

# THE SUNY CHARTER SCHOOLS INSTITUTE

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

*BROWNSVILLE COLLEGIATE CHARTER SCHOOL  
UNCOMMON BED-STUY EAST CHARTER SCHOOL NYC  
UNCOMMON BED-STUY WEST CHARTER SCHOOL NYC  
UNCOMMON BROWNSVILLE NORTH CHARTER SCHOOL NYC  
UNCOMMON CANARSIE CHARTER SCHOOL NYC  
UNCOMMON CROWN HEIGHTS CHARTER SCHOOL NYC  
UNCOMMON EXCELLENCE BOYS CHARTER SCHOOL NYC  
UNCOMMON EXCELLENCE GIRLS CHARTER SCHOOL NYC  
UNCOMMON WILLIAMSBURG CHARTER SCHOOL NYC*

*REPORT DATE: FEBRUARY 24, 2026  
VISIT DATE: SEPTEMBER 5, 15-17, 2025*



**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 New York City 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, 11 of which are currently open and operating. Uncommon NYC schools are located in multiple Community School Districts (“CSDs”) in Brooklyn.

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.

As part of Uncommon NYC’s recent strategic planning process, the board worked closely with Uncommon Schools on a rebranding project across the schools in New York City. This included a rebranding of school names to increase recognition of the schools across its portfolio. Uncommon NYC currently operates the following schools due for renewal this year including Brownsville Collegiate Charter School (“Brownsville Collegiate”), Uncommon Bed-Stuy East Charter School NYC (“Uncommon Bed-Stuy East”), Uncommon Bed-Stuy West Charter School NYC (“Uncommon Bed-Stuy West”), Uncommon Brownsville North Charter School NYC (“Uncommon Brownsville North”), Uncommon Canarsie Charter School NYC (“Uncommon Canarsie”), Uncommon Crown Heights Charter School NYC (“Uncommon Crown Heights”), Uncommon Excellence Boys Charter School NYC (“Uncommon Excellence Boys”), Uncommon Excellence Girls Charter School NYC (“Uncommon Excellence Girls”), and Uncommon Williamsburg Charter School NYC (“Uncommon Williamsburg”).

The remaining two open and operating schools are due for renewal in 2026-27 including Uncommon Kings Charter School NYC (“Uncommon Kings”) and Uncommon Brownsville South Charter School NYC (“Uncommon Brownsville South”). Uncommon New York City Charter School #1 is the final charter school in the education corporation and is not open.

### CURRENT EDUCATION CORPORATION SNAPSHOT

First School Opened:  
2004-05

Total Number of Charters:  
12

Number of Students Served:  
8,200

### PROPOSED FUTURE EDUCATION CORPORATION SNAPSHOT

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

Total Number of Charters:  
12

Number of Students Served:  
9,270

Information about each school is found on the following page.

## EDUCATION CORPORATION BACKGROUND

### **Brownsville Collegiate Charter School**



Opening Year: 2009-10  
Current Enrollment/Grades: 220 | K-4  
Future Enrollment/Grades: 309 | K-4  
Uncommon Williamsburg Elementary School | 140 Montrose Avenue, Brooklyn, New York | CSD 14 | K-4

### **Uncommon Bed-Stuy East Charter School NYC**



Opening Year: 2008-09  
Current Enrollment/Grades: 331 | 5-8  
Future Enrollment/Grades: 596 | K-8  
Uncommon Bed Stuy East Middle School | 800 Gates Avenue, Brooklyn, New York | CSD 16 | 5-8

### **Uncommon Bed-Stuy West Charter School NYC**



Opening Year: 2006 -07  
Current Enrollment/Grades: 1,458 | K-12  
Future Enrollment/Grades: 1,274 | K-12  
Uncommon Bed Stuy West Elementary & Middle Schools | 141 Macon Street, Brooklyn, New York | CSD 13 | K-8  
Uncommon Collegiate Charter High School | 832 Marcy Avenue, Brooklyn, New York | CSD 13 | 9-12

### **Uncommon Brownsville North Charter School NYC**



Opening Year: 2010-11  
Current Enrollment/Grades: 1,212 | K-12  
Future Enrollment/Grades: 1,326 | K-12  
Uncommon Brownsville North Elementary & Middle Schools | 51 Christopher Avenue, Brooklyn, New York | CSD 23 | K-8  
Uncommon Preparatory Charter High School | 6565 Flatlands Avenue, Brooklyn, New York | CSD 18 | 9-12

### **Uncommon Canarsie Charter School NYC**



Opening Year: 2013-14  
Current Enrollment/Grades: 783 | K-8  
Future Enrollment/Grades: 774 | K-8  
Uncommon Canarsie Elementary School | 1001 East 100th Street, Brooklyn, New York | CSD 18 | K-4  
Uncommon Canarsie Middle School | 1070 East 104<sup>th</sup> Street, Brooklyn, New York | CSD 18 | 5-8

### **Uncommon Crown Heights Charter School NYC**



Opening Year: 2010-11  
Current Enrollment/Grades: 451 | K-8  
Future Enrollment/Grades: 721 | K-8  
Uncommon Crown Heights Elementary School | 791 Empire Boulevard, Brooklyn, New York | CSD 17 | K-4  
Uncommon Ocean Hill Middle School | 1137 Herkimer Street, Brooklyn, New York | CSD 23 | 5-8

Under the New York Charter Act of 1998 (as amended, the "Act"), each charter school may serve students in Kindergarten through 12<sup>th</sup> grade with authorizer approval. A charter school may operate multiple sites to serve its approved grade configuration. However, no charter school may serve students in the same grade level at more than one site.

## EDUCATION CORPORATION BACKGROUND

### Uncommon Excellence Boys Charter School NYC



Opening Year: 2004-05  
Current Enrollment/Grades: 412 | K-8  
Future Enrollment/Grades: 411 | K-8  
Uncommon Excellence Boys Elementary & Middle Schools | 225 Patchen Avenue, Brooklyn, New York | CSD 16 | K-8

### Uncommon Excellence Girls Charter School NYC



Opening Year: 2009-10  
Current Enrollment/Grades: 870 | K-12  
Future Enrollment/Grades: 1,002 | K-12  
Uncommon Excellence Girls Elementary School | 794 Monroe Street, Brooklyn, New York | CSD 16 | K-4  
Uncommon Excellence Girls Middle School | 1600 Park Place, Brooklyn, New York | CSD 17 | 5-8  
Uncommon Charter High School | 1485 Pacific Street, Brooklyn, New York | CSD 17 | 9-12

### Uncommon Williamsburg Charter School NYC



Opening Year: 2016-17  
Current Enrollment/Grades: 225 | 5-8  
Future Enrollment/Grades: 619 | K-8  
Uncommon Williamsburg Middle School | 157 Wilson Street, 4<sup>th</sup> Floor, Brooklyn, New York | CSD 14 | 5-8



## EDUCATION CORPORATION BACKGROUND

### UNCOMMON NEW YORK CITY CHARTER SCHOOLS BOARD OF TRUSTEES<sup>1</sup>

CHAIR	TRUSTEES
Linton Mann III	Shakima Jones
VICE CHAIR	John Kim
Ekwutozia Nwabuzor	Ann Mathews
TREASURER	Crystal McQueen-Taylor
Joseph Wayland	Brett Peiser
SECRETARY	Jabali Sawicki
John Greenstein	Chrystal Stokes Williams
	Erica Woolway

### UNCOMMON SCHOOLS, INC., BOARD OF TRUSTEES

CHAIR	
William M. Lewis, Jr.	Cecily M. Carson
VICE CHAIR	Robert Karr
Robert Marcus	Donald R. Katz
TRUSTEES	Scott Mills
Norman Atkins	Rondo Moses
Christopher S. Auguste	Vandana Radhakrishnan
Allison Blitzer	Julie Jackson, ex officio
	Brett Peiser, ex officio

### KEY DESIGN ELEMENTS

Expect excellence	+	Make more time	+
Recruit, develop, and retain great teachers	+	Help students until they master it	+
Assess early and often to inform effective instruction	+	Provide structure and order	+
Focus on literacy	+	Keep it personal	+
Employ research-proven curricula	+	Develop character	+

1. Source: The Institute's board records at the time of report finalization.

## EXECUTIVE SUMMARY

### FULL-TERM RENEWAL WITH CONDITIONS

**Renewal through 2030-31.** *The SUNY Charter Schools Institute (the “Institute”) recommends the SUNY Trustees’ Charter Schools Committee approve the nine Applications for Charter Renewal:*

- *Brownsville Collegiate Charter School;*
- *Uncommon Bed-Stuy East Charter School NYC;*
- *Uncommon Bed-Stuy West Charter School NYC;*
- *Uncommon Brownsville North Charter School NYC;*
- *Uncommon Canarsie Charter School NYC;*
- *Uncommon Crown Heights Charter School NYC;*
- *Uncommon Excellence Boys Charter School NYC;*
- *Uncommon Excellence Girls Charter School NYC; and,*
- *Uncommon Williamsburg Charter School NYC.*

*If each school is renewed, Uncommon NYC will be granted the authority to continue to operate each charter through 2030-31 with the authority to provide instruction to students in such configuration as set forth in each charter’s Application for Renewal and subject to a set of conditions listed below. The Institute makes this recommendation based on each charter meeting the criteria for renewal set forth in 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 (“SUNY Renewal Policies”).<sup>2</sup>*

*The Institute further recommends the SUNY Trustees renew for a full term of five years the provisional charter of Uncommon NYC, the New York not-for-profit charter school education corporation.*

### THE SCHOOLS ARE SUBJECT TO THE FOLLOWING CONDITIONS

By July 1, 2026, the education corporation must provide a Corrective Action Plan, to be approved by the Institute, to come into compliance with teacher certification requirements under the Act inclusive of methods to assist uncertified teachers in obtaining certification, an identified system of monitoring certification status, and administrative or monetary supports offered to teachers. The education corporation must demonstrate significant improvement regarding compliance with teacher certification requirements in accordance with the Act by the conclusion of the

<sup>2</sup>. SUNY Renewal Policies (p. 14) are available on the [Institute’s website](#).

## EXECUTIVE SUMMARY

schools' next proposed charter terms. For Uncommon NYC, this applies to all schools under renewal review for the 2025-26 school year except Brownsville Collegiate and Uncommon Williamsburg, both of which are in compliance with the number of certified teachers.

### EXECUTIVE SUMMARY

During their charter terms, Uncommon NYC schools have demonstrated increases in student performance across program levels. Students in Kindergarten – 8<sup>th</sup> grade programs demonstrated increases in performance on the English language arts (“ELA”) and mathematics exams, while Uncommon NYC high school programs continue to produce strong results for high school graduation, college preparation, and matriculation metrics. In addition to a strong recovery from the COVID-19 closure period, Uncommon NYC, with support from Uncommon Schools, has established a new strategic plan that lays the groundwork for improvements in the next charter term responding to specific and current needs of Uncommon NYC.

One area of priority for Uncommon NYC is continuing development of its high school model. The network launched its high school student talent and voice programming this year to help develop students' interests and encourage consistent extracurricular involvement to build resumes for college admission. The program offers opportunities in a variety of interest areas including debate, barbering, and cosmetology. The network continues to solicit rich student alumni data around measures of success in college. The network uses this information to determine changes to the high school program. The network is expanding its support of alumni through alumni success coaches, and continues to monitor data such as college persistence, degree completion, remediation courses, and debt. With these practices, Uncommon NYC hopes to increase rates of college persistence and degree completion within six years or less.

Uncommon NYC has focused on lowering its suspension rates over the current charter term. Schools demonstrate lower suspension rates overall since their previous charter terms. Leaders updated discipline systems to include a stage where network superintendents must approve each out-of-school suspension, adding a layer of review and consideration for each suspension case. The added layer of approval often provided principals with more support to consider how to address disciplinary issues through other means than out-of-school suspensions. Principals have developed teachers' skills to focus more on management strategies that help quickly redirect disruptive behaviors and keep students in the classroom. Across the schools, the Institute observed teachers consistently using calm down corners in elementary classrooms and reflection sheets in middle and high school programs. In addition to improved procedures for suspensions, Uncommon Schools also implemented Yale University's RULER program for building social emotional awareness.

### FINDINGS & INFORMATION

#### *Is the education corporation an academic success?*

The Uncommon NYC schools due for renewal are each an academic success having met or come close to meeting their key academic Accountability Plan goals. Uncommon NYC implements clear instructional leadership systems to support teachers with detailed lesson planning. Leaders meet with teachers regularly to review formative student performance data and facilitate intellectual preparation and practice for upcoming lessons. The schools demonstrate success in the following ways:

## EXECUTIVE SUMMARY

- In ELA, Uncommon NYC tested students enrolled in at least their second year posted high proficiency rates over the term. From 2021-22 through 2024-25, the proportion of those students scoring at or above proficiency increased by 13 percentage points. The education corporation's average ELA effect sizes and growth scores exceeded the targets in every year of the term with data suitable for analysis.
- In mathematics, all Uncommon NYC schools under renewal review outperformed their local district rates in 2024-25. Notably, the proportion of the education corporation's students enrolled in at least their second year scoring at or above proficiency increased by 31 percentage points from 2021-22 to 2024-25.
- Uncommon NYC high school programs posted aggregate four year graduation rates and college matriculation rates that exceeded the targets of 75% from 2020-21 through 2024-25.

### ***Is the education corporation an effective, viable organization?***

Uncommon NYC, with support from Uncommon Schools, is an effective, viable organization. The network has developed both a director of operations and a principal fellowship program to create additional leadership pathways for staff members and build a comprehensive training program for future school leaders. Given the success of Uncommon Schools' fellowship programs, it extended and established a fellowship to develop deans of students. The board continues to provide precise governance and oversight to the schools and network and is highly satisfied with Uncommon Schools' work with the education corporation.

### ***Is the education corporation fiscally sound<sup>3</sup>?***

Uncommon NYC is fiscally sound based on the Institute's review of the renewal documentation. The education corporation establishes strong methods of budget creation that considers all departments of the network and schools to develop accurate revenue and expense projections. The network finance team meets with the board monthly to present an enrollment report and discuss financial results. The education corporation maintained strong enrollment throughout the current charter term. The 2024-25 annual financial audit did not present any significant deficiencies or material weaknesses. Uncommon NYC maintains a separate bank account with the established amounts for dissolution as required by the charter agreement.

Uncommon NYC demonstrated a positive financial performance during the current charter term with net assets of \$140.9 million and 0.4 months of cash on hand as of the 2025-26 financial audit. While the Institute recognizes Uncommon NYC only maintains 0.4 months of cash on hand, the 2024-25 audit showed the education corporation has \$111 million in short term investments that is not included in the months of cash calculation.

### ***If the SUNY Trustees renew each school, are the education corporation's plans for each school reasonable, feasible, and achievable?***

Uncommon NYC's future plans are reasonable, feasible, and achievable. The SUNY Trustees previously approved the revision to add the elementary programs for Uncommon Bed-Stuy East and Uncommon Williamsburg, and, after careful consideration Uncommon NYC has decided to open those programs for the 2027-28 school year. The board

<sup>3</sup> 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. The fiscal dashboard for each charter and the merged education corporation can be found at the end of this section.

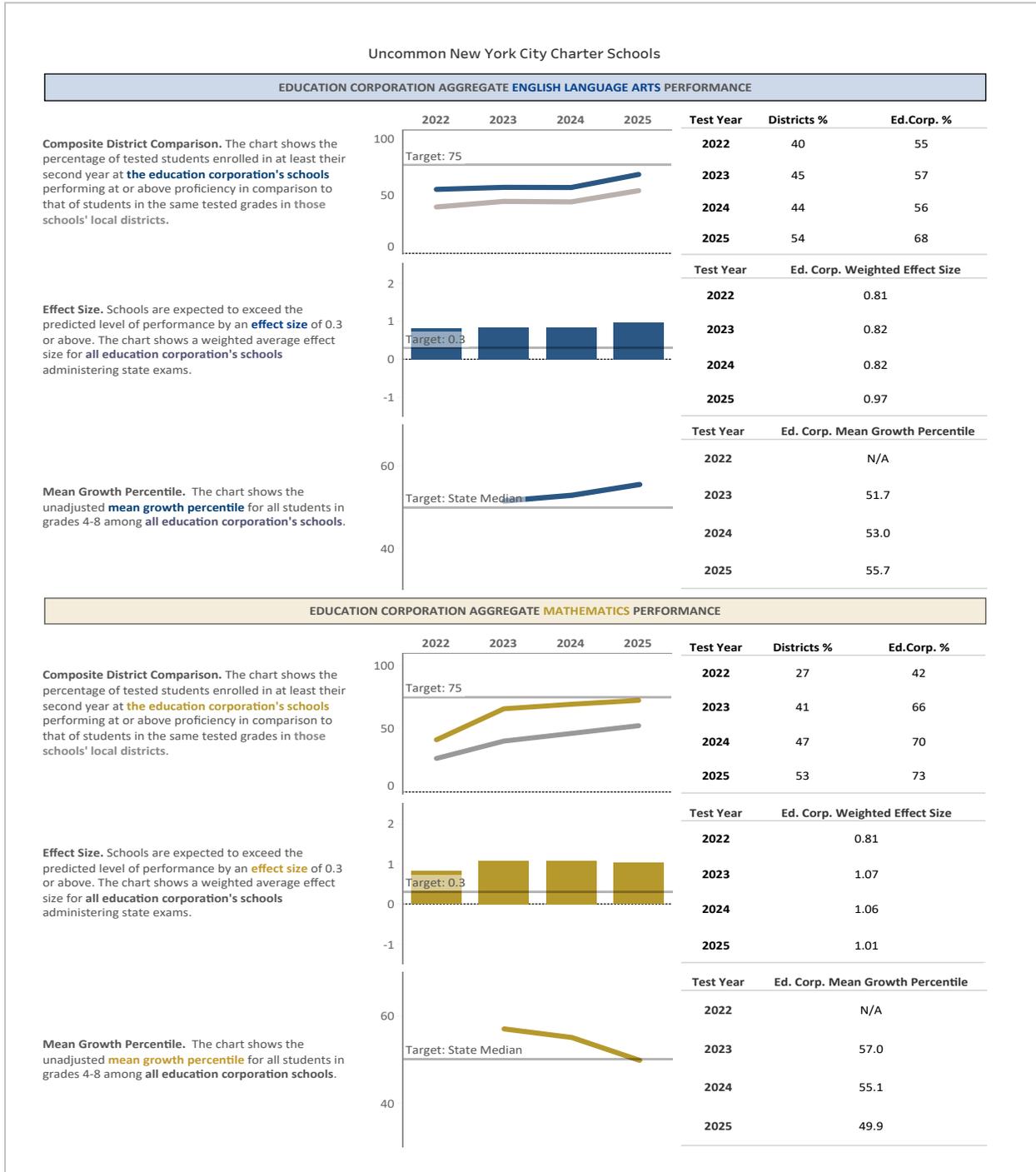
## EXECUTIVE SUMMARY

carefully planned and requested information to assist in green lighting the expansions. The network analyzed demand for charter school seats in the areas in which the schools will open. The expansions will create a Kindergarten – 8<sup>th</sup> grade pathway for both schools. Uncommon NYC’s plans include replicating the current elementary program models that set and achieve high standards for students.



# EDUCATION CORPORATION OVERVIEW

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



The composite district comparison is a weighted proficiency rate including all comparison grades from Districts/New York City 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.



# EDUCATION CORPORATION OVERVIEW

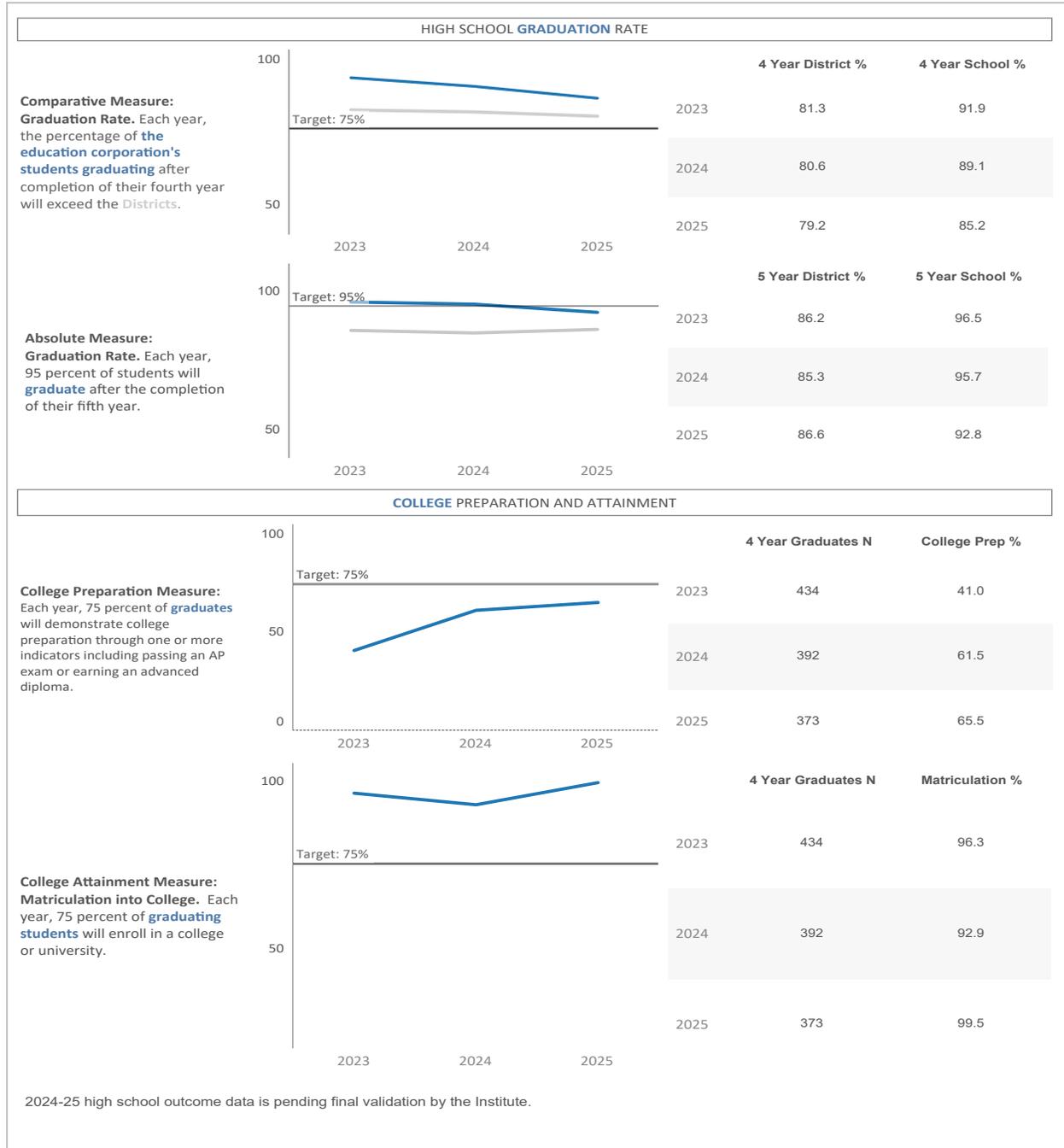
## UNCOMMON NEW YORK CITY CHARTER SCHOOLS: AGGREGATE SCIENCE PERFORMANCE FOR ALL SCHOOLS





# EDUCATION CORPORATION OVERVIEW

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





# ACADEMIC PERFORMANCE

## BROWNSVILLE COLLEGIATE CHARTER SCHOOL

Brooklyn CSD 23

ENGLISH LANGUAGE ARTS ACCOUNTABILITY PLAN GOAL				Test Year	Comp Grades	District %	School %
<p><b>District Comparison.</b> The percentage of tested students enrolled in at least their second year at the school performing at or above proficiency in ELA compared to the district.</p>	2022	2023	2024	2022	6-8	38	30
				2023	6-8	38	31
				2024	N/A	N/A	N/A
				2025	3-4	52	88
<p><b>Effect Size.</b> The chart shows school's effect size compared to 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.</p>	2022	2023	2024	2022	5-8	83.0	-0.86
				2023	6-8	81.3	-0.71
				2024	3-4	90.5	1.76
				2025	3-4	88.2	2.50
<p><b>Comparative Growth Measure: Mean Growth Percentile.</b> The school's unadjusted mean growth percentile for all students in grades 4-8 will be above target of 50 in ELA.</p>	2022	2023	2024	2022	School Mean Growth		
				2023	N/A		
				2024	45.8		
				2025	71.7		
2025				2025	70.0		

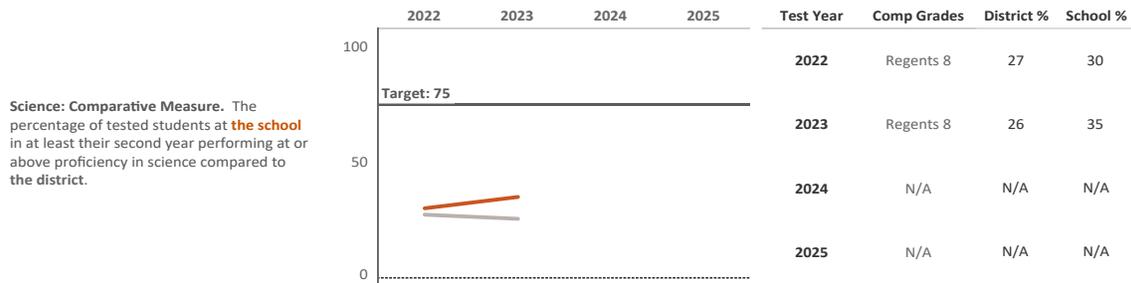
MATHEMATICS ACCOUNTABILITY PLAN GOAL				Test Year	Comp Grades	District %	School %
<p><b>District Comparison.</b> The percentage of tested students enrolled in at least their second year at the school performing at or above proficiency in mathematics compared to the district.</p>	2022	2023	2024	2022	6-7	15	8
				2023	6-8	32	40
				2024	N/A	N/A	N/A
				2025	3-4	55	100
<p><b>Effect Size.</b> The chart shows school's effect size compared to 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.</p>	2022	2023	2024	2022	5-7	82.6	-0.82
				2023	6-8	81.4	-0.09
				2024	3-4	90.7	3.50
				2025	3-4	88.2	3.28
<p><b>Comparative Growth Measure: Mean Growth Percentile.</b> The school's unadjusted mean growth percentile for all students in grades 4-8 will be above target of 50 in mathematics.</p>	2022	2023	2024	2022	School Mean Growth		
				2023	57.2		
				2024	94.8		
				2025	77.6		

# ACADEMIC PERFORMANCE

## BROWNSVILLE COLLEGIATE CHARTER SCHOOL

Brooklyn CSD 23

### SCIENCE ACCOUNTABILITY PLAN GOAL



Science: Comparative Measure. The percentage of tested students at **the school** in at least their second year performing at or above proficiency in science compared to the district.

### TESTED PERCENTAGES

	2022		2023		2024		2025	
	ELA	Math	ELA	Math	ELA	Math	ELA	Math
School Tested Number (N)	152	143	81	82	24	23	57	57
School Tested %	80.9	76.9	75.0	75.9	72.7	69.7	81.4	81.4
District Tested %	80.9	78.4	73.2	75.8	74.5	78.2	74.6	77.5

### PERFORMANCE OF STUDENTS WITH DISABILITIES AND ENGLISH LANGUAGE LEARNERS\*

	2022		2023		2024		2025	
	ELA	Math	ELA	Math	ELA	Math	ELA	Math
Students with Disabilities Tested on State Exam (N)	39	22	21	21	6	5	12	13
School % Proficient on Exam	10.3	4.5	28.6	23.8	33.3	100.0	75.0	100.0
District % Proficient	10.9	4.5	16.0	17.2	19.8	28.8	27.6	32.8

	2022	2023	2024	2025
Tested on NYSESLAT Exam (N)	7	2	0	2
School % Making Progress	42.9	s	N/A	s

\*Academic outcome data describing the performance of students with disabilities and English language learners ("ELLs") are not tied to separate goals in the charter school's formal Accountability Plan. The New York State English as a Second Language Achievement Test ("NYSESLAT") is a standardized New York State assessment given annually to students classified as ELLs. Student scores are categorized into five proficiency levels: Entering, Emerging, Transitioning, Expanding, and Commanding (the highest proficiency level). For elementary and middle school students, "Making Progress" is defined as: testing at the Commanding level, or moving up at least one proficiency level from the prior year, or testing at the Expanding level and testing proficient on the NYS ELA exam in that same year. For high school students, "Making Progress" is defined as: testing at the Commanding level, or moving up at least one proficiency level from the prior year. To comply with the Family Educational Rights and Privacy Act ("FERPA") regulations on reporting education outcome data, the Institute does not report assessment results for groups containing five or fewer students, and indicates such instances with an "s".



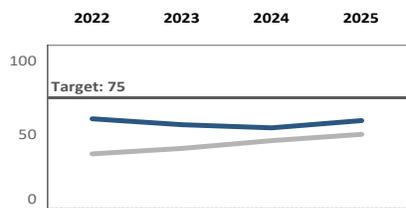
# ACADEMIC PERFORMANCE

## UNCOMMON BED-STUY EAST CHARTER SCHOOL NYC

Brooklyn CSD 16

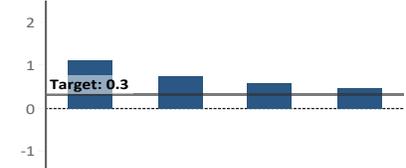
### ENGLISH LANGUAGE ARTS ACCOUNTABILITY PLAN GOAL

**District Comparison.** The percentage of tested students enrolled in at least their second year at **the school** performing at or above proficiency in ELA compared to the district.



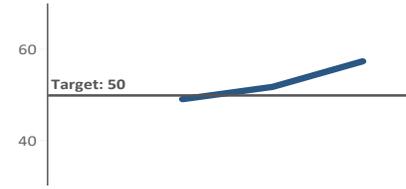
Test Year	Comp Grades	District %	School %
2022	6-8	37	61
2023	6-8	41	57
2024	6-8	46	55
2025	6-8	51	60

**Effect Size.** The chart shows school's **effect size** compared to 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.



Test Year	Test Grades	ED %	Effect Size
2022	5-8	87.9	1.12
2023	5-8	83.5	0.75
2024	5-8	83.4	0.57
2025	5-8	86.3	0.45

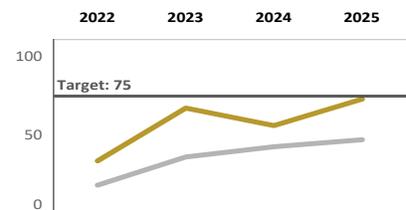
**Comparative Growth Measure: Mean Growth Percentile.** The school's **unadjusted mean growth percentile** for all students in grades 4-8 will be above target of 50 in ELA.



Test Year	School Mean Growth
2022	N/A
2023	49.2
2024	51.9
2025	57.5

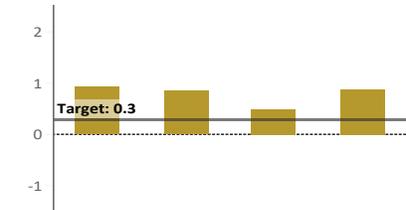
### MATHEMATICS ACCOUNTABILITY PLAN GOAL

**District Comparison.** The percentage of tested students enrolled in at least their second year at **the school** performing at or above proficiency in mathematics compared to the district.



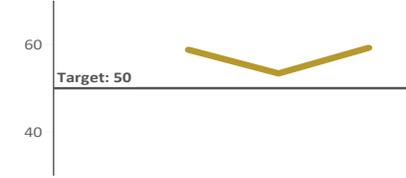
Test Year	Comp Grades	District %	School %
2022	6-7	19	34
2023	6-8	37	67
2024	6-8	43	56
2025	6-8	47	73

**Effect Size.** The chart shows school's **effect size** in mathematics according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State.



Test Year	Test Grades	ED %	Effect Size
2022	5-7	86.0	0.93
2023	5-8	83.8	0.86
2024	5-8	84.2	0.49
2025	5-8	86.6	0.87

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



Test Year	School Mean Growth
2022	N/A
2023	58.9
2024	53.5
2025	59.4



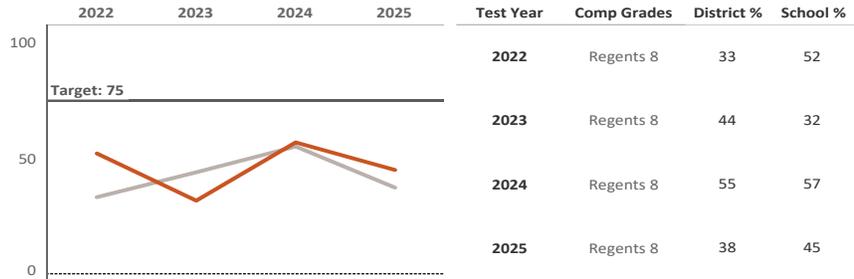
# ACADEMIC PERFORMANCE

## UNCOMMON BED-STUY EAST CHARTER SCHOOL NYC

Brooklyn CSD 16

### SCIENCE ACCOUNTABILITY PLAN GOAL

Science: Comparative Measure. The percentage of tested students at **the school** in at least their second year performing at or above proficiency in science compared to the district.



### TESTED PERCENTAGES

	2022		2023		2024		2025	
	ELA	Math	ELA	Math	ELA	Math	ELA	Math
School Tested Number (N)	313	299	307	320	274	291	279	269
School Tested %	95.1	90.6	91.4	95.2	87.5	93.0	89.1	85.9
District Tested %	82.5	80.9	82.0	82.2	78.5	81.8	78.0	76.5

### PERFORMANCE OF STUDENTS WITH DISABILITIES AND ENGLISH LANGUAGE LEARNERS\*

	2022		2023		2024		2025	
	ELA	Math	ELA	Math	ELA	Math	ELA	Math
Students with Disabilities Tested on State Exam (N)	63	38	56	49	61	53	61	53
School % Proficient on Exam	27.0	23.7	28.6	51.0	24.6	39.6	34.4	41.5
District % Proficient	17.0	8.0	20.0	17.6	23.7	23.8	31.1	26.2

	2022	2023	2024	2025
Tested on NYSESLAT Exam (N)	32	43	37	44
School % Making Progress	34.4	25.6	45.9	36.4

\*Academic outcome data describing the performance of students with disabilities and English language learners ("ELLs") are not tied to separate goals in the charter school's formal Accountability Plan. The New York State English as a Second Language Achievement Test ("NYSESLAT") is a standardized New York State assessment given annually to students classified as ELLs. Student scores are categorized into five proficiency levels: Entering, Emerging, Transitioning, Expanding, and Commanding (the highest proficiency level). For elementary and middle school students, "Making Progress" is defined as: testing at the Commanding level, or moving up at least one proficiency level from the prior year, or testing at the Expanding level and testing proficient on the NYS ELA exam in that same year. For high school students, "Making Progress" is defined as: testing at the Commanding level, or moving up at least one proficiency level from the prior year. To comply with the Family Educational Rights and Privacy Act ("FERPA") regulations on reporting education outcome data, the Institute does not report assessment results for groups containing five or fewer students, and indicates such instances with an "s".

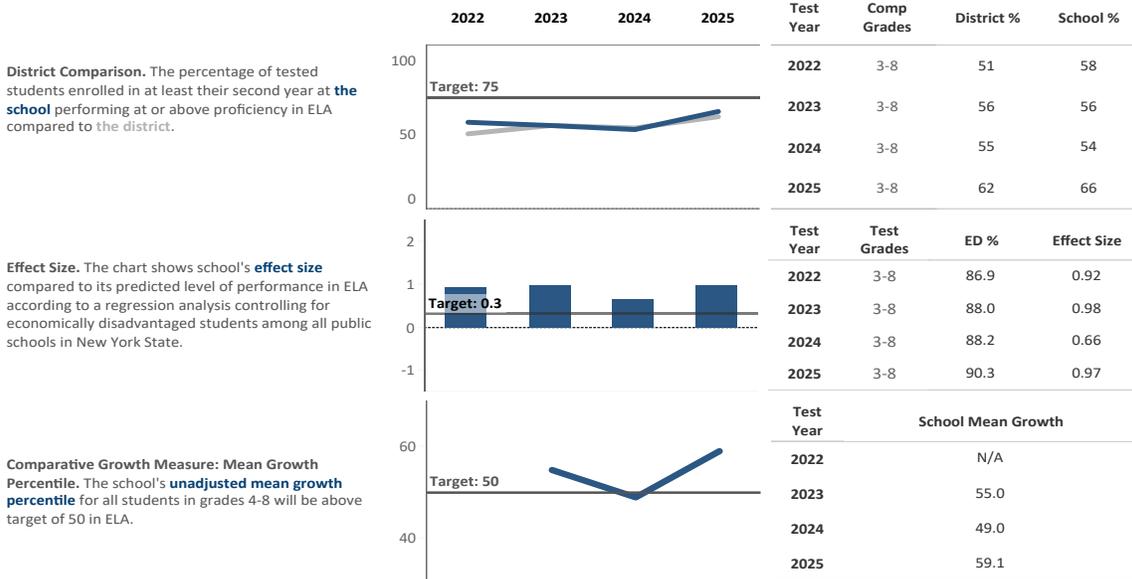


# ACADEMIC PERFORMANCE

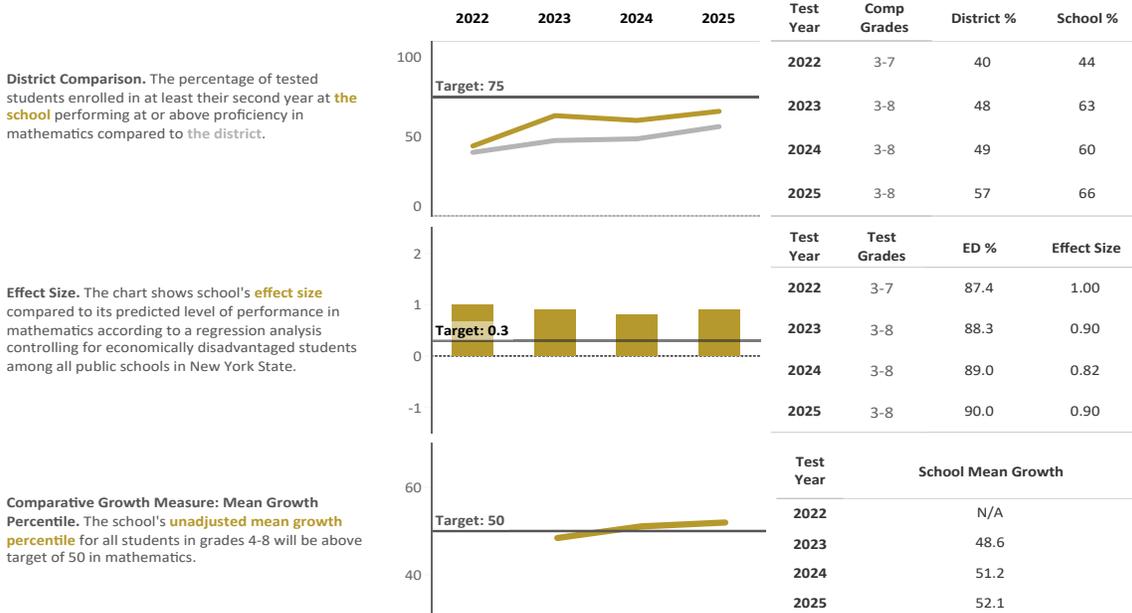
## UNCOMMON BED-STUY WEST CHARTER SCHOOL NYC

Brooklyn CSD 13

### ENGLISH LANGUAGE ARTS ACCOUNTABILITY PLAN GOAL



### MATHEMATICS ACCOUNTABILITY PLAN GOAL





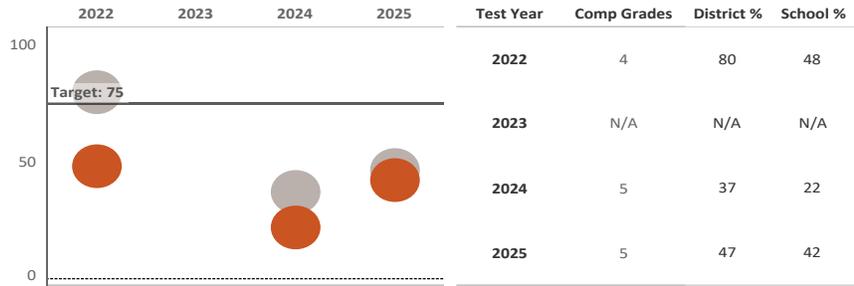
# ACADEMIC PERFORMANCE

## UNCOMMON BED-STUY WEST CHARTER SCHOOL NYC

Brooklyn CSD 13

### SCIENCE ACCOUNTABILITY PLAN GOAL

Science: Comparative Measure. The percentage of tested students at **the school** in at least their second year performing at or above proficiency in science compared to **the district**.



Test Year	Comp Grades	District %	School %
2022	4	80	48
2023	N/A	N/A	N/A
2024	5	37	22
2025	5	47	42

### TESTED PERCENTAGES

	2022		2023		2024		2025	
	ELA	Math	ELA	Math	ELA	Math	ELA	Math
School Tested Number (N)	478	490	484	478	459	457	460	458
School Tested %	91.0	93.3	92.2	91.0	94.3	93.8	94.1	93.7
District Tested %	78.5	77.4	84.2	84.2	82.9	84.2	85.9	86.1

### PERFORMANCE OF STUDENTS WITH DISABILITIES AND ENGLISH LANGUAGE LEARNERS\*

	2022		2023		2024		2025	
	ELA	Math	ELA	Math	ELA	Math	ELA	Math
Students with Disabilities Tested on State Exam (N)	60	54	71	67	73	66	78	72
School % Proficient on Exam	26.7	14.8	33.8	41.8	27.4	30.3	42.3	36.1
District % Proficient	21.0	14.8	26.4	22.6	26.4	25.4	31.5	28.2

	2022	2023	2024	2025
Tested on NYSESLAT Exam (N)	36	37	37	35
School % Making Progress	30.6	37.8	32.4	11.4

\*Academic outcome data describing the performance of students with disabilities and English language learners ("ELLs") are not tied to separate goals in the charter school's formal Accountability Plan. The New York State English as a Second Language Achievement Test ("NYSESLAT") is a standardized New York State assessment given annually to students classified as ELLs. Student scores are categorized into five proficiency levels: Entering, Emerging, Transitioning, Expanding, and Commanding (the highest proficiency level). For elementary and middle school students, "Making Progress" is defined as: testing at the Commanding level, or moving up at least one proficiency level from the prior year, or testing at the Expanding level and testing proficient on the NYS ELA exam in that same year. For high school students, "Making Progress" is defined as: testing at the Commanding level, or moving up at least one proficiency level from the prior year. To comply with the Family Educational Rights and Privacy Act ("FERPA") regulations on reporting education outcome data, the Institute does not report assessment results for groups containing five or fewer students, and indicates such instances with an "s".



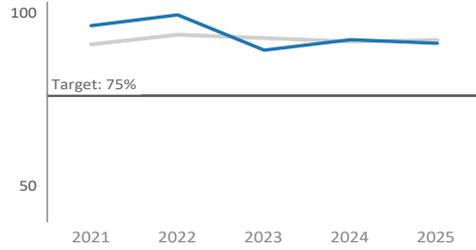
# ACADEMIC PERFORMANCE

## UNCOMMON BED-STUY WEST CHARTER SCHOOL NYC

Brooklyn CSD 13

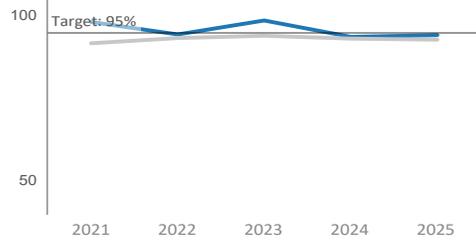
### HIGH SCHOOL GRADUATION RATE

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



	4 Year District %	4 Year School %
2021	89.3	94.5
2022	92.0	97.5
2023	91.1	87.8
2024	90.2	90.7
2025	90.6	89.7

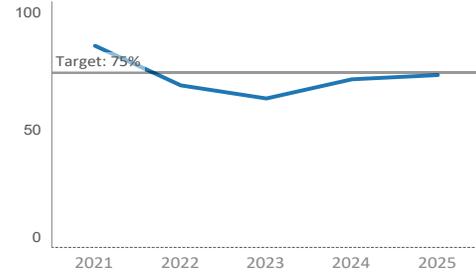
**Absolute Measure: Graduation Rate.** Each year, 95 percent of students will graduate after the completion of their fifth year.



	5 Year District %	5 Year School %
2021	91.9	98.3
2022	93.5	94.5
2023	94.1	98.8
2024	93.3	93.8
2025	93.0	94.3

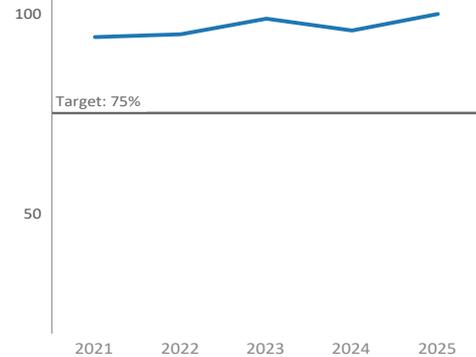
### COLLEGE PREPARATION AND ATTAINMENT

**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.



	4 Year Graduates N	College Prep %
2021	52	86.5
2022	79	69.6
2023	86	64.0
2024	97	72.2
2025	104	74.0

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



	4 Year Graduates N	Matriculation %
2021	52	94.2
2022	79	94.9
2023	86	98.8
2024	97	95.9
2025	104	100.0

2024-25 high school outcome data is pending final validation by the Institute.

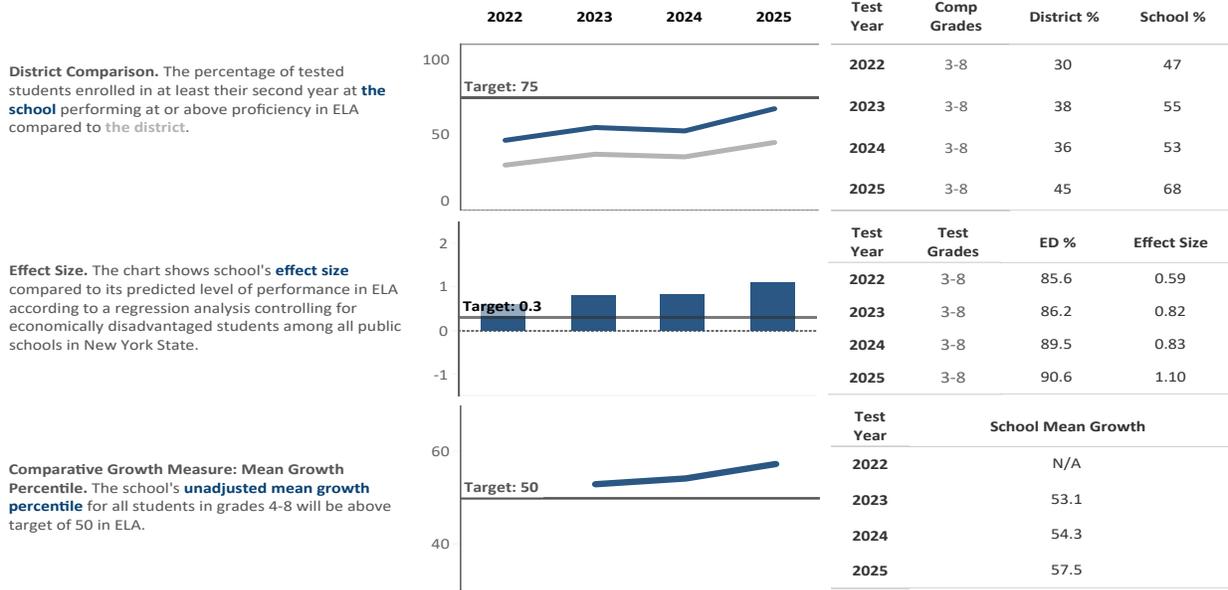


# ACADEMIC PERFORMANCE

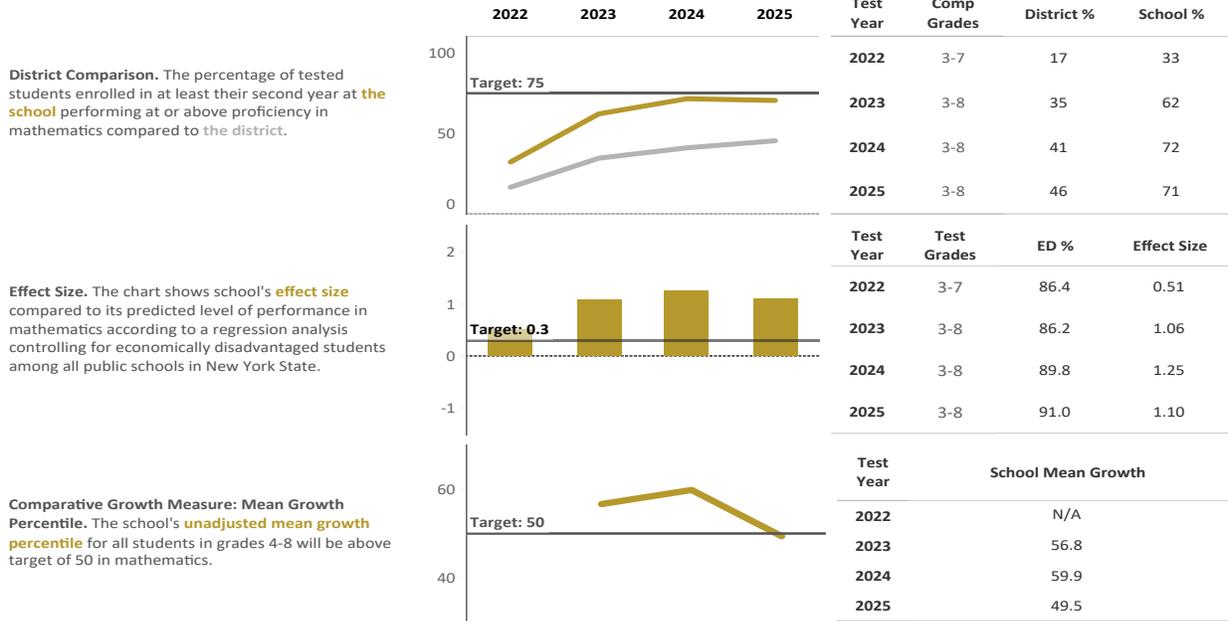
## UNCOMMON BROWNSVILLE NORTH CHARTER SCHOOL NYC

Brooklyn CSD 23

### ENGLISH LANGUAGE ARTS ACCOUNTABILITY PLAN GOAL



### MATHEMATICS ACCOUNTABILITY PLAN GOAL



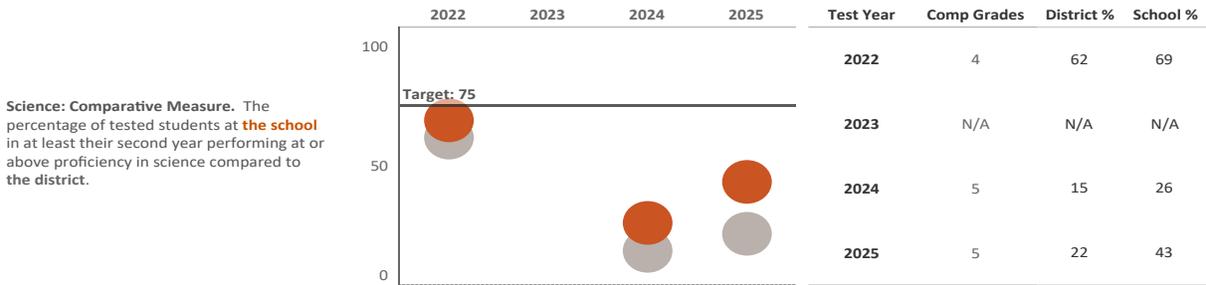


# ACADEMIC PERFORMANCE

## UNCOMMON BROWNSVILLE NORTH CHARTER SCHOOL NYC

Brooklyn CSD 23

### SCIENCE ACCOUNTABILITY PLAN GOAL



Science: Comparative Measure. The percentage of tested students at the school in at least their second year performing at or above proficiency in science compared to the district.

### TESTED PERCENTAGES

	2022		2023		2024		2025	
	ELA	Math	ELA	Math	ELA	Math	ELA	Math
School Tested Number (N)	442	436	458	459	481	484	489	490
School Tested %	88.8	88.1	94.8	94.8	92.7	93.3	91.7	91.9
District Tested %	79.4	77.6	74.2	75.5	74.3	75.9	73.6	75.2

### PERFORMANCE OF STUDENTS WITH DISABILITIES AND ENGLISH LANGUAGE LEARNERS\*

	2022		2023		2024		2025	
	ELA	Math	ELA	Math	ELA	Math	ELA	Math
Students with Disabilities Tested on State Exam (N)	57	47	60	60	73	72	91	85
School % Proficient on Exam	10.5	2.1	13.3	28.3	20.5	40.3	34.1	47.1
District % Proficient	10.1	5.7	16.1	18.3	16.5	19.9	22.3	24.4

	2022	2023	2024	2025
Tested on NYSESLAT Exam (N)	6	22	27	43
School % Making Progress	16.7	31.8	29.6	27.9

\*Academic outcome data describing the performance of students with disabilities and English language learners ("ELLs") are not tied to separate goals in the charter school's formal Accountability Plan. The New York State English as a Second Language Achievement Test ("NYSESLAT") is a standardized New York State assessment given annually to students classified as ELLs. Student scores are categorized into five proficiency levels: Entering, Emerging, Transitioning, Expanding, and Commanding (the highest proficiency level). For elementary and middle school students, "Making Progress" is defined as: testing at the Commanding level, or moving up at least one proficiency level from the prior year, or testing at the Expanding level and testing proficient on the NYS ELA exam in that same year. For high school students, "Making Progress" is defined as: testing at the Commanding level, or moving up at least one proficiency level from the prior year. To comply with the Family Educational Rights and Privacy Act ("FERPA") regulations on reporting education outcome data, the Institute does not report assessment results for groups containing five or fewer students, and indicates such instances with an "s".



# ACADEMIC PERFORMANCE

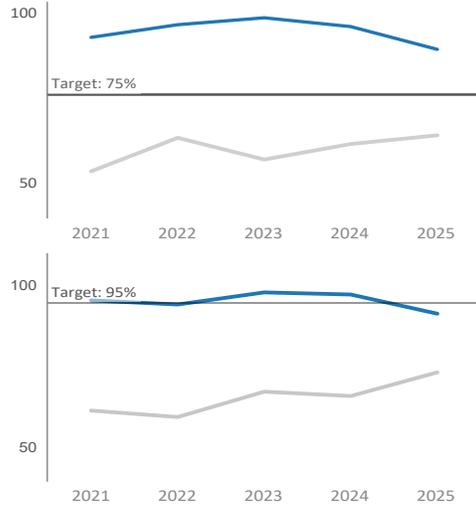
## UNCOMMON BROOKSVILLE NORTH CHARTER SCHOOL NYC

Brooklyn CSD 23

### HIGH SCHOOL GRADUATION RATE

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

**Absolute Measure: Graduation Rate.** Each year, 95 percent of students will graduate after the completion of their fifth year.



Year	4 Year District %	4 Year School %
2021	53.5	91.3
2022	62.9	94.9
2023	56.8	96.8
2024	61.2	94.3
2025	63.6	87.9

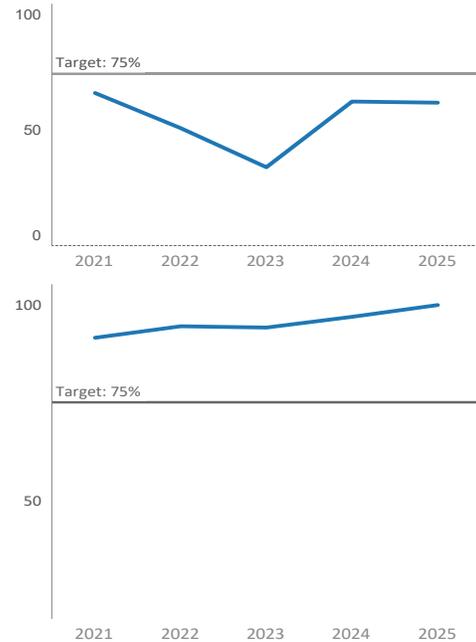
  

Year	5 Year District %	5 Year School %
2021	61.9	95.8
2022	59.9	94.6
2023	67.7	98.3
2024	66.4	97.6
2025	73.7	91.7

### 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.



Year	4 Year Graduates N	College Prep %
2021	84	66.7
2022	111	51.4
2023	122	34.4
2024	100	63.0
2025	80	62.5

Year	4 Year Graduates N	Matriculation %
2021	84	91.7
2022	111	94.6
2023	122	94.3
2024	100	97.0
2025	80	100.0

2024-25 high school outcome data is pending final validation by the Institute.



# ACADEMIC PERFORMANCE

## UNCOMMON CANARSIE CHARTER SCHOOL NYC

Brooklyn CSD 18

ENGLISH LANGUAGE ARTS ACCOUNTABILITY PLAN GOAL								
	2022	2023	2024	2025	Test Year	Comp Grades	District %	School %
<p><b>District Comparison.</b> The percentage of tested students enrolled in at least their second year at <b>the school</b> performing at or above proficiency in ELA compared to the district.</p>					2022	3-8	42	60
					2023	3-8	47	57
					2024	3-8	46	59
					2025	3-8	56	69
<p><b>Effect Size.</b> The chart shows school's <b>effect size</b> compared to 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.</p>					Test Year	Test Grades	ED %	Effect Size
					2022	3-8	80.9	1.07
					2023	3-8	80.8	0.83
					2024	3-8	79.4	0.77
<p><b>Comparative Growth Measure: Mean Growth Percentile.</b> The school's <b>unadjusted mean growth percentile</b> for all students in grades 4-8 will be above target of 50 in ELA.</p>					Test Year	School Mean Growth		
					2022	N/A		
					2023	48.4		
					2024	53.5		
				2025	52.7			
MATHEMATICS ACCOUNTABILITY PLAN GOAL								
	2022	2023	2024	2025	Test Year	Comp Grades	District %	School %
<p><b>District Comparison.</b> The percentage of tested students enrolled in at least their second year at <b>the school</b> performing at or above proficiency in mathematics compared to the district.</p>					2022	3-7	32	45
					2023	3-8	45	71
					2024	3-8	51	74
					2025	3-7	58	77
<p><b>Effect Size.</b> The chart shows school's <b>effect size</b> compared to 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.</p>					Test Year	Test Grades	ED %	Effect Size
					2022	3-7	79.7	0.81
					2023	3-8	81.2	1.23
					2024	3-8	79.5	1.03
<p><b>Comparative Growth Measure: Mean Growth Percentile.</b> The school's <b>unadjusted mean growth percentile</b> for all students in grades 4-8 will be above target of 50 in mathematics.</p>					Test Year	School Mean Growth		
					2022	N/A		
					2023	60.2		
					2024	55.6		
				2025	46.2			

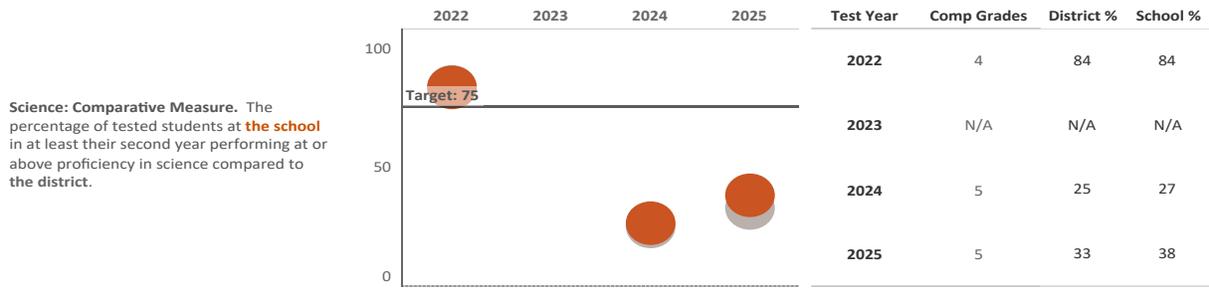


# ACADEMIC PERFORMANCE

## UNCOMMON CANARSIE CHARTER SCHOOL NYC

Brooklyn CSD 18

### SCIENCE ACCOUNTABILITY PLAN GOAL



### TESTED PERCENTAGES

	2022		2023		2024		2025	
	ELA	Math	ELA	Math	ELA	Math	ELA	Math
School Tested Number (N)	502	496	509	509	529	527	517	515
School Tested %	98.6	97.3	96.2	96.6	97.8	97.4	94.9	94.5
District Tested %	87.9	86.6	87.6	87.7	82.2	83.6	80.2	79.0

### PERFORMANCE OF STUDENTS WITH DISABILITIES AND ENGLISH LANGUAGE LEARNERS\*

	2022		2023		2024		2025	
	ELA	Math	ELA	Math	ELA	Math	ELA	Math
Students with Disabilities Tested on State Exam (N)	55	46	60	62	67	63	69	60
School % Proficient on Exam	32.7	15.2	28.3	37.1	28.4	50.8	36.2	43.3
District % Proficient	16.7	10.8	20.1	20.1	20.6	26.1	27.9	31.2

	2022	2023	2024	2025
Tested on NYSESLAT Exam (N)	15	17	13	13
School % Making Progress	6.7	47.1	38.5	61.5

\*Academic outcome data describing the performance of students with disabilities and English language learners ("ELLs") are not tied to separate goals in the charter school's formal Accountability Plan. The New York State English as a Second Language Achievement Test ("NYSESLAT") is a standardized New York State assessment given annually to students classified as ELLs. Student scores are categorized into five proficiency levels: Entering, Emerging, Transitioning, Expanding, and Commanding (the highest proficiency level). For elementary and middle school students, "Making Progress" is defined as: testing at the Commanding level, or moving up at least one proficiency level from the prior year, or testing at the Expanding level and testing proficient on the NYS ELA exam in that same year. For high school students, "Making Progress" is defined as: testing at the Commanding level, or moving up at least one proficiency level from the prior year. To comply with the Family Educational Rights and Privacy Act ("FERPA") regulations on reporting education outcome data, the Institute does not report assessment results for groups containing five or fewer students, and indicates such instances with an "s".



# ACADEMIC PERFORMANCE

## UNCOMMON CROWN HEIGHTS CHARTER SCHOOL NYC

Brooklyn CSD 23

ENGLISH LANGUAGE ARTS ACCOUNTABILITY PLAN GOAL				Test Year	Comp Grades	District %	School %
<p><b>District Comparison.</b> The percentage of tested students enrolled in at least their second year at <b>the school</b> performing at or above proficiency in ELA compared to the district.</p>	2022	2023	2024	2022	3, 6-8	35	67
				2023	3-4, 6-8	39	66
				2024	3-8	36	63
				2025	3-8	45	67
<p><b>Effect Size.</b> The chart shows school's <b>effect size</b> compared to 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.</p>	2022	2023	2024	2025	3, 5-8	86.4	1.51
					3-8	78.4	1.02
					3-8	81.0	1.01
					3-8	84.0	0.92
<p><b>Comparative Growth Measure: Mean Growth Percentile.</b> The school's <b>unadjusted mean growth percentile</b> for all students in grades 4-8 will be above target of 50 in ELA.</p>	2022	2023	2024	2025	School Mean Growth		
					N/A		
					49.6		
					54.4		
				53.7			
MATHEMATICS ACCOUNTABILITY PLAN GOAL				Test Year	Comp Grades	District %	School %
<p><b>District Comparison.</b> The percentage of tested students enrolled in at least their second year at <b>the school</b> performing at or above proficiency in mathematics compared to the district.</p>	2022	2023	2024	2025	3, 6-7	18	54
					3-4, 6-8	35	77
					3-8	41	71
					3-8	46	73
<p><b>Effect Size.</b> The chart shows school's <b>effect size</b> compared to 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.</p>	2022	2023	2024	2025	3, 5-7	86.3	1.43
					3-8	78.9	1.30
					3-8	82.0	0.85
					3-8	84.8	0.91
<p><b>Comparative Growth Measure: Mean Growth Percentile.</b> The school's <b>unadjusted mean growth percentile</b> for all students in grades 4-8 will be above target of 50 in mathematics.</p>	2022	2023	2024	2025	School Mean Growth		
					N/A		
					58.5		
					48.2		
				51.7			



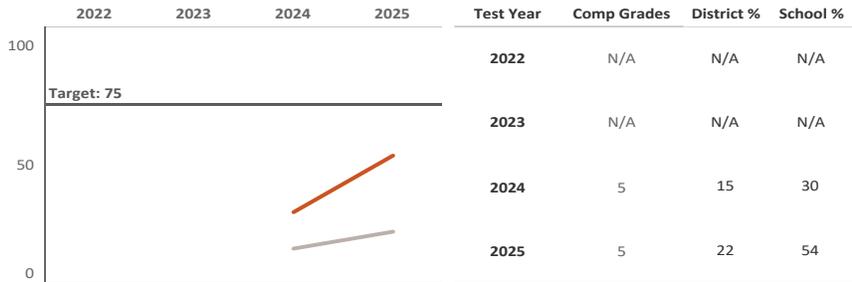
# ACADEMIC PERFORMANCE

## UNCOMMON CROWN HEIGHTS CHARTER SCHOOL NYC

Brooklyn CSD 23

### SCIENCE ACCOUNTABILITY PLAN GOAL

Science: Comparative Measure. The percentage of tested students at **the school** in at least their second year performing at or above proficiency in science compared to the district.



### TESTED PERCENTAGES

	2022		2023		2024		2025	
	ELA	Math	ELA	Math	ELA	Math	ELA	Math
School Tested Number (N)	262	224	268	275	241	258	263	271
School Tested %	90.3	77.2	85.6	87.3	77.7	83.2	77.6	79.9
District Tested %	80.4	78.4	74.2	75.5	74.3	75.9	73.6	75.2

### PERFORMANCE OF STUDENTS WITH DISABILITIES AND ENGLISH LANGUAGE LEARNERS\*

	2022		2023		2024		2025	
	ELA	Math	ELA	Math	ELA	Math	ELA	Math
Students with Disabilities Tested on State Exam (N)	39	24	35	35	41	44	44	42
School % Proficient on Exam	33.3	45.8	22.9	48.6	22.0	34.1	15.9	21.4
District % Proficient	10.7	5.8	16.1	18.3	16.5	19.9	22.3	24.4

	2022	2023	2024	2025
Tested on NYSESLAT Exam (N)	16	13	20	24
School % Making Progress	12.5	30.8	25.0	8.3

\*Academic outcome data describing the performance of students with disabilities and English language learners ("ELLs") are not tied to separate goals in the charter school's formal Accountability Plan. The New York State English as a Second Language Achievement Test ("NYSESLAT") is a standardized New York State assessment given annually to students classified as ELLs. Student scores are categorized into five proficiency levels: Entering, Emerging, Transitioning, Expanding, and Commanding (the highest proficiency level). For elementary and middle school students, "Making Progress" is defined as: testing at the Commanding level, or moving up at least one proficiency level from the prior year, or testing at the Expanding level and testing proficient on the NYS ELA exam in that same year. For high school students, "Making Progress" is defined as: testing at the Commanding level, or moving up at least one proficiency level from the prior year. To comply with the Family Educational Rights and Privacy Act ("FERPA") regulations on reporting education outcome data, the Institute does not report assessment results for groups containing five or fewer students, and indicates such instances with an "s".



# ACADEMIC PERFORMANCE

## UNCOMMON EXCELLENCE BOYS CHARTER SCHOOL NYC

Brooklyn CSD 16

ENGLISH LANGUAGE ARTS ACCOUNTABILITY PLAN GOAL								
	2022	2023	2024	2025	Test Year	Comp Grades	District %	School %
<p><b>District Comparison.</b> The percentage of tested students enrolled in at least their second year at <b>the school</b> performing at or above proficiency in ELA compared to the district.</p>					2022	3-8	37	45
					2023	3-8	43	53
					2024	3-8	45	53
					2025	3-8	56	61
<p><b>Effect Size.</b> The chart shows school's <b>effect size</b> compared to 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.</p>					Test Year	Test Grades	ED %	Effect Size
					2022	3-8	76.1	0.10
					2023	3-8	85.7	0.78
					2024	3-8	85.5	0.56
<p><b>Comparative Growth Measure: Mean Growth Percentile.</b> The school's <b>unadjusted mean growth percentile</b> for all students in grades 4-8 will be above target of 50 in ELA.</p>					Test Year	School Mean Growth		
					2022	N/A		
					2023	54.4		
					2024	46.7		
				2025	49.9			
MATHEMATICS ACCOUNTABILITY PLAN GOAL								
	2022	2023	2024	2025	Test Year	Comp Grades	District %	School %
<p><b>District Comparison.</b> The percentage of tested students enrolled in at least their second year at <b>the school</b> performing at or above proficiency in mathematics compared to the district.</p>					2022	3-7	26	43
					2023	3-8	39	69
					2024	3-8	44	71
					2025	3-7	55	76
<p><b>Effect Size.</b> The chart shows school's <b>effect size</b> compared to 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.</p>					Test Year	Test Grades	ED %	Effect Size
					2022	3-7	77.6	0.65
					2023	3-8	86.3	1.41
					2024	3-8	84.6	1.03
<p><b>Comparative Growth Measure: Mean Growth Percentile.</b> The school's <b>unadjusted mean growth percentile</b> for all students in grades 4-8 will be above target of 50 in mathematics.</p>					Test Year	School Mean Growth		
					2022	N/A		
					2023	60.1		
					2024	44.8		
				2025	39.1			



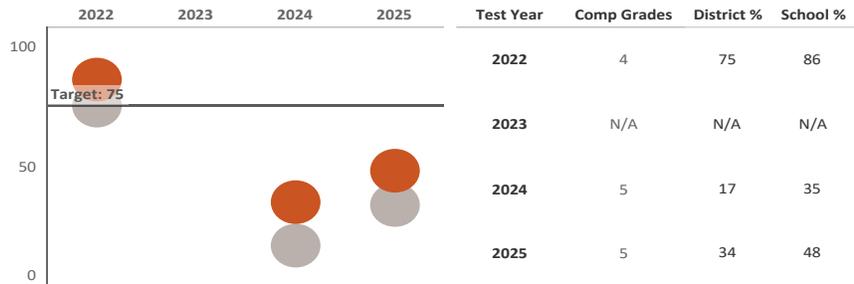
# ACADEMIC PERFORMANCE

## UNCOMMON EXCELLENCE BOYS CHARTER SCHOOL NYC

Brooklyn CSD 16

### SCIENCE ACCOUNTABILITY PLAN GOAL

Science: Comparative Measure. The percentage of tested students at **the school** in at least their second year performing at or above proficiency in science compared to the district.



Test Year	Comp Grades	District %	School %
2022	4	75	86
2023	N/A	N/A	N/A
2024	5	17	35
2025	5	34	48

### TESTED PERCENTAGES

	2022		2023		2024		2025	
	ELA	Math	ELA	Math	ELA	Math	ELA	Math
School Tested Number (N)	413	403	321	314	299	292	257	253
School Tested %	87.5	86.1	87.9	86.3	87.2	85.1	78.8	77.6
District Tested %	80.5	79.9	79.8	80.3	77.8	81.0	78.1	77.8

### PERFORMANCE OF STUDENTS WITH DISABILITIES AND ENGLISH LANGUAGE LEARNERS\*

	2022		2023		2024		2025	
	ELA	Math	ELA	Math	ELA	Math	ELA	Math
Students with Disabilities Tested on State Exam (N)	94	72	68	65	69	63	67	53
School % Proficient on Exam	25.5	29.2	30.9	49.2	24.6	47.6	35.8	50.9
District % Proficient	16.2	9.0	20.5	19.9	23.3	25.5	34.3	30.2

	2022	2023	2024	2025
Tested on NYSESLAT Exam (N)	11	12	10	14
School % Making Progress	36.4	33.3	20.0	42.9

\*Academic outcome data describing the performance of students with disabilities and English language learners ("ELLs") are not tied to separate goals in the charter school's formal Accountability Plan. The New York State English as a Second Language Achievement Test ("NYSESLAT") is a standardized New York State assessment given annually to students classified as ELLs. Student scores are categorized into five proficiency levels: Entering, Emerging, Transitioning, Expanding, and Commanding (the highest proficiency level). For elementary and middle school students, "Making Progress" is defined as: testing at the Commanding level, or moving up at least one proficiency level from the prior year, or testing at the Expanding level and testing proficient on the NYS ELA exam in that same year. For high school students, "Making Progress" is defined as: testing at the Commanding level, or moving up at least one proficiency level from the prior year. To comply with the Family Educational Rights and Privacy Act ("FERPA") regulations on reporting education outcome data, the Institute does not report assessment results for groups containing five or fewer students, and indicates such instances with an "s".



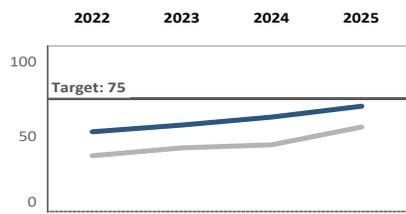
# ACADEMIC PERFORMANCE

## UNCOMMON EXCELLENCE GIRLS CHARTER SCHOOL NYC

Brooklyn CSD 16

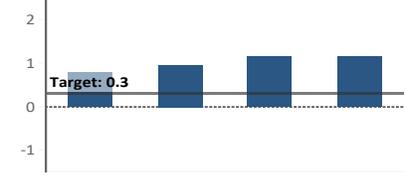
### ENGLISH LANGUAGE ARTS ACCOUNTABILITY PLAN GOAL

**District Comparison.** The percentage of tested students enrolled in at least their second year at **the school** performing at or above proficiency in ELA compared to the district.



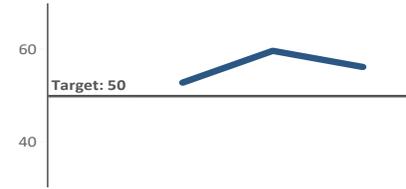
Test Year	Comp Grades	District %	School %
2022	3-8	37	53
2023	3-8	43	58
2024	3-8	45	63
2025	3-8	56	70

**Effect Size.** The chart shows school's **effect size** compared to 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.



Test Year	Test Grades	ED %	Effect Size
2022	3-8	84.5	0.77
2023	3-8	86.2	0.96
2024	3-8	86.2	1.15
2025	3-8	84.6	1.14

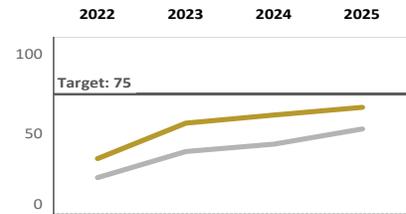
**Comparative Growth Measure: Mean Growth Percentile.** The school's **unadjusted mean growth percentile** for all students in grades 4-8 will be above target of 50 in ELA.



Test Year	School Mean Growth
2022	N/A
2023	52.9
2024	59.9
2025	56.3

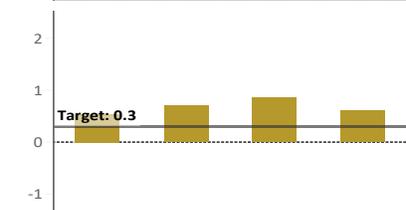
### MATHEMATICS ACCOUNTABILITY PLAN GOAL

**District Comparison.** The percentage of tested students enrolled in at least their second year at **the school** performing at or above proficiency in mathematics compared to the district.



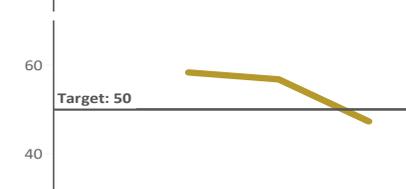
Test Year	Comp Grades	District %	School %
2022	4-7	23	35
2023	3-8	39	57
2024	3-8	44	62
2025	3-8	53	67

**Effect Size.** The chart shows school's **effect size** compared to 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.



Test Year	Test Grades	ED %	Effect Size
2022	4-7	87.7	0.53
2023	3-8	86.3	0.71
2024	3-8	86.0	0.84
2025	3-8	84.8	0.61

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



Test Year	School Mean Growth
2022	N/A
2023	58.5
2024	56.9
2025	47.4



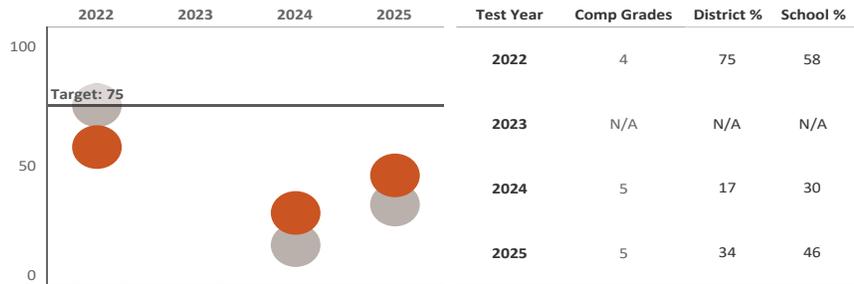
# ACADEMIC PERFORMANCE

## UNCOMMON EXCELLENCE GIRLS CHARTER SCHOOL NYC

Brooklyn CSD 16

### SCIENCE ACCOUNTABILITY PLAN GOAL

Science: Comparative Measure. The percentage of tested students at **the school** in at least their second year performing at or above proficiency in science compared to the district.



### TESTED PERCENTAGES

	2022		2023		2024		2025	
	ELA	Math	ELA	Math	ELA	Math	ELA	Math
School Tested Number (N)	371	294	295	299	259	257	247	246
School Tested %	90.7	71.9	90.8	92.0	92.5	91.8	92.2	91.8
District Tested %	80.5	79.9	79.8	80.3	77.8	81.0	78.1	77.8

### PERFORMANCE OF STUDENTS WITH DISABILITIES AND ENGLISH LANGUAGE LEARNERS\*

	2022		2023		2024		2025	
	ELA	Math	ELA	Math	ELA	Math	ELA	Math
Students with Disabilities Tested on State Exam (N)	52	30	38	38	32	30	30	29
School % Proficient on Exam	28.8	3.3	2.6	10.5	28.1	30.0	43.3	27.6
District % Proficient	16.2	9.0	20.5	19.9	23.3	25.5	34.3	30.2

	2022	2023	2024	2025
Tested on NYSESLAT Exam (N)	20	20	19	19
School % Making Progress	30.0	20.0	15.8	21.1

\*Academic outcome data describing the performance of students with disabilities and English language learners ("ELLs") are not tied to separate goals in the charter school's formal Accountability Plan. The New York State English as a Second Language Achievement Test ("NYSESLAT") is a standardized New York State assessment given annually to students classified as ELLs. Student scores are categorized into five proficiency levels: Entering, Emerging, Transitioning, Expanding, and Commanding (the highest proficiency level). For elementary and middle school students, "Making Progress" is defined as: testing at the Commanding level, or moving up at least one proficiency level from the prior year, or testing at the Expanding level and testing proficient on the NYS ELA exam in that same year. For high school students, "Making Progress" is defined as: testing at the Commanding level, or moving up at least one proficiency level from the prior year. To comply with the Family Educational Rights and Privacy Act ("FERPA") regulations on reporting education outcome data, the Institute does not report assessment results for groups containing five or fewer students, and indicates such instances with an "s".



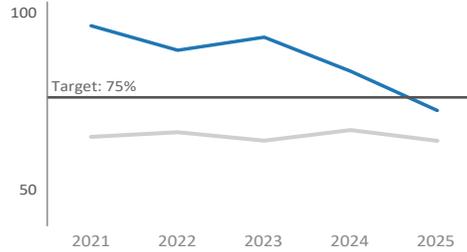
# ACADEMIC PERFORMANCE

## UNCOMMON EXCELLENCE GIRLS CHARTER SCHOOL NYC

Brooklyn CSD 16

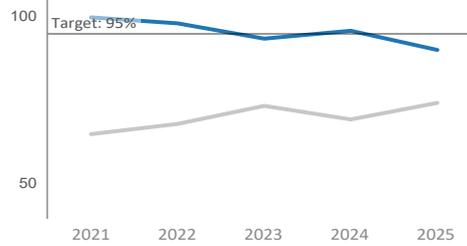
### HIGH SCHOOL GRADUATION RATE

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



Year	4 Year District %	4 Year School %
2021	64.4	94.7
2022	65.6	88.0
2023	63.3	91.6
2024	66.2	82.3
2025	63.3	71.6

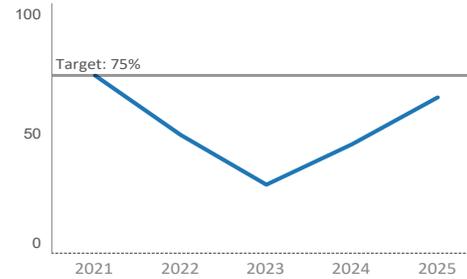
**Absolute Measure: Graduation Rate.** Each year, 95 percent of students will **graduate** after the completion of their fifth year.



Year	5 Year District %	5 Year School %
2021	65.3	100.0
2022	68.3	98.2
2023	73.7	93.7
2024	69.6	96.0
2025	74.6	90.3

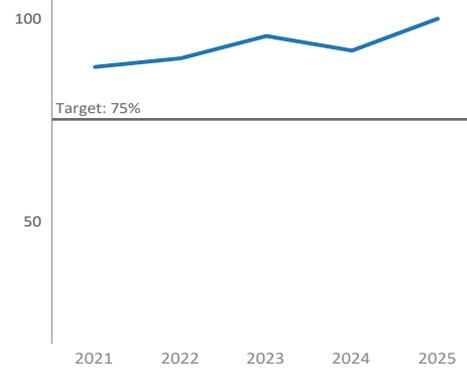
### COLLEGE PREPARATION AND ATTAINMENT

**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.



Year	4 Year Graduates N	College Prep %
2021	160	75.0
2022	154	50.0
2023	141	29.1
2024	102	46.1
2025	73	65.8

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



Year	4 Year Graduates N	Matriculation %
2021	160	88.1
2022	154	90.3
2023	141	95.7
2024	102	92.2
2025	73	100.0

2024-25 high school outcome data is pending final validation by the Institute.



# ACADEMIC PERFORMANCE

## UNCOMMON WILLIAMSBURG CHARTER SCHOOL NYC

Brooklyn CSD 14

ENGLISH LANGUAGE ARTS ACCOUNTABILITY PLAN GOAL				Test Year	Comp Grades	District %	School %
<p><b>District Comparison.</b> The percentage of tested students enrolled in at least their second year at <b>the school</b> performing at or above proficiency in ELA compared to the district.</p>	2022	2023	2024	2025	6-8	50	67
	2022	2023	2024	2025	6-8	56	63
	2022	2023	2024	2025	6-8	54	58
	2022	2023	2024	2025	6-8	61	74
<p><b>Effect Size.</b> The chart shows school's <b>effect size</b> compared to 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.</p>	2022	2023	2024	2025	5-8	73.4	1.24
	2022	2023	2024	2025	5-8	78.0	0.65
	2022	2023	2024	2025	5-8	83.7	0.89
	2022	2023	2024	2025	5-8	84.4	1.07
<p><b>Comparative Growth Measure: Mean Growth Percentile.</b> The school's <b>unadjusted mean growth percentile</b> for all students in grades 4-8 will be above target of 50 in ELA.</p>	2022	2023	2024	2025	School Mean Growth		
	2022	2023	2024	2025	N/A		
	2022	2023	2024	2025	48.1		
	2022	2023	2024	2025	48.9		
2022	2023	2024	2025	61.6			

MATHEMATICS ACCOUNTABILITY PLAN GOAL				Test Year	Comp Grades	District %	School %
<p><b>District Comparison.</b> The percentage of tested students enrolled in at least their second year at <b>the school</b> performing at or above proficiency in mathematics compared to the district.</p>	2022	2023	2024	2025	6-7	31	46
	2022	2023	2024	2025	6-8	48	72
	2022	2023	2024	2025	6-8	52	65
	2022	2023	2024	2025	6-8	52	79
<p><b>Effect Size.</b> The chart shows school's <b>effect size</b> compared to 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.</p>	2022	2023	2024	2025	5-7	75.7	1.11
	2022	2023	2024	2025	5-8	78.6	1.03
	2022	2023	2024	2025	5-8	82.8	0.84
	2022	2023	2024	2025	5-8	86.3	0.94
<p><b>Comparative Growth Measure: Mean Growth Percentile.</b> The school's <b>unadjusted mean growth percentile</b> for all students in grades 4-8 will be above target of 50 in mathematics.</p>	2022	2023	2024	2025	School Mean Growth		
	2022	2023	2024	2025	N/A		
	2022	2023	2024	2025	55.1		
	2022	2023	2024	2025	48.1		
2022	2023	2024	2025	67.1			



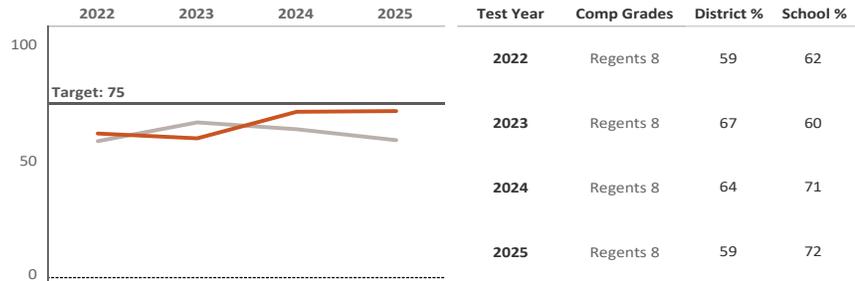
# ACADEMIC PERFORMANCE

## UNCOMMON WILLIAMSBURG CHARTER SCHOOL NYC

Brooklyn CSD 14

### SCIENCE ACCOUNTABILITY PLAN GOAL

**Science: Comparative Measure.** The percentage of tested students at **the school** in at least their second year performing at or above proficiency in science compared to **the district**.



Test Year	Comp Grades	District %	School %
2022	Regents 8	59	62
2023	Regents 8	67	60
2024	Regents 8	64	71
2025	Regents 8	59	72

### TESTED PERCENTAGES

	2022		2023		2024		2025	
	ELA	Math	ELA	Math	ELA	Math	ELA	Math
School Tested Number (N)	225	218	222	220	202	207	198	195
School Tested %	91.5	89.0	88.4	87.6	88.6	90.8	92.5	91.1
District Tested %	76.7	76.3	76.3	76.1	75.1	77.4	79.0	79.8

### PERFORMANCE OF STUDENTS WITH DISABILITIES AND ENGLISH LANGUAGE LEARNERS\*

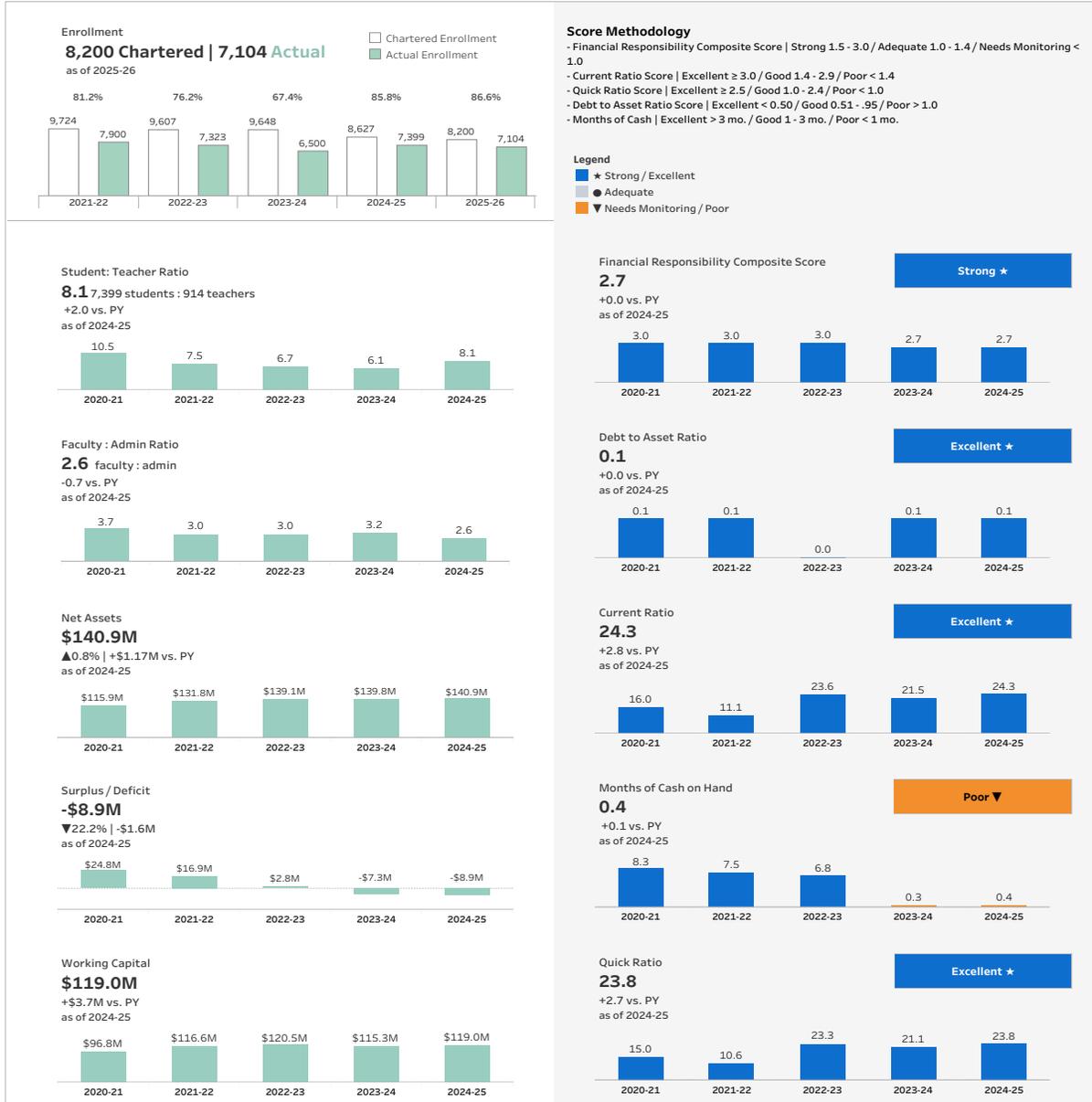
	2022		2023		2024		2025	
	ELA	Math	ELA	Math	ELA	Math	ELA	Math
Students with Disabilities Tested on State Exam (N)	43	31	48	48	38	32	44	39
School % Proficient on Exam	39.5	29.0	29.2	31.3	26.3	34.4	34.1	41.0
District % Proficient	18.3	9.9	17.4	19.0	19.6	19.1	32.3	25.5

	2022	2023	2024	2025
Tested on NYSESLAT Exam (N)	11	12	8	16
School % Making Progress	45.5	41.7	12.5	31.3

\*Academic outcome data describing the performance of students with disabilities and English language learners ("ELLs") are not tied to separate goals in the charter school's formal Accountability Plan. The New York State English as a Second Language Achievement Test ("NYSESLAT") is a standardized New York State assessment given annually to students classified as ELLs. Student scores are categorized into five proficiency levels: Entering, Emerging, Transitioning, Expanding, and Commanding (the highest proficiency level). For elementary and middle school students, "Making Progress" is defined as: testing at the Commanding level, or moving up at least one proficiency level from the prior year, or testing at the Expanding level and testing proficient on the NYS ELA exam in that same year. For high school students, "Making Progress" is defined as: testing at the Commanding level, or moving up at least one proficiency level from the prior year. To comply with the Family Educational Rights and Privacy Act ("FERPA") regulations on reporting education outcome data, the Institute does not report assessment results for groups containing five or fewer students, and indicates such instances with an "s".

# FISCAL DASHBOARD

## UNCOMMON NEW YORK CITY CHARTER SCHOOLS



Schools report actual enrollment on a quarterly basis to the Institute, and the actual enrollment for 2025-26 reflects the most recently submitted quarterly submission.

# FISCAL DASHBOARD

## BROWNSVILLE COLLEGIATE CHARTER SCHOOL



Schools report actual enrollment on a quarterly basis to the Institute, and the actual enrollment for 2025-26 reflects the most recently submitted quarterly submission.

# FISCAL DASHBOARD

## UNCOMMON BED-STUY EAST CHARTER SCHOOL NYC



Schools report actual enrollment on a quarterly basis to the Institute, and the actual enrollment for 2025-26 reflects the most recently submitted quarterly submission.

# FISCAL DASHBOARD

## UNCOMMON BED-STUY WEST CHARTER SCHOOL NYC



Schools report actual enrollment on a quarterly basis to the Institute, and the actual enrollment for 2025-26 reflects the most recently submitted quarterly submission.

# FISCAL DASHBOARD

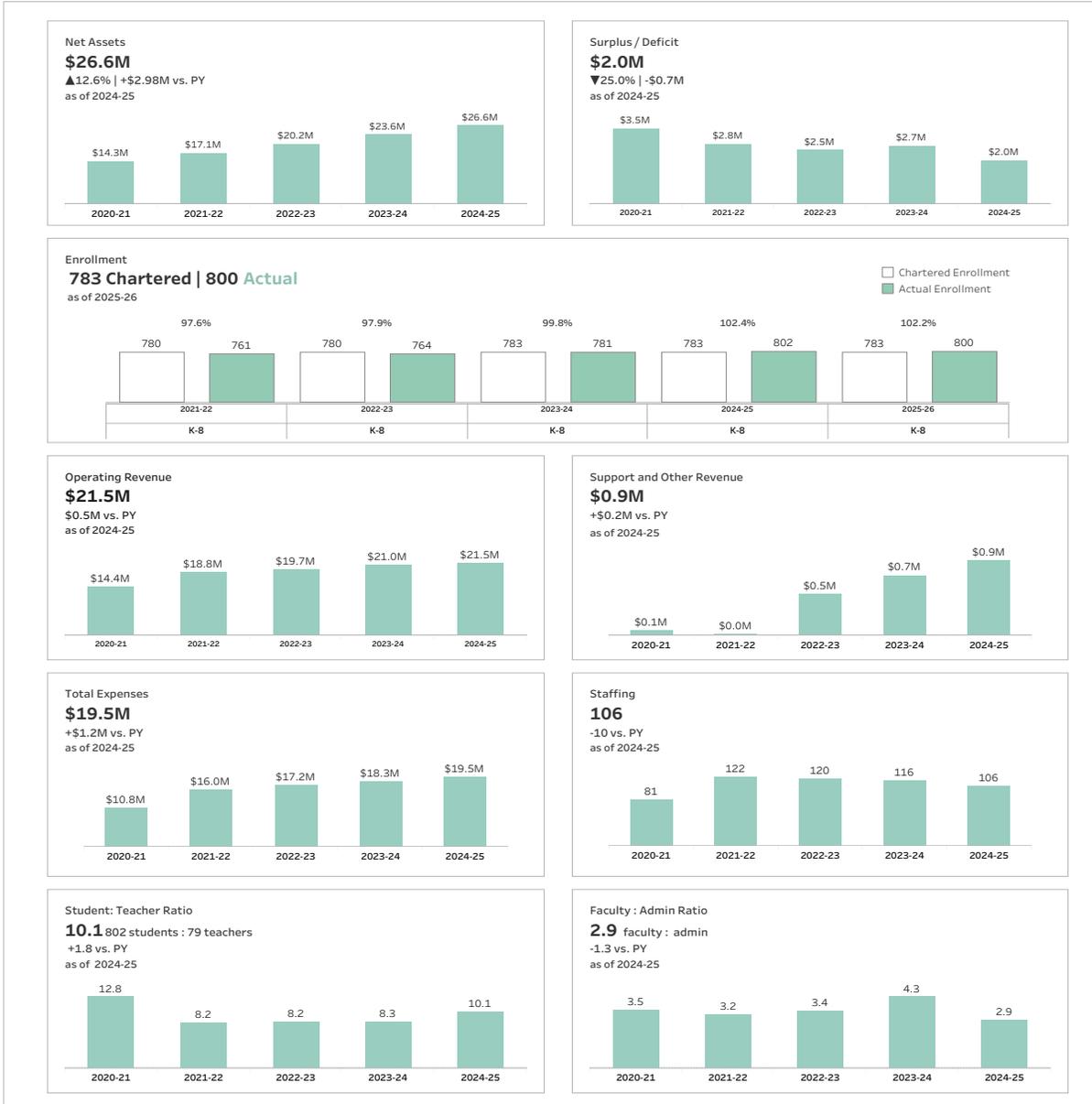
## UNCOMMON BROWNSVILLE NORTH CHARTER SCHOOL NYC



Schools report actual enrollment on a quarterly basis to the Institute, and the actual enrollment for 2025-26 reflects the most recently submitted quarterly submission.

# FISCAL DASHBOARD

## UNCOMMON CANARSIE CHARTER SCHOOL NYC



Schools report actual enrollment on a quarterly basis to the Institute, and the actual enrollment for 2025-26 reflects the most recently submitted quarterly submission.

# FISCAL DASHBOARD

## UNCOMMON CROWN HEIGHTS CHARTER SCHOOL NYC



Schools report actual enrollment on a quarterly basis to the Institute, and the actual enrollment for 2025-26 reflects the most recently submitted quarterly submission.

# FISCAL DASHBOARD

## UNCOMMON EXCELLENCE BOYS CHARTER SCHOOL NYC



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# FISCAL DASHBOARD

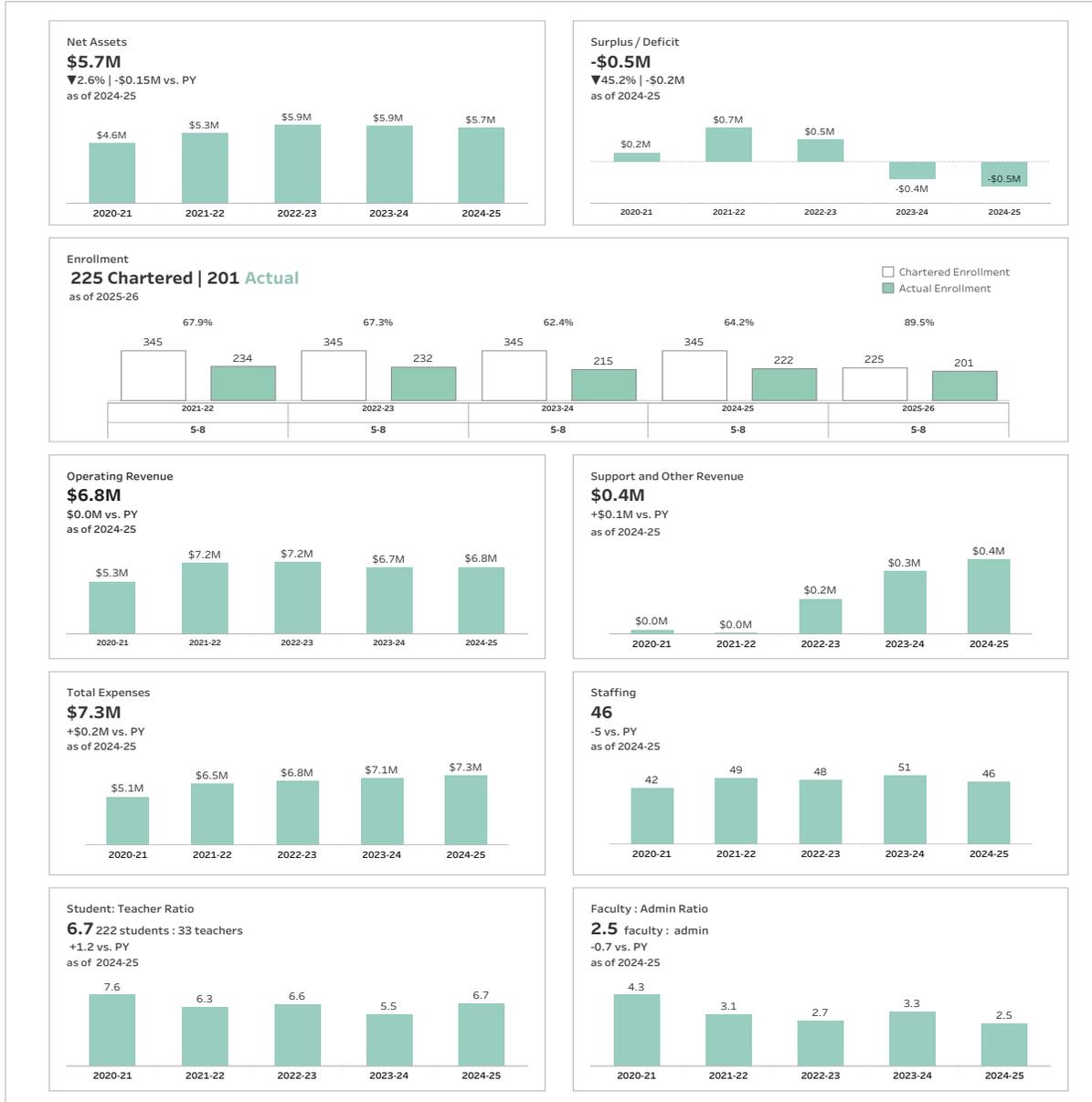
## UNCOMMON EXCELLENCE GIRLS CHARTER SCHOOL NYC



Schools report actual enrollment on a quarterly basis to the Institute, and the actual enrollment for 2025-26 reflects the most recently submitted quarterly submission.

# FISCAL DASHBOARD

## UNCOMMON WILLIAMSBURG CHARTER SCHOOL NYC



Schools report actual enrollment on a quarterly basis to the Institute, and the actual enrollment for 2025-26 reflects the most recently submitted quarterly submission.

## COMPLIANCE REPORTING



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

*The education corporation substantially complies with applicable laws, rules and regulations, and provisions of its charter. During the current charter term, the education corporation demonstrates a clear record of compliance with the terms of its charter including the timely submission of required reporting to the Institute.*

#### UNCOMMON NYC

##### **Board Meetings**

In accordance with the NY Public Officers Law, the board must post meeting notices on its website at least 72 hours before each board meeting, post all meeting materials at least 24 hours before each meeting, post meeting minutes within two weeks of each meeting, and post executive session minutes within one week of each executive session. The Institute is working with the education corporation to ensure compliance prior to the start of the next charter term.

##### **Record of Access - Student Files**

During the renewal visit, schools did not have record of access logs for each physical student file. The Institute will ensure compliance with the Family Educational Rights and Privacy Act prior to the start of the next charter term.

##### **AED Signage**

Some schools did not have a sign or notice posted at the main entrance indicating the location(s) of the schools' automated external defibrillators, as required by Education Law § 917. The Institute will work with the education corporation to ensure compliance prior to the start of the next charter term.

##### **Website Postings**

Uncommon NYC must make the following documents available on its website: the district-wide safety plan for 2025-26, and the Office of Children and Family Services' phone number and website for reporting child abuse or neglect, provided in both English and Spanish. In addition, the Freedom of Information Law ("FOIL") notice and FOIL subject matter list must be posted on the website. The FOIL subject matter list must include a link to the committee on open government's website and be updated annually, with the date of the most recent update clearly indicated. The Institute will work with the education corporation to ensure compliance prior to the start of the next charter term.

##### **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.

## COMPLIANCE REPORTING

Teachers at Uncommon NYC who are pursuing certification are eligible for reimbursement of testing and registration expenses, as well as up to \$1,500 per year for a general education graduate program leading to NYS teacher certification, or up to \$2,000 per year for a special education graduate program leading to NYS teacher certification. The education corporation also requires all teachers to obtain initial certification within two years of being hired and professional certification within five years of receiving their initial certification.

At Uncommon Bed-Stuy East, 17 out of the 21 teachers are uncertified, which is two teachers over the allowable limit under the Act.

At Uncommon Bed-Stuy West, 62 out of the 82 teachers are uncertified, which is 47 teachers over the allowable limit under the Act.

At Brownsville Collegiate, 13 out of the 18 teachers are uncertified, which is within the allowable limit under the Act. Out of the 13 uncertified teachers, eight meet the additional qualifications under the Act.

At Uncommon Brownsville North, 68 out of the 83 teachers are uncertified, which is 53 teachers over the allowable limit under the Act.

At Uncommon Canarsie, 38 out of the 58 teachers are uncertified, which is 18 teachers over the allowable limit under the Act.

At Uncommon Crown Heights, 26 out of the 36 teachers are uncertified, which is 11 teachers over the allowable limit under the Act.

At Uncommon Excellence Boys, 27 out of the 35 teachers are uncertified, which is 12 teachers over the allowable limit under the Act.

At Uncommon Excellence Girls, 53 out of the 69 teachers are uncertified, which is 38 teachers over the allowable limit under the Act.

At Uncommon Williamsburg, 12 out of the 18 teachers are uncertified, which is within the allowable limit under the Act. Out of the 12 uncertified teachers, six meet the additional qualifications under the Act.

## COMMUNITY SATISFACTION & ENROLLMENT AND RETENTION

To report on parent satisfaction with the school’s program, the Institute used satisfaction survey data, information gathered from parents representing a cross section of students, and data regarding persistence in enrollment.

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

The Institute compiled data from the network’s annual family survey. The network conducts at least an annual survey to gauge family satisfaction. In 2024-25, 32% of families responded to the survey. Of those respondents, 97% indicated satisfaction with the schools. The Institute recognizes that the low response rates may not be representative of the whole community. The survey results for each school under renewal consideration are as follows:

For Brownsville Collegiate, 28% of families responded to the survey with a 98% satisfaction rate.

For Uncommon Bed-Stuy East, 26% of families responded to the survey with a 98% satisfaction rate.

For Uncommon Excellence Boys, 34% of families responded to the survey with a 99% satisfaction rate.

For Uncommon Excellence Girls, 30% of families responded to the survey with a 97% satisfaction rate.

For Uncommon Bed-Stuy West, 28% of families responded to the survey with a 98% satisfaction rate.

For Uncommon Williamsburg, 32% of families responded to the survey with a 97% satisfaction rate.

For Uncommon Canarsie, 34% of families responded to the survey with a 96% satisfaction rate.

For Uncommon Brownsville North, 33% of families responded to the survey with a 97% satisfaction rate.

For Uncommon Crown Heights, 39% of families responded to the survey with a 97% satisfaction rate.

### ***Parent Focus Group***

The Institute asks all schools facing renewal to convene a representative set of parents for a focus group discussion. A representative set includes parents of students in attendance at the school for multiple years, students new to the school, students receiving general education services, students with disabilities, and English language learners (“ELLs”).

## COMMUNITY SATISFACTION & ENROLLMENT AND RETENTION

The 13 parents and caregivers in the focus group voiced appreciation for the schools' culture, rigorous academics, consistent communication, and strong parental involvement. Parents and caregivers feel comfortable reaching out to the schools with concerns and cited frequent, direct communication from teachers and administrators as a strength and highlight of the schools' culture. Some participants expressed that they would like earlier parental involvement in the conflict resolution process, before disciplinary action is taken, and that the schools could offer more afterschool and athletics programming. Families also expressed that they would like the schools to provide a survey to give parents and students the opportunity to provide performance feedback. Families praised the longer school days, double ELA and mathematics instruction, and intensity of the curriculum. Representatives describe the weekly meetings, or circles, that celebrate student achievements as a special moment to celebrate the whole school community.

### **Public Comments**

In accordance with the Act, the Institute notified the district in which the charter is located regarding the Application for Charter Renewal. A summary of any district and public comments appears below.

The NYCDOE held its required hearing regarding the renewal application for Uncommon Crown Heights, Uncommon Excellence Boys, Uncommon Excellence Girls, and Uncommon Williamsburg on December 15, 2025. Two network leaders spoke in support of the renewal application sharing that the schools are in good standing with their authorizer, NYCDOE, and community partners. They also shared that the schools meet compliance requirements and key deadlines, and work collaboratively with co-located district schools. Specifically, one leader spoke about how the schools have three pillars to address the needs of all students: structured academic environments, high academic and behavioral expectations, and the development of great teachers. The principal of the Uncommon Excellence Girls elementary program spoke in support and emphasized the school's unwavering commitment to maintaining a school culture that sets up scholars for success and the school's high bar of academic excellence. The principal of Uncommon Charter High School highlighted its college preparation, "to, through, and beyond" college motto, alumni success coaches, and the projects program where students have the opportunity to seek out their passions and find their voice through project-based learning.

A member of the Uncommon NYC board of trustees spoke in support of the renewal application in her capacity as a board member and as a current parent. She shared that the board of trustees is a group of engaged and experienced individuals who have a longstanding commitment to education and a track record of service-oriented leadership in the city. She highlighted the board's committee structure and goal to provide valuable counsel to school leaders and exercise cautious and thoughtful governance to ensure the

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schools deliver upon their mission. As a parent, she shared the rigorous academics of the schools and the joy and love that helps build longstanding relationships between students, staff members, and families.

The recording secretary from Community Education Council (“CEC”) 23 spoke in opposition to the Uncommon Crown Heights renewal application. She alleged that enrollment has fallen based on BEDs data and that the school lost many students between BEDs day and the end-of-year enrollment count. She alleged that the school has no reason to increase enrollment and that it has not posted its annual report as required by NYS Education Law (for more information as to the Institute’s evaluation of the education corporation’s legal compliance, please see the Compliance Reporting section of this report).

State Senator Jabari Brisport for the 25<sup>th</sup> Senate District spoke in strong opposition to the renewal of three of the schools: Uncommon Excellence Girls, Uncommon Williamsburg, and Uncommon Crown Heights. He alleged that these are not renewals because they are requesting expansion of enrollment. He further alleged that these increases in enrollment exacerbate space concerns in the co-located district schools and decrease the funding of district schools. He requested that the applications be resubmitted as renewals with the same enrollment numbers or lower than the current charter term.

The principal of the district school co-located with Uncommon Williamsburg spoke in strong opposition to the renewal and alleged the expansion in grades and enrollment would signal that the district school is less valued despite serving the highest needs students and being accountable to every child who enrolls. She alleged that increasing enrollment at Uncommon Williamsburg will infringe on children who would otherwise go to the co-located district school which would hurt their enrollment, decrease funding, and put their scholars at a disadvantage. Another staff member from the co-located district school spoke in opposition alleging Uncommon Williamsburg will be in direct competition with the co-located school and that it is unfair. This staff member also submitted a written comment to the Institute alleging Uncommon Williamsburg has made things uncomfortable and disruptive to the co-located district school and that Uncommon Williamsburg has tried to take the gym from the district school during their time. He alleges the school has a lackadaisical attitude toward safety drills and high teacher and administrator turnover. The assistant principal and a teacher from the co-located district school also submitted written comment to the Institute opposing the renewal and alleging the expansion would have a direct and harmful impact on the co-located district school, reduce access to instructional and programmatic space, limit the district school’s ability to serve students effectively, and divert funding and enrollment.

One parent from an Uncommon NYC school spoke in support of the renewal application stating that parents should have school choice and she prefers charter schools over district schools.

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The NYCDOE held its required hearing regarding the renewal application for Uncommon Bed-Stuy East, Uncommon Bed-Stuy West, Brownsville Collegiate, Uncommon Brownsville North, and Uncommon Canarsie on December 17, 2025. A member of the Uncommon NYC board of trustees spoke in support of the renewal application in her capacity as a board member and as a current parent. She shared that the board of trustees is comprised of a group of engaged and experienced individuals who have a longstanding commitment to education and a track record of service-oriented leadership in the city. She highlighted the board's committee structure and goal to provide valuable counsel to school leaders and exercise cautious and thoughtful governance to ensure the schools deliver upon their mission. As a parent, she shared the rigorous academics of the schools and the joy and love that helps build longstanding relationships between students, staff members, and families.

One network leader spoke in support of the renewal application sharing that the schools are in good standing with their authorizer, NYCDOE, and community partners, meet compliance requirements and key deadlines, and work collaboratively with co-located district schools.

The principal from the Uncommon Bed-Stuy West elementary program spoke in support of the renewal application and shared how all Uncommon NYC schools are places where everyone feels a sense of belonging and responsibility for their learning and the learning of others. In order for their students to succeed academically, the schools prioritize community building and fostering confidence and kindness. The schools recently launched their kindness campaign in which all students signed an anti-bullying pledge. In addition, she shared that the best way to support teachers is to see them, know what their goals are, and deliver consistent feedback.

The principal of the Uncommon Canarsie middle school program spoke in support of the renewal application and highlighted how the school serves students with a wide range of academic abilities and backgrounds. He shared how good work cannot happen unless the school is a safe, orderly place in and out of the classroom and how the school leaders have done the work to make that happen. He also shared how the schools have a longer school day which manifests in their academic results. Finally, he shared that they ensure the teachers are great through recruitment efforts, consistent professional development, and assessing students and equipping teachers with the results they need to ensure their students are mastering state standards.

The director of operations at Uncommon Collegiate Charter High School spoke in support of the renewal application and shared how the high school offers a college preparatory program and how the students work closely with their college access counselors whose caseloads are a fourth of the national average. He also highlighted the high school

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projects where students have the opportunity to seek out their passions and find their voice through project-based learning, such as the jazz band program and the digital media program.

State Senator Jabari Brisport for the 25<sup>th</sup> Senate District spoke in strong opposition to the renewal of two of the schools: Uncommon Bed-Stuy East and Uncommon Brownsville North. He alleged that these are not renewals because they are requesting expansion of enrollment and grades. He further alleged that these increases exacerbate space concerns in the co-located district schools and decrease the funding of district schools. He requested that the applications be resubmitted as renewals with the same enrollment numbers or lower than the current charter term.

### **Enrollment and Retention**

Uncommon NYC makes good faith efforts to meet its enrollment and retention targets. Most schools meet or come close to meeting the enrollment targets for economically disadvantaged students and students with disabilities. The network works closely on recruitment plans to focus on increasing the enrollment of ELLs across the schools that do not meet their ELL enrollment targets. See the charts below for school specific information.

### **Persistence in Enrollment**

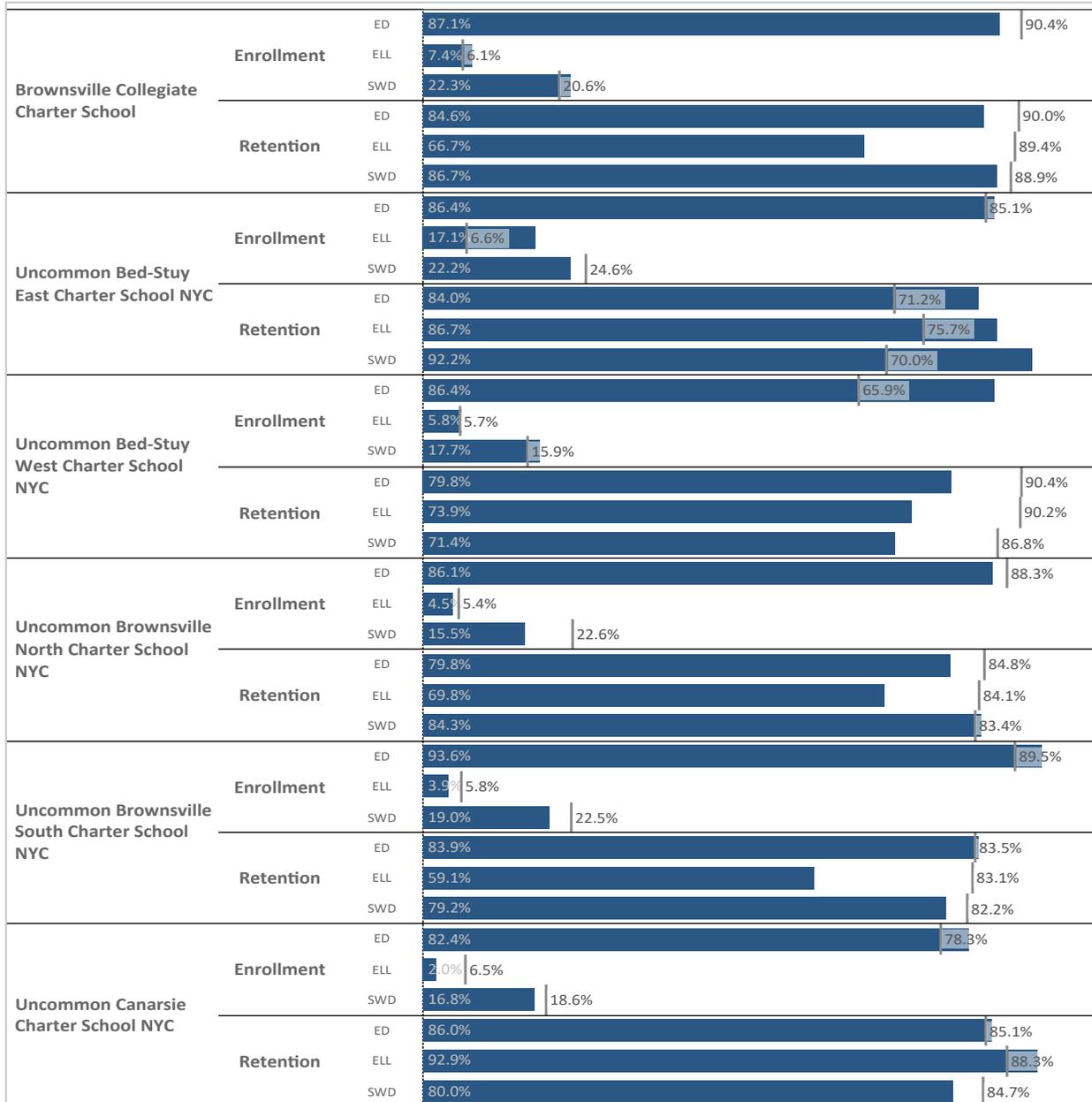
An additional indicator of parent satisfaction is persistence in enrollment. In 2024-25, 80% of Uncommon NYC students returned from the previous year. Student persistence data from previous years of the charter term is available in student demographics section of the report.

*The Institute derived the statistical information on persistence in enrollment from its database. No comparative data from the NYCDOE or the NYSED is available to the Institute to provide either district or statewide context.*



# COMMUNITY SATISFACTION & ENROLLMENT AND RETENTION

## ENROLLMENT AND RETENTION TARGETS

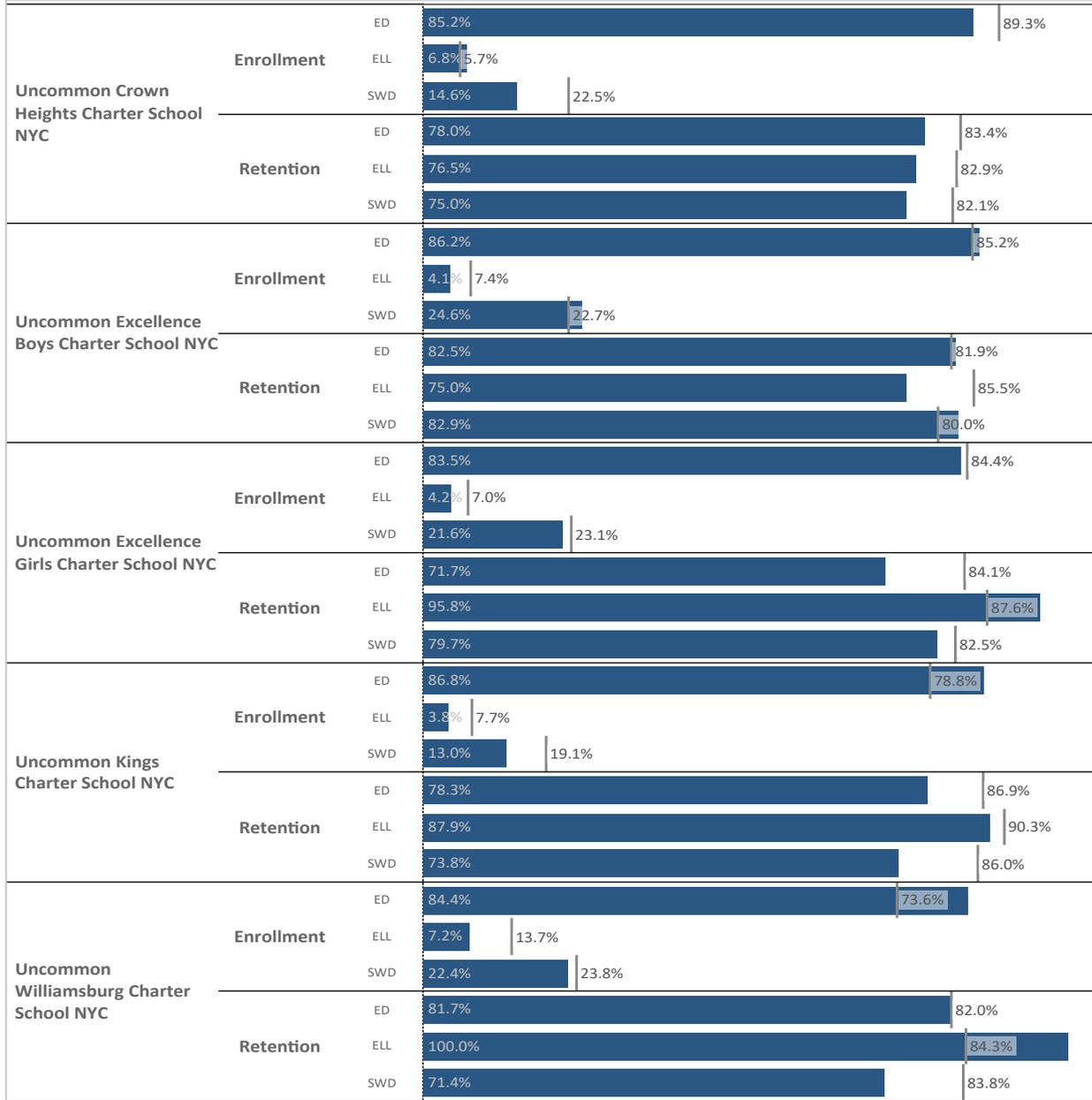


The chart illustrates the **current enrollment and retention percentages** against the **enrollment and retention targets** for each operating school in the education corporation. As required by Education Law § 2851(4)(e), a school must include in its renewal application information regarding the efforts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



# COMMUNITY SATISFACTION & ENROLLMENT AND RETENTION

## ENROLLMENT AND RETENTION TARGETS

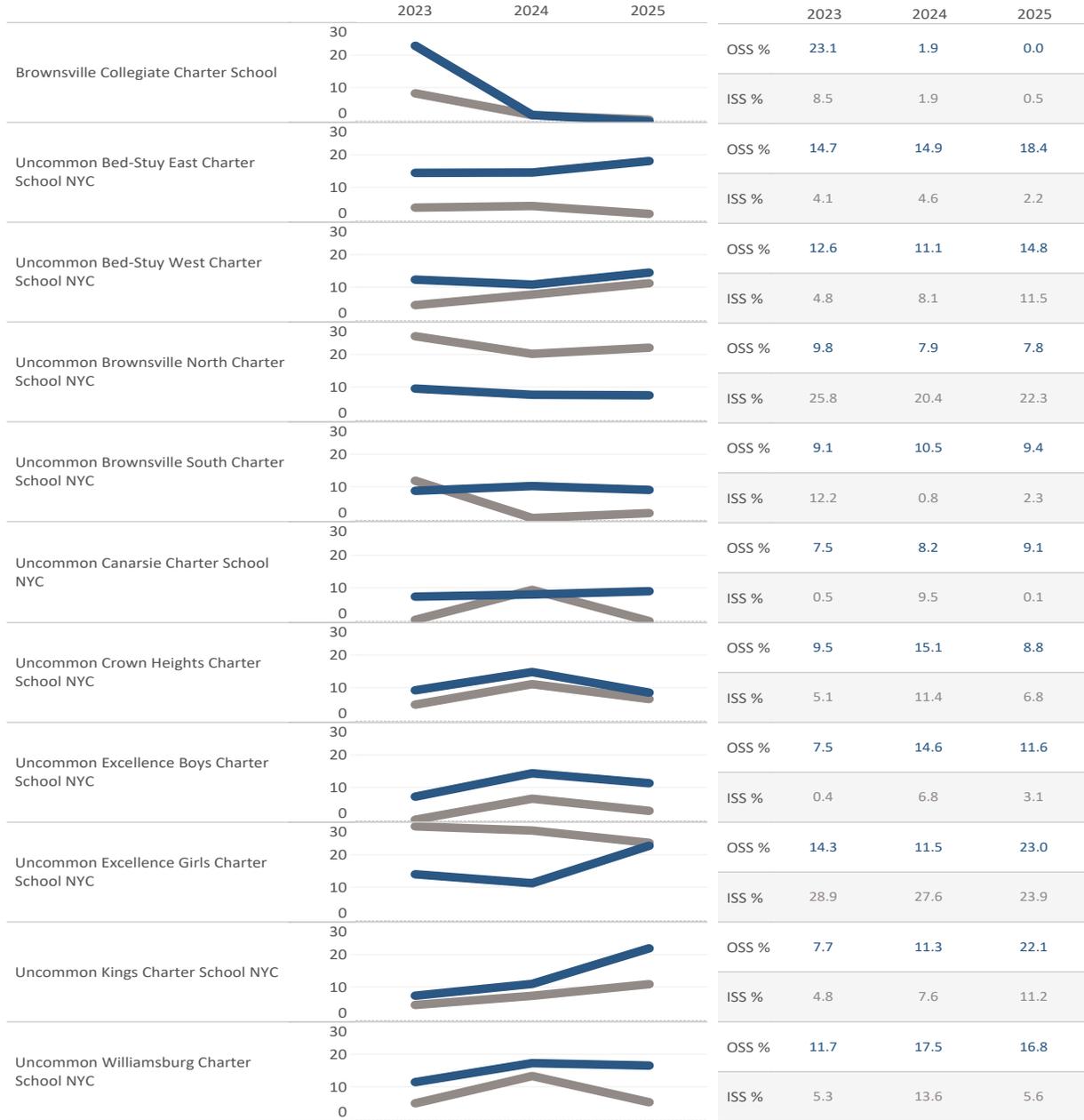


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**Suspensions: The education corporation's out of school suspension rate (OSS %) and in school suspension rate (ISS %).**



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 1 student.



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