



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

*RENEWAL RECOMMENDATION REPORT  
ELMWOOD VILLAGE CHARTER  
SCHOOL DAYS PARK*

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

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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?

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/).

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



# RENEWAL RECOMMENDATION

**Full-Term Renewal** The Institute recommends that the SUNY Trustees approve the Application for Charter Renewal of Elmwood Village Charter School Days Park and renew Elmwood Village Charter Schools' authority to operate the school for a period of five years with authority to provide instruction to students in Kindergarten – 8<sup>th</sup> grade in such configuration as set forth in its Application for Charter Renewal with a projected total enrollment of 450 students.

To earn an **Initial Full-Term Renewal**,<sup>3</sup> a school must either:



have compiled a strong and compelling record of meeting or coming close to meeting its academic Accountability Plan goals, and have in place at the time of the renewal review an educational program that, as assessed using the Qualitative Education Benchmarks,<sup>4</sup> is generally effective; or,



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

## 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 at pp. 12-14. This is the school's first renewal as a SUNY authorized school. Therefore, the SUNY Trustees will consider the school's renewal pursuant to the SUNY Renewal Policies and all initial renewal outcomes including Short-Term Renewal are available.

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

3:

given the programs it will offer, its structure and its purpose, approving the school to operate for another five years is likely to improve student learning and achievement and materially further the purposes of the Act.<sup>5</sup>

### ENROLLMENT AND RETENTION TARGETS

Enrollment and retention targets apply to all open and operating charter schools. SUNY and the New York State Board of Regents (the “Board of Regents”) approved 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. Elmwood Village Charter School Days Park (“Elmwood Days Park”) received its original charter in 2006 from the Board of Regents. Per the Act, charter schools are required to make good faith efforts to meet enrollment and retention targets for students with disabilities, English language learners (“ELLs”), and students who are eligible applicants for the federal Free and Reduced Price Lunch (“FRPL”) program.

As required by Education Law § 2851(4)(e), a school must include in its renewal application information regarding the efforts it will put in place to meet or exceed SUNY’s enrollment and retention targets for students with disabilities, ELLs, and FRPL eligible students.

Elmwood Days Park makes good faith efforts to recruit and retain students. Elmwood Days Park does not meet its enrollment targets. The school exceeds its retention targets for ELLs and comes close to meeting its retention targets for students who qualify for FRPL and students with disabilities. The school will implement or enhance its implementation of the following strategies to meet its targets in any future charter term:

- including special education services offered by the school in all advertisements and recruitment materials;
- advertising in the annual Special Education Edition of Western New York Family Magazine;
- reaching out to operators of pre-Kindergarten programs, afterschool programs, and daycare centers that offer early intervention services and/or have a high percentage of students with limited English proficiency or in areas of the city with a higher than average percentage of families living in poverty, and provide them with Elmwood Days Park recruitment materials;
- working with school psychologists and committee on special education (“CSE”) chairs from Buffalo City School District (the “district”) to make sure that they are fully aware of services offered by the school;

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

- having special education teachers available at open house to explain the special education services to prospective families;
- considering a lottery preference for specific subgroups of students such as ELLs or students with disabilities;
- reaching out to local worship communities with high percentages of congregants with limited English proficiency;
- including a description of service provided for students with limited English proficiency in all advertisements and recruitment materials;
- reaching out to social service agencies that serve immigrant and refugee populations in Buffalo;
- using social media to make parents of children with limited English proficiency aware of open house dates and application deadlines;
- utilizing parents of students with limited English proficiency who are already enrolled in Elmwood Days Park to reach out to their respective communities;
- distributing brochures and applications in English, Spanish, Burmese, Arabic, and Bengali;
- utilizing its ELL teacher to explain its supportive ELL program to families during open house and tours of the building;
- engaging translators from the International Institute of Buffalo or Journey’s End Refugee Services as needed;
- directing recruitment materials to churches, community centers, and libraries in neighborhoods with a higher than average percentage of families living in poverty; and,
- advertising in parenting magazines that are made available for free in pediatricians’ offices and grocery stores throughout the city.

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 not received district comments in response to the renewal application. A summary of public comments submitted to the Institute appears in Appendix C.*

# SCHOOL BACKGROUND AND EXECUTIVE SUMMARY

## ELMWOOD VILLAGE CHARTER SCHOOL DAYS PARK

### BACKGROUND

The Board of Regents approved the charter for Elmwood Days Park in 2006. The school opened its doors in the fall of 2006 initially serving 125 students in Kindergarten – 4<sup>th</sup> grade. The school is authorized to serve 450 students in grades Kindergarten – 8<sup>th</sup> grade during the 2019-20 school year and will continue to serve students in Kindergarten – 8<sup>th</sup> grade with a projected total enrollment of 450 students.

The current charter term expires on June 30, 2020. A subsequent charter term would enable the school to operate through June 30, 2025. The school is located in privately owned space at 40 Days Park, Buffalo, NY in the Buffalo City School District.

The mission of Elmwood Days Park is:



*The Elmwood Village Charter Schools will provide a stimulating and engaging learning environment that recognizes student capability, fosters their connectedness to their immediate and broader communities, and offers them ways to contribute to school life. EVCS believes that all children can and will learn at high levels when provided with the right learning conditions.*

Elmwood Days Park is one of two charter schools under the merged education corporation. The SUNY Trustees approved the original charter for Elmwood Village Charter School Hertel (“Elmwood Hertel”) on April 13, 2016. On March 8, 2017, the SUNY Trustees approved the merger of Elmwood Days Park and Elmwood Hertel into a single education corporation, renamed Elmwood Village Charter Schools. The merger became effective on July 1, 2017.

# SCHOOL BACKGROUND AND EXECUTIVE SUMMARY

## EXECUTIVE SUMMARY

Elmwood Days Park is an academic success having met its key Accountability Plan goals. The school demonstrates success in the following ways:

- Elmwood Days Park exceeded the target for all of its mathematics comparative and growth measures during the charter term.
- The school outperformed the district in mathematics and ELA in every year of the Accountability Period. Notably in 2016-17, the school's mathematics performance exceeded the district's by 37 percentage points.
- The school also posted high achievement in science in every year of the term. Elmwood Days Park outperformed the district by at least 33 percentage points each year. In 2018-19, 92% of 4<sup>th</sup> graders scored at or above proficiency, with 69% achieving Level 4, indicating they performed above grade level expectations.
- In 2018-19 Elmwood Days Park ranked as the second highest performing school in Buffalo in ELA, and third in mathematics. Elmwood Hertel was the highest Buffalo school in ELA.

In conjunction with the school's strong results compared to other schools in Buffalo, the school is working to continuously improve and ensure all students meet grade level standards. School leaders and the board are considering using data analysis in a different way this year to analyze the impact of the school's program on specific subgroups of students. Elmwood Days Park's board and leaders are thoughtful about navigating the shared leadership model. The instructional leaders are building capacity through a nationally recognized teacher and leader training program.

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

## NOTEWORTHY

Each year, all students complete a Pathways project. Each grade level chooses a theme and students select a topic of interest and make a presentation on it. For example, one pathway is giving a TED Talk. At the end of last year, 16 students took their TED Talk to the Youth Voices Symposium at SUNY's Buffalo State College, an event originally intended for high school students only. Elmwood Days Park had more students participate than any other school and was the first school in the history of the event to send middle school level students.

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# ACADEMIC PERFORMANCE



## IS THE SCHOOL AN ACADEMIC SUCCESS?

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

When authorized by the Board of Regents, Elmwood Days Park had a performance framework that included measures of academic success that were different than those required for schools authorized by the SUNY Trustees.

As part of the merger process, the Institute analyzed Elmwood Days Park's performance against the SUNY Trustees' performance standards, and the performance review below included data the school generated during the most recent five years. For the next charter term, Elmwood Days Park will establish an Accountability Plan that includes the SUNY Trustees' required goals and measures and any additional goals and measures the education corporation's board of trustees (the "board") develops with the Institute. For each goal in the SUNY Trustees' 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 statewide assessments. Historically, SUNY's required measures include measures that present schools':

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

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

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

6. Education Law § 2850(2)(f).

7. Education Law § 2854(1)(d).

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Every SUNY authorized charter school has the opportunity to propose additional measures of success when crafting its Accountability Plan. Elmwood Days Park proposed and included additional measures of success in the Accountability Plan it adopted. Elmwood Village Days Park added an additional measure for a diverse school climate, as demonstrated by student re-enrollment and parent satisfaction.

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 Measure of Interim Progress ("MIP") attainment,<sup>8</sup> comparison to local district, comparison to demographically similar schools, student growth, and high school graduation and college going rates) 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 Elmwood Days Park relative to all public schools statewide that serve the same grade levels and that enroll similar concentrations of economically disadvantaged students. It is important to note that this measure is a comparison measure and therefore any changes in New York's assessment system do not compromise its validity or reliability. Further, the school's performance on the measure is not relative to the test, but relative to the strength of Elmwood Days Park's demonstrated student learning compared to other schools' demonstrated student learning.

The Institute uses the state's growth percentile analysis as a measure of Elmwood Days Park'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

8. During the 2017-18 school year, the state finalized and approved its Every Student Succeeds Act ("ESSA") plan. As such, the Institute established changes to required goals and measures in order to align with the new accountability system. The Institute now requires schools to report a Performance Index ("PI") with the target of meeting or exceeding the state's MIP.

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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 Every Student Succeeds Act (ESSA), which replaces the No Child Left Behind Act (NCLB) goals.

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

During its first charter term under the SUNY Trustees, Elmwood Days Park demonstrated strong achievement according to the SUNY Trustees' academic accountability standards in ELA, mathematics, and science. Measured by the SUNY Trustees' standard, the school would have met or come close to meeting its goals during the term and is in good standing under the state's accountability system.

Elmwood Days Park performed well against SUNY's ELA accountability standard during the term. The school's students enrolled in at least their second year outperformed the district in every year of the charter term. In 2018-19, with 52% of the school's students in 3<sup>rd</sup> – 8<sup>th</sup> grade scoring at or above proficiency on the state's grade level ELA exams, the school exceeded the district's performance by 27 percentage points. Elmwood Days Park also exceeded the target for its comparative effect size measure from 2014-15 through 2017-18. In 2018-19, the school performed higher than expected in comparison to schools across the state enrolling similar percentages of economically disadvantaged students, but posting an effect size of 0.29, the school narrowly missed the target of 0.3. The school also demonstrated strong growth throughout the term posting mean growth percentiles that met or exceeded the target of 50 in three of the five years of the term.

The school also demonstrated strong mathematics performance in every year of the charter term when it exceeded SUNY's targets for all available comparative and growth measures included under its goal. The school's students enrolled in at least their second year posted proficiency rates that surpassed the district by at least 35 percentage points every year. Additionally the school performed higher than expected to a meaningful degree compared to demographically similar schools. Elmwood Days Park would have exceeded the target of 50 for its growth measure, indicating the school increased the learning of its students relative to their peers statewide.

Elmwood Days Park met its science goal over the charter term. As measured by the state's 4<sup>th</sup> and 8<sup>th</sup> grade science exams, the school exceeded SUNY's target for the absolute and comparative measure in every year in the Accountability Period. The school's students in 4<sup>th</sup> and 8<sup>th</sup> grade enrolled in at least their second year posted proficiency rates on the state's grade level science exams above the target of 75% each year. Notably, the school outperformed the district by at least 33 percentage points in every year of the term.

The school remains in good standing under the state's ESSA accountability system.

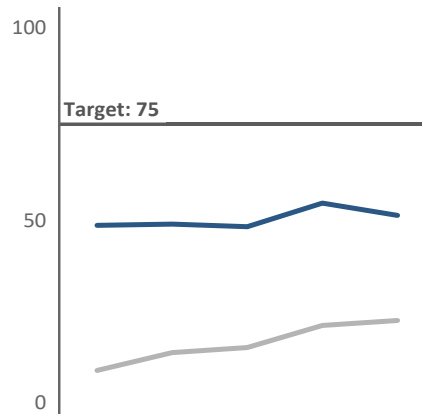
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# ACADEMIC PERFORMANCE

## ELMWOOD VILLAGE CHARTER SCHOOL DAYS PARK

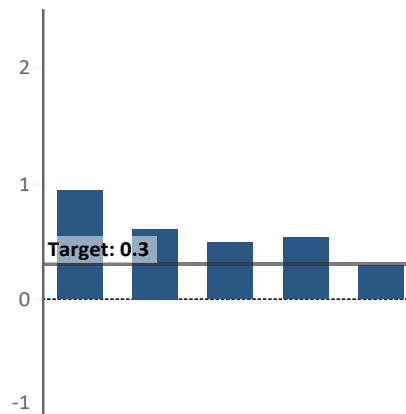
### ENGLISH LANGUAGE ARTS ACCOUNTABILITY PLAN GOAL

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



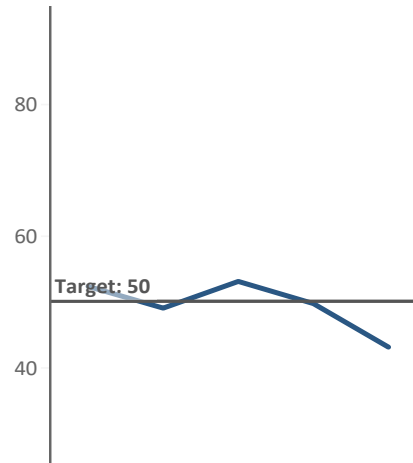
Test Year	Comp Grades	District %	School %
2015	3-8	12	49
2016	3-8	16	49
2017	3-8	18	49
2018	3-8	23	55
2019	3-8	25	52

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



Test Year	Test Grades	Effect Size
2015	3-8	0.94
2016	3-8	0.61
2017	3-8	0.50
2018	3-8	0.54
2019	3-8	0.29

**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 target of 50 in **ELA**.



Test Year	School Mean Growth
2015	52.5
2016	49.2
2017	53.3
2018	49.9
2019	43.3

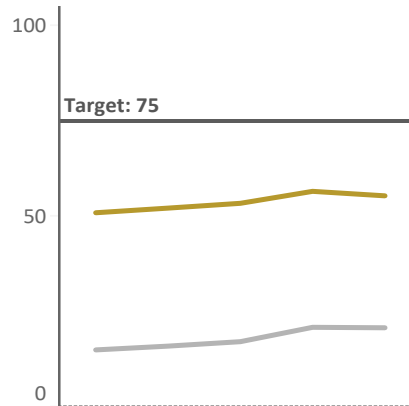
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# ACADEMIC PERFORMANCE

## ELMWOOD VILLAGE CHARTER SCHOOL DAYS PARK

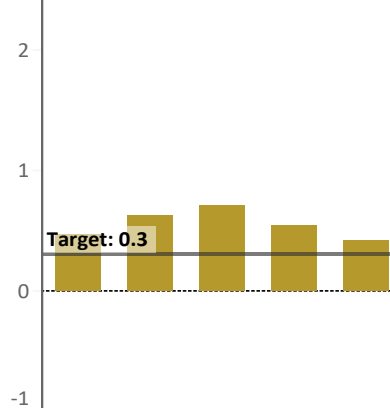
### MATHEMATICS ACCOUNTABILITY PLAN GOAL

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



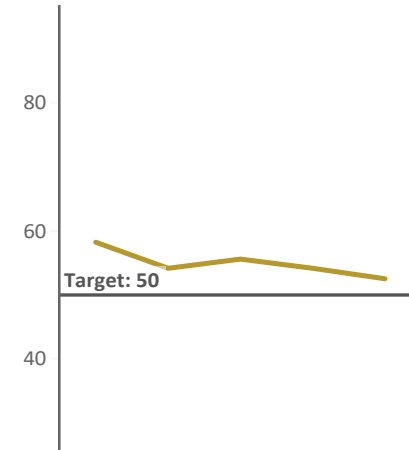
Test Year	Comp Grades	District %	School %
2015	3-8	15	51
2016	3-8	16	52
2017	3-8	17	54
2018	3-8	21	57
2019	3-8	21	56

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



Test Year	Test Grades	Effect Size
2015	3-8	0.47
2016	3-8	0.63
2017	3-8	0.70
2018	3-8	0.55
2019	3-8	0.41

**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 target of 50 in **mathematics**.



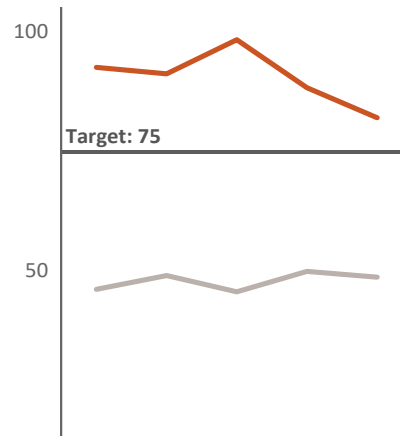
Test Year	School Mean Growth
2015	58.3
2016	54.3
2017	55.7
2018	54.3
2019	52.6

# ACADEMIC PERFORMANCE

## ELMWOOD VILLAGE CHARTER SCHOOL DAYS PARK

### 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**.



Test Year	District %	School %
2015	46	93
2016	49	91
2017	46	98
2018	50	88
2019	49	82

### SPECIAL POPULATIONS PERFORMANCE

	2017	2018	2019
Enrollment Receiving Mandated Academic Services	60	66	66
Tested on State Exam	39	49	46
School Percent Proficient on ELA Exam	23.1	28.6	19.6
District Percent Proficient	3.7	8.5	8.7
	2017	2018	2019
ELL Enrollment	5	7	7
Tested on NYSESLAT Exam	5	7	7
School Percent 'Commanding' or Making Progress on NYSESLAT	40.0	0.0	42.9

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

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

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

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

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

Elmwood Days Park has an assessment system that improves student learning and instructional effectiveness. The school consistently administers formative assessments to drive small group instruction and to meet the specific needs of individual students.

- Elmwood Days Park regularly administers assessments aligned to the school's curriculum and state standards. In the elementary grades, teachers administer unit assessments from the curricular programs in both ELA and mathematics after each unit. In the middle school grades, teachers work with leadership to create interim assessments from released state test items to assess students four times per year. Teachers also administer weekly quizzes in each grade in both ELA and mathematics that align to the curricular programs. The school introduced the STAR assessments for both ELA and mathematics this year. The school also assesses writing with a schoolwide on-demand writing sample at the beginning of the year and an end of year writing sample. The elementary grades give the STEP running records three times per year to assess students' reading levels.
- Elmwood Days Park has a valid and reliable process for scoring and analyzing assessments. For written responses and writing prompts, teachers first review the scoring rubric with leaders, grade student samples, then score the assessments together which allows teachers to ask questions of one another if any confusions arise. Leaders also participate in scoring to ensure that norming occurs across all grade levels. The school meets for analysis after each administration of the interim assessment to create a reteach plan. Leaders work with teachers on a weekly basis, known as formative assessment deep dives.
- The school makes assessment data easily accessible to teachers, leaders, and board members. The school uses online systems to input and access data, and these systems produce reports that align questions to each standard. Teachers easily access data reports from the STAR testing program to identify specific skill areas to improve for each student. The school also created a new data manager position for 2019-20, who will work to create a new database and dashboard so that the school can more easily and quickly access student achievement data.
- Elmwood Days Park is establishing effective practices to continuously review data and adjust instruction. During the 2018-19 school year, leaders initiated data review meetings weekly with grade levels and individual teachers to review ELA and mathematics outcomes. Teachers use this analysis to create small groups based on specific needs.

After each interim assessment, teachers work with leaders to create reteach plans to target specific standards that the majority of students did not master at the time of the assessment. Leaders are working to improve teachers' use of in the moment data collection to adjust instruction during lessons.

- School leaders use assessment results to drive goal setting for teacher evaluation and to discern professional development needs for teachers. At the beginning of each year in consultation with leaders, teachers set specific goals that relate to student achievement. The principal and director of curriculum and instruction ("DCI") monitor progress throughout the year and review the goals with teachers as part of the school's performance evaluation process. The leadership team consistently reviews student data and adjusts professional development offerings based on student results. Leaders have an opportunity to better incorporate teachers' goals into ongoing coaching and data analysis this year.
- Elmwood Days Park regularly communicates student progress and growth to families. The school conducts parent teacher conferences four times a year including a beginning of year meeting structured to set achievement goals and get to know individual needs of each student. The school produces a standards based report card that allows families to see specific strengths and areas of growth based on skills related to the state standards.

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

Elmwood Days Park's curriculum supports teachers with instructional planning. The school provides teachers with clear resources to plan high quality and purposeful lessons.

- Elmwood Days Park has a curricular framework aligned to state standards. For ELA in Kindergarten – 6<sup>th</sup> grade, the school uses the Wonders curricular program, which includes components such as a reading anthology, shared reading, and vocabulary. For middle school ELA, teachers closely review the New York State standards and update the curriculum each year based on a variety of resources including EngageNY. The school also utilizes the Teachers College Reading and Writing Workshop program for writing across all grades. For mathematics, the school uses Everyday Mathematics for Kindergarten – 6<sup>th</sup> grade, and teachers rely primarily on EngageNY for 7<sup>th</sup> and 8<sup>th</sup> grades with supplemental materials to meet the expectations and rigor of the state standards.

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- The school has supporting tools and documents that provide a bridge between the curricular framework and lesson plans. During summer professional development, the DCI works closely with teachers to create pacing guides for each subject for the year. Some subjects have curriculum maps, and it is a goal for the school to create curricular maps for all subjects. Teachers create unit plans to guide each unit in each content area based on the pacing guides or internally-created curriculum maps. Teachers also informally share content knowledge from year to year. Based on these tools, teachers generally know what to teach and when to teach it and the school has an opportunity to strengthen the structures for curricular planning.
- Elmwood Days Park has a process for selecting, developing, and reviewing its curricular resources. Over the charter term, leaders recognized that the previous curricular program did not meet the needs of students. After conducting a thorough review of curricular programs, the school decided to switch to the Wonders program, which has led to increased student achievement results.

## IS HIGH QUALITY INSTRUCTION EVIDENT THROUGHOUT THE SCHOOL?

### SUNY RENEWAL BENCHMARK 1D

Instruction at Elmwood Days Park is high quality as evidenced by lessons with objective-aligned activities. Teachers use many strategies to check for understanding. School leaders recognize an opportunity to improve co-teaching strategies and strong lesson pacing. As shown in the chart below, during the renewal visit, Institute team members conducted 25 classroom observations following a defined protocol used in all renewal visits.

#### NUMBER OF CLASSROOM OBSERVATIONS

		GRADE									Total
		K	1	2	3	4	5	6	7	8	
CONTENT AREA	ELA	1	1	1	1	3	1	2	1	2	13
	Math			1	1	1	3		1	2	9
	Science								1		1
	Social Studies						1				1
	Specials		1								1
	Total	1	2	2	2	4	5	2	3	4	25

- Teachers deliver purposeful lessons with clear objectives aligned to the school's curriculum (20 out of 25 lessons observed). Most teachers post clear objectives and align lesson activities and exit tickets to the learning standard related to the objective. Most lessons use rigorous materials that align with state standards. As co-teaching is new this year, teachers attempt to use a variety of co-teaching methods to meet the needs of individual students; however, leaders recognize a need to continue to develop teachers' strategies for co-teaching in order to have a wider impact on students.
- Most teachers regularly and effectively use techniques to check for student understanding (16 out of 25 lessons observed). In many classrooms, teachers circulate the room to check students' work. When necessary, teachers will redirect learning for individual students or the entire class based on misconceptions. Many teachers also use conferencing to meet with individual students and record daily anecdotal notes about students reading or writing skills. In classrooms where checks for understanding were less effective, teachers gauged the understanding of only a few volunteers rather than the whole class, and did not consistently follow up with students who made mistakes. School leaders recognize a need to help teachers improve in this area.
- Some lessons include opportunities to challenge students with questions that develop higher order thinking skills (6 out of 25 lessons observed). Although a few lessons include strong questioning strategies, leaders are aware of a need to improve teachers' abilities to develop students' higher order thinking skills. This year leaders plan to prioritize professional development sessions in which teachers learn how to release more of the cognitive lift to students, as the majority of teachers led most of the learning during lessons. In a few notable examples, teachers engaged students in discussions about key questions from texts or asked students to analyze the relationships between mathematical concepts.
- The majority of teachers create a consistent focus on student achievement (16 out of 25 lessons observed). Teachers have clear routines for transitions and behavioral practices. The school's Responsive Classroom approach highlights teachers specifically modeling and setting clear expectations for students. Elmwood Village Days Park leaders have an opportunity to ensure teachers hold all students to consistently meeting these expectations, in order to minimize low-level off task behavior and fully maximize learning time.

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## DOES THE SCHOOL HAVE STRONG INSTRUCTIONAL LEADERSHIP?

Elmwood Days Park's instructional leadership is strong. With the reorganization of the instructional leadership team, the school is building the capacity of its new team by engaging in a national professional development program. The school is also implementing a new coaching structure this year.

- The instructional leadership structure supports the development of the teaching staff. This school year, Elmwood Days Park added three instructional coach positions to support teachers. In addition to the coaches, the principal, DCI, and student services coordinator make up the instructional leadership team. The DCI and coaches support teachers at both Elmwood Days Park and Elmwood Hertel. Given the three new roles and new leadership structure, the school is focused on building the capacity of each instructional coach. All instructional leaders have attended sessions through a national professional development program and meet at least weekly to establish consistency in their practices.
- The shared leadership team establishes clear expectations for student achievement and teacher performance. The instructional leaders communicate quantitative schoolwide achievement targets for internal and state assessments. For instructional and pedagogy expectations, the instructional leaders track priorities for each part of the school year, starting the year with classroom management and culture.
- Elmwood Days Park is creating a new coaching system to align with the new instructional leadership structure. At the time of the Institute's visit, instructional leaders had conducted classroom observations to provide feedback to teachers about school culture, but had not yet formally begun instructional coaching sessions. Leaders year-long plan for coaching is sound and includes an observation and feedback cycle every other week starting in mid-October. Leaders' initial coaching feedback will focus on academic rigor, and leaders will provide action steps for teachers. Leaders have begun to implement to track teachers' progress and action steps in the school's new online classroom observation platform.
- The school provides opportunities for teachers to collaborate within and across grade levels. Teachers engage twice per week in professional learning communities ("PLCs") on various topics in grade level teams. During this time teachers score assessments and complete data analyses, and instructional leaders review teachers' lesson plans before implementation.

- Elmwood Days Park implements a comprehensive professional development program that develops teachers' skills. The DCI and principal identified a need to improve leaders' and teachers' use of data and as such set the professional development priority as data driven instruction this year. Teachers engage in two and half weeks of summer professional development and in additional sessions at least once a month during the year. During this year, sessions focus on using data to drive STEP literacy and alignment of curriculum within and across grade levels. The school's other means for professional development includes PLC time. Instructional leaders hold teachers accountable for professional development sessions by reviewing teachers' lesson plans and observing instruction.
- The principal regularly conducts evaluations with clear criteria. Elmwood Days Park uses the Danielson Framework for Teaching to conduct teacher performance evaluations twice per year. At the start of the year, teachers complete a self-evaluation and in consultation with leaders set goals for the year. The principal also conducts performance evaluations for the DCI and will do so for the instructional coaches, using an internally created rubric.
- Instructional leaders are developing their practices for holding teachers accountable for all students' achievement. Instructional leaders provide more intensive coaching to new and struggling teachers. The school has an opportunity to ensure that the goals teachers set at the beginning of the year are clearly tied to schoolwide and individual subject achievement targets.

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

Elmwood Days Park meets the needs of its students with disabilities, ELLs, and students struggling academically. The school implements an inclusion model supplemented with push-in supports from intervention and English language acquisition support staff.

- Elmwood Days Park uses clear procedures for identifying at-risk students, including ELLs, students with disabilities, and students struggling academically. For ELLs, the school uses a home language survey to identify families that speak languages other than English, then, for eligible students, administers the New York State English Identification Test for English Language Learners ("NYSITELL"). Leaders and teachers review student data from several sources including the STEP assessment, STAR assessment, interim assessments, and teacher's qualitative evaluations to identify students struggling academically and develop plans to support these students during student support team meetings. If students do not make clear progress after the initial differentiation and intervention supports, the student support team may refer the student to the district Committee on Special Education ("CSE") for evaluation for special education services. Although the

school's processes are clear and understood across all relevant staff, the implementation of the STEP assessment as a diagnostic tool to identify students for intervention beginning in 2019-20 slowed the school's delivery of intervention services. Leaders and teachers share a sense of urgency for improving the administration of the exam to ensure that intervention services are delivered in a timely fashion in all future school years.

- Elmwood Days Park has effective programs in place to meet the needs of its at-risk students. In alignment with the school's mission and values, the school works to provide an inclusive environment for all students and uses Responsive Classroom as the foundation for this model. For students with disabilities, the school delivers an integrated co-teaching model with one special education teacher and one general education teacher, each delivering instruction. The school's English as a new language teacher provides push-in supports for ELLs, utilizing a variety of language acquisition instructional strategies such as visual cues and scaffolded worksheets. For intervention, the school's two interventionists provide push-in services to students identified by the school's initial diagnostic screen and ongoing student support team monitoring. Those teachers deliver a variety of tiered interventions, escalating or ending the interventions as necessary. The school uses a variety of commercial programs as part of their intervention program, including Leveled Literacy Intervention and Do the Math.
- The school monitors the progress and success of its at-risk students. The student support team holds regular meetings to monitor individual student progress on interim assessments, STAR data, student work samples, and anecdotal information from classroom teachers. At-risk program staff also meet with general education teachers on an ad hoc basis to review student performance and determine necessary adjustments. Teachers rely on at-risk program staff to stay abreast of student progress on IEP goals, achieving English proficiency, and other goals for those receiving intervention.
- The school's professional development program provides some opportunities to meet the needs of at-risk students. Leaders emphasize how the school's summer professional development session and ongoing Responsive Classroom professional development establishes strong differentiation techniques to meet the needs of all learners. The school's student services coordinator also meets with all teachers at the beginning of the year to provide assistance in understanding IEPs. However, leaders recognize the need to embed explicit identification and support strategies for ELLs and students with disabilities for all teachers within the professional development program.
- The school provides some opportunities for coordination between classroom teachers and at-risk program staff. Teachers use daily common planning time to confer with co-teachers about modifications for students with disabilities and other at-risk groups. Intervention teachers and the ELL teacher meet with general education teachers on an ad hoc basis to discuss individual students' needs and broader strategies for the school's inclusive environment.

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# ORGANIZATIONAL PERFORMANCE



## IS THE SCHOOL AN EFFECTIVE, VIABLE ORGANIZATION?

Elmwood Days Park has established an effective and viable organization that has in place the key design elements identified in its renewal application. The Elmwood Village Charter Schools board meets regularly and ensures the school substantially complies with applicable law and regulations, and provides effective oversight to the school's academic program. Additional detail on the school's organizational effectiveness is outlined below.

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

Elmwood Days Park is faithful to its mission and key design elements. These can be found in the School Background section at the beginning of the report and Appendix A, respectively. The school emphasizes the small community feel with its smaller class sizes, and celebrates social emotional growth through using the Responsive Classroom discipline approach.

## 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 the school's family survey that it distributes to compile data about school culture, instruction, and systems for improvement. This year, 48% of families who received the survey responded. The majority of survey responses (98%) indicate high satisfaction with the school. However, the survey results may not be representative of the school community given the moderate response rate.

**Parent Focus Group.** The Institute asks all schools facing renewal to convene a representative set of parents for a focus group discussion. A representative set includes parents of students in attendance at the school for multiple years, 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 16 families in attendance expressed high levels of satisfaction with

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the school's program and communication regarding student academic progress. Families appreciate the school's individualized approach to learning and class lessons. Families also discussed the school's efforts for hiring diverse staff members to provide students more representation of diversity at the school.

**Persistence in Enrollment.** An additional indicator of parent satisfaction is persistence in enrollment. In 2018-19, 93% of Elmwood Days Park students returned from the previous year. Student persistence data from previous years of the charter term is available in Appendix A.

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

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

Elmwood Days Park has an organizational structure that supports the delivery of the educational program. As the education corporation grows, leaders continue to be reflective and evaluative of the school's programs.

- Elmwood Village Charter Schools has established a clear administrative structure with the staff, operational policies, and procedures to support the academic program across two schools within a growing organization. As Elmwood Village Hertel continues to increase its grade span, the director of operations and DCI split time across both schools. Additionally, the education corporation's back office has expanded to include an operations manager and data manager. This additional operational support ensures that Elmwood Days Park's principal and assistant principal can focus on improving the academic program.
- Elmwood Days Park has clearly defined roles and responsibilities among staff and teachers and leaders understand the school's lines of accountability. Although some leaders have responsibilities split across both schools within the education corporation, teachers know what to report to whom and why. When teachers need to request additional academic support, supplies, or assistance with technology they know to whom to go for their requests. The school's principal, DCI, and director of operations provide a combined report to the board and continue to make critical decisions in close collaboration with each other. Leaders meet with a leadership consultant biweekly to work on codifying decision making protocols in order to further streamline processes as the organization grows.

- The school has a clear student discipline system consistently applied across the school that aligns with the school's mission to serve all students and goal to reduce suspensions. The school uses the Responsive Classroom model supplemented with management practices that leaders developed as part of external professional development. The management framework relies on non-punitive consequences including spaces within classrooms for students to take breaks. Additionally, all teachers conduct morning meeting time that focuses on social emotional development. The school trains teachers on this model during the summer and proactively devotes the first six weeks of school to establishing strong classroom culture. For behaviors that are more extreme or disruptive, teachers contact the assistant principal, behavior specialist, or other staff for additional support. The behavior intervention coach supports specific classrooms identified as challenging in the beginning of the year.
- Elmwood Days Park works to enroll a diverse student body that is reflective of the demographics of the Buffalo neighborhoods from which it draws. The board of trustees and school leaders are aware of their obligations with respect to enrollment and retention targets and make good faith efforts to enroll greater proportions of at-risk students across both schools within the education corporation. The school has increased its recruitment efforts in areas identified as having greater proportions of ELLs and economically disadvantaged students. The school meets or comes close to meeting the retention targets for all three student subgroups.
- Elmwood Days Park retains high proportions of its teaching staff from year to year. In 2019-20, over 90% of teachers returned from the previous year. As the school and network grow, the increased instructional support staff and back office staff ensure that teachers have the academic and operational resources to support them in teaching and learning. Teachers specifically cite the school's strong culture and sense of community as reasons they remain at the school.
- Elmwood Days Park is reflective about its program and makes necessary changes. Leaders monitor quantitative and qualitative information to make holistic decisions aligned to the school's mission. In response to the school's overall trend in performance, the school increased its operational support staff in order to free up leader's time to focus on academics. Further, the school established an observation and coaching system as a result of plateauing achievement and teacher demand. As a result of trends in incoming 6<sup>th</sup> grade students, the school changed its departmental structure so that a single teacher is responsible for each 6<sup>th</sup> grade classroom throughout the day. Additionally, the school expanded its morning meeting advisory to include the middle school to ensure the strong culture remained consistent across grades.

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

The Elmwood Village Charter Schools board works effectively to achieve the school's Accountability Plan goals. The board is thoughtful about holding all leaders accountable through the shared leadership model for Elmwood Days Park and Elmwood Hertel.

- Board members have the necessary skills to govern the school. The 11 trustees have professional experience in corporate law, real estate law, special education, business, elementary education and administration, program development, and finance. This year, the board has revised its committee structure and conducts most of its operations through the audit/finance, trustee development, academic excellence, and fundraising committees. The board recently expanded its membership numbers in its bylaws and expects to add new members in the future.
- Each month, the board reviews a variety of data to provide oversight to the academic program and finances. The shared leadership team provides data reports on personnel, facilities, internal and state assessments, and school culture. The board is considering how to adapt its oversight of the recruitment and enrollment of ELLs and economically disadvantaged students.
- The board establishes clear priorities and tracks them accordingly. The board's priority each year is to improve student performance. The school leaders set end of year and benchmark goals, and the board monitors progress through its data dashboards. The board notes a desire to pay more attention to the performance of students with disabilities and particular subgroups of students and intends to work with the shared leadership to more closely monitor data for these subgroups.
- Through a successful hiring strategy, the board successfully recruits and retains key personnel. Three board members are founding members. The board is responsible for hiring each school's leader. The principal at Elmwood Days Park has been at the school for three years, and the principal at Elmwood Hertel is the founding principal. The education corporation is fiscally strong and the board ensures each school has the proper resources.
- The board regularly evaluates its own performance and has updated structures in place to evaluate the school leaders. To ensure that the Elmwood Hertel program starts strong while the Elmwood Days Park program remains strong, the board evaluates the leadership team across both schools. Since the opening of Elmwood Hertel in 2017, the board has provided performance evaluations for the principals at each site, as well as for the director of operations and the DCI who are shared across both schools. The board has

updated its tool for evaluation, modeled after a tool from an external organization that supports boards, and is implementing the tool for the first time this year. The new tool provides more clarity for leaders on expected responsibility and timelines for evaluation.

- The board communicates with the school community. In addition to maintaining regular contact with the shared leadership team, three members of the board are parents, including one parent representative from each site.

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

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

- The board has materially complied with the terms of its by-laws and code of ethics, and has avoided creating conflicts of interest.
- Notices and minutes demonstrate the board holds meetings in accordance with the Open Meetings Law.
- During the charter term a State comptroller’s audit stated the board failed to properly document due diligence regarding the facility acquisition agreement for Elmwood Hertel, and paid too much for the building. The board stated it will conduct stronger analyses and better document its processes in the future, but disagreed that it could have purchased a comparable facility at a lower price.
- Building on the success of Elmwood Days Park, the board replicated the school during this charter term and merged the entities under SUNY authorization.
- The board has a well functioning and broad committee structure and leverages working groups to review short term projects such as policies and space utilization.
- With a focus on its own development the board has an annual board retreat. Members regularly attend trainings and report back takeaways to the rest of the board.
- Minutes reflect detailed conversations for budget spending especially when there is a variance from what was budgeted.

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- To monitor teacher retention the board examines benefit options including leave options and participation in the Western New York Teacher Residency program with Canisius College.
- The board, working with the school, took the initiative to work with outside counsel on gathering information on transportation barriers facing its students due to constraints imposed by the district. The school also reached out to other charter schools in the community dealing with the same issues to explore solutions.
- Not only does the board receive detailed information regarding academics, students, subpopulations, personnel, and facilities but the board also keeps abreast of educational policy success including a review of the ESSA and its implications for the school.
- A communication association regularly reports to the board as to the Elmwood Village community and the board ensures it is seen as a partner with the community allowing utilization of its grounds for community events.
- The board ensured its emergency response plan was effective by working with the Buffalo Police Department and school leadership to review the plan, even working with the Police Department on practice drills.

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

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

- **Annual Reports.** While Elmwood Days Park properly submitted its annual reports to the Institute and NYSED, the school has not posted recent annual reports including annual audits on its website in accordance with the Act. The Institute will follow up with the school to update the website prior to the next charter term.
- **Complaints.** The Institute received no formal complaints regarding the school.
- **Compliance.** The Institute issued no violation letters during the charter term.

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# FISCAL PERFORMANCE



## IS THE EDUCATION CORPORATION FISCALLY SOUND?

Based on a review of the fiscal evidence collected through the renewal review, Elmwood Village Charter Schools is fiscally sound as is its school, Elmwood Days Park. The SUNY Fiscal Dashboard presents color-coded tables and charts indicating that Elmwood Days Park and the education corporation have demonstrated fiscal soundness over the majority of the charter term.<sup>9</sup> (The SUNY Fiscal Dashboard for Elmwood Days Park is included in Appendix D and the Fiscal Dashboard for the Elmwood Village Charter Schools merged education corporation is included in Appendix F). The discussion that follows relates mainly to the Elmwood Village Charter Schools education corporation because a school is not a legally distinct fiscal entity.

Elmwood Days Park opened in 2006-07 authorized by the Board of Regents. Effective July 1, 2017, the school merged to join the existing Elmwood Village Hertel charter, with Elmwood Village Hertel as the surviving entity renamed Elmwood Village Charter Schools. 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 has adequate financial resources to ensure stable operations. The fiscal dashboards reflect the independent entity as fiscally strong prior to and since operating the additional school.

Operating multiple schools allows for the realization of efficiencies associated with operations and capacity to share programs and resources in the areas of academic program, fiscal management and operational support, human resources, technology, and public relations. Reporting to one authorizer also streamlines requirements and expectations.

9. 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.

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

Elmwood Days Park has adequate financial resources to ensure stable operations. Elmwood Days Park has employed clear budgetary objectives and budget preparation procedures throughout the charter term.

- The budget process applies the financial expertise of key board and staff members to a bottom-up analysis and approach to determine the required resources needed for achieving the organization’s educational goals and outcomes.
- All budgets are created by the school’s administrative team in conjunction with an external financial service provider, and subject to the input, oversight, and approval of the board. Annual budgets are drafted in early spring for review and approval by the end of the fiscal year.
- The projected five-year renewal budget reflects 2.0% increases to per pupil funding after the first year of the new charter term.
- Elmwood Village Charter Schools has created a central office to address the operating needs of the schools as a whole as opposed to operating each school independently. This has allowed the education corporation to create depth in the business department while also allowing the schools to operate more efficiently.
- Elmwood Days Park will continue operations in the current facility. Elmwood Days Park is located in and owns a former Buffalo Public School District building in the Allentown neighborhood of Buffalo. The school plans to expand the facility to better meet the needs of the school in the next charter term.
- Elmwood Days Park’s facility is financed through a commercial bank and the board will seek outside loans, along with using some of its reserves, to finance the addition to the facility.

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

Elmwood Village Charter Schools has a history of sound fiscal policies, procedures, and practices, which are applied at Elmwood Days Park, and maintains appropriate internal controls at the school.

- The recently finalized education corporation Fiscal Policies and Procedures Manual, which was formerly two manuals, serves as the guide to all financial internal controls and procedures. The board regularly reviews and updates the manual, the latest review occurring during November 2019.
- The most recent Elmwood Village Charter Schools audit report for June 30, 2019 had no material findings or deficiencies.
- The school did have a New York State Comptroller's audit dated February 2018 in which key findings suggest the board did not conduct a thorough site selection review while choosing the facility and paid more than the appraised value for the property. The board responded to the findings and conveyed that while it has no plans to purchase other facilities, it will conduct stronger analyses with supporting documentation and justifications when making any major financial commitments in the future. The board also disagrees with the Comptroller's findings that it could have obtained a comparable facility had it followed the Comptroller's suggestions.

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## DOES THE SCHOOL COMPLY WITH FINANCIAL REPORTING REQUIREMENTS?

Elmwood Days Park and the education corporation have complied with financial reporting requirements.

- The Institute and NYSED have received the required financial reports on time, complete, and following generally accepted accounting principles (GAAP).
- Independent audits of annual financial statements have received unqualified opinions with no material advisory or management letter findings to report.

- The school and education corporation have generally filed key reports in a timely and accurate manner including: audit reports, budgets, unaudited quarterly reports of revenue, expenses and enrollment.
- The Institute received the June 30, 2019 annual audit by the due date of November 1, 2019 and reported continued fiscal strength.

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

Elmwood Days Park and the education corporation have maintained adequate financial resources to ensure stable operations.

- Since the school merged with the SUNY education corporation, Elmwood Days Park reported operating surpluses in each year.
- The merged education corporation fiscal dashboard in Appendix F reflects a fiscally strong program with 5.5 months of cash on hand to pay liabilities coming due shortly.
- The education corporation benefits from a combined balance sheet which is a combination of individual school's assets and liabilities. In order to track the operations of any individual school within a merged education corporation, the Institute tracks each individual school's revenues and expenses in order to report operating surpluses or deficits.
- Elmwood Village Charter Schools had total net assets of approximately \$8.3 million as of June 30, 2019.
- As a requirement of the SUNY charter agreement, Elmwood Village Charter Schools has established the separate dissolution reserve fund account of \$150,000.

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# FUTURE PLANS



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

The education corporation's plans for the school 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.** Elmwood Days Park plans to continue to implement the same core elements that have led the school to meet its Accountability Plan goals during the current charter term, as well as place a greater emphasis on ensuring equity for all students. These core elements are likely to enable the school to meet its goals in the future.

**Plans for Board Oversight & Governance.** Current board members express interest in continuing to serve Elmwood Village Charter Schools in the future. The board may add new trustees in the next charter term.

**Fiscal & Facility Plans.** Based on evidence collected through the renewal review, including a review of the 5-year financial plan, Elmwood Village Charter Schools presents a reasonable and appropriate fiscal plan for the next charter term including education corporation and school budgets that are feasible and achievable.

	CURRENT	END OF NEXT CHARTER TERM
<b>Enrollment</b>	450	450
<b>Grade Span</b>	K-8	K-8
<b>Teaching Staff</b>	41	41
<b>Days of Instruction</b>	185	185

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Elmwood Days Park plans to continue instruction in the current facility. The school is located in and owns a former Buffalo Public School District building in the Allentown neighborhood of Buffalo. Although the education corporation provided adequate space for the school to operate, the education corporation formed a space planning working group to plan expansion of current facilities to better accommodate school programs. During the next charter term, Elmwood Days Park plans to add three classrooms for music and dance, which currently have inconsistent classroom space.

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.



Elmwood Days Park

# Ax

## APPENDICES

PAGES Ax 1-27

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

## ELMWOOD VILLAGE CHARTER SCHOOLS BOARD OF TRUSTEES

### CHAIR

Elizabeth Santacrose

### VICE CHAIR

Jennifer Bernacki Smith

### TREASURER

Matthew Moscati

### SECRETARY

Pamela Pollock

### TRUSTEES

Mimi Barnes-Coppola

Lacole Brumfield

Kathy Franklin-Adams

Evelyn Kerney

Matthew Ryan

Jamie Smith

## SCHOOL LEADERS

### PRINCIPAL

*Danielle Bruno, Principal (2016 to present)*

*John Sheffield, Director (2006-2016)*

## SCHOOL CHARACTERISTICS

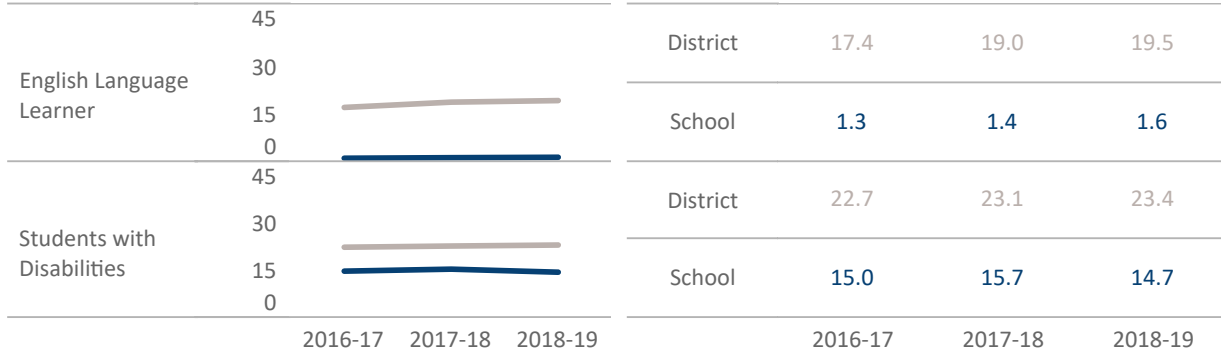
SCHOOL YEAR	CHARTERED ENROLLMENT	ACTUAL ENROLLMENT	ACTUAL AS A PERCENTAGE OF CHARTERED ENROLLMENT	PROPOSED GRADES	ACTUAL GRADES
2015-16	375	SED	SED	K-8	K-8
2016-17	400	SED	SED	K-8	K-8
2017-18	425	422	99%	K-8	K-8
2018-19	450	448	99%	K-8	K-8
2019-20	450	450	100%	K-8	K-8

# APPENDIX A: School Overview

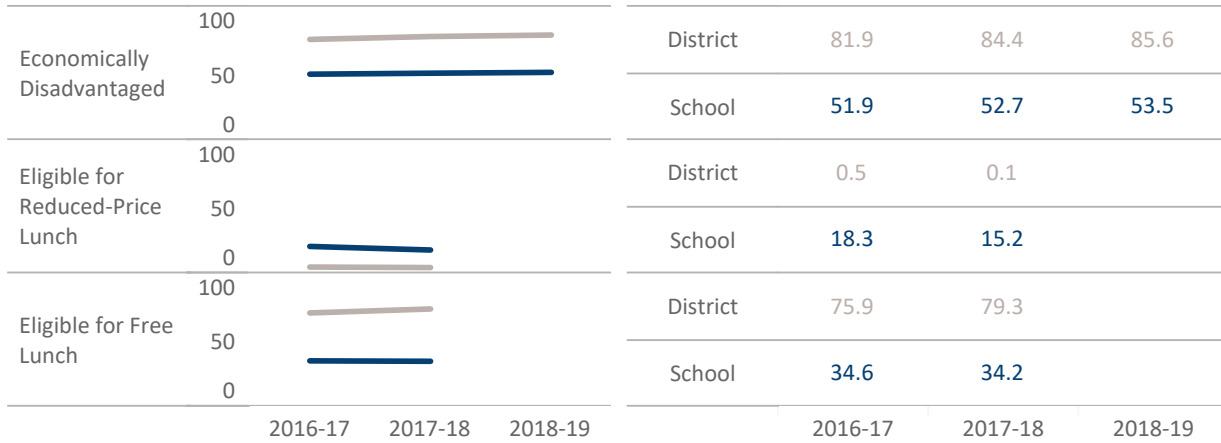
## Elmwood Village Charter School Days Park

## Buffalo City School District

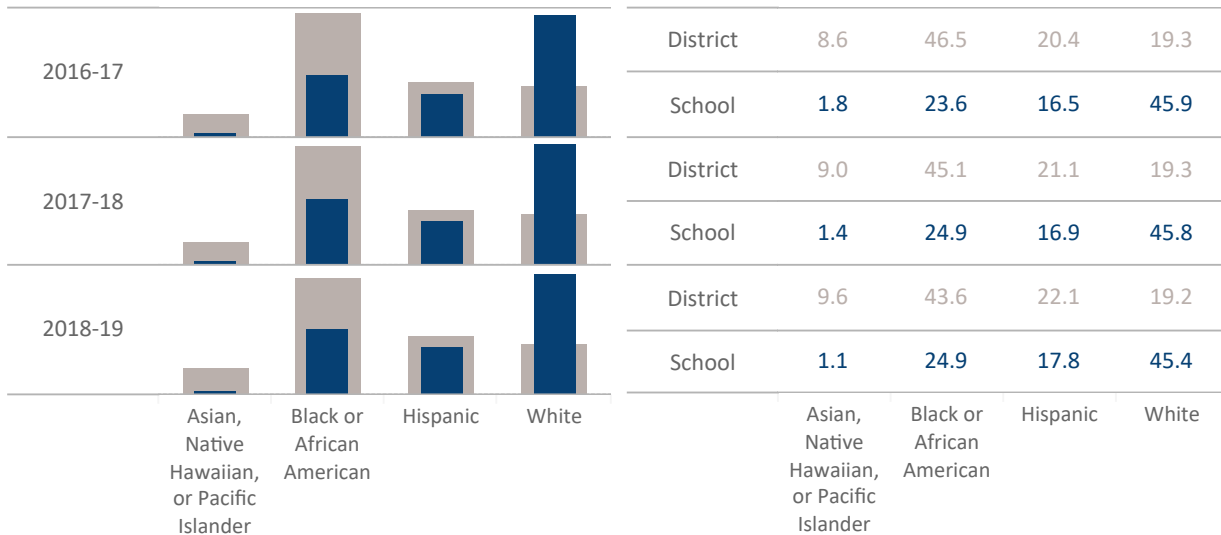
### Student Demographics: Special Populations



### Student Demographics: Free/Reduced Lunch



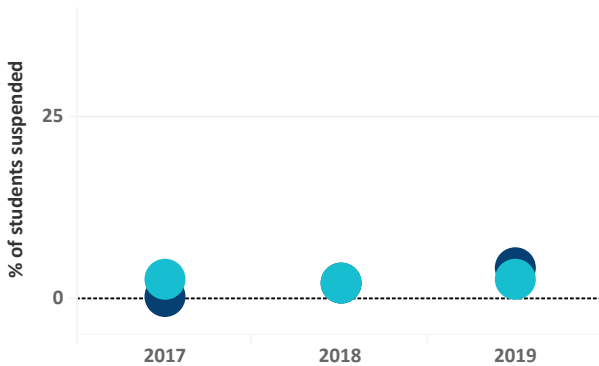
### Student Demographics: Race/Ethnicity



Data reported in these charts reflect BEDS day enrollment counts as reported by the New York State Education Department

# APPENDIX A: School Overview

## Elmwood Village Charter School Days Park



## Buffalo City School District

	School ISS Rate	School OSS Rate
2017	2.5	0.3
2018	2.1	2.1
2019	2.7	4.2

District data suitable for comparison are not available. The percentage rate shown here is calculated using the method employed by the New York City Department of Education ("NYCDOE"): the total number of students receiving an in school or out of school suspension at any time during the school year is divided by the total enrollment, then multiplied by 100.

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



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

	2017	2018	2019
Expulsions	0	0	0

## Elmwood Village Charter School Days Park's Enrollment and Retention Status: 2018-19

		District Target	School
<b>Enrollment</b>	economically disadvantaged	85.6	53.5
	English language learners	12.3	1.8
	students with disabilities	20.9	14.7
<b>Retention</b>	economically disadvantaged	95.1	94.7
	English language learners	95.3	100.0
	students with disabilities	95.2	93.7

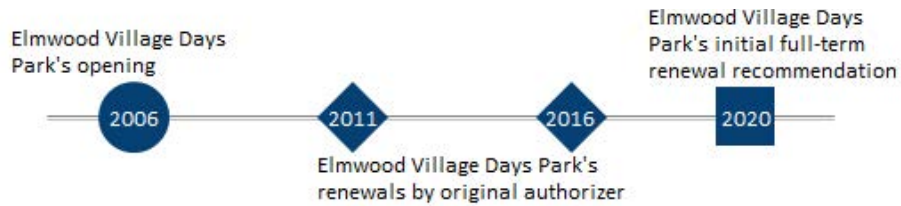
Data reported in these charts reflect information reported by the school and validated by the Institute.

# APPENDIX A: School Overview

## PARENT SATISFACTION: SURVEY RESULTS

RESPONSE RATE	ACADEMIC EXCELLENCE	SCHOOL COMMUNITY	FAIR & EFFECTIVE BEHAVIOR SYSTEMS
48%	100%	95%	93%

## TIMELINE OF CHARTER SCHOOL RENEWAL



## SCHOOL VISIT HISTORY

SCHOOL YEAR	VISIT TYPE	DATE
2019-20	Initial Renewal Visit	October 3-4, 2019

## CONDUCT OF THE RENEWAL VISIT

DATE(S) OF VISIT	EVALUATION TEAM MEMBERS	TITLE
October 3-4, 2019	Kerri Rizzolo	Senior Analyst
	Sinnjinn Bucknell	Director of Performance and Systems
	Andrew Kile	Director of School Evaluation

# APPENDIX A: School Overview

## KEY DESIGN ELEMENTS:

ELEMENT	EVIDENT?
Small Kindergarten - 8 <sup>th</sup> grade community	+
Low student-teacher ratio	+
Community alliances: students interact with community leaders, institutions, and artists	+
Longer daily schedule and school year	+
More time on task	+
Interdisciplinary curriculum	+
Parental involvement	+
Technology integration	+
Responsive Classroom	+
A diverse student population	+

# APPENDIX B: Performance Summaries

## SCHOOL PERFORMANCE SUMMARY: ENGLISH LANGUAGE ARTS

### Elmwood Village Charter School Days Park

		2016-17 Grades Served K-8				2017-18 Grades Served K-8				2018-19 Grades Served K-8					
Grades	All % (N)	2+ Years % (N)	MET	Grades	All % (N)	2+ Years % (N)	MET	Grades	All % (N)	2+ Years % (N)	MET	Grades	All % (N)	2+ Years % (N)	MET
3	64.0 (50)	63.6 (44)		3	64.6 (48)	64.6 (48)		3	65.4(52)	65.3(49)		3	65.4(52)	65.3(49)	
4	52.9 (51)	55.3 (47)		4	60.0 (50)	60.4 (48)		4	64.7(51)	65.3(49)		4	64.7(51)	65.3(49)	
5	23.4 (47)	25.0 (36)		5	36.0 (50)	38.6 (44)		5	48.9(47)	53.8(39)		5	48.9(47)	53.8(39)	
6	38.8 (49)	40.9 (44)		6	68.8 (48)	72.7 (44)		6	27.1(48)	27.9(43)		6	27.1(48)	27.9(43)	
7	52.2 (23)	52.2 (23)		7	30.2 (43)	28.2 (39)		7	42.9(49)	45.5(44)		7	42.9(49)	45.5(44)	
8	55.6 (18)	58.8 (17)		8	65.2 (23)	65.2 (23)		8	47.4(38)	48.6(37)		8	47.4(38)	48.6(37)	
All	46.6 (238)	48.8 (211)	NO	All	53.4 (262)	54.9 (246)	NO	All	49.8(285)	51.7(261)	NO	All	49.8(285)	51.7(261)	NO
Grades		PI	MIP	Grades	PI	MIP	Grades	Grades	PI	MIP	Grades	Grades	PI	MIP	Grades
3-8		131	111	3-8	145	101	YES	3-8	138	105	YES	3-8	138	105	YES
3-8		48.8	17.8	3-8	54.9	23.4	YES	3-8	51.7	24.7	YES	3-8	51.7	24.7	YES
Grade		% ED	Actual	Predicted	ES	Comparison: Buffalo City School District		Grade	% ED	Actual	Predicted	ES	Comparison: Buffalo City School District		
3	55.8	64.0	44.0	1.27	3	54.7	64.6	53.1	0.70	3	36.5	607	603.6	0.51	
4	50.0	52.9	43.9	0.57	4	51.9	60.0	50.3	0.58	4	56.6	606	599.2	0.96	
5	56.0	23.4	35.9	-0.85	5	58.8	36.0	36.5	-0.03	5	57.7	603	600.0	0.43	
6	70.6	38.8	25.9	0.82	6	55.1	68.8	50.6	1.17	6	61.5	591	597.5	-0.84	
7	60.9	52.2	39.0	0.75	7	81.8	30.2	29.9	0.02	7	59.2	600	599.6	0.05	
8	47.4	55.6	47.9	0.47	8	59.1	65.2	46.3	1.04	8	88.1	601	594.9	0.69	
All	57.5	46.6	38.5	0.50	All	59.9	53.4	44.5	0.54	All	58.6	601.5	599.4	0.29	
Grades		School	State	Grades	School	State	Grades	School	State	Grades	School	State	Grades	School	State
4	53.8			4	44.5		4	48.7		4	48.7		4	48.7	
5	45.4			5	44.8		5	42.0		5	42.0		5	42.0	
6	61.6			6	68.3		6	34.7		6	34.7		6	34.7	
7	52.3			7	38.3		7	36.4		7	36.4		7	36.4	
8	50.4			8	54.2		8	56.4		8	56.4		8	56.4	
All	53.3	50	YES	All	49.9	50	NO	All	43.3	50	NO	All	43.3	50	NO
1. Each year 75 percent of students who are enrolled in at least their second year will perform at or above proficiency on the New York State exam.		2. Each year the school's aggregate Performance Index on the State exam will meet the state Measure of Interim Progress set forth in the State's ESSA accountability system.		3. Each year the percent of students enrolled in at least their second year and performing at or above 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 performance on the state exam by an effect size of 0.3 or above based on a regression analysis controlling for economically disadvantaged students statewide.		5. Each year, the school's unadjusted mean growth percentile will meet or exceed the target of 50.							
Absolute Measure		Comparative Measure		Growth Measure											



## SUMMARY OF PUBLIC COMMENTS

The Buffalo City School District held its required hearing on Elmwood Days Park's renewal application on September 18, 2019 at Waterfront Elementary School in Buffalo, New York. A majority of the board of education of the Buffalo City School District was present. The school leadership team of Elmwood Days Park provided a presentation on the school's renewal application, history of results and answered questions posed by members of the district's board of education. Members of the board education complimented the school on what it has heard from the community and its treatment of students. The district board made the following recommendation based on the presentation and discussion:

- Elmwood Village Days Park should have its academic data reviewed every 2-3 years.
- Elmwood Village Charter Schools should create a strategic plan with targeted goals around the recruitment of minorities and persons of color – both students and instructional staff.

# APPENDIX D: Fiscal Dashboard

## ELMWOOD VILLAGE CHARTER SCHOOL DAYS PARK

NOTE: Effective 2017-18 the school merged into the education corporation, "Elmwood Village Charter Schools." Accordingly, see the education corporation report containing the "Balance Sheet" for all schools merged into the education corporation.

### SCHOOL INFORMATION

#### BALANCE SHEET

##### Assets

##### Current Assets

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

##### Total Current Assets - GRAPH 1

Property, Building and Equipment, net  
 Other Assets

##### Total Assets - GRAPH 1

##### Liabilities and Net Assets

##### Current Liabilities

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

##### Total Current Liabilities - GRAPH 1

Deferred Rent/Lease Liability  
 All other 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  
 NYC DoE Rental Assistance  
 Food Service/Child Nutrition Program

##### Total Operating Revenue

##### Expenses

Regular Education  
 SPED  
 Other

##### Total Program Services

Management and General  
 Fundraising

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

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

##### Support and Other Revenue

Contributions  
 Fundraising  
 Miscellaneous Income  
 Net assets released from restriction

##### Total Support and Other Revenue

##### Total Unrestricted Revenue

##### Total Temporarily Restricted Revenue

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

##### Change in Net Assets

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

Prior Year Adjustment(s)

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

#### Opened 2006-07 (Transfer from SED to SUNY 2017-18)

	2014-15		2015-16		2016-17		MERGED 2017-18		MERGED 2018-19	
Cash and Cash Equivalents - GRAPH 1	-	-	-	-	-	-	-	-	-	-
Grants and Contracts Receivable	-	-	-	-	-	-	-	-	-	-
Accounts Receivable	-	-	-	-	-	-	-	-	-	-
Prepaid Expenses	-	-	-	-	-	-	-	-	-	-
Contributions and Other Receivables	-	-	-	-	-	-	-	-	-	-
<b>Total Current Assets - GRAPH 1</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>
Property, Building and Equipment, net	-	-	-	-	-	-	-	-	-	-
Other Assets	-	-	-	-	-	-	-	-	-	-
<b>Total Assets - GRAPH 1</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>
Accounts Payable and Accrued Expenses	-	-	-	-	-	-	-	-	-	-
Accrued Payroll and Benefits	-	-	-	-	-	-	-	-	-	-
Deferred Revenue	-	-	-	-	-	-	-	-	-	-
Current Maturities of Long-Term Debt	-	-	-	-	-	-	-	-	-	-
Short Term Debt - Bonds, Notes Payable	-	-	-	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-	-	-	-
<b>Total Current Liabilities - GRAPH 1</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>
Deferred Rent/Lease Liability	-	-	-	-	-	-	-	-	-	-
All other L-T debt and notes payable, net current maturities	-	-	-	-	-	-	-	-	-	-
<b>Total Liabilities - GRAPH 1</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>
Unrestricted	-	-	-	-	-	-	-	-	-	-
Temporarily restricted	-	-	-	-	-	-	-	-	-	-
<b>Total Net Assets</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>
<b>Total Liabilities and Net Assets</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>
Resident Student Enrollment	-	-	-	-	-	-	5,413,243	-	6,048,023	-
Students with Disabilities	-	-	-	-	-	-	599,655	-	621,336	-
State and local	-	-	-	-	-	-	-	-	-	-
Federal - Title and IDEA	-	-	-	-	-	-	187,428	-	-	-
Federal - Other	-	-	-	-	-	-	-	-	195,055	-
Other	-	-	-	-	-	-	-	-	-	-
NYC DoE Rental Assistance	-	-	-	-	-	-	-	-	-	-
Food Service/Child Nutrition Program	-	-	-	-	-	-	-	-	-	-
<b>Total Operating Revenue</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>6,200,326</b>	<b>-</b>	<b>6,864,414</b>	<b>-</b>
Regular Education	-	-	-	-	-	-	3,586,269	-	3,673,839	-
SPED	-	-	-	-	-	-	733,072	-	893,165	-
Other	-	-	-	-	-	-	373,727	-	454,346	-
<b>Total Program Services</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>4,693,068</b>	<b>-</b>	<b>5,021,350</b>	<b>-</b>
Management and General	-	-	-	-	-	-	1,049,732	-	1,204,946	-
Fundraising	-	-	-	-	-	-	-	-	-	-
<b>Total Expenses - GRAPHS 2, 3 &amp; 4</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>5,742,800</b>	<b>-</b>	<b>6,226,296</b>	<b>-</b>
<b>Surplus / (Deficit) From School Operations</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>457,526</b>	<b>-</b>	<b>638,118</b>	<b>-</b>
Contributions	-	-	-	-	-	-	72,312	-	212,439	-
Fundraising	-	-	-	-	-	-	25,244	-	15,801	-
Miscellaneous Income	-	-	-	-	-	-	274,238	-	304,895	-
Net assets released from restriction	-	-	-	-	-	-	-	-	-	-
<b>Total Support and Other Revenue</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>371,794</b>	<b>-</b>	<b>533,135</b>	<b>-</b>
Total Unrestricted Revenue	-	-	-	-	-	-	6,572,120	-	7,397,549	-
Total Temporarily Restricted Revenue	-	-	-	-	-	-	-	-	-	-
<b>Total Revenue - GRAPHS 2 &amp; 3</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>6,572,120</b>	<b>-</b>	<b>7,397,549</b>	<b>-</b>
<b>Change in Net Assets</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>829,320</b>	<b>-</b>	<b>1,171,253</b>	<b>-</b>
<b>Net Assets - Beginning of Year - GRAPH 2</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>6,266,477</b>	<b>-</b>	<b>6,212,550</b>	<b>-</b>
Prior Year Adjustment(s)	-	-	-	-	-	-	-	-	-	-
<b>Net Assets - End of Year - GRAPH 2</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>7,095,797</b>	<b>-</b>	<b>7,383,803</b>	<b>-</b>

# APPENDIX D: Fiscal Dashboard

## ELMWOOD VILLAGE CHARTER SCHOOL DAYS PARK

NOTE: Effective 2017-18 the school merged into the education corporation, "Elmwood Village Charter Schools." Accordingly, see the education corporation report containing the "Balance Sheet" for all schools merged into the education corporation.

### SCHOOL INFORMATION - (Continued)

#### Functional Expense Breakdown

	2014-15	2015-16	2016-17	2017-18	2018-19
Personnel Service					
Administrative Staff Personnel	-	-	-	472,264	505,967
Instructional Personnel	-	-	-	2,386,866	2,565,075
Non-Instructional Personnel	-	-	-	202,571	247,555
Personnel Services (Combined)	-	-	-	-	-
<b>Total Salaries and Staff</b>	-	-	-	<b>3,061,701</b>	<b>3,318,597</b>
Fringe Benefits & Payroll Taxes	-	-	-	829,914	886,994
Retirement	-	-	-	260,932	355,830
Management Company Fees	-	-	-	-	-
Building and Land Rent / Lease	-	-	-	443,265	413,122
Staff Development	-	-	-	33,038	98,922
Professional Fees, Consultant & Purchased Services	-	-	-	167,104	159,961
Marketing / Recruitment	-	-	-	3,895	9,639
Student Supplies, Materials & Services	-	-	-	187,800	173,042
Depreciation	-	-	-	327,167	318,515
Other	-	-	-	427,984	491,674
<b>Total Expenses</b>	-	-	-	<b>5,742,800</b>	<b>6,226,296</b>

### SCHOOL ANALYSIS

#### ENROLLMENT

	2014-15	2015-16	2016-17	2017-18	2018-19
Original Chartered Enrollment	-	-	-	425	450
Final Chartered Enrollment (includes any revisions)	-	-	-	425	450
Actual Enrollment - <b>GRAPH 4</b>	-	-	-	422	448
Chartered Grades	-	-	-	K-8	K-8
Final Chartered Grades (includes any revisions)	-	-	-	-	-

#### Primary School District: BUFFALO CITY SD

Per Pupil Funding (Weighted Avg of All Districts)	2014-15	2015-16	2016-17	2017-18	2018-19
Increase over prior year	0.0%	0.0%	0.0%	100.0%	2.1%

#### PER STUDENT BREAKDOWN

##### Revenue

Operating	-	-	-	14,704	15,335
Other Revenue and Support	-	-	-	882	1,191
<b>TOTAL - GRAPH 3</b>	-	-	-	<b>15,586</b>	<b>16,526</b>

##### Expenses

Program Services	-	-	-	11,130	11,218
Management and General, Fundraising	-	-	-	2,489	2,692
<b>TOTAL - GRAPH 3</b>	-	-	-	<b>13,619</b>	<b>13,910</b>
% of Program Services	0.0%	0.0%	0.0%	81.7%	80.6%
% of Management and Other	0.0%	0.0%	0.0%	18.3%	19.4%
<b>% of Revenue Exceeding Expenses - GRAPH 5</b>	0.0%	0.0%	0.0%	<b>14.4%</b>	<b>18.8%</b>

#### Student to Faculty Ratio

2014-15	2015-16	2016-17	2017-18	2018-19
-	-	-	6.5	7.2

#### Faculty to Admin Ratio

2014-15	2015-16	2016-17	2017-18	2018-19
-	-	-	5.2	8.2

#### Financial Responsibility Composite Scores - GRAPH 6

Score	2014-15	2015-16	2016-17	2017-18	2018-19
Fiscally Strong 1.5 - 3.0 / Fiscally Adequate 1.0 - 1.4 / Fiscally Needs Monitoring < 1.0	0.0	0.0	0.0	0.0	0.0
	N/A	N/A	N/A	N/A	N/A

#### Working Capital - GRAPH 7

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

#### Quick (Acid Test) Ratio

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

#### Debt to Asset Ratio - GRAPH 7

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

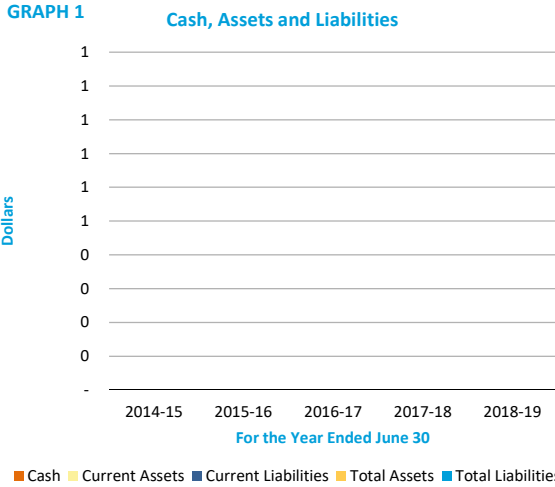
#### Months of Cash - GRAPH 8

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

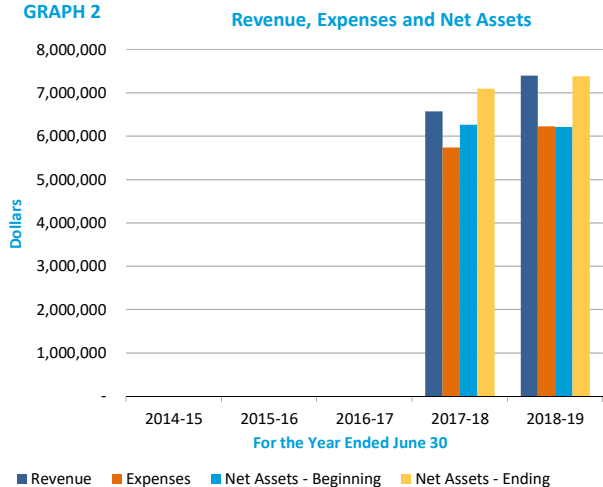
# APPENDIX D: Fiscal Dashboard

## ELMWOOD VILLAGE CHARTER SCHOOL DAYS PARK

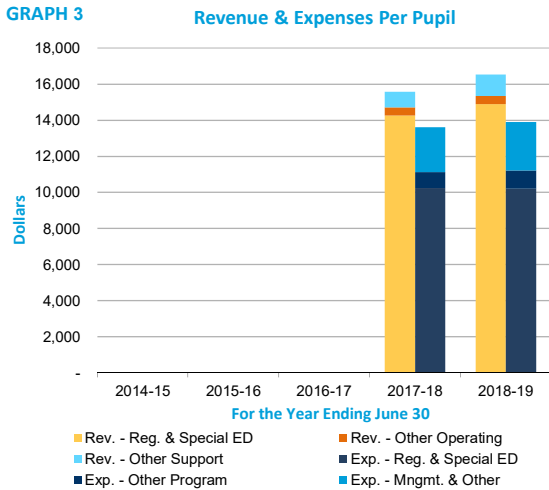
NOTE: Effective 2017-18 the school merged into the education corporation, "Elmwood Village Charter Schools." Accordingly, see the education corporation report containing the "Balance Sheet" for all schools merged into the education corporation.



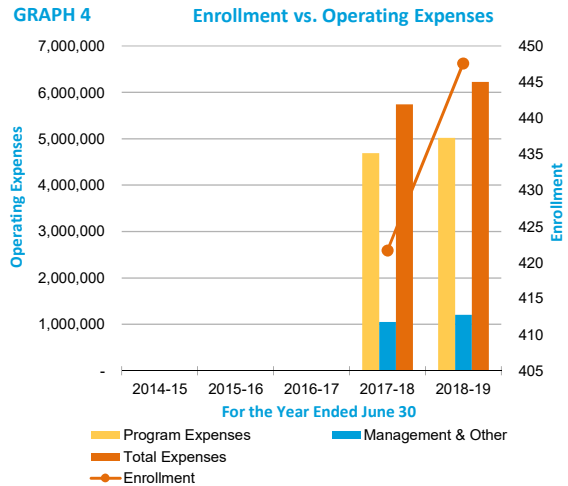
This chart illustrates the relationship between assets and liabilities and to what extent cash reserves makes up current assets. Ideally for each subset, subsets 2 through 4, (i.e. current assets vs. current liabilities), the column on the left is taller than the immediate column on the right; and, generally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



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



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



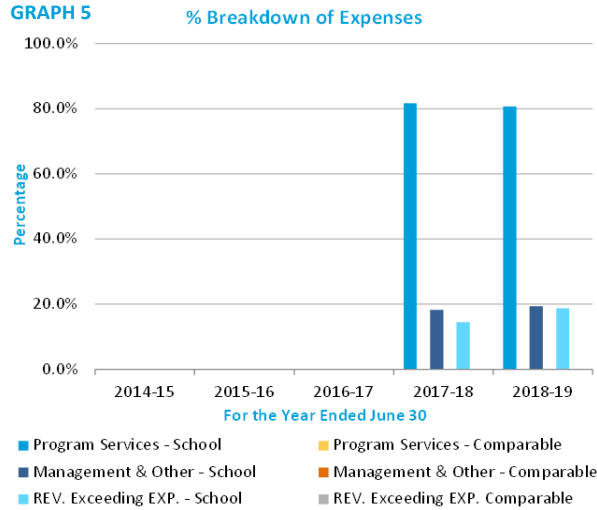
This chart illustrates to what extent the school's operating expenses have followed its student enrollment pattern. A baseline assumption that this data tests is that operating expenses increase with each additional student served. This chart also compares and contrasts growth trends of both, giving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

# APPENDIX D: Fiscal Dashboard

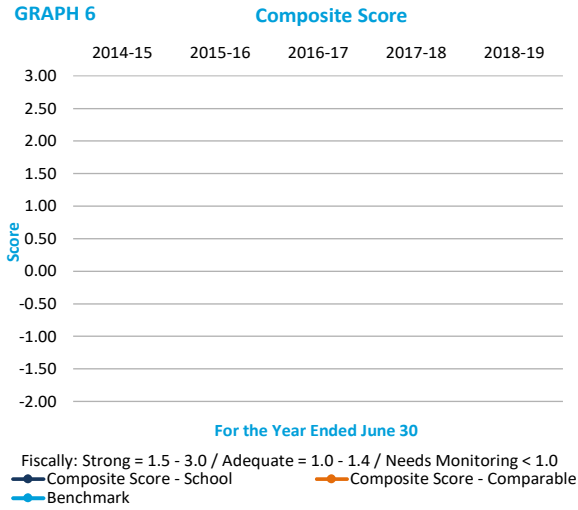
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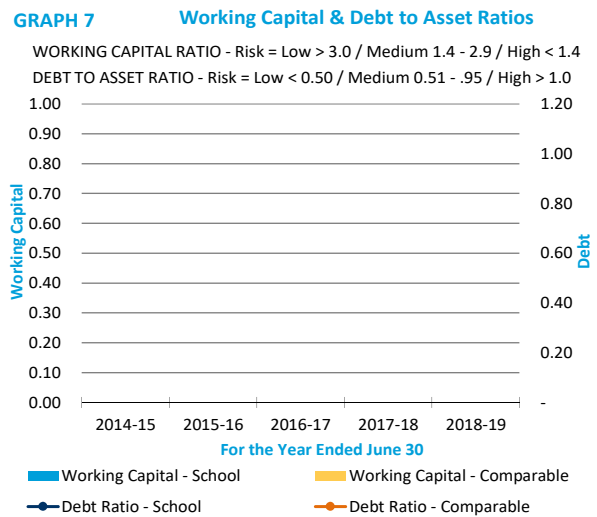
Comparable School, Region or Network: -



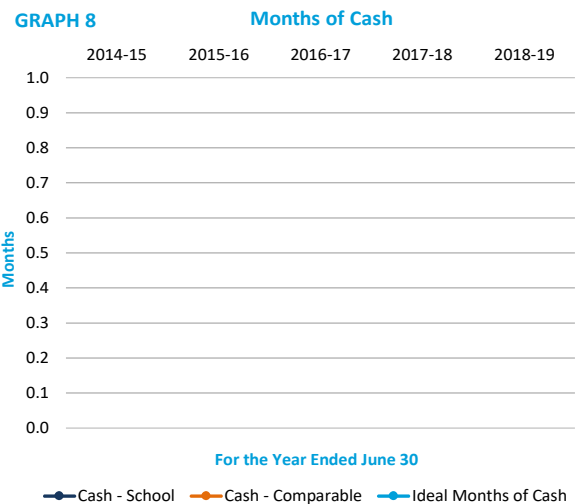
This chart illustrates the percentage expense breakdown between program services and management & others as well as the percentage of revenues exceeding expenses. Ideally the percentage expense for program services will far exceed that of the management & other expense. The percentage of revenues exceeding 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 ▲ Renewal by Original Authorizer □ Initial Renewal Recommendation - Full-Term



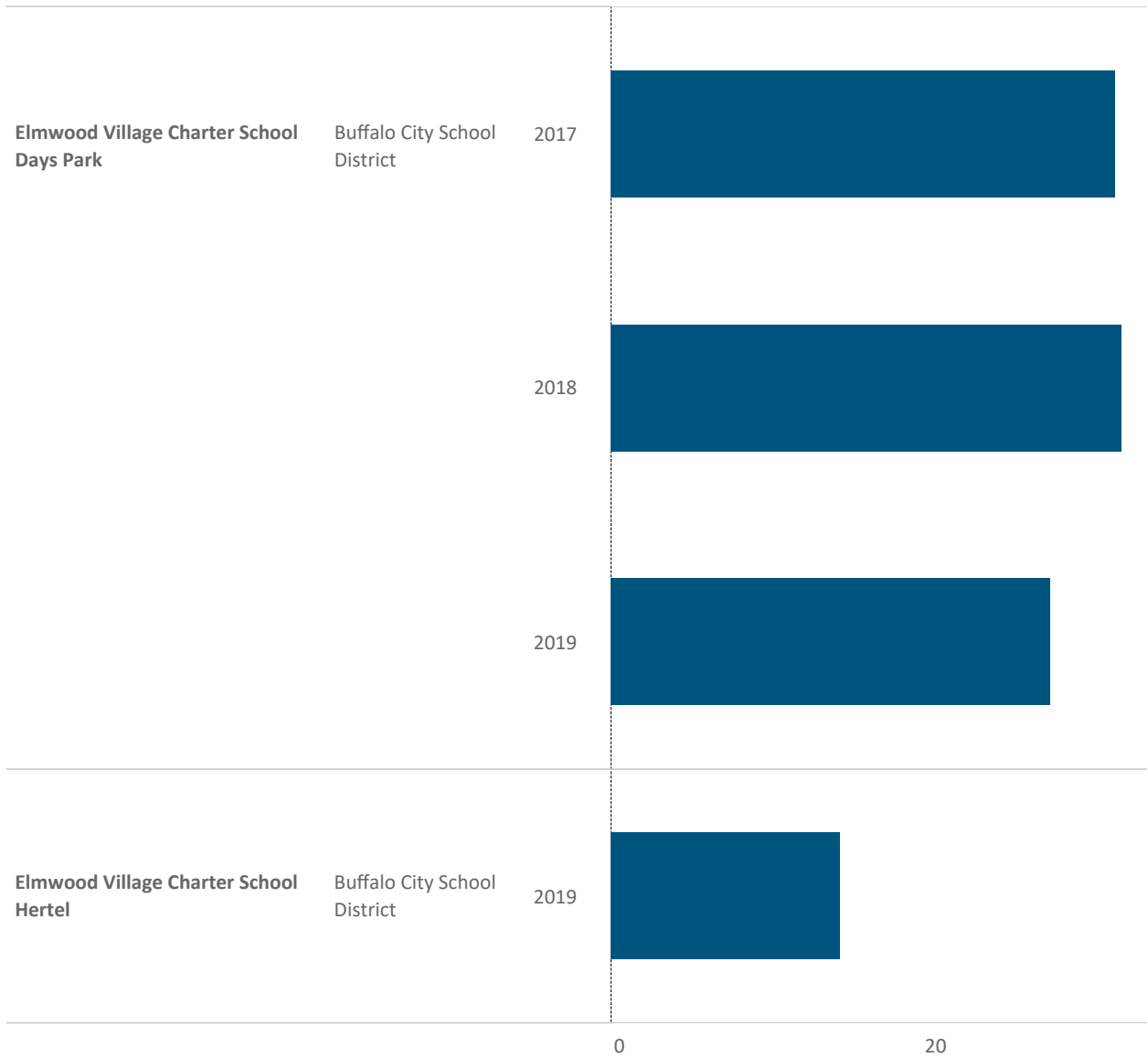
# APPENDIX E: Education Corporation Overview

## EDUCATION CORPORATION SCHOOL CHARACTERISTICS

SCHOOL	LOCAL DISTRICT	CO-LOCATED	CHARTERED ENROLLMENT	GRADE SPAN
Elmwood Village Charter School Days Park	Buffalo CSD	No	450	K-8
Elmwood Village Charter School Hertel	Buffalo CSD	No	250	K-4

# APPENDIX E: Education Corporation Overview

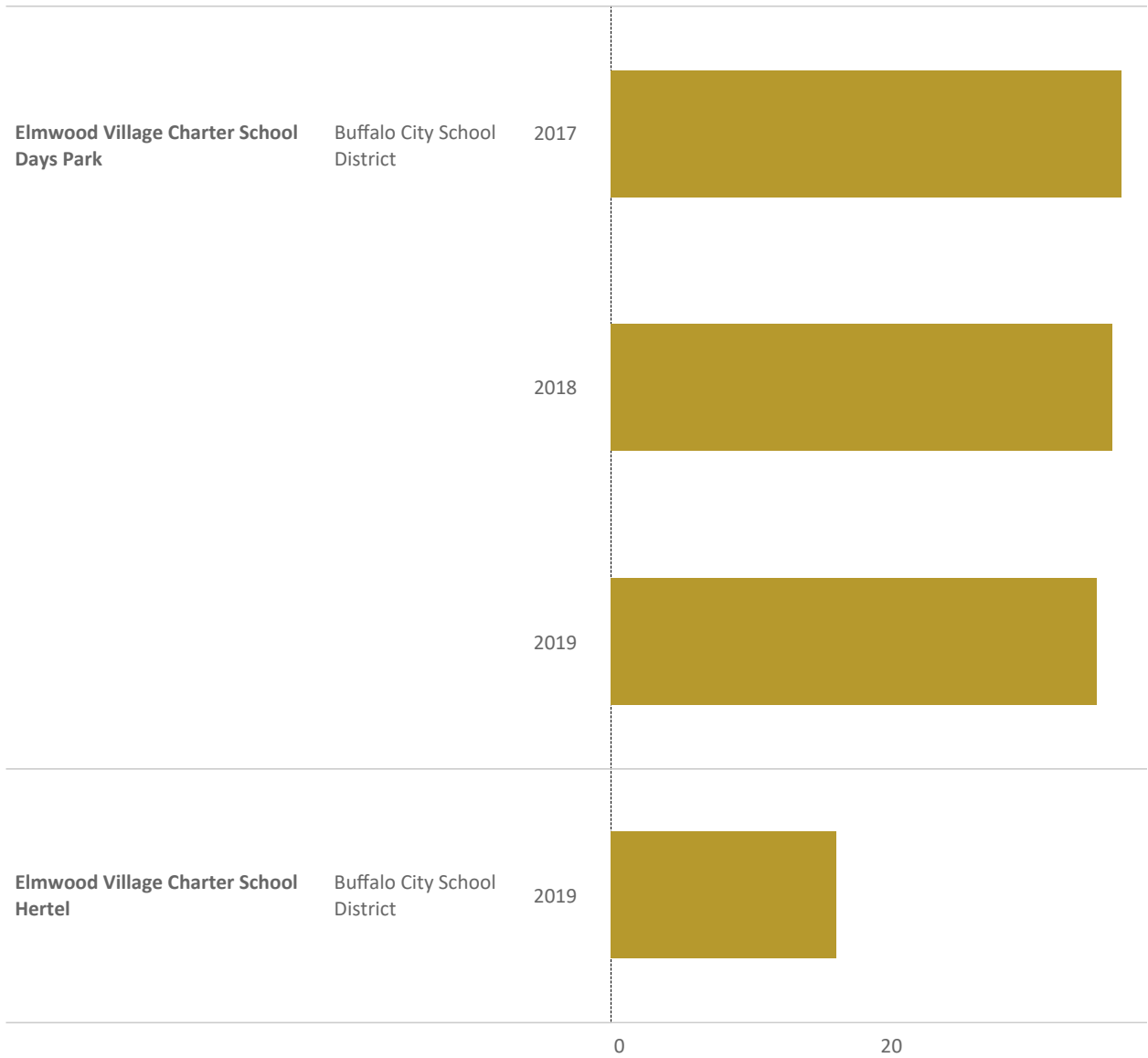
## DIFFERENCE BETWEEN SCHOOLS AND DISTRICT SCORES: ELA



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

# APPENDIX E: Education Corporation Overview

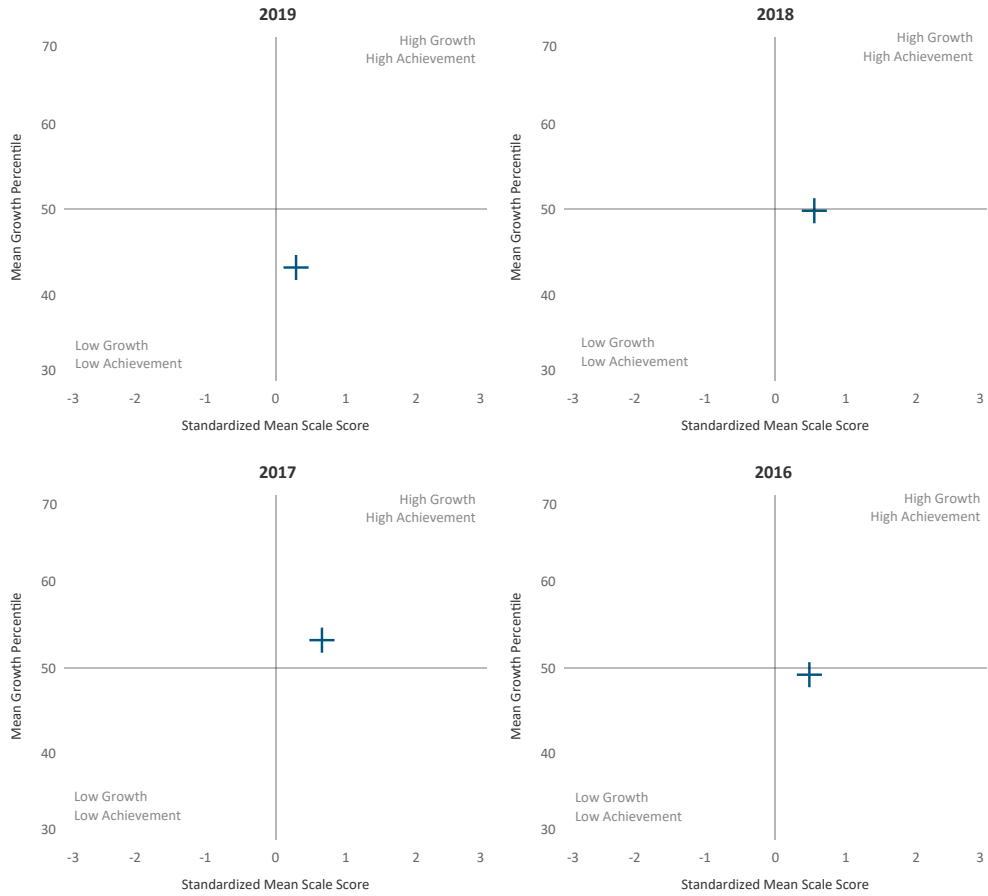
## DIFFERENCE BETWEEN SCHOOLS AND DISTRICT SCORES: MATH



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# APPENDIX E: Education Corporation Overview

## ELA GROWTH AND ACHIEVEMENT: 2015-16 THROUGH 2018-19

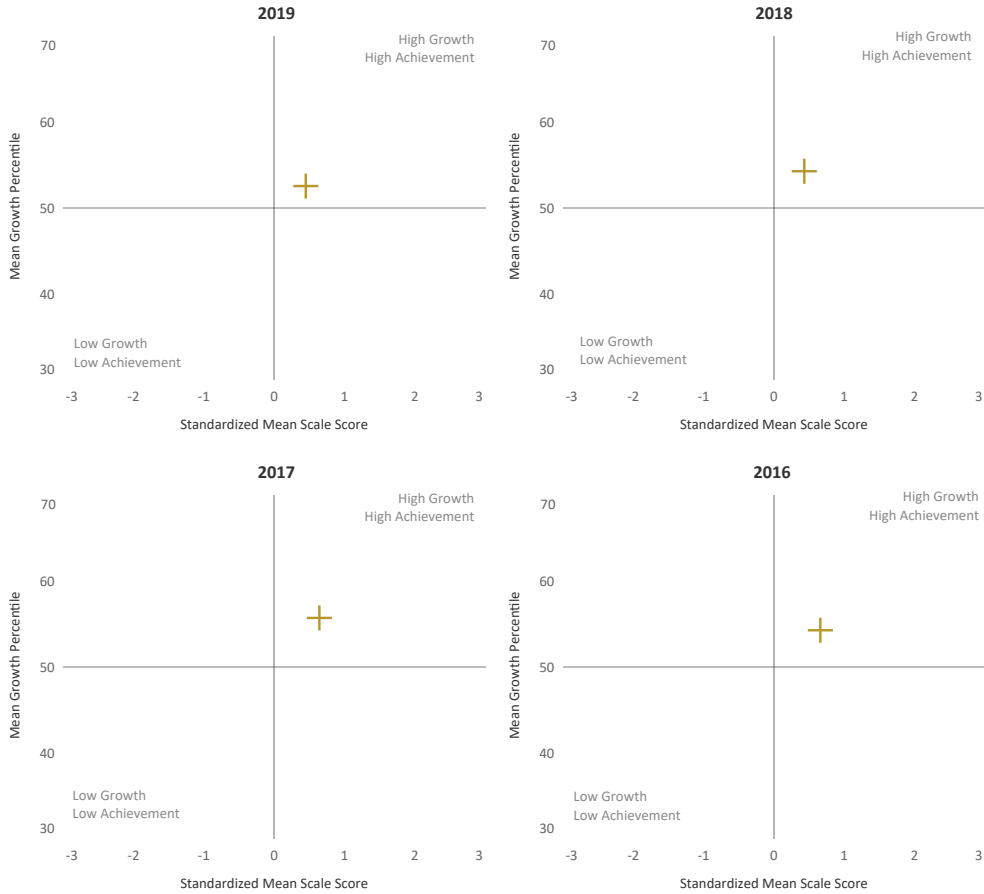


These charts compare a school's ability to grow student achievement with a school's absolute student performance. Schools located in the upper right hand quadrant of each chart show strong results in helping students make learning gains while at the same time helping students achieve strong absolute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

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

# APPENDIX E: Education Corporation Overview

## MATH GROWTH AND ACHIEVEMENT: 2015-16 THROUGH 2018-19



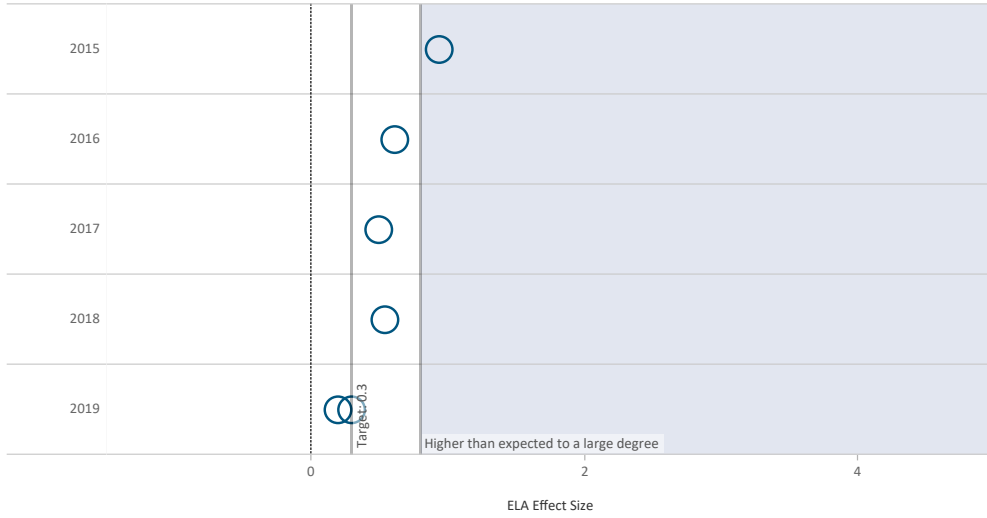
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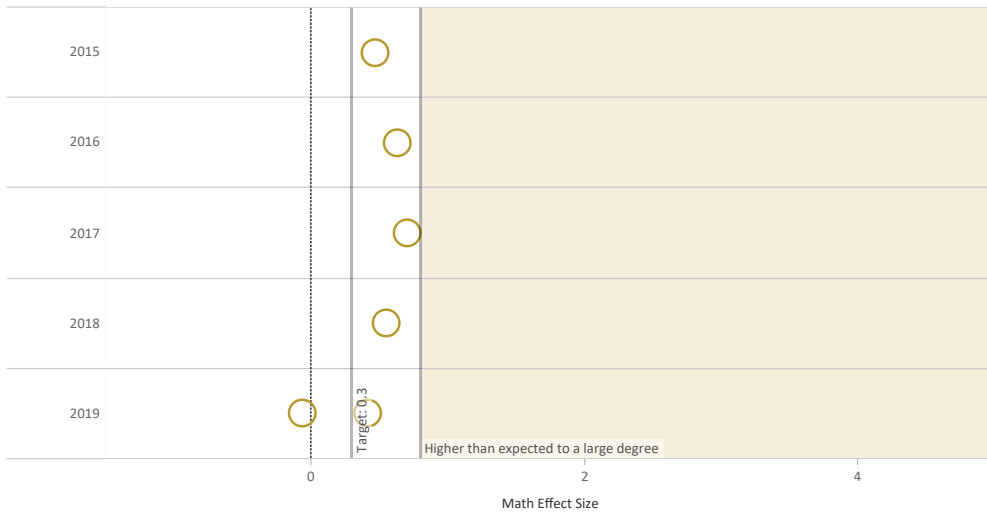
# APPENDIX E: Education Corporation Overview

## ELA AND MATH EFFECT SIZE DOT PLOTS: 2014-15 THROUGH 2018-19

ELA Effect Size by Year and School



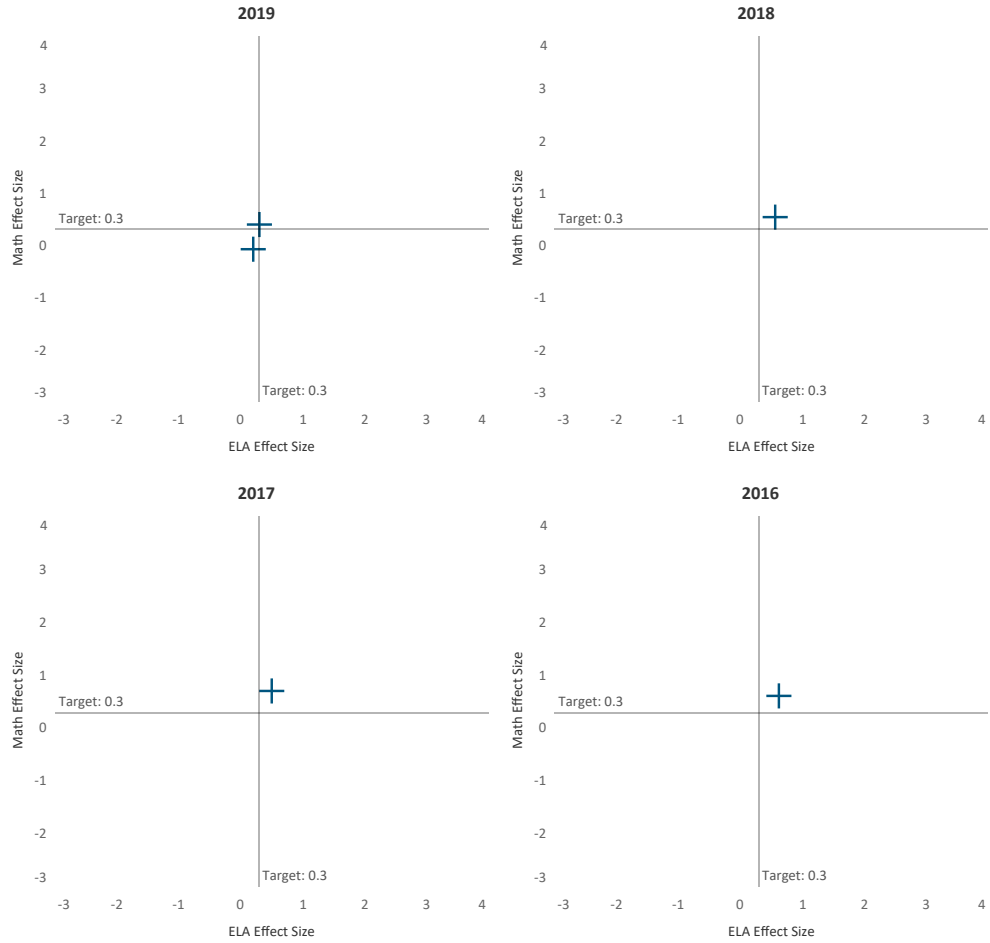
Math Effect Size by Year and School



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

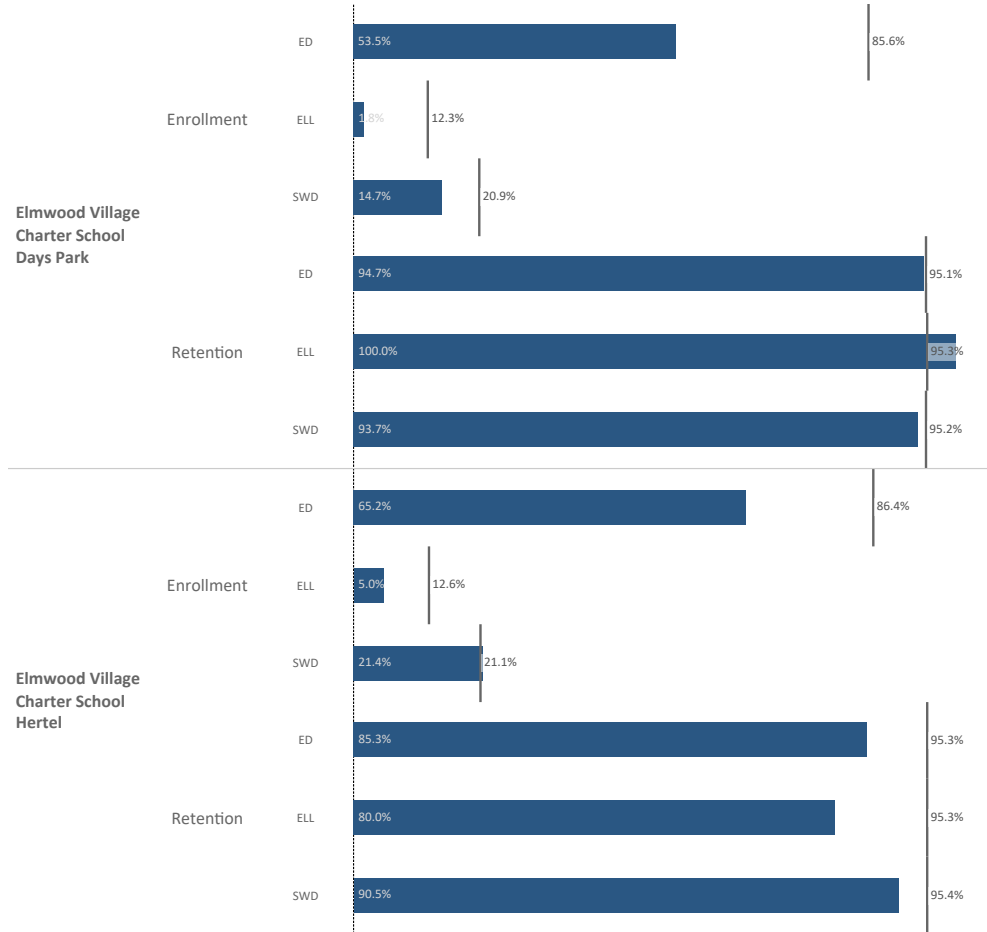
## ELA AND MATH EFFECT SIZE SCATTER PLOTS 2015-16 THROUGH 2018-19



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

# APPENDIX E: Education Corporation Overview

## ENROLLMENT AND RETENTION TARGETS



The chart illustrates the **current enrollment and retention percentages** against the **enrollment and retention targets** for each operating school in the education corporation. As required by Education Law § 2851(4)(e), a school must include in its renewal application information regarding the efforts it has, and will, put in place to meet or exceed SUNY's enrollment and retention targets for students with disabilities, ELLs, and FRPL students. This analysis is based on the 2018-19 enrollment and retention data supplied to the Institute by the network.

# APPENDIX E: Education Corporation Overview

**Suspensions: Elmwood Village Charter Schools' out of school suspension rate and in school 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 because available CSD data includes Kindergarten through 12<sup>th</sup> 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 the school years ending in 2017, 2018, and 2019, Elmwood Village Charter Schools expelled 0 students.

# APPENDIX E: Education Corporation Overview

## PERSISTENCE IN ENROLLMENT



# APPENDIX F: Ed Corp Fiscal Dashboard

## ELMWOOD VILLAGE CHARTER SCHOOLS (COMBINED)

### SCHOOL INFORMATION

#### BALANCE SHEET

##### Assets

##### Current Assets

				MERGED	MERGED
	2014-15	2015-16	2016-17	2017-18	2018-19
Cash and Cash Equivalents - GRAPH 1	-	-	-	3,664,809	4,520,182
Grants and Contracts Receivable	-	-	-	239,971	245,409
Accounts Receivable	-	-	-	-	-
Prepaid Expenses	-	-	-	56,307	39,940
Contributions and Other Receivables	-	-	-	-	-
<b>Total Current Assets - GRAPH 1</b>	-	-	-	<b>3,961,087</b>	<b>4,805,531</b>
Property, Building and Equipment, net	-	-	-	11,612,544	11,163,964
Other Assets	-	-	-	100,000	150,000
<b>Total Assets - GRAPH 1</b>	-	-	-	<b>15,673,631</b>	<b>16,119,495</b>

##### Liabilities and Net Assets

##### Current Liabilities

Accounts Payable and Accrued Expenses	-	-	-	379,624	141,526
Accrued Payroll and Benefits	-	-	-	736,739	1,082,807
Deferred Revenue	-	-	-	121,168	3,438
Current Maturities of Long-Term Debt	-	-	-	440,562	454,955
Short Term Debt - Bonds, Notes Payable	-	-	-	-	-
Other	-	-	-	-	-
<b>Total Current Liabilities - GRAPH 1</b>	-	-	-	<b>1,678,093</b>	<b>1,682,726</b>
Deferred Rent/Lease Liability	-	-	-	-	-
All other L-T debt and notes payable, net current maturities	-	-	-	6,566,328	6,140,452
<b>Total Liabilities - GRAPH 1</b>	-	-	-	<b>8,244,421</b>	<b>7,823,178</b>

##### Net Assets

Unrestricted	-	-	-	7,429,210	8,261,989
Temporarily restricted	-	-	-	-	34,328
<b>Total Net Assets</b>	-	-	-	<b>7,429,210</b>	<b>8,296,317</b>
<b>Total Liabilities and Net Assets</b>	-	-	-	<b>15,673,631</b>	<b>16,119,495</b>

#### ACTIVITIES

##### Operating Revenue

Resident Student Enrollment	-	-	-	7,341,681	8,759,083
Students with Disabilities	-	-	-	690,772	813,500
<b>Grants and Contracts</b>					
State and local	-	-	-	200,000	-
Federal - Title and IDEA	-	-	-	248,190	-
Federal - Other	-	-	-	190,554	195,055
Other	-	-	-	-	456,801
NYC DoE Rental Assistance	-	-	-	-	-
Food Service/Child Nutrition Program	-	-	-	-	-
<b>Total Operating Revenue</b>	-	-	-	<b>8,671,197</b>	<b>10,224,439</b>

##### Expenses

Regular Education	-	-	-	5,045,148	5,685,976
SPED	-	-	-	1,054,890	1,339,587
Other	-	-	-	651,855	1,013,904
<b>Total Program Services</b>	-	-	-	<b>6,751,893</b>	<b>8,039,467</b>
Management and General	-	-	-	1,679,432	1,885,328
Fundraising	-	-	-	-	-
<b>Total Expenses - GRAPHS 2, 3 &amp; 4</b>	-	-	-	<b>8,431,325</b>	<b>9,924,795</b>
<b>Surplus / (Deficit) From School Operations</b>	-	-	-	<b>239,872</b>	<b>299,644</b>

##### Support and Other Revenue

Contributions	-	-	-	197,373	246,767
Fundraising	-	-	-	29,735	15,801
Miscellaneous Income	-	-	-	292,418	304,895
Net assets released from restriction	-	-	-	-	-
<b>Total Support and Other Revenue</b>	-	-	-	<b>519,526</b>	<b>567,463</b>

##### Total Unrestricted Revenue

Total Unrestricted Revenue	-	-	-	9,190,723	10,757,574
Total Temporarily Restricted Revenue	-	-	-	-	34,328
<b>Total Revenue - GRAPHS 2 &amp; 3</b>	-	-	-	<b>9,190,723</b>	<b>10,791,902</b>

##### Change in Net Assets

Net Assets - Beginning of Year - GRAPH 2	-	-	-	6,669,811	7,429,210
Prior Year Adjustment(s)	-	-	-	-	-
<b>Net Assets - End of Year - GRAPH 2</b>	-	-	-	<b>7,429,209</b>	<b>8,296,317</b>

# APPENDIX F: Ed Corp Fiscal Dashboard

## ELMWOOD VILLAGE CHARTER SCHOOLS (COMBINED)

### SCHOOL INFORMATION - (Continued)

#### Functional Expense Breakdown

	2014-15	2015-16	2016-17	2017-18	2018-19
Personnel Service					
Administrative Staff Personnel	-	-	-	746,241	848,462
Instructional Personnel	-	-	-	3,219,419	3,859,726
Non-Instructional Personnel	-	-	-	312,043	438,663
Personnel Services (Combined)	-	-	-	-	-
<b>Total Salaries and Staff</b>	-	-	-	<b>4,277,703</b>	<b>5,146,851</b>
Fringe Benefits & Payroll Taxes	-	-	-	1,150,969	1,350,974
Retirement	-	-	-	339,309	483,097
Management Company Fees	-	-	-	-	-
Building and Land Rent / Lease	-	-	-	554,995	553,426
Staff Development	-	-	-	58,616	137,103
Professional Fees, Consultant & Purchased Services	-	-	-	373,170	305,283
Marketing / Recruitment	-	-	-	10,085	16,670
Student Supplies, Materials & Services	-	-	-	324,015	293,208
Depreciation	-	-	-	549,599	595,648
Other	-	-	-	792,864	1,042,535
<b>Total Expenses</b>	-	-	-	<b>8,431,325</b>	<b>9,924,795</b>

### SCHOOL ANALYSIS

#### ENROLLMENT

	2014-15	2015-16	2016-17	2017-18	2018-19
Original Chartered Enrollment	-	-	-	575	650
Final Chartered Enrollment (includes any revisions)	-	-	-	575	650
Actual Enrollment - <b>GRAPH 4</b>	-	-	-	570	648
Chartered Grades	-	-	-	-	-
Final Chartered Grades (includes any revisions)	-	-	-	-	-

#### Primary School District:

Per Pupil Funding (Weighted Avg of All Districts)	2014-15	2015-16	2016-17	2017-18	2018-19
Increase over prior year	0.0%	0.0%	0.0%	0.0%	0.0%

#### PER STUDENT BREAKDOWN

##### Revenue

	2014-15	2015-16	2016-17	2017-18	2018-19
Operating	-	-	-	15,213	15,783
Other Revenue and Support	-	-	-	911	876
<b>TOTAL - GRAPH 3</b>	-	-	-	<b>16,125</b>	<b>16,659</b>

##### Expenses

	2014-15	2015-16	2016-17	2017-18	2018-19
Program Services	-	-	-	11,846	12,410
Management and General, Fundraising	-	-	-	2,946	2,910
<b>TOTAL - GRAPH 3</b>	-	-	-	<b>14,792</b>	<b>15,321</b>
% of Program Services	0.0%	0.0%	0.0%	80.1%	81.0%
% of Management and Other	0.0%	0.0%	0.0%	19.9%	19.0%
<b>% of Revenue Exceeding Expenses - GRAPH 5</b>	0.0%	0.0%	0.0%	<b>9.0%</b>	<b>8.7%</b>

#### Student to Faculty Ratio

2014-15	2015-16	2016-17	2017-18	2018-19
-	-	-	6.3	6.8

#### Faculty to Admin Ratio

2014-15	2015-16	2016-17	2017-18	2018-19
-	-	-	4.3	7.9

#### Financial Responsibility Composite Scores - GRAPH 6

Score	2014-15	2015-16	2016-17	2017-18	2018-19
Fiscally Strong 1.5 - 3.0 / Fiscally Adequate 1.0 - 1.4 / Fiscally Needs Monitoring < 1.0	0.0	0.0	0.0	2.9	3.0
	N/A	N/A	N/A	Fiscally Strong	Fiscally Strong

#### Working Capital - GRAPH 7

	2014-15	2015-16	2016-17	2017-18	2018-19
Net Working Capital	0	0	0	2,282,994	3,122,805
As % of Unrestricted Revenue	0.0%	0.0%	0.0%	24.8%	29.0%
Working Capital (Current) Ratio Score	0.0	0.0	0.0	2.4	2.9
Risk (Low ≥ 3.0 / Medium 1.4 - 2.9 / High < 1.4)	N/A	N/A	N/A	MEDIUM	MEDIUM
Rating (Excellent ≥ 3.0 / Good 1.4 - 2.9 / Poor < 1.4)	N/A	N/A	N/A	Good	Good

#### Quick (Acid Test) Ratio

	2014-15	2015-16	2016-17	2017-18	2018-19
Score	0.0	0.0	0.0	2.3	2.8
Risk (Low ≥ 2.5 / Medium 1.0 - 2.4 / High < 1.0)	N/A	N/A	N/A	MEDIUM	LOW
Rating (Excellent ≥ 2.5 / Good 1.0 - 2.4 / Poor < 1.0)	N/A	N/A	N/A	Good	Excellent

#### Debt to Asset Ratio - GRAPH 7

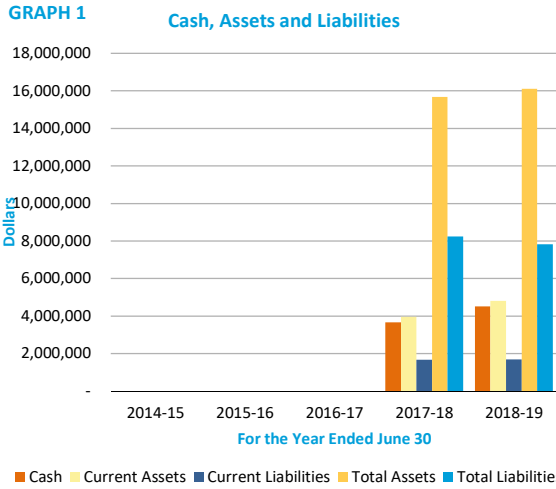
	2014-15	2015-16	2016-17	2017-18	2018-19
Score	0.0	0.0	0.0	0.5	0.5
Risk (Low < 0.50 / Medium 0.51 - .95 / High > 1.0)	N/A	N/A	N/A	MEDIUM	MEDIUM
Rating (Excellent < 0.50 / Good 0.51 - .95 / Poor > 1.0)	N/A	N/A	N/A	Good	Good

#### Months of Cash - GRAPH 8

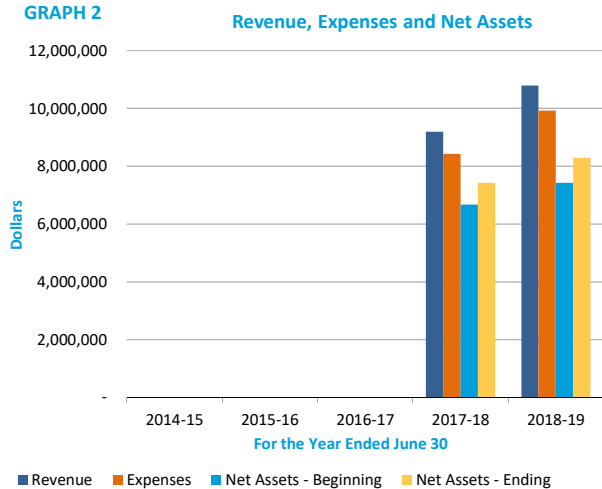
	2014-15	2015-16	2016-17	2017-18	2018-19
Score	0.0	0.0	0.0	5.2	5.5
Risk (Low > 3 mo. / Medium 1 - 3 mo. / High < 1 mo.)	N/A	N/A	N/A	LOW	LOW
Rating (Excellent > 3 mo. / Good 1 - 3 mo. / Poor < 1 mo.)	N/A	N/A	N/A	Excellent	Excellent

# APPENDIX F: Ed Corp Fiscal Dashboard

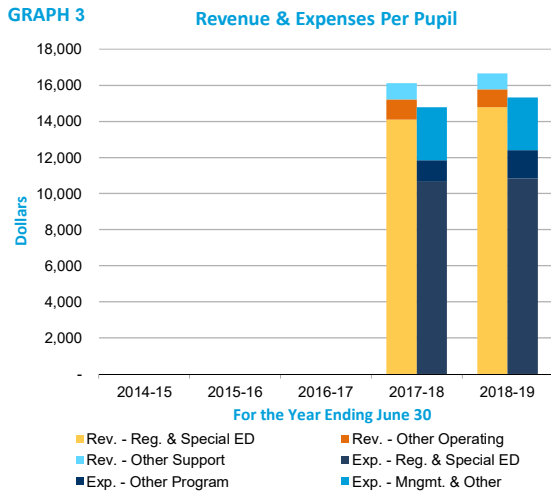
## ELMWOOD VILLAGE CHARTER SCHOOLS (COMBINED)



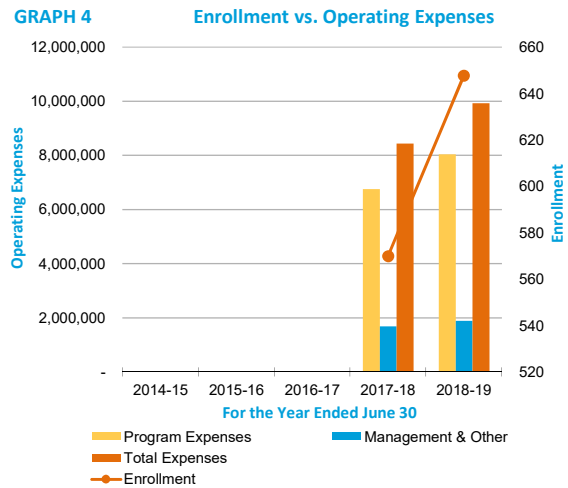
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This chart illustrates total revenue and expenses each year and the relationship those subsets have on the increase/decrease of net assets on a year-to-year basis. Ideally subset 1, revenue, will be taller than subset 2, expenses, and as a result subset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



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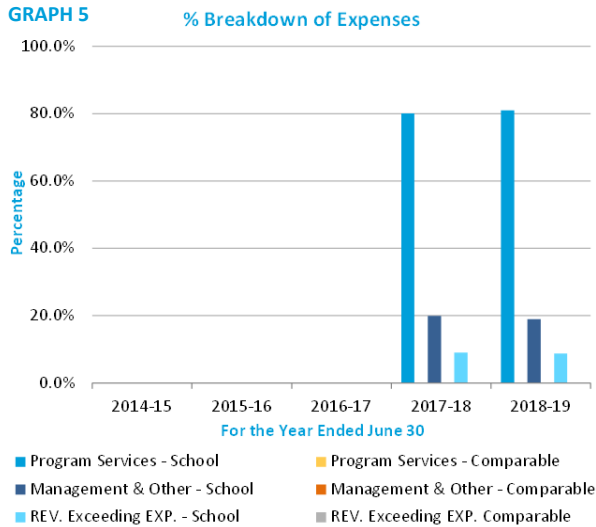


This chart illustrates to what extent the school's operating expenses have followed its student enrollment pattern. A baseline assumption that this data tests is that operating expenses increase with each additional student served. This chart also compares and contrasts growth trends of both, giving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

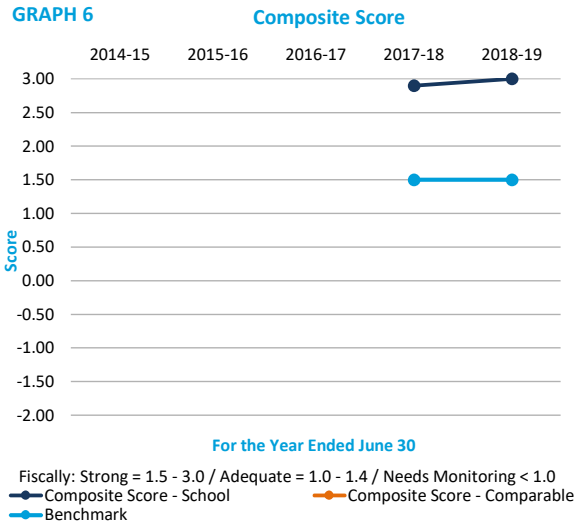
# APPENDIX F: Ed Corp Fiscal Dashboard

## ELMWOOD VILLAGE CHARTER SCHOOLS (COMBINED)

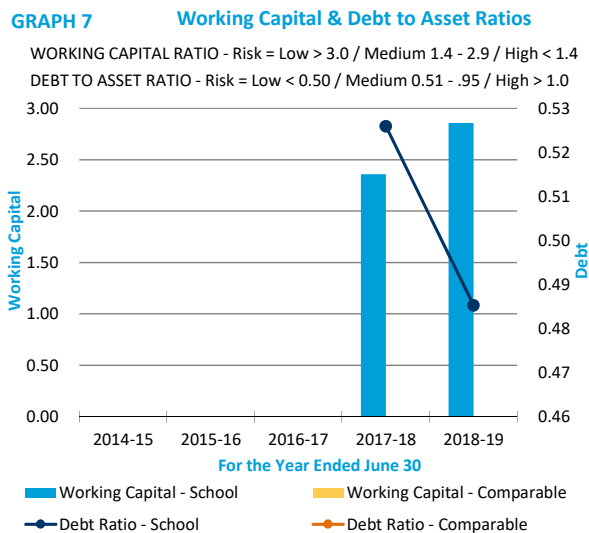
Comparable School, Region or Network: -



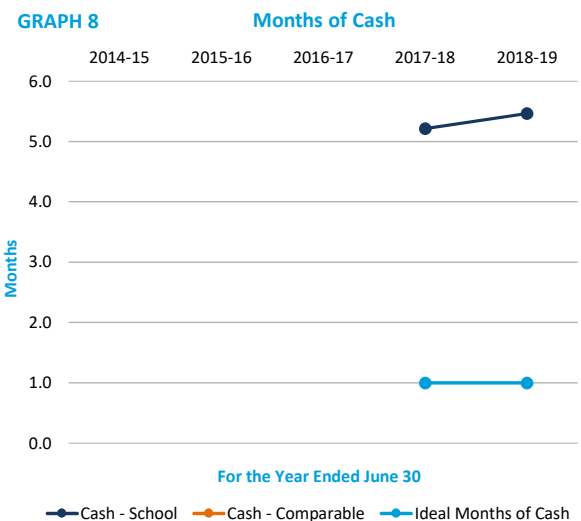
This chart illustrates the percentage expense breakdown between program services and management & others as well as the percentage of revenues exceeding expenses. Ideally the percentage expense for program services will far exceed that of the management & other expense. The percentage of revenues exceeding 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.

