



**THE SUNY CHARTER SCHOOLS**  
**INSTITUTE**

*RENEWAL RECOMMENDATION REPORT  
COMMUNITY PARTNERSHIP  
CHARTER SCHOOL*

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**Charter Schools Institute**  
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# INTRODUCTION & REPORT FORMAT

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

## THE INSTITUTE MAKES ALL RENEWAL RECOMMENDATIONS BASED ON

A SCHOOL’S  
APPLICATION  
FOR CHARTER  
RENEWAL

INFORMATION  
GATHERED DURING  
THE CHARTER TERM

ACADEMIC  
PERFORMANCE

FISCAL SOUNDNESS

LEGAL COMPLIANCE

RENEWAL  
EVALUATION VISIT



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

1. Revised September 4,  
2013 and available at: [www.  
newyorkcharters.org/SUNY-  
Renewal-Policies/](http://www.newyorkcharters.org/SUNY-Renewal-Policies/).

## REPORT FORMAT

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

## RENEWAL QUESTIONS

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

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



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

2. Version 5.0, May 2012, available at: [www.newyorkcharters.org/SUNY-Renewal-Benchmarks/](http://www.newyorkcharters.org/SUNY-Renewal-Benchmarks/).



# RENEWAL RECOMMENDATION

**Full-Term Renewal** The Institute recommends that the SUNY Trustees approve the Application for Charter Renewal of Community Partnership Charter School and renew Community Partnership Charter School Education Corporation’s authority to operate the school for a period of five years with authority to provide instruction to students in Kindergarten through 8<sup>th</sup> grade in such configuration as set forth in its Application for Charter Renewal, with a projected total enrollment of 445 students.

The Institute further recommends that the SUNY Trustees renew for a full term of five years the charter of Community Partnership Charter School Education Corporation, the New York not-for-profit charter school education corporation that operates two charter schools including Community Partnership Charter School.



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

## REQUIRED FINDINGS

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

- 1:** the school, as described in the Application for Charter Renewal, meets the requirements of the Act and all other applicable laws, rules and regulations;
- 2:** the education corporation can demonstrate the ability to operate the school in an educationally and fiscally sound manner in the next charter term; and,

3. SUNY Renewal Policies  
 (p. 14).

given the programs it will offer, its structure and its purpose, approving the school to operate for another five years is likely to improve student learning and achievement and materially further the purposes of the Act.<sup>4</sup>

:3

As part of the corporate charter renewal review process and as required by Education Law § 2851(4), the Institute reviewed the progress of each of the education corporation's operating schools in achieving the educational objectives set forth in their terms of operation in the education corporation's charter agreement. The Institute also reviewed detailed financial statements that disclosed the costs of administration, instruction and other spending categories at each school operated by the education corporation. The Institute reviewed the annual reports, indications of parent and student satisfaction and organizational capacity for each of the schools. Finally, the Institute reviewed the governance structure and finances of the education corporation. Elements of the foregoing constitute the Corporate Renewal Application. Based on these reviews and other information submitted to the Institute and in its files, the Institute makes the following findings required by the Act:

the charter school education corporation, as described in the Corporate Renewal Application, meets the requirements of the Act and all other applicable laws, rules and regulations;

:4

the education corporation can demonstrate the ability to operate its schools in an educationally and fiscally sound manner in the next charter term; and,

:5

approving the education corporation to operate for another five years is likely to improve student learning and achievement and materially further the purposes of the Act.

:6

Enrollment and retention targets apply to all charter schools approved pursuant to any of the Institute's Request for Proposal ("RFP") processes (August 2010-present) and charter schools that applied for renewal after January 1, 2011. Community Partnership Charter School ("Community Partnership") received its original charter on April 4, 2000, and last applied for renewal in 2011. Per the amendments to the Act in 2010, charter schools are required to make good faith efforts to meet enrollment and retention targets for students with disabilities, English language learners ("ELLs") and students who are eligible applicants for the federal Free and Reduced Price Lunch ("FRPL") program.

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

# RENEWAL RECOMMENDATION

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

Community Partnership makes good faith efforts to meet its enrollment and retention targets. In order to attract high numbers of ELLs, students with disabilities, and students who are eligible applicants for FRPL, Community Partnership employs the following efforts:

- sending applications in the mail utilizing a mass mailing service to target surrounding zip codes in the local community;
- canvassing local establishments such as preschools, churches and public housing complexes to personally recruit families, handing out applications and flyers; and,
- providing recruitment materials in multiple languages to reach a wider audience.

For additional information on the school's enrollment and retention target progress, see Appendix A.

## CONSIDERATION OF SCHOOL DISTRICT COMMENTS

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

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





# SCHOOL BACKGROUND AND EXECUTIVE SUMMARY

## COMMUNITY PARTNERSHIP CHARTER SCHOOL

### BACKGROUND

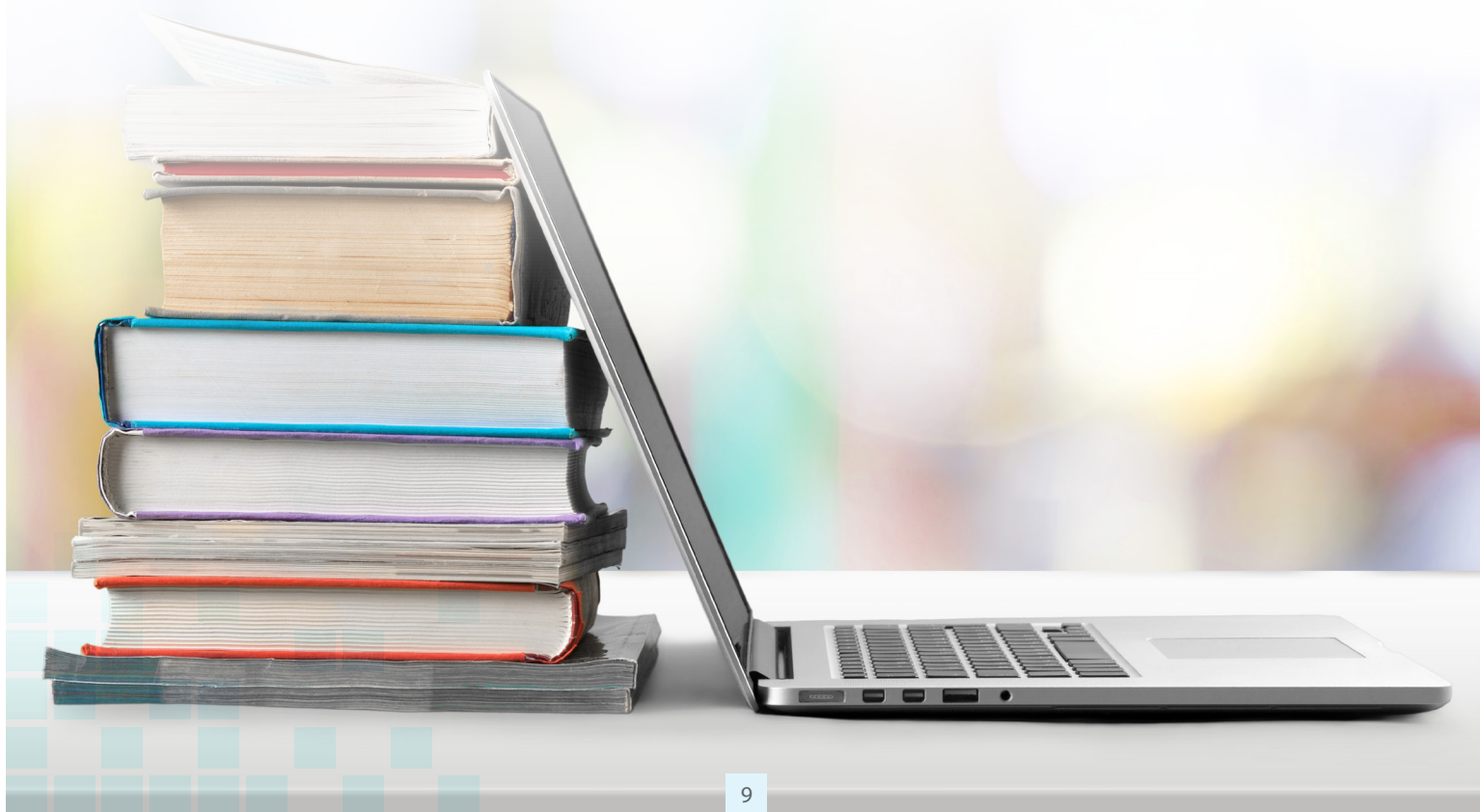
The SUNY Trustees approved the original charter for Community Partnership on January 21, 2000. The school opened its doors in the fall of 2000 initially serving 100 students in Kindergarten and 1<sup>st</sup> grade. The school is authorized to serve 450 students in Kindergarten through 8<sup>th</sup> grade during the 2016-17 school year and will continue to serve students in Kindergarten through 8<sup>th</sup> grade, with a projected total enrollment of 445 students during the renewal charter term. The current charter term expires on July 31, 2017. A subsequent charter term would enable the school to operate through July 31, 2022. Kindergarten through 4<sup>th</sup> grade of Community Partnership are co-located in a New York City Department of Education (“NYCDOE”) building at 241 Emerson Place, Brooklyn, NY. The building also houses P.S. 270 Johann Dekalb, a district school serving Kindergarten through 5<sup>th</sup> grade. Community Partnership’s 5<sup>th</sup> through 8<sup>th</sup> grade are co-located in a NYCDOE building at 114 Kosciuszko Street, Brooklyn, NY. The building also houses P.S. 256 Benjamin Banneker, a district school serving Kindergarten through 5<sup>th</sup> grade. Both schools are located in Community School District (“CSD”) 13.

The mission of Community Partnership is:



*Community Partnership Charter School, serving Kindergarten through 8<sup>th</sup> grade, is a supportive community that nurtures the talent of the future leaders of tomorrow. Our rigorous academic program teaches students to creatively solve complex problems and explore and develop their own special talents through learning opportunities in and outside of the classroom. Our graduates are well-rounded, engaged students who recognize the importance of perseverance, collaboration and team work.*

Community Partnership is one of two schools of Community Partnership Charter School Education Corporation, a not-for-profit charter school education corporation. The Act allows authorizers to grant charter school education corporations the authority to operate more than one school under Education Law § 2853(1)(b-1) through the approval of new schools as set forth in the Act, or through merger with one or more education corporations. Effective October 1, 2014, Beginning with Children Charter School II (“BWC II”), also authorized by the SUNY Trustees, merged into Community Partnership, which was renamed “Community Partnership Charter School Education Corporation.” Both schools have a management agreement with the Beginning with Children Foundation, Inc. (the “network”), a New York not-for-profit corporation founded in 1990 by Joe and Carol Reich to advocate for public education reform. The management agreement outlines services for both schools such as leadership, teacher and curriculum development and operations, fiscal and business services. The network supported Beginning with Children Charter School (“BWC”) until 2013. BWC, authorized by the New York City Schools Chancellor (“NYC Chancellor”), converted from a district school to a charter school in 2001, and was not renewed by the NYC Chancellor when its charter term ended in 2016.



# SCHOOL BACKGROUND AND EXECUTIVE SUMMARY

## EXECUTIVE SUMMARY

Community Partnership is an academic success and continues to demonstrate its commitment to providing quality education to students. Over its fourth charter term, the school came close to meeting its key Accountability Plan goals in English language arts (“ELA”) and mathematics and met its science goals. Community Partnership has established purposeful practices for assessment administration and analysis that improves instructional effectiveness and student learning. The school’s curriculum supports teachers in their instructional planning, contributing to the purposeful lessons evident in most classrooms. Despite significant teacher and leader turnover over the charter term, the school has developed strong instructional leadership, characterized by frequent common planning periods, an individualized coaching program and targeted professional development.

Based on the Institute’s review of the school’s performance as posted over the charter term; a review of the Application for Charter Renewal submitted by the school; a review of academic, organizational, governance and financial documentation; and a visit to the school, the Institute finds that the school meets the required criteria for charter renewal.

The Institute recommends that the SUNY Trustees grant Community Partnership a Subsequent Full-Term Renewal.

## NOTEWORTHY

Community Partnership is committed to supporting its students beyond their enrollment in the school. Graduates of Community Partnership enroll in the network’s college preparatory program, the Legacy Network, and access free academic tutoring, SAT and ACT preparation, mentoring, interview skill building, college application support, internship placement, and more. In 2016, high school seniors enrolled in the Legacy Network earned over \$450,000 in college scholarships.



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# ACADEMIC PERFORMANCE



## IS THE SCHOOL AN ACADEMIC SUCCESS?

Community Partnership is an academic success. During the charter term, the school came close to meeting its key Accountability Plan goals. Based on evidence the Institute compiled throughout the charter term and at the time of the renewal review, Community Partnership's academic program is effective and supported by high quality instructional leadership.

At the beginning of the Accountability Period,<sup>5</sup> the school developed and adopted an Accountability Plan that set academic goals in the key subjects of ELA and mathematics. For each goal in the Accountability Plan, specific outcome measures define the level of performance necessary to meet that goal. The Institute examines results for five required Accountability Plan measures to determine ELA and mathematics goal attainment. Because the Act requires charters be held "accountable for meeting measurable student achievement results"<sup>6</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>7</sup> for other public schools, SUNY's required accountability measures rest on performance as measured by state wide assessments. Historically, SUNY's required measures include measures that present schools':

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

COMPARATIVE PERFORMANCE, I.E., HOW DID THE SCHOOL DO AS COMPARED TO SCHOOLS IN THE DISTRICT AND SCHOOLS THAT SERVE SIMILAR POPULATIONS OF ECONOMICALLY DISADVANTAGED STUDENTS?

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

5. 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. In the case of a subsequent renewal, the Accountability Plan covers the last year of the previous charter term through the second to last year of the charter term under review. In this renewal report, the Institute uses "charter term" and "Accountability Period" interchangeably.

6. Education Law § 2850(2)(f).

7. Education Law § 2854(1)(d).

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

The Institute analyzes every measure included in the school's Accountability Plan to determine its level of academic success, including the extent to which the school has established and maintained a record of high performance, and established progress toward meeting its academic Accountability Plan goals throughout the initial charter term. Since 2009, the Institute has examined but consistently de-emphasized the two absolute measures under

each goal in elementary and middle schools' Accountability Plans because of changes to the state's assessment system. The analysis of elementary and middle school performance continues to focus primarily on the two comparative measures and the growth measure while also considering the two required absolute measures and any additional evidence the school presents using additional measures identified in its Accountability Plan. The Institute identifies the required measures (absolute proficiency, absolute Annual Measurable Objective attainment, comparison to local district, comparison to demographically similar schools, and student growth) in the Performance Summaries appearing in Appendix B.

The Institute analyzes all measures under the school's ELA and mathematics goals while emphasizing the school's comparative performance and growth to determine goal attainment. The Institute calculates a comparative effect size to measure the performance of Community Partnership relative to all public schools statewide that serve the same grade levels and that enroll students who are similarly economically disadvantaged. It is important to note that this measure is a comparison measure and therefore any changes in New York's assessment system do not compromise its validity or reliability. Further, the school's performance on the measure is not relative to the test, but relative to the strength of Community Partnership's demonstrated student learning compared to other schools' demonstrated student learning.

The Institute uses the state's growth percentile analysis as a measure of Community Partnership's comparative year-to-year growth in student performance on the state's ELA and mathematics exams. The measure compares a school's growth in assessment scores to the growth in assessment scores of the subset of students throughout the state who performed identically on previous years' assessments. According to this measure, median growth statewide is at the 50<sup>th</sup> percentile. This means that to signal the school's ability to help students make one year's worth of growth in one year's time the expected percentile performance is 50. To signal a school is increasing students' performance above their peers (students statewide who scored previously at the same level), the school must post a percentile performance that exceeds 50.

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

# ACADEMIC PERFORMANCE

## SUNY RENEWAL BENCHMARK 1A

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

Over its fourth charter term, Community Partnership came close to meeting its key Accountability Plan goals in ELA and mathematics. The school met its science and NCLB goals.

Community Partnership came close to meeting its ELA Accountability Plan goal over its current Accountability Period. In 2011-12 and 2012-13, the school came close to meeting its ELA goal when its students enrolled in at least their second year outperformed the local district. Over the same period, the school met its growth target by posting a mean growth percentile that exceeded the target of the state median of 50. While the school did not meet the comparative effect size target over the same two years, it performed slightly higher than expected in comparison to schools across the state enrolling similar percentages of students who are economically disadvantaged. In 2013-14, the school continued to outperform the district and exceed its growth target. Further, the school met its comparative effect size target and performed higher than expected to a meaningful degree compared to schools with similar populations of students. The following year, the school slightly underperformed the district and did not meet its comparative effect size or growth targets. In 2015-16, Community Partnership came close to meeting its goal. The school narrowly underperformed the district but increased its absolute proficiency by nine percentage points. Concomitant with an increase in absolute performance, the school posted a mean growth percentile 10 points higher than the prior year, exceeding its target by four percentile points. The same year, the school came close to meeting its comparative effect size target and performed slightly higher than expected in comparison to schools with similar concentrations of economically disadvantaged students.

Community Partnership also came close to meeting its mathematics Accountability Plan goal over its Accountability Period. In 2011-12, the school outperformed the local district by 25 percentage points. While the school's average proficiency declined in 2012-13 after the state transitioned to a new testing system, the school continued to outperform the district in absolute proficiency for the remainder of the Accountability Period. Community Partnership met its growth target in 2011-12, posting a mean growth percentile 11 points higher than the target of the state median of 50. The school did not exceed its expected growth during the remaining years in the charter term when it posted mean growth scores slightly below the target. In contrast, the school's mathematics effect size exceeded the target of 0.3 during 2011-12, 2012-13, 2013-14, and 2014-15 demonstrating that it performed higher than expected to a meaningful degree in comparison to schools across the state enrolling



similar percentages of economically disadvantaged students. In 2015-16, Community Partnership posted an effect size below the target but performed higher than expected to a small degree in comparison to schools with similar concentrations of students who are economically disadvantaged.

Community Partnership met its science goal over the Accountability Period. The school’s students enrolled in at least their second year outperformed the district on the state’s science exam during each year. The school also met its absolute target of 75 percent in the first four years of the charter term. In 2015-16, the school narrowly missed its absolute target when 73 percent of its 4<sup>th</sup> and 8<sup>th</sup> graders scored at or above proficiency.

Community Partnership met its NCLB goal throughout the Accountability Period having never been identified as a focus or priority school.

Academic outcome data about the performance of students receiving special education services and ELLs appears below, although not tied to separate goals in the school’s formal Accountability Plan.

	2013-14	2014-15	2015-16
<b>Enrollment (N) Receiving Mandated Academic Services</b>	(49)	(61)	(67)
Tested on State Exams (N)	(47)	(40)	(48)
<b>RESULTS</b>			
Percent Proficient on ELA Exam	8.5	5.0	4.2
Percent Proficient Statewide	5.0	5.8	7.9

	2013-14	2014-15	2015-16
<b>ELL Enrollment (N)</b>	(2)	(4)	(9)
Tested on NYSESLAT* Exam (N)	(0)	(4)	(9)
<b>RESULTS</b>			
Percent ‘Commanding’ or Making Progress† on NYSESLAT	N/A	s‡	33.3

\* New York State English as a Second Language Achievement Test, a standardized state exam.

† Defined as moving up at least one level of proficiency. Student scores fall into five categories/proficiency levels: Entering (formerly Beginning); Emerging (formerly Low Intermediate); Transitioning (formerly Intermediate); Expanding (formerly Advanced); and, Commanding (formerly Proficient).

‡ 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.

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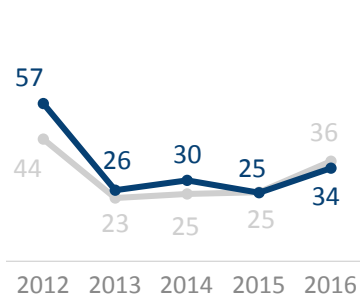
# ACADEMIC PERFORMANCE

## COMMUNITY PARTNERSHIP CHARTER SCHOOL

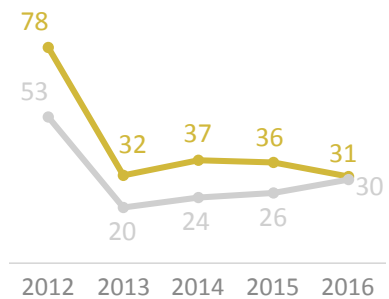
### REQUIRED MEASURE DESCRIPTION

**Comparative Measure: District Comparison.** Each year, the percentage of students at Community Partnership in at least their second year performing at or above proficiency in **ELA** and **mathematics** will be greater than that of students in the same tested grades in **CSD 13**.

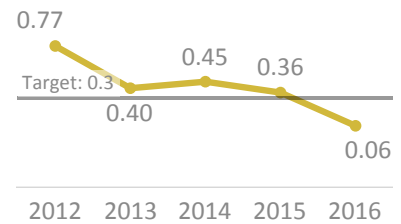
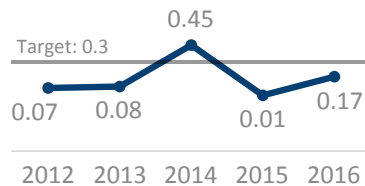
### ENGLISH LANGUAGE ARTS ACCOUNTABILITY PLAN GOAL



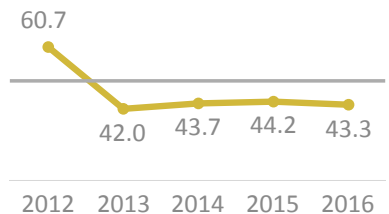
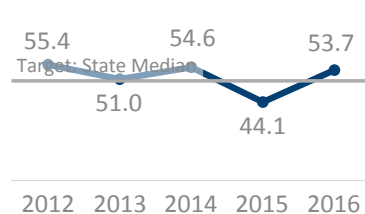
### MATHEMATICS ACCOUNTABILITY PLAN GOAL



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

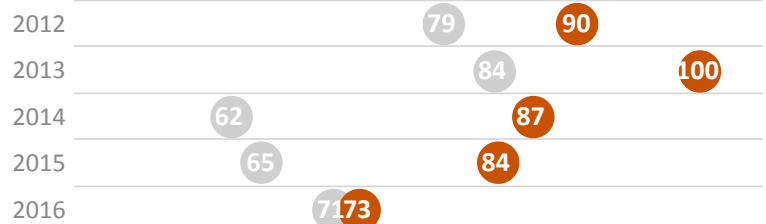


**Comparative Growth Measure: Mean Growth Percentile.** Each year, the school's unadjusted mean growth percentile for all students in grades 4-8 will be above the state's unadjusted median growth percentile in **ELA** and **mathematics**.



### SCIENCE ACCOUNTABILITY PLAN GOAL

**Science: Comparative Measure.** Each year, the percentage of students at the school in at least their second year performing at or above proficiency in **science** will exceed that of students in the same tested grades in the district.



## DOES THE SCHOOL HAVE AN ASSESSMENT SYSTEM THAT IMPROVES INSTRUCTIONAL EFFECTIVENESS AND STUDENT LEARNING?

Community Partnership implements an assessment system that improves instructional effectiveness and student learning. The school has established purposeful practices for assessment administration, analysis and informed action. School leaders and teachers use results to guide their practice and regularly communicate these results to parents.

- The school regularly administers valid and reliable assessments aligned to the school’s curriculum and state standards. The school administers the assessments from the core curricular materials, Journeys/Collections for ELA, and Math in Focus for mathematics. Supplemental literacy assessments include the Fountas & Pinnell Benchmark Assessment System (“F&P”) in the upper grades and Strategic Teaching and Evaluation of Progress (“STEP”) and Teachers College writing rubrics in the elementary grades. Rally assessments serve as mock standards-based state assessments to track student growth on both campuses.
- The school has a valid and reliable process for scoring and analyzing assessments. Before grading school-wide assessments, teachers review exemplary and substandard sample responses together to norm grading standards.
- The school makes assessment data accessible to teachers, school leaders and board members. Teachers and leaders access current and prior assessment data via the Illuminate data platform. The academic deans, supported by STEP and Math in Focus consultants, guide teachers in analyzing and utilizing the results during grade and content team meetings. Teachers complete action plans based on recent assessments including identification of standards to revisit and students of greatest concern. Additionally, the school conducts five data days a year to review student performance and develop instructional strategies.
- Teachers use assessment data to inform instruction and deliver small-group instruction. At the time of the visit, teachers in the upper grades were in the process of completing their first set of F&P assessments to create guided reading groups. Teachers also use daily exit tickets that provide more timely data and inform instruction the following day.

# ACADEMIC PERFORMANCE

- School leaders use assessment results to evaluate teacher effectiveness and to develop professional development and coaching strategies. School leaders consider student performance results when conducting formal evaluations. Additionally, school leaders in both the lower and upper grades review student performance to identify trends and determine coaching foci. Deans at both campuses require teachers to bring assessment results to grade level meetings and weekly one-on-one coaching meetings.
- Community Partnership regularly communicates to parents/guardians about their students' progress and growth. The school distributes reports cards four times a year supplemented by interim progress reports. Teachers in the lower grades require all parents to attend a parent-teacher conference or arrange to pick up the report card in person. The frequency of follow-up communication varies amongst teachers in the upper grades. Parents also access Class Dojo and Illuminate, online student information platforms, to review their students' performance and behavior.

## DOES THE SCHOOL'S CURRICULUM SUPPORT TEACHERS IN THEIR INSTRUCTIONAL PLANNING?

Community Partnership's curriculum supports teachers in instructional planning. The school makes curriculum guidance documents available to teachers and continues to refine the curriculum to meet the needs of its students.

- The school has a curriculum framework with student performance expectations that provides a fixed, underlying structure, aligned to state standards and across grades. The school has supporting tools in the form of scope and sequences and pacing calendars that provide a bridge between the curriculum framework and lesson plans. Within this framework, teachers know what to teach and when to teach it.
- The school has a sufficient process for selecting, developing and reviewing its curriculum documents and its resources for delivering the curriculum. Prior to the start of the school year, leaders examine and evaluate the curriculum's effectiveness based on student performance data. For instance, leaders decided to adopt Journeys/Collections

for ELA and Math in Focus for mathematics based on student performance on state assessments. Throughout the school year, deans make minor revisions to scope and sequence documents as necessary, incorporating teacher feedback and considering student needs as indicated by interim assessment results.

- Teachers receive substantial support in planning purposeful and focused lessons that align to state performance standards. To guide teachers’ planning, the school provides lesson plan templates tailored to each subject and grade level. Lesson plans include strategies the teacher will incorporate during guided practice, independent practice and to check for understanding. At grade team meetings, teachers co-plan and review the upcoming week’s unit, allowing deans to offer immediate feedback. Teachers submit lesson plans to deans for the upcoming week and receive feedback within 24 hours, allowing adequate time for teachers to adjust lessons before implementation.

## IS HIGH QUALITY INSTRUCTION EVIDENT THROUGHOUT THE SCHOOL?

Instruction at Community Partnership is adequate for students to meet grade level standards. Although teachers use appropriate pacing and efficient transitions, lesson activities do not spark rich discussions in a manner that develops students’ critical thinking skills. Frequent low-level misbehaviors, particularly during independent work, detract from instructional effectiveness. As shown in the chart below, during the renewal visit, Institute team members conducted 22 classroom observations following a defined protocol used in all renewal visits.

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### NUMBER OF CLASSROOM OBSERVATIONS

		GRADE									
		K	1	2	3	4	5	6	7	8	Total
CONTENT AREA	ELA		1	2	2	1	1	1	1	1	10
	Math		1	1	1	1	1	1	1	1	8
	Science								1	1	2
	Soc Stu	1							1		2
	Total	1	2	3	3	2	2	2	4	3	22

# ACADEMIC PERFORMANCE

- Teachers deliver lessons with clear objectives aligned to the school's curriculum (17 of 22 classrooms observed) and that build on students' prior skills and knowledge. Teachers use age-appropriate terms to build students' content vocabulary. For example, a mathematics teacher activated students' prior knowledge of using the standard algorithm to add four-digit numbers in order to introduce a lesson in which students used a more efficient strategy. Co-teachers have clearly defined roles in supporting students in meeting learning objectives and achieving content mastery including pulling small groups and checking for understanding during instruction.
- Most teachers use a variety of techniques to check for student understanding (15 of 22 classrooms observed). Most checks for understanding include techniques such as thumbs up or down and cold calling from random selections of sticks to choose a student to answer a question. During independent work, teachers circulate the room to monitor student learning and on-task behavior. However, in classrooms that do not effectively implement these techniques, teachers only call on students who volunteer to answer questions and, therefore, do not ensure whole-class understanding before moving on.
- Instruction at Community Partnership rarely challenges students with questions and activities that develop depth of understanding and higher-order thinking and problem-solving skills (3 of 22 classrooms observed). Teachers mostly ask one-answer, factual questions intended to assess basic recall or guide students to the correct answer. Teachers miss opportunities to engage students in rich peer-to-peer discussions, and instruction does not require students to do substantial cognitive lifting. For instance, when a teacher noticed that students in a mathematics class used different strategies to solve a problem, the teacher did not seize the opportunity for peer-to-peer discussion involving elaboration on why students chose a particular strategy, why each strategy worked, or which was most efficient.
- Teachers establish and maintain a classroom environment with a consistent focus on learning (13 of 22 classrooms observed). Teachers use efficient transitions and appropriate pacing during lessons. However, some classrooms do not consistently



implement effective behavior management techniques. In these classes, students' frequent low-level misbehaviors detract from instructional effectiveness, becoming more prevalent during independent work. Teachers are often preoccupied with managing student misconduct and therefore overlook quiet, disengaged students.

## DOES THE SCHOOL HAVE STRONG INSTRUCTIONAL LEADERSHIP?

Community Partnership has strong instructional leadership, characterized by individualized coaching, frequent common planning periods, and targeted professional development. Although teacher and leader turnover hampered progress toward increasing student achievement in the beginning of the charter term, current school leaders demonstrate commitment and competence to support the development of instructional staff.

- Instructional leaders at Community Partnership establish clear expectations for teacher and student performance. Instructional leaders across the lower and upper grades identified deepening student engagement, increasing academic rigor, and enhancing school culture as instructional priorities. Leaders have developed a comprehensive professional development program and continuously analyze trends in data to support teachers with taking action on the priorities. Leaders differentiate goals for lower grades and upper grades. For example, in the upper grades, instructional leaders set a goal of increasing student proficiency to 40 percent on the state assessment. To reach this goal, leaders assist teachers in identifying and targeting 10 students in each class whose increase in performance would likely represent an increase in the class's overall performance.
- Instructional leadership at Community Partnership supports the development of the teaching staff. The instructional leadership team consists of a co-principal, two academic deans at each school site, and the network's chief academic officer. Although significant leader and teacher turnover interfered with effective leadership earlier in the charter term, the current leadership team has established clear systems and procedures that develop teaching staff and increase student performance. In contrast to previous years, school staff and parents are satisfied with, and confident in, the school's current leaders.

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# ACADEMIC PERFORMANCE

- Instructional leaders provide systemic coaching and supervision to teachers. Due to teacher vacancies in the beginning of the charter term, deans did not have the capacity to provide consistent coaching support to all teachers. In the 2016-17 school year, deans now observe teachers weekly and provide actionable feedback during coaching sessions using a clear framework. Deans in both the lower and upper grades consider trends in student performance when developing coaching agendas.
- Instructional leaders provide opportunities and guidance for teachers to plan curriculum and instruction within and across grade levels. In the lower grades, deans facilitate weekly grade team meetings. Teachers in the upper grades attend weekly dean-facilitated grade team meetings and content team meetings in addition to utilizing three planning periods a day. During these meetings, the teams analyze student data and discuss instructional content and strategies to inform their lesson planning.
- Instructional leaders implement a comprehensive professional development program that develops the competencies and skills of all teachers. In addition to school-based professional development sessions, teachers attend off-site sessions targeted to support individual teacher's learning. Instructional leaders also schedule inter-visitation sessions with the other school within the network as well as other high-performing charter schools outside of the network. Instructional leaders continually update the professional development program based on teacher needs. For instance, when the principal of the lower grades realized teachers did not fully grasp the instructional priorities, she scheduled additional professional development sessions to ensure teachers had a clear understanding of expectations regarding student performance.
- Instructional leaders conduct formal evaluations at least once per year based on the Danielson framework. Teachers are aware of the evaluation criteria, which accurately identify areas of strength and areas for growth.



## DOES THE SCHOOL MEET THE EDUCATIONAL NEEDS OF AT-RISK STUDENTS?

Community Partnership uses effective procedures for identifying at-risk students. The school has adequate programs for students with disabilities and students struggling academically. However, the school does not have sufficient services in place to meet the needs of ELLs.

- The school has established procedures for identifying at-risk students including students with disabilities, ELLs and students struggling academically. For ELLs, the school uses appropriate procedures including administration of the Home Language Identification Survey and the New York State Identification Test for English Language Learners (“NYSITELL”). The school uses a Response to Intervention (“RtI”) approach to identification and intervention for students struggling academically. The special education coordinators facilitate monthly child study team (“CST”) meetings with at-risk program staff and teachers for students who require further intervention supports.
- Although high teacher turnover in the beginning of the charter term prevented Community Partnership from providing sustained and effective academic interventions, the school now has sufficient programs to meet the needs of students with IEPs and those struggling academically. For students with disabilities, a special education coordinator at each campus provides special education teacher support services (“SETSS”). The school also provides integrated co-teaching (“ICT”) classrooms for students with IEPs. Teachers utilize intervention resources from the core curricula to provide supplemental support for students struggling academically. However, at the time of the renewal visit, Community Partnership did not provide adequate English language acquisition supports for ELLs.
- General education teachers and specialists collaborate to support students within the general education program. At-risk program staff attend grade team meetings to identify targeted strategies for students with IEPs. In the lower grades, the teachers attend weekly office hours with the special education coordinator for further assistance in developing supports for students during instruction.

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# ACADEMIC PERFORMANCE

- The school monitors the progress and success of at-risk students. Teachers access the Illuminate online data platform to review their students' performance and progress toward meeting individual goals. The special education coordinators monitor IEP goals. The academic deans are aware of the performance levels of students performing below proficiency via formal assessments and review student class performance and exit tickets during meetings with teachers. Although the school reports disaggregating assessment data to monitor the ongoing performance of ELLs, most teachers are unaware of ELL students' progress toward English proficiency.



# ORGANIZATIONAL PERFORMANCE



## IS THE SCHOOL AN EFFECTIVE, VIABLE ORGANIZATION?

Community Partnership is an effective and viable organization that remains faithful to its mission and implements a quality educational program. The board understands its role in supporting the school in meeting its Accountability Plan goals and ensures Community Partnership substantially complies with applicable laws and regulations.

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

Community Partnership is faithful to its mission, found in the School Background section at the beginning of this report. The key design elements, identified in Appendix A, are mostly in evidence at the time of renewal review. Currently, Community Partnership does not provide students with a longer school year than NYCDOE schools.

## ARE PARENTS/GUARDIANS AND STUDENTS SATISFIED WITH THE SCHOOL?

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

**Parent Survey Data.** The Institute compiled data from NYCDOE’s 2015-16 NYC School Survey. NYCDOE distributes the survey every year to compile data about school culture, instruction and systems for improvement. This year, 55% of families who received the survey responded. The majority of survey participants (85%) indicated very strong satisfaction with Community Partnership’s program. The survey response rate is sufficiently high enough that it is useful in framing the results as representative of the school community.

**Parent Focus Group.** The Institute asks all schools facing renewal to convene a representative

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set of parents for a focus group discussion. A representative set includes parents of students in attendance at the school for multiple years, parents of students new to the school, parents of students receiving general education services, parents of students with special needs and parents of ELLs. The 14 parents in attendance at the Community Partnership focus group indicated overall satisfaction with school's academic program. Parents voiced deep concerns regarding the high teacher and leader turnover at the school in previous years but expressed confidence in the current leaders' ability to retain teaching staff and increase students' academic performance.

**Persistence in Enrollment.** An additional indicator of parent satisfaction is persistence in enrollment. In 2015-16, 78% of Community Partnership students returned from the previous year. The school attributes student attrition to the separation of the two school sites. School leaders have implemented several strategies to establish cohesion between the two sites and increase retention. For example, students from the upper grades often visit the lower grades' school site to read books to students, and teachers send students from the lower grades to visit the upper grades' school site to learn about middle school. Student persistence data from previous years of the charter term is available in Appendix A.

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

## DOES THE SCHOOL'S ORGANIZATION WORK EFFECTIVELY TO DELIVER THE EDUCATIONAL PROGRAM?

Community Partnership's organization works effectively to deliver the educational program. With critical vacancies now filled and a positive culture shared amongst staff, school leaders and teachers are able to focus solely on teaching and learning.

- High teacher and leader turnover at the beginning of the charter term limited instructional leaders' capacity to provide adequate development to teaching staff and

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# ORGANIZATIONAL PERFORMANCE

significantly impacted academic performance. As of 2016-17, the school has adequately filled its vacancies and has an organizational structure that establishes clearly defined roles and responsibilities. Both the lower and upper grades have an administrative and operations team, each led by a director of operations. At the time of the renewal visit, the network’s vice president of operations was filling the vacant role for the upper grades’ director of operations.

- Community Partnership has a clear student discipline system in place at the administrative level. The school implements Love and Logic in the lower grades and Responsive Classroom in the middle grades. However, despite the social emotional approach to managing student behavior, many of these strategies are ineffective in classrooms. Low-level misbehaviors occur frequently in classrooms, resulting in teachers using instructional time to redirect students.
- The school has failed to retain high quality staff. Community Partnership experienced attrition rates greater than 50% for three years of its charter term. The board is thoughtful about the strategies it will implement to increase retention while developing its teaching staff. Some strategies include grade-team leadership stipends as well as tuition reimbursement for continuing education courses. Given the supports the board has put in place to retain and develop its staff, the school has allocated sufficient resources to support the achievement of goals.
- The school maintains adequate student enrollment. Community Partnership has a chartered enrollment of 450 and, at the time of the renewal visit, reported a waitlist of nearly 198 students. The school makes adequate efforts to recruit special education students, ELLs, and students who are eligible for FRPL. However, Community Partnership does not have systems in place to evaluate its progress toward meeting its enrollment and retention targets in order to adjust its recruitment efforts.
- The school regularly monitors and evaluates its academic programs and makes changes if necessary. In addition to the annual NYCDOE school survey, Community Partnership administers a mid-year satisfaction survey for parents and teachers. School leaders meet to discuss survey results and address any concerns. For instance, teachers’ dissatisfaction with the school’s previous data tracker resulted in a change to Illuminate, an online student database system, as well as an in-house information management system for teachers that houses attendance data, payroll, and related information.

## DOES THE SCHOOL BOARD WORK EFFECTIVELY TO ACHIEVE THE SCHOOL'S ACCOUNTABILITY PLAN GOALS?

Community Partnership Charter School Education Corporation's board works effectively to achieve the school's Accountability Plan goals. The board is aware of the school's high teacher and leader attrition rates and is thoughtful in developing strategies to increase retention and develop staff.

- Board members possess adequate skills in finance, education, law, community outreach and human resources. The board and its committees meet regularly and have structures and procedures with which to govern the school and oversee management of day-to-day operations. The board seeks to add additional members with experience in finance and education.
- The board requests and receives sufficient information to provide rigorous oversight of the school's program and finances. The board reserves a portion of every meeting for an "academic data call" in which members review detailed performance reports and discuss with leaders any issues identified. Board members also meet informally with school leaders and the network chief academic officer to receive frequent updates.
- Community Partnership Charter School Education Corporation's board establishes clear priorities and long-range goals. While the board focused on establishing a solid instructional leadership team during the previous academic years, it has identified increasing teacher and leader retention and development, student enrollment and student achievement, as well as a successful expansion of BWC II into a middle school as its upcoming priorities. Though the board does not have in place benchmarks for tracking its progress toward meeting goals, board members continuously monitor the board's efforts via frequent data reports.
- The board is committed to improving staff retention. The board has been very engaged in leadership turnover issues and the subsequent impact on teacher turnover. Board members expressed confidence in the school's new leaders and staff members, citing

# ORGANIZATIONAL PERFORMANCE

multiple discussions in which instructional leaders committed to returning to the school and improving student performance. The board is implementing several efforts to retain quality staff including plans to invest close to \$1 million in professional development over the next charter term, tuition reimbursement for continuing education courses and holding frequent meetings with principals across the network to share best practices.

- The board has established high expectations for its members including regular attendance at meetings, frequent visits to school sites and consistent communication with other board members and school leaders. When members do not meet these expectations, the board addresses the matter immediately and will not renew the member’s term if she or he does not make sufficient improvement. The board effectively communicates with the school community including school leadership, staff, parents/guardians and students. Board members encourage parents and community members to attend board meetings and, at each meeting, a member from the parent association reports on behalf of parents. Board members attend major school events, such as graduation, and have established a visit rotation schedule in which at least one member visits the schools each month.

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

Community Partnership Charter School Education Corporation’s board materially and substantially implements, maintains and abides by adequate and appropriate policies, systems and processes and procedures to ensure the effective governance and oversight of the school. The board demonstrates a clear understanding of its role in holding the school leadership and the network accountable for both academic results and fiscal soundness.

- The board has materially complied with the terms of its by-laws and code of ethics.
- The board receives specific and extensive reports on each program including fiscal, academic performance and non-academic student and staffing trends through network reports as well as reports from the school’s leader.
- The board has an effective committee structure. Minutes reflect regular reporting from

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academic, school, governance, legal and finance/audit committees in addition to the reports received from the network and school leaders.

- The board utilizes legal counsel effectively.
- During this charter term, the board oversaw the successful merger of the school with another SUNY authorized school. Minutes reflect due diligence as to the merger. Once the merger was in effect, the board worked diligently and in a thoughtful manner to effectuate efficiencies and oversee both schools.
- Minutes reflect the board appropriately goes into executive session under the NY Open Meetings Law.
- The board appropriately reviews and updates board policies.

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

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

- **Complaints.** The Institute received no formal complaints regarding the school.

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# FISCAL PERFORMANCE



8. 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.

## IS THE EDUCATION CORPORATION FISCALLY SOUND?

Based on a review of the fiscal evidence collected through the renewal review, Community Partnership Charter School Education Corporation and Community Partnership have demonstrated fiscal soundness. The SUNY Fiscal Dashboard presents color-coded tables and charts indicating that Community Partnership and the education corporation have demonstrated fiscal soundness over the majority of the charter term.<sup>8</sup>

Community Partnership Charter School Education Corporation has adequate financial resources to ensure stable operations. Effective October 1, 2014, two schools merged with Community Partnership being the surviving entity. In addition to analyzing the soundness of the individual charter school, the Institute analyzed the soundness of the not-for-profit education corporation granted the authority to operate the school and finds it too is fiscally sound. Since the merger took effect in 2014, the fiscal dashboard in Appendix D reflects the fiscally strong financial condition over four operating years of the charter term when the school was an independent entity. Appendix F reflects the fiscally strong financial condition of the merged entity since 2014-15. The financial model is intended to ensure that all fully enrolled schools are financially sustainable, operating the school's program solely through public funding.

The schools partner organization, Beginning with Children Foundation, Inc., supports Community Partnership in the area of academic program, fiscal management and operational support, human resources, technology and public relations under the terms of a memorandum of understanding. A service fee of 11% is paid by the school to the partner organization for services provided under the agreement.

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

Working in partnership with Community Partnership Charter School Education Corporation, the school has employed clear budgetary objectives and budget preparation procedures throughout the charter term.

- The principal coordinates the development of annual and long-term budget preparation procedures with input from the school leadership staff and the board finance committee.
- The projected five-year renewal budget reflects anticipated revenues and expenses associated with steady enrollment as the school continues Kindergarten through 8<sup>th</sup> grade for the next charter term.
- The individual school prepares a long-term budget which is updated on an annual basis. The school is located in a shared NYCDOE facility. The school is not responsible for rent, utilities, custodial services, maintenance and school safety services on the facility.
- Effective October 1, 2014, the school merged with one other charter into Community Partnership Charter School Education Corporation to allow for operating efficiencies and purchasing power, shared expenses with two charters related by common management.

## DOES THE SCHOOL MAINTAIN APPROPRIATE INTERNAL CONTROLS AND PROCEDURES?

The school and the merged Community Partnership Charter School Education Corporation have a history of sound fiscal policies, procedures and practices and maintain appropriate internal controls.

- Financial Policies and Procedures Manual is the guide for all internal controls and procedures at Community Partnership. The manual contains fiscal policies and procedures that undergo ongoing reviews.
- The audit reports throughout the charter term have had no findings of deficiencies.

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# FISCAL PERFORMANCE

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## DOES THE SCHOOL COMPLY WITH FINANCIAL REPORTING REQUIREMENTS?

The school and the merged Community Partnership Charter School Education Corporation have complied with financial reporting requirements.

- The Institute has received required financial reports that are on time, complete and follow generally accepted accounting principles (“GAAP”).
- Independent audits of annual financial statements have received unqualified opinions with no material weaknesses or instances of non-compliance observed.
- Community Partnership and the merged entity have generally filed key reports timely and accurately including: audit reports, budgets, unaudited quarterly reports of revenue, expenses and enrollment.

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

The school and the merged Community Partnership Charter School Education Corporation have maintained adequate financial resources to ensure stable operations.

- The individual school fiscal dashboard in Appendix D reflects fiscally strong over the charter term going into the effective date of the merger.
- The board has established a designated reserve fund for unforeseen facility, personnel and other issues, as of June 30, 2016, the board designated reserve was \$1.2 million.
- As a merged entity, total net assets of approximately \$4.9 million and 2.4 months of cash on hand to pay bills coming due shortly as reported in the most recent audit report. Community Partnership Charter School Education Corporation exceeds the benchmark of 30 days of cash on hand.

- The projected five year budget for the next charter term identifies the use of existing reserves to cover expected operating losses but will still maintain a healthy balance sheet throughout the next charter term.
- Community Partnership Charter School Education Corporation has established the dissolution reserve fund as required by the charter agreement. The fund has a balance of \$150,000.

SUNY Charter Schools Institute  
41 State Street, Suite 700  
Albany, New York

# FUTURE PLANS



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

Community Partnership is an academic success supported by an effective and viable organization. Both the school and the education corporation are fiscally sound and present sound financial plans. As such, the plans for Community Partnership in a fifth charter term are reasonable, feasible and achievable.

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

**Plans for the Educational Program.** Community Partnership plans to implement the same core elements that have led to the school's coming close to meeting its Accountability Plan goals.

**Plans for Board Oversight & Governance.** Board members express interest in continuing to serve Community Partnership in an additional charter term. The board may add more trustees in the future.

	CURRENT	END OF NEXT CHARTER TERM
<b>Enrollment</b>	450	445
<b>Grade Span</b>	K - 8	K - 8
<b>Teaching Staff</b>	52	49
<b>Days of Instruction</b>	177	177

**Fiscal & Facility Plans.** Based on evidence collected through the renewal review, including a review of the five-year financial plan, Community Partnership Charter School Education Corporation presents a reasonable and appropriate fiscal plan for the next charter term including school budgets that are feasible and achievable.

The school plans to continue operating the lower and middle schools in the same two NYCDOE co-located facilities for the next charter term.

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





Community  
Partnership

# Ax

## APPENDICES

PAGES Ax 1-32

<b>SO</b> <sup>A</sup> SCHOOL OVERVIEW	<b>PS</b> <sup>B</sup> PERFORMANCE SUMMARIES	<b>DC</b> <sup>C</sup> DISTRICT COMMENTS	<b>FD</b> <sup>D</sup> FISCAL DASHBOARD	<b>EO</b> <sup>E</sup> ED CORP OVERVIEW	<b>EF</b> <sup>F</sup> ED CORP FISCAL
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# APPENDIX A: School Overview

## BOARD OF TRUSTEES

### CHAIR

Amy Kolz

### VICE CHAIR

Joan Walrond

### TREASURER

Greg Whitten

### SECRETARY

Kiisha Morrow

### TRUSTEES

Sonia Ortiz-Gulardo

Travis Baird

Rebecca Baneman

Katie Cunningham

## SCHOOL LEADERS

### PRINCIPAL

KINDERGARTEN - 4<sup>TH</sup> GRADE

*Melanie Byron (2003-04 to 2013-14)*

*Adjawah Scott (2014-15)*

*Jubilee Mosley (2015-16 to Present)*

5<sup>TH</sup> - 8<sup>TH</sup> GRADE

*Keisha Rattray (2011-12 to 2013-14)*

*Rose-Anne Gonzalez (August 2015 to March 2016)*

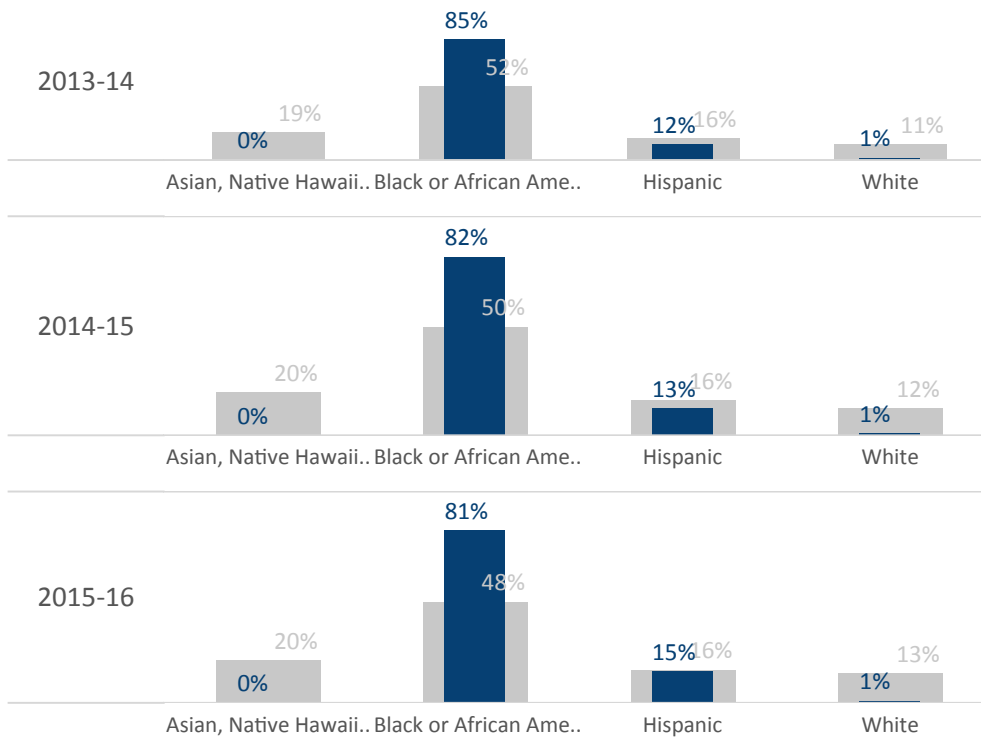
*Denniston Reid (March 2016 to June 2016)*

*Nicole Barzey (2016-17 to Present)*

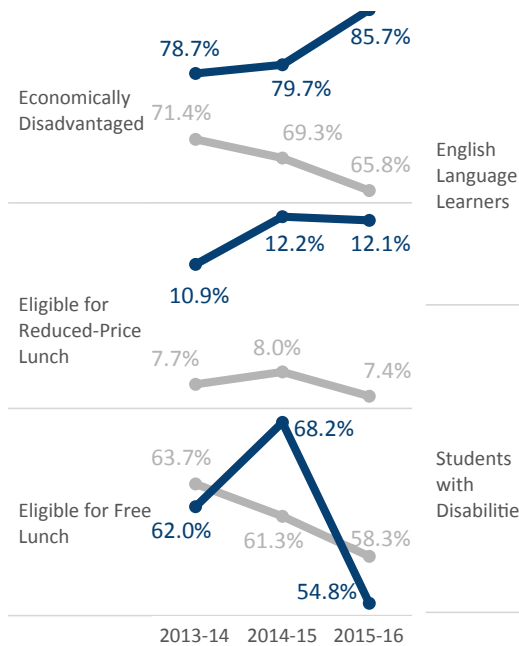
## SCHOOL CHARACTERISTICS

SCHOOL YEAR	CHARTERED ENROLLMENT	ACTUAL ENROLLMENT	ACTUAL AS A PERCENTAGE OF CHARTERED ENROLLMENT	PROPOSED GRADES	ACTUAL GRADES
2012-13	432	416	96%	K-8	K-8
2013-14	450	413	92%	K-8	K-8
2014-15	450	387	86%	K-8	K-8
2015-16	450	441	98%	K-8	K-8
2016-17	450	407	90%	K-8	K-8

### STUDENT DEMOGRAPHICS: RACE/ETHNICITY

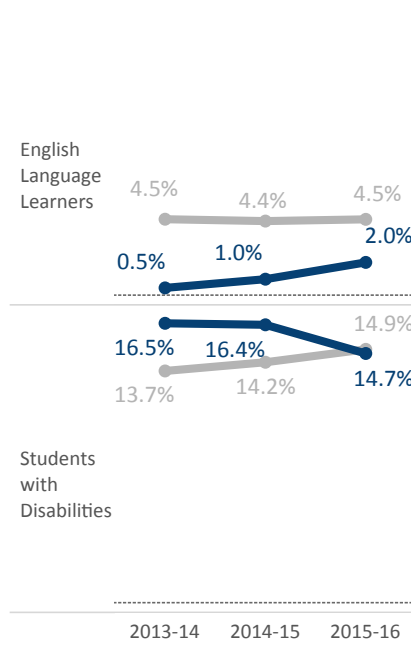


### STUDENT DEMOGRAPHICS: FREE/REDUCED LUNCH



The charts show the trends in enrollment in the **school** and the **district** for each subgroup. Economically disadvantaged includes those students eligible for Free and Reduced-Price lunch among other qualifying income assistance programs.

### STUDENT DEMOGRAPHICS: SPECIAL POPULATIONS

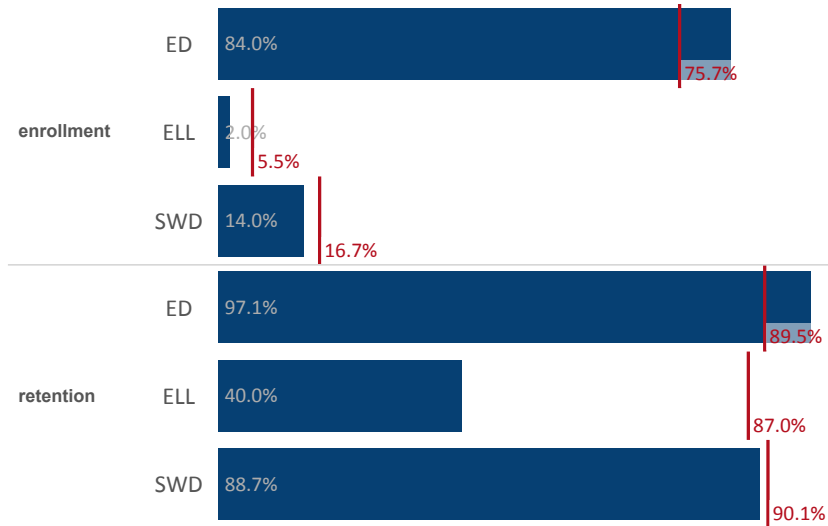


The charts show trends in enrollment in the **school** and the **district** for each subgroup.

\*The school did not ensure the accuracy of the demographic data reported by the state education department in 2015-16. As such, the percentages of students who are economically disadvantaged, eligible for free lunch, and eligible for reduced-price lunch presented above are subject to change at a later date.

# APPENDIX A: School Overview

## ENROLLMENT AND RETENTION TARGETS



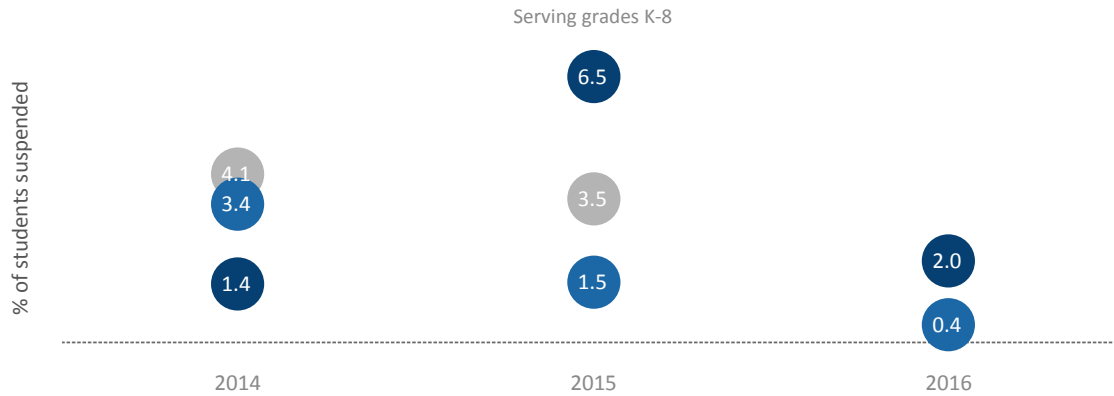
The chart illustrates the school's **current enrollment and retention percentages** against the **enrollment and retention targets**. As required by Education Law § 2851(4)(e), a school must include in its renewal application information regarding the efforts it has, and will, put in place to meet or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

## PERSISTENCE IN ENROLLMENT



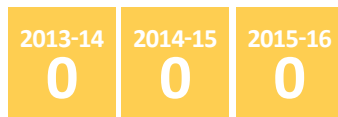
Persistence in enrollment illustrates the percentage of students not scheduled to age out of the school who re-enroll from the previous year. The Institute derived the statistical information on enrollment persistence from its database. No comparative data from NYCDOE or NYSED is available to the Institute to provide either district wide or by CSD context. As such, the information presented is for information purposes but does not allow for comparative analysis.

SUSPENSIONS: COMMUNITY PARTNERSHIP CHARTER SCHOOL'S OUT OF SCHOOL SUSPENSION RATE, IN SCHOOL SUSPENSION RATE, AND THE DISTRICT OVERALL SUSPENSION RATE.

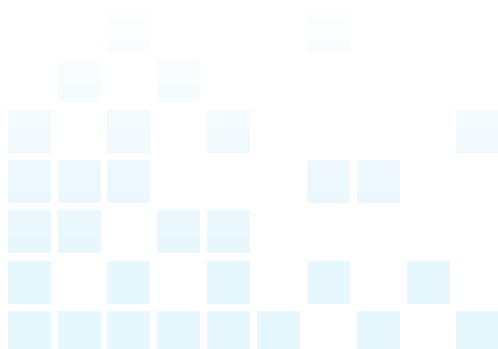


Although Community School District ("CSD") and school suspension rates are presented on the same graph, a direct comparison between the rates is not possible for three primary reasons. Available CSD data includes Kindergarten through 12<sup>th</sup> grades and school data includes only the grades served by the school. CSD data are not available that show multiple instances of suspension of a single student, the overall number of suspensions, the duration of suspensions, or the time of year when the school administered the suspension. CSD data showing the difference between in school and out of school suspensions are not available. The percentage rate shown here is calculated using the method employed by the New York City Department of Education: 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.

EXPULSIONS: THE NUMBER OF STUDENTS EXPELLED FROM THE SCHOOL EACH YEAR



PARENT SATISFACTION: SURVEY RESULTS



# APPENDIX A: School Overview

## TIMELINE OF CHARTER SCHOOL RENEWAL



## SCHOOL VISIT HISTORY

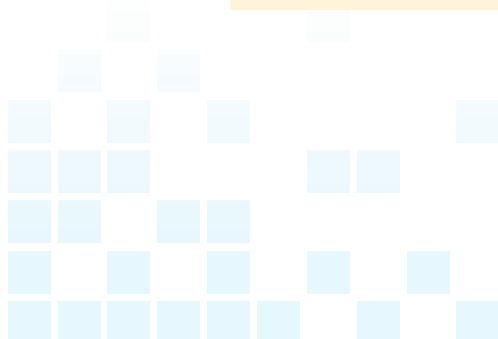
SCHOOL YEAR	VISIT TYPE	DATE
2000-01	First Year	May 21, 2001
2001-02	Evaluation	May 17, 2002
2002-03	Evaluation	March 17-18, 2003
2004-05	Initial Renewal	September 29, 2004
2006-07	Subsequent Renewal	October 2006
2008-09	Evaluation	April 21, 2009
2011-12	Subsequent Renewal	September 20, 2011
2016-17	Subsequent Renewal	October 31-November 1, 2016

## CONDUCT OF THE RENEWAL VISIT

DATE(S) OF VISIT	EVALUATION TEAM MEMBERS	TITLE
<b>October 31- November 1, 2016</b>	Chastity McFarlan, Ph.D	School Evaluation Analyst
	Hillary Johnson, Ed.D	External Consultant

## KEY DESIGN ELEMENTS

ELEMENT	EVIDENT?
An intensive, longer school day and school year that results in no less than 20% more time on task than NYC Department of Education schools;	-
At least two teachers in the classroom for grades K-5 at all times;	+
An emphasis on the development of writing, literacy and mathematical skills, devoting at least 50% of the academic time to these subjects;	+
Social studies, science, music, art, technology and physical education as core subjects taught by specialists;	+
Assessment to drive curriculum and staff development which is response to individual student's needs;	+
Leadership team members assigned to specific teachers to support literacy and math instruction, data management and classroom culture and discipline;	+
Senior academies for students in grades 3-8 supporting the study of interested careers and subjects such as digital animation and literary magazine writing;	+
An after-school program which provides academic enrichment programs, utilizes best practices and is aligned with the regular school day;	+
Saturday Enrichment Academy for at-risk students in order to ensure their classroom success;	+
Development of a fully inclusionary intervention model provided primarily in the context of the regular classroom;	+
Dynamic community partnerships which support enrichment programs that teach students to become life-long learners and active citizens; and,	+
Parent/Guardian involvement at all levels of the school community.	+



# APPENDIX B: Performance Summaries

## SCHOOL PERFORMANCE SUMMARY: English Language Arts Community Partnership Charter School

	2013-14 Grades Served: K-8				MET	2014-15 Grades Served: K-8				MET	2015-16 Grades Served: K-8				MET	
	Grades	All Students % (N)	2+ Years Students % (N)	AMO	Grades	All Students % (N)	2+ Years Students % (N)	AMO	Grades	All Students % (N)	2+ Years Students % (N)	AMO	Grades	All Students % (N)	2+ Years Students % (N)	AMO
<b><u>ABSOLUTE MEASURES</u></b> 1. Each year 75 percent of students who are enrolled in at least their second year will perform at proficiency on the New York State exam.	3	40.4 (47)	42.9 (42)		3	18.2 (44)	22.2 (36)		3	29.5 (44)	34.4 (32)		3	29.5 (44)	34.4 (32)	
	4	15.7 (51)	17.0 (47)		4	17.5 (40)	18.2 (33)		4	16.0 (50)	19.4 (36)		4	16.0 (50)	19.4 (36)	
<b><u>COMPARATIVE MEASURES</u></b> 2. Each year the school's aggregate Performance Level Index on the State exam will meet the Annual Measurable Objective set forth in the State's NCLB accountability system. 3. Each year the percent of students enrolled in at least their second year and performing at proficiency will be greater than that of students in the same grades in the local district. 4. Each year the school will exceed its predicted percent of students at proficiency on the state exam by at least a small Effect Size (at least 0.3) based on its percentage of Economically Disadvantaged students.	5	29.5 (44)	30.0 (40)		5	15.9 (44)	15.2 (33)		5	19.1 (47)	19.4 (31)		5	19.1 (47)	19.4 (31)	
	6	21.2 (52)	19.5 (41)		6	26.5 (34)	34.8 (23)		6	22.0 (59)	29.4 (34)		6	22.0 (59)	29.4 (34)	
<b><u>GROWTH MEASURE</u></b> 5. Each year, the school's unadjusted mean growth percentile will meet or exceed the state's unadjusted median growth percentile.	7	33.3 (36)	35.3 (34)		7	17.6 (51)	19.6 (46)		7	38.6 (44)	50.0 (30)		7	38.6 (44)	50.0 (30)	
	8	36.1 (36)	36.1 (36)		8	46.9 (32)	46.9 (32)		8	46.7 (45)	48.8 (43)		8	46.7 (45)	48.8 (43)	
	All	28.6 (266)	29.6 (240)	NA	All	22.4 (245)	25.1 (203)		All	28.0 (289)	34.0 (206)		All	28.0 (289)	34.0 (206)	
	Grades	PLI	AMO		Grades	PLI	AMO		Grades	PI	AMO		Grades	PI	AMO	
	3-8	100	89	YES	3-8	84	97	NO	3-8	100	104	NO	3-8	100	104	NO
	Comparison: Brooklyn District 13				Comparison: Brooklyn District 13				Comparison: Brooklyn District 13				Comparison: Brooklyn District 13			
	Grades	School	District		Grades	School	District		Grades	School	District		Grades	School	District	
	3-8	29.6	24.7	YES	3-8	25.1	25.3	NO	3-8	34.0	36.5	NO	3-8	34.0	36.5	NO
	% ED	Actual	Predicted	Effect Size	% ED	Actual	Predicted	Effect Size	% ED	Actual	Predicted	Effect Size	% ED	Actual	Predicted	Effect Size
	77.2	28.6	22.1	0.45	75.4	22.4	22.3	0.01	85.0	28.0	25.3	0.17	85.0	28.0	25.3	0.17
	Grades	School	State		Grades	School	State		Grades	School	State		Grades	School	State	
	4	58.2			4	29.5			4	46.8			4	46.8		
	5	54.3			5	36.4			5	45.4			5	45.4		
	6	52.0			6	48.8			6	56.1			6	56.1		
	7	60.9			7	52.2			7	59.4			7	59.4		
	8	48.0			8	54.3			8	56.7			8	56.7		
	All	54.6	50.0	YES	All	44.1	50.0	NO	All	53.7	50.0	YES	All	53.7	50.0	YES



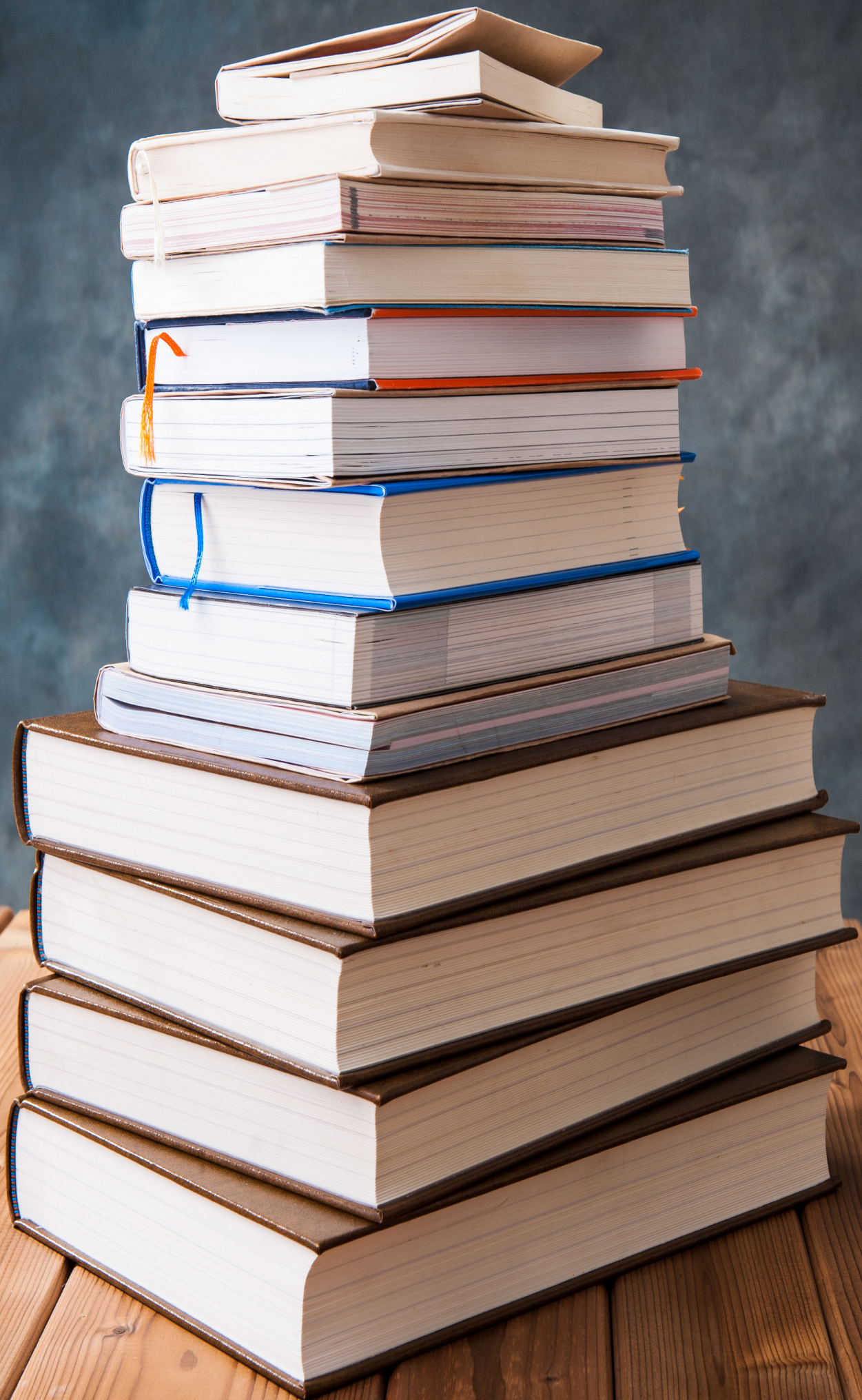
# SCHOOL PERFORMANCE SUMMARY: Mathematics

## Community Partnership Charter School

	2013-14 Grades Served: K-8				2014-15 Grades Served: K-8				2015-16 Grades Served: K-8				MET
	Grades	All Students % (N)	2+ Years Students % (N)	AMO	Grades	All Students % (N)	2+ Years Students % (N)	AMO	Grades	All Students % (N)	2+ Years Students % (N)	AMO	
<b>ABSOLUTE MEASURES</b> 1. Each year 75 percent of students who are enrolled in at least their second year will perform at proficiency on the New York State exam.	3	59.6 (47)	63.4 (41)		3	43.2 (44)	47.2 (36)		3	28.3 (46)	36.4 (33)		NO
	4	47.1 (51)	48.9 (47)		4	52.5 (40)	57.6 (33)		4	23.5 (51)	30.6 (36)		
	5	20.5 (44)	20.0 (40)		5	34.1 (44)	36.4 (33)		5	25.5 (47)	32.3 (31)		
	6	34.6 (52)	39.0 (41)		6	38.2 (34)	52.2 (23)		6	27.6 (58)	35.3 (34)		
	7	11.1 (36)	11.8 (34)		7	17.6 (51)	17.4 (46)		7	22.7 (44)	30.0 (30)		
	8	33.3 (36)	33.3 (36)		8	18.8 (32)	18.8 (32)		8	23.9 (46)	25.6 (43)		
	All	35.7 (266)	37.2 (239)		All	33.9 (245)	36.5 (203)		All	25.3 (292)	31.4 (207)		
	Grades	PLI	AMO		Grades	PLI	AMO		Grades	PI	AMO		
	3-8	112	86	YES	3-8	108	94	YES	3-8	91	101	NO	
	<b>COMPARATIVE MEASURES</b> 3. Each year the percent of students enrolled in at least their second year and performing at proficiency will be greater than that of students in the same grades in the local district.	Comparison: Brooklyn District 13				Comparison: Brooklyn District 13				Comparison: Brooklyn District 13			
Grades		School	District		Grades	School	District		Grades	School	District		
3-8		37.2	23.9	YES	3-8	36.5	25.5	YES	3-8	31.4	30.3	YES	
% ED		Actual	Predicted	Effect Size	% ED	Actual	Predicted	Effect Size	% ED	Actual	Predicted	Effect Size	
77.1		35.7	27.4	0.45	75.4	33.9	27.5	0.36	85.0	25.3	24.5	0.06	
YES		YES	YES	YES	YES	YES	YES	YES	YES	YES	YES	YES	
Grades		School	State		Grades	School	State		Grades	School	State		
4		54.0			4	38.2			4	41.6			
5		30.8			5	28.7			5	24.3			
6		46.2			6	67.3			6	55.0			
7	44.5			7	38.9			7	48.2				
8	41.9			8	55.4			8	44.3				
All	43.7	50.0	NO	All	44.2	50.0	NO	All	43.3	50.0	NO		
<b>GROWTH MEASURE</b> 5. Each year, the school's unadjusted mean growth percentile will meet or exceed the state's unadjusted median growth percentile.	Comparison: Brooklyn District 13				Comparison: Brooklyn District 13				Comparison: Brooklyn District 13				NO
	Grades	School	State		Grades	School	State		Grades	School	State		
4	54.0			4	38.2			4	41.6				
5	30.8			5	28.7			5	24.3				
6	46.2			6	67.3			6	55.0				
7	44.5			7	38.9			7	48.2				
8	41.9			8	55.4			8	44.3				
All	43.7	50.0	NO	All	44.2	50.0	NO	All	43.3	50.0	NO		

# APPENDIX C: District Comments

NO COMMENTS RECEIVED



# APPENDIX D: Fiscal Dashboard

## Community Partnership Charter School

### SCHOOL INFORMATION

#### BALANCE SHEET

##### Assets

##### Current Assets

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

##### Total Current Assets - GRAPH 1

Property, Building and Equipment, net  
Other Assets

##### Total Assets - GRAPH 1

##### Liabilities and Net Assets

##### Current Liabilities

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

##### Total Current Liabilities - GRAPH 1

L-T Debt and Notes Payable, net current maturities

##### Total Liabilities - GRAPH 1

##### Net Assets

Unrestricted  
Temporarily restricted

##### Total Net Assets

##### Total Liabilities and Net Assets

#### ACTIVITIES

##### Operating Revenue

Resident Student Enrollment  
Students with Disabilities  
**Grants and Contracts**  
State and local  
Federal - Title and IDEA  
Federal - Other  
Other  
Food Service/Child Nutrition Program

##### Total Operating Revenue

##### Expenses

Regular Education  
SPED  
Regular Education & SPED (combined)  
Other

##### Total Program Services

Management and General  
Fundraising

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

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

##### Support and Other Revenue

Contributions  
Fundraising  
Miscellaneous Income  
Net assets released from restriction

##### Total Support and Other Revenue

Total Unrestricted Revenue

Total Temporarily Restricted Revenue

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

##### Change in Net Assets

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

Prior Year Adjustment(s)

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

Opened 2000-01

MERGED

	2010-11	2011-12	2012-13	2013-14	2014-15
<b>Total Current Assets - GRAPH 1</b>	1,229,151	1,038,412	1,188,429	1,029,399	-
<b>Total Assets - GRAPH 1</b>	3,581,975	3,878,829	4,636,042	4,478,085	-
<b>Total Current Liabilities - GRAPH 1</b>	485,671	557,081	578,356	598,113	-
<b>Total Liabilities - GRAPH 1</b>	485,671	557,081	578,356	598,113	-
<b>Total Net Assets</b>	3,096,304	3,321,748	4,057,686	3,879,972	-
<b>Total Liabilities and Net Assets</b>	3,581,975	3,878,829	4,636,042	4,478,085	-
<b>Total Operating Revenue</b>	4,999,665	5,762,827	6,536,780	6,392,877	6,555,419
<b>Total Program Services</b>	4,176,029	5,222,214	5,381,682	6,026,434	6,361,815
<b>Total Expenses - GRAPHS 2, 3 &amp; 4</b>	4,644,022	5,658,395	5,893,998	6,637,372	7,108,392
<b>Surplus / (Deficit) From School Operations</b>	355,643	104,432	642,782	(244,495)	(552,973)
<b>Total Support and Other Revenue</b>	90,530	121,012	93,156	66,781	38,995
<b>Total Revenue - GRAPHS 2 &amp; 3</b>	5,090,195	5,883,839	6,629,936	6,459,658	6,594,414
<b>Net Assets - Beginning of Year - GRAPH 2</b>	2,650,131	3,096,304	3,321,748	4,057,686	3,879,972
<b>Net Assets - End of Year - GRAPH 2</b>	3,096,304	3,321,748	4,057,686	3,879,972	3,365,994

Community Partnership Charter School

SCHOOL INFORMATION - (Continued)

Functional Expense Breakdown

	2010-11	2011-12	2012-13	2013-14	2014-15
Personnel Service					
Administrative Staff Personnel	112,161	147,823	474,938	521,979	488,624
Instructional Personnel	2,681,820	3,263,425	3,135,083	3,260,658	3,699,964
Non-Instructional Personnel	140,047	181,374	158,374	298,584	122,342
Personnel Services (Combined)	-	-	-	-	-
<b>Total Salaries and Staff</b>	<b>2,934,028</b>	<b>3,592,622</b>	<b>3,768,395</b>	<b>4,081,221</b>	<b>4,310,931</b>
Fringe Benefits & Payroll Taxes	630,613	757,180	791,624	904,118	878,170
Retirement	69,619	76,941	-	-	68,976
Management Company Fees	325,011	466,182	584,595	633,482	811,167
Building and Land Rent / Lease	6,132	652	65,776	68,450	-
Staff Development	36,036	114,247	145,026	146,167	162,571
Professional Fees, Consultant & Purchased Services	218,513	107,207	84,676	81,660	143,759
Marketing / Recruitment	12,229	7,261	-	-	50,255
Student Supplies, Materials & Services	254,535	349,942	334,620	582,036	266,808
Depreciation	30,701	53,595	53,310	56,105	47,755
Other	126,605	132,566	65,976	84,133	162,828
<b>Total Expenses</b>	<b>4,644,022</b>	<b>5,658,395</b>	<b>5,893,998</b>	<b>6,637,372</b>	<b>6,903,221</b>

SCHOOL ANALYSIS

ENROLLMENT

	2010-11	2011-12	2012-13	2013-14	2014-15
Chartered Enroll	300	300	432	450	450
Revised Enroll	335	385	-	-	-
Actual Enroll - <b>GRAPH 4</b>	332	377	416	413	387
Chartered Grades	K-5	K-5	K-8	K-8	K-8
Revised Grades	K-6	K-7	-	-	-

Primary School District: New York City  
Per Pupil Funding (Weighted Avg of All Districts)  
Increase over prior year

	13,527	13,527	13,527	13,527	13,777
	8.0%	0.0%	0.0%	0.0%	1.8%

PER STUDENT BREAKDOWN

	2010-11	2011-12	2012-13	2013-14	2014-15
Revenue					
Operating	15,061	15,286	15,713	15,479	16,939
Other Revenue and Support	273	321	224	162	101
<b>TOTAL - GRAPH 3</b>	<b>15,334</b>	<b>15,607</b>	<b>15,937</b>	<b>15,641</b>	<b>17,040</b>
Expenses					
Program Services	12,580	13,852	12,937	14,592	16,439
Management and General, Fundraising	1,410	1,157	1,232	1,479	1,929
<b>TOTAL - GRAPH 3</b>	<b>13,990</b>	<b>15,009</b>	<b>14,168</b>	<b>16,071</b>	<b>18,368</b>
% of Program Services	89.9%	92.3%	91.3%	90.8%	89.5%
% of Management and Other	10.1%	7.7%	8.7%	9.2%	10.5%
<b>% of Revenue Exceeding Expenses - GRAPH 5</b>	<b>9.6%</b>	<b>4.0%</b>	<b>12.5%</b>	<b>-2.7%</b>	<b>-7.2%</b>

Student to Faculty Ratio

	8.7	7.9	8.7	7.0	6.3
--	-----	-----	-----	-----	-----

Faculty to Admin Ratio

	5.4	8.0	6.9	8.4	10.2
--	-----	-----	-----	-----	------

Financial Responsibility Composite Scores - GRAPH 6

Score	2010-11	2011-12	2012-13	2013-14	2014-15
Fiscally Strong 1.5 - 3.0 / Fiscally Adequate 1.0 - 1.4 / Fiscally Needs Monitoring < 1.0	3.0	3.0	3.0	2.5	0.0
	Fiscally Strong	Fiscally Strong	Fiscally Strong	Fiscally Strong	N/A

Working Capital - GRAPH 7

	2010-11	2011-12	2012-13	2013-14	2014-15
Net Working Capital	743,480	481,331	610,073	431,286	0
As % of Unrestricted Revenue	14.6%	8.2%	9.2%	6.7%	0.0%
Working Capital (Current) Ratio Score	2.5	1.9	2.1	1.7	0.0
Risk (Low ≥ 3.0 / Medium 1.4 - 2.9 / High < 1.4)	MEDIUM	MEDIUM	MEDIUM	MEDIUM	N/A
Rating (Excellent ≥ 3.0 / Good 1.4 - 2.9 / Poor < 1.4)	Good	Good	Good	Good	N/A

Quick (Acid Test) Ratio

	2010-11	2011-12	2012-13	2013-14	2014-15
Score	2.5	1.9	2.1	1.6	0.0
Risk (Low ≥ 2.5 / Medium 1.0 - 2.4 / High < 1.0)	LOW	MEDIUM	MEDIUM	MEDIUM	N/A
Rating (Excellent ≥ 2.5 / Good 1.0 - 2.4 / Poor < 1.0)	Excellent	Good	Good	Good	N/A

Debt to Asset Ratio - GRAPH 7

	2010-11	2011-12	2012-13	2013-14	2014-15
Score	0.1	0.1	0.1	0.1	0.0
Risk (Low < 0.50 / Medium 0.51 - .95 / High > 1.0)	LOW	LOW	LOW	LOW	N/A
Rating (Excellent < 0.50 / Good 0.51 - .95 / Poor > 1.0)	Excellent	Excellent	Excellent	Excellent	N/A

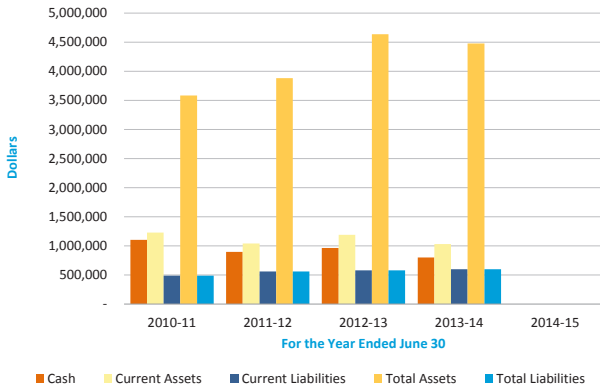
Months of Cash - GRAPH 8

	2010-11	2011-12	2012-13	2013-14	2014-15
Score	2.8	1.9	2.0	1.4	0.0
Risk (Low > 3 mo. / Medium 1 - 3 mo. / High < 1 mo.)	MEDIUM	MEDIUM	MEDIUM	MEDIUM	N/A
Rating (Excellent > 3 mo. / Good 1 - 3 mo. / Poor < 1 mo.)	Good	Good	Good	Good	N/A

# APPENDIX D: Fiscal Dashboard

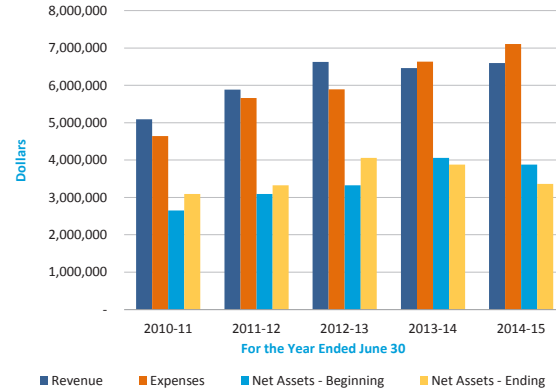
## Community Partnership Charter School

**GRAPH 1** Cash, Assets and Liabilities



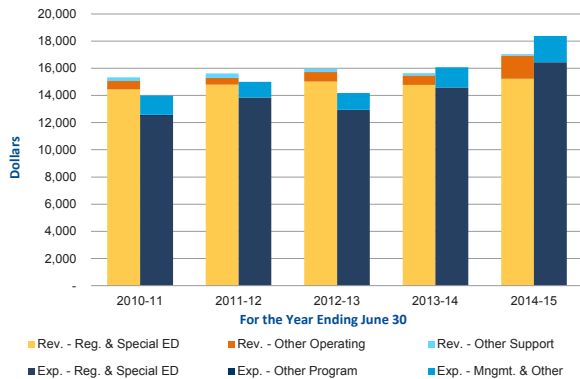
This chart illustrates the relationship between assets and liabilities and to what extent cash reserves makes up current assets. Ideally for each subset, subsets 2 thru 4, (i.e. current assets vs. current liabilities), the column on the left is taller than the immediate column on the right; and, generally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

**GRAPH 2** Revenue, Expenses and Net Assets



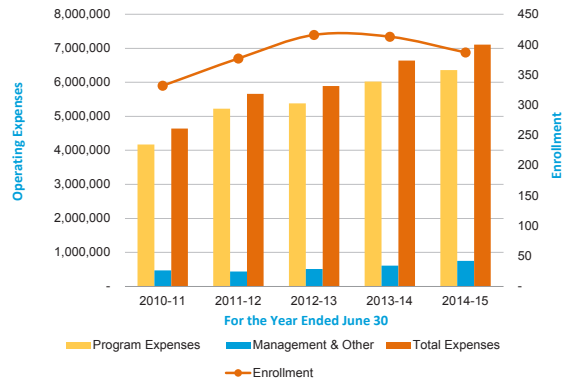
This chart illustrates total revenue and expenses each year and the relationship those subsets have on the increase/decrease of net assets on a year-to-year basis. Ideally subset 1, revenue, will be taller than subset 2, expenses, and as a result subset 3, net assets - beginning, will increase each year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

**GRAPH 3** Revenue & Expenses Per Pupil



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

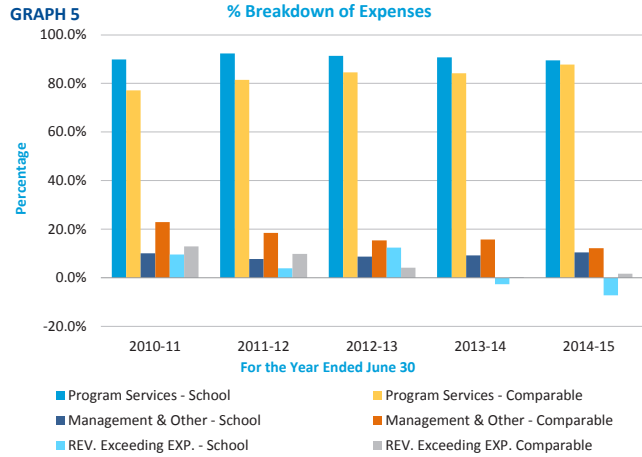
**GRAPH 4** Enrollment vs. Operating Expenses



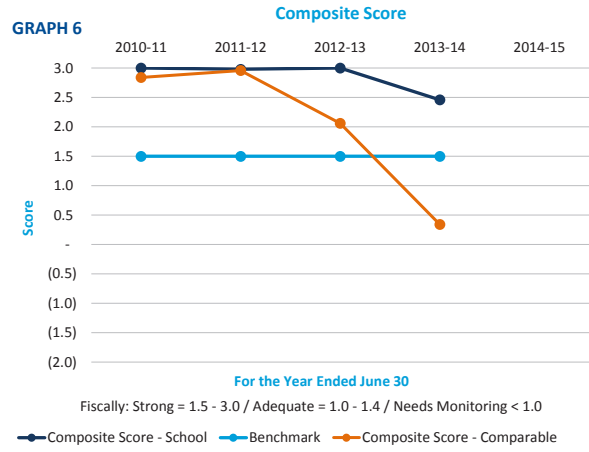
This chart illustrates to what extent the school's operating expenses have followed its student enrollment pattern. A baseline assumption that this data tests is that operating expenses increase with each additional student served. This chart also compares and contrasts growth trends of both, giving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

Community Partnership Charter School

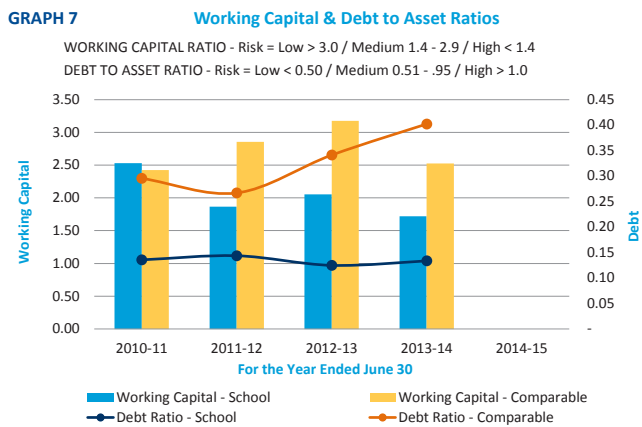
Comparable School, Region or Network: New York City & Long Island Schools (Excluding Closed Schools)



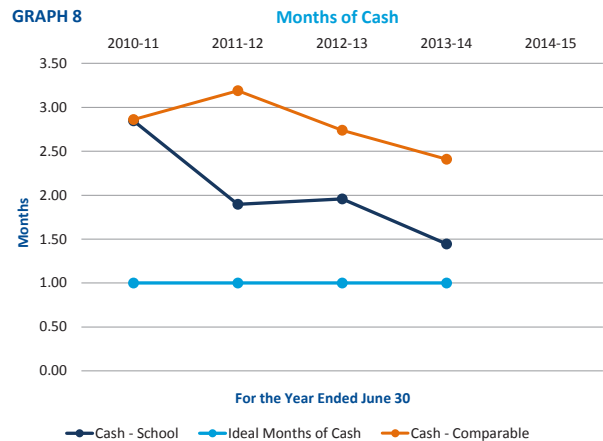
This chart illustrates the percentage expense breakdown between program services and management & others as well as the percentage of revenues exceeding expenses. Ideally the percentage expense for program services will far exceed that of the management & other expense. The percentage of revenues exceeding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



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



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



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

# APPENDIX E: Education Corporation Overview

## EDUCATION CORPORATION TIMELINE OF CHARTER RENEWAL

- School Opening
- ▲ Initial Renewal - Short-Term
- ◆ Subsequent Renewal
- Initial Renewal Recommendation - Full-Term
- ◇ Subsequent Renewal Recommendation - Full-Term

Beginning with Children Charter School II

● 2012

■ 2017

Community Partnership Charter School

● 2000

▲ 2005 ◆ 2007

◆ 2012

◇ 2017



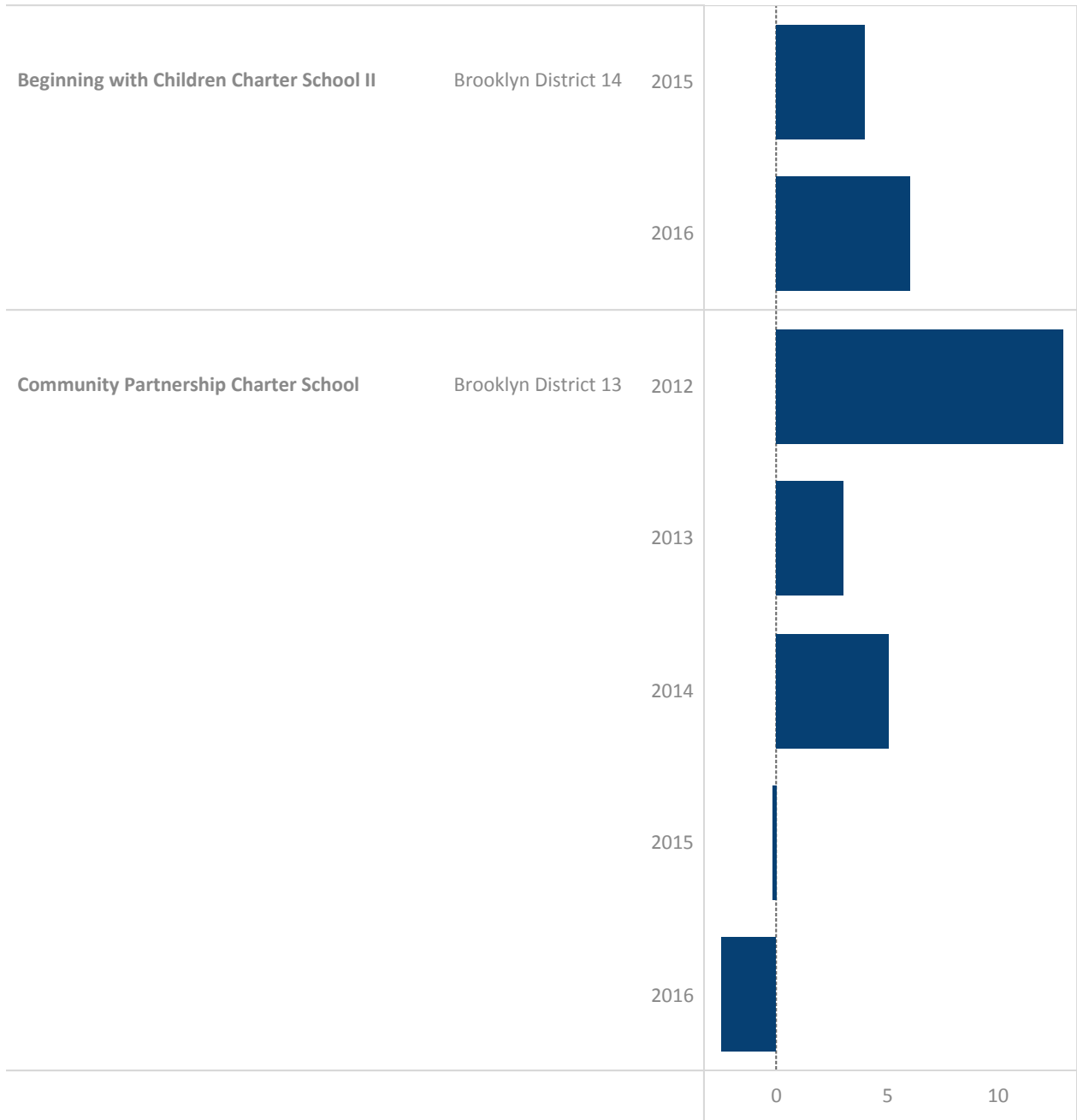
## EDUCATION CORPORATION SCHOOL CHARACTERISTICS

School	Local District	Co-located?	Chartered Enrollment	Grade Span
Beginning with Children Charter School II	CSD 14	Yes	300	K-5
Community Partnership Charter School	CSD 13	Yes	450	K-8



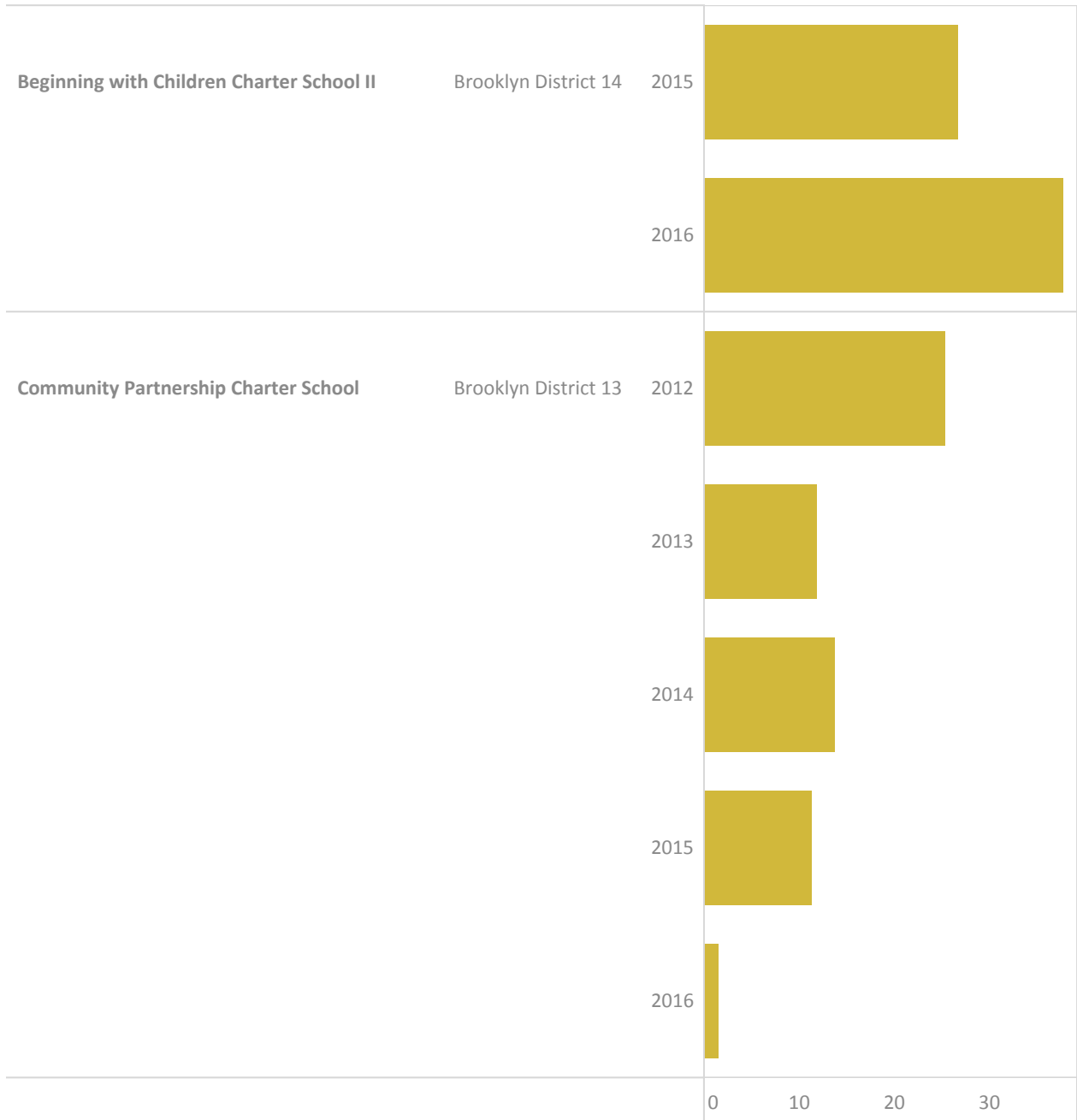
# APPENDIX E: Education Corporation Overview

## DIFFERENCE BETWEEN SCHOOLS AND DISTRICT SCORES: ELA

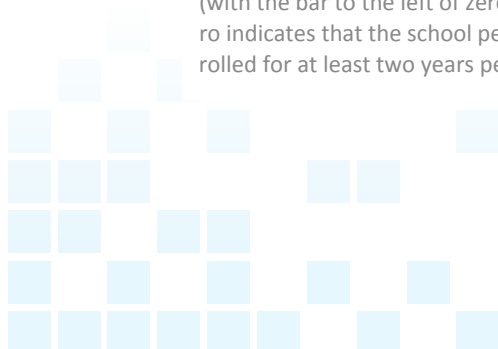


District Difference for each year broken down by school and district. These charts compare a school's performance to that of the district. Each bar represents the difference between the school's performance and the district's. A positive result (showing the bar to the right of zero) indicates the amount by which the school outscored the district. A negative result (with the bar to the left of zero) illustrates the amount by which the school performed lower than the district. A score of zero indicates that the school performed exactly even with the district. School scores reflect the achievement of students enrolled for at least two years per the schools' Accountability Plans.

DIFFERENCE BETWEEN SCHOOLS AND DISTRICT SCORES: MATH

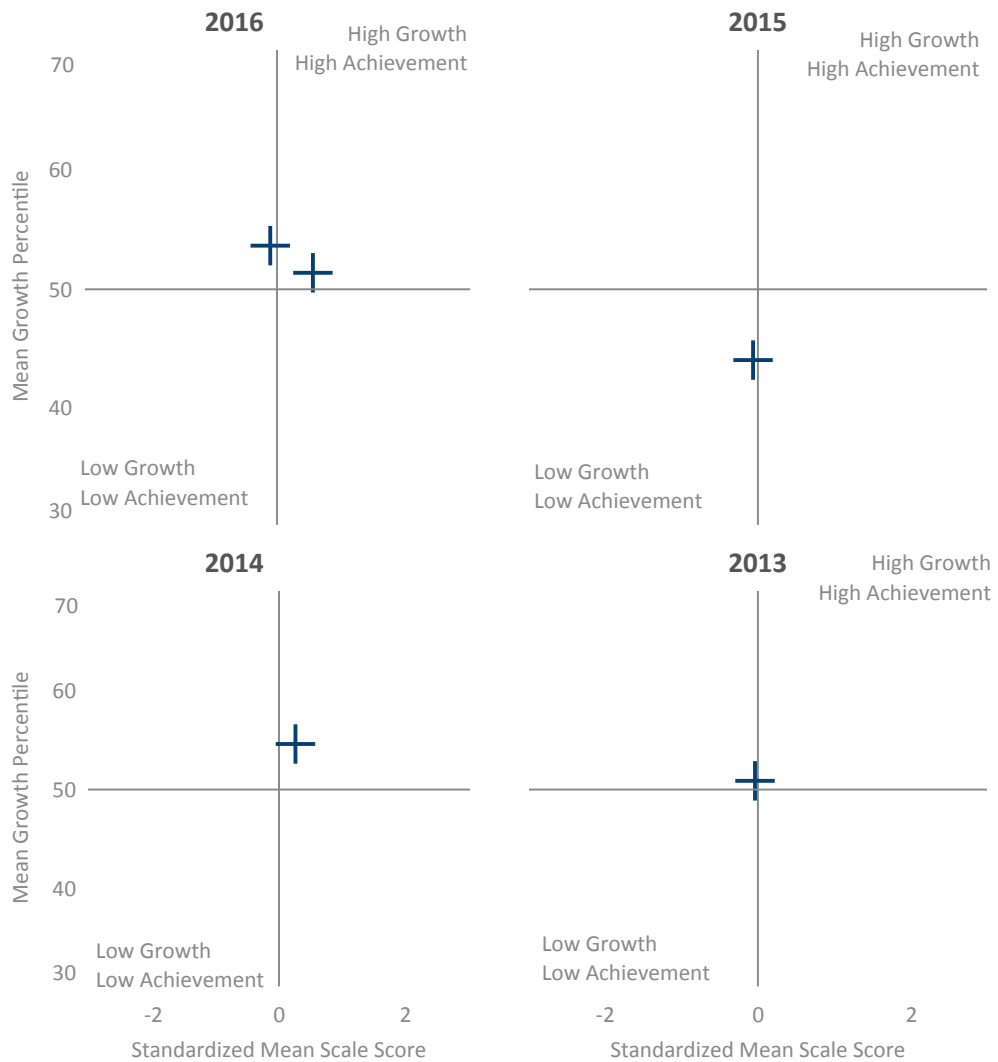


District Difference for each year broken down by school and district. These charts compare a school's performance to that of the district. Each bar represents the difference between the school's performance and the district's. A positive result (showing the bar to the right of zero) indicates the amount by which the school outscored the district. A negative result (with the bar to the left of zero) illustrates the amount by which the school performed lower than the district. A score of zero indicates that the school performed exactly even with the district. School scores reflect the achievement of students enrolled for at least two years per the schools' Accountability Plans.



# APPENDIX E: Education Corporation Overview

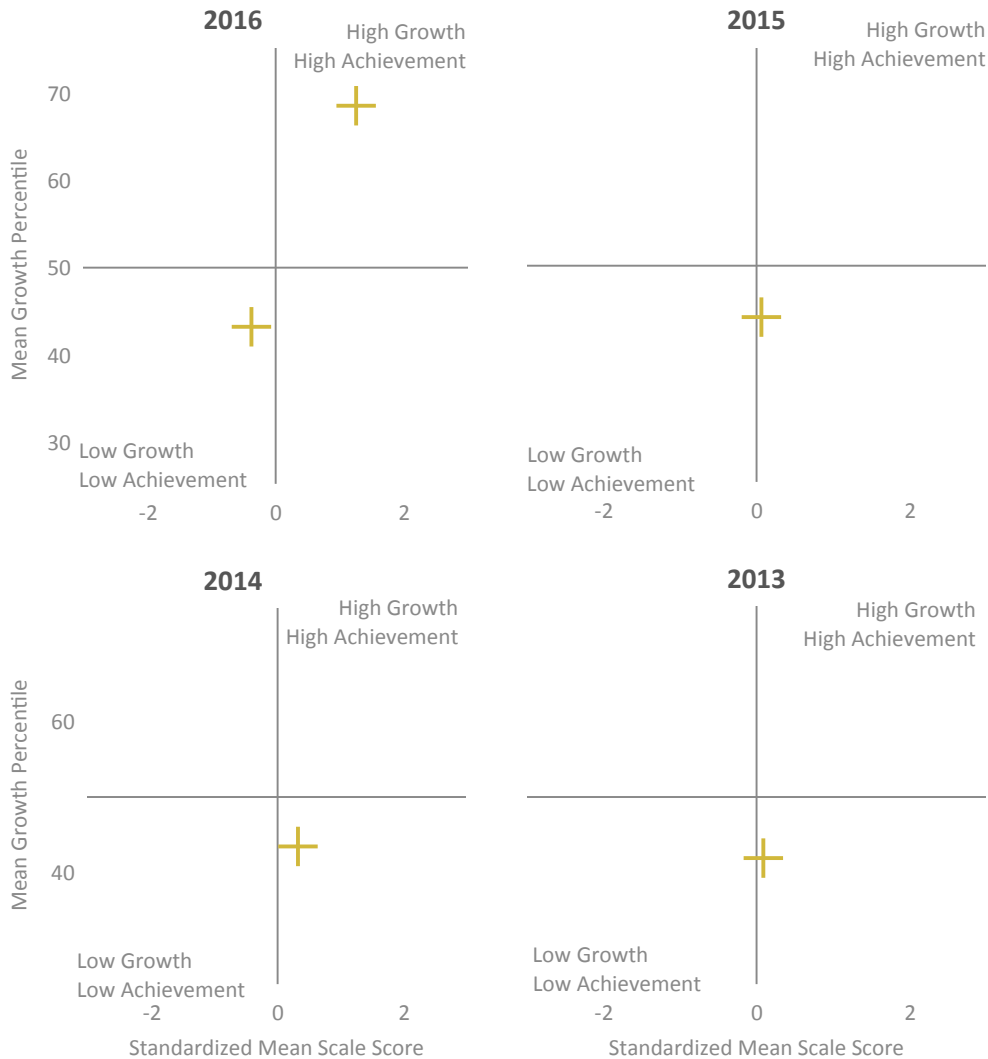
## ELA GROWTH AND ACHIEVEMENT: 2012-13 THROUGH 2015-16



These charts compare a school's ability to grow student achievement with a school's absolute student performance. Schools located in the upper right hand quadrant of each chart show strong results in helping students make learning gains while at the same time helping students achieve strong absolute scores on state assessments. Schools in the lower right hand quadrant show strong absolute scores but lower growth. Because the student growth percentile uses the previous year's scale score as a baseline, it becomes more difficult for a school to maintain strong overall growth scores when students already post high absolute scores.

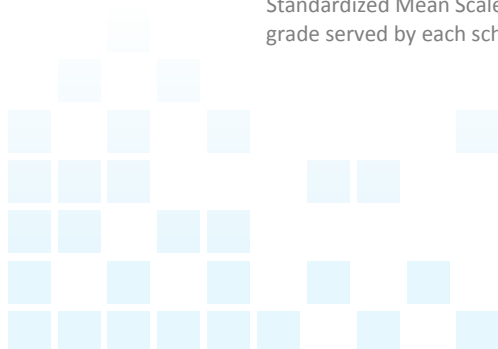
These charts are produced by comparing growth as measured by the state's student growth percentile to its overall achievement as measured by scale score standardized to the statewide grade level mean over each year for which data are available during the charter term. The growth axis (labeled Mean Growth Percentile) represents the statewide median growth score. The achievement axis (labeled Standardized Mean Scale Score) represents the statewide mean-centered achievement level for each grade served by each school.

MATH GROWTH AND ACHEIVEMENT: 2012-13 THROUGH 2015-16



These charts compare a school’s ability to grow student achievement with a school's absolute student performance. Schools located in the upper right hand quadrant of each chart show strong results in helping students make learning gains while at the same time helping students achieve strong absolute scores on state assessments. Schools in the lower right hand quadrant show strong absolute scores but lower growth. Because the student growth percentile uses the previous year’s scale score as a base-line, it becomes more difficult for a school to maintain strong overall growth scores when students already post high absolute scores.

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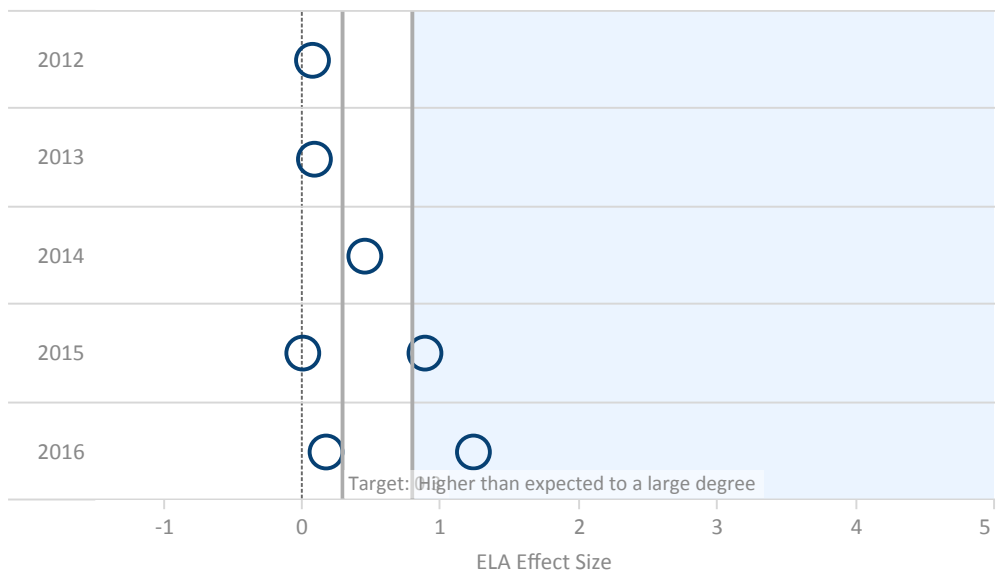
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31

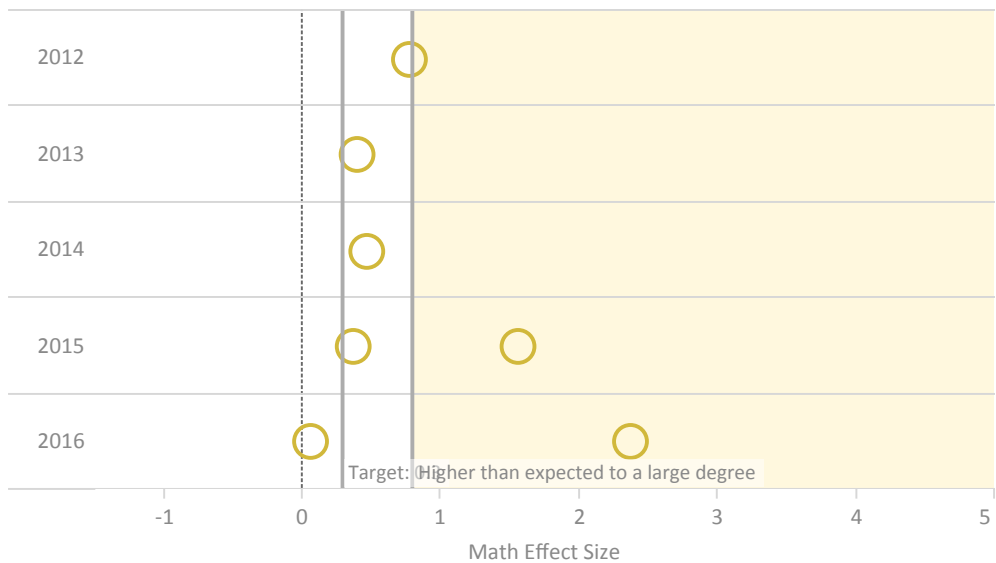
32

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

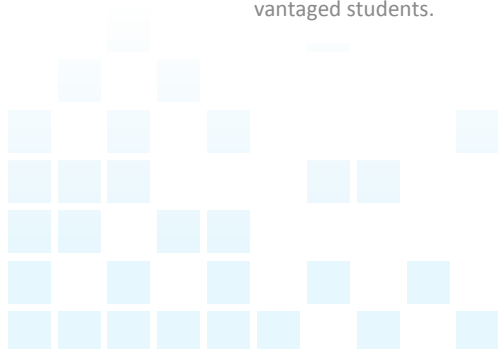
**ELA Effect Size by Year and School**



**Math Effect Size by Year and School**

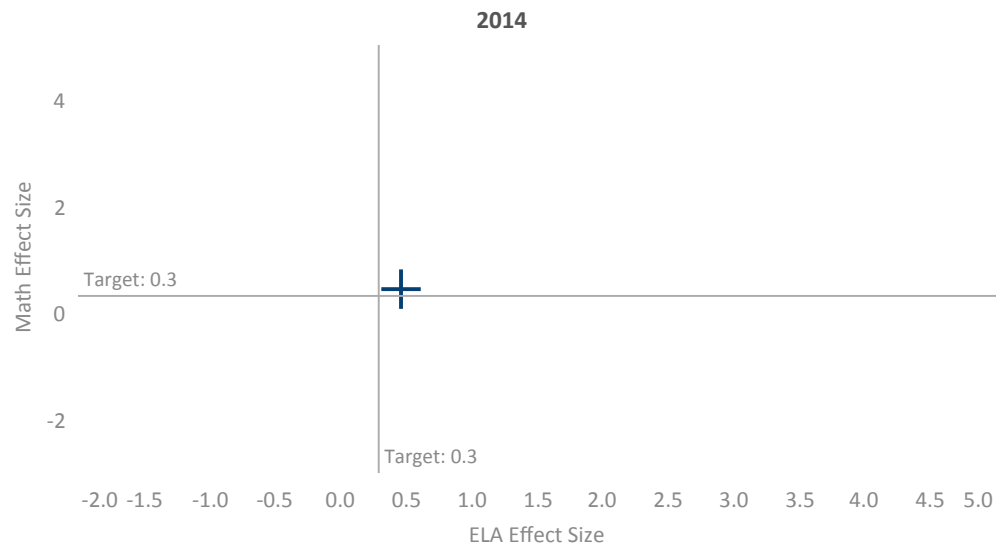
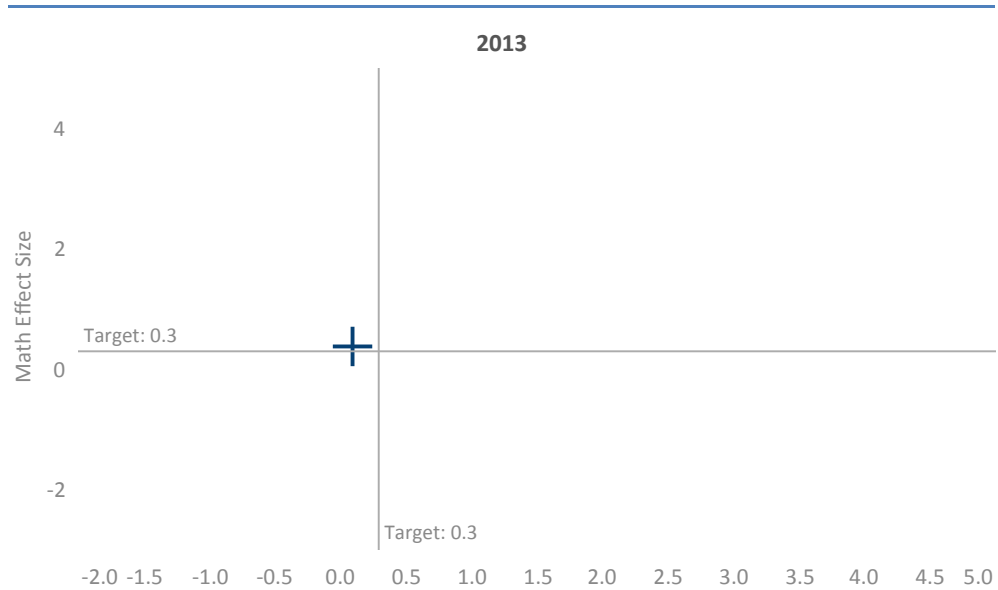


The charts illustrate the comparative Effect Size performance at each school across the ed corp by each year for which data are available throughout the charter term. Schools performing at or above 0.3 are meeting SUNY's benchmark for the measure. Schools performing at or above 0.8 are performing higher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



# APPENDIX E: Education Corporation Overview

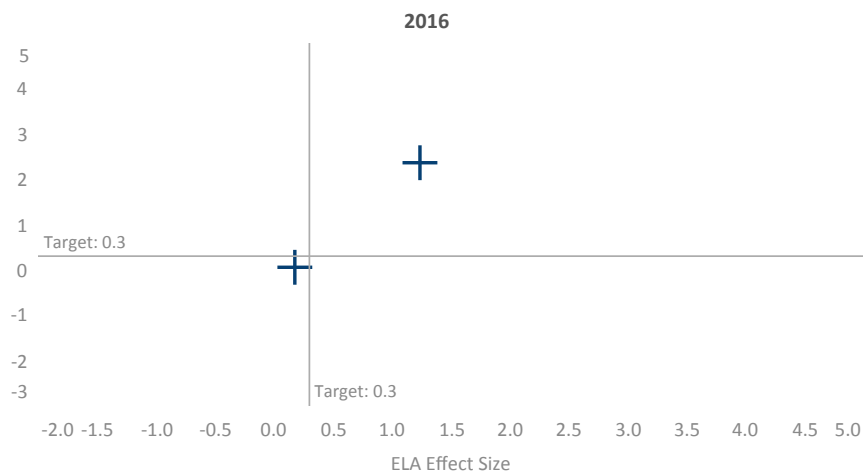
## ELA AND MATH EFFECT SIZE SCATTER PLOTS 2012-13 THROUGH 2013-14



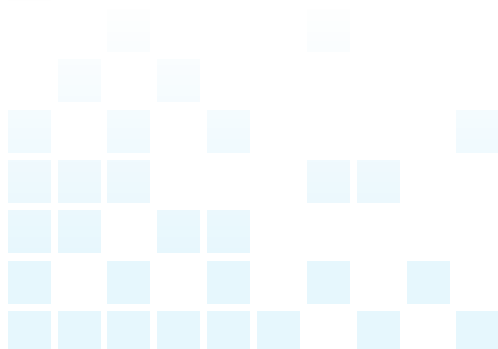
The charts compare a school's ELA and math Effect Sizes over each year for which data are available during the charter term. An effect size measures school performance in comparison to other schools statewide enrolling students with similar proportions of economic disadvantage. Schools with an ELA or math effect size that is less than 0 performed lower than expected based on the economic disadvantage statistic. Schools posting an effect size greater than 0 but less than 0.3 perform about the same as the comparison schools. Schools with an ELA or math effect size greater than 0.3 (SUNY's performance target for the measure) outperformed similar schools statewide to a meaningful degree, while schools with effect sizes greater than 0.8 perform higher than expected to a large degree.



## ELA AND MATH EFFECT SIZE SCATTER PLOTS 2014-15 THROUGH 2015-16

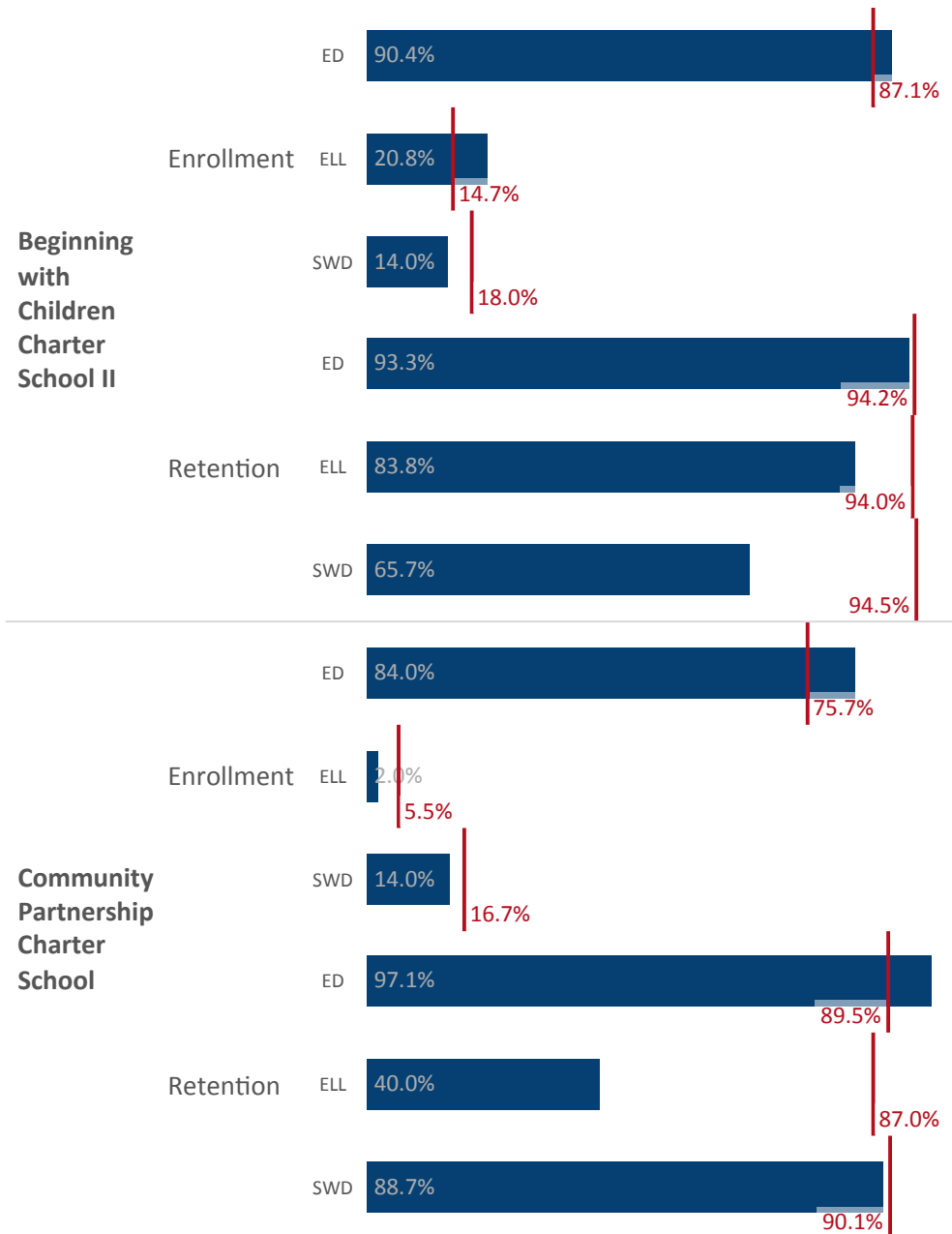


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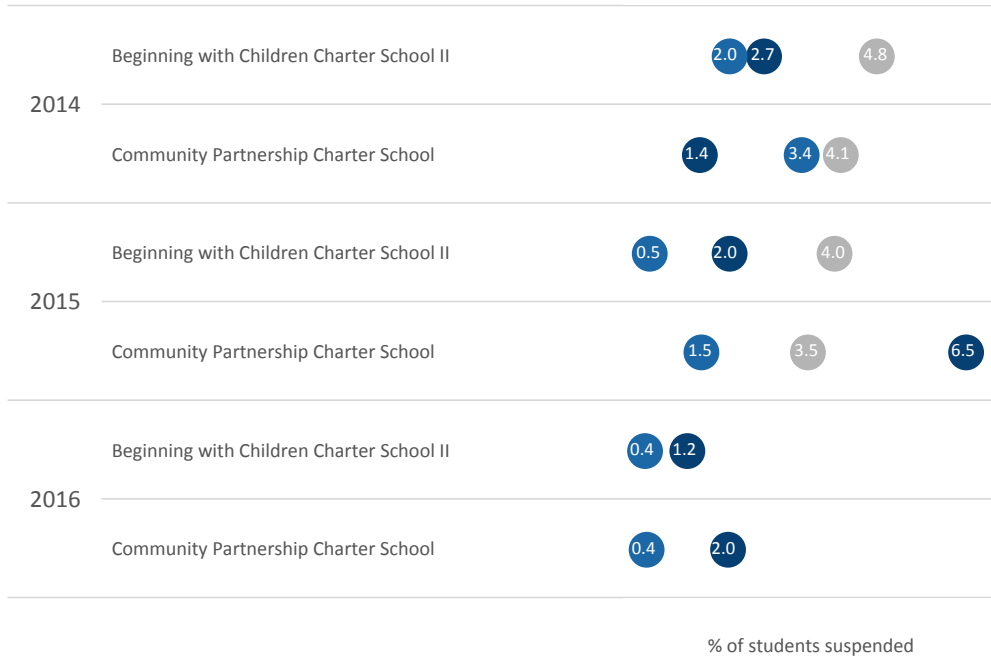
# APPENDIX E: Education Corporation Overview

## ENROLLMENT AND RETENTION TARGETS



The chart illustrates the **current enrollment and retention percentages** against the **enrollment and retention targets** for each operating school in the ed corp. 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, ELL, and FRPL students. This analysis is based on the 2015-16 enrollment and retention data supplied to the Institute by the network.

**Suspensions: Community Partnership Charter School Education Corporation's out of school suspension rate, in school suspension rate, and the district overall suspension rate.**



% of students suspended

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

**During 2013-14, 2014-15 and 2015-16, Community Partnership Charter School Education Corporation expelled 0 students.**

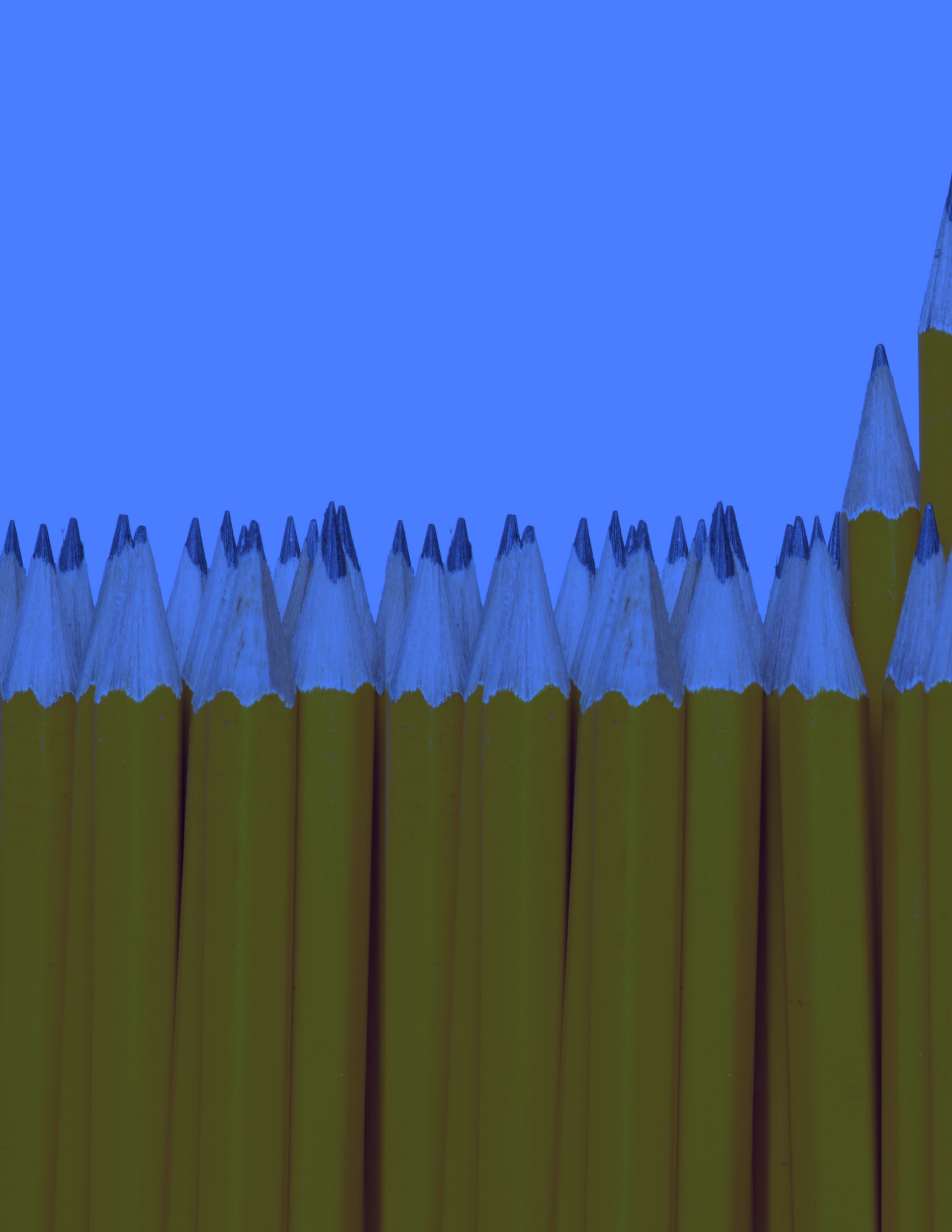


# APPENDIX E: Education Corporation Overview

## PERSISTENCE IN ENROLLMENT



Persistence in enrollment illustrates the percentage of students not scheduled to age out of the schools who re-enroll from the previous year. The Institute derived the statistical information on enrollment persistence from its database. No comparative data from NYCDOE or NYSED is available to the Institute to provide either district wide or by CSD context. As such, the information presented is for information purposes but does not allow for comparative analysis.



# APPENDIX F: Ed Corp Fiscal Dashboard

## Community Partnership Charter School Education Corporation (Merged)

### SCHOOL INFORMATION

#### BALANCE SHEET

##### Assets

##### Current Assets

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

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

Property, Building and Equipment, net

Other Assets

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

##### Liabilities and Net Assets

##### Current Liabilities

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

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

L-T Debt and Notes Payable, net current maturities

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

##### Net Assets

Unrestricted  
Temporarily restricted

##### Total Net Assets

##### Total Liabilities and Net Assets

#### ACTIVITIES

##### Operating Revenue

Resident Student Enrollment  
Students with Disabilities  
**Grants and Contracts**  
State and local  
Federal - Title and IDEA  
Federal - Other  
Other  
Food Service/Child Nutrition Program

##### Total Operating Revenue

##### Expenses

Regular Education  
SPED  
Regular Education & SPED (combined)  
Other

##### Total Program Services

Management and General  
Fundraising

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

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

##### Support and Other Revenue

Contributions  
Fundraising  
Miscellaneous Income  
Net assets released from restriction

##### Total Support and Other Revenue

Total Unrestricted Revenue

Total Temporarily Restricted Revenue

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

##### Change in Net Assets

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

Prior Year Adjustment(s)

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

	MERGED				
	2010-11	2011-12	2012-13	2013-14	2014-15
Cash and Cash Equivalents - <b>GRAPH 1</b>	-	-	-	-	1,490,937
Grants and Contracts Receivable	-	-	-	-	414,772
Accounts Receivable	-	-	-	-	2,336
Prepaid Expenses	-	-	-	-	28,141
Contributions and Other Receivables	-	-	-	-	-
<b>Total Current Assets - GRAPH 1</b>	-	-	-	-	1,936,186
Property, Building and Equipment, net	-	-	-	-	117,116
Other Assets	-	-	-	-	3,160,032
<b>Total Assets - GRAPH 1</b>	-	-	-	-	5,213,334
Accounts Payable and Accrued Expenses	-	-	-	-	81,180
Accrued Payroll and Benefits	-	-	-	-	643,230
Deferred Revenue	-	-	-	-	-
Current Maturities of Long-Term Debt	-	-	-	-	-
Short Term Debt - Bonds, Notes Payable	-	-	-	-	-
Other	-	-	-	-	248,984
<b>Total Current Liabilities - GRAPH 1</b>	-	-	-	-	973,394
L-T Debt and Notes Payable, net current maturities	-	-	-	-	-
<b>Total Liabilities - GRAPH 1</b>	-	-	-	-	973,394
Unrestricted	-	-	-	-	4,239,940
Temporarily restricted	-	-	-	-	-
<b>Total Net Assets</b>	-	-	-	-	4,239,940
<b>Total Liabilities and Net Assets</b>	-	-	-	-	5,213,334
Resident Student Enrollment	-	-	-	-	8,098,010
Students with Disabilities	-	-	-	-	761,691
<b>Grants and Contracts</b>	-	-	-	-	-
State and local	-	-	-	-	240,867
Federal - Title and IDEA	-	-	-	-	540,391
Federal - Other	-	-	-	-	-
Other	-	-	-	-	-
Food Service/Child Nutrition Program	-	-	-	-	1,469
<b>Total Operating Revenue</b>	-	-	-	-	9,642,428
Regular Education	-	-	-	-	6,129,305
SPED	-	-	-	-	2,723,836
Regular Education & SPED (combined)	-	-	-	-	-
Other	-	-	-	-	-
<b>Total Program Services</b>	-	-	-	-	8,853,141
Management and General	-	-	-	-	962,992
Fundraising	-	-	-	-	119,818
<b>Total Expenses - GRAPHS 2, 3 &amp; 4</b>	-	-	-	-	9,935,951
<b>Surplus / (Deficit) From School Operations</b>	-	-	-	-	(293,523)
Contributions	-	-	-	-	17,373
Fundraising	-	-	-	-	-
Miscellaneous Income	-	-	-	-	43,373
Net assets released from restriction	-	-	-	-	-
<b>Total Support and Other Revenue</b>	-	-	-	-	60,746
Total Unrestricted Revenue	-	-	-	-	9,703,174
Total Temporarily Restricted Revenue	-	-	-	-	-
<b>Total Revenue - GRAPHS 2 &amp; 3</b>	-	-	-	-	9,703,174
<b>Change in Net Assets</b>	-	-	-	-	(232,777)
<b>Net Assets - Beginning of Year - GRAPH 2</b>	-	-	-	-	4,472,717
Prior Year Adjustment(s)	-	-	-	-	-
<b>Net Assets - End of Year - GRAPH 2</b>	-	-	-	-	4,239,940

Community Partnership Charter School Education Corporation (Merged)

SCHOOL INFORMATION - (Continued)

Functional Expense Breakdown

	2010-11	2011-12	2012-13	2013-14	2014-15
Personnel Service					
Administrative Staff Personnel	-	-	-	-	733,670
Instructional Personnel	-	-	-	-	5,182,023
Non-Instructional Personnel	-	-	-	-	202,219
Personnel Services (Combined)	-	-	-	-	-
<b>Total Salaries and Staff</b>	-	-	-	-	<b>6,117,912</b>
Fringe Benefits & Payroll Taxes	-	-	-	-	1,254,529
Retirement	-	-	-	-	98,537
Management Company Fees	-	-	-	-	1,198,179
Building and Land Rent / Lease	-	-	-	-	-
Staff Development	-	-	-	-	230,597
Professional Fees, Consultant & Purchased Services	-	-	-	-	228,945
Marketing / Recruitment	-	-	-	-	87,552
Student Supplies, Materials & Services	-	-	-	-	393,239
Depreciation	-	-	-	-	68,222
Other	-	-	-	-	258,239
<b>Total Expenses</b>	-	-	-	-	<b>9,935,951</b>

SCHOOL ANALYSIS

ENROLLMENT

	2010-11	2011-12	2012-13	2013-14	2014-15
Chartered Enroll	-	-	-	-	650
Revised Enroll	-	-	-	-	-
Actual Enroll - <b>GRAPH 4</b>	-	-	-	-	587
Chartered Grades	-	-	-	-	-
Revised Grades	-	-	-	-	-

Primary School District:

Per Pupil Funding (Weighted Avg of All Districts)

	2010-11	2011-12	2012-13	2013-14	2014-15
Increase over prior year	0.0%	0.0%	0.0%	0.0%	0.0%

PER STUDENT BREAKDOWN

Revenue

Operating	-	-	-	-	16,427
Other Revenue and Support	-	-	-	-	103
<b>TOTAL - GRAPH 3</b>	-	-	-	-	<b>16,530</b>

Expenses

Program Services	-	-	-	-	15,082
Management and General, Fundraising	-	-	-	-	1,845
<b>TOTAL - GRAPH 3</b>	-	-	-	-	<b>16,927</b>
% of Program Services	0.0%	0.0%	0.0%	0.0%	89.1%
% of Management and Other	0.0%	0.0%	0.0%	0.0%	10.9%
<b>% of Revenue Exceeding Expenses - GRAPH 5</b>	0.0%	0.0%	0.0%	0.0%	<b>-2.3%</b>

Student to Faculty Ratio

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

Faculty to Admin Ratio

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

Financial Responsibility Composite Scores - GRAPH 6

Score	0.0	0.0	0.0	0.0	2.5
Fiscally Strong 1.5 - 3.0 / Fiscally Adequate 1.0 - 1.4 / Fiscally Needs Monitoring < 1.0	N/A	N/A	N/A	N/A	Fiscally Strong

Working Capital - GRAPH 7

Net Working Capital	0	0	0	0	962,792
As % of Unrestricted Revenue	0.0%	0.0%	0.0%	0.0%	9.9%
Working Capital (Current) Ratio Score	0.0	0.0	0.0	0.0	2.0
Risk (Low ≥ 3.0 / Medium 1.4 - 2.9 / High < 1.4)	N/A	N/A	N/A	N/A	MEDIUM
Rating (Excellent ≥ 3.0 / Good 1.4 - 2.9 / Poor < 1.4)	N/A	N/A	N/A	N/A	Good

Quick (Acid Test) Ratio

Score	0.0	0.0	0.0	0.0	2.0
Risk (Low ≥ 2.5 / Medium 1.0 - 2.4 / High < 1.0)	N/A	N/A	N/A	N/A	MEDIUM
Rating (Excellent ≥ 2.5 / Good 1.0 - 2.4 / Poor < 1.0)	N/A	N/A	N/A	N/A	Good

Debt to Asset Ratio - GRAPH 7

Score	0.0	0.0	0.0	0.0	0.2
Risk (Low < 0.50 / Medium 0.51 - .95 / High > 1.0)	N/A	N/A	N/A	N/A	LOW
Rating (Excellent < 0.50 / Good 0.51 - .95 / Poor > 1.0)	N/A	N/A	N/A	N/A	Excellent

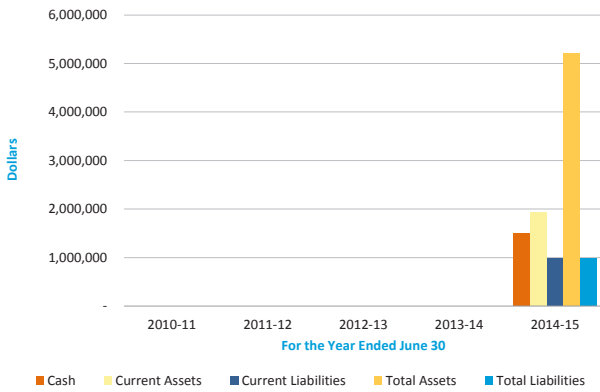
Months of Cash - GRAPH 8

Score	0.0	0.0	0.0	0.0	1.8
Risk (Low > 3 mo. / Medium 1 - 3 mo. / High < 1 mo.)	N/A	N/A	N/A	N/A	MEDIUM
Rating (Excellent > 3 mo. / Good 1 - 3 mo. / Poor < 1 mo.)	N/A	N/A	N/A	N/A	Good

# APPENDIX F: Ed Corp Fiscal Dashboard

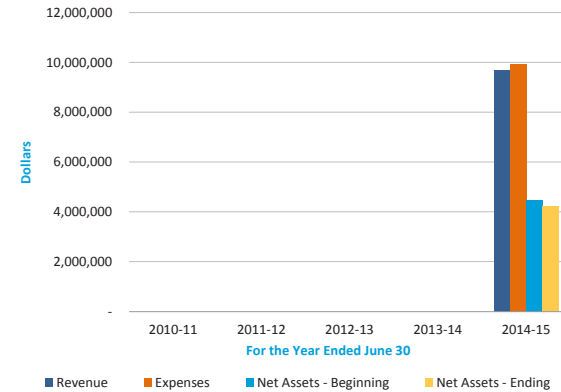
## Community Partnership Charter School Education Corporation (Merged)

**GRAPH 1** Cash, Assets and Liabilities



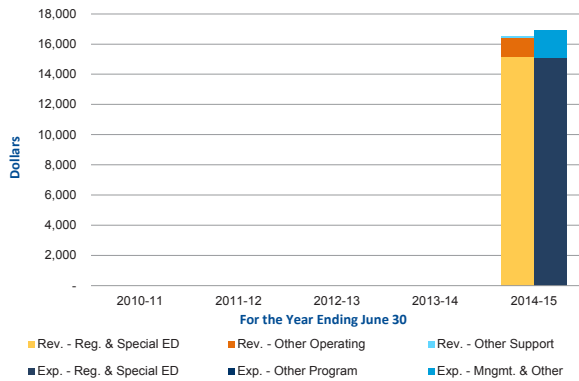
This chart illustrates the relationship between assets and liabilities and to what extent cash reserves makes up current assets. Ideally for each subset, subsets 2 thru 4, (i.e. current assets vs. current liabilities), the column on the left is taller than the immediate column on the right; and, generally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

**GRAPH 2** Revenue, Expenses and Net Assets



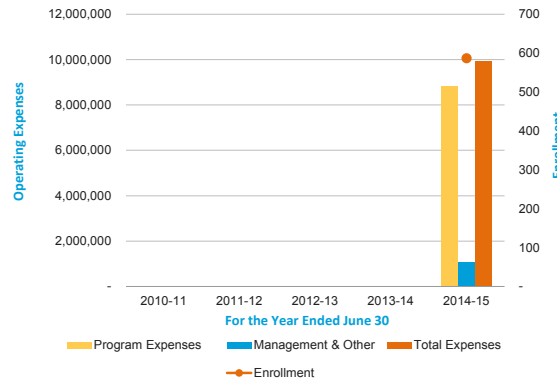
This chart illustrates total revenue and expenses each year and the relationship those subsets have on the increase/decrease of net assets on a year-to-year basis. Ideally subset 1, revenue, will be taller than subset 2, expenses, and as a result subset 3, net assets - beginning, will increase each year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

**GRAPH 3** Revenue & Expenses Per Pupil



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

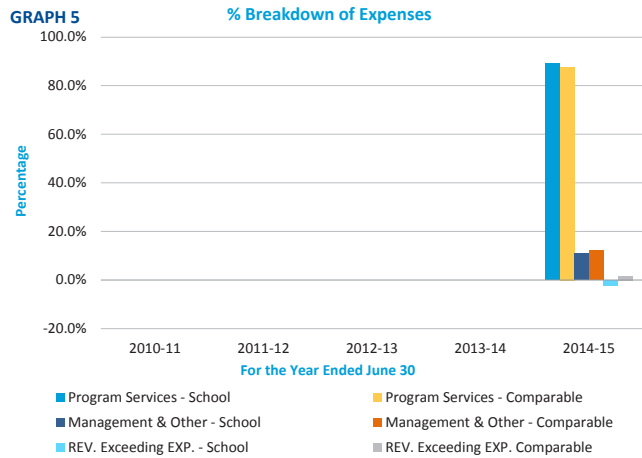
**GRAPH 4** Enrollment vs. Operating Expenses



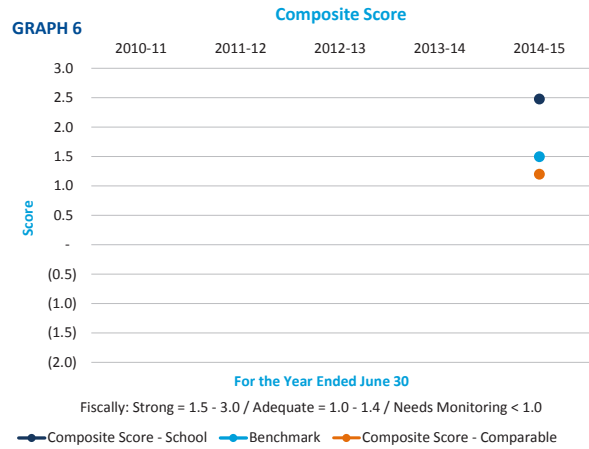
This chart illustrates to what extent the school's operating expenses have followed its student enrollment pattern. A baseline assumption that this data tests is that operating expenses increase with each additional student served. This chart also compares and contrasts growth trends of both, giving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



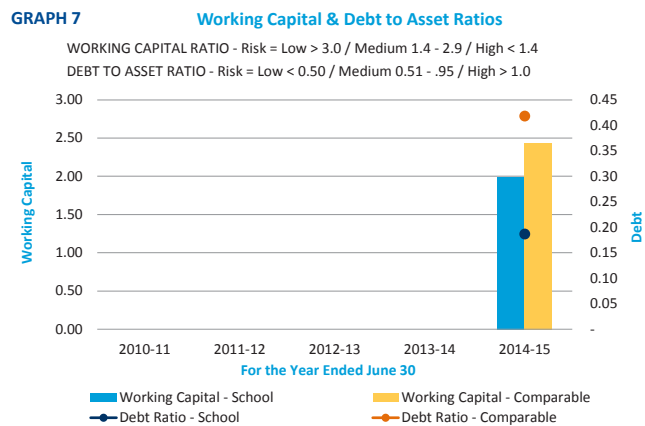
Comparable School, Region or Network: New York City & Long Island Schools (Excluding Closed Schools)



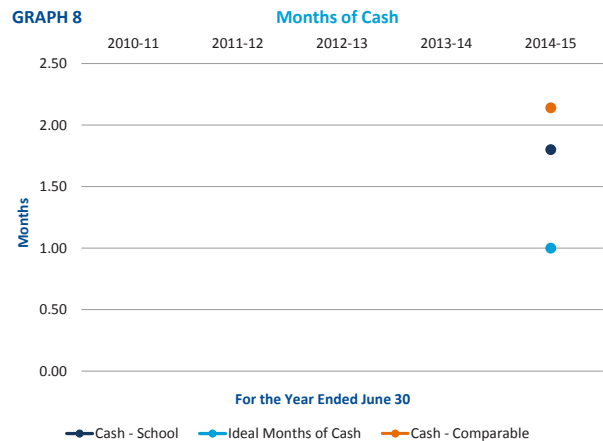
This chart illustrates the percentage expense breakdown between program services and management & others as well as the percentage of revenues exceeding expenses. Ideally the percentage expense for program services will far exceed that of the management & other expense. The percentage of revenues exceeding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



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



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



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

