

# THE SUNY CHARTER SCHOOLS INSTITUTE

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

*BROWNSVILLE COLLEGIATE  
CHARTER SCHOOL*

*EXCELLENCE BOYS CHARTER  
SCHOOL OF BEDFORD STUYVESANT*

*EXCELLENCE GIRLS CHARTER  
SCHOOL*

**Report Date: October 4, 2023**

**Review Date: July 12, 2023**

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**Charter Schools Institute**  
The State University of New York

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## EDUCATION CORPORATION BACKGROUND

# UNCOMMON NEW YORK CITY CHARTER SCHOOLS



### MISSION

*The mission of Uncommon NYC Charter Schools is to operate outstanding urban public schools that close the achievement gap and prepare students from low income communities to graduate from college.*

### EDUCATION CORPORATION BACKGROUND

Uncommon New York City Charter Schools (“Uncommon NYC” or the “education corporation”), a not-for-profit charter school education corporation, is authorized by the State University of New York Board of Trustees (the “SUNY Trustees”) to operate 12 charter schools. Uncommon NYC schools are located in Brooklyn within Community School Districts (“CSDs”) 13, 16, 17, and 23. At Uncommon NYC, 93% of students identify as students of color and 81% are eligible for free or reduced-price lunch. In New York City, students within these demographic categories historically have had very limited access to high quality, college preparatory educational opportunities.

Eleven charters are currently open with one scheduled to open in the fall of 2024. Uncommon NYC is authorized to operate Brownsville Collegiate Charter School (“Brownsville Collegiate”), Excellence Boys Charter School of Bedford Stuyvesant (“Excellence Boys”), Excellence Girls Charter School (“Excellence Girls”), which are the three Uncommon NYC charters due for renewal. The education corporation also operates Bedford Stuyvesant Collegiate Charter School (“BedStuy Collegiate”), Kings Collegiate Charter School (“Kings Collegiate”), Leadership Preparatory Bedford Stuyvesant Charter School (“LP Bed Stuy”), Leadership Preparatory Brownsville Charter School (“LP Brownsville”), Leadership Preparatory Canarsie Charter School (“LP Canarsie”), Leadership Preparatory Ocean Hill Charter School (“LP Ocean Hill”), Ocean Hill Collegiate Charter School (“Ocean Hill Collegiate”), and Williamsburg Collegiate Charter School (“Williamsburg Collegiate”). Uncommon NYC began a procedure to close Brooklyn East Collegiate Charter School (“Brooklyn East Collegiate”) in the 2021-22 school year and officially closed at the end of the 2022-23 school year due to low enrollment and facility issues. Excellence Boys and Excellence Girls will plan to adjust the chartered enrollment in each school’s subsequent charter term, if renewal is granted.

Uncommon NYC contracts with the New Jersey not-for-profit charter management organization (“CMO”) Uncommon Schools, Inc. (“Uncommon Schools” or the “network”) which partners with charter schools across New York, Massachusetts, and New Jersey providing operational, instructional, and performance management support pursuant to a contract.

### CURRENT EDUCATION CORPORATION SNAPSHOT

First School Opened:  
2004

Serves: Kindergarten – 12<sup>th</sup>

Number of Charters Due for  
Renewal: 3

Total Number of Charters:  
12

Chartered Enrollment:  
9,782

### PROPOSED FUTURE EDUCATION CORPORATION SNAPSHOT

Serves: Kindergarten – 12<sup>th</sup>

Total Number of Charters:  
12

Proposed Future Charter  
Enrollment: 11,169

Information about each  
charter is found below  
in the Charter School  
Background section of this  
report

## EDUCATION CORPORATION BACKGROUND

### KEY DESIGN ELEMENTS

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;	+
Create focused environments to support learning;	+
Keep it personal;	+
See our students for who they are and who they will become;	+
Involve families;	+
Help students envision a bright future which inspires them to achieve; and,	+
Prepare high school students for college.	+

## RENEWAL RECOMMENDATION

### FULL-TERM RENEWAL

**Renewal through July 31, 2026.** *The SUNY Charter Schools Institute (the “Institute”) recommends the SUNY Trustees’ Charter Schools Committee approve the following Applications for Charter Renewal:*

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

*through July 31, 2026 to align each related education corporation’s charter expiration and renewal schedule going forward. If renewed, each charter will be granted the authority to provide instruction to students in such configuration as set forth in each charter’s Application for Renewal. The Institute makes this recommendation as each charter meets the requirements for renewal set forth in the Policies for Renewal of Not-For-Profit Charter School Education Corporations and Charter Schools Authorized by the Board of Trustees of the State University of New York (the “SUNY Renewal Policies”).<sup>1</sup>*

The table below presents information on the Institute’s plan<sup>2</sup> to align the charter expiration dates of the charters under the education corporation. By the school year 2025-26, the charter expiration dates for all charter schools in Uncommon NYC Charter Schools will align. At that time, the Institute will conduct a full renewal review of all charters in the education corporation:

CHARTER	2023-24	2024-25	2025-26	2026-27	2027-28
BedStuy Collegiate			Charter Expiration		
Brownsville Collegiate	Charter Expiration		Alignment Year		
Excellence Boys	Charter Expiration		Alignment Year		

1. SUNY Renewal Policies (p. 12) are available on the [Institute’s website](#).

2. The above plan does not guarantee a specific renewal outcome for the education corporation or any of its charter schools.

## RENEWAL RECOMMENDATION

CHARTER	2023-24	2024-25	2025-26	2026-27	2027-28
Excellence Girls	Charter Expiration		Alignment Year		
Kings Collegiate			Charter Expiration		
LP Bedford Stuyvesant			Charter Expiration		
LP Brownsville			Charter Expiration		
LP Canarsie			Charter Expiration		
LP Ocean Hill			Charter Expiration		
Ocean Hill Collegiate			Charter Expiration		
Uncommon NYC Charter School #1		Planned Opening	Charter Expiration		
Williamsburg Collegiate			Charter Expiration		

## RENEWAL RECOMMENDATION



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

### REQUIRED FINDINGS

In addition to making recommendations based on determinations of whether each charter has met the SUNY Trustees' specific renewal criteria, the Institute makes the following findings required by the New York Charter Schools Act of 1998 (as amended, the "Act"):

- 1: each charter, as described in the Application for Charter Renewal, meets the requirements of the Act and all other applicable laws, rules, and regulations;
- 2: the education corporation can demonstrate the ability to operate each charter 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 each charter to operate for another two years is likely to improve student learning and achievement and materially further the purposes of the Act.<sup>3</sup>

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



## EXECUTIVE SUMMARY

### EXECUTIVE SUMMARY

The information below presents the key findings for the SUNY Trustees and highlights the successes of the schools.

### FINDINGS & INFORMATION

#### *Is each charter due for renewal an academic success?*

Over the charter term, Excellence Boys and Excellence Girls met or exceeded their key academic Accountability Plan goals in English language arts (“ELA”) and mathematics. Brownsville Collegiate met or came close to meeting its goals over the majority of years with data suitable for analysis.

Notable academic performance trends include:

- Excellence Boys outperformed the district in ELA and mathematics during every year of the term. In 2021-22, the school outperformed the district by eight percentage points in ELA and 17 percentage points in mathematics.
- Excellence Girls posted high graduation and college matriculation rates over the charter term. In 2021-22, the school graduated 88% of its 2018 Cohort surpassing the district rate by 22 percentage points. That year, 96% of graduates matriculated into a two or four year program in the fall following graduation.
- Over the charter term, Brownsville Collegiate met its ELA and mathematics goals over the majority of years. After outperforming the district in 2017-18 and 2018-19, the school’s performance declined in the first year following the cancellation of state exams with data suitable for analysis. In alignment with middle school trends across the state, the school’s results reflect the effects of interrupted instruction due to COVID-19. The network worked closely with the school to provide additional supports for mathematics instruction.

#### *Is each charter due for renewal an effective, viable organization?*

Uncommon NYC and each of the charters due for renewal are effective, viable organizations. The Uncommon NYC board’s governance of the education corporation and oversight of the management contract with the network and charter school leadership provide clear academic and financial accountability structures. In addition to operational services, Uncommon Schools provides the charter with robust academic supports that enable the program to run smoothly.

The board’s strong working relationship with the network allowed the teams to work together during the charter term to reconfigure enrollment patterns of several Uncommon NYC charters to meet challenges associated with enrollment and proximity to other charter school options. Each charter school background section for the schools up for renewal describes the operational shifts that ensure the viability of the charters in a subsequent charter term, if granted.

## EXECUTIVE SUMMARY

### ***Is each charter due for renewal fiscally sound?***

Uncommon NYC and each of the charters for Brownsville Collegiate, Excellence Boys, and Excellence Girls are fiscally sound based on the Institute's analysis of the fiscal evidence collected through the renewal review.

### ***If the SUNY Trustees renew the education corporation's authority to operate each charter due for renewal, are its plans for the charters reasonable, feasible, and achievable?***

Uncommon NYC and each of the charters for Brownsville Collegiate, Excellence Boys, Excellence Girls have plans for the future that, if renewed, are reasonable, feasible, and achievable. The schools plan to continue implementing the same elements across the elementary, middle school, and high school programs during the next charter term. If renewed, the schools plan to continue delivering high quality instruction and increase social emotional supports for students in order to address the accumulated impacts of interrupted instruction.

As of the 2022-23 school year, Uncommon NYC implemented a host of strategies to address low performance in mathematics across Brownsville Collegiate, Excellence Boys, and Excellence Girls. School leaders increased practice time and remedial support in mathematics by narrowing its instructional focus to the highest priority standards while providing more in-school tutoring opportunities. The schools hired external consultants and a network manager of middle school content to assist teachers with delivering content. The network will also offer targeted professional development for teachers pertaining to the internalization of mathematics curriculum via intellectual preparation routines, the encouragement of student-led mathematical discourse in classrooms, the reteaching of content, and the vertical alignment of mathematics content across grade levels.

Based on the Institute's review of each school's performance as posted over the charter term; a review of the Application for Charter Renewal submitted by the education corporation; a review of academic, organizational, governance, and financial documentation; and, a renewal review of the schools' academic programs, the Institute finds that each school due for renewal meets the required criteria for renewal.

The Institute recommends that the SUNY Trustees grant Brownsville Collegiate, Excellence Boys, and Excellence Girls each a Full-Term Subsequent Renewal through July 31, 2026 to align the Uncommon NYC Charter expiration dates.

## CHARTER SCHOOL BACKGROUND

# BROWNSVILLE COLLEGIATE CHARTER SCHOOL

140 Montrose, Brooklyn, New York | Grades: K-4 | NYC Community School District 14

The SUNY Trustees approved the original charter for Brownsville Collegiate on February 23, 2009. The school opened in fall 2009, serving 101 students in 5<sup>th</sup> – 6<sup>th</sup> grade. In 2022-23, Uncommon NYC worked with the Institute to reconfigure the Brownsville Collegiate charter to re-site its location to Williamsburg and reconfigure to an elementary program to serve as a feeder charter for Williamsburg Collegiate. In 2022-23, Uncommon NYC worked with the Institute to re-site Brownsville Collegiate to Williamsburg and reconfigure it into an elementary program where it serves as a feeder school for Williamsburg Collegiate’s middle school program. Brownsville Collegiate consolidated its student population with LP Brownsville.

### PROGRAM

Brownsville Collegiate implements the same program elements of all Uncommon NYC charters. For more information on the educational program, please see the Benchmark Summary in the Data Presentation section of this report.

During 2022-23, in reaction to Brownsville Collegiate’s spring 2022 state assessment results, Uncommon NYC worked closely with school leaders to reflect on its mathematics program, streamlining content blocks to focus on specific, targeted instruction to accelerate learning. Leaders also focused much support and development on building teachers’ skills to improve mathematics teaching and learning.

### CURRENT CHARTER

*Serves: Kindergarten – 4<sup>th</sup>*

*Chartered Enrollment:  
115*

*Charter Expires on:  
July 31, 2024*

### PROPOSED FUTURE CHARTER

*Serves: Kindergarten – 4<sup>th</sup>*

*Chartered Enrollment:  
220*

*Charter Expiration:  
September 31, 2024*

### CHARTER CHARACTERISTICS

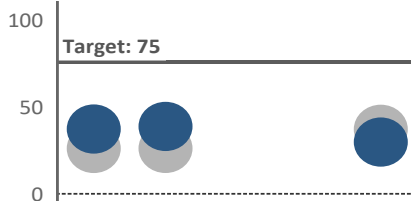
SCHOOL YEAR	CHARTERED ENROLLMENT	ACTUAL ENROLLMENT	ACTUAL AS A PERCENTAGE OF CHARTERED ENROLLMENT	GRADES SERVED
2019-20	345	273	79%	5 – 8
2020-21	345	236	68%	5 – 8
2021-22	345	155	45%	5 – 8
2022-23	110	87	79%	6 – 8
2023-24	115	Not available	Not available	K – 4

## CHARTER SCHOOL BACKGROUND

### BROWNSVILLE COLLEGIATE CHARTER SCHOOL

#### ENGLISH LANGUAGE ARTS ACCOUNTABILITY PLAN GOAL

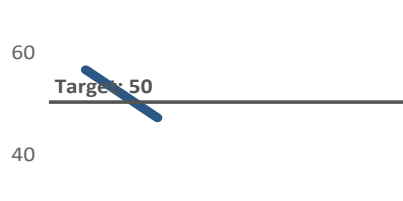
**District Comparison.** The percentage of students at **the charter** performing at or above proficiency in ELA compared to the district.



**Effect Size.** The chart shows charter's effect size above its predicted level of performance in **ELA** according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State.

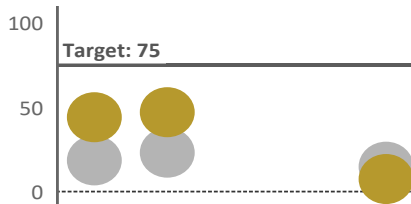


**Comparative Growth Measure: Mean Growth Percentile.** The charter's unadjusted mean growth percentile for all students in grades 4-8 will be above target of 50 in **ELA**.

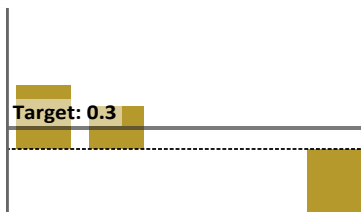


#### MATHEMATICS ACCOUNTABILITY PLAN GOAL

**District Comparison.** The percentage of students at **the charter** performing at or above proficiency in mathematics compared to the district.



**Effect Size.** The chart shows charter's effect size above its predicted level of performance in **mathematics** according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State.

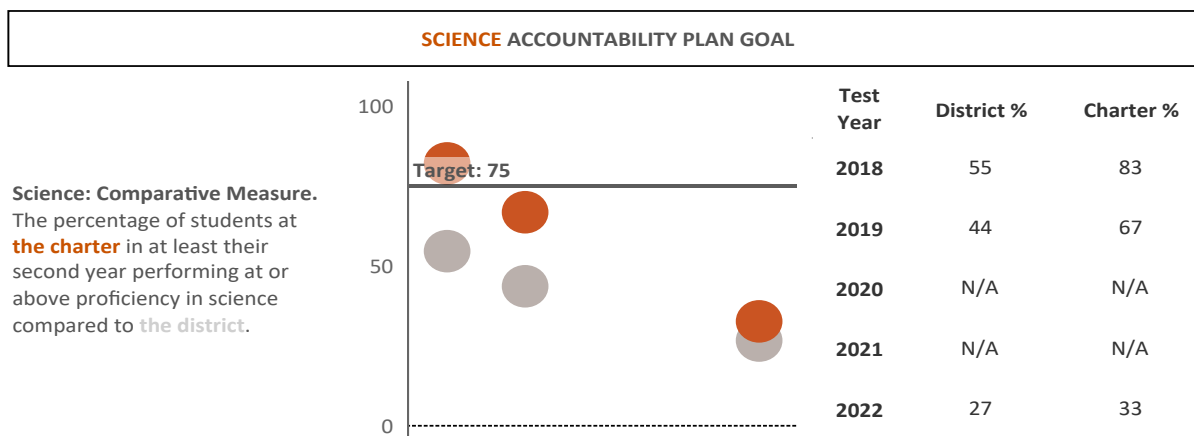


**Comparative Growth Measure: Mean Growth Percentile.** The charter's unadjusted mean growth percentile for all students in grades 4-8 will be above target of 50 in **mathematics**.



## CHARTER SCHOOL BACKGROUND

### BROWNSVILLE COLLEGIATE CHARTER SCHOOL



SPECIAL POPULATIONS PERFORMANCE*			
	2018	2019	2022
Students with Disabilities Enrollment	64	70	39
Tested on State Exam	56	62	39
Charter Percent Proficient on ELA Exam	7.1	4.8	10.3
District Percent Proficient	7.1	7.1	10.9
ELL Enrollment	21	29	9
Tested on NYSESLAT Exam	6	16	7
Charter Percent 'Commanding' or Making Progress	0.0	18.8	42.9

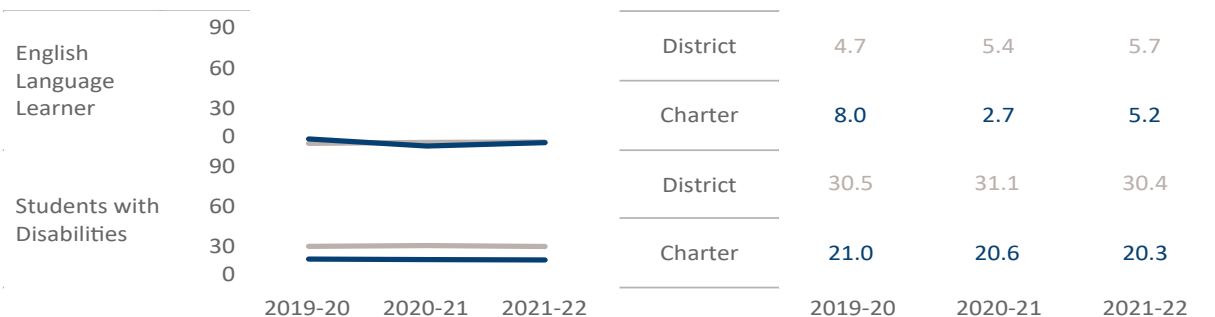
\* The academic outcome data about the performance of students receiving special education services and English language learners ("ELLs") above is not tied to separate goals in the charter school's formal Accountability Plan. The NYSESLAT, the New York State English as a Second Language Achievement 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".

## CHARTER SCHOOL BACKGROUND

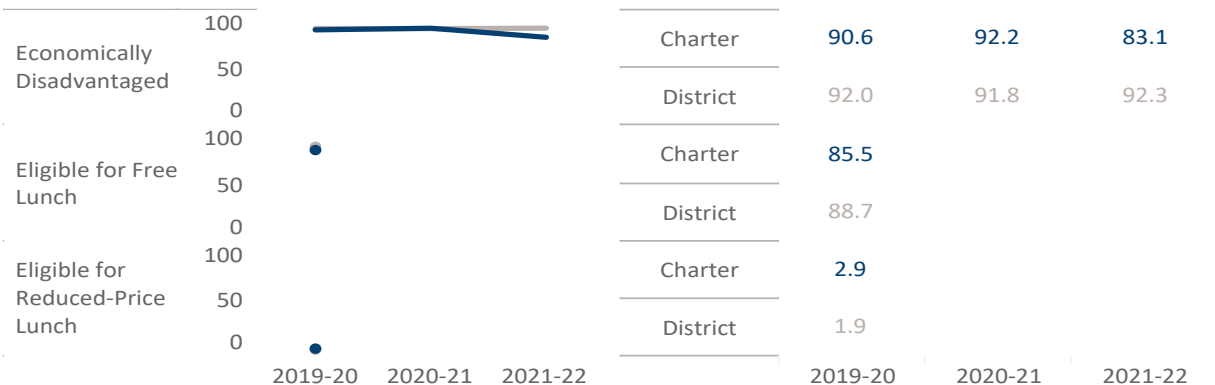
### Brownsville Collegiate Charter School

Brooklyn CSD 23

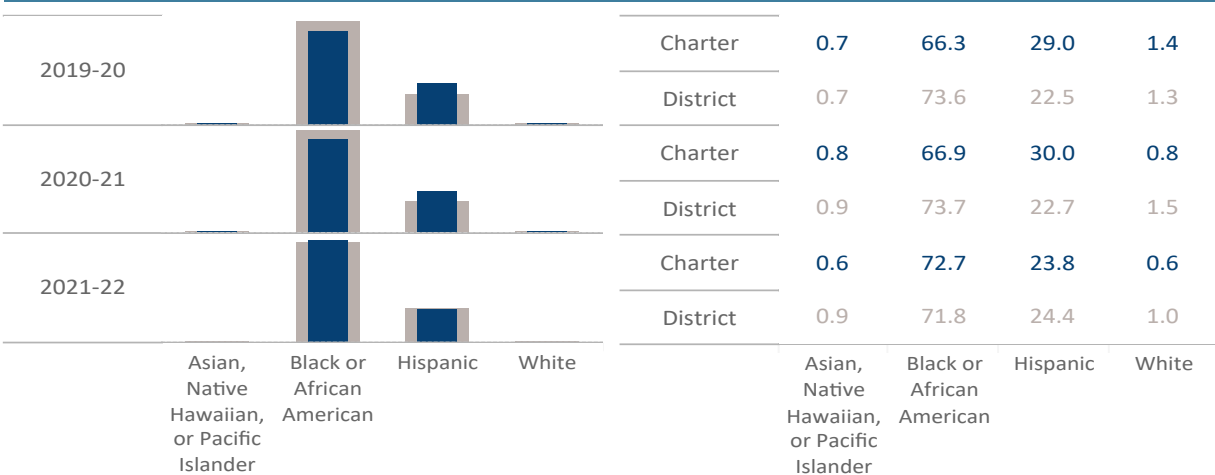
#### Student Demographics: Special Populations



#### Student Demographics: Free/Reduced Lunch



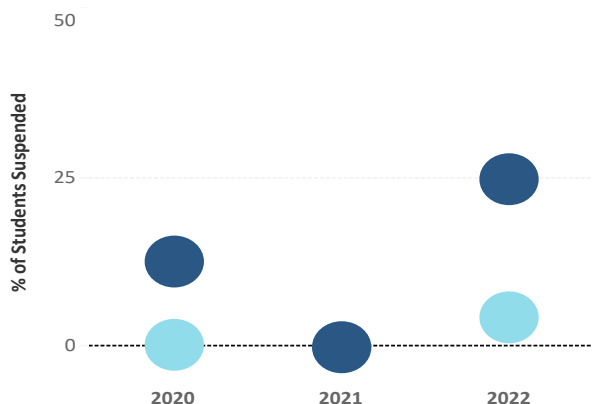
#### Student Demographics: Race/Ethnicity



\* Data reported in these charts reflect BEDS day enrollment counts as reported by the NYSED except for the charter's 2020-21 ELL enrollment which reflects data reported by the education corporation and validated by the Institute.

## CHARTER SCHOOL BACKGROUND

### Brownsville Collegiate Charter School



### Brooklyn CSD 23

ISS Rate OSS Rate

2020	0.4	12.7
2021	0.0	0.0
2022	4.4	24.9

Data suitable for comparison are not available. The percentage rate shown here is calculated using the method employed by NYCDOE: the total number of students receiving an in school or out of school suspension at any time during the school year is divided by the total enrollment, then multiplied by 100.

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

**Expulsions:** The number of students expelled from the charter each year

		2020	2021	2022
2019-20	77.0			
2020-21	89.3	0	0	0
2021-22	85.6			

### Brownsville Collegiate Charter School's Enrollment and Retention Status: 2021-22

		Target	Charter
enrollment	economically disadvantaged	93.2	82.9
	English language learners	5.7	6.1
	students with disabilities	19.0	20.4
retention	economically disadvantaged	87.1	74.3
	English language learners	87.6	100.0
	students with disabilities	87.6	69.7

\* Data reported in these charts reflect information reported by the education corporation and validated by the Institute.

## CHARTER SCHOOL BACKGROUND

# EXCELLENCE BOYS CHARTER SCHOOL OF BEDFORD STUYVESANT

225 Patchen Avenue, Brooklyn, New York | Grades: K-8 | NYC Community School District 16

The SUNY Trustees approved the original charter for Excellence Boys in February 2003. The school opened in fall 2004, serving 90 students in Kindergarten and 1<sup>st</sup> grade.

### PROGRAM

Excellence Boys implements the same program elements of all Uncommon NYC charters. For more information on the educational program, please see the Benchmark Summary in the Data Presentation section of this report.

Uncommon NYC was thoughtful in its planning for a subsequent charter term for Excellence Boys, if granted. While the school's current grade configuration will remain the same, the proposed charter enrollment revision aligns with actual enrollment.

### CURRENT CHARTER

*Serves: Kindergarten – 8<sup>th</sup>*

*Chartered Enrollment:  
780*

*Charter Expires on:  
July 31, 2024*

### PROPOSED FUTURE CHARTER

*Serves: Kindergarten – 8<sup>th</sup>*

*Chartered Enrollment:  
412*

*Charter Expiration:  
July 31, 2026*

### CHARTER CHARACTERISTICS

SCHOOL YEAR	CHARTERED ENROLLMENT	ACTUAL ENROLLMENT	ACTUAL AS A PERCENTAGE OF CHARTERED ENROLLMENT	GRADES SERVED
2019-20	780	696	89%	K – 8
2020-21	780	656	84%	K – 8
2021-22	780	547	70%	K – 8
2022-23	780	444	57%	K – 8
2023-24	780	Not Yet Available	Not Yet Available	K – 8

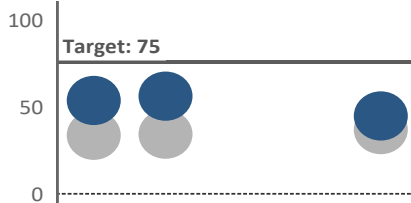


## CHARTER SCHOOL BACKGROUND

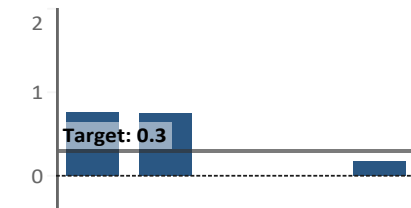
### EXCELLENCE BOYS CHARTER SCHOOL OF BEDFORD STUYVESANT

#### ENGLISH LANGUAGE ARTS ACCOUNTABILITY PLAN GOAL

**District Comparison.** The percentage of students at **the charter** performing at or above proficiency in ELA compared to the district.



**Effect Size.** The chart shows charter's effect size above its predicted level of performance in **ELA** according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State.

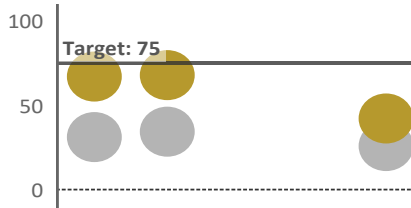


**Comparative Growth Measure: Mean Growth Percentile.** The charter's unadjusted mean growth percentile for all students in grades 4-8 will be above target of 50 in **ELA**.



#### MATHEMATICS ACCOUNTABILITY PLAN GOAL

**District Comparison.** The percentage of students at **the charter** performing at or above proficiency in mathematics compared to the district.



**Effect Size.** The chart shows charter's effect size above its predicted level of performance in **mathematics** according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State.

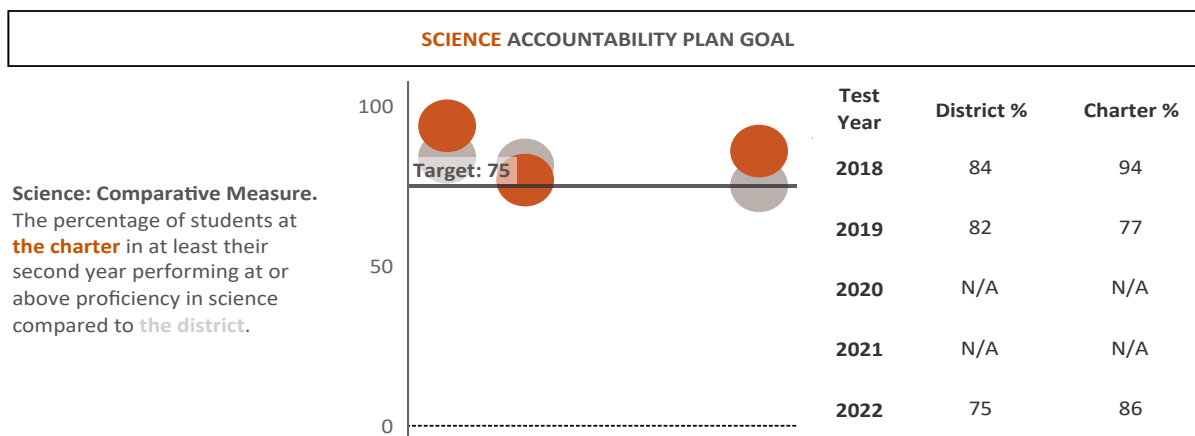


**Comparative Growth Measure: Mean Growth Percentile.** The charter's unadjusted mean growth percentile for all students in grades 4-8 will be above target of 50 in **mathematics**.



## CHARTER SCHOOL BACKGROUND

### EXCELLENCE BOYS CHARTER SCHOOL OF BEDFORD STUYVESANT



SPECIAL POPULATIONS PERFORMANCE*			
	2018	2019	2022
Students with Disabilities Enrollment	163	171	127
Tested on State Exam	98	115	94
Charter Percent Proficient on ELA Exam	29.6	27.8	25.5
District Percent Proficient	11.1	12.7	16.2
ELL Enrollment	13	20	15
Tested on NYSESLAT Exam	13	20	11
Charter Percent 'Commanding' or Making Progress	23.1	30.0	18.2

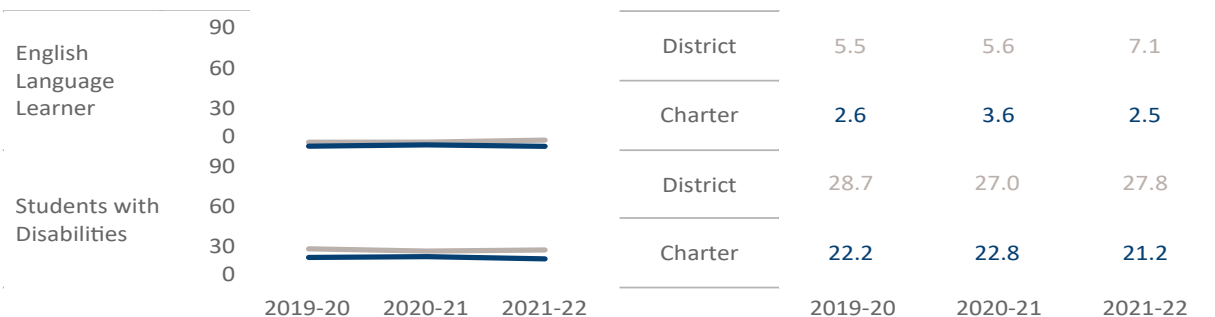
\* The academic outcome data about the performance of students receiving special education services and English language learners ("ELLs") above is not tied to separate goals in the charter school's formal Accountability Plan. The NYSESLAT, the New York State English as a Second Language Achievement 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".

## CHARTER SCHOOL BACKGROUND

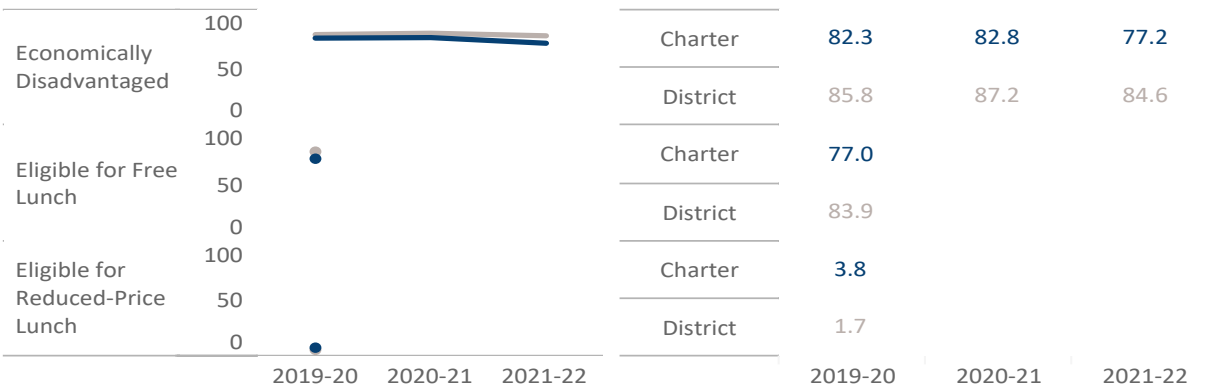
### Excellence Boys Charter School of Bedford Stuyvesant

Brooklyn CSD 16

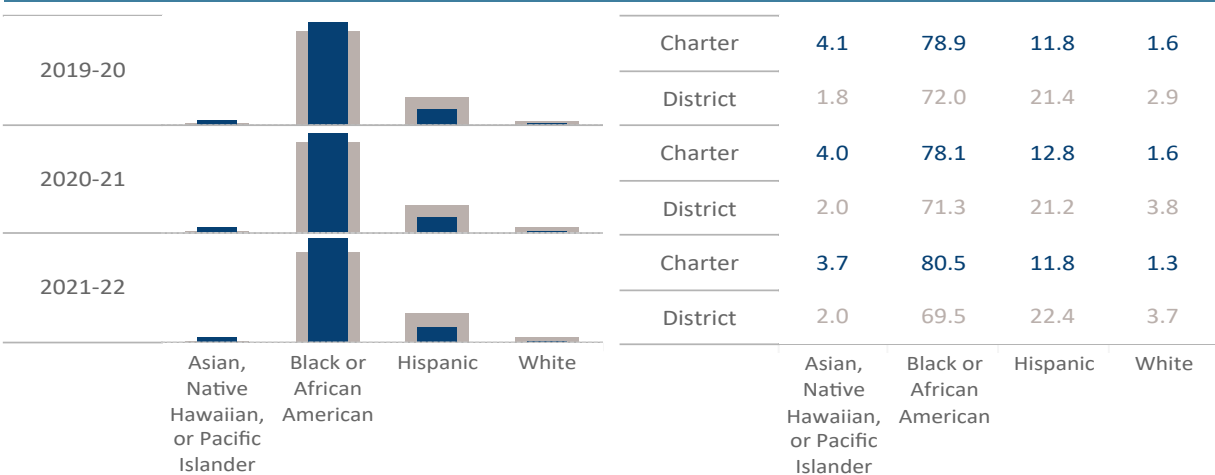
#### Student Demographics: Special Populations



#### Student Demographics: Free/Reduced Lunch



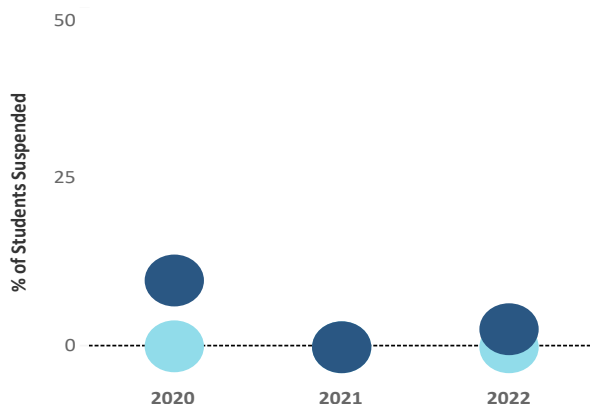
#### Student Demographics: Race/Ethnicity



\* Data reported in these charts reflect BEDS day enrollment counts as reported by the NYSED except for the charter's 2020-21 ELL enrollment which reflects data reported by the education corporation and validated by the Institute.

## CHARTER SCHOOL BACKGROUND

### Excellence Boys Charter School of Bedford Stuyvesant



### Brooklyn CSD 16

ISS Rate      OSS Rate

2020	0.1	9.9
2021	0.0	0.0
2022	0.0	2.7

Data suitable for comparison are not available. The percentage rate shown here is calculated using the method employed by NYCDOE: the total number of students receiving an in school or out of school suspension at any time during the school year is divided by the total enrollment, then multiplied by 100.

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

**Expulsions:** The number of students expelled from the charter each year

		2020	2021	2022
2019-20	79.8			
2020-21	85.9	0	0	0
2021-22	84.8			

### Excellence Boys Charter School of Bedford Stuyvesant's Enrollment and Retention Status: 2021-22

		Target	Charter
enrollment	economically disadvantaged	91.5	77.2
	English language learners	5.0	2.5
	students with disabilities	22.7	21.0
retention	economically disadvantaged	86.5	85.1
	English language learners	84.1	65.0
	students with disabilities	87.5	79.9

\* Data reported in these charts reflect information reported by the education corporation and validated by the Institute.

## CHARTER SCHOOL BACKGROUND

# EXCELLENCE GIRLS CHARTER SCHOOL

794 Monroe St, Brooklyn, New York | Grades: K-4 | NYC Community School District 16  
1600 Park Pl, Brooklyn, New York | Grades: 5-8 | NYC Community School District 17  
1485 Pacific Street, Brooklyn, New York | Grades: 9-12 | NYC Community School District 17

The SUNY Trustees approved the original charter for Excellence Girls on September 9, 2008. The school opened in fall 2009, serving 145 students in Kindergarten and 1<sup>st</sup> grade.

### PROGRAM

Excellence Girls implements the same program elements of all Uncommon NYC charters. For more information on the educational program, please see the Benchmark Summary in the Data Presentation section of this report.

Uncommon NYC was thoughtful in its planning for a subsequent charter term for Excellence Girls, if granted. While the school's current grade configuration will remain the same, the proposed charter enrollment revision aligns with actual enrollment.

### CURRENT CHARTER

*Serves: Kindergarten – 12<sup>th</sup>*

*Chartered Enrollment:  
1,585*

*Charter Expires on:  
July 31, 2024*

### PROPOSED FUTURE CHARTER

*Serves: Kindergarten – 12<sup>th</sup>*

*Chartered Enrollment:  
870*

*Charter Expiration:  
July 31, 2026*

### CHARTER CHARACTERISTICS

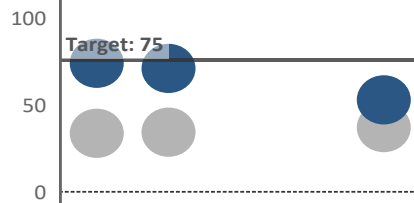
SCHOOL YEAR	CHARTERED ENROLLMENT	ACTUAL ENROLLMENT	ACTUAL AS A PERCENTAGE OF CHARTERED ENROLLMENT	GRADES SERVED
2019-20	1,534	1,325	86%	K – 12
2020-21	1,542	1,325	86%	K – 12
2021-22	1,504	1,190	79%	K – 12
2022-23	1,521	968	64%	K – 12
2023-24	1,585	Not Yet Available	Not Yet Available	K – 12

## CHARTER SCHOOL BACKGROUND

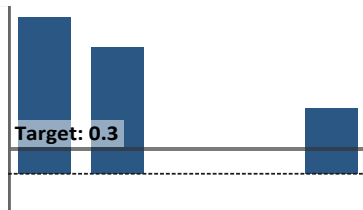
### EXCELLENCE GIRLS CHARTER SCHOOL

#### ENGLISH LANGUAGE ARTS ACCOUNTABILITY PLAN GOAL

**District Comparison.** The percentage of students at **the charter** performing at or above proficiency in ELA compared to the district.



**Effect Size.** The chart shows charter's effect size above its predicted level of performance in **ELA** according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State.



**Comparative Growth Measure: Mean Growth Percentile.** The charter's unadjusted mean growth percentile for all students in grades 4-8 will be above target of 50 in **ELA**.



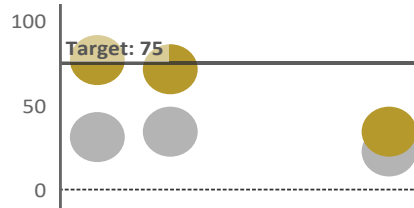
Test Year	Comp Grades	District %	Charter %
2018	3-8	34	74
2019	3-8	35	71
2020	N/A	N/A	N/A
2021	N/A	N/A	N/A
2022	3-8	37	53

Test Year	Test Grades	Effect Size
2018	3-8	1.86
2019	3-8	1.51
2020	N/A	N/A
2021	N/A	N/A
2022	3-8	0.78

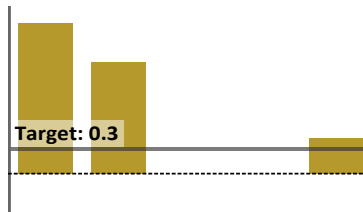
Test Year	Charter Mean Growth
2018	48.1
2019	43.7
2020	N/A
2021	N/A
2022	N/A

#### MATHEMATICS ACCOUNTABILITY PLAN GOAL

**District Comparison.** The percentage of students at **the charter** performing at or above proficiency in mathematics compared to the district.



**Effect Size.** The chart shows charter's effect size above its predicted level of performance in **mathematics** according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State.



**Comparative Growth Measure: Mean Growth Percentile.** The charter's unadjusted mean growth percentile for all students in grades 4-8 will be above target of 50 in **mathematics**.



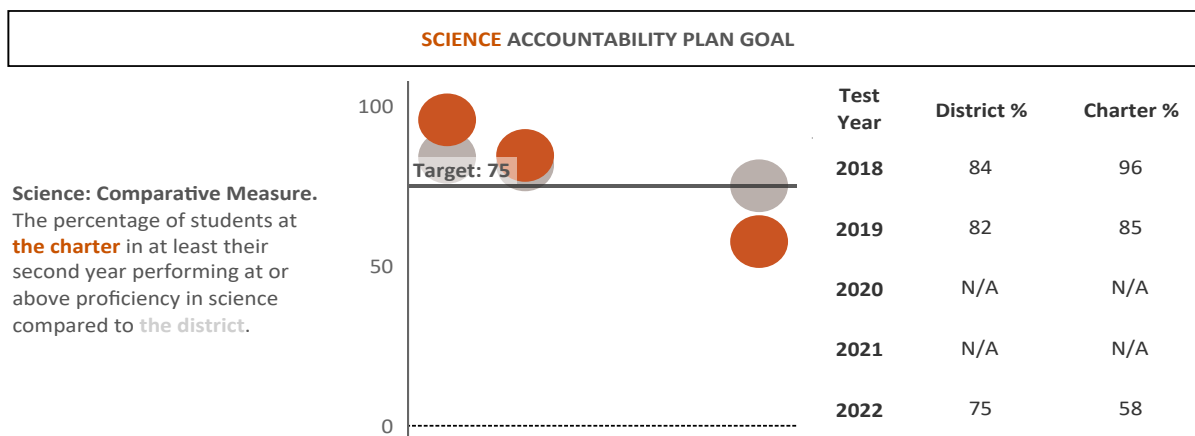
Test Year	Comp Grades	District %	Charter %
2018	3-7	32	78
2019	3-7	35	72
2020	N/A	N/A	N/A
2021	N/A	N/A	N/A
2022	4-7	23	35

Test Year	Test Grades	Effect Size
2018	3-7	1.82
2019	3-7	1.35
2020	N/A	N/A
2021	N/A	N/A
2022	4-7	0.43

Test Year	Charter Mean Growth
2018	51.3
2019	44.6
2020	N/A
2021	N/A
2022	N/A

## CHARTER SCHOOL BACKGROUND

### EXCELLENCE GIRLS CHARTER SCHOOL



SPECIAL POPULATIONS PERFORMANCE*			
	2018	2019	2022
Students with Disabilities Enrollment	161	199	236
Tested on State Exam	56	54	52
Charter Percent Proficient on ELA Exam	42.9	27.8	28.8
District Percent Proficient	11.1	12.7	16.2
ELL Enrollment	24	34	37
Tested on NYSESLAT Exam	19	32	20
Charter Percent 'Commanding' or Making Progress	21.1	34.4	30.0

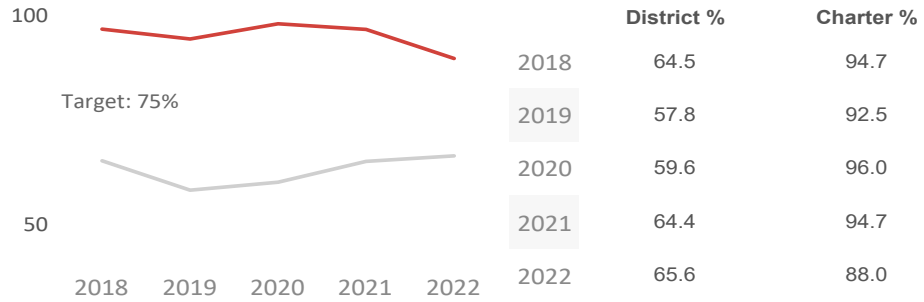
\* The academic outcome data about the performance of students receiving special education services and English language learners ("ELLs") above is not tied to separate goals in the charter school's formal Accountability Plan. The NYSESLAT, the New York State English as a Second Language Achievement 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".

## CHARTER SCHOOL BACKGROUND

### EXCELLENCE GIRLS CHARTER SCHOOL

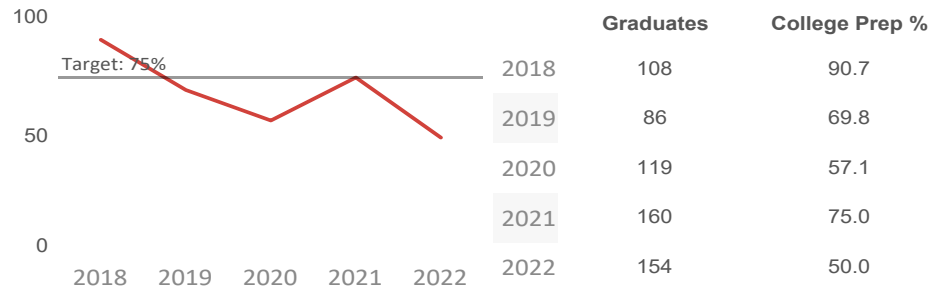
#### HIGH SCHOOL GRADUATION RATE

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

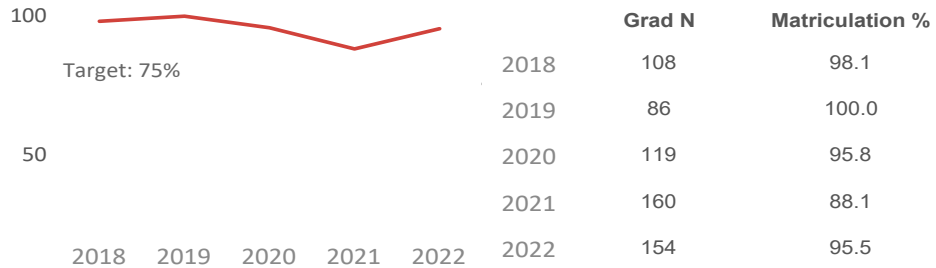


#### COLLEGE PREPARATION AND ATTAINMENT

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

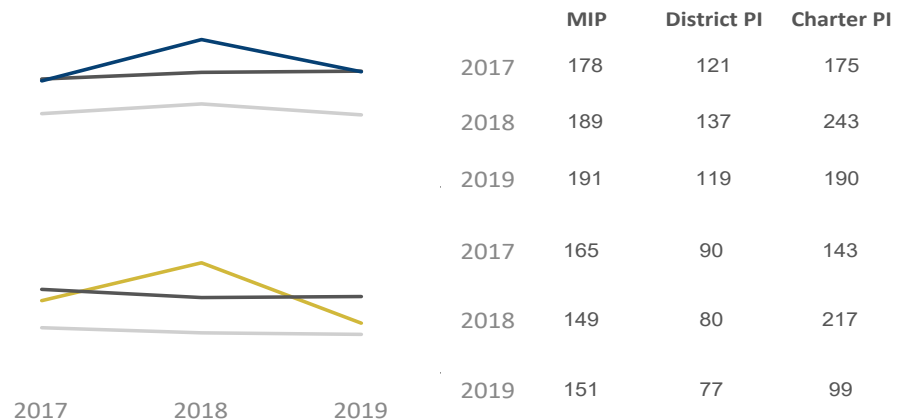


**College Attainment Measure:** **Matriculation into College.** Each year, 75 percent of **graduating students** will enroll in a college or university.



#### ENGLISH LANGUAGE ARTS AND MATHEMATICS

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



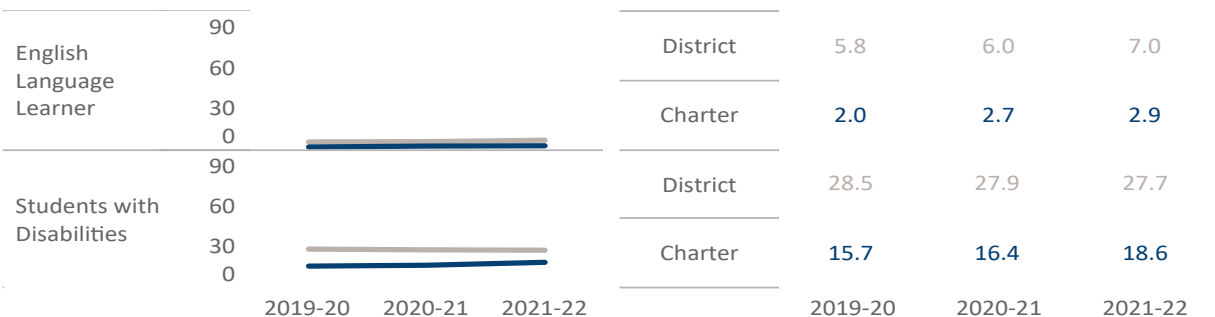


## CHARTER SCHOOL BACKGROUND

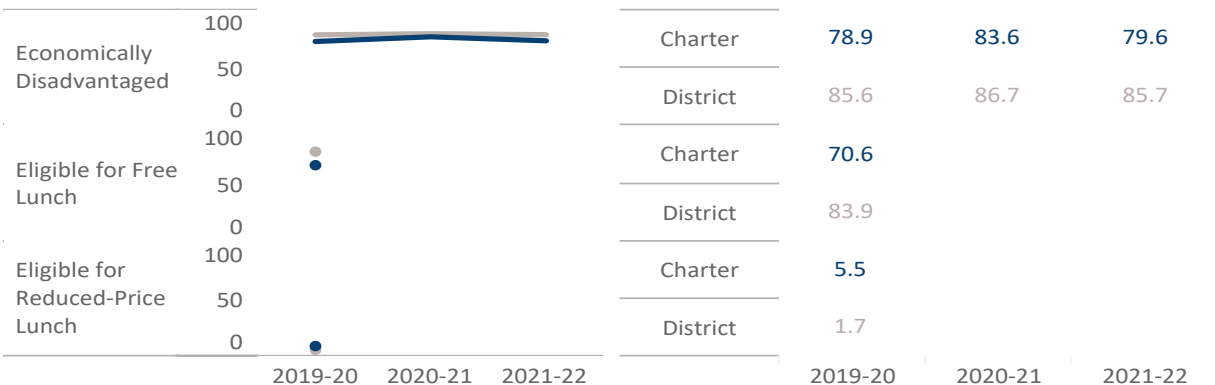
### Excellence Girls Charter School

Brooklyn CSD 16

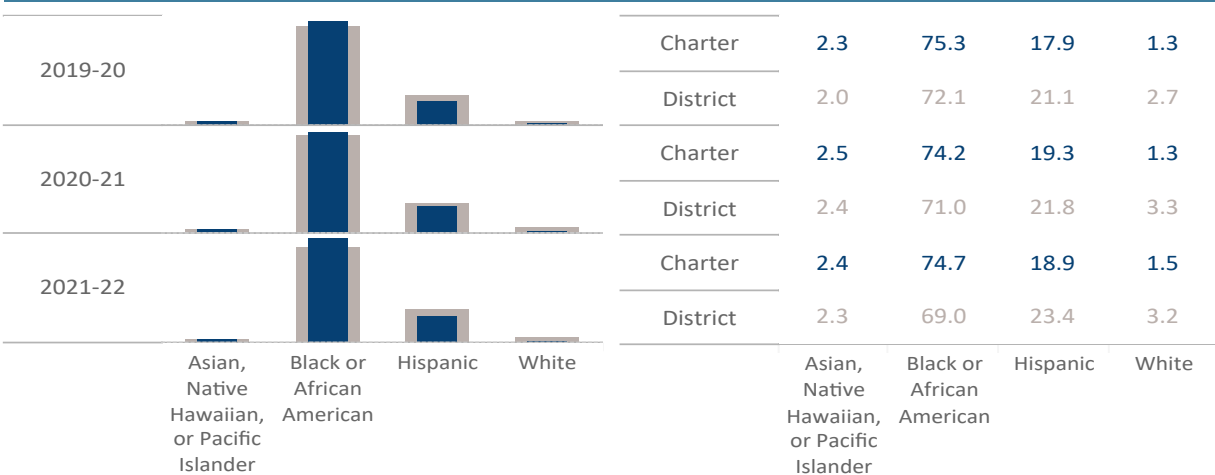
#### Student Demographics: Special Populations



#### Student Demographics: Free/Reduced Lunch



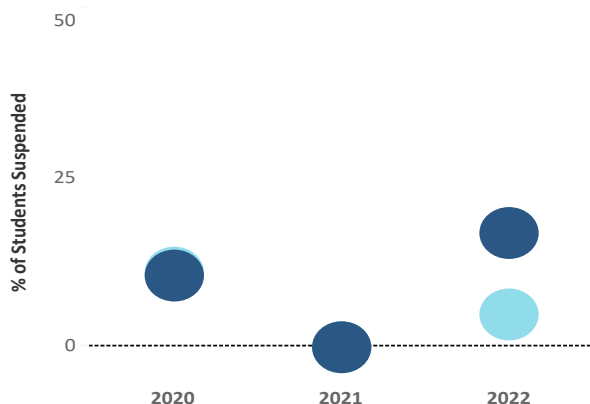
#### Student Demographics: Race/Ethnicity



\* Data reported in these charts reflect BEDS day enrollment counts as reported by the NYSED except for the charter's 2020-21 ELL enrollment which reflects data reported by the education corporation and validated by the Institute.

## CHARTER SCHOOL BACKGROUND

### Excellence Girls Charter School



### Brooklyn CSD 16

ISS Rate      OSS Rate

2020	11.0	10.6
2021	0.0	0.0
2022	4.9	16.9

Data suitable for comparison are not available. The percentage rate shown here is calculated using the method employed by NYCDOE: the total number of students receiving an in school or out of school suspension at any time during the school year is divided by the total enrollment, then multiplied by 100.

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

**Expulsions:** The number of students expelled from the charter each year

		2020	2021	2022
2019-20	76.3			
2020-21	84.8	0	0	0
2021-22	82.6			

### Excellence Girls Charter School's Enrollment and Retention Status: 2021-22

		Target	Charter
enrollment	economically disadvantaged	88.7	79.3
	English language learners	4.5	2.8
	students with disabilities	22.3	18.3
retention	economically disadvantaged	86.7	82.8
	English language learners	84.6	77.1
	students with disabilities	86.7	84.7

\* Data reported in these charts reflect information reported by the education corporation and validated by the Institute.



# DP

DATA PRESENTATION

PAGES: 25-34

AP

ACADEMIC  
PERFORMANCE

CP

COMPLIANCE  
PERFORMANCE

CS

COMMUNITY  
SATISFACTION

SD

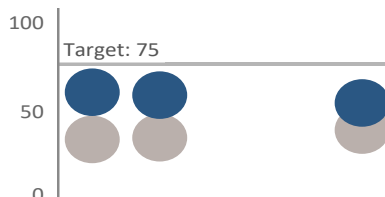
STUDENT  
DEMOGRAPHICS

## ACADEMIC PERFORMANCE

### UNCOMMON NYC CHARTER SCHOOLS: AGGREGATE ELA AND MATHEMATICS PERFORMANCE FOR ALL CHARTERS

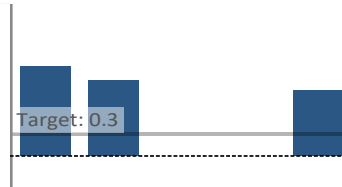
#### Uncommon New York City Charter Schools EDUCATION CORPORATION AGGREGATE ENGLISH LANGUAGE ARTS PERFORMANCE

**Composite District Comparison.\*** The chart shows the percentage of students enrolled in at least their second year at **the education corporation's charters** performing at or above proficiency in comparison to that of students in the same tested grades in those charters' local districts.



Test Year	Districts %	Ed.Corp. %
2018	35	60
2019	36	59
2020	N/A	N/A
2021	N/A	N/A
2022	40	55

**Effect Size.** Charters are expected to exceed the predicted level of performance by an effect size of 0.3 or above. The chart shows a weighted average effect size for **all education corporation charters** administering state exams.



Test Year	Ed. Corp. Weighted Effect Size
2018	1.17
2019	1.02
2020	N/A
2021	N/A
2022	0.88

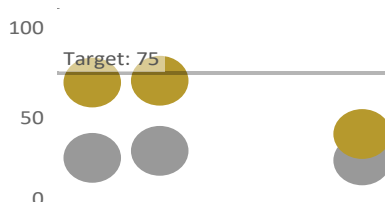
**Mean Growth Percentile.** The chart shows the unadjusted mean growth percentile for all students in grades 4-8 among **all education corporation charters**.



Test Year	Ed. Corp. Mean Growth Percentile
2018	51.9
2019	47.2
2020	N/A
2021	N/A
2022	N/A

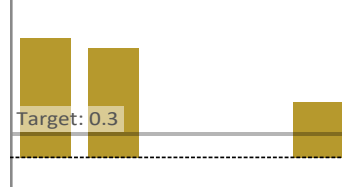
#### EDUCATION CORPORATION AGGREGATE MATHEMATICS PERFORMANCE

**Composite District Comparison.\*** The chart shows the percentage of students enrolled in at least their second year at **the education corporation's charters** performing at or above proficiency in comparison to that of students in the same tested grades in those charters' local districts.



Test Year	Districts %	Ed.Corp. %
2018	28	70
2019	32	71
2020	N/A	N/A
2021	N/A	N/A
2022	27	41

**Effect Size.** Charters are expected to exceed the predicted level of performance by an effect size of 0.3 or above. The chart shows a weighted average effect size for **all education corporation charters** administering state exams.



Test Year	Ed. Corp. Weighted Effect Size
2018	1.51
2019	1.39
2020	N/A
2021	N/A
2022	0.71

**Mean Growth Percentile.** The chart shows the unadjusted mean growth percentile for all students in grades 4-8 among **all education corporation charters**.

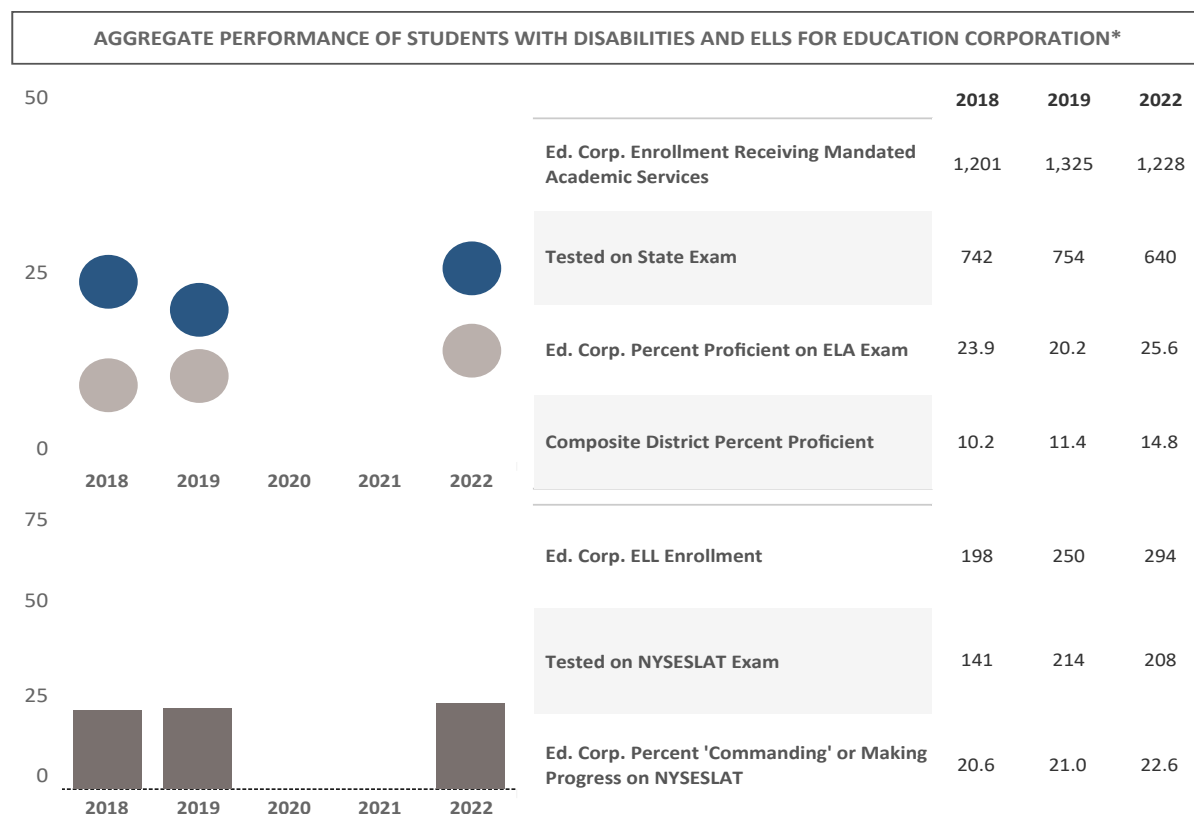
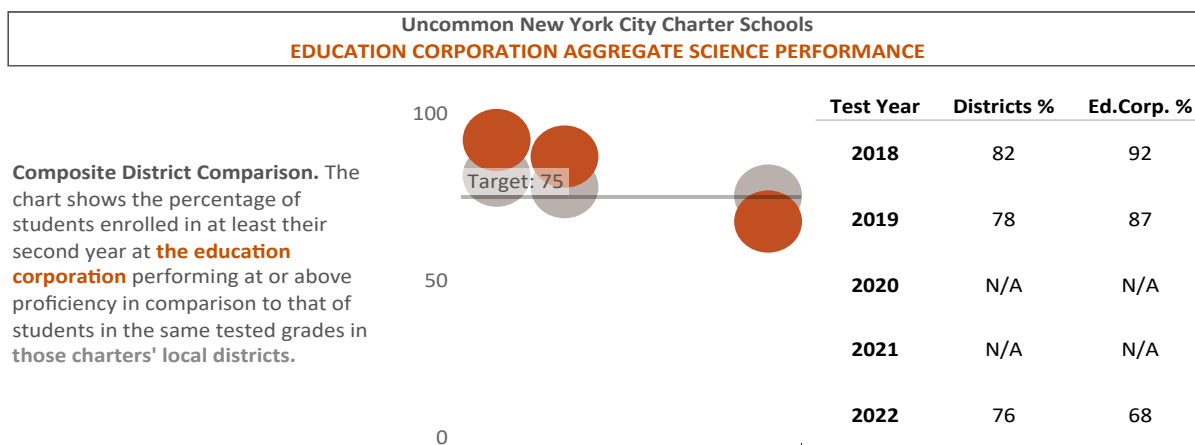


Test Year	Ed. Corp. Mean Growth Percentile
2018	58.2
2019	55.8
2020	N/A
2021	N/A
2022	N/A

\* The composite district comparison is a weighted proficiency rate including all comparison grades from Districts/New York City Community School Districts ("CSDs") in which a charter in the education corporation is located. The data reflect results for all charters in the education corporation that have produced New York State exam results.

## ACADEMIC PERFORMANCE

### UNCOMMON NYC CHARTER SCHOOLS: AGGREGATE SCIENCE PERFORMANCE FOR ALL CHARTERS



\*The academic outcome data about the performance of students receiving special education services and ELLs above is not tied to separate goals in a charter'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.



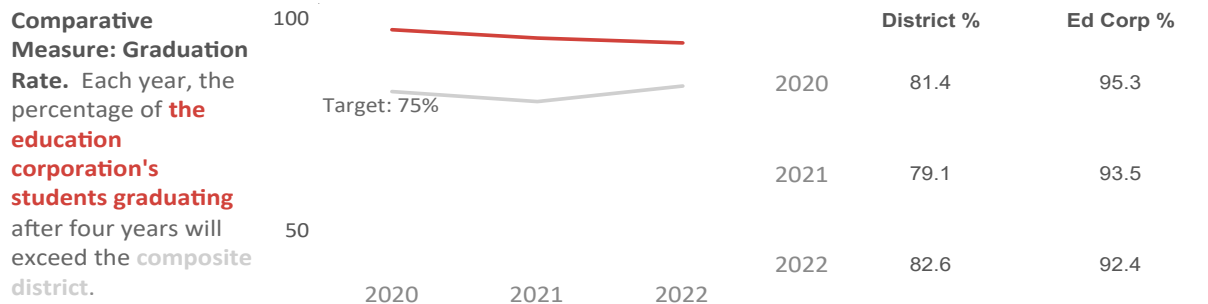
## ACADEMIC PERFORMANCE

### UNCOMMON NYC CHARTER SCHOOLS: AGGREGATE HIGH PERFORMANCE FOR ALL CHARTERS

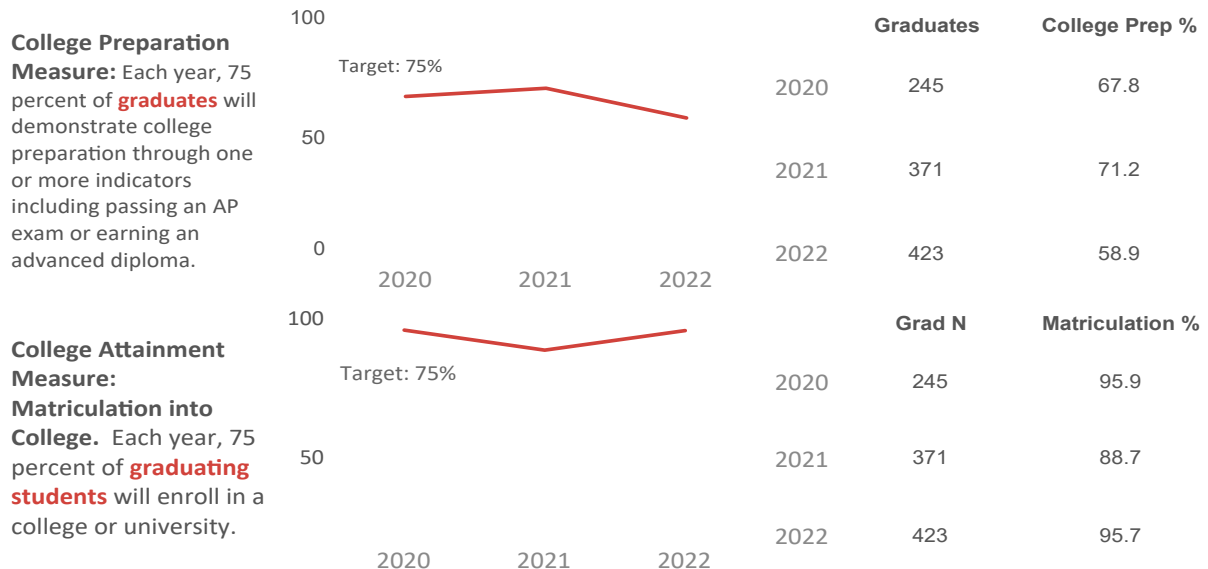
#### Uncommon New York City Charter Schools

#### Composite District

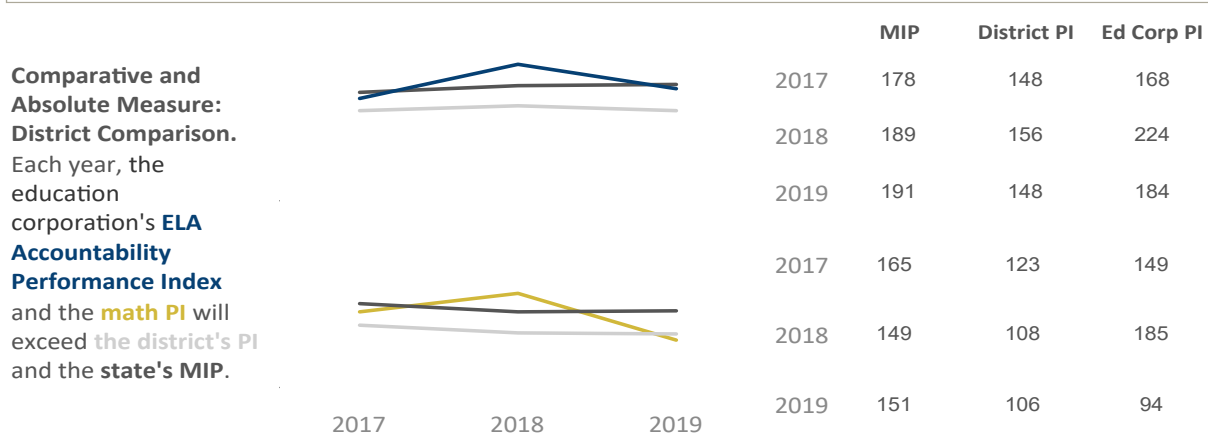
#### HIGH SCHOOL GRADUATION RATE



#### COLLEGE PREPARATION AND ATTAINMENT



#### ENGLISH LANGUAGE ARTS AND MATHEMATICS



## ACADEMIC PERFORMANCE



### HAS EACH CHARTER DUE FOR RENEWAL MET OR COME CLOSE TO MEETING ITS ACADEMIC ACCOUNTABILITY PLAN GOALS?

Brownsville Collegiate, Excellence Boys, and Excellence Girls met or came close to meeting their key academic Accountability Plan goals in ELA and mathematics over the majority of the charter term. Excellence Girls met its high school graduation goal and came close to meeting its college preparation goal during the term. Notably, Excellence Boys exceeded the targets for all comparative measures in mathematics over the term. Each of the schools also met their science and Every Student Succeeds Act (“ESSA”) goals.

From 2017-18 through 2021-22, Excellence Girls met its graduation goal and came close to meeting its college preparation goal. The school’s four year total cohorts graduated at rates that exceeded the absolute target of 75% and the district rate every year. In 2021-22, 88% of the school’s 2018 cohort graduated after four years, surpassing the district rate by 22 percentage points. The school matriculated high proportions of its graduates into two and four year college programs in every year. Notably in 2021-22, 96% of graduates enrolled in college in the following year, exceeding the absolute target by 21 percentage points.

Over the charter term, Excellence Girls and Excellence Boys met or came close to meeting the ELA and mathematics goals. The schools’ students enrolled in at least their second year posted proficiency rates that exceeded the districts by at least eight percentage points in ELA and 12 percentage points in mathematics each year. Both schools posted high effect sizes from 2017-18 through 2021-22, indicating performance higher than expected in comparison to demographically similar schools across the state.

Brownsville Collegiate posted modest achievement in ELA and mathematics over the majority of the term and declined in performance in 2021-22, the first year with data suitable for analysis following the cancellation of state exams in 2019-20. The school’s students enrolled in at least their second year posted proficiency rates that exceeded the local district in 2017-18 and 2018-19. Notably in mathematics, the school posted effect sizes above 0.3 in both years demonstrating higher than expected performance compared to schools with similar rates of economically disadvantaged students. Brownsville Collegiate’s performance declined in both subjects during 2021-22. In order to contextualize these baseline results, the Institute continues to analyze each school’s internal assessments to evaluate the school’s growth and achievement. During the 2020-21 and 2021-22 school years, the education corporation’s schools demonstrated academic success against key academic Accountability Plan goals using internally developed assessments aligned to the New York State exams. In 2021-22, 54% of Brownsville Collegiate’s students achieved proficiency equivalent in ELA and 31% did so in mathematics.

## COMPLIANCE REPORTING



### HAS EACH CHARTER DUE FOR RENEWAL SUBSTANTIALLY COMPLIED WITH APPLICABLE LAWS, RULES AND REGULATIONS, AND PROVISIONS OF ITS CHARTER?

*Each school under renewal consideration substantially complies with applicable laws, rules and regulations, and provisions of the charter. During the current charter term, the education corporation and each charter up for renewal demonstrated a clear record of compliance with the terms of each charter including the timely submission of required reporting to the Institute.*

#### UNCOMMON NYC CHARTER SCHOOLS

##### FOIL

The charters have an appropriate Freedom of Information Law (“FOIL”) policy except it fails to link to the site for the New York State Committee on Open Government as required. In addition, the charters’ website fails to provide a FOIL subject matter list with link. The Institute will follow up with the education corporation to update the policy prior to the next charter terms.

##### Teacher Certification

The Act allows charters to hire up to 15 uncertified lead teachers contingent upon those teachers meeting certain requirements including: two years of Teach for America experience; three years of teaching experience; status as a higher education professor; exceptional experience in a subject; or, teaching science, technology, engineering, and mathematics (“STEM”) or career and technical education courses.

All teachers are required to obtain initial certification within 2 years of the date of hire and within 5 years of the receipt of initial certification. Upon hire, the director of operations (“DO”) sits with teachers to discuss the best pathway to certification and, in turn, the teacher signs a certification agreement agreeing to the pathway. The DO reviews with the teacher on an annual basis. Teachers are provided reimbursement for testing and registration expenses as well as a stipend for those pursuing a graduate program for non-traditional certification. In addition, staff pursuing a Master of Arts in Teaching (MAT) with the Relay Graduate School of Education are eligible for a tuition discounts if they agree to remain a teacher with the network schools.

At the time of the renewal review, Brownsville Collegiate was within the allowable limit of uncertified teachers with two of the six uncertified teachers not meeting the additional criteria under the Act.

At the time of the renewal review, Excellence Boys reports 29 out of the 51 lead teachers are uncertified, 14 over the allowable limit. Sixteen of the 29 uncertified teachers do not meet the additional criteria under the Act.



## COMPLIANCE REPORTING

At the time of the renewal review, Excellence Girls reports 54 out of the 92 lead teachers are uncertified, 39 over the allowable limit. Twenty-nine of the 54 uncertified teachers do not meet the additional criteria under the Act.

### EXCELLENCE GIRLS CHARTER SCHOOL

#### ***Complaints***

SUNY received a formal complaint alleging the school violated due process provisions and a student's 1<sup>st</sup> and 14<sup>th</sup> amendment rights in relation to a short-term suspension. SUNY found the school had not violated the law. At the time of issuing this report for factual corrections, the Institute is awaiting the New York State Education Department's determination.

## COMMUNITY SATISFACTION

To report on parent satisfaction, the Institute used satisfaction survey data, information gathered from a focus group of parents representing a cross section of students, and data regarding persistence in enrollment.

### ***Parent Survey Data***

The Institute compiled data from the New York City Department of Education’s (“NYCDOE’s”) annual family survey from the 2021-22 school year for each school due for renewal. In 2021-22, 17% of families who received the NYCDOE survey responded. Of the families who responded, 90% expressed satisfaction with the charters. The Institute will work with Uncommon NYC to ensure a sufficiently high response rate to the annual family survey in a subsequent charter term, if granted.

### ***Public Comments***

In accordance with the Act, the Institute notified the districts in which the schools are located regarding the Application for Charter Renewal. The full text of any written comments received from the district appears below, which also includes a summary of any public comments.

The NYCDOE held its required hearing on Brownsville Collegiate’s, Excellence Boys’, and Excellence Girls’ renewal applications on June 5, 2023 by videoconference. An Uncommon NYC board member, who is also a parent and resident of CSD 16, spoke about Uncommon NYC’s board of trustees where members have a long history of commitment to parental choice, New York City, and education excellence. She reported that board members have an average tenure of 12 years. She spoke of the board’s committee structure to ensure academic, operational, and financial stability in oversight. Finally, the board member spoke of Uncommon NYC’s long history of partnering with district teachers and parents to share best practices. An Uncommon Schools’ representative presented the requested enrollment growth for the schools. Another Uncommon Schools representative spoke of how each school serves students with a wide range of abilities but Uncommon NYC utilizes three pillars (1) rigor, critical thinking, and creativity in a structured academic environment to ensure all students flourish; (2) high academic and behavioral expectations; and, (3) supported teachers to ensure student success. Six principals spoke of their tenure within Uncommon NYC moving up from classroom teachers. The principals and operational staff explained how Uncommon NYC is ensuring students are prepared to get into and graduate from college. They explained the priority to have each teacher know their goals and support their goals with access to Uncommon’s network of schools and professional development and to ensure a school culture of high expectations. A former student who is now a teacher with Uncommon NYC spoke of the impact Uncommon NYC had on his life as a student, which inspired him to return to his community as a teacher to make a difference in other kids lives. A parent spoke of the more structured environment Uncommon NYC offers. No one spoke in opposition to the application.

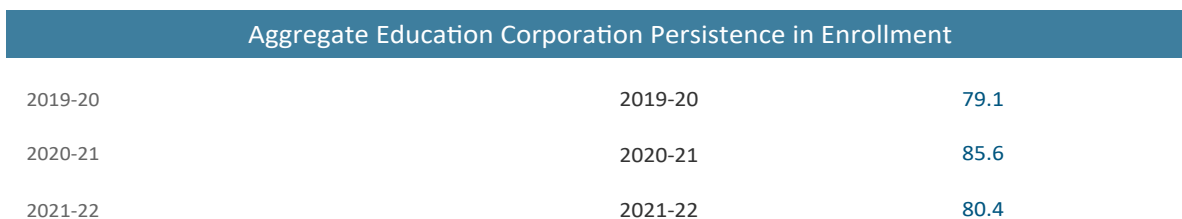
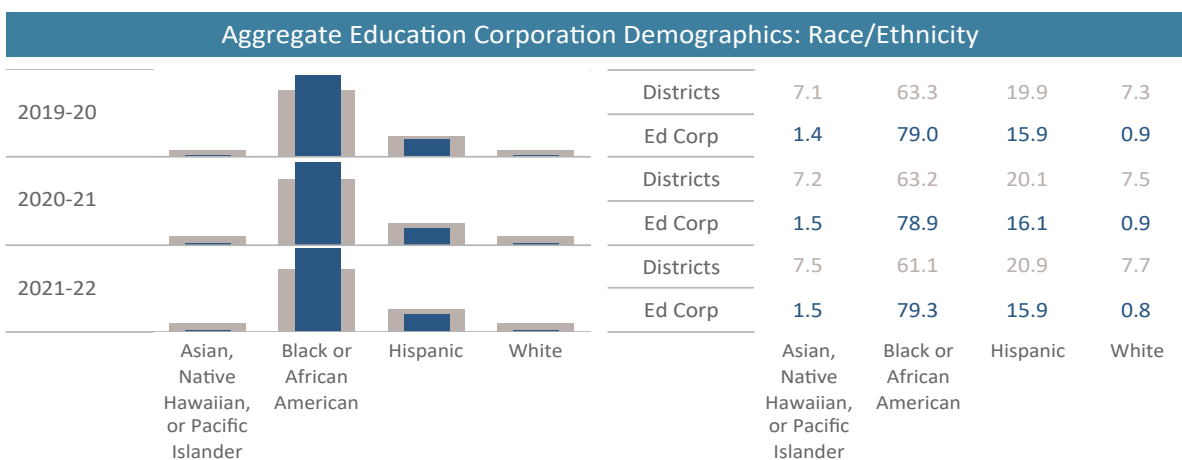
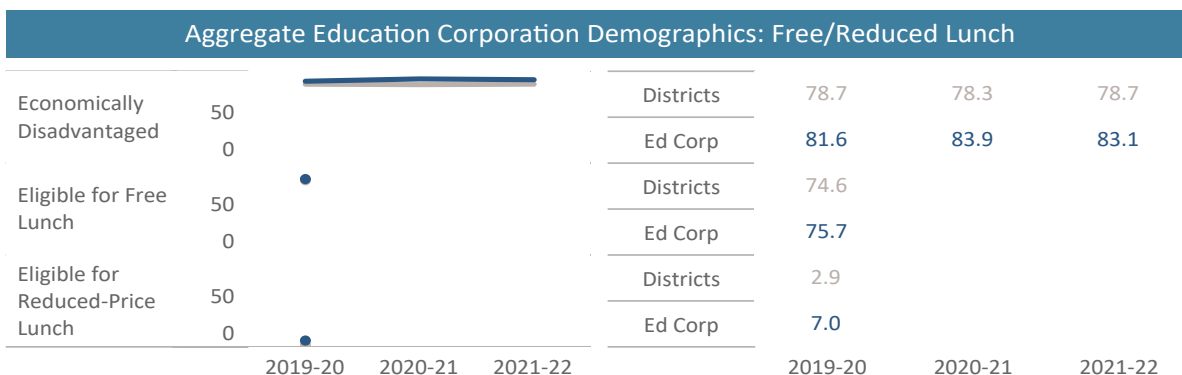
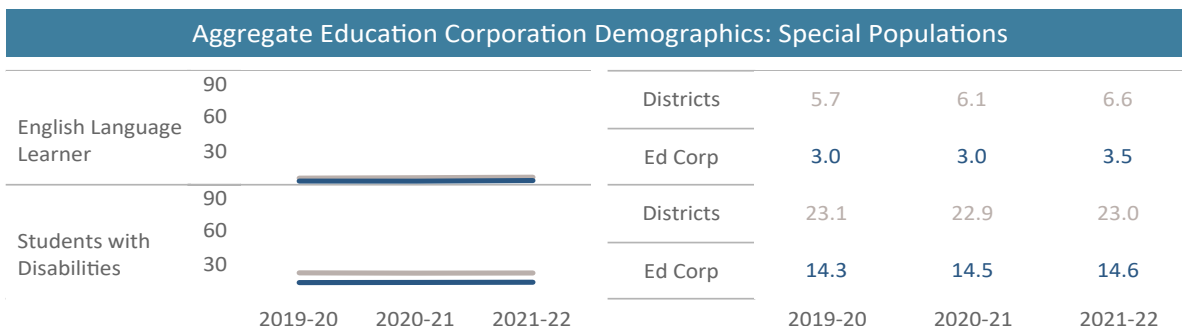
## COMMUNITY SATISFACTION

**Persistence in Enrollment** An additional indicator of parent satisfaction is persistence in enrollment. In 2021-22, 80% of Uncommon NYC's students returned from the previous year. Student persistence data from previous years of the charter term is available in the student demographics section of the report.

*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.*

## STUDENT DEMOGRAPHICS

### Uncommon New York City Charter Schools Aggregate Education Corporation Enrollment and Persistence



## STUDENT DEMOGRAPHICS

### ENROLLMENT AND RETENTION TARGETS

As required by Education Law § 2851(4)(e), a school must include in its renewal application information regarding the efforts it will put in place to 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. The Institute examines each school's progress toward meeting or coming close to meeting its targets over the charter term as well as the efforts it has and will put in place to meet or continue to meet those targets.

Uncommon NYC makes good faith efforts to meet its enrollment and retention targets. The education corporation contracts Uncommon Schools for, among other things, support with monitoring the enrollment and retention targets of the schools within Uncommon NYC. The schools under renewal consideration are meeting or nearly meeting their enrollment and retention targets. Network leaders plan to continue using the following strategies to meet enrollment and retention targets in the next charter term:

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

## FISCAL ANALYSIS

### IS THE EDUCATION CORPORATION FISCALLY SOUND?

*Uncommon NYC Charter Schools is fiscally sound as are its schools, Brownsville Collegiate, Excellence Boys, and Excellence Girls based on the Institute's analysis of the fiscal evidence collected through the renewal review. The SUNY Fiscal Dashboard presents color-coded tables and charts indicating that each charter up for renewal and the education corporation have demonstrated fiscal soundness over the majority of the charter term.<sup>4</sup> The fiscal dashboard for each charter and the education corporation can be found at the end of this section. The discussion that follows relates mainly to the Uncommon NYC Charter Schools Education Corporation because a charter is not a legally distinct fiscal entity.*



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

In addition to analyzing the soundness of the individual charter schools, the Institute analyzed the soundness of the not-for-profit education corporation granted the authority to operate the schools, and finds it too has the necessary financial resources to ensure stable operations.



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

***The education corporation operates pursuant to a long-range financial plan in which the education corporation creates realistic budgets that it monitors and adjusts when appropriate. The following elements are generally present:***

INDICATORS	EVIDENT?
The education corporation has clear budgetary objectives and budget preparation procedures for each charter.	+
Education corporation board members, charter management, and staff members contribute to the budget process for each charter, as appropriate.	+

4. 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.

"+" : This indicator is generally present.

"-" : This indicator is generally not present.

"P" : The education corporation is progressing toward this indicator being present.

"N/A" : This indicator is not applicable.

## FISCAL ANALYSIS

The education corporation frequently compares its long-range fiscal plan for each charter to actual progress and adjusts it to meet changing conditions.

+

The education corporation routinely analyzes budget variances for each charter; the education corporation board addresses material variances and makes necessary revisions.

+

Actual expenses are equal to, or less than, actual revenue with no material exceptions.

+

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

*The education corporation maintains appropriate internal controls and procedures, which are implemented by each charter. The following elements are generally present:*

INDICATORS	EVIDENT?
The education corporation has a history of sound fiscal policies, procedures and practices, and appropriate internal controls at each charter.	+
The most recent education corporation audit report, which covers fiscal operations for each charter, was free of any significant deficiencies or material weaknesses in internal controls.	+
The education corporation reviews and updates its Financial Policies and Procedures Manual ("FPPM"), which covers the charter, on a regular basis. The most recent review of the FPPM is found in the next column. The Institute recommends, as a best practice, that the FPPM be reviewed and updated on an annual basis.	<b>JULY 2021</b>

## FISCAL ANALYSIS

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

*The education corporation complies with financial reporting requirements by providing the SUNY Trustees and NYSED with required financial reports that are on time, complete, and follow generally accepted accounting principles. The education corporation has filed the following reports, which include information about each charter, in a timely, accurate, and complete manner:*

INDICATORS	EVIDENT?
Annual financial statement audit reports, including federal Single Audit report, if applicable.	+
Annual budgets.	+
Un-audited quarterly reports of income, expenses, and enrollment.	+
Bi-monthly enrollment reports to the sending districts and, if applicable, to NYSED including proper documentation regarding the level of special education services provided to students.	+
Grant expenditure reports.	+

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

*The education corporation maintains adequate financial resources for the charter to ensure stable operations. Critical financial needs of the charter are not dependent on variable income (grants, donations, and fundraising). The following elements are generally present:*

INDICATORS	EVIDENT?
The education corporation maintains sufficient cash on hand to pay current bills of each charter and those that are due shortly.	+
The education corporation maintains adequate liquid reserves to fund expenses, including those of each charter, in the event of income loss (generally 30 days).	+



## FISCAL ANALYSIS

The education corporation prepares and monitors cash flow projections for each charter.	+
If the education corporation includes philanthropy in its budget for each charter, it monitors progress toward its development goals on a periodic basis.	N/A
If necessary, the education corporation pursues district state aid intercepts with NYSED to ensure adequate per pupil funding for each charter.	N/A
The education corporation accumulates unrestricted net assets that are equal to or exceed two percent of each charter's operating budget for the upcoming year.	+
The education corporation is in compliance with all loan covenants related to each charter.	+

## FISCAL ANALYSIS

### BROWNSVILLE COLLEGIATE CHARTER SCHOOL

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

#### CHARTER INFORMATION

#### BALANCE SHEET

##### Assets

##### Current Assets

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

##### Total Current Assets - GRAPH 1

Property, Building and Equipment, net  
Other Assets

##### Total Assets - GRAPH 1

##### Liabilities and Net Assets

##### Current Liabilities

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

##### Total Current Liabilities - GRAPH 1

Deferred Rent/Lease Liability  
All other L-T debt and notes payable, net current maturities

##### Total Liabilities - GRAPH 1

##### Net Assets

Without Donor Restrictions  
With Donor Restrictions

##### Total Net Assets

##### Total Liabilities and Net Assets

#### ACTIVITIES

##### Operating Revenue

Resident Student Enrollment  
Students with Disabilities

##### Grants and Contracts

State and local  
Federal - Title and IDEA  
Federal - Other  
Other  
NYC DoE Rental Assistance  
Food Service/Child Nutrition Program

##### Total Operating Revenue

##### Expenses

Regular Education  
SPED  
Other

##### Total Program Services

Management and General  
Fundraising

##### Total Expenses - GRAPHS 2, 3 & 4

##### Surplus / (Deficit) From School Operations

##### Support and Other Revenue

Contributions  
Fundraising  
Miscellaneous Income  
Net assets released from restriction

##### Total Support and Other Revenue

##### Total Unrestricted Revenue

##### Total Temporally Restricted Revenue

##### Total Revenue - GRAPHS 2 & 3

##### Change in Net Assets

##### Net Assets - Beginning of Year - GRAPH 2

Prior Year Adjustment(s)

##### Net Assets - End of Year - GRAPH 2

Opened 2009-10

	MERGED 2017-18	MERGED 2018-19	MERGED 2019-20	MERGED 2020-21	MERGED 2021-22
Cash and Cash Equivalents - <b>GRAPH 1</b>	-	-	-	-	-
Grants and Contracts Receivable	-	-	-	-	-
Accounts Receivable	-	-	-	-	-
Prepaid Expenses	-	-	-	-	-
Contributions and Other Receivables	-	-	-	-	-
<b>Total Current Assets - GRAPH 1</b>	-	-	-	-	-
Property, Building and Equipment, net	-	-	-	-	-
Other Assets	-	-	-	-	-
<b>Total Assets - GRAPH 1</b>	-	-	-	-	-

Accounts Payable and Accrued Expenses	-	-	-	-	-
Accrued Payroll and Benefits	-	-	-	-	-
Deferred Revenue	-	-	-	-	-
Current Maturities of Long-Term Debt	-	-	-	-	-
Short Term Debt - Bonds, Notes Payable	-	-	-	-	-
Other	-	-	-	-	-
<b>Total Current Liabilities - GRAPH 1</b>	-	-	-	-	-
Deferred Rent/Lease Liability	-	-	-	-	-
All other L-T debt and notes payable, net current maturities	-	-	-	-	-
<b>Total Liabilities - GRAPH 1</b>	-	-	-	-	-

Without Donor Restrictions	-	-	-	-	-
With Donor Restrictions	-	-	-	-	-
<b>Total Net Assets</b>	-	-	-	-	-
<b>Total Liabilities and Net Assets</b>	-	-	-	-	-

Resident Student Enrollment	4,469,998	4,601,103	4,479,028	3,845,174	2,584,257
Students with Disabilities	485,473	574,567	484,001	421,211	347,110

State and local	-	-	-	-	-
Federal - Title and IDEA	245,522	111,907	201,855	245,110	228,675
Federal - Other	74,332	38,899	36,367	170,962	603,270
Other	-	-	-	-	895,427
NYC DoE Rental Assistance	-	-	-	-	-
Food Service/Child Nutrition Program	-	-	-	-	-
<b>Total Operating Revenue</b>	<b>5,275,325</b>	<b>5,326,476</b>	<b>5,201,251</b>	<b>4,682,457</b>	<b>4,658,739</b>

Regular Education	4,075,367	3,972,848	3,681,000	3,326,185	3,925,605
SPED	260,130	491,028	409,001	369,577	436,180
Other	-	-	-	-	-
<b>Total Program Services</b>	<b>4,335,496</b>	<b>4,463,876</b>	<b>4,090,001</b>	<b>3,695,762</b>	<b>4,361,785</b>
Management and General	622,637	572,629	546,639	561,756	522,692
Fundraising	-	-	-	-	-
<b>Total Expenses - GRAPHS 2, 3 &amp; 4</b>	<b>4,958,133</b>	<b>5,036,505</b>	<b>4,636,640</b>	<b>4,257,518</b>	<b>4,884,477</b>
<b>Surplus / (Deficit) From School Operations</b>	<b>317,192</b>	<b>289,971</b>	<b>564,611</b>	<b>424,939</b>	<b>(225,738)</b>

Contributions	10,636	863	1,892	3,771	279
Fundraising	-	-	-	-	-
Miscellaneous Income	20,109	24,819	55,508	17,587	4,444
Net assets released from restriction	-	-	-	-	-
<b>Total Support and Other Revenue</b>	<b>30,745</b>	<b>25,682</b>	<b>57,400</b>	<b>21,358</b>	<b>4,723</b>

Total Unrestricted Revenue	5,306,070	5,352,158	5,258,651	4,703,815	4,663,462
Total Temporally Restricted Revenue	-	-	-	-	-
<b>Total Revenue - GRAPHS 2 &amp; 3</b>	<b>5,306,070</b>	<b>5,352,158</b>	<b>5,258,651</b>	<b>4,703,815</b>	<b>4,663,462</b>

<b>Change in Net Assets</b>	<b>347,937</b>	<b>315,653</b>	<b>622,011</b>	<b>446,297</b>	<b>(221,015)</b>
<b>Net Assets - Beginning of Year - GRAPH 2</b>	<b>2,844,949</b>	<b>3,192,886</b>	<b>3,508,539</b>	<b>4,130,550</b>	<b>4,576,847</b>
Prior Year Adjustment(s)	-	-	-	-	-
<b>Net Assets - End of Year - GRAPH 2</b>	<b>3,192,886</b>	<b>3,508,539</b>	<b>4,130,550</b>	<b>4,576,847</b>	<b>4,355,832</b>

# FISCAL ANALYSIS

## BROWNSVILLE COLLEGIATE CHARTER SCHOOL

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

### CHARTER INFORMATION - (Continued)

#### Functional Expense Breakdown

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

#### Total Expenses

2017-18	2018-19	2019-20	2020-21	2021-22
949,707	1,066,474	899,841	967,167	781,843
1,921,512	1,927,987	1,772,700	1,602,718	1,427,969
-	-	-	-	-
-	-	-	-	-
2,871,219	2,994,461	2,672,541	2,569,885	2,209,812
402,554	438,266	407,478	408,354	338,131
51,615	43,101	23,855	25,744	27,479
416,079	423,006	693,540	620,956	500,701
-	-	-	505	879,915
191,876	147,854	145,073	95,523	54,972
176,282	102,057	95,766	101,204	28,159
17,861	24,778	25,360	6,028	71,655
306,718	398,789	186,141	40,040	173,320
127,411	106,491	90,122	124,081	122,008
396,518	357,702	296,764	265,198	478,325
4,958,133	5,036,505	4,636,640	4,257,518	4,884,477

### CHARTER ANALYSIS

#### ENROLLMENT

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

2017-18	2018-19	2019-20	2020-21	2021-22
533	546	432	519	606
312	345	345	345	345
300	287	273	236	155
5-12	5-12	K, 5-8	K-1, 5-8	K-2, 5-8
5-8	5-8	5-8	5-8	5-8

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

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

14,527	15,307	16,150	16,123	16,844
3.4%	5.1%	5.2%	-0.2%	4.3%

#### PER STUDENT BREAKDOWN

##### Revenue

Operating  
Other Revenue and Support  
**TOTAL - GRAPH 3**

17,609	18,555	19,082	19,805	30,010
103	89	211	90	30
17,712	18,644	19,292	19,896	30,040

##### Expenses

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

14,472	15,550	15,005	15,632	28,097
2,078	1,995	2,005	2,376	3,367
16,551	17,545	17,010	18,008	31,464
87.4%	88.6%	88.2%	86.8%	89.3%
12.6%	11.4%	11.8%	13.2%	10.7%
7.0%	6.3%	13.4%	10.5%	-4.5%
0.0%	0.0%	0.0%	0.0%	18.9%

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

% of Revenue Expended on Facilities

#### Student to Faculty Ratio

8.6	9.9	10.0	9.0	5.7
-----	-----	------	-----	-----

#### Faculty to Admin Ratio

3.5	2.7	2.7	3.2	2.0
-----	-----	-----	-----	-----

#### Financial Responsibility Composite Scores - GRAPH 6

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

0.0	0.0	0.0	0.0	0.0
N/A	N/A	N/A	N/A	N/A

#### Working Capital - GRAPH 7

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

0	0	0	0	0
0.0%	0.0%	0.0%	0.0%	0.0%
0.0	0.0	0.0	0.0	0.0
N/A	N/A	N/A	N/A	N/A
N/A	N/A	N/A	N/A	N/A

#### Quick (Acid Test) Ratio

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

0.0	0.0	0.0	0.0	0.0
N/A	N/A	N/A	N/A	N/A
N/A	N/A	N/A	N/A	N/A

#### Debt to Asset Ratio - GRAPH 7

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

0.0	0.0	0.0	0.0	0.0
N/A	N/A	N/A	N/A	N/A
N/A	N/A	N/A	N/A	N/A

#### Months of Cash - GRAPH 8

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

0.0	0.0	0.0	0.0	0.0
N/A	N/A	N/A	N/A	N/A
N/A	N/A	N/A	N/A	N/A

## FISCAL ANALYSIS

### BEDFORD STUYVESANT COLLEGIATE CHARTER SCHOOL

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

#### CHARTER INFORMATION

#### BALANCE SHEET

##### Assets

##### Current Assets

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

##### Total Current Assets - GRAPH 1

Property, Building and Equipment, net  
Other Assets

##### Total Assets - GRAPH 1

##### Liabilities and Net Assets

##### Current Liabilities

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

##### Total Current Liabilities - GRAPH 1

Deferred Rent/Lease Liability  
All other L-T debt and notes payable, net current maturities

##### Total Liabilities - GRAPH 1

##### Net Assets

Without Donor Restrictions  
With Donor Restrictions

##### Total Net Assets

##### Total Liabilities and Net Assets

#### ACTIVITIES

##### Operating Revenue

Resident Student Enrollment  
Students with Disabilities

##### Grants and Contracts

State and local  
Federal - Title and IDEA  
Federal - Other  
Other  
NYC DoE Rental Assistance  
Food Service/Child Nutrition Program

##### Total Operating Revenue

##### Expenses

Regular Education  
SPED  
Other

##### Total Program Services

Management and General  
Fundraising

##### Total Expenses - GRAPHS 2, 3 & 4

##### Surplus / (Deficit) From School Operations

##### Support and Other Revenue

Contributions  
Fundraising  
Miscellaneous Income  
Net assets released from restriction

##### Total Support and Other Revenue

##### Total Unrestricted Revenue

##### Total Temporarily Restricted Revenue

##### Total Revenue - GRAPHS 2 & 3

##### Change in Net Assets

##### Net Assets - Beginning of Year - GRAPH 2

Prior Year Adjustment(s)

##### Net Assets - End of Year - GRAPH 2

Opened 2008-09

	MERGED 2017-18	MERGED 2018-19	MERGED 2019-20	MERGED 2020-21	MERGED 2021-22
Cash and Cash Equivalents - <b>GRAPH 1</b>	-	-	-	-	-
Grants and Contracts Receivable	-	-	-	-	-
Accounts Receivable	-	-	-	-	-
Prepaid Expenses	-	-	-	-	-
Contributions and Other Receivables	-	-	-	-	-
<b>Total Current Assets - GRAPH 1</b>	-	-	-	-	-
Property, Building and Equipment, net	-	-	-	-	-
Other Assets	-	-	-	-	-
<b>Total Assets - GRAPH 1</b>	-	-	-	-	-

Accounts Payable and Accrued Expenses	-	-	-	-	-
Accrued Payroll and Benefits	-	-	-	-	-
Deferred Revenue	-	-	-	-	-
Current Maturities of Long-Term Debt	-	-	-	-	-
Short Term Debt - Bonds, Notes Payable	-	-	-	-	-
Other	-	-	-	-	-
<b>Total Current Liabilities - GRAPH 1</b>	-	-	-	-	-
Deferred Rent/Lease Liability	-	-	-	-	-
All other L-T debt and notes payable, net current maturities	-	-	-	-	-
<b>Total Liabilities - GRAPH 1</b>	-	-	-	-	-

Without Donor Restrictions	-	-	-	-	-
With Donor Restrictions	-	-	-	-	-
<b>Total Net Assets</b>	-	-	-	-	-
<b>Total Liabilities and Net Assets</b>	-	-	-	-	-

Resident Student Enrollment	5,183,200	5,559,478	5,674,114	5,704,640	5,540,783
Students with Disabilities	681,168	883,868	751,241	878,803	836,689

State and local	-	-	-	-	-
Federal - Title and IDEA	237,321	188,389	-	260,571	278,305
Federal - Other	75,609	39,709	209,720	163,049	662,370
Other	-	-	36,780	-	1,936,031
NYC DoE Rental Assistance	-	-	-	-	-
Food Service/Child Nutrition Program	-	-	-	-	-
<b>Total Operating Revenue</b>	6,177,298	6,671,444	6,671,855	7,007,063	9,254,178

Regular Education	4,755,879	4,674,618	4,681,647	4,404,772	6,595,908
SPED	303,567	760,986	638,406	658,184	985,595
Other	-	-	-	597,733	-
<b>Total Program Services</b>	5,059,446	5,435,604	5,320,053	5,660,689	7,581,503
Management and General	609,404	558,400	661,293	-	762,556
Fundraising	-	-	-	-	-
<b>Total Expenses - GRAPHS 2, 3 &amp; 4</b>	5,668,850	5,994,004	5,981,346	5,660,689	8,344,059
<b>Surplus / (Deficit) From School Operations</b>	508,448	677,440	690,509	1,346,374	910,119

Contributions	2,636	768	1,892	3,771	276
Fundraising	-	-	-	-	-
Miscellaneous Income	21,682	28,239	58,654	25,106	4,443
Net assets released from restriction	-	-	-	-	-
<b>Total Support and Other Revenue</b>	24,318	29,007	60,546	28,877	4,719

Total Unrestricted Revenue	6,201,616	6,700,451	6,732,401	7,035,940	9,258,897
Total Temporarily Restricted Revenue	-	-	-	-	-
<b>Total Revenue - GRAPHS 2 &amp; 3</b>	6,201,616	6,700,451	6,732,401	7,035,940	9,258,897

Change in Net Assets	532,766	706,447	751,055	1,375,251	914,838
Net Assets - Beginning of Year - GRAPH 2	2,518,685	3,051,451	3,757,898	4,508,953	5,884,204
Prior Year Adjustment(s)	-	-	-	-	-
<b>Net Assets - End of Year - GRAPH 2</b>	3,051,451	3,757,898	4,508,953	5,884,204	6,799,042

# FISCAL ANALYSIS

## BEDFORD STUYVESANT COLLEGIATE CHARTER SCHOOL

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

### CHARTER INFORMATION - (Continued)

#### Functional Expense Breakdown

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

#### Total Expenses

2017-18	2018-19	2019-20	2020-21	2021-22
915,817	989,968	967,575	997,714	909,461
2,311,750	2,501,075	2,449,734	2,337,629	2,646,075
-	-	-	-	-
-	-	-	-	-
<b>3,227,567</b>	<b>3,491,043</b>	<b>3,417,309</b>	<b>3,335,343</b>	<b>3,555,536</b>
582,244	602,606	564,294	562,344	608,406
73,437	71,519	60,860	58,252	53,345
488,135	530,539	891,233	936,381	979,507
-	-	-	505	1,913,747
232,184	184,352	190,875	108,917	92,604
163,474	119,211	120,167	105,370	28,152
17,890	23,950	24,777	6,028	81,900
427,495	405,878	223,478	68,488	286,770
138,657	121,324	137,211	156,403	159,400
317,767	443,582	351,142	322,658	584,692
<b>5,668,850</b>	<b>5,994,004</b>	<b>5,981,346</b>	<b>5,660,689</b>	<b>8,344,059</b>

### CHARTER ANALYSIS

#### ENROLLMENT

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

2017-18	2018-19	2019-20	2020-21	2021-22
469	432	519	606	693
312	345	345	345	345
349	352	347	352	326
5-12	K, 5-8	K-1, 5-8	K-2, 5-8	K-3, 5-8
5-8	5-8	5-8	5-8	5-8

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

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

14,527	15,307	16,150	16,123	16,844
3.4%	5.1%	5.2%	-0.2%	4.3%

#### PER STUDENT BREAKDOWN

##### Revenue

Operating  
Other Revenue and Support

##### TOTAL - GRAPH 3

17,720	18,943	19,211	19,900	28,415
70	82	174	82	14
<b>17,790</b>	<b>19,025</b>	<b>19,386</b>	<b>19,982</b>	<b>28,430</b>

##### Expenses

Program Services  
Management and General, Fundraising

##### TOTAL - GRAPH 3

% of Program Services  
% of Management and Other

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

##### % of Revenue Expended on Facilities

14,514	15,434	15,319	16,076	23,279
1,748	1,586	1,904	-	2,341
<b>16,262</b>	<b>17,019</b>	<b>17,223</b>	<b>16,076</b>	<b>25,621</b>
89.2%	90.7%	88.9%	100.0%	90.9%
10.8%	9.3%	11.1%	0.0%	9.1%
<b>9.4%</b>	<b>11.8%</b>	<b>12.6%</b>	<b>24.3%</b>	<b>11.0%</b>
<b>0.0%</b>	<b>0.0%</b>	<b>0.0%</b>	<b>0.0%</b>	<b>20.7%</b>

##### Student to Faculty Ratio

10.0	9.2	8.4	9.2	6.7
------	-----	-----	-----	-----

##### Faculty to Admin Ratio

3.9	6.6	4.5	4.7	3.8
-----	-----	-----	-----	-----

##### 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	0.0	0.0	0.0
N/A	N/A	N/A	N/A	N/A

##### Working Capital - GRAPH 7

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

0	0	0	0	0
0.0%	0.0%	0.0%	0.0%	0.0%
0.0	0.0	0.0	0.0	0.0
N/A	N/A	N/A	N/A	N/A
N/A	N/A	N/A	N/A	N/A

##### Quick (Acid Test) Ratio

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

0.0	0.0	0.0	0.0	0.0
N/A	N/A	N/A	N/A	N/A
N/A	N/A	N/A	N/A	N/A

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

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

0.0	0.0	0.0	0.0	0.0
N/A	N/A	N/A	N/A	N/A
N/A	N/A	N/A	N/A	N/A

##### Months of Cash - GRAPH 8

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

0.0	0.0	0.0	0.0	0.0
N/A	N/A	N/A	N/A	N/A
N/A	N/A	N/A	N/A	N/A

## FISCAL ANALYSIS

### EXCELLENCE GIRLS CHARTER SCHOOL

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

#### CHARTER INFORMATION

#### BALANCE SHEET

##### Assets

##### Current Assets

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

##### Total Current Assets - GRAPH 1

Property, Building and Equipment, net  
Other Assets

##### Total Assets - GRAPH 1

##### Liabilities and Net Assets

##### Current Liabilities

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

##### Total Current Liabilities - GRAPH 1

Deferred Rent/Lease Liability  
All other L-T debt and notes payable, net current maturities

##### Total Liabilities - GRAPH 1

##### Net Assets

Without Donor Restrictions  
With Donor Restrictions

##### Total Net Assets

##### Total Liabilities and Net Assets

#### ACTIVITIES

##### Operating Revenue

Resident Student Enrollment  
Students with Disabilities

##### Grants and Contracts

State and local  
Federal - Title and IDEA  
Federal - Other  
Other  
NYC DoE Rental Assistance  
Food Service/Child Nutrition Program

##### Total Operating Revenue

##### Expenses

Regular Education  
SPED  
Other

##### Total Program Services

Management and General  
Fundraising

##### Total Expenses - GRAPHS 2, 3 & 4

##### Surplus / (Deficit) From School Operations

##### Support and Other Revenue

Contributions  
Fundraising  
Miscellaneous Income  
Net assets released from restriction

##### Total Support and Other Revenue

##### Total Unrestricted Revenue

##### Total Temporarily Restricted Revenue

##### Total Revenue - GRAPHS 2 & 3

##### Change in Net Assets

##### Net Assets - Beginning of Year - GRAPH 2

Prior Year Adjustment(s)

##### Net Assets - End of Year - GRAPH 2

Opened 2009-10

	MERGED 2017-18	MERGED 2018-19	MERGED 2019-20	MERGED 2020-21	MERGED 2021-22
Cash and Cash Equivalents - <b>GRAPH 1</b>	-	-	-	-	-
Grants and Contracts Receivable	-	-	-	-	-
Accounts Receivable	-	-	-	-	-
Prepaid Expenses	-	-	-	-	-
Contributions and Other Receivables	-	-	-	-	-
<b>Total Current Assets - GRAPH 1</b>	-	-	-	-	-
Property, Building and Equipment, net	-	-	-	-	-
Other Assets	-	-	-	-	-
<b>Total Assets - GRAPH 1</b>	-	-	-	-	-

Accounts Payable and Accrued Expenses	-	-	-	-	-
Accrued Payroll and Benefits	-	-	-	-	-
Deferred Revenue	-	-	-	-	-
Current Maturities of Long-Term Debt	-	-	-	-	-
Short Term Debt - Bonds, Notes Payable	-	-	-	-	-
Other	-	-	-	-	-
<b>Total Current Liabilities - GRAPH 1</b>	-	-	-	-	-
Deferred Rent/Lease Liability	-	-	-	-	-
All other L-T debt and notes payable, net current maturities	-	-	-	-	-
<b>Total Liabilities - GRAPH 1</b>	-	-	-	-	-

Without Donor Restrictions	-	-	-	-	-
With Donor Restrictions	-	-	-	-	-
<b>Total Net Assets</b>	-	-	-	-	-
<b>Total Liabilities and Net Assets</b>	-	-	-	-	-

Resident Student Enrollment	20,644,233	21,991,536	21,825,106	21,763,228	20,291,951
Students with Disabilities	999,517	1,432,147	1,712,056	2,428,929	2,682,028

State and local	-	-	-	-	-
Federal - Title and IDEA	778,116	610,985	692,366	738,317	809,986
Federal - Other	239,878	161,088	123,758	579,342	1,924,688
Other	-	-	-	-	6,933,073
NYC DoE Rental Assistance	-	-	-	-	-
Food Service/Child Nutrition Program	-	-	-	-	-
<b>Total Operating Revenue</b>	<b>22,661,744</b>	<b>24,195,756</b>	<b>24,353,286</b>	<b>25,509,816</b>	<b>32,641,726</b>

Regular Education	17,582,701	18,752,723	19,457,778	17,247,205	25,296,321
SPED	1,122,300	1,196,982	1,464,566	1,916,357	2,810,705
Other	-	-	-	-	-
<b>Total Program Services</b>	<b>18,705,001</b>	<b>19,949,705</b>	<b>20,922,344</b>	<b>19,163,562</b>	<b>28,107,026</b>
Management and General	2,332,846	2,089,928	2,115,565	2,267,862	2,163,945
Fundraising	-	-	-	-	-
<b>Total Expenses - GRAPHS 2, 3 &amp; 4</b>	<b>21,037,847</b>	<b>22,039,633</b>	<b>23,037,909</b>	<b>21,431,424</b>	<b>30,270,971</b>
<b>Surplus / (Deficit) From School Operations</b>	<b>1,623,897</b>	<b>2,156,123</b>	<b>1,315,377</b>	<b>4,078,392</b>	<b>2,370,755</b>

Contributions	23,382	211,019	144,955	192,990	837
Fundraising	-	-	-	-	-
Miscellaneous Income	126,200	178,420	224,821	130,093	37,505
Net assets released from restriction	-	-	-	-	-
<b>Total Support and Other Revenue</b>	<b>149,582</b>	<b>389,439</b>	<b>369,776</b>	<b>323,083</b>	<b>38,342</b>

Total Unrestricted Revenue	22,811,326	24,585,195	24,723,062	25,832,899	32,680,068
Total Temporarily Restricted Revenue	-	-	-	-	-
<b>Total Revenue - GRAPHS 2 &amp; 3</b>	<b>22,811,326</b>	<b>24,585,195</b>	<b>24,723,062</b>	<b>25,832,899</b>	<b>32,680,068</b>

Change in Net Assets	1,773,479	2,545,562	1,685,153	4,401,475	2,409,097
Net Assets - Beginning of Year - GRAPH 2	5,829,516	7,602,995	10,148,557	11,833,710	16,235,185
Prior Year Adjustment(s)	-	-	-	-	-
<b>Net Assets - End of Year - GRAPH 2</b>	<b>7,602,995</b>	<b>10,148,557</b>	<b>11,833,710</b>	<b>16,235,185</b>	<b>18,644,282</b>

# FISCAL ANALYSIS

## EXCELLENCE GIRLS CHARTER SCHOOL

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

### CHARTER INFORMATION - (Continued)

#### Functional Expense Breakdown

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

#### Total Expenses

2017-18	2018-19	2019-20	2020-21	2021-22
3,574,274	4,145,002	3,943,599	3,795,898	3,343,086
8,660,231	8,797,226	9,012,102	8,498,802	9,084,367
-	58,658	69,993	-	-
-	-	-	-	-
<b>12,234,505</b>	<b>13,000,886</b>	<b>13,025,694</b>	<b>12,294,700</b>	<b>12,427,453</b>
1,912,773	2,056,985	2,032,533	1,994,872	2,006,737
243,243	218,052	203,601	209,802	180,618
1,849,456	1,947,855	3,119,839	3,325,496	3,288,315
-	-	-	1,515	6,893,709
710,191	552,854	636,834	353,902	262,416
656,670	539,209	524,539	455,350	334,189
70,538	84,813	81,968	19,025	230,179
946,990	1,157,587	926,734	393,326	1,166,796
542,476	592,438	528,031	654,275	668,527
1,871,005	1,888,954	1,958,136	1,729,161	2,812,032
<b>21,037,847</b>	<b>22,039,633</b>	<b>23,037,909</b>	<b>21,431,424</b>	<b>30,270,971</b>

### CHARTER ANALYSIS

#### ENROLLMENT

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

2017-18	2018-19	2019-20	2020-21	2021-22
755	807	1,534	1,542	1,504
1,352	1,497	1,534	1,542	1,504
1,387	1,384	1,325	1,325	1,190
K-9	K-10	K-12	K-12	K-12
K-12	K-12	-	-	-

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

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

14,527	15,307	16,150	16,123	16,844
3.4%	5.1%	5.2%	-0.2%	4.3%

#### PER STUDENT BREAKDOWN

##### Revenue

Operating  
Other Revenue and Support  
**TOTAL - GRAPH 3**

16,345	17,484	18,378	19,252	27,425
108	281	279	244	32
<b>16,452</b>	<b>17,766</b>	<b>18,657</b>	<b>19,496</b>	<b>27,457</b>

##### Expenses

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

13,491	14,416	15,789	14,463	23,615
1,683	1,510	1,596	1,712	1,818
<b>15,173</b>	<b>15,926</b>	<b>17,385</b>	<b>16,174</b>	<b>25,433</b>
88.9%	90.5%	90.8%	89.4%	92.9%
11.1%	9.5%	9.2%	10.6%	7.1%
<b>8.4%</b>	<b>11.5%</b>	<b>7.3%</b>	<b>20.5%</b>	<b>8.0%</b>
<b>0.0%</b>	<b>0.0%</b>	<b>0.0%</b>	<b>0.0%</b>	<b>21.1%</b>

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

% of Revenue Expended on Facilities

#### Student to Faculty Ratio

11.6	11.2	9.0	9.3	7.1
------	------	-----	-----	-----

#### Faculty to Admin Ratio

4.4	3.2	3.5	4.0	3.3
-----	-----	-----	-----	-----

#### Financial Responsibility Composite Scores - GRAPH 6

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

0.0	0.0	0.0	0.0	0.0
N/A	N/A	N/A	N/A	N/A

#### Working Capital - GRAPH 7

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

0	0	0	0	0
0.0%	0.0%	0.0%	0.0%	0.0%
0.0	0.0	0.0	0.0	0.0
N/A	N/A	N/A	N/A	N/A
N/A	N/A	N/A	N/A	N/A

#### Quick (Acid Test) Ratio

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

0.0	0.0	0.0	0.0	0.0
N/A	N/A	N/A	N/A	N/A
N/A	N/A	N/A	N/A	N/A

#### Debt to Asset Ratio - GRAPH 7

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

0.0	0.0	0.0	0.0	0.0
N/A	N/A	N/A	N/A	N/A
N/A	N/A	N/A	N/A	N/A

#### Months of Cash - GRAPH 8

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

0.0	0.0	0.0	0.0	0.0
N/A	N/A	N/A	N/A	N/A
N/A	N/A	N/A	N/A	N/A

## FISCAL ANALYSIS

### UNCOMMON NEW YORK CITY CHARTER SCHOOLS (COMBINED)

#### CHARTER INFORMATION

##### BALANCE SHEET

###### Assets

###### Current Assets

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

###### Total Current Assets - **GRAPH 1**

Property, Building and Equipment, net  
Other Assets

###### Total Assets - **GRAPH 1**

###### Liabilities and Net Assets

###### Current Liabilities

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

###### Total Current Liabilities - **GRAPH 1**

Deferred Rent/Lease Liability  
All other L-T debt and notes payable, net current maturities

###### Total Liabilities - **GRAPH 1**

###### Net Assets

Without Donor Restrictions  
With Donor Restrictions

###### Total Net Assets

###### Total Liabilities and Net Assets

##### ACTIVITIES

###### Operating Revenue

Resident Student Enrollment  
Students with Disabilities

###### Grants and Contracts

State and local  
Federal - Title and IDEA  
Federal - Other  
Other  
NYC DoE Rental Assistance  
Food Service/Child Nutrition Program

###### Total Operating Revenue

###### Expenses

Regular Education  
SPED  
Other

###### Total Program Services

Management and General  
Fundraising

###### Total Expenses - **GRAPHS 2, 3 & 4**

###### Surplus / (Deficit) From School Operations

###### Support and Other Revenue

Contributions  
Fundraising  
Miscellaneous Income  
Net assets released from restriction

###### Total Support and Other Revenue

###### Total Unrestricted Revenue

###### Total Temporarily Restricted Revenue

###### Total Revenue - **GRAPHS 2 & 3**

###### Change in Net Assets

###### Net Assets - Beginning of Year - **GRAPH 2**

Prior Year Adjustment(s)

###### Net Assets - End of Year - **GRAPH 2**

MERGED	MERGED	MERGED	MERGED	MERGED
2017-18	2018-19	2019-20	2020-21	2021-22
40,836,963	56,707,066	69,080,891	90,063,398	116,201,496
4,070,436	4,497,976	3,435,428	6,726,864	5,343,185
4,163,089	441,543	1,990,638	75,735	156,786
1,891,251	972,037	4,276,787	6,404,983	6,397,214
-	-	-	-	-
50,961,739	62,618,622	78,783,744	103,270,980	128,098,681
11,362,017	16,814,130	15,891,843	18,717,099	14,773,092
376,894	379,378	383,364	383,524	384,253
62,700,650	79,812,130	95,058,951	122,371,603	143,256,026

5,839,908	5,605,667	5,336,446	6,443,735	9,670,000
-	-	-	-	-
-	-	63,697	-	1,823,536
-	-	-	-	-
-	-	-	-	-
-	-	-	-	-
5,839,908	5,605,667	5,400,143	6,443,735	11,493,536
-	-	-	-	-
-	-	-	-	-
5,839,908	5,605,667	5,400,143	6,443,735	11,493,536

49,801,742	67,147,463	82,599,808	68,868,860	84,703,490
7,059,000	7,059,000	7,059,000	47,059,008	47,059,000
56,860,742	74,206,463	89,658,808	115,927,868	131,762,490
62,700,650	79,812,130	95,058,951	122,371,603	143,256,026

121,560,824	133,489,636	138,375,404	139,315,713	134,767,395
7,816,173	9,336,445	8,726,681	10,513,286	9,836,722

-	-	-	-	-
5,133,458	4,157,182	4,447,823	5,146,873	5,358,957
3,280,164	1,760,207	1,382,496	4,027,651	13,750,105
-	-	36,780	-	40,912,791
-	-	-	-	-
-	-	-	-	-
137,790,619	148,743,470	152,969,184	159,003,523	204,625,970

103,935,593	111,484,117	117,948,235	111,091,702	161,406,465
6,634,186	7,738,883	7,493,769	8,322,506	11,857,172
-	-	-	597,733	-
110,569,779	119,223,000	125,442,004	120,011,941	173,263,637
14,241,122	13,942,662	14,631,198	14,501,000	15,473,864
-	-	-	-	-
124,810,901	133,165,662	140,073,202	134,512,941	188,737,501
12,979,718	15,577,808	12,895,982	24,490,582	15,888,469

271,174	1,015,000	1,083,488	1,141,536	6,693
-	-	-	-	-
582,802	752,913	1,472,875	636,942	141,127
-	-	-	-	-
853,976	1,767,913	2,556,363	1,778,478	147,820

138,644,595	150,511,383	155,525,547	160,782,001	204,773,790
-	-	-	-	-
138,644,595	150,511,383	155,525,547	160,782,001	204,773,790

13,833,694	17,345,721	15,452,345	26,269,060	16,036,289
43,027,046	56,860,741	74,206,462	89,658,807	115,927,867
-	-	-	-	-
56,860,740	74,206,462	89,658,807	115,927,867	131,964,156



# FISCAL ANALYSIS

## UNCOMMON NEW YORK CITY CHARTER SCHOOLS (COMBINED)

### CHARTER INFORMATION - (Continued)

#### Functional Expense Breakdown

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

#### Total Expenses

2017-18	2018-19	2019-20	2020-21	2021-22
21,076,351	24,892,565	25,044,860	25,265,088	22,732,744
49,820,530	51,952,825	53,557,117	52,105,846	57,546,569
140,902	200,278	166,597	97,789	-
-	-	-	-	-
<b>71,037,783</b>	<b>77,045,668</b>	<b>78,768,574</b>	<b>77,468,723</b>	<b>80,279,313</b>
11,150,279	12,199,443	12,493,830	12,598,049	12,684,802
1,410,130	1,288,344	1,057,260	1,109,664	1,014,610
11,246,905	12,163,295	20,073,607	21,002,799	21,565,950
-	-	36,806	64,220	40,435,206
4,964,819	4,050,027	4,342,236	2,565,045	1,873,542
4,152,402	3,107,932	3,056,844	2,989,451	1,524,381
495,558	644,403	633,302	145,822	1,780,073
7,273,837	8,594,362	6,053,549	2,473,083	7,216,524
3,347,408	4,174,338	4,509,367	5,224,879	5,273,867
9,731,782	9,897,850	9,047,827	8,871,206	15,089,233
<b>124,810,903</b>	<b>133,165,662</b>	<b>140,073,202</b>	<b>134,512,941</b>	<b>188,737,501</b>

### CHARTER ANALYSIS

#### ENROLLMENT

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

2017-18	2018-19	2019-20	2020-21	2021-22
7,860	8,597	9,763	10,959	11,680
8,054	9,054	9,493	9,909	9,824
8,146	8,427	8,430	8,568	7,962
-	-	-	-	-
-	-	-	-	-

#### Primary School District:

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

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

#### PER STUDENT BREAKDOWN

##### Revenue

Operating
Other Revenue and Support

##### TOTAL - GRAPH 3

16,915	17,652	18,146	18,557	25,700
105	210	303	208	19
<b>17,020</b>	<b>17,861</b>	<b>18,449</b>	<b>18,765</b>	<b>25,719</b>

##### Expenses

Program Services
Management and General, Fundraising

##### TOTAL - GRAPH 3

% of Program Services
% of Management and Other

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

##### % of Revenue Expended on Facilities

13,574	14,148	14,881	14,007	21,761
1,748	1,655	1,736	1,692	1,943
<b>15,322</b>	<b>15,803</b>	<b>16,616</b>	<b>15,699</b>	<b>23,705</b>
88.6%	89.5%	89.6%	89.2%	91.8%
11.4%	10.5%	10.4%	10.8%	8.2%
<b>11.1%</b>	<b>13.0%</b>	<b>11.0%</b>	<b>19.5%</b>	<b>8.5%</b>
0.0%	0.0%	0.0%	0.0%	19.8%

#### Student to Faculty Ratio

10.1	11.1	9.1	10.4	7.3
------	------	-----	------	-----

#### Faculty to Admin Ratio

4.0	3.4	3.3	3.7	3.0
-----	-----	-----	-----	-----

#### Financial Responsibility Composite Scores - GRAPH 6

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

3.0	3.0	3.0	3.0	3.0
Fiscally Strong	Fiscally Strong	Fiscally Strong	Fiscally Strong	Fiscally Strong

#### Working Capital - GRAPH 7

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

45,121,831	57,012,955	73,383,601	96,827,245	116,605,145
32.5%	37.9%	47.2%	60.2%	56.9%
8.7	11.2	14.6	16.0	11.1
LOW	LOW	LOW	LOW	LOW
Excellent	Excellent	Excellent	Excellent	Excellent

#### Quick (Acid Test) Ratio

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

8.4	11.0	13.8	15.0	10.6
LOW	LOW	LOW	LOW	LOW
Excellent	Excellent	Excellent	Excellent	Excellent

#### Debt to Asset Ratio - GRAPH 7

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

0.1	0.1	0.1	0.1	0.1
LOW	LOW	LOW	LOW	LOW
Excellent	Excellent	Excellent	Excellent	Excellent

#### Months of Cash - GRAPH 8

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

3.9	5.1	5.9	8.0	7.4
LOW	LOW	LOW	LOW	LOW
Excellent	Excellent	Excellent	Excellent	Excellent

## FUTURE PLANS

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

*Uncommon NYC's plans for the future charter terms of Brownsville Collegiate, Excellence Boys, and Excellence Girls are reasonable, feasible, and achievable.*

#### UNCOMMON NYC CHARTER SCHOOLS

**Plans for the Charter'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.** In response to mixed performance across Uncommon NYC, the network is prioritizing intellectual preparation for principals in the area of organizational leadership, and it will increase the support it provides to teachers and instructional leaders in the areas of vertical and unit planning. The network has also hired a director of middle school content who will provide additional teacher coaching.

**Plans for Board Oversight & Governance.** Trustees express interest in continuing to serve Uncommon NYC during the next charter term. The board plans to include input from families and the wider community into its strategic planning and operations.

**Fiscal & Facility Plans.** Based on evidence collected through the renewal review, including a review of the future financial plan, Uncommon 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.

#### BROWNSVILLE COLLEGIATE CHARTER SCHOOL

**Plans for the Educational Program.** In 2023-24, Brownsville Collegiate re-sited and reconfigured its facility and grade span, respectively. The elementary program replicates the strong academic program that has led to success at other Uncommon NYC elementary programs.

**Facility Plans.** Brownsville Collegiate is currently housed in private space at 140 Montrose Avenue, Brooklyn, NY 11206, which is located in CSD 14.

	CURRENT	END OF NEXT CHARTER TERM
<b>Enrollment</b>	115	220
<b>Grade Span</b>	6 – 8	K – 4
<b>Teaching Staff</b>	22	26
<b>Days of Instruction</b>	180	180

## FUTURE PLANS

### EXCELLENCE BOYS CHARTER SCHOOL OF BEDFORD STUYVESANT

**Plans for the Educational Program.** In its next charter term, Excellence Boys will continue to develop its academic programming in response to performance trends.

**Facility Plans.** Excellence Boys elementary and middle school will continue to serve students at 225 Patchen Avenue, Brooklyn, NY as they did through this past charter term.

	CURRENT	END OF NEXT CHARTER TERM
<i>Enrollment</i>	780	412
<i>Grade Span</i>	K – 8	K – 8
<i>Teaching Staff</i>	62	50
<i>Days of Instruction</i>	180	180

### EXCELLENCE GIRLS CHARTER SCHOOL

**Plans for the Educational Program.** In its next charter term, Excellence Girls will continue to develop its academic programming in response to performance trends.

**Facility Plans.** Grades Kindergarten – 4<sup>th</sup> of Excellence Girls Charter School will remain at 794 Monroe Street Brooklyn, NY 11221. This is located in CSD 16. This campus is shared with a NYCDOE elementary school PS 309.

	CURRENT	END OF NEXT CHARTER TERM
<i>Enrollment</i>	1,585	870
<i>Grade Span</i>	K – 12	K – 12
<i>Teaching Staff</i>	128	94
<i>Days of Instruction</i>	180	180

Uncommon New York City  
Charter Schools

# Ax

## APPENDICES

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### UNCOMMON NYC CHARTER SCHOOLS BOARD OF TRUSTEES

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Robert Marcus  
Scott Mills  
Rondo Moses  
Brett Peiser  
Brooke Reid  
Vandana Radhakrishnan

## CHARTER VISIT HISTORY

SCHOOL YEAR	VISIT TYPE	DATE
2004-05	Excellence Boys – First Year	April 5, 2005
2005-06	Excellence Boys – Evaluation	April 25 – 26, 2006
2006-07	Excellence Boys – Evaluation	March 27 – 28, 2007
	LP Bed Stuy – First Year	April 26, 2007
2007-08	Kings Collegiate – First Year	March 27, 2008
	LP Bed Stuy – Evaluation	April 30 – May 2, 2008
2008-09	BedStuy Collegiate – First Year	March 26, 2009
	Excellence Boys – Renewal	December 16 – 17, 2010
	Kings Collegiate – Evaluation	May 67, 2009
	LP Bed Stuy – Evaluation	May 7, 2009
2009-10	BedStuy Collegiate – Evaluation	May 11 – 12, 2010
	Brownsville Collegiate – First Year	April 8, 2010
	Excellence Girls – First Year	April 22, 2010
	Kings Collegiate – Evaluation	March 11, 2010
	LP Brownsville – First Year	May 4, 2010
2010-11	Brooklyn East Collegiate – First Year	April 26, 2011
	Excellence Boys – Evaluation	November 16 – 17, 2010
	LP Bed Stuy – Renewal	October 13 – 14, 2010
	LP Ocean Hill – First Year	May 17, 2011
	Ocean Hill Collegiate – First Year	June 1, 2011
2011-12	Brownsville Collegiate – Evaluation	March 14 – 15, 2012
	Excellence Girls – Evaluation	May 14 – 15, 2012
	Kings Collegiate – Renewal	September 26, 2011
	LP Brownsville – Evaluation	June 7 – 8, 2012
2012-13	BedStuy Collegiate – Renewal	December 3 – 4, 2012
	Brooklyn East Collegiate – Evaluation	February 11, 2013
	Excellence Boys – Renewal	May 27 – 29, 2013
	Excellence Girls – Renewal	May 27 – 29, 2013
	LP Ocean Hill – Evaluation	March 5, 2013
	Ocean Hill Collegiate – Evaluation	March 12, 2013
2013-14	Brooklyn East Collegiate – Renewal	June 11, 2014
	Brownsville Collegiate – Renewal	September 18 – 19, 2013
	LP Brownsville – Renewal	September 16 – 17, 2013
	LP Ocean Hill – Renewal	June 10, 2014
	Ocean Hill Collegiate – Renewal	June 12, 2014

## APPENDIX A: CHARTER SCHOOL OVERVIEW

### CHARTER VISIT HISTORY CONTINUED

SCHOOL YEAR	VISIT TYPE	DATE
2015-16	LP Bed Stuy – Renewal	November 10, 2015
2016-17	Kings Collegiate – Renewal	September 26, 2016
	LP Brownsville – Renewal	September 27, 2016
2017-18	BedStuy Collegiate – Renewal	September 13, 2017
	LP Canarsie – Renewal	September 14, 2017
2018-19	Brownsville Collegiate – Renewal	September 13, 2018
	Excellence Boys – Renewal	September 7, 2018
	Excellence Girls – Renewal	September 14, 2018
	Brooklyn East Collegiate – Renewal	June 7, 2019
	Kings Collegiate – Renewal	June 4, 10 & 12, 2019
	LP Bed Stuy – Renewal	June 3 & 7, 2019
	LP Brownsville – Renewal	June 6 & 12, 2019
	LP Ocean Hill – Renewal	June 4 – 5, 2019
	Ocean Hill Collegiate – Renewal	June 10 & 12, 2019
	Williamsburg Collegiate – Renewal	June 3, 2019
2022-23	BedStuy Collegiate – Renewal Review	September 15, 2022
	LP Canarsie – Renewal Review	September 15, 2022
2022-23	Brownsville Collegiate – Renewal Review	July 12, 2023
	Excellence Boys – Renewal Review	
	Excellence Girls – Renewal Review	

### CONDUCT OF RENEWAL REVIEW

DATE(S) OF REVIEW	EVALUATION TEAM MEMBERS	TITLE
July 12, 2023	Ciani Jones	Senior Analyst

## BENCHMARK SUMMARY

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 assessment, curriculum, pedagogy, leadership, at-risk programs, organizational capacity, and board oversight. The following program description analyzes and reports on the charter design that produced the high quality outcomes captured in the body of this renewal report.

### ASSESSMENT

Uncommon NYC's assessment system is robust and provides valid and reliable data to inform its instructional program. Uncommon NYC administers a variety of diagnostic, formative, and benchmark assessments throughout the school year to determine students' level of mastery and identify student needs at each grade level. To measure literacy, mathematics, science, and history achievement, Uncommon NYC creates and administers interim assessments ("IAs") aligned with the New York State Next Generation Standards. Instructional leaders at Uncommon NYC revise the curriculum and corresponding IAs annually. In addition to the internally developed assessments, Uncommon NYC administers the norm-referenced NWEA MAP assessments in reading and mathematics. Beginning in 8<sup>th</sup> grade, all students also take the PSAT. Significant training and professional development prepares teachers to implement valid and reliable processes for scoring assessments and evaluating results. For example, during pre-service training, teachers collectively score and analyze student work samples to norm their understanding of grading rubrics. This norming helps ensure teachers score student work and assessments in the same manner across schools and individual classrooms, and that the collected data are reliable. Schools work with the network to provide thorough analyses of assessment data at the student, class, grade, and school levels using Illuminate, an online software that houses student information. This portal serves as a repository for student academic and culture data. The network generates visually engaging performance reports to enable school-to-school comparisons across grade levels and to assist in developing instructional adjustments at the network, school, and classroom level.

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

### CURRICULUM

Uncommon NYC develops a rigorous and comprehensive in-house curriculum aligned with the NYS Next Generation Standards that supports teachers in their instructional planning within and across grades. At the elementary and middle school levels, the Uncommon Schools curriculum and assessment team creates scope and sequence documents aligned to state standards for each subject and grade level under the guidance of the chief schools officer. Scope and sequence documents include flexibility to allow for adjustment based on individual school schedules and student needs. Lead lesson planners from each grade level and content



area help develop the curriculum materials collaboratively with network staff. The network chooses lead planners based on student performance data and demonstrated ability to create strong lesson plans. At the high school level, teachers receive curricular frameworks and supporting documents for most classes from the network. During the school year, teachers collaborate with instructional leaders at each school to review and internalize instructional plans and provide feedback to the network if necessary. Lead lesson planners hold roll out conferences for teachers one to two weeks before the start of each new mathematics and ELA unit to ensure schools implement units with fidelity. As part of roll out conferences, staff members discuss the upcoming unit, lesson plans, and logistics that will ensure effective implementation of the unit. In addition to the network curricular framework that details what students will learn in each grade, Uncommon Schools provides teachers with a variety of supporting tools including pacing guides, unit plans, and individual lesson plans that provide a bridge between the framework and daily lessons. As stated above, network lead planners create daily lesson plans and class assignments. Each lesson plan includes sections that instructional leaders may assist teachers in modifying based on the needs of their particular students. These materials detail what students should learn and be able to do throughout the school year, therefore allowing teachers to know what to teach and when to teach it. Beginning in the 2021-22 school year, Uncommon NYC paired academic content with a social emotional curriculum with a diversity, equity, and inclusion lens across subjects and grade levels. The curriculum was developed in partnership with Yale's Center for Emotional Intelligence, and includes opportunities for students to participate in small group circle conversations, meditation, and journaling in order to assist students in identifying and expressing their emotions.

In 2021-22, Uncommon NYC expanded its traditional curriculum to include both social-emotional and culturally responsive content, and Uncommon NYC now incorporates socio-emotional processing principles into the daily school experience. Examples of this include community circles, meditation and journaling in elementary school, and social justice units and introductions to topics like intersectional feminism in middle school.

## PEDAGOGY

High quality instruction that creates a consistent focus on academic achievement and develops students' higher order thinking and problem solving skills is evident across Uncommon NYC. During first year visits, mid-charter term visits, and renewal visits to Uncommon NYC schools in recent years, Institute teams have found well crafted lessons, effective questioning, and ongoing assessment of students' progress toward concept mastery. Particularly, daily work packets in classrooms serve as a primary means to support adherence to clear objectives generally built on previously taught concepts. Typically, lessons include opportunities for students to work with peers to solve problems or complete assignments that require higher-order thinking skills. Teachers regularly use "The Taxonomy of Effective Teaching Practices" found in the book *Teach Like A Champion* to help guide instruction. To gauge student understanding of taught concepts, teachers circulate the classroom to conference with students or peer groups. These strategies help ensure teachers have clear understandings of student mastery in order to plan future instruction and address any student misunderstandings during or after lessons. Teachers differentiate instruction by incorporating manipulatives and visuals during guided practice, offering word study opportunities, and connecting new material to students' prior knowledge. The special education team reviews class work and assessments to ensure that the design and accessibility of materials meet the needs of all students.

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

### INSTRUCTIONAL LEADERSHIP

Uncommon NYC has a common school leadership structure consisting of a principal and a director of operations for each school. Other members of the school leadership team may include a dean of curriculum and instruction, a dean of students, and a special education coordinator. One of the main roles of instructional leaders is to provide extensive coaching and professional development to support student learning. Teacher coaching consists of daily classroom observations by school and network leaders, which they follow up with post observation feedback through regularly scheduled one-on-ones with teachers and weekly grade level meetings. Uncommon NYC also emphasizes the importance of “in the moment” feedback in which leaders may provide suggestions or co-teach with teachers during classroom observations. Uncommon NYC sets high expectations for student and teacher performance, measured largely by student achievement results. For example, the network expects schools to show at least 80% student mastery on specific mathematics and ELA IAs. Uncommon NYC schools monitor progress toward meeting network-wide and school performance goals and use this data to adjust plans if necessary. Uncommon NYC’s strong, differentiated professional development program begins with summer pre-service training. The content and duration of pre-service training varies with years of teaching experience and area of specialization. For example, teachers new to Uncommon NYC participate in an additional week of network orientation, and members of schools’ at-risk programs staff attend sessions focusing on identifying students struggling academically, providing student interventions, and working with English language learners (“ELLs”). Each year, leaders develop a comprehensive professional development schedule with specific priorities aligned with assessment data. In addition to ongoing network-wide activities, weekly professional development sessions led by school leaders address particular teacher needs by grade and content area.

In response to NYS state exam results and meeting only 3 of the 4 accountability goals in 2017-18, Brownsville Collegiate made urgent adjustments in 2019-20. The dean of curriculum and instruction held weekly practice groups with their newest teachers to give feedback and improve instruction provided to students, instructional leaders reviewed teacher lesson plans weekly and provided feedback before implementation, and all leaders increased the amount of real time feedback given to teachers during the school day. Additionally, instructional leadership, along with the Uncommon Schools curriculum and assessment team, led professional development sessions in addition to weekly data meetings and creating response to data lessons.

### AT RISK PROGRAM

Uncommon NYC continually adjusts its programs designed to meet the needs of at-risk students. Network schools implement clear procedures for identifying and serving students with disabilities, ELLs, and students at risk of academic failure. School leaders and at-risk program staff disaggregate student performance data regularly to monitor the effectiveness of instructional and behavioral interventions. To address the educational needs of all students, Uncommon NYC provides daily phonics instruction and small group guided reading based on assessed reading levels. Teachers offer differentiated math instruction with daily Corrective Math and Stern

Math intervention. Uncommon NYC identifies students at risk of academic failure using state test results, Uncommon Schools' diagnostic exams, and interim assessments, and provides support through after school tutoring, Saturday school, or a summer school academy. The student support office coordinates a referral process with social workers, teachers, and families to meet the counseling needs of struggling students.

Uncommon NYC uses the Home Language Identification Survey and the New York State Identification Test for English Language Learners ("NYSITELL") to identify students requiring English language acquisition supports. 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. Each Uncommon NYC school employs an English as a new language ("ENL") teacher responsible for facilitating push in and pull out support to ELLs. In addition to Wonders ENL direct instruction, the ENL teacher also provides accommodations in accordance with the New Language Arts Progressions ("NLAP") and Sheltered Instruction and Observation Protocol ("SIOP") approaches. The regional manager of special education and ENL provides centralized training to ENL teachers. Network schools monitor student progress annually with the New York State English as a Second Language Achievement Test ("NYSESLAT") and interim assessments.

For students with Individualized Education Programs ("IEPs") mandating academic services, network schools utilize a number of instructional methods and ensure the least restrictive environment to meet each student's identified needs: push in and pull out special education teacher support services ("SETSS"), integrated co-teaching ("ICT"), as well as resource room supports that special education teachers provide. Teachers are aware of students' IEP goals and work regularly with at-risk program staff to address student needs. Student support teams also meet regularly to discuss students' progress toward meeting IEP goals using quantitative and qualitative data from general education teachers, special education teachers, and intervention teachers. Schools work with the Committee on Special Education ("CSE") to provide required services during school hours, and offer ongoing professional development to all special education staff.

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

At Excellence Girls, high school students with qualifying IEP recommendations receive additional support in mathematics and ELA via special education teacher support services (SETSS) and integrated co-teaching (ICT). Excellence Girls also provides a 15:1 special class in 9<sup>th</sup> – 12<sup>th</sup> grade with a modified curriculum to

prepare students for the NY State Regents Exam. Special education leaders from across all Uncommon Schools nominate students for the 15:1 cohort based on psycho-educational testing, performance data, and social-behavioral needs. This cohort also receives a college and career readiness course to prepare them for a variety of post-secondary options.

### ORGANIZATIONAL CAPACITY

Uncommon NYC establishes effective organizational structures with staff, systems, and procedures that support student achievement and undergird the holistic delivery of the educational program. Clear roles and responsibilities at the school and network level allow school leaders to focus on student achievement and teacher support. The directors of operations serve as school leaders, allowing principals to focus on implementing a strong academic program. Principals receive support from directors of curriculum and at the middle, and high school levels. Network schools also employ deans of students focus mainly on school culture and behavior management as well as additional operational staff members that manage the non-instructional business of the schools. Network associate superintendents (“ASUPs”) visit schools regularly to coach principals and supervise the instructional and academic program at the schools they manage. In 2021-22 Uncommon Schools created the roles of co-Chief Executive Officers to redefine the partnership between the previous president and chief executive officer roles but current reporting structures remain unchanged.

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

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

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

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

## BOARD OVERSIGHT AND GOVERNANCE

The Uncommon NYC board works effectively to achieve the schools' Accountability Plan goals. The board possesses more than the necessary skills, enabling it to provide effective oversight to the schools on educational, corporate, and financial matters. The board effectively uses a committee structure, including the executive, academic, audit, and finance committees, to focus attention on specific areas of Uncommon NYC's program. The CMO and school leaders provide the board with robust data dashboards that present student performance results for each grade level, in addition to student culture and staff data. These dashboards allow the board to compare a school's performance to that of other schools within the network. The board establishes clear priorities and objectives as well as long-range goals, and tracks its progress toward meeting these goals.

While CMO staff members evaluate principals, the board is aware of these evaluations and provides input. The board also makes final principal hiring decisions across Uncommon NYC. In addition, the board implements an annual review process to analyze the network's academic performance, financial health, teacher turnover, and student and teacher recruitment that starts with a network 360 review. The board materially and substantially implements, maintains, and abides by appropriate policies, systems, and processes to ensure the effective governance and oversight of the each school within the education corporation. The board demonstrates a clear understanding of its role in holding the school leadership and network accountable for both academic results and fiscal soundness. Finally, The board materially complies with the terms of its by-laws and code of ethics.

## APPENDIX C: EDUCATION CORPORATION OVERVIEW



### EDUCATION CORPORATION TIMELINE OF CHARTER RENEWAL

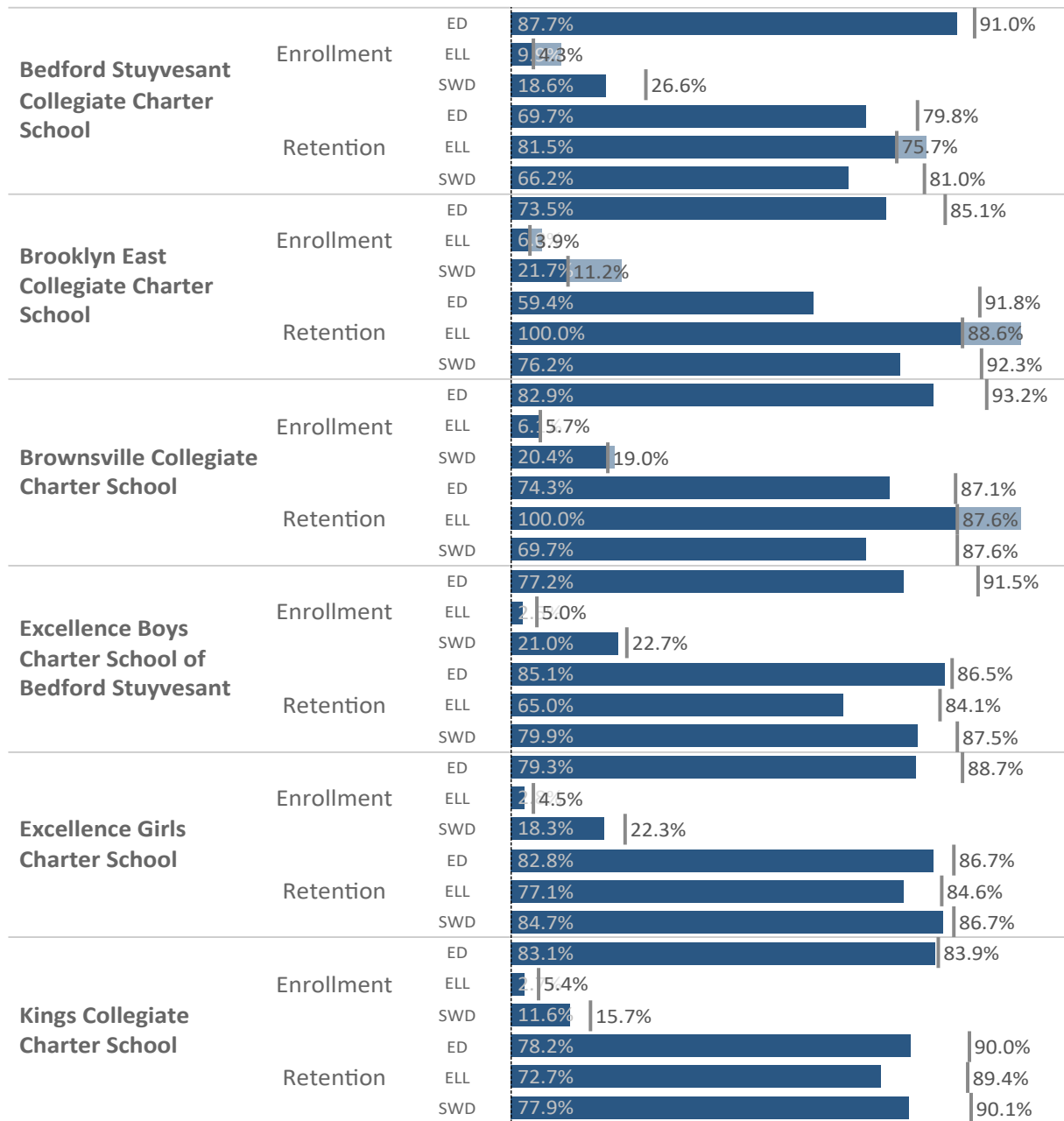
Charter school opening					
Renewal by Original Authorizer			▼		
Initial Renewal - Short-Term			▲		
Initial Renewal - Full-Term			■		
Subsequent Renewal - Full-Term			◆		
Subsequent Renewal Recommendation - Full-Term			◊		
Excellence Boys Charter School of Bedford Stuyvesant	2004-05	2008-09	2013-14	2018-19	2023-24
Williamsburg Collegiate Charter School	2005-06	2009-10	2014-15	2019-20	
Leadership Preparatory Bedford Stuyvesant Charter School	2006-07	2010-11	2015-16	2019-20	
Kings Collegiate Charter School	2007-08	2011-12	2016-17	2019-20	
Bedford Stuyvesant Collegiate Charter School		2008-09	2012-13	2017-18	2022-23
Brownsville Collegiate Charter School		2009-10	2013-14	2018-19	2023-24
Excellence Girls Charter School		2009-10	2013-14	2018-19	2023-24
Leadership Preparatory Brownsville Charter School		2009-10	2013-14	2016-17	2019-20
Brooklyn East Collegiate Charter School		2010-11	2014-15	2019-20	
Leadership Preparatory Ocean Hill Charter School		2010-11	2014-15	2019-20	
Ocean Hill Collegiate Charter School		2010-11	2014-15	2019-20	
Leadership Preparatory Canarsie Charter School			2013-14	2017-18	2022-23

### EDUCATION CORPORATION CHARTER CHARACTERISTICS

CHARTER	LOCAL DISTRICT	CO LOCATED	CHARTERED ENROLLMENT	GRADE SPAN
Bedford Stuyvesant Collegiate Charter School	NYC	YES	314	5 – 8
Brownsville Collegiate Charter School	NYC	YES	115	K – 4
Excellence Boys Charter School of Bedford Stuyvesant	NYC	YES	780	K – 8
Excellence Girls Charter School	NYC	YES	1,585	K – 12
Kings Collegiate Charter School	NYC	YES	1,458	K – 12
Leadership Preparatory Bedford Stuyvesant Charter School	NYC	YES	1,458	K – 12
Leadership Preparatory Brownsville Charter School	NYC	YES	780	K – 12
Leadership Preparatory Brownsville Charter School	NYC	YES	783	K – 8
Leadership Preparatory Ocean Hill Charter School	NYC	YES	1,458	K – 8
Ocean Hill Collegiate Charter School	NYC	YES	572	K – 8
Williamsburg Collegiate Charter School	NYC	YES	432	5 – 8

## APPENDIX C: EDUCATION CORPORATION OVERVIEW

### ENROLLMENT AND RETENTION TARGETS

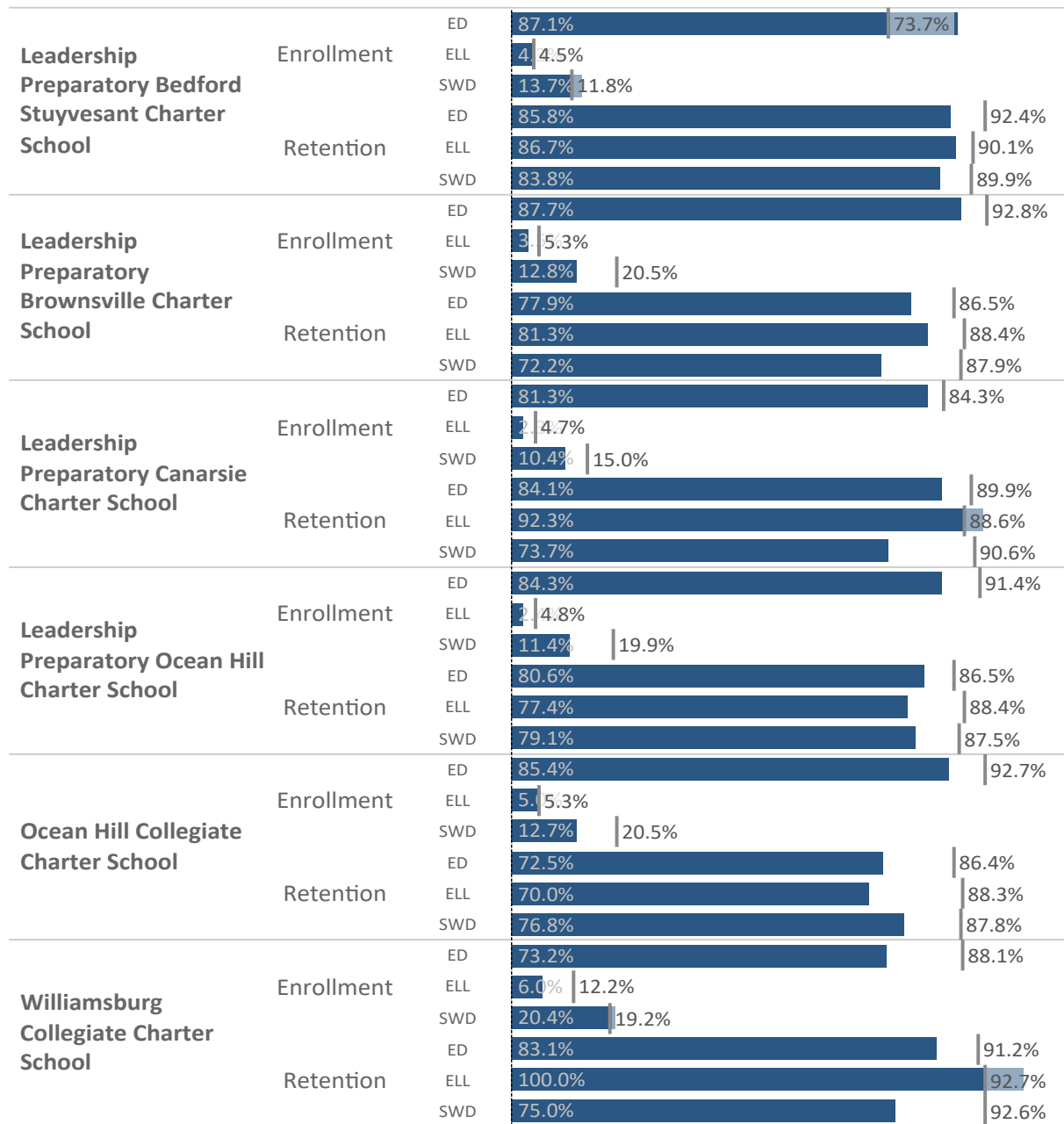


The chart illustrates the **current enrollment and retention percentages** against the **enrollment and retention targets** for each operating charter in the education corporation. As required by Education Law § 2851(4)(e), a charter must include in its renewal application information regarding the efforts it has, and will, put in place to meet or exceed SUNY's enrollment and retention targets for students with disabilities, ELLs, and FRPL students. This analysis is based on the most recent enrollment and retention data supplied to the Institute by the education corporation.



## APPENDIX C: EDUCATION CORPORATION OVERVIEW

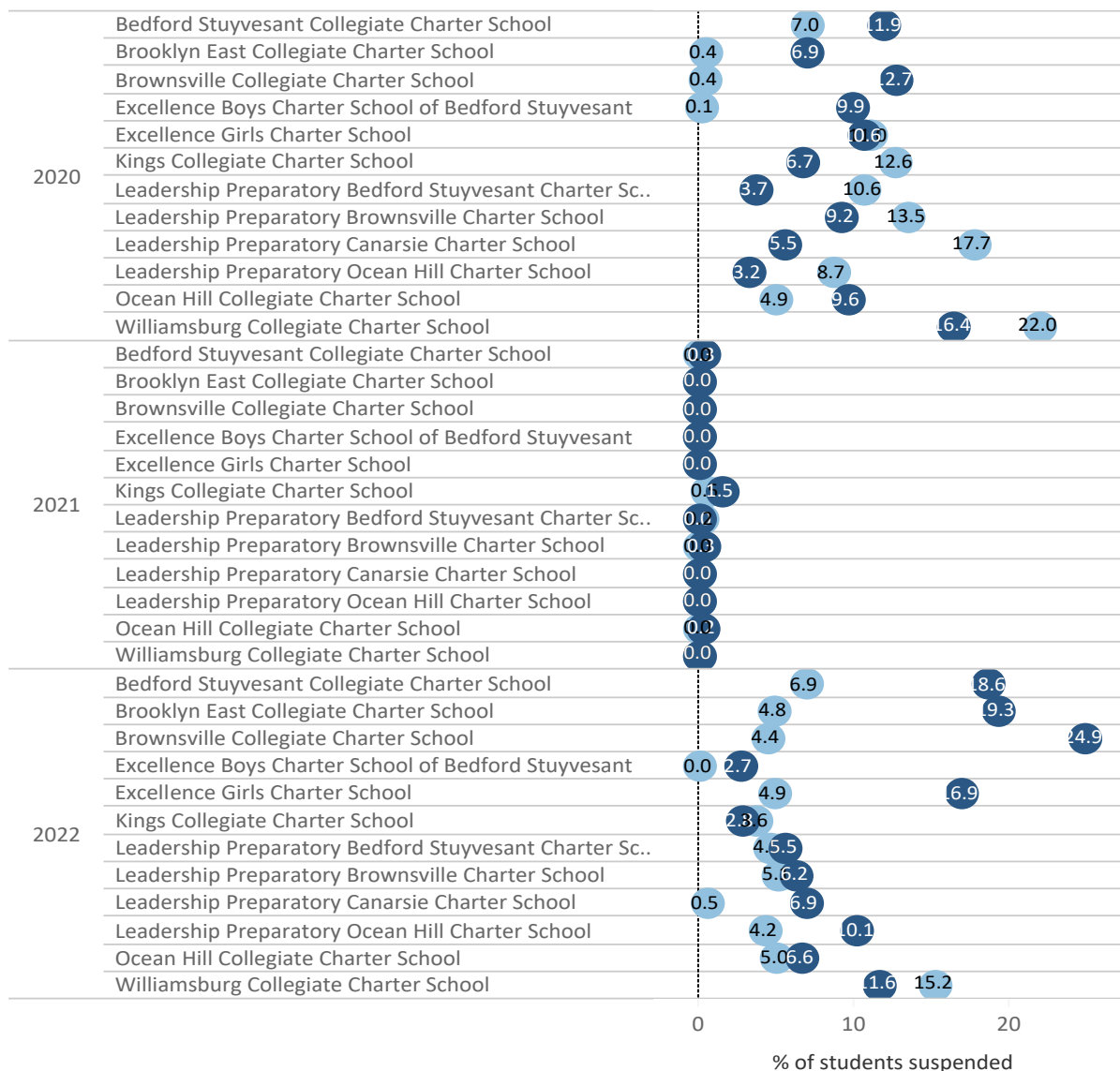
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## APPENDIX C: EDUCATION CORPORATION OVERVIEW

### Suspensions: The education corporation's out of school suspension rate and in school suspension rate.



Data suitable for comparison are not available. 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.

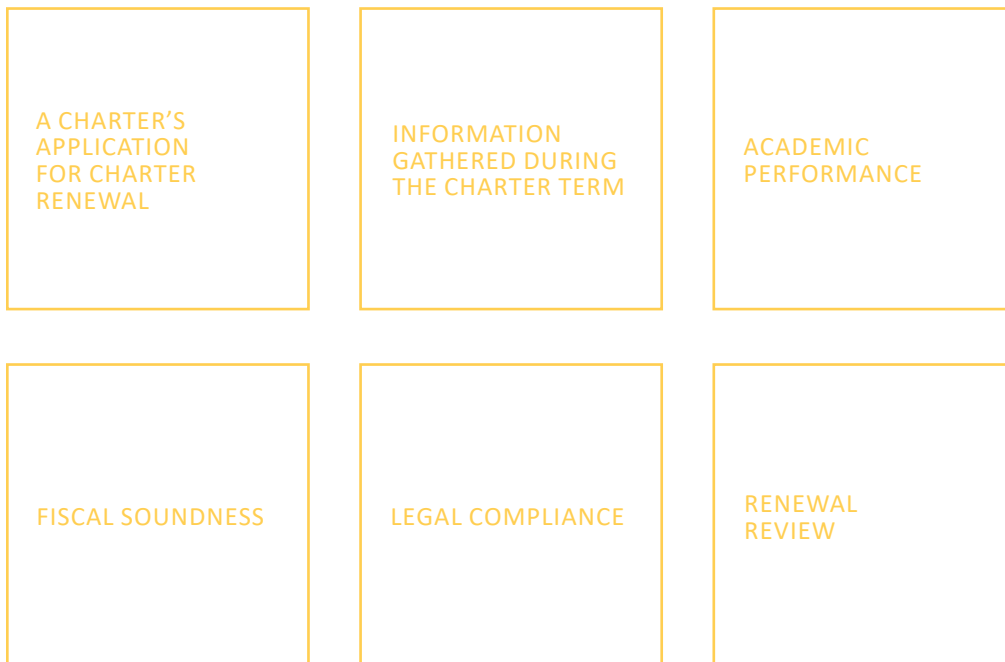
During the most recent school year, the education corporation expelled 0 students.

The sections below contain general information about the SUNY Trustees' and Institute's approach to renewal.

#### 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 charter school's Application for Charter Renewal, and more broadly, details the merits of each charter'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").<sup>1</sup>

#### THE INSTITUTE MAKES ALL RENEWAL RECOMMENDATIONS BASED ON



***Most importantly, the Institute analyzes the charter'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 on the [Institute's website](#).

This renewal recommendation report compiles evidence using the **State University of New York Charter Renewal Benchmarks** (the “SUNY Renewal Benchmarks”),<sup>2</sup> which specify in detail what a successful charter 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 charter has made an adequate case for renewal.

#### RENEWAL QUESTIONS



**IS EACH CHARTER AN ACADEMIC SUCCESS?**

**IS EACH CHARTER AN EFFECTIVE, VIABLE ORGANIZATION?**

**IS EACH CHARTER FISCALLY SOUND?**

**IF THE SUNY TRUSTEES RENEW THE EDUCATION CORPORATION’S  
AUTHORITY TO OPERATE EACH CHARTER, ARE ITS PLANS FOR THE  
CHARTERS REASONABLE, FEASIBLE, AND ACHIEVABLE?**

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



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](#).

2. Version 5.0, May 2012, available on the [Institute’s website](#).



## IS THE SCHOOL AN ACADEMIC SUCCESS? THE INFORMATION BELOW HIGHLIGHTS THE INSTITUTE'S AND SUNY TRUSTEES' APPROACH TO ACCOUNTABILITY PLANS FOR EACH SUNY AUTHORIZED CHARTER SCHOOL.

At the beginning of the Accountability Period,<sup>3</sup> each charter developed and adopted an Accountability Plan that set academic goals for performance in the key subjects of ELA and mathematics, as well as science and the federal Every Student Succeeds Act ("ESSA"). High school Accountability Plans also include goals for High School Graduation, College Preparation, and Social Studies. 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 all required Accountability Plan measures to determine goal attainment. The Act requires charters be held "accountable for meeting measurable student achievement results"<sup>4</sup> and states the educational programs at a charter school must "meet or exceed the student performance standards adopted by the board of regents"<sup>5</sup> for other public schools. SUNY's required accountability measures rest on performance as measured by statewide assessments. Historically, SUNY's required measures include measures that present schools':

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

COMPARATIVE PERFOR-  
MANCE, I.E., HOW DID THE  
CHARTER DO AS COMPARED  
TO SCHOOLS IN THE  
DISTRICT AND SCHOOLS  
THAT SERVE SIMILAR  
POPULATIONS OF ECO-  
NOMICALLY DISADVAN-  
TAGED STUDENTS?

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

Absolute, comparative, and growth achievement provide a basis for triangulating charter performance within each academic goal area. Furthermore, every SUNY authorized charter school may propose additional, mission aligned goals and measures of success when crafting its Accountability Plan. The final Accountability Plan adopted by the education corporation's board and approved by the Institute is included in the charter and frames the analysis of the charter's student achievement results.

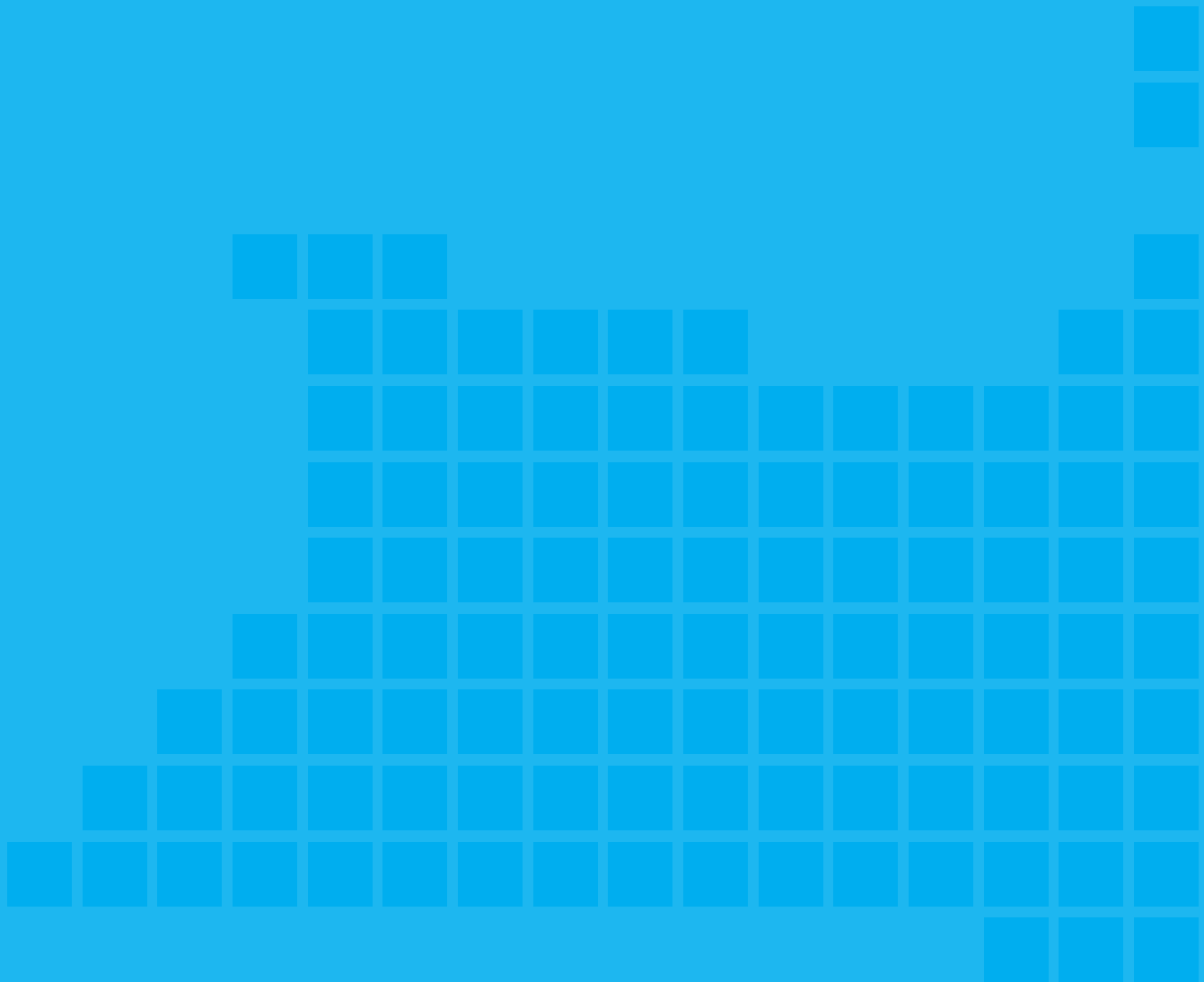
The Institute consistently emphasizes comparative and growth performance over absolute measures in its analysis of goal attainment. Nevertheless, the Institute analyzes every measure included in a charter's Accountability Plan to determine its level of academic success, including the extent to which each charter has established and maintained a record of high performance and demonstrated progress toward meeting its academic Accountability Plan goals throughout the charter term. Whether or not a charter includes additional measures in its Accountability Plan, the Institute considers all available evidence of school performance at the time of renewal.

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

4. Education Law § 2850(2)(f).

5. Education Law § 2854(1)(d).

State assessment data in ELA, mathematics, and science in 3<sup>rd</sup> – 8<sup>th</sup> grade form the basis of data required to analyze the required accountability measures for elementary and middle schools. These data were not available in 2019-20 following the state’s cancellation of all state exams during the start of the COVID-19 pandemic. Although schools participated in state assessments in ELA and mathematics in 2020-21, the participation rates that year were inconsistent. The resulting data is not sufficiently reliable or credible for cogent analyses of school academic performance. In response, the Institute provided all SUNY authorized charter schools a framework for the analysis of norm-referenced and internally developed exam data. To every extent possible, the Institute attempted to maintain a consistent framework of examining absolute, comparative, and growth performance. During 2019-20 and 2020-21, charters reported data on a variety of norm-referenced and internally developed assessments to demonstrate student academic success. This renewal report contemplates school performance during the pandemic through the lenses of absolute and growth performance on norm-referenced and internally developed ELA, mathematics, and science assessments along with high school completion and college readiness data.



**Charter Schools Institute**  
The State University of New York