiate only had 9th and 10th grade high school students at the end of the Accountability Period, representing about 15 percent of the school’s enrollment. Because the school did not have a graduating class, it is yet not possible to hold the school accountable for high school student performance in Regents results, graduation rates and college preparation.

Brownsville Collegiate Charter School

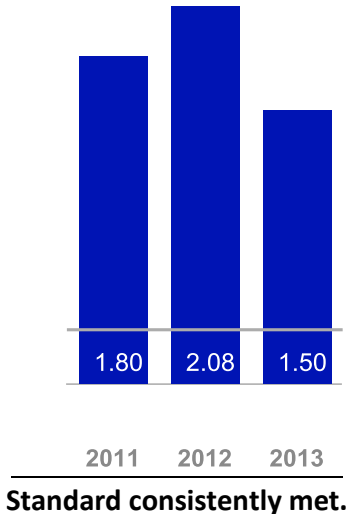
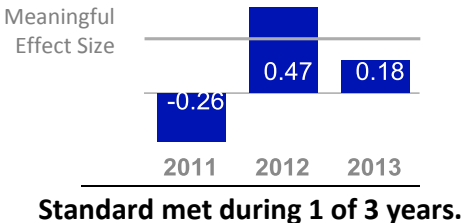
ENGLISH LANGUAGE ARTS ACCOUNTABILITY PLAN GOAL

MATHEMATICS ACCOUNTABILITY PLAN GOAL

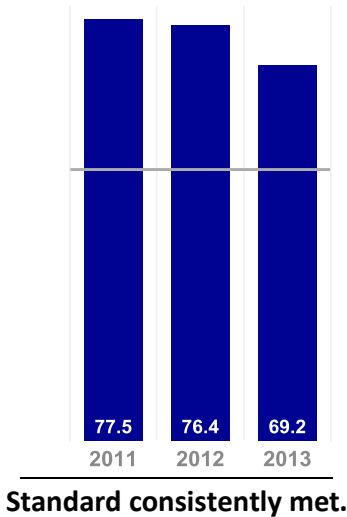
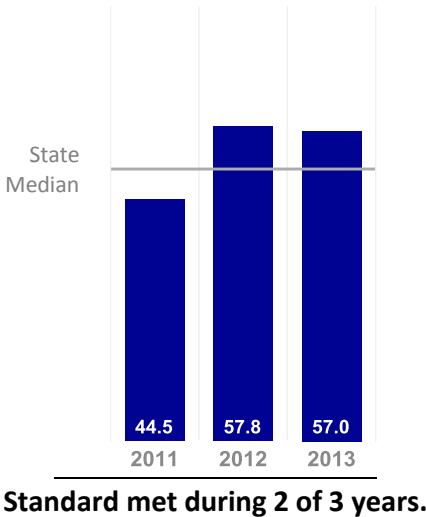
**Comparative Measure:
District Comparison.**
Each year, the percent of **students enrolled** in at least their second year performing at or above proficiency will be greater than that of students in the same tested grades in the **local school district**.



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



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



Instructional Leadership. Under the direction of its founding principal, Brownsville Collegiate has maintained consistently strong instructional leadership throughout the charter term. Instructional leaders strike a continual balance between an unwavering focus on student achievement outcomes and a commitment to developing all teachers' pedagogical skills through targeted professional development and systematic coaching.

- The Brownsville Collegiate community fully expects all students will not only attend college, but will enter higher education institutions without the need for remediation, will persist in their degree studies and will graduate from college. As such, the school does not modify promotion criteria, opting instead to adhere to a strict promotion policy that holds all students to the same high academic standards.
- Teachers continue to report that the structured and consistent feedback they receive from instructional leaders supports them in improving their pedagogical practice, with several teachers identifying instructional support as the school's greatest strength.
- With weekly observations of all teachers along with one-on-one feedback meetings, Brownsville Collegiate's instructional leaders take a clinical approach to coaching teachers. The principal and two deans of curriculum and instruction, as well as a lead science teacher, implement a uniform set of coaching procedures that include ongoing reviews of teachers' specific, actionable developmental goals. The principal regularly supervises the other instructional leaders on implementing this clinical approach to coaching.
- Uncommon Schools, Inc., ("Uncommon"), Brownsville Collegiate's not-for-profit charter management organization, and the school provide three weeks of professional development for all teachers each August. New teachers receive four additional days of training specifically designed to introduce novice pedagogues to Uncommon's tenets for delivery of instruction and school culture.
- With weekly professional development activities including departmental planning time, Brownsville Collegiate provides regular opportunities for teachers to plan curriculum and instruction. Instructional leaders create the professional development agendas based upon trends identified during classroom observations.
- Teachers understand the criteria by which instructional leaders evaluate their performance. A review of previous mid-year reviews reveals a consistent focus on clear and actionable steps to improve teacher effectiveness. Teachers report that the mid-year evaluations have been consistent with weekly coaching feedback and clearly describe their individual areas of pedagogical strengths and weaknesses. Because school leaders hold teachers accountable for student achievement, the school has developed formal improvement plans for ineffective teachers in the past and has declined to renew contracts in some cases.
- As a result of its strong leadership structure, the school has consistently met its math Accountability Plan goal throughout the Accountability Period and has made steady progress in ELA.

Curriculum and Assessment. Brownsville Collegiate has maintained a clearly defined curriculum framework throughout the charter term that sets out clear student learning objectives for each subject area across all grade levels. The school's curriculum, which aligns with Common Core performance standards, continues to support teachers in their instructional planning and promotes student achievement on school and state assessments. Brownsville Collegiate has an effective

system to gather assessment and evaluation data and uses it to improve instructional effectiveness and student learning.

- Brownsville Collegiate regularly administers valid and reliable assessments that align to the school's curriculum. With multiple administrations of Uncommon-generated interim assessments in ELA and mathematics, the school monitors students' progress on a continual basis and uses the assessment data to improve the academic program. The Uncommon network team prepares item analyses which teachers then interpret to modify instruction as necessary.
- The Uncommon network uses input from instructional leaders and teachers when developing scope and sequence curriculum documents as well as daily instructional packets. It adapts network-developed materials to meet students' specific needs. Teachers plan lessons based on these materials. Most teachers utilize exit slips to gauge students' understanding and make instructional decisions including identifying students for academic intervention. Teachers submit supplemental materials and assessments to instructional leaders for approval.
- Late in the charter term, Brownsville Collegiate has focused on increasing rigor with an emphasis on teaching students to provide evidence to support their conclusions, both orally and in writing, across all subject areas. The school carefully selects challenging texts at every grade level to build students' higher order thinking skills and ability to make sound arguments with reference to specific details from different text styles. Student writing samples viewed at the time of the renewal visit suggest that this initiative will prepare students to meet statewide performance standards.
- Evidence of collaboration between reading and writing teachers includes reinforcement of common vocabulary within the grades and the use of ancillary texts to prevent the isolation of skills within one subject area. While instructional leaders provide common planning time for departments in teachers' schedules, the degree of collaboration across subject areas remains primarily teacher-initiated and therefore variable in quality and consistency.

Pedagogy. High quality instruction, strongly emphasizing development of students' higher order thinking skills, is evident in most Brownsville Collegiate classrooms. As shown in the chart below, during the renewal visit, Institute team members conducted 18 classroom observations following a defined protocol used in all school renewal visits.

Classroom Observation Methodology: Number of Observations

	Grade				Total
	5	6	7	8	
ELA	1	3			4
Math	1	1	1	1	4
Writing	1	3		1	5
Science		1	1	1	3
Soc Stu			1	1	2
Specials					0
Total	3	9	3	4	18

- With tightly constructed lessons featuring precise pacing, Brownsville Collegiate teachers communicate a clear sense of urgency for learning (16 of 18 observations). Daily work packets serve as the framework for adherence to purposeful lessons with clearly defined objectives aligned to the school's curriculum.
- Teachers effectively use multiple techniques to check for student understanding and make adjustments to instruction accordingly (14 of 18 observations). In one reading class for example, the teacher reviewed students' use of evidence in text and provided immediate targeted feedback to each student to assist them in achieving the learning objectives.
- Teachers generally provide rigorous lessons with frequent higher level questioning and expansive, open-ended assignments (13 of 18 observations). During a lesson on stereotypes, the teacher skillfully pushed students to think more deeply about bias in language by requiring elaboration on and/or defense of initial responses. Teachers do not seize opportunities to enrich discussions by allowing students to engage with one another.
- Teachers, well prepared with daily packets and readily available instructional materials, establish and maintain classroom environments with consistent focus on academic achievement (15 of 18 observations). Consistent school-wide routines such as sharing silent praise enable teachers to maximize learning time and minimize the length of transitions.

At-Risk Students. Brownsville Collegiate has systems and procedures in place to identify and support students with disabilities and students who are struggling academically; however, it did not have a program to serve ELLs in place at the time of the renewal visit.

General Education Students Receiving Targeted Interventions and Students with Disabilities

Program	<p>The school provides pull-out and push-in services for students with Individualized Education Programs ("IEPs") mandating academic interventions. Brownsville Collegiate provides these same services for students struggling academically, pending availability.</p> <p>The school also provides tutoring services before and after school, during lunch and on Saturdays for students with disabilities and students struggling academically.</p>
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Staff	A special education coordinator and two other full-time certified special education teachers provide support for students with disabilities and general education students in need of academic intervention services.			
Identification Process	Specialists and general education teachers meet in Student Support Team (“SST”) to review the results of selected school-wide assessments and teacher-created assessments.			
Coordination	Specialists attend departmental meetings to coordinate instructional strategies for use in the general education classroom.			
Progress Monitoring	Staff follow-up at each SST meeting to evaluate the effectiveness of interventions and monitor performance on subsequent assessments such as class exit tickets and interim assessments.			
Classroom Teacher Professional Development	The special education coordinator provides an overview of the school’s tiered intervention process as well as special education supports to all staff at pre-service professional development and provides on-going assistance for classroom teachers.			
		2011-12	2012-13	2013-14
Enrollment (N)		(31)	(42)	(48)
Results	Tested on State Exams (N)	(30)	(41)	(N/A)
	Percent Proficient on ELA Exam	20.0	4.9	N/A
	Percent Proficient Statewide	15.5	5.0	N/A

English Language Learners

Program	Brownsville Collegiate did not have an ELL program in place at the time of the renewal visit. ELLs receive the same intervention services as described above for general education students.			
Staff	A special education coordinator and two other full time certified special education teachers provide support for ELL students.			
Identification Process	The school uses the Home Language Survey and Language Assessment Battery-Revised (LAB-R) to identify ELL students.			
Progress Monitoring	Specialists track ELL students’ performance on ongoing assessments such as class exit tickets.			
Classroom Teacher Professional Development	None.			
		2011-12	2012-13	2013-14
ELL Enrollment (N)		(8)	(8)	(9)
Results	Tested on NYSESLAT ⁷ Exam (N)	(8)	(8)	(N/A)
	Percent ‘Proficient’ or Making Progress on NYSESLAT	0	25	N/A

At the time of the renewal visit, the school had not established a coordinated program to support identified ELLs in developing their English language acquisition skills. As a result, the Institute

⁷ New York State English as a Second Language Achievement Test, a standardized state exam.
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required the school to submit an educationally sound, legally compliant plan for serving ELL students with implementation to begin in the 2014-15 school year. The school has submitted such a plan and the Institute finds it to be an acceptable design for serving ELL students in the next charter term.

IS THE EDUCATION CORPORATION AN EFFECTIVE, VIABLE ORGANIZATION?

Brownsville Collegiate is an effective and viable organization. The education corporation board (the “board”) carries out its oversight responsibilities with an unrelenting focus on student achievement. The school organization effectively supports the delivery of the educational program. During the current charter term, the board has generally abided by its by-laws and been in general and substantial compliance with the terms of its charter, code of ethics, applicable state and federal law, rules and regulations.

ORGANIZATIONAL STRUCTURE

Board Oversight. Throughout the course of the charter, the education corporation has worked effectively to achieve the school’s mission and provide oversight of the total educational program. The board composition includes a trustee who is the parent of a former student, and a representative from Uncommon also sits on the board. The same individuals who serve on the Brownsville Collegiate board also serve on the boards of the other Uncommon Collegiate charter schools.

- Board members utilize a variety of skills and expertise in their governance of the school. The board believes it is well represented in critical skill areas including management, business, legal and financial expertise.
- While the board fulfills its responsibilities primarily as a whole, per an agreement, a joint high school committee oversees the co-located high school’s operations along with representatives from Bedford Stuyvesant Collegiate Charter School (also authorized by the SUNY Trustees).
- The board holds Uncommon accountable for student achievement and the school’s day-to-day operations. At each meeting, the board reviews a school dashboard that includes data on student achievement, attendance, discipline, finances and staff performance.
- On an annual basis, the board conducts a comprehensive self-evaluation and reviews Uncommon’s evaluations of school leaders. The board also has an informal orientation process for new members in place.

Organizational Capacity. Throughout the course of the charter term, Brownsville Collegiate has maintained a well-functioning organizational structure with staff, systems and procedures that support the effective delivery of the educational program. As the school has grown to serve more grades, the school has grown its administrative structure while maintaining distinct lines of accountability and clearly defined roles.

- The school has appropriately bifurcated instructional and operational functions. Consistent with the Uncommon network’s general practice, a dedicated team manages the school’s business operations, systems and procedures. The director of operations, director of special projects and office manager effectively oversee the day-to-day operations of the school. This separation of operations from the academic program allows the school’s instructional leaders to focus exclusively on student achievement and teacher effectiveness.

- The Uncommon network team supports the school in recruiting and retaining high quality staff. Early in the charter term, Brownsville Collegiate experienced very low teacher turnover (only three teachers chose not to return during the school's first three years of operation). Teacher retention is partially attributable to the school's career ladder. The school and network provide a variety of opportunities for teachers to take on leadership roles. These opportunities include school-level department lead and network-wide curriculum specialist position; Uncommon's two fellowship programs provide clear career ladders to school leadership.
- Brownsville Collegiate has consistently maintained full enrollment with significantly more students seeking entry than available seats each year. The school reports a current waitlist of 2,497 prospective students.⁸
- The school has implemented a clear student discipline policy during the charter term.
- The Uncommon network manages most efforts to recruit students with disabilities, ELLs and economically disadvantaged students. The recruitment efforts suggest that Brownsville Collegiate will be successful in meeting the at-risk student enrollment and retention targets set by the SUNY Trustees.
- Brownsville Collegiate regularly reviews the effectiveness of its programs and makes changes as necessary. In order to improve results in ELA, the school has allocated significant resources to increase the amount of reading instruction students receive and decrease the size of guided reading groups, as well as providing non-ELA teachers with more targeted professional development.

FAITHFULNESS TO CHARTER & PARENT SATISFACTION

Current Key Design Elements⁹	Evident?
• Make more time	✓
• Emphasis on college	✓
• Provide structure and order	✓
• Focus on literacy	✓
• Targeted curriculum focusing on basic skills	✓
• Assess early and often to drive the instructional program	✓
• Insist on family involvement	✓
• Meet the needs of students at-risk of academic failure	✓
• Prepare high school students for college	✓

Parent Satisfaction. Parents/guardians and students are satisfied with the school.¹⁰

⁸ Source: Application for Charter Renewal.

⁹ As part of their initial application and their Application for Charter Renewal, schools identify the Key Design Elements that reflect their mission and distinguish the school.

¹⁰ Source: Application for Charter Renewal.

2010-2011	2011-2012	2012-2013
Response Rate: 67%	Response Rate: 64%	Response Rate: 39%
Academic Expectations: 8.8 Communication: 8.5 Engagement: 8.0 Safety and Respect: 9.0	Academic Expectations: 8.5 Communication: 8.5 Engagement: 8.4 Safety and Respect: 8.8	Academic Expectations: 8.5 Communication: 8.8 Engagement: 8.4 Safety & Respect: 8.2

Persistence in Enrollment. The school provided the following statistical information in its renewal application materials.

	2010-11	2011-12	2012-13
Percent of Eligible Students Returning From Previous Year ¹¹	80	83	90

COMPLIANCE

Governance. In material respects, the Brownsville Collegiate board has implemented and abided by adequate and appropriate systems, processes, policies and procedures to ensure the effective governance and oversight of the school. Many of these structures are in place at other Uncommon charter schools. The board demonstrates a thorough understanding of its role in holding Uncommon and the school leadership accountable for both academic results and fiscal soundness.

- The board of trustees has generally avoided creating conflicts of interest where possible, and where conflicts exist, such as with trustees affiliated with Uncommon, the board has managed those conflicts in a clear and transparent manner through recusal.
- The board has materially complied with the terms of its by-laws.
- The board successfully sought and implemented a charter amendment to co-locate a high school program for its students with another Uncommon school.

Legal Requirements. The education corporation generally and substantially complies with applicable state and federal laws, rules and regulations and the provisions of its charter. The education corporation has been in and substantial compliance with the terms of its charter, applicable law, rules and regulations.

- The Institute has received no formal complaints regarding the school and few informal complaints.

The Institute noted exceptions to the school's compliance in the following areas.

- ELL Program. The school, even though serving ELLs in an educationally adequate manner, did not have a legally compliant ELL program that would pass muster under federal

¹¹ Source: Application for Charter Renewal.

regulations. The U.S. Department of Education tends to view with a jaundiced eye any ELL program where special education staff serves ELLs as this has been an area of abuse in district schools in other jurisdictions. As noted earlier, the Institute required the school to submit an educationally sound, legally compliant ELL program with implementation to begin in the 2014-15 school year and will monitor the school's implementation of such a program in a future charter term.

- Code of Ethics. While the education corporation supplied a code of ethics that has been updated to comply with New York General Municipal Law, it still needs to contain provisions to prohibit trustees from having any interest in a for-profit contract with the school, and to disclose any interest in a not-for-profit contract with the education corporation whether or not it comes before the board. The Institute will work with the board to update the code of ethics to ensure it contains this provision.
- By-laws. Certain committee provisions of the education corporation's by-laws need to be updated in order to be in compliance with the New York Not-For-Profit Corporation Law. As with all other compliance related adjustments identified here, the Institute will require the school to update prior to the commencement of a new charter term.

IS THE EDUCATION CORPORATION FISCALLY SOUND?

Based on evidence collected through the renewal review, Brownsville Collegiate is fiscally sound. The education corporation has successfully managed cash flow and has adequate financial resources to ensure stable operations. In support of its financial condition, the education corporation engages in conservative budgeting practices and conducts routine monitoring of revenues and expenses, making appropriate adjustments when necessary. Uncommon supports Brownsville Collegiate in the areas of fiscal operations. Uncommon's financial model ensures that all fully enrolled schools are financially sustainable, operating its program solely on public funding.

Budgeting and Long-Range Planning. Financial operations support provided by Uncommon includes preparing the annual budget, preparing monthly financial statements, recording and tracking income and expenses related to grants and contracts, recording all accounts payable invoices and cash receipts, preparing vendor checks, reconciling checking accounts and providing payroll services. Uncommon also manages all year-end financial and compliance reporting and safeguards the school's assets. Working in partnership with Uncommon, Brownsville Collegiate employs clear budgetary objectives and budget preparation procedures.

- The education corporation develops realistic budgets and monitors them continually.
- The school's director of operations prepares extensive financial reports and reviews these reports with the network's director of finance on a bi-monthly basis.
- Prior to board meetings, the school leader and board finance committee review the financial reports.
- The education corporation updates its 10-year long-term financial model on an annual basis.

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

- The Uncommon operations manual guides all internal controls and procedures at Brownsville Collegiate. The manual contains fiscal policies and procedures and undergoes annual reviews.
- Uncommon provides the director of operations, the office manager and the special projects coordinator with professional development activities throughout the school year.
- Brownsville Collegiate's audit reports over the past four years had no auditor recommendations and no citing for a corrective action plan.

Financial Reporting. Brownsville Collegiate has complied with financial reporting requirements by providing SUNY, the New York State Education Department ("SED") and the NYCDOE with required financial reports that were on time, complete and followed generally accepted accounting principles.

Financial Condition. Brownsville Collegiate maintains adequate financial resources to ensure stable operations. As of June 30, 2013, Brownsville Collegiate had net assets in excess of \$1.1M. Each

year, Brownsville Collegiate’s unrestricted net assets equal or exceed approximately 20 percent of the following year’s operating budget, and the education corporation has no long-term debt. As Uncommon Collegiate Charter High School grows to full-enrollment, the school will rely on philanthropy, which Uncommon will solicit. Uncommon’s philanthropic partners remain committed to the organization’s core mission.

The Fiscal Dashboard, provided in the Appendix, presents color-coded tables and charts indicating that Brownsville Collegiate has demonstrated fiscal soundness over the course of its charter term.¹²

¹² 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.

WHAT ARE THE SCHOOL'S PLANS FOR THE NEXT CHARTER TERM AND ARE THEY REASONABLE, FEASIBLE AND ACHIEVABLE?

To the extent that Brownsville Collegiate has made progress toward achieving its academic Accountability Plan goals, has in place a particularly strong and effective educational program that supports achieving those goals, operates an effective and viable organization, and is fiscally sound, its plans to implement the educational program as proposed during the next charter term are reasonable, feasible and achievable.

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

MISSION FOR THE NEXT CHARTER TERM

The mission of Brownsville Collegiate Charter School is to prepare each student for college.

The school's Application for Charter Renewal contains all necessary elements as required by the Act. The proposed school calendar allots an appropriate amount of instructional time to meet or exceed instructional time requirements, and taken together with other academic and key design elements, should be sufficient to allow the school to meet its proposed Accountability Plan goals. The school has amended or will amend other key aspects of the renewal application including by-laws, code of ethics and plan for serving ELLs to comply with various provisions of federal regulations, and the New York Education Law, Not-for-Profit Corporation Law, Public Officers Law or General Municipal Law, as appropriate.

Plans for the Educational Program.

	Current Charter Term	End of Next Charter Term
Enrollment	328	546
Grade Span	5-10	5-12
Teaching Staff	26 (Grades 5-8)	26 (Grades 5-8)
Days of Instruction	185	185

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

In April 2012, the SUNY Trustees granted Brownsville Collegiate authority to operate a high school program in conjunction with Bedford Stuyvesant Collegiate Charter School ("Bed Stuy Collegiate"), also authorized by the SUNY Trustees. That co-located high school program, Uncommon Collegiate Charter High School, currently serves students in 9th and 10th grades and will add one grade in each of the next two years until it serves students through 12th grade.

Brownsville Collegiate would continue to instruct up to 306 students in 5th to 8th grades. At the high school level, enrollment would increase during the proposed charter term with the addition of the new 11th and 12th grades, growing to a total projected enrollment of 240 students. Teachers and staff of the high school program are employees of Bed Stuy Collegiate; thus Brownsville Collegiate would maintain its current staffing and would not hire additional staff members to support the high school program expansion. It would however share the cost of such staff in accordance with an agreement with Bed Stuy Collegiate.

Plans for Board Oversight and Governance. Board members express an interest in continuing to serve Brownsville Collegiate in the next charter term and may add additional members in the future.

Fiscal & Facility Plans. Based on evidence collected through the renewal review, including a review of the 5-year financial plan, Brownsville Collegiate presents a reasonable and appropriate fiscal plan for the next charter term including budgets that are feasible and achievable. The school plans to continue to provide middle grades instruction in its current location in CSD 23. Uncommon Collegiate Charter High School will remain co-located in a public school facility in CSD 13. The school's space allocation will increase as enrollment grows.

Brownsville Collegiate finance personnel and board understand the risks associated with a potential change in access to free district facilities and the associated impact to operating expenses. The education corporation could use its cash reserve and/or fundraising to supplement increases in facility expense in the event of a change in the coming year.

The organization's track record of fiscal soundness and the financial projection submitted and reviewed sufficiently demonstrate that Brownsville Collegiate has the ability to operate in a fiscally sound manner during the next charter term.

APPENDIX

SCHOOL OVERVIEW

Current Mission Statement

The mission of Brownsville Collegiate Charter School is to prepare each student for college.

Current Board of Trustees¹³

Board Member Name	Position
Linton Mann, III	Chair
John Greenstein	Treasurer
Eileen Shy	Trustee
Julie Kennedy	Trustee
Stuart Linde	Trustee
St. Claire Gerald	Trustee
Ian Sacks	Trustee
Ekwi Nwabuzor	Trustee

School Characteristics

School Year	Proposed Enrollment	Actual Enrollment¹⁴	Proposed Grades	Actual Grades
2009-10	112	100	5	5-6
2010-11	185	159	5-6	5-7
2011-12	222	220	5-7	5-8
2012-13	275	290	5-8	5-9
2013-14	324	328	5-9	5-10

¹³ Source: Institute Board Records.

¹⁴ Source: SUNY Charter Schools Institute's Official Enrollment Binder. (Figures may differ slightly from New York State Report Cards, depending on date of data collection.)

Student Demographics¹⁵

	2010-11		2011-12		2012-13 ¹⁶
	Percent of School Enrollment	Percent of NYC CSD 23 Enrollment	Percent of School Enrollment	Percent of NYC CSD 23 Enrollment	Percent of School Enrollment
Race/Ethnicity					
American Indian or Alaska Native	0	0	0	0	0
Black or African American	85	80	87	80	87
Hispanic	14	18	13	18	13
Asian, Native Hawaiian, or Pacific Islander	1	1	1	1	0
White	1	1	0	1	0
Multiracial	0	0	0	0	0
Special Populations					
Students with Disabilities ¹⁷	18	--	14	20	14
English Language Learners	5	4	3	5	2
Free/Reduced Lunch					
Eligible for Free Lunch	78	79	78	75	78
Eligible for Reduced – Price Lunch	8	5	11	4	10
Economically Disadvantaged	86	--	89	--	88

School Leader(s)

School Year(s)	Name(s) and Title(s)
2009-10 to 2011-12	Jessica Simmons, Principal (Grades 5-8)
2012-13 to Present	Jessica Simmons, Principal (Grades 5-8) Jesse Coburn, Principal (Grades 9-10)

School Visit History

School Year	Visit Type	Evaluator (Institute/External)	Date
2009-10	First Year Visit	Institute	April 8, 2010
2011-12	Evaluation Visit	Institute	March 14-15, 2012
2013-14	Initial Renewal Visit	Institute	September 18-19, 2013

¹⁵ Source: 2010-11 and 2011-12 School Report Cards, SED.

¹⁶ The Institute derived the 2012-13 Students with Disabilities, ELL and Economically Disadvantaged statistics from the school's October 2012 student enrollment report to SED (2012-13 BEDS Report). District data are not yet available.

¹⁷ Students with Disabilities enrollment data are not available for 2010-11. SED released these district data for the first time in spring 2012 as the state's Empirical Analysis of Enrollment Targets.

Conduct of the School Renewal Visit

Date(s) of Visit	Evaluation Team Members	Title
September 18-19, 2013	Natasha Howard, PhD	Director of School Evaluation
	Ron Miller, PhD	Executive Deputy Director for Accountability
	Aaron Campbell	Senior Analyst
	Heather Wendling	Senior Analyst

FISCAL DASHBOARD



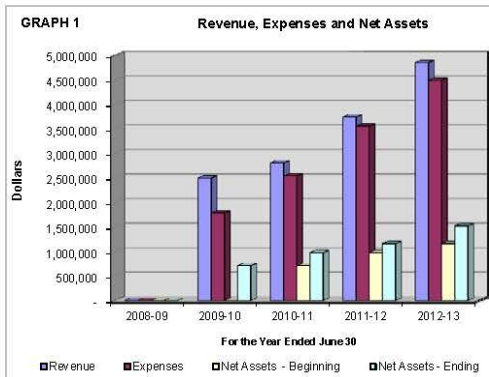
Brownsville Collegiate

SCHOOL INFORMATION						
FINANCIAL POSITION	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13
Assets						
Current Assets						
Cash and Cash Equivalents - GRAPH 2	-	-	477,136	546,902	873,947	1,195,235
Grants and Contracts Receivable	-	-	74,495	214,009	170,611	117,791
Accounts Receivable	-	-	-	-	-	-
Prepaid Expenses	-	-	20,364	80,885	38,996	51,345
Contributions and Other Receivables	-	-	-	-	-	-
Total Current Assets - GRAPH 2	-	-	571,995	841,796	1,083,554	1,364,371
Property, Building and Equipment, net	-	-	341,196	305,723	318,152	400,380
Other Assets	-	-	-	-	-	-
Total Assets - GRAPH 2	-	-	913,191	1,147,519	1,401,706	1,764,751
Liabilities and Net Assets						
Current Liabilities						
Accounts Payable and Accrued Expenses	-	-	99,848	168,452	237,758	241,781
Accrued Payroll and Benefits	-	-	-	-	-	-
Deferred Revenue	-	-	100,000	-	-	-
Current Maturities of Long-Term Debt	-	-	-	-	-	-
Short-Term Debt - Bonds, Notes Payable	-	-	-	-	-	-
Other	-	-	-	-	-	-
Total Current Liabilities - GRAPH 2	-	-	199,848	168,452	237,758	241,781
L-T Debt and Notes Payable, net current maturities	-	-	-	-	-	-
Total Liabilities - GRAPH 2	-	-	199,848	168,452	237,758	241,781
Net Assets						
Unrestricted	-	-	713,343	545,000	573,948	787,970
Temporarily restricted	-	-	-	434,067	590,000	735,000
Total Net Assets	-	-	713,343	979,067	1,163,948	1,522,970
Total Liabilities and Net Assets	-	-	913,191	1,147,519	1,401,706	1,764,751
ACTIVITIES						
Operating Revenue						
Resident Student Enrollment	-	-	1,261,222	2,093,032	2,961,737	3,949,532
Students with Disabilities	-	-	150,395	245,204	280,790	328,667
Grants and Contracts						
State and local	-	-	92,781	188,750	-	-
Federal - Title and IDEA	-	-	76,445	125,656	429,463	206,397
Federal - Other	-	-	456,432	49,019	-	54,945
Other	-	-	-	-	-	-
Food Service/Child Nutrition Program	-	-	-	-	-	-
Total Operating Revenue	-	-	2,037,275	2,701,661	3,671,900	4,539,541
Expenses						
Regular Education	-	-	1,445,841	2,209,512	3,161,045	3,994,338
SPED	-	-	67,336	-	-	-
Regular Education & SPED (combined)	-	-	-	-	-	-
Other	-	-	-	-	-	-
Total Program Services	-	-	1,513,177	2,209,512	3,161,045	3,994,338
Management and General	-	-	274,155	333,502	398,771	502,069
Fundraising	-	-	-	-	-	-
Total Expenses - GRAPH 1 / GRAPH 4	-	-	1,787,333	2,543,014	3,559,816	4,496,407
Surplus / (Deficit) From School Operations	-	-	249,943	158,647	112,174	43,134
Support and Other Revenue						
Contributions	-	-	463,356	-	-	299,013
Fundraising	-	-	-	107,000	72,600	-
Miscellaneous Income	-	-	44	76	107	16,874
Net assets released from restriction	-	-	-	-	-	-
Total Support and Other Revenue	-	-	463,400	107,076	72,707	315,887
Total Unrestricted Revenue	-	-	2,500,675	2,808,737	3,744,697	4,855,428
Total Temporarily Restricted Revenue	-	-	-	-	-	-
Total Revenue - GRAPH 1	-	-	2,500,675	2,808,737	3,744,697	4,855,428
Change in Net Assets	-	-	713,343	265,723	184,881	359,021
Net Assets - Beginning of Year - GRAPH 1	-	-	-	713,343	979,066	1,163,947
Prior Year Adjustment(s)	-	-	-	-	-	-
Net Assets - End of Year - GRAPH 1	-	-	713,343	979,066	1,163,947	1,522,968
Functional Expense Breakdown						
Personnel Service						
Administrative Staff Personnel	-	-	510,336	1,454,365	141,263	187,582
Instructional Personnel	-	-	503,711	-	1,972,182	2,444,832
Non-Instructional Personnel	-	-	-	-	-	-
Personnel Services (Combined)	-	-	-	-	-	-
Total Salaries and Staff	-	-	1,014,048	1,454,365	2,113,445	2,632,414
Fringe Benefits & Payroll Taxes	-	-	144,401	257,943	319,545	458,334
Retirement	-	-	7,976	-	-	-
Management Company Fees	-	-	152,912	247,711	336,357	426,036
Building and Land Rent / Lease	-	-	8,321	1,680	2,587	104
Staff Development	-	-	80,734	88,141	80,058	109,408
Professional Fees, Consultant & Purchased Services	-	-	15,500	15,948	15,046	15,954
Marketing / Recruitment	-	-	-	-	-	-
Student Supplies, Materials & Services	-	-	157,596	164,671	208,960	286,897
Depreciation	-	-	65,657	101,056	124,256	134,403
Other	-	-	140,188	211,499	359,552	432,857
Total Expenses	-	-	1,787,333	2,543,014	3,559,816	4,496,407
ENROLLMENT						
Chartered Enroll	-	-	78	148	208	295
Revised Enroll	-	-	112	185	-	-
Actual Enroll - GRAPH 4	-	-	112	185	219	284
Chartered Grades	-	P-Year	5	5-6	5-7	5-8
Revised Grades	-	P-Year	5-6	5-7	5-8	-

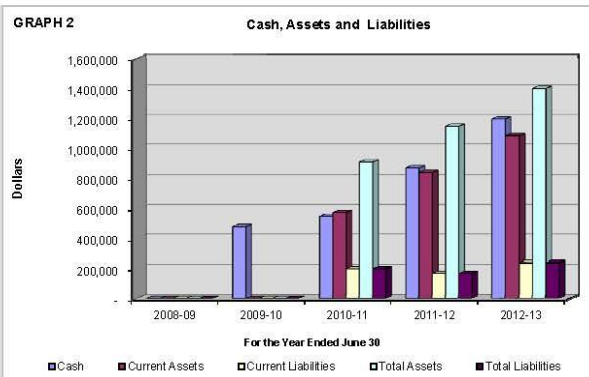
Brownsville Collegiate

SCHOOL ANALYSIS						
	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13
Primary School District	NYC					
Per Pupil Funding	11,023	12,443	12,443	13,527	13,527	13,527
Increase over prior year	8.1%	12.9%	0.0%	8.7%	0.0%	0.0%
PER STUDENT BREAKDOWN						
Revenue						
Operating	-	-	18,190	14,604	16,767	15,984
Other Revenue and Support	-	-	-	-	-	-
TOTAL - GRAPH 3	-	-	-	-	-	-
Expenses						
Program Services	-	-	15,958	13,746	16,255	15,832
Management and General, Fund	-	-	-	-	-	-
TOTAL - GRAPH 3	-	-	-	-	-	-
% of Program Services	0.0%	0.0%	84.7%	86.9%	88.8%	86.8%
% of Management and Other	0.0%	0.0%	15.3%	13.1%	11.2%	13.2%
% of Revenue Exceeding Expenses - GRAPH 5	0.0%	0.0%	39.9%	10.4%	5.2%	8.0%
Student to Faculty Ratio	-	-	-	30.8	15.6	20.3
Faculty to Admin Ratio	-	-	-	2.0	2.0	2.0
Financial Responsibility Composite Scores - GRAPH 6						
Score	-	-	-	2.6	2.9	2.9
Fiscally Strong 1.5 - 3.0 / Fiscally Adequate 1.0 - 1.4 / Fiscally Needs Monitoring 1.0 - 0.9	N/A	N/A	N/A	Fiscally Strong	Fiscally Strong	Fiscally Strong
Working Capital - GRAPH 7						
Net Working Capital	-	-	372,147	673,344	845,796	1,122,590
As % of Unrestricted Revenue	0.0%	0.0%	14.9%	24.0%	22.6%	23.1%
Working Capital (Current) Ratio Score	-	-	2.9	5.0	4.6	5.6
Risk (Low > 3.0 / Medium 1.4 - 2.9 / High < 1.4)	N/A	N/A	MEDIUM	LOW	LOW	LOW
Rating (Excellent > 3.0 / Good 1.4 - 2.9 / Poor < 1.4)	N/A	N/A	Good	Excellent	Excellent	Excellent
Quick (Acid Test) Ratio						
Score	-	-	2.8	4.5	4.4	5.4
Risk (Low > 2.5 / Medium 1.0 - 2.4 / High < 1.0)	N/A	N/A	LOW	LOW	LOW	LOW
Rating (Excellent > 2.5 / Good 1.0 - 2.4 / Poor < 1.0)	N/A	N/A	Excellent	Excellent	Excellent	Excellent
Debt to Asset Ratio - GRAPH 7						
Score	-	-	0.2	0.1	0.2	0.1
Risk (Low < 0.50 / Medium 0.51 - .95 / High > 1.0)	N/A	N/A	LOW	LOW	LOW	LOW
Rating (Excellent < 0.50 / Good 0.51 - .95 / Poor > 1.0)	N/A	N/A	Excellent	Excellent	Excellent	Excellent
Months of Cash - GRAPH 8						
Score	-	-	3.2	2.6	2.9	3.2
Risk (Low > 6 mo. / Medium 3 - 6 mo. / High < 3 mo.)	N/A	N/A	MEDIUM	HIGH	HIGH	MEDIUM
Rating (Excellent > 6 mo. / Good 3 - 6 mo. / Poor < 3)	N/A	N/A	Good	Poor	Poor	Good

Average - 5 Yrs. OR Charter Term	16,520
	1,683
	18,203
	13,296
	2,024
	15,320
	86.8%
	13.2%
	18.8%



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

SCHOOL PERFORMANCE SUMMARY: English Language Arts
Brownsville Collegiate Charter School



	2010-11 Grades Served: 5-7			MET	2011-12 Grades Served: 5-8			MET	2012-13 Grades Served: 5-9			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)				
<u>ABSOLUTE MEASURES</u> 1. Each year 75 percent of students who are enrolled in at least their second year will perform at proficiency on the New York State exam.	3	(0)	(0)		3	(0)	(0)		3	(0)	(0)				
	4	(0)	(0)		4	(0)	(0)		4	(0)	(0)				
	5	20.8 (77)	16.7 (12)		5	40.7 (86)	12.5 (8)		5	17.2 (87)	11.1 (9)				
	6	48.1 (54)	50.0 (48)		6	47.9 (71)	50.8 (61)		6	10.5 (86)	10.3 (78)				
	7	40.0 (20)	42.1 (19)		7	53.3 (45)	54.5 (44)		7	24.2 (66)	26.3 (57)				
	8	(0)	(0)		8	31.3 (16)	31.3 (16)		8	28.9 (38)	28.1 (32)				
	All	33.1 (151)	43.0 (79)	NO	All	45.0 (218)	47.3 (129)	NO	All	18.4 (277)	18.8 (176)	NO			
2. Each year the school's aggregate Performance Level Index on the State exam will meet the Annual Measurable Objective set forth in the State's NCLB accountability system.	Grades	PI	AMO		Grades	PI	AMO		Grades	PLI	AMO				
	5-7	121	122	NO	5-8	141	135	YES	5-8	93					
<u>COMPARATIVE MEASURES</u>															
3. Each year the percent of students enrolled in at least their second year and performing at proficiency will be greater than that of students in the same grades in the local district.	Comparison: Brooklyn District 23				Comparison: Brooklyn District 23				Comparison: Brooklyn District 23						
	Grades	School	District		Grades	School	District		Grades	School	District				
	6-7	43.0	30.8	YES	6-8	47.3	30.5	YES	6-8	18.8	14.1	YES			
4. Each year the school will exceed its predicted percent of students at proficiency on the state exam by at least a small Effect Size (at least 0.3) based on its percentage of Economically Disadvantaged students.	% FL	Actual	Predicted	Effect Size		% FL	Actual	Predicted	Effect Size		% ED	Actual	Predicted	Effect Size	
	74.1	33.1	37.9	-0.26	NO	77.3	45.0	37.5	0.47	YES	87.9	18.4	16.1	0.18	NO
<u>GROWTH MEASURE</u>															
5. Each year, the school's unadjusted mean growth percentile will meet or exceed the state's unadjusted median growth percentile.	Grades	School	State		Grades	School	State		Grades	School	State				
	4				4				4	0.0					
	5				5				5	54.5					
	6				6				6	54.5					
	7				7				7	61.7					
	8				8				8	60.3					
	All	44.5	50.0	NO	All	57.8	50.0	YES	All	57.0	50.0	YES			

SCHOOL PERFORMANCE SUMMARY: Mathematics

Brownsville Collegiate Charter School



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.

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.

COMPARATIVE MEASURES

3. Each year the percent of students enrolled in at least their second year and performing at proficiency will be greater than that of students in the same grades in the local district.

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.

GROWTH MEASURE

5. Each year, the school's unadjusted mean growth percentile will meet or exceed the state's unadjusted median growth percentile.

	2010-11 Grades Served: 5-7			MET	2011-12 Grades Served: 5-8			MET	2012-13 Grades Served: 5-9			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)	
	3	(0)	(0)		3	(0)	(0)		3	(0)	(0)	
	4	(0)	(0)		4	(0)	(0)		4	(0)	(0)	
	5	78.6 (77)	83.3 (12)		5	88.4 (86)	87.5 (8)		5	39.1 (87)	22.2 (9)	
	6	100.0 (54)	100.0 (48)		6	98.6 (71)	100.0 (61)		6	37.2 (86)	37.2 (78)	
	7	95.0 (20)	94.7 (19)		7	100.0 (45)	100.0 (44)		7	33.3 (66)	35.1 (57)	
	8	(0)	(0)		8	87.5 (16)	87.5 (16)		8	57.9 (38)	56.3 (32)	
	All	87.4 (151)	96.2 (79)	YES	All	94.0 (218)	97.7 (129)	YES	All	39.7 (277)	39.2 (176)	NO
	Grades	PI	AMO	YES	Grades	PI	AMO	YES	Grades	PLI	AMO	
	5-7	186	137		5-8	194	148		5-8	126		
	Comparison: Brooklyn District 23				Comparison: Brooklyn District 23				Comparison: Brooklyn District 23			
	Grades	School	District	YES	Grades	School	District	YES	Grades	School	District	YES
	6-7	96.2	40.2		6-8	97.7	38.8		6-8	39.2	12.0	
	% FL	Actual	Predicted	Effect Size	% FL	Actual	Predicted	Effect Size	% ED	Actual	Predicted	Effect Size
	74.1	87.4	50.5		77.3	94.0	50.4		87.9	39.7	16.1	
				YES				YES				YES
	Grades	School	State	YES	Grades	School	State	YES	Grades	School	State	YES
	4				4				4	0.0		
	5				5				5	78.4		
	6				6				6	67.5		
	7				7				7	62.2		
	8				8				8	65.2		
	All	77.5	50.0	YES	All	76.4	50.0	YES	All	69.2	50.0	YES

NYCDOE PROGRESS REPORT RESULTS

Brownsville Collegiate received a letter grade of “A” on its 2012-13 NYCDOE Progress Report. The NYCDOE bases the overall grade on school performance in three categories: School Environment, Student Performance and Student Progress, with the greatest emphasis placed on Student Progress. To raise the bar for schools and increase stability in the letter grades, the city reports that it set overall cut scores for 2012-13 based on a pre-determined scoring distribution. For elementary and middle schools, the distribution is: 26 percent A, 35 percent B, 31 percent C, five percent D, and two percent E. For high schools, the distribution is: 33 percent A, 36 percent B, 21 percent C, six percent D, and five percent E.

Brownsville Collegiate received the “A” based on the composite score of the three categories. The school received an “A” in School Environment, which measures factors other than student achievement. NYCDOE largely bases this category on parent and teacher satisfaction surveys, which measure the conditions necessary for learning. In the Student Performance category, the school received an “A”, indicating that the school’s absolute performance was better on the whole than its peer schools in New York City. As a result of Brownsville Collegiate’s moderate year-to-year growth in math in comparison to its peer schools, it received a “B” in Student Progress.

These results are consistent with the Institute’s analysis above.