

# **U.S. Department of Education**

**Washington, D.C. 20202-5335**



## **APPLICATION FOR GRANTS UNDER THE**

**CHARTER SCHOOLS PROGRAM - REPLICATION AND EXPANSION OF HIGH-  
QUALITY CHARTER SCHOOLS (84.282M)**

**CFDA # 84.282M**

**PR/Award # U282M100013**

OMB No. 1894-0006, Expiration Date:

Closing Date: JUL 07, 2010

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This application was generated using the PDF functionality. The PDF functionality automatically numbers the pages in this application. Some pages/sections of this application may contain 2 sets of page numbers, one set created by the applicant and the other set created by e-Application's PDF functionality. Page numbers created by the e-Application PDF functionality will be preceded by the letter e (for example, e1, e2, e3, etc.).

<b>Application for Federal Assistance SF-424</b>		Version 02
* 1. Type of Submission <input type="checkbox"/> Preapplication <input checked="" type="checkbox"/> Application <input type="checkbox"/> Changed/Corrected Application	* 2. Type of Application:* If Revision, select appropriate letter(s): <input checked="" type="checkbox"/> New <input type="checkbox"/> Continuation      * Other (Specify) <input type="checkbox"/> Revision	
* 3. Date Received: 7/12/2010	4. Applicant Identifier:	
5a. Federal Entity Identifier:	* 5b. Federal Award Identifier: N/A	
<b>State Use Only:</b>		
6. Date Received by State:	7. State Application Identifier:	
<b>8. APPLICANT INFORMATION:</b>		
* a. Legal Name: Uncommon Schools, Inc		
* b. Employer/Taxpayer Identification Number (EIN/TIN): 311488698	* c. Organizational DUNS: 065548112	
<b>d. Address:</b>		
* Street1:	826 Broadway 9th Floor	
Street2:		
* City:	New York	
County:	New York	
State:	NY	
Province:		
* Country:	USA	
* Zip / Postal Code:	10003	
<b>e. Organizational Unit:</b>		
Department Name:	Division Name:	
<b>f. Name and contact information of person to be contacted on matters involving this application:</b>		
Prefix:	Ms.	* First Name: Carolyn
Middle Name:		

\* Last Name: Hack

Suffix:

Title: Chief Financial Officer

Organizational Affiliation:

Uncommon Schools

\* Telephone Number: (212)844-7905 Fax Number: (212)598-4076

\* Email: CHACK@UNCOMMONSCHOOLS.ORG

**Application for Federal Assistance SF-424** Version 02

**9. Type of Applicant 1: Select Applicant Type:**

N: Nonprofit without 501C3 IRS Status (Other than Institution of Higher Education)

Type of Applicant 2: Select Applicant Type:

Type of Applicant 3: Select Applicant Type:

\* Other (specify):

**10. Name of Federal Agency:**

U.S. Department of Education

**11. Catalog of Federal Domestic Assistance Number:**

84.282M

CFDA Title:

Charter Schools Program - Replication and Expansion of High-Quality Charter Schools (84.282M)

**\* 12. Funding Opportunity Number:**

84.215K

Title:

FIE Earmark

**13. Competition Identification Number:**

N/A

Title:

N/A

**14. Areas Affected by Project (Cities, Counties, States, etc.):**

Rochester, New York, Monroe County

Troy, New York, Rensselaer County  
Newark, New Jersey, Essex County

**\* 15. Descriptive Title of Applicant's Project:**

Uncommon School is seeking CSP funding to replicate Uncommon's Elementary and Middle school models into 7 additional schools, and double enrollment at North Star High School, serving a total of 2,900 in Newark and Upstate New York.

Attach supporting documents as specified in agency instructions.

**Attachment:**

Title :

File :

**Attachment:**

Title :

File :

**Attachment:**

Title :

File :

**Application for Federal Assistance SF-424**

Version 02

**16. Congressional Districts Of:**

\* a. Applicant: NY-014

\* b. Program/Project: NY-021

Attach an additional list of Program/Project Congressional Districts if needed.

**Attachment:**

Title : 2010\_CSP\_Application\_Prog\_Proj\_Congr\_Dist\_List

File : S:\Development\CSP Grant\2010\_CSP\_Application\_Program\_Proj\_Prog\_Congr\_Dist\_List.doc

**17. Proposed Project:**

\* a. Start Date: 10/1/2010

\* b. End Date: 6/30/2015

**18. Estimated Funding (\$):**

a. Federal	\$ 5200000
b. Applicant	\$ 1300000
c. State	\$
d. Local	\$
e. Other	\$ 0
f. Program Income	\$
g. TOTAL	\$ 6500000

**\* 19. Is Application Subject to Review By State Under Executive Order 12372 Process?**

a. This application was made available to the State under the Executive Order 12372 Process for review on .

b. Program is subject to E.O. 12372 but has not been selected by the State for review.

c. Program is not covered by E.O. 12372.

**\* 20. Is the Applicant Delinquent On Any Federal Debt? (If "Yes", provide explanation.)**

Yes  No

**21. \*By signing this application, I certify (1) to the statements contained in the list of certifications\*\* and (2) that the statements herein are true, complete and accurate to the best of my knowledge. I also provide the required assurances\*\* and agree to comply with any resulting terms if I accept an award. I am aware that any false, fictitious, or fraudulent statements or claims may subject me to criminal, civil, or administrative penalties. (U.S. Code, Title 218, Section 1001)**

\*\* I AGREE

\*\* The list of certifications and assurances, or an internet site where you may obtain this list, is contained in the announcement or agency specific instructions.

**Authorized Representative:**

Prefix: Mr. \* First Name: Evan

Middle Name:

\* Last Name: Rudall

Suffix:

Title: Chief Executive Officer

\* Telephone Number: (917)848-3200 Fax Number: (212)598-4076

\* Email: ERUDALL@UNCOMMONSCHOOLS.ORG

\* Signature of Authorized Representative:

\* Date Signed:

**Application for Federal Assistance SF-424**

Version 02

**\* Applicant Federal Debt Delinquency Explanation**

The following field should contain an explanation if the Applicant organization is delinquent on any Federal Debt. Maximum number of characters that can be entered is 4,000. Try and avoid extra spaces and carriage returns to maximize the availability of space.

# Uncommon Schools

EXCELLENCE NORTH ★ STAR COLLEGIATE TRUE NORTH PREPARATORY

CSP Application Program/Project Congressional Districts

NY-021

NY-028

NJ-013

NJ-010



**U.S. DEPARTMENT OF EDUCATION**  
**BUDGET INFORMATION**  
**NON-CONSTRUCTION PROGRAMS**

OMB Control Number: 1894-0008

Expiration Date: 02/28/2011

Name of Institution/Organization:  
Uncommon Schools, Inc

Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.

**SECTION A - BUDGET SUMMARY**  
**U.S. DEPARTMENT OF EDUCATION FUNDS**

Budget Categories	Project Year 1(a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel	\$ 182,250	\$ 60,750	\$ 0	\$ 0	\$ 0	\$ 243,000
2. Fringe Benefits	\$ 42,750	\$ 14,250	\$ 0	\$ 0	\$ 0	\$ 57,000
3. Travel	\$ 10,000	\$ 16,000	\$ 16,000	\$ 8,000	\$ 2,000	\$ 52,000
4. Equipment	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
5. Supplies	\$ 775,000	\$ 1,020,000	\$ 1,490,000	\$ 450,000	\$ 100,000	\$ 3,835,000
6. Contractual	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
7. Construction	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
8. Other	\$ 215,000	\$ 289,000	\$ 269,000	\$ 192,000	\$ 48,000	\$ 1,013,000
9. Total Direct Costs (lines 1-8)	\$ 1,225,000	\$ 1,400,000	\$ 1,775,000	\$ 650,000	\$ 150,000	\$ 5,200,000
10. Indirect Costs*	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
11. Training Stipends	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
12. Total Costs (lines 9-11)	\$ 1,225,000	\$ 1,400,000	\$ 1,775,000	\$ 650,000	\$ 150,000	\$ 5,200,000

**\*Indirect Cost Information (To Be Completed by Your Business Office):**

If you are requesting reimbursement for indirect costs on line 10, please answer the following questions:

(1) Do you have an Indirect Cost Rate Agreement approved by the Federal government?  Yes  No

(2) If yes, please provide the following information:

Period Covered by the Indirect Cost Rate Agreement: From: \_\_\_/\_\_\_/\_\_\_ To: \_\_\_/\_\_\_/\_\_\_ (mm/dd/yyyy)

Approving Federal agency:  ED  Other (please specify): \_\_\_\_\_ The Indirect Cost Rate is \_\_\_\_\_%

(3) For Restricted Rate Programs (check one) -- Are you using a restricted indirect cost rate that:

Is included in your approved Indirect Cost Rate Agreement? or,  Complies with 34 CFR 76.564(c)(2)? The Restricted Indirect Cost Rate is \_\_\_\_\_%



**U.S. DEPARTMENT OF EDUCATION**  
**BUDGET INFORMATION**  
**NON-CONSTRUCTION PROGRAMS**

OMB Control Number: 1894-0008

Expiration Date: 02/28/2011

Name of Institution/Organization:  
 Uncommon Schools, Inc

Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.

**SECTION B - BUDGET SUMMARY**  
**NON-FEDERAL FUNDS**

Budget Categories	Project Year 1(a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel	\$ 225,000	\$ 75,000	\$ 0	\$ 0	\$ 0	\$ 300,000
2. Fringe Benefits	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
3. Travel	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
4. Equipment	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
5. Supplies	\$ 200,000	\$ 555,000	\$ 85,000	\$ 0	\$ 0	\$ 840,000
6. Contractual	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
7. Construction	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
8. Other	\$ 0	\$ 70,000	\$ 90,000	\$ 0	\$ 0	\$ 160,000
9. Total Direct Costs (lines 1-8)	\$ 425,000	\$ 700,000	\$ 175,000	\$ 0	\$ 0	\$ 1,300,000
10. Indirect Costs	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
11. Training Stipends	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
12. Total Costs (lines 9-11)	\$ 425,000	\$ 700,000	\$ 175,000	\$ 0	\$ 0	\$ 1,300,000

## ASSURANCES - NON-CONSTRUCTION PROGRAMS

Standard Form 424B (Rev.7-97)

Public reporting burden for this collection of information is estimated to average 15 minutes per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden to the Office of Management and Budget, Paperwork Reduction Project (0348-0040), Washington DC 20503.

**PLEASE DO NOT RETURN YOUR COMPLETED FORM TO THE OFFICE OF MANAGEMENT AND BUDGET. SEND IT TO THE ADDRESS PROVIDED BY THE SPONSORING AGENCY.**

**NOTE:** Certain of these assurances may not be applicable to your project or program. If you have questions, please contact the awarding agency. Further, certain Federal awarding agencies may require applicants to certify to additional assurances. If such is the case, you will be notified.

As the duly authorized representative of the applicant, I certify that the applicant:

1. Has the legal authority to apply for Federal assistance, and the institutional, managerial and financial capability (including funds sufficient to pay the non-Federal share of project cost) to ensure proper planning, management, and completion of the project described in this application.
2. Will give the awarding agency, the Comptroller General of the United States, and if appropriate, the State, through any authorized representative, access to and the right to examine all records, books, papers, or documents related to the award; and will establish a proper accounting system in accordance with generally accepted accounting standards or agency directives.
3. Will establish safeguards to prohibit employees from using their positions for a purpose that constitutes or presents the appearance of personal or organizational conflict of interest, or personal gain.
4. Will initiate and complete the work within the applicable time frame after receipt of approval of the awarding agency.
5. Will comply with the Intergovernmental Personnel Act of 1970 (42 U.S.C. "4728-4763) relating to prescribed standards for merit systems for programs funded under one of the 19 statutes or regulations specified in Appendix A of OPM's Standards for a Merit System of Personnel Administration (5 C.F.R. 900, Subpart F).
6. Will comply with all Federal statutes relating to nondiscrimination. These include but are not limited to: (a) Title VI of the Civil Rights Act of 1964 (P.L. 88-352) which prohibits discrimination on the basis of race, color or national origin; (b) Title IX of the Education Amendments of 1972, as amended (20 U.S.C. "1681-1683, and 1685-1686), which prohibits discrimination on the basis of sex; (c) Section 504 of the Rehabilitation Act of 1973, as amended (29 U.S.C. '794), which prohibits discrimination on the basis of handicaps; (d) the Age Discrimination Act
9. Will comply, as applicable, with the provisions of the Davis-Bacon Act (40 U.S.C. "276a to 276a-7), the Copeland Act (40 U.S.C. '276c and 18 U.S.C. "874) and the Contract Work Hours and Safety Standards Act (40 U.S.C. " 327-333), regarding labor standards for federally assisted construction sub-agreements.
10. Will comply, if applicable, with flood insurance purchase requirements of Section 102(a) of the Flood Disaster Protection Act of 1973 (P.L. 93-234) which requires recipients in a special flood hazard area to participate in the program and to purchase flood insurance if the total cost of insurable construction and acquisition is \$10,000 or more.
11. Will comply with environmental standards which may be prescribed pursuant to the following: (a) institution of environmental quality control measures under the National Environmental Policy Act of 1969 (P.L. 91-190) and Executive Order (EO) 11514; (b) notification of violating facilities pursuant to EO 11738; (c) protection of wetlands pursuant to EO 11990; (d) evaluation of flood hazards in floodplains in accordance with EO 11988; (e) assurance of project consistency with the approved State management program developed under the Coastal Zone Management Act of 1972 (16 U.S.C. "1451 et seq.); (f) conformity of Federal actions to State (Clear Air) Implementation Plans under Section 176(c) of the Clear Air Act of 1955, as amended (42 U.S.C. "7401 et seq.); (g) protection of underground sources of drinking water under the Safe Drinking Water Act of 1974, as amended, (P.L. 93-523); and (h) protection of endangered species under the Endangered Species Act of 1973, as amended, (P.L. 93-205).
12. Will comply with the Wild and Scenic Rivers Act of 1968 (16 U.S.C. "1721 et seq.) related to protecting components or potential components of the national wild and scenic rivers system.
13. Will assist the awarding agency in assuring compliance

of 1975, as amended (42 U.S.C. " 6101-6107), which prohibits discrimination on the basis of age; (e) the Drug Abuse Office and Treatment Act of 1972 (P.L. 92-255), as amended, relating to nondiscrimination on the basis of drug abuse; (f) the Comprehensive Alcohol Abuse and Alcoholism Prevention, Treatment and Rehabilitation Act of 1970 (P.L. 91-616), as amended, relating to nondiscrimination on the basis of alcohol abuse or alcoholism; (g) " 523 and 527 of the Public Health Service Act of 1912 (42 U.S.C. " 290 dd-3 and 290 ee 3), as amended, relating to confidentiality of alcohol and drug abuse patient records; (h) Title VIII of the Civil Rights Act of 1968 (42 U.S.C. ' 3601 et seq.), as amended, relating to nondiscrimination in the sale, rental or financing of housing; (i) any other nondiscrimination provisions in the specific statute(s) under which application for Federal assistance is being made; and (j) the requirements of any other nondiscrimination statute(s) which may apply to the application.

7. Will comply, or has already complied, with the requirements of Titles II and III of the uniform Relocation Assistance and Real Property Acquisition Policies Act of 1970 (P.L. 91-646) which provide for fair and equitable treatment of persons displaced or whose property is acquired as a result of Federal or federally assisted programs. These requirements apply to all interests in real property acquired for project purposes regardless of Federal participation in purchases.
8. Will comply, as applicable, with the provisions of the Hatch Act (5 U.S.C. "1501-1508 and 7324-7328) which limit the political activities of employees whose principal employment activities are funded in whole or in part with Federal funds.

with Section 106 of the National Historic Preservation Act of 1966, as amended (16 U.S.C. '470), EO 11593 (identification and protection of historic properties), and the Archaeological and Historic Preservation Act of 1974 (16 U.S.C. "469a-1 et seq.).

14. Will comply with P.L. 93-348 regarding the protection of human subjects involved in research, development, and related activities supported by this award of assistance.
15. Will comply with the Laboratory Animal Welfare Act of 1966 (P.L. 89-544, as amended, 7 U.S.C. "2131 et seq.) pertaining to the care, handling, and treatment of warm blooded animals held for research, teaching, or other activities supported by this award of assistance.
16. Will comply with the Lead-Based Paint Poisoning Prevention Act (42 U.S.C. "4801 et seq.) which prohibits the use of lead- based paint in construction or rehabilitation of residence structures.
17. Will cause to be performed the required financial and compliance audits in accordance with the Single Audit Act Amendments of 1996 and OMB Circular No. A-133, "Audits of States, Local Governments, and Non-Profit Organizations."
18. Will comply with all applicable requirements of all other Federal laws, executive orders, regulations and policies governing this program.

**Signature of Authorized Certifying Representative:**

**Name of Authorized Certifying Representative:** Evan Rudall

**Title:** Chief Executive Officer

**Date Submitted:** 06/28/2010

### Disclosure of Lobbying Activities

Complete this form to disclose lobbying activities pursuant to 31 U.S.C. 1352

<b>1. Type of Federal Action:</b> <input type="checkbox"/> Contract <input checked="" type="checkbox"/> Grant <input type="checkbox"/> Cooperative Agreement <input type="checkbox"/> Loan <input type="checkbox"/> Loan Guarantee <input type="checkbox"/> Loan Insurance	<b>2. Status of Federal Action:</b> <input checked="" type="checkbox"/> Bid/Offer/Application <input type="checkbox"/> Initial Award <input type="checkbox"/> Post-Award	<b>3. Report Type:</b> <input checked="" type="checkbox"/> Initial Filing <input type="checkbox"/> Material Change <b>For Material Change only:</b> Year: 0 Quarter: 0 Date of Last Report:
<b>4. Name and Address of Reporting Entity:</b> <input checked="" type="checkbox"/> Prime <input type="checkbox"/> Subawardee Tier, if known: 0 Name: Uncommon Schools, Inc Address: 826 Broadway 9th City: New York State: NY Zip Code + 4: 10003-  <b>Congressional District, if known:</b>	<b>5. If Reporting Entity in No. 4 is a Subawardee, Enter Name and Address of Prime:</b>  Name: Address: City: State: Zip Code + 4: -  <b>Congressional District, if known:</b>	
<b>6. Federal Department/Agency:</b> US Dept of Education	<b>7. Federal Program Name/Description:</b>  CFDA Number, if applicable:	
<b>8. Federal Action Number, if known:</b>	<b>9. Award Amount, if known:</b> \$0	
<b>10. a. Name of Lobbying Registrant</b> (if individual, last name, first name, MI): Address: City: State: Zip Code + 4: -	<b>b. Individuals Performing Services</b> (including address if different from No. 10a) (last name, first name, MI): Address: City: State: Zip Code + 4: -	
<b>11.</b> Information requested through this form is authorized by title 31 U.S.C. section 1352. This disclosure of lobbying activities is a material representation of fact upon which reliance was placed by the tier above when this transaction was made or entered into. This disclosure is required pursuant to 31 U.S.C. 1352. This information will be reported to the Congress semi-annually and will be available for public inspection. Any person who fails to file the required disclosure shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.	Name: Evan Rudall Title: Chief Executive Officer Applicant: Uncommon Schools, Inc Date: 06/28/2010	
<b>Federal Use Only:</b>		Authorized for Local Reproduction Standard Form LLL (Rev. 7-97)



## Section 427 of GEPA

### NOTICE TO ALL APPLICANTS

The purpose of this enclosure is to inform you about a new provision in the Department of Education's General Education Provisions Act (GEPA) that applies to applicants for new grant awards under Department programs. This provision is Section 427 of GEPA, enacted as part of the Improving America's Schools Act of 1994 (Public Law (P. L.) 103-382).

#### **To Whom Does This Provision Apply?**

Section 427 of GEPA affects applicants for new grant awards under this program. **ALL APPLICANTS FOR NEW AWARDS MUST INCLUDE INFORMATION IN THEIR APPLICATIONS TO ADDRESS THIS NEW PROVISION IN ORDER TO RECEIVE FUNDING UNDER THIS PROGRAM.**

(If this program is a State-formula grant program, a State needs to provide this description only for projects or activities that it carries out with funds reserved for State-level uses. In addition, local school districts or other eligible applicants that apply to the State for funding need to provide this description in their applications to the State for funding. The State would be responsible for ensuring that the school district or other local entity has submitted a sufficient section 427 statement as described below.)

#### **What Does This Provision Require?**

Section 427 requires each applicant for funds (other than an individual person) to include in its application a description of the steps the applicant proposes to take to ensure equitable access to, and participation in, its Federally-assisted program for students, teachers, and other program beneficiaries with special needs. This provision allows applicants discretion in developing the required description. The statute highlights six types of barriers that can impede equitable access or participation: gender, race, national origin, color, disability, or age. Based on local circumstances, you should determine whether these or other barriers may prevent your students, teachers, etc. from such access or participation in, the Federally-funded project or activity. The description in your application of steps to be taken to overcome these barriers need not be lengthy; you may provide a clear and succinct

description of how you plan to address those barriers that are applicable to your circumstances. In addition, the information may be provided in a single narrative, or, if appropriate, may be discussed in connection with related topics in the application.

Section 427 is not intended to duplicate the requirements of civil rights statutes, but rather to ensure that, in designing their projects, applicants for Federal funds address equity concerns that may affect the ability of certain potential beneficiaries to fully participate in the project and to achieve to high standards. Consistent with program requirements and its approved application, an applicant may use the Federal funds awarded to it to eliminate barriers it identifies.

#### **What are Examples of How an Applicant Might Satisfy the Requirement of This Provision?**

The following examples may help illustrate how an applicant may comply with Section 427.

- (1) An applicant that proposes to carry out an adult literacy project serving, among others, adults with limited English proficiency, might describe in its application how it intends to distribute a brochure about the proposed project to such potential participants in their native language.
- (2) An applicant that proposes to develop instructional materials for classroom use might describe how it will make the materials available on audio tape or in braille for students who are blind.
- (3) An applicant that proposes to carry out a model science program for secondary students and is concerned that girls may be less likely than boys to enroll in the course, might indicate how it intends to conduct "outreach" efforts to girls, to encourage their enrollment.

We recognize that many applicants may already be implementing effective steps to ensure equity of access and participation in their grant programs, and we appreciate your cooperation in responding to the requirements of this provision.

### **Estimated Burden Statement for GEPA Requirements**

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. The valid OMB control number for this information collection is **1894-0005**. The time required to complete this information collection is estimated to average 1.5 hours per response, including the time to review instructions, search existing data resources, gather the data needed, and complete and review the information collection. **If you have any comments concerning the accuracy of the time estimate(s) or suggestions for improving this form, please write to:** U.S. Department of Education, 400 Maryland Avenue, S.W., Washington, D.C. 20202-4537.

Applicants should use this section to address the GEPA provision.

**Attachment:**

Title : Uncommon School 427 GEPA Req

File : \\Usi-dc-2k3\shared\Development\CSP Grant\CSP Grant Docs\2010 Uncommon Schools 427 GEPA Requirements.pdf

### **Serving a high-need student population**

Uncommon is dedicated to serving students with the highest need. On average, Uncommon schools serve 99% students of color and enroll 75% individuals from low-income families. Uncommon is also dedicated to students with special needs, serving 11% students with individual education plans (IEPs) and those without IEPs who require special assistance to remain at grade level. Understanding that all students require time in the classroom to adequately prepare for college, Uncommon students maintain a 96% attendance rate. Most notable, however, is the demand for Uncommon's services; the organization currently has over 6,200 students on its waiting list—an increase of over 1,500 students from last year. As the organization continues to grow, Uncommon looks to maintain its commitment to serving the highest-needs students. In accordance with its mission, Uncommon Schools is not only well positioned to grow to serve more students – especially the students with the highest needs – but also believes it has a moral and social obligation to do so.

Uncommon Schools is committed to fulfilling its commitment to reaching a greater percentage of the highest need students. Therefore, Uncommon schools purposefully conduct targeted student recruitment campaigns by partnering with local community organizations that provide services to low-income families. Community leaders provide sessions to parents, reach out during community meetings, and provide flyers to individuals. Uncommon has also conducted a media campaign that included public transportation advertising, magazine advertisements in local educational directories, and direct mailings to households of limited income. As Uncommon grows and replicates schools, the organization will ensure that it continues to serve the highest need students.

### **Serving communities in need**

By any measure, the urban education crisis in this country is cause for alarm. Statistics reveal 50% of students drop out of high school in the country's largest urban districts. As disturbing, only 9% of the country's lowest income students graduate from college, compared to 75% of their highest-income peers.

In the communities in which Uncommon operates, the need for high performing schools is ever-present. In Newark, NJ for example, of every 100 9<sup>th</sup> graders who enter Newark Public Schools, only 50 will complete high school, 25 will enroll in college, and, by their own estimates, only 5 will graduate from college. Uncommon believes it does not have to be this way. Below are details regarding the specific geographies where plans to grow with the help of CSP funding requested in this proposal:

## *Newark*

According to the 2004 U.S. Census data, Newark is the second poorest city in America, with a median household income of \$26,309. One in three Newark children lives in poverty. In addition, in 2006, only 36% of individuals 25 and older were reported to hold a high school degree, 8% had a B.A., and 3% had a graduate degree in Newark. These realities face the students of North Star Academy (who are chosen through public lottery) daily, and the school has worked actively to ensure that high behavioral and academic expectations, a structured learning environment, and great teaching and leadership will lead all of its students to succeed and go on to four-year colleges.

## *Troy*

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With the absence of any high-quality public school options, parents are forced to send their child to a school where their child has less than a 1 in 10 chance of scoring Proficient in English and Language Arts by the 8<sup>th</sup> grade. True North Troy Preparatory Academy (Troy Prep) has created an option for those parents who cannot afford private school but refuse to accept a below-average education for their child.

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## **UNCOMMON RESULTS**

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Despite the staggering statistics and persistent under-performance of schools in the geographies in which Uncommon operates, Uncommon schools are effectively closing the achievement gap for their students, 99% of whom are students of color and 75% of whom are considered individuals from low-income families. Uncommon continues to achieve outstanding academic results based on nationally-normed tests, statewide exams, and graduation milestones. Its schools consistently outperform neighborhood schools, rank at the top of their cities, and are among their states' top-performing urban schools. The accomplishments of Uncommon students are the combined result of both staff and students' dedication to work long hours inside and outside of the classroom to advance student achievement.

**SUPPLEMENTAL INFORMATION  
REQUIRED FOR  
DEPARTMENT OF EDUCATION GRANTS**

**1. Project Director:**

Prefix: \* First Name: Middle Name: \* Last Name: Suffix:  
Carolyn Hack

Address:

\* Street1: 826 Broadway 9th Floor  
Street2:  
\* City: New York  
County: New York  
\* State: NY \* Zip / Postal Code: 10003 \* Country: USA

\* Phone Number (give area code) (917)848-3200 Fax Number (give area code) (212)598-4076

Email Address:

ERUDALL@UNCOMMONSCHOOLS.ORG

**2. Applicant Experience**

Novice Applicant  Yes  No  Not applicable

**3. Human Subjects Research**

Are any research activities involving human subjects planned at any time during the proposed project period?

Yes  No

Are ALL the research activities proposed designated to be exempt from the regulations?

Yes Provide Exemption(s) #:

No Provide Assurance #, if available:

**Please attach an explanation Narrative:**

**Attachment:**

Title :

File :

# Project Narrative

## Abstract

Attachment 1:

Title: **Uncommon Schools Abstract Pages: 0** Uploaded File: \\Usi-dc-2k3\shared\Development\CSP Grant\CSP Grant Docs\2010\_Uncommon\_Schools\_ABSTRACT.pdf

## UNCOMMON SCHOOLS ABSTRACT

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Uncommon Schools (Uncommon) is a nonprofit organization that starts and manages outstanding urban charter public schools that close the achievement gap and prepare low-income students to enter, succeed in and graduate from college. Uncommon builds uncommonly great schools by developing and managing regional networks that are philosophically aligned and highly accountable. In addition to opening and managing high-performing schools, Uncommon is also committed to expanding its social impact by sharing best practices and advocating for policy changes that provide educational options to under-served families.

Uncommon currently manages 16 schools in New York City; Rochester, New York; Troy, New York; and Newark, New Jersey. This fall, the organization will grow to 24 schools serving nearly 4,000 students in its current geographies and Boston, Massachusetts. After several years of building a strong group of talented leaders and teachers, as well as proven, replicable systems, Uncommon is in the midst of an ambitious growth plan to ultimately encompass more than 38 schools, serving nearly 14,000 K to 12th grade students.

The shared mission of these schools is to prepare students to enter, succeed in, and graduate from college by creating transformative college-prep opportunities for low-income children. Uncommon has achieved outstanding academic results based on nationally-normed tests, statewide exams, and graduation milestones. Schools consistently outperform neighborhood schools, rank at the top of their cities, and are among their states' top-performing urban schools. In addition to academic results, Uncommon tracks the effectiveness of its instructional programs, management services and operational practices in order to disseminate the systems that work best to schools outside of the Uncommon network. The most frequently cited example of this is the *Taxonomy of Effective Teaching Practices (Taxonomy)*, a collection of the 50 techniques that most drive student achievement. To date, Uncommon has shared the *Taxonomy* with over 4,000 external teachers with an estimated impact of increasing teacher effectiveness to over 250,000 students. Uncommon Schools expects to systemize additional tools and practices, and disseminate them, in an effort to influence and catalyze student achievement in schools across the country.

The focus of the following grant is a request for CSP funding to fuel the growth of Uncommon schools in upstate New York and Newark, New Jersey, specifically. Uncommon's strong track record, talented leadership team, and replicable systems uniquely position the organization for federal CSP funding. Although all Uncommon schools will be sustainable on the public dollar at full enrollment, public and private philanthropy is necessary in the start-up funding years when the per pupil cost of running the school is higher due to many one-time expenses and initially low levels of enrollment. State laws in New York and New Jersey do not permit an existing charter to apply for additional CSP grants when opening new, distinct schools. Federal support of Uncommon's True North network in upstate New York and North Star network in Newark, New Jersey would guarantee that nearly 3,000 additional low-income students in these campuses have an opportunity for a high-quality education and the preparation necessary to succeed in and graduate from college. Uncommon respectfully requests \$5.2 million in federal CSP funding to support the growth of seven new schools and two existing schools in Uncommon's True North and North Star Networks.

Questions relating to this grant request, please contact:

Carolyn Hack  
Chief Financial Officer  
Uncommon Schools  
c/o RHF, 826 Broadway, 9<sup>th</sup> Floor  
New York, NY 10003  
Cell: (847) 420-6148

[chack@uncommonschoools.org](mailto:chack@uncommonschoools.org)

# Project Narrative

## Priorities

Attachment 1:

Title: **Uncommon Competitive Priorities** Pages: **0** Uploaded File: \\Usi-dc-2k3\shared\Development\CSP Grant\CSP Grant Docs\2010\_Uncommon\_Schools\_CSP\_Competitive Priorities.pdf

## Uncommon Schools CSP Competitive Priorities

Competitive Preference Priority 1 -- Low-Income Demographic (up to 10 points).

### **Serving a high-need student population**

Uncommon is dedicated to serving students with the highest need. On average, Uncommon schools serve 99% students of color and enroll 75% individuals from low-income families. Uncommon is also dedicated to students with special needs, serving 11% students with individual education plans (IEPs) and those without IEPs who require special assistance to remain at grade level. Understanding that all students require time in the classroom to adequately prepare for college, Uncommon students maintain a 96% attendance rate. Most notable, however, is the demand for Uncommon's services; the organization currently has over 6,200 students on its waiting list—an increase of over 1,500 students from last year. As the organization continues to grow, Uncommon looks to maintain its commitment to serving the highest-needs students. In accordance with its mission, Uncommon Schools is not only well positioned to grow to serve more students – especially the students with the highest needs – but also believes it has a moral and social obligation to do so.

Uncommon Schools is committed to fulfilling its commitment to reaching a greater percentage of the highest need students. Therefore, Uncommon schools purposefully conduct targeted student recruitment campaigns by partnering with local community organizations that provide services to low-income families. Community leaders provide sessions to parents, reach out during community meetings, and provide flyers to individuals. Uncommon has also conducted a media campaign that included public transportation advertising, magazine advertisements in local educational directories, and direct mailings to households of limited income. As Uncommon grows and replicates schools, the organization will ensure that it continues to serve the highest need students.

### **Serving communities in need**

By any measure, the urban education crisis in this country is cause for alarm. Statistics reveal 50% of students drop out of high school in the country's largest urban districts. As disturbing, only 9% of the country's lowest income students graduate from college, compared to 75% of their highest-income peers.

In the communities in which Uncommon operates, the need for high performing schools is ever-present. In Newark, NJ for example, of every 100 9<sup>th</sup> graders who enter Newark Public Schools, only 50 will complete high school, 25 will enroll in college, and, by

their own estimates, only 5 will graduate from college. Uncommon believes it does not have to be this way. Below are details regarding the specific geographies where plans to grow with the help of CSP funding requested in this proposal:

### *Newark*

According to the 2004 U.S. Census data, Newark is the second poorest city in America, with a median household income of \$26,309. One in three Newark children lives in poverty. In addition, in 2006, only 36% of individuals 25 and older were reported to hold a high school degree, 8% had a B.A., and 3% had a graduate degree in Newark. These realities face the students of North Star Academy (who are chosen through public lottery) daily, and the school has worked actively to ensure that high behavioral and academic expectations, a structured learning environment, and great teaching and leadership will lead all of its students to succeed and go on to four-year colleges.

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Similar to Troy, True North Rochester Preparatory Charter Schools target the numerous families for whom few, if any, quality education options exist. According to the most recent (2004) data, 82% of students in Rochester City School District scored below Proficient on the state's eighth grade ELA assessment and 81% scored below Proficient on the state's eighth grade Math assessment. These dismal numbers appear even bleaker when viewed in the context of their historical consistency: middle school students have averaged less than a 20% Proficiency rate in both ELA and Math for each of the past four years.

The numbers also reveal an even greater disparity of outcomes when results are sorted according to race and class. African American students in Rochester scored Proficient with one third the frequency of White students. Low-income students scored Proficient with about half the frequency of their middle and high-income counterparts. Rochester stands at risk of becoming a city where the circumstances of a child's birth are the primary determinants of his or her access to opportunity and prosperity.

## **UNCOMMON RESULTS**

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Despite the staggering statistics and persistent under-performance of schools in the geographies in which Uncommon operates, Uncommon schools are effectively closing the achievement gap for their students, 99% of whom are students of color and 75% of whom are considered individuals from low-income families. Uncommon continues to achieve outstanding academic results based on nationally-normed tests, statewide exams, and graduation milestones. Its schools consistently outperform neighborhood schools, rank at the top of their cities, and are among their states' top-performing urban schools. The accomplishments of Uncommon students are the combined result of both staff and students' dedication to work long hours inside and outside of the classroom to advance student achievement.

**Competitive Preference Priority 3 -- Matching (up to 10 points).**

Uncommon is providing \$1.3 million match for this project

# Project Narrative

## Project Narrative

Attachment 1:

Title: **Uncommon Schools Narrative Pages: 0** Uploaded File: \\Usi-dc-2k3\shared\Development\CSP Grant\CSP Grant Docs\2010\_Uncommon\_Schools\_Narrative.pdf

## UNCOMMON MISSION AND HISTORY

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Uncommon Schools (Uncommon) is a nonprofit organization that starts and manages outstanding urban charter public schools that close the achievement gap and prepare low-income students to enter, succeed in, and graduate from college. Uncommon builds uncommonly great schools by developing and managing six regional networks that are philosophically aligned and highly accountable. Playing on Horace Mann’s notion of the “common school” and born of the fact that too many of today’s educational institutions steer toward mediocrity, Uncommon was founded to create more uncommon schools – uncommonly good, extraordinary, autonomous, and distinctive. In addition to opening and managing high-performing schools, Uncommon is also committed to expanding its social impact by sharing best practices and advocating for policy changes that provide educational options to under-served families.

Uncommon Schools first supported the creation of North Star Academy Charter School of Newark, (North Star) which opened in 1997 and has since emerged as one of the most celebrated charter public schools in the nation. In 2005, Uncommon formalized its mission as a charter management organization. Uncommon currently manages 16 schools serving nearly 3,000 students in New York City, upstate New York, and Newark, New Jersey. This fall, Uncommon will open seven new schools and add an existing charter school in Boston, operating a total of 24 schools in 2010-2011. Uncommon will serve primarily low-income students across five geographies and six networks that are philosophically-aligned and highly-accountable. Ultimately, the organization will grow to encompass over 38 schools serving nearly 14,000 students in the following networks:

- North Star Academy Charter School (Newark, New Jersey)
- True North Charter Schools (Rochester and Troy, New York)
- Excellence Charter Schools (Brooklyn, New York)
- Leadership Preparatory Charter Schools (Brooklyn, New York)
- Collegiate Charter Schools (Brooklyn, New York)
- Roxbury Preparatory Charter Schools (Boston, Massachusetts)

## UNCOMMON STUDENTS

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## UNCOMMON RESULTS

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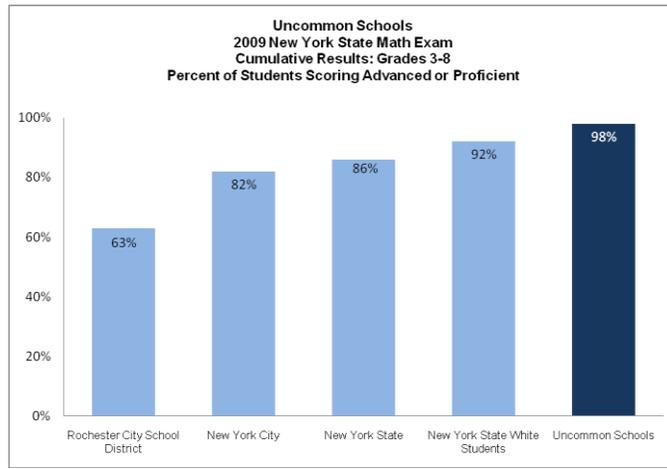
### **New York**

#### *State Exams*

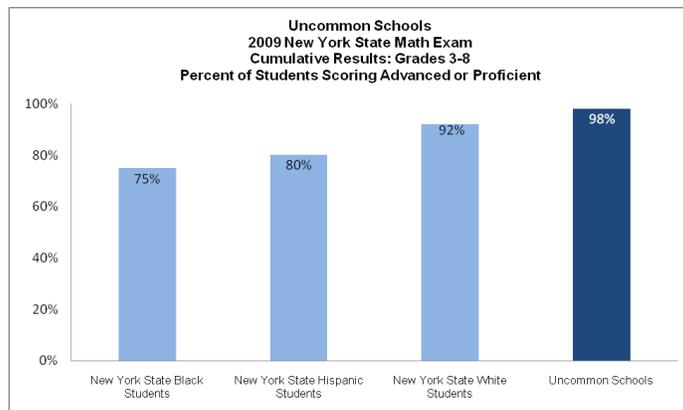
On the 2009 New York State Math and English Language Arts exams, Uncommon's nearly 1,000 New York students, grades three through eight – 99% of whom are Black and Latino – collectively closed the “achievement gap,” outperforming the state's White students. Across six schools, 98% of Uncommon's students scored Advanced-Proficient or Proficient on the Math exam,

besting the overall state average by 12 percentage points and the New York State White student average by 6 percentage points. The two charts below illustrate the comparisons between student performance at Uncommon Schools across New York compared to schools in their state, city, and districts as well as that of their Black, Hispanic, and White counterparts across New York State:

### Math: Cumulative Results in Grades 3-8

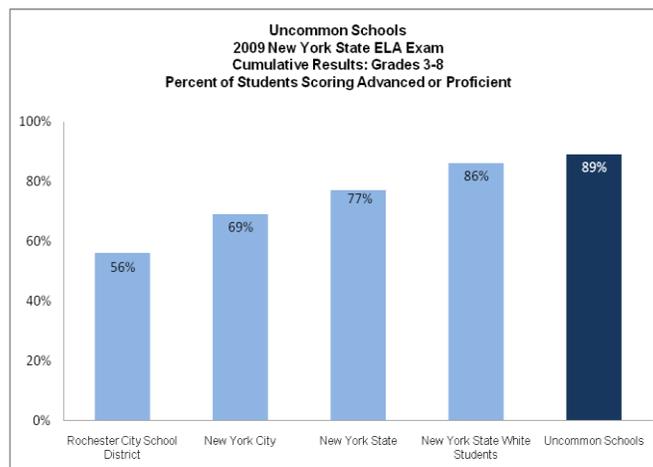


### Closing the Achievement Gap in Math

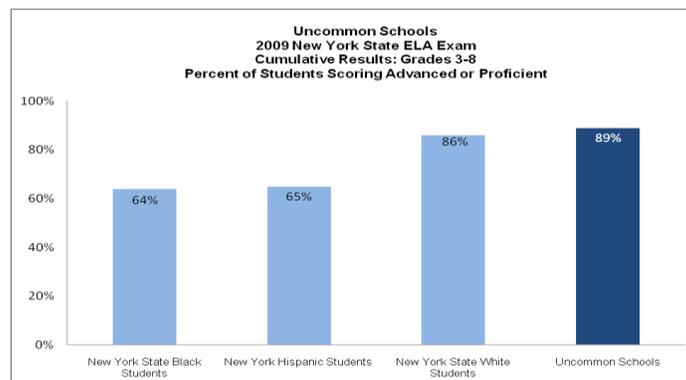


The 2009 English Language Arts (ELA) exam results tell a similar story. 89% of Uncommon’s students scored Advanced-Proficient or Proficient, topping the state average by 12 percentage points and the New York State White student average by three percentage points. The following two graphs illustrate the comparisons between Uncommon students’ performance with that of their state, city and district peers, as well as comparisons to their Black, Hispanic and White counterparts across the state. As evidenced by their performance on these state tests, Uncommon schools are not only raising the bar for their peers, but also proving the achievement gap can be closed at scale:

### ELA: Cumulative Results in Grades 3-8



### Closing the Achievement Gap in Literacy

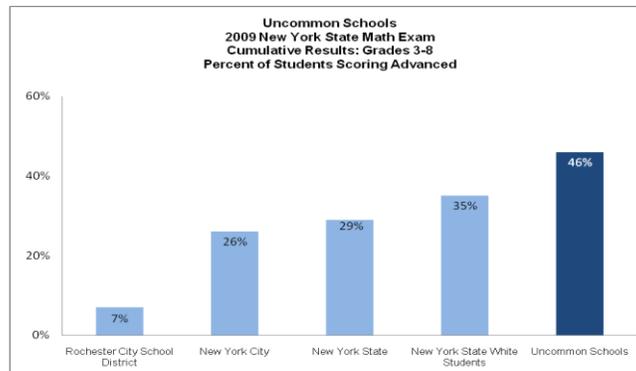


### *Measuring Advanced-Proficiency*

Uncommon recognizes that scoring Proficient is simply not enough to guarantee students enter college with the skills and knowledge necessary to succeed, graduate, and ultimately enter the workforce. Understanding the undeniable correlation between scoring at the Advanced-Proficient level on state tests and college-readiness, Uncommon has been careful to analyze student test results at an additional level, differentiating between those students who scored Proficient from those who scored at the Advanced-Proficient level to better understand at what rate Uncommon is preparing students for success in college and beyond.

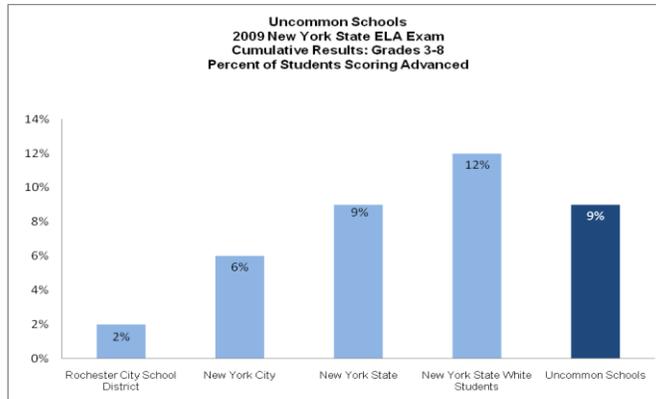
Uncommon is proud to report that in 2009, Uncommon's 3<sup>rd</sup> – 8<sup>th</sup> grade students in New York state outperformed the state's White students at the Advanced-Proficient level on the state Math exams, as illustrated on the below chart:

### **Math: Advanced Proficiency in Grades 3-8**



ELA results of that same group reveal that Uncommon is three percentage points shy of closing the achievement gap in Advanced-Proficient performance and has made steady progress each year toward this goal. Comparisons are illustrated on the chart below:

### **ELA: Advanced Proficiency in Grades 3-8**

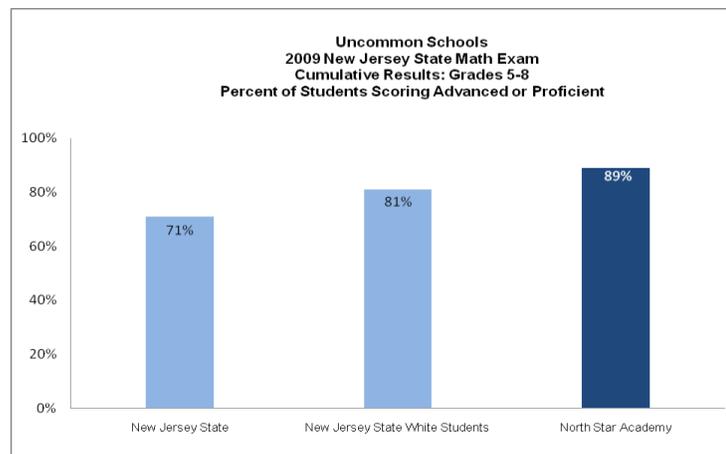


## New Jersey

### State Exams: Grades 5-8

Uncommon is pleased to report that results in New Jersey were similarly positive. Across the 5<sup>th</sup> through 8<sup>th</sup> grades at North Star Academy, 89% of students scored Advanced-Proficient or Proficient on the Math exam, besting the overall state average by 18 percentage points and the White student average by eight percentage points as illustrated in the chart below:

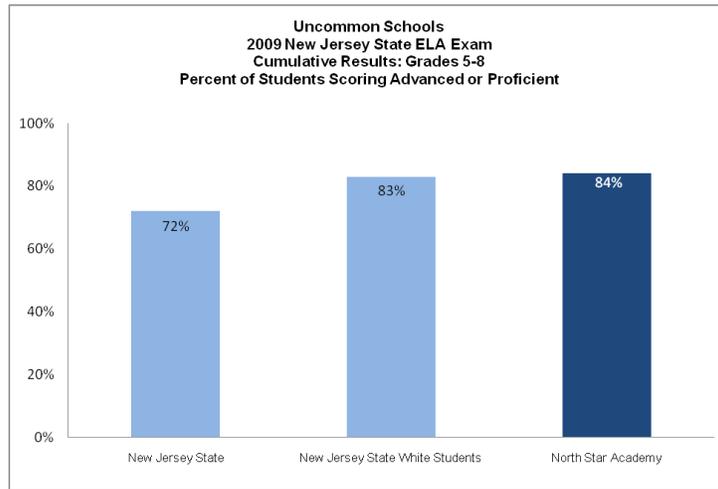
### Closing the Achievement Gap in Math



On the  
ELA exam, 84%

of North Star's students scored Advanced-Proficient or Proficient, topping the state average by 12 percentage points and the White student average by one point. Uncommon believes this is due, in part, to North Star's unwavering commitment to literacy in the early grades:

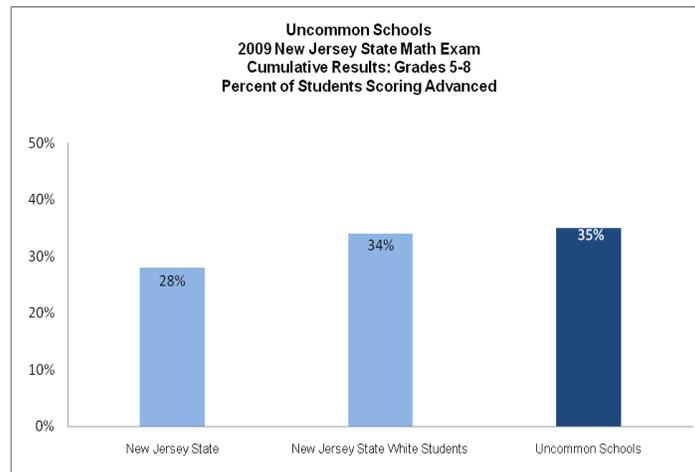
## Closing the Achievement Gap in Literacy



### *Measuring Students at the Advanced-Proficient Level*

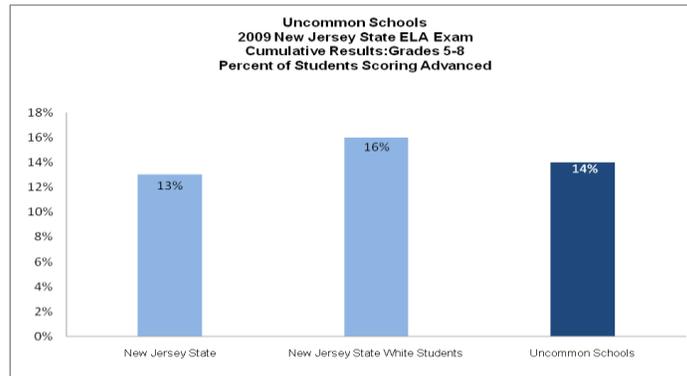
North Star Academy, continually committed to preparing students to graduate from college with the tools to succeed in life, similarly analyzed state test results to identify opportunities in which the school can better prepare students for college. North Star is pleased to report that at the Advanced-Proficient level, North Star students outperformed the state's White students on the New Jersey State Math exam as illustrated below:

## Math: Advanced Proficiency in Grades 5-8



Following the pattern of New York results, North Star students barely lagged the state's White students at the Advanced-Proficient level on the ELA exam as illustrated below:

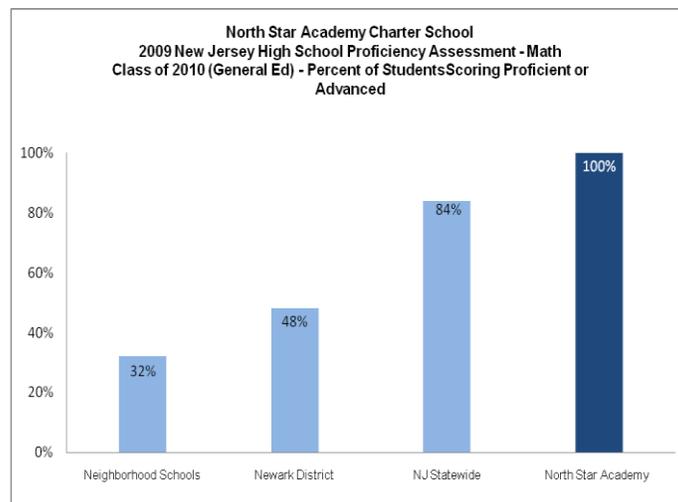
### ELA: Advanced Proficiency in Grades 5-8



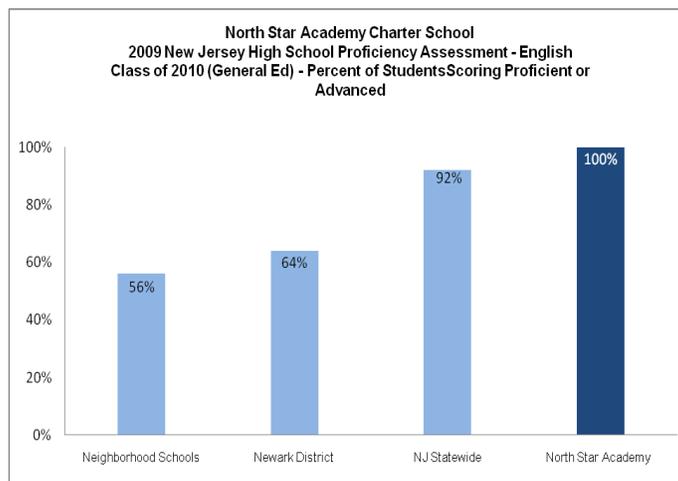
### North Star High School

For the first time, 100% of North Star High School's 11th grade students scored Advanced-Proficient or Proficient on the 2009 New Jersey High School Proficiency Assessment in both English and Math, compared to 92% across the state in English, and 84% across the state in Math as illustrated below in the following two charts:

### Math: Cumulative Results in Grades 9-12



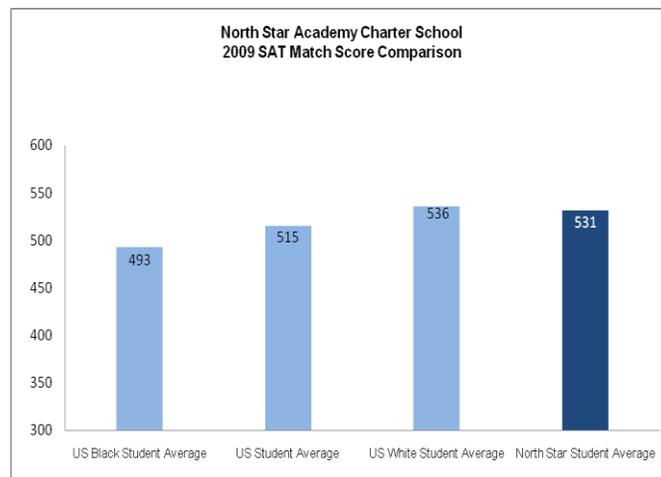
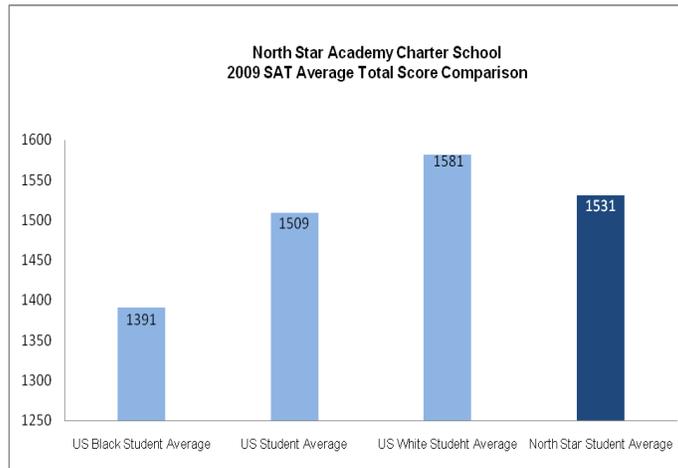
## ELA: Cumulative Results in Grades 9-12

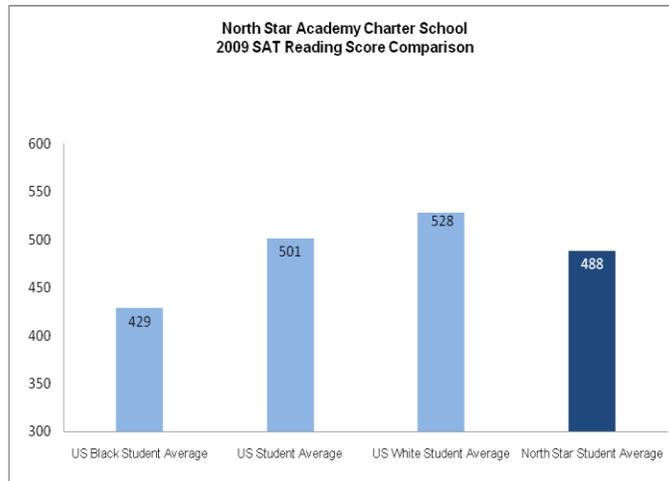


### *SAT performance*

Uncommon believes continual improvement in SAT scores is also a key indicator of a school's increasing ability to prepare students for college success. North Star Academy high school students have demonstrated significant progress towards closing the achievement gap on SAT tests over the past two years, most recently outperforming Black students across the country by 140 points and outperforming the average score in the country by 22 points. Uncommon is proud that North Star students have continued to make progress and are 50 points away from closing the gap with their White counterparts. As shown in the chart below, North Star students have essentially closed the achievement gap on the Math section of the SAT and continue to make steady progress toward closing the achievement gap on the English section of the SAT. Clearly it is North Star's intention to make continued progress each year to close the SAT achievement gap, and more importantly, to ensure each North Star student is poised for college success. Specific trends are outlined in the below charts:

## North Star High School SAT Results





### *High School Graduation Rates*

Since 2004, 130 students have graduated from North Star Academy High School, 100% of whom were accepted to college. Through the Achieving College Excellence (ACE) Program, North Star tracks its alumni and works closely with them to ensure their success in college. The school has also increased the time and resources dedicated to post-placement success for a growing number of college-bound North Star graduates. With a Director of College Access and Success and a College Alumni Liaison currently serving the North Star cohort of graduates, the ACE program provides a host of post-placement wrap-around services including two in-person, on-campus visits per year for all first-year college students, various connections and interactions throughout the academic year, and an annual alumni retreat. Through the extensive work of this program, 82% of North Star alumni have graduated or are currently on track to graduate from college.

### **Massachusetts**

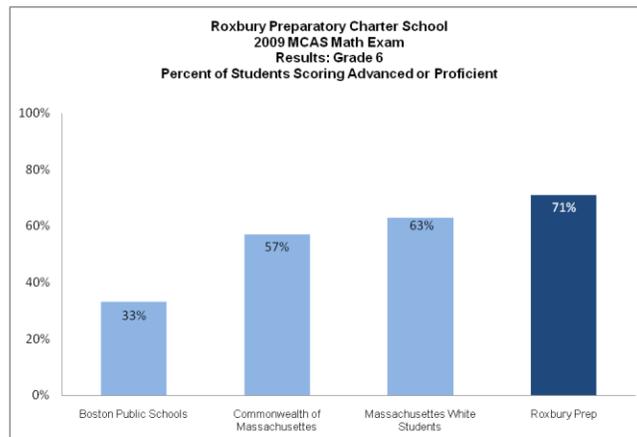
Roxbury Preparatory Charter School, a school whose student body is 100% Black and Latino and 75% low-income, posted exceptional results on the 2009 Massachusetts Comprehensive Assessment System (MCAS) test. Roxbury Prep continues to stand as one of the highest-performing

middle schools in Massachusetts, outperforming over 80% of all middle schools in the Commonwealth, and continues to close the achievement gap. On six of the seven MCAS exams administered in 2009, the percentage of Roxbury Prep students scoring Advanced-Proficient or Proficient was higher than that of the Commonwealth's White students.

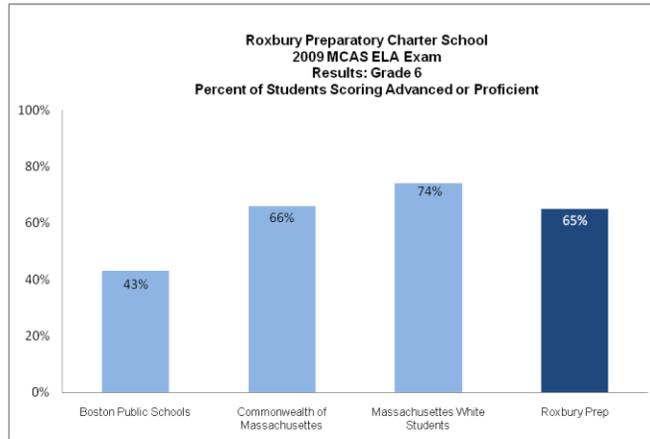
On the 8<sup>th</sup> grade Math MCAS exam, Roxbury Prep students ranked number one in the state with 96% of students scoring Advanced-Proficient or Proficient, outperforming students in Lexington (88%), Westford (84%), Weston (77%), and the prestigious Boston Latin School (89%). On the 8<sup>th</sup> grade ELA MCAS exam, 98% of Roxbury Prep students scored Advanced-Proficient or Proficient. This ranks the school at number nine out of over 450 schools in the state.

After less than a year at the school, 71% of 6<sup>th</sup> grade Roxbury Prep students scored Advanced-Proficient or Proficient on the 2009 Math exam, besting the Boston Public Schools average by 38 percentage points, the overall state average by 14 percentage points, and the White student average by 8 percentage points, thereby closing the achievement gap. 65% of 6<sup>th</sup> grade Roxbury Prep students scored Advanced-Proficient or Proficient on the 2009 ELA exam, besting the Boston Public Schools average by 22 percentage points as seen in the chart below:

### Math: Results in Grade 6

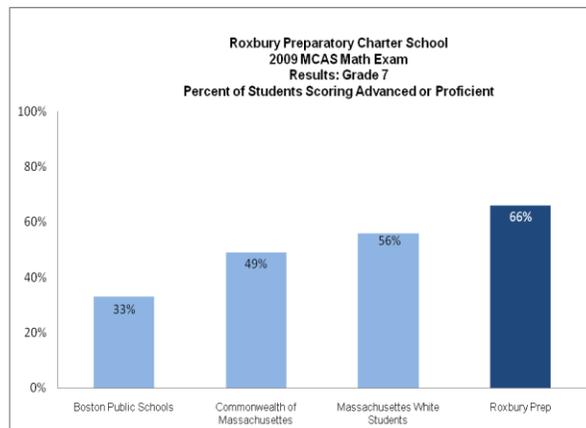


## ELA: Results in Grade 6

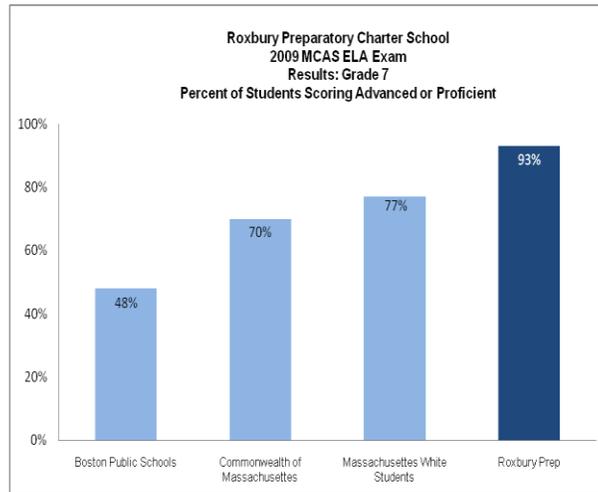


In the chart below, 66% of 7<sup>th</sup> grade Roxbury Prep students scored Advanced-Proficient or Proficient on the 2009 Math exam, besting the Boston Public Schools average by 33 percentage points, the overall state average by 17 percentage points, and the White student average by 10 percentage points, thereby closing the achievement gap. In addition, 93% of 7<sup>th</sup> grade Roxbury Prep students scored Advanced-Proficient or Proficient on the 2009 ELA exam, besting the Boston Public Schools average by 45 percentage points, the overall state average by 23 percentage points, and the White student average by 16 percentage points, thus closing the achievement gap in English Language Arts as illustrated in the chart below:

## Math: Results in Grade 7



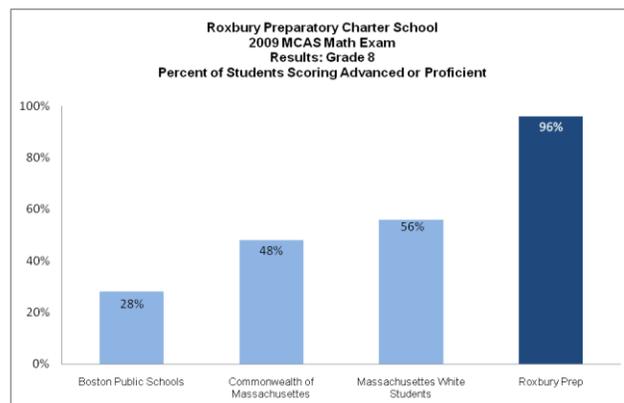
## ELA: Results in Grade 7



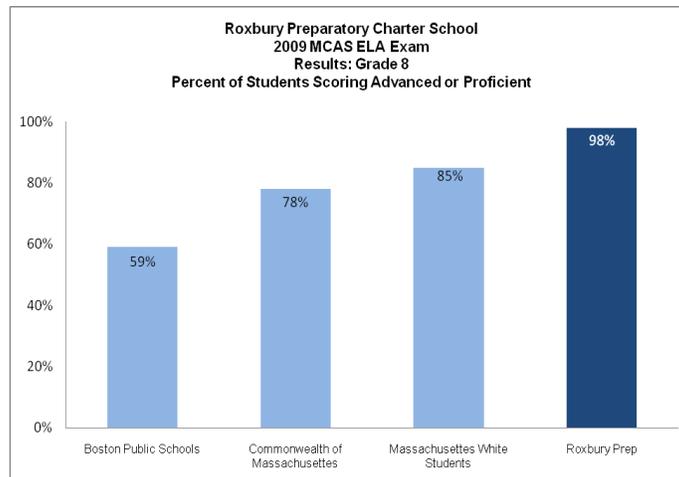
In 8<sup>th</sup> grade, 96% of 8<sup>th</sup> grade Roxbury Prep students scored Advanced-Proficient or Proficient on the 2009 Math exam, besting the Boston Public Schools average by 68 percentage points, the overall state average by 48 percentage points, and the White student average by 40 percentage points, thereby closing the achievement gap.

On the 2009 8<sup>th</sup> grade ELA exam, 98% of 8<sup>th</sup> grade Roxbury Prep students scored Advanced-Proficient or Proficient, besting the Boston Public Schools average by 39 percentage points, the overall state average by 20 percentage points, and the White student average by 13 percentage points, thus closing the achievement gap.

## Math: Results in Grade 8



## ELA: Results in Grade 8



### Uncommon Accolades

Uncommon continues to receive national recognition from Secretary of Education Arne Duncan, New York City Schools' Chancellor Joel Klein, Mayors Corey Booker and Michael Bloomberg, and national foundations such as the Broad Foundation and Charter School Growth Fund. Across the 2008-09 school year, over 1,100 teachers, leaders, donors, and education reformers from across the country visited North Star Academy alone, illustrating that Uncommon's schools are consistently regarded as models of educational excellence. Among the many distinctions Uncommon's schools have received, several of the most notable are included below:

- On the 2009 Chancellor's Progress Report, Williamsburg Collegiate Charter School was the #1-ranked charter school in the city, the #2-ranked middle school in the city, and #7-ranked school overall;
- On the 2009 Chancellor's Progress Report, Kings Collegiate Charter School was the #3-ranked charter school in the city, the #6-ranked middle school in the city, and #20-ranked school overall;
- North Star Academy of Newark is a finalist for the 2010 National Blue Ribbon Award;
- On the 2008-09 Chancellor's Progress Report Excellence Boys Charter School was the #1 Elementary School in New York City;

- In 2009, Rochester Prep was recognized by the Monroe County Legislature with a proclamation of excellence in recognition of the school's outstanding results on the 2009 NYS tests.
- For the third consecutive year, Roxbury Prep was a recipient of a national award issued by the Effective Practice Incentive Community (EPIC), an initiative of New Leaders for New Schools. Roxbury Prep is the only middle school in the country to have won all three years, demonstrating tremendous gains in student achievement.
- In 2008 Roxbury Prep was named as an NASSP MetLife Breakthrough School.
- Roxbury Prep received in 2006 an Intel and Scholastic School of Distinction Award, one of only sixteen schools nationwide to receive such an honor.

## UNCOMMON NETWORK GROWTH

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Uncommon believes that starting A+ schools that serve low-income children is incredibly difficult work that must be done carefully and purposefully. Therefore, while Uncommon aims to grow as big and as fast as it can to make an impact, to date, the organization has invested heavily up front in human capital and systems infrastructure to ensure that it maintains the high-quality that marks each of its schools.

### Uncommon Schools' Growth Plan

Learning from both the struggles of for-profit education management organizations pressing for volume and from its own experience opening schools, Uncommon recognizes the importance of starting small and growing slowly. To achieve outstanding results and to cultivate a positive culture, individual schools must grow one grade at a time. New schools should not be created until they are fully prepared to succeed. Therefore, Uncommon's individual networks prioritize school quality over all else, including size and pace of growth. A fundamental organizational belief is that growing too quickly and over-promising size risks serving students poorly and undermining the credibility of the charter enterprise.

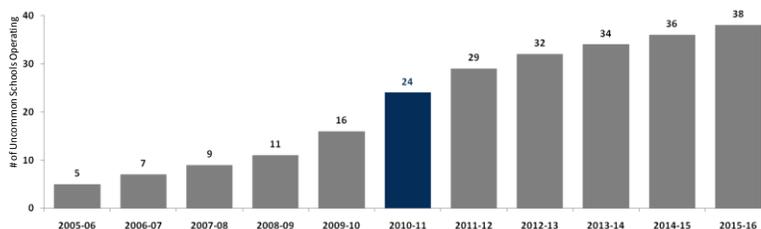
At the same time, by joining the interests of multiple networks, Uncommon has been able to leverage growth across multiple regions. By linking common and sharing start-up personnel and financial resources, Uncommon has been able to identify efficiencies faster than each cluster would on its own.

Having demonstrated a viable, replicable, and highly-successful model; having been called upon by leaders such as US Secretary of Education Arne Duncan, Newark Mayor Cory Booker, and New York City Schools Chancellor Joel Klein; and having invested in the human capital required to open and operate high-performing schools, Uncommon is in the midst of an ambitious growth period. The organization successfully opened five new schools in August 2009, including its first New York City high school, and is preparing to open seven new schools in 2010. By working across six clusters, Uncommon plans to grow to serve nearly 14,000 students in grades K – 12.

### **Building to Scale**

Providing high-quality education options in underserved areas is core to Uncommon's work, and Uncommon is confident that its combination of talented leaders, replicable systems, and proven results will allow it to continue to achieve high results at scale. To date, Uncommon has been successful in opening 24 high-performing schools in the exact way outlined in the CSP project plan, and is therefore confident that with funding, the organization can replicate even more efficiently, become even more fine-tuned, and achieve even greater results. *(See Section 7: Other Attachments 1:Uncommon School's Growth Plan)*

## Our plan: Grow to 38 Schools by 2015



### Creating a viable business plan

Over the course of the 2007-08 school year, Uncommon partnered with a full team of consultants from Bain & Co. to determine Uncommon’s ideal growth strategy, develop a plan for financial sustainability, and identify Uncommon’s capacity to replicate schools. Taking into account the organization’s strengths and track record to date, the result of this engagement was a five-year roadmap for growth that has served to focus the organization on what matters most: starting and managing schools that close the achievement gap and prepare low-income students to graduate from college.

Over the past three years, Uncommon has executed this detailed, sustainable and achievable plan to extraordinary success. The plan, developed purposefully to both scale and sustain the organization long term, has remained a consistent blueprint for Uncommon’s work to date. Uncommon believes it is the quality of Uncommon’s talented people, disciplined approach to sustainability, replicable systems, and strong partnerships that have led to the plan’s success to date.

### The Networks

*North Star Academy*

North Star Academy Charter School of Newark (North Star) consists of two middle schools, a high school, and an elementary school currently serving 900 students in grades K – 2 and grades 5 – 12. North Star is one of the most celebrated charter public school networks in the nation and consistently outperforms the statewide averages on state assessments. The network plans to build two additional elementary schools and one middle school in Newark, ultimately serving approximately 2,500 students in grades K – 12 across seven campuses.

#### *True North Charter Schools*

The network's first school, True North Rochester Preparatory Charter School, opened in the fall of 2006 and now enrolls 265 students in grades 5 – 8. The second school in the network, True North Troy Preparatory Charter School, opened in August 2009 and now enrolls 57, and will grow to serve students in grades 5 – 8. True North Charter Schools will grow to include three elementary and three middle schools serving nearly 1,800 students, targeting upstate communities in need of improved public school options.

#### *Collegiate Charter Schools*

Collegiate Charter Schools opened its first school, Williamsburg Collegiate Charter School, in 2005. Williamsburg Collegiate currently enrolls 250 students in grades 5- 8. The second school, Kings Collegiate, opened in August 2007 and now serves 205 students in grades 5 – 7. A third middle school, Bedford Stuyvesant Collegiate, opened in August 2008, and now serves 140 students in grades 5 – 6. In August 2009, the network opened its fourth middle school, Brownsville Collegiate Charter School, to 95 5<sup>th</sup> and 6<sup>th</sup> grade students, and its first high school, Uncommon Charter High School, to an inaugural class of 40 9<sup>th</sup> grade students. Uncommon Charter High School will grow to two high schools serving 800 students each from all of Uncommon's New York City elementary and middle schools in grades 9 – 12. Ultimately, Collegiate Charter Schools will grow to include six middle schools and two high schools serving nearly 3,000 students in New York City.

### *Excellence Charter Schools*

Uncommon helped to design, develop, and launch Excellence Boys Charter School of Bedford Stuyvesant in 2004. The school – New York City’s first all-boys public school – encompasses an elementary school and a middle school serving 360 students in grades K through 6. The middle school will grow to include grades 5 through 8. In August 2009, Excellence Girls Charter School opened to 145 students in Kindergarten and 1<sup>st</sup> grade. Like Excellence Boys, the school will grow to serve students in grades K through 8. At full capacity, the Excellence schools will serve over 1,300 students.

### *Leadership Preparatory Charter Schools*

Leadership Preparatory Bedford Stuyvesant Charter School, the first school in the Leadership Preparatory network, opened in 2006, and now enrolls 320 students in grades K – 4. The second school in the network, Leadership Preparatory Brownsville Charter School, opened in August 2009 to 118 students in Kindergarten and 1<sup>st</sup> grade. Ultimately, the Leadership Preparatory schools will grow to serve over 2,700 students across four K – 8 schools.

### *Roxbury Preparatory Charter Schools*

In June of 2010, Uncommon announced it will expand to Boston and welcome Roxbury Preparatory Charter School (Roxbury Prep) into the Uncommon network. With the support of Uncommon, Roxbury Prep will grow from one middle school serving grades 6-8 to four middle schools, each serving grades 5-8, and one high school, providing more high-quality educational opportunities for 1,800 students in Boston.

## **UNCOMMON SCHOOL DESIGN**

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Although all Uncommon schools embody a shared vision and philosophy, they also display distinctive features in their programs and school cultures. Uncommon does not aim to create identical

schools or exact replications. Schools have a valuable opportunity to learn from one another precisely because there are small differences across the schools and networks. While schools across networks – and even within networks – may vary somewhat, there are core elements present at every Uncommon school.

### **A College Preparatory Mission**

Schools share the mission of preparing students to enter, succeed in, and graduate from college. Beyond providing a rigorous college preparatory academic program, schools create a culture of college through a variety of means.

- Schools name advisories – or “homerooms” – for the alma maters of advisors;
- Students visit colleges on an annual basis;
- College counselors meet with students beginning in middle school; and
- Schools expect that every graduating student receives an acceptance from a four-year college.

### **High Standards for Academics and Character**

Schools set high academic standards that are commensurate with a future of college for all students and provide students with rigorous academic programs. Schools design their own curricula directly from state learning standards through a common, school-wide approach by creating: a scope and sequence for each subject in each grade; detailed syllabi for each course; a listing of the skills and concepts to be mastered; and a database of unit and daily lesson plans. Schools share a particular focus on literacy and math with additional time, such as double periods, devoted to both areas.

Schools also set behavioral standards to ensure orderly classroom environments that promote student engagement and achievement. To ensure an environment where teachers can focus on teaching and students can focus on learning, each school implements a strict code of conduct and underscores the school’s core values through example, instruction, and community building. Schools host community circles and community meetings that serve as opportunities to celebrate student accomplishments and to reinforce core values.

## **A Highly Structured Learning Environment**

Students need a safe and orderly environment to be productive and successful. Schools create calm, composed, and disciplined school environments to maximize the amount of time on task. Hallmarks of Uncommon schools include: strictly enforced school dress codes; merit and demerit systems to acknowledge positive and negative behavior; various daily routines and rituals; and a common blackboard configuration consisting of a “Do Now,” Learning Objectives, Agenda, and Homework.

## **A Longer School Day and a Longer School Year**

Uncommon schools are committed to providing students with more time on task. This means that they offer a longer school year, a longer school day, after school tutoring, and Saturday School programs. Further, students have homework every night. The additional time spent learning is significant. For example, at Uncommon’s New York City schools, the extended school day and school year allows for 25% more instructional time than that provided by New York City district schools each year.

## **A Focus on Accountability and Data-Driven Instruction**

The most effective schools use assessment to diagnose student needs, to measure instructional impact, and to build a culture of continuous reflection and improvement. In addition to required state exams, Uncommon schools use multiple school-wide assessments and administer them consistently to determine student progress toward performance standards and to allow teachers to adjust curricula appropriately. The tools include pre-year assessments, internally developed interim assessments, and norm-referenced assessments, such as the TerraNova. Interim assessments provide teachers with ongoing feedback on their students’ progress and an understanding of which students have mastered

curricular topics and which students have not. With such information, teachers are well-prepared to target instruction and individual support and to make content adjustments as needed.

### **A Faculty of Committed and Talented Leaders and Teachers**

Students learn best when instruction is clear, content-rich, engaging, and informed by frequent assessment. Uncommon schools recruit, develop, and retain outstanding teachers who can ensure that all students achieve at high academic levels. Schools provide teachers with high-quality professional development, based on the practices of the highest performing urban public schools in the nation. Uncommon teachers develop meaningful relationships with students, with families, and with each other. Teachers and school leaders are committed to continuous reflection and improvement to ensure student achievement.

### **Dual Leader Model**

To ensure all schools prepare students with the skills, knowledge and character they need to succeed in college and beyond, Uncommon continues to work closely to develop its people and systems to be highly functioning. Each school utilizes a dual leader model, which posits an instructional leader in the school to focus exclusively on instruction and driving student achievement, including: observing teachers; coaching staff; and customizing the instructional program to suit the needs of the staff and students in the school. In addition, Uncommon places an operations leader in each school who “blocks and tackles” for the instructional leader, handling everything from transportation issues to parent engagement to budgets. This dual leader model has proven effective not only in giving instructional leaders the time they need to drive results in the classroom, but also in reinforcing Uncommon’s culture of collegiality. In preparation to open and lead new schools in 2010-11, all rising school leaders have participated in a year of training and professional development through the Uncommon Schools Instructional and Operational Leadership Fellowship program, a

year-long fellowship that provides hands-on training and workshops that prepare school leaders to start and open Uncommon Schools.

### **Family Involvement**

Active family involvement in school and learning is essential to meeting each school's mission. The staff at each school fosters family engagement through frequent communication between families and the school, creating a dynamic in which the school partners with families to promote their children's academic success. Specifically, the schools undertake activities such as the following:

- Meet one-on-one with each entering student's family before they enroll in school;
- Host summer orientations and Back-to-School Nights;
- Provide a Contract of Commitment, clarifying the school's pledge to its students and expectations of its families;
- Send home a weekly newsletter of classroom and school-wide news and information;
- Meet with families for at least three formal conferences each year to discuss their child's progress;
- Send home weekly behavioral updates;
- Provide periodic evening and weekend workshops designed to help families support their children's education; and
- Create regular events in which families are invited into the school to celebrate student achievement.

### **Compliance with the Individuals with Disabilities Act**

All students with disabilities enrolled at schools managed by Uncommon can and should achieve the school's goals. Each school works to ensure all special education programs and services are provided in accordance with Education Law §2853(4)(a) and specifically with the Individualized Education Plan (IEP) prepared by the Committee on Special Education (CSE) of the student's school district of residence. To ensure the success of such students, the schools will work with the CSE to provide required services in accordance with federal special education laws, including the Individuals with Disabilities Education Act (IDEA). In general, this means students will: 1) have access to a free appropriate public education (FAPE); 2) be appropriately evaluated; 3) receive an appropriate

education in the least restrictive environment; 4) be involved, with their parents, in the development of and decisions regarding the individualized education plan (IEP); and 5) have access to the appropriate procedures and mechanisms with their parents to resolve any disputes or disagreements related to the school's or school district's provision of FAPE.

Schools managed by Uncommon are required to admit students based on a random public lottery and have not and will not discriminate in admission and enrollment practices on the basis of a student having or being suspected of having a disability. Students with disabilities will be expected to participate in and receive credit for nonacademic, extracurricular, and ancillary programs and activities with all other students to the extent allowed by the IEP prepared by the CSE.

Each Uncommon schools hires an appropriately certified Special Education Coordinator/Teacher to coordinate with the CSE, assist in Child Find activities, and work with CSEs and school districts to ensure that all required special education and related services are being provided according to IEPs.

Every teacher of a student with a disability will receive a copy of that student's IEP and training will be provided by the school's special education staff to ensure that classroom teachers are knowledgeable about the needs of students with disabilities and their responsibilities related to the student's IEP. The school's special education staff will work with classroom teachers to ensure parents are informed of how their children are progressing toward their IEP goals and in the general curriculum.

If the school is unable to directly provide services to the extent necessary, the school will then rely on the school district of the student's residence to provide services. If necessary and feasible, the school will also contract with appropriately certified or licensed individuals to provide services under the school's direction.

## **Relationship between schools and the authorized public charting agencies**

Uncommon Schools is strongly committed to ensuring that the Board of Trustees and leaders of each school will not only provide an excellent education to the students it serves, but also will guarantee compliance and adherence to all regulatory requirements promulgated by its authorizers. The schools will proactively work with its authorizer to monitor school progress as it relates to academics, organizational viability, and other institutional standards during the initial planning and implementation stages of the school as well as on an ongoing basis. The school will also take advantage of all operational resources provided through State University of New York Charter School Institute (SUNY CSI), New York State Education Department (NYSED), and New Jersey Department of Education (NJDOE), including information on special education, public finance, technology systems, nutritional services, transportation, and accountability.

## **Accountability and responsibility toward closing low-performing schools**

Under charter regulations in New York and New Jersey, each school operates under an authorizing contract that requires an independent Board of Trustees bear ultimate responsibility for the success and operation of the school. While its management agreement with each school allows Uncommon to “take whatever actions are necessary to properly and efficiently manage and implement the academic and non-academic operations of the school,” the board of the school retains the right to cancel the agreement under certain circumstances. Under this agreement, which typically has a term of five years, Uncommon provides a specified set of services in return for a fee. This fee begins at 10% of total school revenue in its inaugural year and generally falls to 8% by year five. Uncommon’s management services include providing a supervising Managing Director; hiring, supervising, and dismissing the school leaders; recruiting and developing teachers; providing curriculum and tools for student assessment; coordinating annual school inspections; reporting and adhering to state and federal

requirements; accounting; fundraising; and using all reasonable efforts to secure facilities prior to school openings. The school leaders, although employed by the school, report to the Managing Director, who also serves as an ex-officio member of the school's Board of Trustees.

Due to the success of each of its schools, Uncommon has never considered implementing a plan to close an underperforming school. Nevertheless, the organization is aware of the importance of monitoring schools closely and has therefore developed a plan for closing a school if such a case were to arise. This action can be incited by either the independent school board, Uncommon School's Board of Trustees or Uncommon Schools' leadership team and would be invoked in the event of persistent poor performance across a school year. The shut-down process includes a three-part review period, where leaders are given an opportunity to create and execute a six-month action plan to improve performance. At the end of that period, the school leader can be asked to leave. If school performance does not improve with the leader's departure, the Managing Director could be asked to leave, and in the event that subsequent quarterly inspections and a board review reveal the school cannot be turned around, the school would be closed. Again, Uncommon Schools has never been in a position to execute this improvement plan and has never engaged the board in this regard. Uncommon is collectively closing the achievement gap and is consistently monitoring the leading indicators that would lead to such turn-around proceedings if necessary.

### **Student Safety; Statutory and Regulatory Compliance**

Uncommon Schools is proud of the fact that there have been no safety issues to date, even in situations of shared space with other schools. Uncommon has also not experienced any regulatory or financial issues to date. Uncommon audits reveal strong internal controls, documented systems, effective grant management, and adherence to all Federal laws and regulations.

## UNCOMMON HOME OFFICE SERVICES

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### Central Office Functions

With each school leader focused on student achievement and success, the Uncommon Home Office presents schools with a powerful and valuable array of services and identifies initiatives where benefits of scale can enhance local efforts, all while preserving schools' autonomy in appropriate areas. The Home Office is leanly staffed, and is comprised of talented professionals, including MBAs and JDs, who intentionally build and implement the systems that allow school leaders to focus on student achievement. As the organization grows, the home office will be staffed in tandem and aligned to the organization's sustainability goals. *(See Section 1: Other Attachments: Resumes/Curriculum Vitae)*

In addition to the support of the Managing Director and Chief Operating Officer of each regional network, the home office also provides solutions to key management challenges. These services include:

- Program Design and Development
- Teacher and School Leader Recruitment
- Professional Development
- Special Education Management
- Charter Application and Start-Up
- Accountability
- Facilities Management and Financing
- Budgeting/Financial Management/Payroll
- Fund Development
- Reporting
- Technology
- Legal Counsel
- Marketing
- Advocacy

### Uncommon Governance

In compliance with state regulations, each Uncommon school is governed by a six to twelve member governing body charged with ensuring the school remains accountable to the highest levels of student performance. In addition, Uncommon Schools is led by a nine-member Board of Trustees that engages leadership in strategic decision-making, sound financial management, student achievement

monitoring, and fundraising. The Uncommon Schools Board of Trustees is led by the organization's founder and former Chief Executive Officer, Norman Atkins.

## **Instructional Management**

The Uncommon model calls for Managing Directors to be superintendents over small networks of schools. Each Managing Director develops a school's cultural blueprint, manages start-up by designing programs and training the school leaders, supervises and coaches school leaders on an ongoing basis, and ensures the success of each school's instructional program. This approach makes Uncommon Schools unique, with talented, proven leaders guiding and managing promising school leaders in the creation of new schools. Uncommon's team of Managing Directors includes four exceptional leaders in the field:

- Paul Bambrick, Managing Director, North Star Academy Charter Schools
- Doug Lemov, Managing Director, True North Charter Schools
- Brett Peiser, Managing Director, New York City (Excellence, Collegiate, and Leadership Preparatory Charter Schools)
- Dana Lehman, Managing Director, Roxbury Preparatory Charter Schools

For the past decade, these leaders have started among the nation's highest performing charter public schools, serving low-income, urban students. These schools – North Star Academy, Boston Collegiate, and Roxbury Prep – have helped to close the achievement gap and to create transformative college-prep opportunities for low-income children in Newark and Boston. Through their work with Uncommon, these dynamic leaders have founded some of the consistently highest-performing schools in the country.

Over the past four years, Uncommon's Managing Directors have coached some of the most outstanding school leaders in New York and New Jersey, as demonstrated by the high-quality and impressive results of their schools. Having successfully started and operated their own schools, these school leaders have shared their expertise across the Uncommon network through workshops,

retreats, and the Uncommon Leadership Fellowship, through which the organization prepares future school leaders. In mentoring rising leaders through the fellowship, Uncommon's current school leaders are developing the core competencies required to eventually assume the instructional and cultural leadership roles that Managing Directors play. This strategic development of leaders within the Uncommon network ensures Uncommon will be able to continually start and manage exceptional schools through any potential transition of a Managing Director.

Outside of the Uncommon Schools Leadership Fellowship, Uncommon continues to develop the pipeline of talented leaders prepared to transition from school leader to Managing Director, providing for both the overall health of the organization and the necessary career development opportunities to retain these talented leaders. Uncommon Managing Directors, in collaboration with the Uncommon Human Capital team, has created an Associate Managing Director Fellowship, and will ultimately identify a cohort of Associate Managing Directors to provide more instructional support at each of its schools. Following the model of the Instructional and Operational Fellowships referenced above, this program will help the organization identify current school leaders and equip them with the skills necessary to manage multiple schools. Potential fellows will be chosen by Managing Directors based on an array of quantitative and qualitative data, including student achievement and teacher retention at their current school, their ability to coach and manage their current cohort of teachers, and other skills identified through the search process. Upon implementation of the program, Uncommon will have a defined group of effective leaders to ensure school quality and student achievement beyond the three current Managing Directors. Potentially, each Uncommon network could be led by a regional Managing Director; network-level Associate Managing Directors; and individual school leaders, all of whom will be positioned to more effectively support students on their path to college success. *(See Section 7: Other Attachments 2: Managing Director Dashboard)*

Although each Uncommon school has the flexibility to design instruction and curriculum to best meet the needs of its student population, Uncommon will focus on two specific curriculum enhancements over the next several years: the Strategic Teaching and Evaluation of Progress (STEP) assessment program and the College Readiness Initiative.

Recently, each Uncommon elementary school incorporated the Strategic Teaching and Evaluation of Progress (STEP) assessment program into their literacy programs. STEP is a developmental literacy program that arms teachers with the resources to more effectively gauge students' progression towards reading fluency and comprehension. As opposed to traditional evaluation tools, STEP requires teachers to assess students through the use of more open-ended questions, forcing students to prove comprehension of text while simultaneously developing college-readiness skills like oral defense presentation and critical thinking. Throughout the year, elementary school leaders across the Uncommon network saw marked student improvement around the area of reading comprehension, a product of the more effective tracking of student progress and the more targeted instruction that resulted from this tracking. Moving forward, the STEP assessment will become a hallmark of the Uncommon elementary school experience across the region.

As mentioned above, Uncommon is also working to ensure that all of its programs live up to their mission of preparing every student to enter, succeed in, and graduate from college. The organization believes it can always do more to support students in becoming independent learners, capable of managing a college workload and excelling in college-level academics. Therefore, Uncommon leaders and master teachers have developed college readiness competencies and standards that will be built into the curricula for grades K – 12. Moving forward, teachers and leaders will assess students' progress towards attaining these standards through peer surveys,

research papers, and an oral defense in the upper grades, accompanied by various other assessments in the lower grades.

## **Daily Operations**

Uncommon Schools has instituted the position of network Chief Operating Officer (COO). Network COOs “block and tackle” for the Managing Directors and provide operational support at the network level so that each of Uncommon’s Managing Directors can focus on supporting the instructional program and leaders of the schools within each network. Uncommon’s team of Chief Operating Officers includes:

- Tara Marlovits, Chief Operating Officer of the Leadership Preparatory and Excellence Charter Schools;
- Laura Lee McGovern, Chief Operating Officer of the Collegiate Charter Schools;
- Dan Deckman, Chief Operating Officer of the True North Charter Schools;
- Michael Ambriz, Chief Operating Officer of the North Star Academy; and
- Will Austin, Director of Operations at Roxbury Preparatory Charter School, will become Chief Operating Officer of the Roxbury Prep Charter Schools.

Tara, Laura, Dan, Will and Michael will manage operations for Uncommon’s networks as they continue to grow.

## **Financial Management and Sustainability**

A critical component of Uncommon’s business plan is a flexible, detailed financial model that ensures the home office is sustainable on the public dollar in 2013-14 and each school becomes completely sustainable on the public dollar at full enrollment. To date, Uncommon is on track to achieve these financial objectives. Financial projections indicate that Uncommon’s elementary schools will be sustainable on the public dollar after approximately three to four years of operations; middle schools, serving students in grades 5 -8, will be sustainable after three years; and high schools, due to

their comprehensive programming and staffing needs, will be sustainable after approximately 500 students. To facilitate this scale-up phase for each of its schools, Uncommon executes its expansion plan in a disciplined manner and works to secure an equitable share of government dollars for its schools as well as the private philanthropy necessary in the start-up years, when the per pupil cost of running the school is higher due to many one-time expenses and initially low levels of enrollment.

Upon expiration of the CSP grant, Uncommon Schools will be almost completely sustainable on the public dollar, no longer requiring private philanthropy for its core operations. Specifically, the Home Office and all of its schools, except its last set of new schools in Boston, will no longer require philanthropic subsidy.

On the behalf of its schools, Uncommon will ensure that each new upstate New York and Newark charter school outlined in this project plan will receive its commensurate share of annual federal education funds allocated by the formula by attaining all necessary enrollment amendments from authorizers and by submitting accurate enrollment counts to the appropriate governmental entity. Uncommon has a track record of securing and responsibly administering all available public funding for its schools.

## **Facilities**

To enable school leaders to focus on their most important work, the Uncommon Home Office provides facilities management, acquisition, and financing services for each of its schools. The Uncommon Real Estate team works through local school districts, private consultants, and other state and national resources to identify, acquire, and renovate high-quality educational spaces for every Uncommon school. The section below outlines the facilities plans for True North Charter Schools and North Star Academy.

*True North Charter Schools*

Currently, all of the True North schools are currently housed in privately owned or leased buildings. Uncommon's most recent facility acquisition is the former Holy Family Church School and Convent in Rochester, NY. The facility, which will house True North Rochester Preparatory Elementary School, has approximately 71,000 square feet and includes 18 classrooms. To prepare the facility for occupation, Uncommon anticipates a renovation project to include, but not be limited to, air conditioning installation, energy-efficient window installation, white-board installation, bathroom renovations, painting of classroom and hallway walls, floor refurbishment, divisional-wall installations and electrical upgrades to support classroom computers for literacy software programs. The planned improvements will serve to further enhance the physical and environmental quality of the school building and ensure its use as a high quality facility for Rochester Prep Elementary School.

Uncommon will ultimately need a total of five permanent facilities in Rochester and Troy. To this end, Uncommon has assembled an upstate team of real estate consultants to work with the True North Chief Operating Officer and school leaders to identify building options in both areas. With this team in place, Uncommon is confident it will identify and renovate existing properties or develop new properties to ensure each school in the True North network can offer their rigorous academic programs in high quality spaces.

#### *North Star Academy Charter Schools*

Lack of access and availability of district school space is also a challenge for North Star Academy in Newark, NJ. Currently, each North Star campus is located in privately owned or leased space, managed by the Uncommon Schools Real Estate team. In addition to these spaces, Uncommon is currently building a 52,000 square foot facility for North Star High School. The new facility will provide North Star with 24 additional classroom spaces, two science labs, a full-size gymnasium, a multi-purpose room, administrative spaces, 13 covered parking spaces and a roof-top play area. More importantly, the facility will enable North Star to expand its current high school enrollment from 160

students in 2009-2010 to 600 students over the next few years, serving students from its Downtown Middle School, Clinton Hill Middle School, and eventually Vailsburg Middle School campuses. This project also allows North Star to expand the size of its existing Downtown campus, creating additional classroom seats in the Middle School. On January 29, 2010, Uncommon closed on \$24.5 million of financing for the construction project, which combined two tax-incentivized financial products: Qualified School Construction Bonds (QSCB) and New Markets Tax Credits (NMTC).

In October of 2009, Uncommon secured a \$16.4 million allocation of QSCBs, which constituted a substantial part of the total 2009 QSCB allocation granted to the City of Newark as part of the American Recovery and Reinvestment Act. As an unrated tax-exempt borrower of conventional tax-exempt bonds, Uncommon might have expected to pay 10-12% or more in interest in the current market. However, as a result of this QSCB transaction, Uncommon will only pay 2% in interest – resulting in millions of dollars in savings over the life of the bonds. The 2% rate results from the fact that Capital One Bank, the bond investor, will receive a tax credit of close to 7% annually.

The second part of the transaction involved an \$8.1 million allocation of New Markets Tax Credits (NMTC). The NMTC product, introduced in 2001, is designed to encourage investment in specific disadvantaged geographic areas. The NMTC financing allows an "investor" (in this deal, the investor was PNC Bank) to receive a tax credit of 39% over 7 years. The tax credit investor makes an investment into a project with the expectation of an investment return of only the tax credits. In short, a \$6 million NMTC loan from Prudential enabled Uncommon to leverage a NMTC equity investment from PNC Bank in the amount of \$2.1 million, resulting in \$8.1 million of project funds with long-term debt payment obligations of only \$6 million. In addition to leveraging this equity investment from PNC Bank, this \$6 million loan also enables Uncommon to immediately access funding from multi-year philanthropic commitments and pledges.

Through the generous support of the philanthropic community, Uncommon raised all of the private philanthropy needed to complete the expansion project. The \$6 million goal was met with record commitments from the WKBJ Foundation, the Victoria Foundation, and first-time gifts from the SeaChange Capital Partners' Catalyst Fund and other individuals throughout the Newark community.

Uncommon is proud to report that the combination of QSCBs and NMTCs on this project resulted in a total anticipated savings of \$8.9 million, greatly reducing the private philanthropy needed to complete the project. More importantly, this savings also ensures that North Star can continue to devote the majority of its annual resources to important academic programs that enhance student achievement. Additionally, Uncommon is currently in the process of negotiating space from Newark Public Schools to eliminate the high cost of facility acquisition and renovation. Still in the early stages, it is unclear whether public space will be available. In the meantime, with the lessons learned from this deal, the Uncommon Schools Real Estate team will continue to seek out and deploy public financing and subsidies in future construction projects across the Uncommon portfolio. To date, Uncommon has closed four NMTC transactions, and one Qualified School Construction Bond & NMTC transaction.

## **Human Resources**

### *Recruitment and Selection*

Uncommon's recruiting process involves building relationships with over 700 groups, which include: non-profit organizations; graduate schools (including teacher preparation programs and business schools); colleges; education organizations; alternative-certification teaching programs; and individuals. Uncommon recruiters also attend approximately 20 career fairs per year. Uncommon's recruitment strategy also includes outreach initiatives, such as hosting informational calls with Uncommon teachers and leaders twice per month, inviting external teachers to school-based Open

Houses twice per month, and presenting professional development workshops led by some of its most effective teachers and leaders. Uncommon's leaders and teachers also speak on panels and at major events (such as graduate school commencement ceremonies). The organization also hosts a teacher incentive program, whereby current staff members who refer colleagues and friends are entered into a raffle. Uncommon opportunities are posted with national programs, such as Teach For America, Idealist.org, and on the Uncommon website. Uncommon also conducts email and postcard mailings twice per year.

During 2009-10, Uncommon's recruitment team, comprised of a National Director of Recruitment, a Director of Outreach, a Director of Cultivation, five Associate Directors of Recruitment, and one Recruitment Coordinator reviewed 12,394 resumes, conducted 3,713 phone screens, held 1084 in-person interviews, offered positions to 243 applicants and ultimately hired 218 teachers and staff members for the 2010-11 school year. Although teacher selection is extremely rigorous – only one out of every 56 candidates is hired – Uncommon is proud that over 200 teachers and staff members have been hired for the 2010-11 school year.

### *Human Capital*

Uncommon has restructured its Leadership Development team to become a four-person Human Capital team, led by a Senior Director of Human Capital. The Human Capital Team is responsible for building strategic, efficient, and effective systems for all facets of human resources, internal Uncommon-wide professional development workshops and retreats, school inspections, and leadership development programs. Uncommon has also hired a Director of Organizational Learning, a Special Projects Coordinator for Human Capital, and a Director of Human Resources, as mentioned above, who collectively codify and deliver professional development and develop effective and efficient

HR systems that meet the needs of, and provide excellent customer service to Uncommon’s growing staff.

After expanding the Uncommon Human Capital team, this team began the work of codifying specific organizational values to help ground the day-to-day operations of the Home Office. These values articulate how the Home Office will approach its work, helping staff to identify and prioritize their most important activities. Additionally, the Human Capital team began to develop and implement the People Development System (PDS) to help Uncommon leadership more effectively track individual performance within each team and to provide the necessary professional and career development opportunities for Home Office staff. Uncommon believes these enhancements will enable the organization to retain highly-qualified talent as the organization grows to scale.

## **CSP PROJECT PLAN**

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### **CSP Project Request: Growth of the North Star and True North Networks**

For the purpose of this CSP grant request, Uncommon is specifically requesting federal funding for the growth of the North Star Academy Charter Schools and True North Charter Schools. As mentioned above, North Star is currently at four schools serving 900 students and will grow to seven schools serving 2,500 students. True North, Uncommon’s upstate New York network, is currently at two schools serving over 300 students and will grow to seven schools serving nearly 1,800 students. This growth plan is predicated on the intention to close the achievement gap for the students in these networks, providing opportunities for students from low-income families to graduate from college and enter the workforce career-ready.

In addition, the Newark and upstate New York schools provide an opportunity to test Uncommon’s instructional and operational practices in alternative contexts – geographies of different

size, philosophy, community involvement, and regulatory requirements - and therefore provide an opportunity for Uncommon to understand what factors must exist for a specific practice to work in a given context. Identifying not only the practices that work but also the environment in which they work best is crucial to ensure Uncommon's systems can be replicated outside of the organization.

## **Project Design**

Uncommon Schools has outlined a specific and actionable project plan that clearly delineates the project goals, strategies, and methods for evaluation. This plan is based upon the organization's strong track record in building and scaling up schools that close the achievement gap for low-income students and are designed for near-term sustainability. With each growth period, the organization becomes more efficient and simultaneously more thoughtful about the components that must be present for a school to be successful.

This particular project will be managed by Carolyn Hack, Uncommon's Chief Financial Officer, with direct support from Uncommon's Public Grants Manager, who will serve as the Project Manager. Ms. Hack, a four-year veteran of Uncommon Schools, has a track-record of implementing complex projects (financial, programmatic, and real-estate related) within outlined timeframes and budgets. She has overseen the successful administration of over a dozen state CSP grants and serves on the Executive Team along with the Managing Directors of the True North and North Star networks. Ms. Hack's expertise both in the classroom, on the Home Office team, and as a member of the Executive Team have prepared her to effectively steward the grant. *(See 7: Other Attachments 3: Uncommon Schools Project Plan)*

*Goal 1:* Replicate Uncommon’s elementary and middle school models to start and scale-up seven new schools.

- Strategy 1.1: Hire and systematically train school leadership through year-long Uncommon Leadership Fellowship and intensive coaching during scale-up years.
- Strategy 1.2: Equip the new schools with the resources necessary to run the highest performing programs.
- Strategy 1.3: Provide A+ Uncommon Home Office support of schools in the start up and scale-up of schools.

The core of Uncommon’s work is to ensure each school can deliver on its promise to prepare students to graduate from college as viable citizens. Recognizing that each school requires the leadership and resources to administer a program that fulfills this mission, as well as the home office support to ensure a laser-like focus on student achievement, Uncommon Schools has developed a systematic approach to leadership selection and school start-up operations.

Each Uncommon school leader is hired a year in advance of school opening and spends that year participating in a fellowship that includes practical workshops and hands-on, real-time responsibilities in existing schools. Part of the work in this fellowship year is to determine the appropriate budget and resource requirements of the school in its start and scale-up years, balancing both the need to provide the best-possible education with the commitment to sustainability.

Uncommon’s Home Office shares this mission of providing the best-possible support to school leaders – through strategic hiring and infrastructure investment – while still tracking toward sustainability.

Uncommon will evaluate the above replication goal based on its ability to achieve the successful opening of the target number of schools with the planned student enrollment numbers.

*Goal 2:* Reach or exceed the following student achievement goals:

1. For students enrolled at the schools for 2 or more years, at least 90% of students score Proficient or Advanced-Proficient on State exams;
  2. 100% of all students will graduate from high school;
  3. 90% of graduating students will matriculate to a 4-year college or university;
  4. 75% of high school graduates will graduate from college.
- Strategy 2.1: Implement Uncommon's Managing Director Dashboard to closely monitor leading indicators of student achievement.
  - Strategy 2.2: Develop and implement targeted professional development rooted in the practices of our highest performing schools.
  - Strategy 2.3: Implement Uncommon School Inspection protocol at schools (incl. Inspection Protocol Manual).

Uncommon has a commitment to exceeding academic achievement goals through rigorous and intentional focus on instruction. Throughout the year, instructional leaders:

- Implement systems of curriculum planning to ensure classroom instruction is aligned to state standards;
- Implement a system of observation and feedback to develop teachers quickly and systematically through the Observation and Feedback Tracker;
- Continually assess student progress towards state standards through interim assessments;
- Carefully monitor student culture to ensure an environment of high academic and behavioral standards flourishes at the school through the School Culture Rubric;
- Monitor staff culture to ensure teachers remain motivated, committed and focused on student achievement through Staff Culture Tracker and Staff Survey; and

- Systematically identify and develop future leaders through stretch assignments and one-on-one coaching on leadership and management skills.

Uncommon will also deliver targeted professional development for new teachers rooted in the practices of its highest-performing schools, including an intensive 3-week summer orientation on the Uncommon Schools model and additional training during the year that targets concrete instructional skills used in high-performing classrooms, geared specifically toward achieving the above results.

A key component of the evaluation of this goal will be each school's inspection visit. To prepare for and implement the Uncommon Schools inspection visit, the outcome of which is not only to identify the schools' three challenges that the inspection team uncovered and shares with the school but also a series of proven tactics to mitigate these challenges, the schools prepare a self-reflection, collect data, and review changes made since the previous year's inspection. Following the inspection and deep discussion of solutions, the Managing Director of the school leads the team through a process to create an actionable work-plan including systematic follow-up and feedback.

Additionally, Uncommon will also evaluate the above student achievement goals based on student achievement results on state exams, high school graduation rates, and college graduation and persistence rates.

**Goal 3:** Continue to build replicable systems:

- Strategy 3.1: Complete development and implementation of an organizational Balanced Scorecard to track key performance indicators.

Over the past year, Uncommon engaged with Ascendant Strategy Management to develop Uncommon's Strategy Map and Key Performance Indicators (KPIs) for the organization as a whole and for each Home Office function. The project was designed to clarify the organization's high-leverage activities, enabling leadership to better manage team performance. Additionally, the tool will also help leaders identify issues as they develop and create action plans before significant problems

arise. From this work, Uncommon articulated its organizational strategy and specific operational initiatives to achieve its essential mission in the following way:

- **Recruitment:** Uncommon is committed to recruiting a smart, mission-driven, tenacious, collegial, self-reflective, and diverse team at its home office and each of its schools.
- **Instruction & School Culture:** Uncommon will develop and support instructional leaders and future leaders to develop and support teachers with systems that yield rigorous and joyful instruction and school culture.
- **Finance & Operations:** Uncommon will develop and support the operations team to implement systems that preserve human resources and ensure the organization's financial health and sustainability.
- **Social Impact:** Uncommon will close the achievement gap at scale, strengthening school systems by sharing what works and improving public education by changing public policy.

With these initiatives outlined, Uncommon will measure its progress in each area with an enhanced dashboard to track the organization's performance as it grows to scale.

Uncommon's newly-implemented Balanced Scorecard is a tool to track how each school is performing in an effort to identify the practices that make the most impact on student achievement and overall organizational effectiveness. The key performance indicators, the majority of which are leading indicators, will be the benchmarks upon which the organization tests its progress throughout the year.

### **Leveraging public and private grants**

Uncommon will use CSP funds for school-based start up expenditures outlined in the Project Plan. The funds will also be used in conjunction with Title I, Title IIA, Title IID, IDEA and other state funds to assist in supplementing the planning and implementation of the services, programs, professional development, research, and outcomes. School leaders will create detailed coordinated operation and program plans which will ensure seamless program execution.

Uncommon is grateful for the continued support from the Robertson Foundation and the Charter School Growth Fund, including their commitment to provide significant matching funding to bolster this CSP funding request and dedication to Uncommon achieving its planned growth.

### **Controls to ensure schools receive allocated funding**

Uncommon Schools will form an MOU between Uncommon and the school board of the recipient school to ensure each school receives the allocated funding. Uncommon Schools has the necessary staff and resources to ensure the schools receive the allocated funding, including a public grants manager who will be responsible for ensuring compliance with the grant timeline and specifications.

### **Project Management**

#### *Key Success Factor #1: Uncommon Talent*

Uncommon's success is principally a function of the talent of its leadership. Uncommon is currently led by six extraordinary executives supported by a cadre of managers of uniformly high quality. For the past decade, Uncommon's senior leadership team members have started among the nation's highest performing charter public schools, serving low-income, urban students. Uncommon's leaders are an impressive cadre of the "best and brightest" and have a passionate commitment to closing the achievement gap as a moral and economic necessity.

Before coming together at Uncommon, each of these leaders had led a charter school that was considered to be among the most successful in the country. These leaders were: Norman Atkins (North Star), Evan Rudall (Roxbury Prep), John King (Roxbury Prep), Brett Peiser (Boston Collegiate), Doug Lemov (Academy of the Pacific Rim, in Boston), and Paul Bambrick-Santoyo (North Star). This original team has since been joined by another experienced charter leader, Josh Phillips (Roxbury Prep), and Dana Lehman (Roxbury Prep). Uncommon's Managing Directors have recently received significant attention in the press. Doug Lemov was featured in the *New York Times*

*Magazine* for his work developing the *Taxonomy of Effective Teaching Practices*. His book, Teach Like a Champion, has garnered national attention and provides clear and actionable techniques for both beginning and experienced teachers. Paul Bambrick-Santoyo also recently published a book, Driven by Data. In this book, he details Uncommon Schools' data-driven instructional model and demonstrates that the schools that focus on the core drivers that matter separate themselves from schools that do not.

Each of the seven leaders brings complementary expertise to the group and collectively raises the quality of decisions at the organization. The organization is not reliant on any single person for its long run success and has a well-developed pipeline for future succession. Uncommon has already successfully managed a leadership transition from the visionary founder, Norman Atkins, to its current CEO, Evan Rudall. Uncommon no longer faces the succession risk of any outstanding organization that continues to be led by its founder. While Norman Atkins remains Chairman of the Uncommon Schools Board of Trustees, responsibility for leading the organization is firmly in the hands of the six-person Executive Team. Each of these leaders has the vision and presence to lead Uncommon or to "fill in" if someone were to leave. Further, this team is bolstered by a committed Board of Trustees that continues to provide strategic guidance and support.

In addition to being incredibly intentional about comprising a team of incredibly talented and experienced leaders, Uncommon recognizes the importance of ensuring that each school leader is also able to focus on what they do best. Each network of schools is led by one of the four Managing Directors who visit individual schools on a weekly basis. The schools within each network are given considerable autonomy to implement the core tenets in their own way and share their effective practices across the network. Each of the four Managing Directors has a different area of particular expertise: instructional strategies; data-driven instructional practices through the use of internal assessments; literacy and planning; school culture and managing adults.

Keeping a group of ambitious, hardworking, and intelligent people working well together can be a challenge, but Uncommon has four advantages: (i) the executives came together voluntarily; (ii) they share a core philosophy with respect to schools; (iii) many of them were friends and/or had worked together before joining Uncommon and met regularly as a group; and (iv) they have already demonstrated a willingness and ability to use outside experts to implement management processes that allow the team to function at high levels even as the organization grows.

### *Recruiting and supporting talented leaders and teachers*

Recognizing the importance of finding and cultivating great new school leaders, Uncommon has developed a multi-pronged approach to recruitment and training of such individuals. School leaders are identified through a competency-based, multi-day selection process. Once leaders are selected, Uncommon provides rigorous training, systematic operational support, and ongoing guidance and coaching to ensure they are successful, through the Leadership Fellowship Program. This year-long fellowship occurs before the future leaders' schools open and incorporates the following:

- *Summer and yearlong professional development sessions:* Sessions are led by Uncommon leaders and cover topics that include instructional leadership, organizational leadership, cultural leadership, and operational management. Specific courses include some of the following: Data-driven Instruction, Curriculum Planning, Observation and Feedback, Managing Teachers, Managing Teams and Groups, Personal Effectiveness, Creating Culture and Systems around Discipline, Systems-building and Operations, and subject specific content and methods. Fellows also participate in the KIPP School Leadership Institute in the summer.
- *A semester-long residency:* Fellows spend the fall and winter at an Uncommon school, which involves the completion of several pre-determined deliverables aligned to leadership development that increase expertise in the areas of curriculum, instruction, leadership and

operations. Instructional fellows are also expected to teach across multiple subject areas and grades of the school and to observe and provide feedback to a select group of teachers.

- *A planning semester:* During the spring, each rising school leader works closely with Uncommon leadership and their instructional or operational partner to complete the pre-opening work of student recruitment, teacher recruitment and hiring, program development, facilities development, purchasing, and other instructional and operational tasks. Leaders develop an individualized instructional or operational roadmap based on Uncommon's prior experience starting schools.
- *Visits to high-performing charter schools:* Fellows visit schools both within and outside of the Uncommon network to inform school design and to learn best practices. In addition to individual visits, the full leadership cohort completes 3-4 group visits to shape their eye for school design and to allow time for leaders to collaborate.

Throughout the residency year and beyond, school leaders receive intensive mentorship from Uncommon senior leaders. Uncommon also provides ongoing professional development aligned to the needs of each leader, in addition to providing opportunities to connect with and collaborate across the Uncommon network. In January 2010, Uncommon graduated 14 instructional and operational leaders to begin to create the blueprint for each of the seven schools opening in the fall of 2010.

Uncommon also knows that without great teachers, nothing else matters. It devotes extensive resources to recruiting, developing, and retaining an exceptional teaching staff across its schools. Uncommon hires teachers who share a sense of urgency about the mission and a commitment to teaching until all students learn; currently hiring one teacher for every 45 screened. Teachers plan their lessons in line with curricular standards and goals, and develop meaningful assessments to measure student learning. They maintain the highest expectations for all students and a steadfast refusal to make excuses for them. Classroom by classroom, student by student, teachers make a

difference, generating results quickly. Teachers at Uncommon schools not only receive extensive in-house professional development, but they also visit high-achieving urban schools across the country to learn about other best practices.

*Key Success Factor #2: Uncommon Systems*

Schools benefit from a network effect through which solutions and programs developed in one school can quickly be brought to the attention of other schools. A single school's effective solution – the implementation of standardized binders for all students, for example – could quickly be shared and replicated throughout the system. Effectively implemented, this sort of simple practice can multiply the rate of improvement among entrepreneurial schools.

In very tangible ways, schools benefit from sharing best practices around curriculum development, instruction, assessment, and school operations.

- Each time a new cohort of schools is started and existing systems, tools, and practices are implemented, these systems, tools, and practices are refined and improved. Content is developed by the people who rely on it most, from math teachers to Special Education Coordinators. With each subsequent implementation, the tactic becomes more refined, relevant, and replicable, as unforeseen execution barriers are thereafter eliminated for the next replication. In the case of Uncommon's inspection visit, mentioned in the previous section, each year the inspection is enhanced and changed to accommodate the changing needs of schools. For example, last year, the protocol was changed to ensure elementary school principals participated on inspections at other elementary schools, so that not only would the school being inspected benefit, but also the leader could identify practices to take back to his/her own school. Each iteration incorporates the lessons learned and identifies

creative additions to each process, making it easier to manage, easier to replicate, or more successful.

- Uncommon has centralized its Special Education services at its home office in order to build a strong program for students with disabilities across networks. Over the course of the grant period, Uncommon will continue to develop programs and services that best support the needs of school-based Special Education Coordinators and teachers in four key areas: orientation services, support services, consultative services, and provision of resources.
- Uncommon brings teachers together from across its schools for periodic workshops and training sessions. Managing Directors lead sessions on topics such as academic instruction, interim assessments, and school culture.
- Each year, the organization also brings principals and teachers together for an annual Master Teacher Retreat to focus on methods to raise the bar and further transform Uncommon's schools. Participants engage in a series of workshops to refine and enhance their behavioral and academic techniques to drive excellence in their schools. Prior retreats have leveraged Doug Lemov's *Taxonomy for Effective Teaching Practices* in the design of session content. In the summer of 2009, Uncommon hosted the largest group ever, with over 100 attendees attending two days of training. This number included a record number of new instructional fellows who are founding schools slated to open in the fall of 2010, as well as sitting principals, deans, master teachers and the four Managing Directors. In addition to team building activities to foster creativity, thought-sharing, and a strong organizational culture – including a first ever theme for the retreat “Make it Just” – two full days were focused on sections of the *Taxonomy*, many of which have been revised or deepened for these attendees based on an understanding of what Uncommon teachers and leaders need and respond to

most. The last day of the session included a broader discussion around choosing the best levers to drive achievement and giving feedback effectively.

- Throughout the school year, the organization offers subject area workshops for English and Math teachers across Uncommon schools and partner schools. Uncommon identifies stellar teachers in each academic area to lead sessions on best practices and also contracts with outside providers to run workshops as appropriate.
- Uncommon hosts an annual Leadership Retreat for school leaders – from both Uncommon schools and key partner schools. At the February 2009 retreat, leaders spent one day on negotiation and constructive conflict, with the remaining time devoted to examining challenges and best practices within the framework of case studies.
- Schools host residencies for both school leaders and teachers. The residents benefit from spending concentrated time in high-achieving schools as a way to inform their own practice.
- The organization hosts a four-day summer training for the school-based Directors of Operations that covers the role of the Director of Operations, fiscal responsibilities, technology training, and role playing for specific scenarios. There are also monthly workshops that address tactical training in such areas as student recruitment, food service, and student information systems and also serve as an opportunity to share lessons learned across the schools.

*Key Success Factor #3: Uncommon Partners*

Uncommon would not be where it is today without the strong support of committed funders and partners. Uncommon has developed a number of key initial partnerships to further its work.

Most notably:

*UKA Teacher U:*

Teaming with KIPP and Achievement First, Uncommon helped to launch Uncommon Knowledge and Achievement (UKA), which in turn has created Teacher U, an innovative teacher training institute in partnership with Hunter College. At Teacher U, teachers receive high-quality training and earn teaching certification and Master's degrees over the course of a two-year program. More than 393 teachers are currently enrolled in Teacher U, including 81 teachers from Uncommon. Over time, the program will grow to serve 1,000 teachers annually.

*Teach For America:*

Uncommon works with Teach For America (TFA) both to place TFA Corps Members into its schools across the organization and to recruit TFA alumni to teach at its schools. Uncommon has been incredibly grateful for the talented individuals who have joined the Uncommon team from TFA.

*Grassroots Support:*

To date, Uncommon has partnered with over 100 community organizations in an effort to target its student recruitment efforts to students in underserved neighborhoods. The partner organizations have participated in various activities, including: inviting the schools' leaders to provide information sessions to parents; providing leaders with opportunities to speak during their own organizational meetings; and providing informational flyers to parents and guardians. As a result of these collaborations with community organizations, families in underserved neighborhoods are learning more about Uncommon's schools, the number of applications Uncommon receives has

increased, and Uncommon expects all of its schools to enroll and prepare a greater proportion of high-need students for college.

*Philanthropic Support:*

This past year, Uncommon received record support from its funders despite the challenging economic environment. Uncommon has been grateful for the loyalty and commitment of its long-time supporters, many of whom provided multi-year, record-setting gifts over the past year such as the Tiger Foundation (\$500,000); The Broad Foundation (\$1.5M over three years), Paul Tudor Jones II, the Robertson Foundation (\$3M over three years); the Robin Hood Foundation (\$1.3M), the Walton Family Foundation, the WKBJ Foundation, and the Hollyhock Foundation. In addition, Uncommon is pleased that 2009-10 was the inaugural year of a funding relationship with the Charter School Growth Fund (\$1.75M over two years).

Over the course of the 2009-10 school year, Uncommon engaged with SeaChange Capital Partners to raise an Expansion Fund to support its growth. Through this partnership, Uncommon, in collaboration with SeaChange, raised the necessary \$6 million in philanthropy required to break ground on the North Star High School project. This groundbreaking, which took place on February 19, 2010, was not only a significant milestone in Uncommon's fundraising efforts, but also a pivotal step in North Star Academy's expansion plans as it positioned the network to grow to serve more students across Newark.

Uncommon is confident the remaining philanthropic capital needs required to grow to 38 schools will be met by meaningful new gifts and commitments from both current donors and new prospects. With a renewed focus on current donor stewardship and effective donor prospecting, the Uncommon Development team is poised to effectively identify and welcome the mission-aligned individuals, corporations, and foundations to support the organization's ambitious growth.

Uncommon is also currently part of a consortium of like-minded education reform partners – KIPP, Achievement First, NewSchools Venture Fund, and Teacher U – applying for a five-year, approximately \$30 million validation grant through the Investing in Innovation Fund (i3), focused on the human capital initiatives at each organization that are key levers to effective teaching. Uncommon is hopeful the success of the *Taxonomy of Effective Teaching Practices* (showcased in *The New York Times Magazine* on March 7, 2010) and the partnership already formed between the above organizations will be a strong incentive for this federal funding.

*Key Success Factor #4: Accountability and evaluation*

Uncommon evaluates the success of its management plan and programs first and foremost using student achievement results. Student achievement is the organization’s bottom line, and Uncommon uses data from both interim assessments and state test scores to drive all curriculum development and reform. Uncommon also understands the importance of tracking the implementation and prioritization of its management decisions. Uncommon uses the Managing Director Dashboard to closely monitor leading indicators of student achievement, as well as to collect data on teacher satisfaction. In addition to evaluating the effectiveness of management decisions, Uncommon uses student enrollment as a metric for evaluating the success of its programs. Uncommon closely tracks student enrollment figures, attrition and wait list numbers in order to evaluate the demand for its programs.

In addition to evaluating the overall success of student achievement and enrollment, Uncommon carefully evaluates its Home Office functions, such as the professional development offered to school staff. The Human Capital team conducts qualitative evaluations of all professional development offered to teachers, school leaders, and other staff members to ensure all training offered is both relevant and effective. Also, in order to evaluate financial controls, the Finance team compares

budget projections to actual revenues and expenses each month to ensure each school is using its funding according to grant guidelines and is tracking towards financial sustainability. Upon the award of this CSP grant, detailed expenditure reports will be produced, in accordance with grant reporting requirements, to ensure that Uncommon Schools and its schools is a responsible steward of federal resources.

Uncommon recognizes that its most important resources are its people and is therefore committed to their continuous development and growth. Through a 360 review process, staff members are provided with feedback to improve performance and ensure they are provided with the resources they need to be successful. Uncommon is committed to the evaluation and improvement of both its academic programs and operations systems. Through these evaluations, the organization refines its programs, resulting in multiple iterations of programs to ensure feedback is constantly implemented and used to drive improvement.

At the individual school level, each Uncommon school implements multiple school-wide assessments and administers them consistently to determine students' progress toward each performance standard, and to allow teachers to adjust curricula appropriately. Assessments include:

- Pre-year assessments administered to determine individual student skill levels in Reading, Writing, and Math;
- Internally-developed Interim Assessments aligned with State Learning Standards, administered every 4-6 weeks initially in Reading, Writing, and Math and, at some schools, in Science and Social Studies; and
- Norm-referenced assessments in Math and English Language Arts using the TerraNova.

Each school, while varying in the design and administration of the assessments, uses interim assessments to build a foundation for classroom instruction and lesson planning. The results then provide teachers with ongoing feedback on their students' progress in meeting state standards so they

know, at any moment, which students have mastered what topics and which students have not. Armed with this information, teachers are better prepared to target instruction and make significant content adjustments throughout the year, without waiting for an end-of-year assessment to show a student in need.

As the various assessments mentioned above track student progress within each school, Uncommon utilizes two valuable tools, a monthly dashboard and a year-end report card, to assess the performance of all schools across the network. As key components of the schools' commitment to accountability and data-driven instruction, these performance measurement tools provide the Uncommon leadership team and school leaders with critical school-level data in the areas of student achievement, student attrition, student attendance, and staff attrition. Schools complete the dashboard on a quarterly basis and the report card annually. Home office leaders are able to track performance across schools and to identify areas of both success and concern.

Another essential piece of the organization's performance measurement system is the annual school inspection visit. Uncommon leaders and Managing Directors spend a day observing each school in action, both to provide feedback and to leverage best practices, expertise, and perspective across the network. Each visit results in valuable oral and written feedback outlining the school's strengths and areas for enhancement. The visiting team provides concrete recommendations that underscore ways for the school leadership to take immediate action. The results of the inspection provide important qualitative data and recommendations that serve to contextualize the quantitative data from the performance dashboard and year-end report as the school moves forward. Each year, the board is required to fill out a survey about the effectiveness of Uncommon's leadership and execution of its organizational priorities, which is reflected upon and then incorporated into departmental goals for the following year.

## Project Replication

In addition to the strategic work of incorporating best practices into each of its schools, Uncommon is also working to expand its social impact by disseminating those best practices to schools and school districts across the country. In instances when Uncommon cannot expand to a particular region, the organization can help schools develop leaders and target instructional practices in ways that drive student achievement results. Primarily, this work will continue to center on the dissemination of the organization's success professional development strategies, most notably, the *Taxonomy of Effective Teaching Practices*, a set of instructional techniques shown to be a useful means of codifying the specific, concrete actions that teachers have implemented in urban classrooms to attain results. Upon participating in a training session, teachers are motivated to and capable of implementing instructional techniques that result in greater student engagement, broader student understanding, and overall enhanced classroom environments. Over the past year, the *Taxonomy* was delivered to teachers through video clips, train-the-trainer sessions, and one-on-one sessions – all of which accelerate the development of teachers who continually drive student success. The *Taxonomy* has effectively created a common language for teachers and leaders, one that makes articulating and implementing small changes in the classroom possible. After implementing and enhancing its strategies within the network, the *Taxonomy* is gaining popularity outside of Uncommon Schools. As part of Uncommon's mission to disseminate best practices, Uncommon is hosting additional external workshops across 2010 and boosting accessibility to the *Taxonomy* via the web. With the lesson learned through the dissemination of the *Taxonomy*, Uncommon will continue to develop strategies and processes for sharing its best-practices with other schools, enhancing the organization's social impact beyond its 38 schools.

## CONCLUSION

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Students who enroll in an Uncommon school make a commitment to a rigorous academic model, a longer school day and year, and participation in a culture of high expectations. Uncommon students and families do this so students can develop the skills necessary to enter, succeed in, and graduate from college. Uncommon seeks to meet their commitment and investment with its own commitment to the creation of a school culture that supports hard work, academic risk-taking, intellectual curiosity, and the development of leadership skills.

Uncommon has been intentional in the development of its people, systems, and partnerships in order to fulfill this mission. Everyone at Uncommon Schools is extremely grateful for the opportunity to request \$5.2M in federal CSP funding to support the growth of the True North and North Star Networks. In this critical time of growth and expansion for the organization, CSP funding will leverage the stellar progress already made by Uncommon's school leaders, teachers, students, and home office staff to drive outstanding results for students who need it most.

# Project Narrative

## Section 1 - Other Attachments: Resumes/Curriculum Vitae

Attachment 1:

Title: **Uncommon Home Office Management Resumes** Pages: **0** Uploaded File: \\Usi-dc-2k3  
\shared\Development\CSP Grant\CSP Grant Docs\2010\_Uncommon\_Schools\_HO\_Management\_Res.pdf

## **PAUL BAMBRICK-SANTOYO**

238 Grove St.  
Montclair, NJ 07042  
(973) 766-3973 (cell)

E-mail: pbambrick@uncommonschoools.org

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### **EDUCATION:**

**City University of New York-Baruch College.** New York, NY. M.Ed. August 2003.  
Masters: Educational Administration. GPA: 3.90/4.00.

**Duke University.** Durham, NC. B.A. May 1994. Graduated Magna Cum Laude.  
Major: Social Justice (Program II: self-directed curriculum). GPA 3.75/4.00.

**Relevant Courses (M.Ed. & B.A.):** Leadership in New School Start-Up; Model Schools in Low-Income Urban Neighborhoods; Leadership in Two Languages; Observation & Supervision of Teachers; Standards, Assessment & Curriculum; Religion & Race; School Finance.

**Awards:** 2007 YMCA Principals Award; 2002-2003 New Leaders for New Schools Fellow; 2001 Colegio Vista Hermosa (CVH) Duc in Altum Award (top teacher selected by students); 1999 CVH Teacher of the Year (selected by colleagues);

### **EXPERIENCE:**

**North Star Academy Charter School.** Newark, NJ. 2002-present.  
*Managing Director. 2004-present.*

Led high-achieving 5<sup>th</sup>-12<sup>th</sup> grade school serving students in one of the lowest-performing districts in New Jersey. Placed 100% of first graduating class in four-year universities. Initiated and led data-driven instructional plan: designed 50 interim Math and Literacy assessments (grades 5-12) that led to strongest ever schoolwide performance on national/state exams. Co-led virtue-driven culture using rituals/traditions from students' cultures (Djembe drum call, Community Circle gatherings, etc.). Primary manager of \$3.5 million budget: wrote grants, supervised purchasing, and led personnel decisions. Participated in founding of second North Star middle school (expected September 2005).

*Associate Director / New Leaders for New Schools Fellow. 2002-2004.*

One of 33 New Leaders for New Schools fellows selected from 300+ applicants to be trained in leading and transforming low-income urban schools. Placed at North Star Academy to facilitate seamless leadership transition with school founder. Observed and supervised teachers and co-planned schoolwide professional development. Coordinated Gear-Up college incentive grant, participated in grant-writing/fund development, and taught 10<sup>th</sup>-11<sup>th</sup> grade Spanish.

**New Leaders for New Schools.** New York, NY. *Adjunct Faculty member.* 2004-present.

Chosen from nationwide search to teach "Data-Driven Instruction" to aspiring urban principals from New York, Chicago, Bay Area (CA), Memphis, New Orleans, Baltimore and Washington, DC. Trained over 600 principal fellows 400 other school leaders in past three years. Centered course on using interim and year-end assessments to drive change in instructional practice. First graduate of New Leaders for New Schools to be invited back as a full faculty.

**Colegio Vista Hermosa.** Mexico City, Mexico. 1996-2002.

*Assistant Principal. 1999-2002.*

Led eighty teachers from 6<sup>th</sup> to 10<sup>th</sup> grade in Catholic bilingual school (coordinated teachers in both English and Spanish). Led successful three-year strategic plan to achieve international certification as a Middle Years Program School of International Baccalaureate Organization. Co-founded parent-teacher alliance, student-parent workshops, and student leadership retreat. Designed and initiated staff development plan, teaching week-long workshops and supervising/evaluating teachers. Primary curriculum developer: facilitated re-design of all subjects integrating faith, values and social issues. Initiated grade-level teams that designed interdisciplinary projects. Co-led Faculty Retreat.

*English Department Chair. 1997-1999.*

Coordinated ten teachers from 6<sup>th</sup>-12<sup>th</sup> grade while teaching full-time. Increased performance of 12<sup>th</sup> grade students in TOEFL exam (Test of English as a Foreign Language) from 79% to 99% pass rate in three years. Facilitated transition to criterion-referenced rubrics. Founded speech, debate and writing contests. Coordinated teacher hiring and training.

*English Teacher, Counselor, Basketball Coach. 1996-1999.*

Re-wrote curriculum for 7<sup>th</sup>-9<sup>th</sup> grade with student-centered thematic units that integrated moral formation. Over three years taught every grade from 7<sup>th</sup> to 12<sup>th</sup>. Guidance counselor for group of 9<sup>th</sup> grade students. Led 8<sup>th</sup> grade basketball team to first city championship. Facilitated Model UN Club that included participation in New York's NHSMUN.

## **PAUL BAMBRICK-SANTOYO**

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### **EXPERIENCE (con't.):**

**Spring Hill College.** Mobile, AL. *Campus Minister for Social Justice & Liturgy at Jesuit College.* 1994-1996.  
Founded, designed and led five programs. Initiated first-ever international mission trips, leading 20-member teams to work in partnership with parish in rural Mexico. Initiated Ministry Leadership Development Program which expanded student leadership base from 10 to 75 students. Founded Urban Immersion Weekends and *ESCAPE* (first-year orientation program). Doubled campus participation in share-your-Christmas program and Peace & Justice Week. Led all liturgical programs including Masses, choirs, and ministers. Designed and implemented various retreats.

**Duke University.** Durham, NC. *Co-initiator and Course Instructor.* 1992-1993.  
Founded and taught two courses: "Towards a Theory of Community Education" (lessons included cooperative learning, conflict mediation, book-making, and oral histories) and "Exploring the Links Between the Environment and Social Justice." Taught 40 students in each course under supervision of Education and Environment Institute faculty. .

**Duke Community Service Center.** Durham, NC. *Member of Founding Board of Directors.* 1990-1993.  
Participated in design and implementation of structure and constitution. Helped expand Center to operating budget of \$150,000 and service to 4,000 volunteers. Led the Education Task Force, a coalition of thirteen service groups of over 600 volunteers. Founded and led *BUILD 'n Durham*, a program developing student leadership in community activism.

### **ONGOING PROFESSIONAL DEVELOPMENT:**

**International Baccalaureate Organization.** Formal workshops about International Baccalaureate, Primary Years Program, and specific Middle Years Program workshops on English, Technology, and MYP Coordination. 1999-2001.

**Iberoamericana University.** Workshop: *Ausubel's Meaningful Verbal Learning.* 1998.

**National Autonomous University of Mexico (UNAM).** Graduate-level workshop: *Theory and Practice of Testing Reading for Academic Purposes.* 1996.

### **RELATED ACTIVITIES/SKILLS:**

Completely fluent in Spanish; pianist; five-sport athlete; computer skills: word processing, Power Point, Excel.

## **BRETT M. PEISER**

360 Furman Street, Brooklyn, NY 11201 • 718-222-0808 • bpeiser@uncommonschoools.org

### **Experience**

#### **UNCOMMON SCHOOLS, New York, NY**

*Co-Founder/Managing Director, Collegiate Network (7/05-9/09), Uncommon New York City (9/09-present).* Helped start and help continue to build non-profit charter management organization that starts and manages urban public schools that close the achievement gap and prepare low-income students for college.

- Founded Williamsburg Collegiate Charter School (2005), Kings Collegiate Charter School (2007), Bedford Stuyvesant Collegiate Charter School (2008), Brownsville Collegiate Charter School (2009), and Uncommon Charter High School (2009).
- Work with Principals, Directors of Operations, and Boards of Trustees to oversee educational and operational programs of 10 Brooklyn charter schools serving 2,000 elementary, middle, and high school students, expanding to 7,000 students in 20 schools.
- Advise CEO and COO on overall strategy and direction of Uncommon Schools which currently manages 16 schools in Brooklyn, Newark, and upstate New York, expanding to 12,000 students in 33 schools.
- Williamsburg Collegiate and Kings Collegiate were the #2 and #6 ranked middle schools in all of New York City on the Department of Education's 2009 progress reports.

#### **BOSTON COLLEGIATE CHARTER SCHOOL, Boston, MA**

*Founder, Principal, and Executive Director (9/97-7/05).* Founded college preparatory public charter school serving 500 students in grades 5-12, eventually expanding to 650 students.

- Supervised day-to-day educational, administrative, operational, and financial activities, including 50 staff members and \$5 million annual operating budget.
- Led purchase of \$4 million permanent school facility in Dmorchester and managed \$6 million in renovation bond financing, overseeing design, development, and renovation of 45,000-square foot building.
- Raised over \$4 million in public and private grants.
- From 2002-2006, only public school in Boston with 100% of 10<sup>th</sup> graders passing both the Math and English MCAS exams – a statewide graduation requirement – for four consecutive years.
- 100% of first four graduating classes accepted into college, earning 300+ acceptances and \$3 million+ in merit scholarships.

#### **MIDWOOD HIGH SCHOOL, Brooklyn, NY**

*History Teacher (9/90-8/94).*

- Taught full instructional program in 9<sup>th</sup> grade Global Studies, 10<sup>th</sup> grade European History, 11<sup>th</sup> grade American History, and 12<sup>th</sup> grade Government and Economics.
- Directed Westinghouse Social Science Summer Research Program.
- Coached Midwood High School JV Baseball Team and founded Flatbush Afterschool Basketball Program.

### **Education**

#### **HARVARD UNIVERSITY, John F. Kennedy School of Government, Cambridge, MA**

*Master in Public Policy, Education Policy, June 1996*

- Thesis: "The Principals of Accountability: Loosening the Personnel Constraints in New York City High Schools."
- Teaching Assistant, "Budgeting and Financial Management," Professor Jay Walder and "Controversies in Educational Policy," Professor Tom Loveless.
- Research Assistant, Derek Bok, President Emeritus. Edited anthology on current state of American politics.
- Recipient, Rising Star Award
- Cumulative GPA: 3.75

#### **BROWN UNIVERSITY, Providence, RI**

*Bachelor of Arts, Political Science and French, June 1990*

- Studied at Paris VII Cité Université, Jussieu, Spring 1988
- Major/Cumulative GPA: 4.0/3.6

## **Education**

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Harvard Business School, Boston, MA

***MBA 2004***

Recipient of Horace W. Goldsmith Fellowship. Earned honors, second-year. Social Enterprise Summer Fellowship. Independent study on charter school management organizations.

Indiana University, Bloomington, IN

***MA English 1997***

Earned full-tuition merit fellowship. Primary area of research: Journals of Scientific Exploration.

Hamilton College, Clinton, NY

***BA English with honors, magna cum laude 1990***

Dean's list 4 semesters, student admissions interviewer, varsity soccer, study abroad in London.

## **Personal**

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Married, father of three. Enjoy reading (esp.history), home improvement, soccer, running.

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**EDUCATION**

2003-2005

**COLUMBIA BUSINESS SCHOOL**

MBA, May 2005

Leadership: Chair of the "12<sup>th</sup> Annual Net Impact Conference"

Awards: Joanne Martin Award for Public and Nonprofit Management, Deans List, Beta Gamma Sigma

**New York, NY**

2001-2002

**STANFORD UNIVERSITY, School of Education**

MA, Educational Policy and Evaluation, June 2002

GPA 4.0

**Stanford, CA**

1993-1997

**THE JOHNS HOPKINS UNIVERSITY**

BA, Economics and French, May 1997

Deans List, GPA 3.4

Member: Women's Varsity Soccer Team

**Baltimore, MD**

**EXPERIENCE**

August 2006-

Present

**Uncommon Schools**

**Chief Financial Officer** (January 2009-Present)

**Director of Finance** (August 2006-December 2008)

- Works with CEO and COO to define and implement of a sound fiscal strategy to meet organizational priorities and goals.
- Monitors, updates, and forecasts organizational budgets; analyzes financial condition of respective organizations; and conducts strategic planning.
- Manages budgeting process for USI and all USI schools and subsidiaries: Works with members of the senior leadership team and USI Board to create annual USI budget; oversees development and maintenance of school-based budgets; oversees and supports school leaders in school-level financial decision-making; monitors status of USI and school-based budgets and cash flow at all times.
- Creates, implements, and monitors policies and systems for bookkeeping, accounting, purchasing/procurement, reimbursements, expense reports, workflow/approvals for multiple entities, and other fiscal functions.
- Manages the USI finance team and works closely with individual schools to ensure flawless execution of core finance functions.
- Establishes and enforces policies and internal controls, procedures, and systems at USI and all USI schools and subsidiaries to ensure legal and regulatory compliance.
- Advises USI and School Boards on investment decisions for annual surplus and building funds.
- Recruits and builds best of breed finance team: hires, trains, develops and appraises staff energetically and effectively.
- Serves on senior leadership team, problem-solving major institutional issues and modeling professional values.

**New York, NY**

May 2005-

June 2006

**Anchor, Inc**

**Associate Executive Director, Deputy of Development and Administration**

- Improved financial management of the organization through the development of a comprehensive cash flow analysis and annual budgeting process with partner schools.
- Oversaw annual operating and capital budgets, annual audit process and all financial reporting to Board of Directors, foundations and other external stakeholders. Worked with bookkeeper to strengthen accounting processes.
- Served as the liaison to the Finance and Development Committees to address relevant topics and draft policy.

**New York, NY**

- Designed strategic planning process, in coordination with Board of Directors and consultants. Set goals for planning process, participated in environmental scan data collection, worked with sub-committee to facilitate planning session.
- Oversaw a large scale capital renovation project, working closely with architects and school partners to ensure the project's completion within approved scope, budget and timeline.
- Designed new program Theory of Change evaluation model across partner schools.
- Worked with Board and Executive Director to set annual goals, develop and implement a plan to meet targets, manage donor relationships and foundation grant process.

June 2004-  
May 2005

**The Boys and Girls Club of Boston**

**Boston, MA**

**Summer Associate, Assistant to the CFO**

- Designed, compiled and implemented the first internal Monthly Management Report that currently serves as a management tool for the organization.
- Analyzed the financial health of the organization through an extensive "Peer Group Analysis."
- Created a new set of sophisticated benchmarks to which BGCB can manage by using findings from the Peer Group Analysis, in particular, as a reference tool.
- Analyzed the organization's capital structure, revenue sources, and cash flow model to help the organization identify current strengths and weaknesses, and potential future analysis projects.
- Designed a new "Risk Analysis" framework for the organization's cash flow and revenue analysis that helps to more effectively manage the uncertainty associated with annual operations and programming.
- Improved the effectiveness of the annual budgeting process by completing a comprehensive "Seasonality Analysis."
- Led "Outcomes Analysis" initiative. Set up sustainable data-base management system, determined analysis criteria, and created initial Outcomes report.

1997-2001  
2002-2003

**The Branson School**

**Ross, CA**

**Teacher, Coach, Advisor**

- Taught all levels of high school mathematics (Algebra 1, Geometry, Algebra 2, Pre-Calculus, and Calculus,) Statistics and Economics.
- Designed and implemented Economics elective program at Branson; created curriculum, gained University of California credit approval, taught initial years of Microeconomics and Macroeconomics.
- Received "Outstanding Young Teacher Award" in June 1998 from Head of School and Yearbook dedication from Senior Class in 2001-2002.
- Coached California North Coast State Championship Girl's Varsity Basketball Team 1997-2002. Coached Junior Varsity Girl's Soccer team 1997-2002.

**OTHER PROF.  
DEVELOPMENT**

2007-2009

**The Broad Residency in Urban Education**

**New York, NY**

Broad Associate, Uncommon Schools

## EVAN RUDALL

120 East 12<sup>th</sup> Street, #2602  
New York, NY 10003  
(917) 848-3200  
evanrudall@gmail.com

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### EDUCATION

#### **Columbia Law School**

J.D. received May 2006

Honors and Activities:

Harlan Fiske Stone Scholar

Senior Editor, *Columbia Law Review*

Columbia Law School Public Service Summer Fellow

New York, NY

#### **Harvard Graduate School of Education**

Ed.M. in Administration, Planning, and Social Policy received June 1997

Cambridge, MA

#### **Wesleyan University**

B.A. in Government received May 1992

Middletown, CT

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### EXPERIENCE

#### **Chief Executive Officer and Chief Operating Officer, Uncommon Schools, 2005 - Present**

New York, NY

Serve as CEO of one of country's highest-performing and best-known charter management organizations, an organization whose urban K-12 public schools collectively close the racial and economic achievement gaps annually in New York and New Jersey. Continue to lead the organization through rapid growth from 3 schools serving 400 students in 2005 to 16 schools serving 3,000 students in 2009. Oversee all aspects of strategy, finances, facilities, fund development, and human capital to fulfill plan of starting and managing more than 30 high-performing schools preparing nearly 12,000 students for college. Served as COO from 2005-08 and managed strategy, school operations, staff recruitment, human resources, technology, special education, and legal services.

#### **Summer Associate, Boies, Schiller & Flexner, Summer 2005**

New York, NY

Researched and wrote memoranda on a variety of litigation and corporate matters.

#### **Special Assistant to the Deputy Chancellor, NYC Department of Education, 2002 - 2003**

New York, NY

Managed committees that developed major reforms for middle and high schools and math education in New York City. Worked with Chancellor and Deputy Chancellor for Teaching and Learning to refine, publicize, and initiate implementation of plans. Redesigned daily schedule templates for city's middle schools. Responded to multitude of day-to-day operational issues.

#### **Founder and Co-Director, Roxbury Preparatory Charter School, 1997 - 2002**

Roxbury, MA

Founded and led urban college preparatory public school that closed state's racial achievement gap and was recognized by U.S. Department of Education as one of eight top charter schools in country. Oversaw all aspects of school including curriculum, instruction, assessment, student discipline, parent involvement, public relations, finance, fund development, and facility acquisition and renovation. Recruited and supervised teachers and administrators.

#### **Teacher and Assistant Middle School Director, Kentucky Country Day School, 1993 - 1996**

Louisville, KY

Designed and taught seventh grade social studies courses. Coached soccer, basketball, and tennis. Served as Assistant Middle School Director from 1995-96 and supervised discipline, enrichment, and other elements of middle school.

#### **Director, Summerbridge Louisville, 1993 - 1995**

Louisville, KY

Directed year-round non-profit academic enrichment program. Recruited and trained high school and college students to teach public middle school students. Recruited and advised middle school students and their parents.

**Doug Lemov**

3 Haswell Greene, Delmar, NY 12054

(518) 322-0824 • [dlemov@uncommonschoools.org](mailto:dlemov@uncommonschoools.org)

**Professional Experience**

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Uncommon Schools, New York, NY

**Managing Director 2005-**

Set policy and strategy for premier manager and operator of high performing urban public schools in Northeast. Manage and supervise upstate New York operating arm. Develop and train principals. Lead internal and external trainings via nationally recognized video-based teacher training program.

School Performance, Albany, NY

**President 2004-2007**

Managed and ran non-profit provider of assessment data and performance management to charter schools, including diagnostic assessment systems.

Education Consultant, Boston, MA

**2002-2004**

Provided strategic guidance to schools and education organizations.

Selected clients:

- KIPP School Leadership Program
- New Leaders for New Schools
- Building Excellent Schools
- Massachusetts Department of Education, Charter Schools Office
- National Heritage Academies
- Village Academy Charter Schools
- Office of the Mayor, Indianapolis, IN
- Various charter schools

Charter Schools Institute, State University of New York, Albany, NY

**Vice President for Accountability 2000-2002**

Designed and implemented accountability system for most active authorizer of charter schools in New York State. Collaborated with schools to develop accountability plans to gather evidence of school performance. Led more than fifty formal and informal site visits assessing effectiveness of charter schools. Reviewed and evaluated applications for new charter schools.

Academy of the Pacific Rim Charter School, Boston, MA

**Principal 1998-2000**

Oversaw all aspects of rigorous, urban charter school, grades 6-9:

- Assessed and managed quality of all educational and operational programs.
- Hired, supervised and evaluated staff.
- Set and managed budget.
- Directed long-term strategy and growth planning.

**Founding Teacher and Dean of Students 1997-1998**

- Oversaw all disciplinary/behavioral matters as Dean of Students.
- Wrote English learning standards and designed English curriculum.
- Taught History and English.

# Project Narrative

## Section 2 - Other Attachments: Letters of Support

Attachment 1:

Title: **Uncommon Schools Letters of Support** Pages: **0** Uploaded File: \\Usi-dc-2k3\shared\Development\CSP Grant\CSP Grant Docs\2010\_Uncommon\_Schools\_Letters\_Support.pdf



THE STATE EDUCATION DEPARTMENT / THE UNIVERSITY OF THE STATE OF NEW YORK / ALBANY, NY 12234

COMMISSIONER OF EDUCATION  
PRESIDENT OF THE UNIVERSITY OF THE STATE OF NEW YORK

July 6, 2010

The Honorable Arne Duncan  
Secretary of Education  
U.S. Department of Education  
400 Maryland Avenue, SW  
Washington, D.C. 20202

Dear Secretary Duncan:

I am writing to offer my support for Uncommon Schools' Federal Charter School Program grant application. Uncommon Schools has experienced great success in New York City and upstate over the past six years, and I fully support their expansion efforts in the State of New York.

Uncommon Schools provides the highest quality management of networks of charter schools. Year after year, Uncommon's schools close the achievement gap. The efforts of Uncommon Schools and its True North network of schools in Rochester and Troy, specifically, are aligned with the reform efforts of New York State. A federal CSP award will assist these efforts by providing Uncommon Schools with the public resources necessary to continue to build the highest quality schools upstate.

I believe every child deserves a quality education. I also believe we are obligated to be good stewards of public funds. By providing a CSP grant to Uncommon Schools and strengthening the organization's ability to grow, we will be one step closer to closing the achievement gap.

Sincerely,

David M. Steiner  
Commissioner



Every child is a work of art.  
Create a masterpiece.

**Jean-Claude Brizard**  
Superintendent of Schools  
Rochester City School District  
131 West Broad Street  
Rochester, New York 14614  
Phone: 585-262-8378  
Fax: 585-262-8381  
[www.rcsdk12.org](http://www.rcsdk12.org)

June 29, 2010

The Honorable Arne Duncan  
Secretary of Education  
U.S. Department of Education  
400 Maryland Avenue, SW  
Washington, D.C. 20202

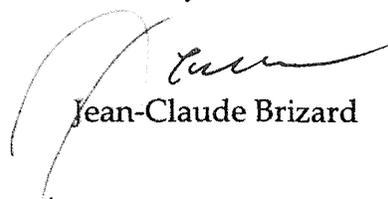
Dear Secretary Duncan:

I am writing to offer my support for the Uncommon Schools' Federal Charter School Program grant application. Uncommon Schools has experienced great success in Rochester since opening True North Rochester Preparatory Charter in August 2006, and I fully support their expansion efforts in the State of New York.

Uncommon Schools provides the highest quality management of charter schools networks. This is evidenced by True North Rochester Preparatory Charter's results, a school that has closed the achievement gap year after year. The efforts of Uncommon Schools and its True North network of schools in Rochester are aligned with the reform efforts of Rochester and New York State.

I am pleased to see Uncommon Schools continue to expand in Rochester. A federal CSP award will assist these efforts by providing Uncommon Schools with the public resources necessary to continue to build the highest quality schools in upstate New York. I believe every child deserves a quality education. I also believe we are obligated to be good stewards of public funds. By providing a CSP grant to Uncommon Schools and strengthening the organization's ability to grow, we will be one step closer to closing the achievement gap.

Sincerely,



Jean-Claude Brizard



**CORY A. BOOKER**  
MAYOR  
NEWARK, NEW JERSEY  
07102

The Honorable Arne Duncan  
Secretary of Education  
U.S. Department of Education  
400 Maryland Avenue, SW  
Washington, D.C. 20202

June 30, 2010

Dear Secretary Duncan:

I am writing in support of Uncommon Schools' Federal Charter School Program (CSP) grant application. Uncommon Schools is committed to providing students with the highest quality schools in which to thrive; I support their expansion efforts in the state of New Jersey.

New Jersey, similar to the rest of the nation, is struggling to improve graduation rates, reduce school dropout rates and close the achievement gap between low-income students and their middle-class peers. While New Jersey, as a whole, has one of the highest graduation rates in the country, high-poverty areas such as Newark, with their noticeably lower graduation rates, are not positively contributing to that statistic. In Newark, for example, if current trends continue, less than half of the 12,000 students who are currently enrolled in high school will graduate.

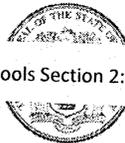
While many schools are failing our children, schools in the Uncommon Schools network are consistently raising the bar for their students by setting rigorous standards and maintaining high expectations for each students' success. Uncommon Schools' tireless effort in building and sustaining high-performing, well-managed schools is resulting in higher test scores, increased graduation rates, more college acceptances and steadier college persistence. At North Star Academy Charter School of Newark, a network of schools within Uncommon Schools, low-income and minority students continue to out-perform their peers statewide on standardized tests. In Newark, only about a quarter of graduating seniors report their intention to attend college, whereas nearly 100% of North Star graduates are accepted – and enroll in –four-year colleges. Without question, Uncommon Schools has been successful in closing the achievement gap and preparing the students of Newark to succeed in college, reversing historic trends that have left students without the opportunities they deserve.

I am pleased to see that Uncommon Schools' plans to expand in Newark. Together, we can assist these efforts by both providing an environment in which Uncommon Schools can operate and equipping Uncommon Schools with the resources necessary to build the highest quality schools in the country. We have a dual responsibility to not only to provide quality education that can change the lives of our children, but also to be good stewards of public funds. Providing funds to Uncommon Schools accomplishes both of these goals. I strongly support a CSP grant to Uncommon Schools as they work toward a brighter future for the children of New Jersey.

Sincerely,

A handwritten signature in black ink, appearing to read 'C.A. Booker', written in a cursive style.

Cory A. Booker  
Mayor



**State of New Jersey**  
DEPARTMENT OF EDUCATION  
PO Box 500  
TRENTON, NJ 08625-0500

CHRIS CHRISTIE  
*Governor*

KIM GUADAGNO  
*Lt. Governor*

BRET SCHUNDLER  
*Commissioner*

June 30, 2010

The Honorable Arne Duncan  
Secretary of Education  
U.S. Department of Education  
400 Maryland Avenue, SW  
Washington, D.C. 20202

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I am pleased to see that Uncommon Schools plans to expand in Newark. Together, we can assist these efforts by providing an environment in which Uncommon Schools can operate and the resources necessary for Uncommon Schools to create, expand and operate the highest quality schools. I vigorously support a CSP grant to Uncommon Schools as they work toward a brighter future for the children of New Jersey.

Sincerely,

A handwritten signature in black ink, appearing to read "Bret Schundler".

Bret Schundler  
Commissioner of Education  
State of New Jersey

[www.nj.gov/education](http://www.nj.gov/education)



## State of New Jersey

OFFICE OF THE GOVERNOR

PO Box 001

TRENTON, NJ 08625-0001

CHRIS CHRISTIE  
*Governor*

July 2, 2010

The Honorable Arne Duncan  
Secretary of Education  
U.S. Department of Education  
400 Maryland Avenue, SW  
Washington, D.C. 20202

Dear Secretary Duncan:

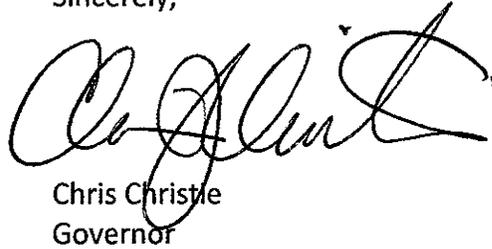
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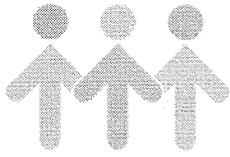
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Sincerely,

A handwritten signature in black ink, appearing to read "Chris Christie". The signature is fluid and cursive, with a large initial "C" and "C".

Chris Christie  
Governor



July 1, 2010

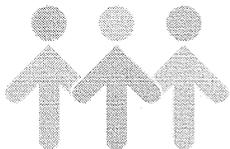
Mr. Arne Duncan  
Secretary of Education  
Office of the Secretary  
U.S. Department of Education  
400 Maryland Avenue, SW  
Washington, D.C. 20202

Dear Secretary Duncan:

I am writing to support Uncommon Schools' proposal for Charter Schools Program (CSP) – Replication and Expansion of High-Quality Charter Schools funding. As President and CEO of The Charter School Growth Fund (“CSGF”), I can attest to the outstanding academic program Uncommon Schools operates on behalf of underserved students in New York and New Jersey.

CSGF is a non-profit venture capital fund that was founded by national philanthropists in 2005 to transform K-12 education by investing in innovative public school models that work for underserved students. CSGF's mission is to invest philanthropic venture capital in the nation's highest performing charter school operators to dramatically expand their impact on low income and minority students. CSGF provides financing, business planning support, coaching and other non-monetary resources that its portfolio members require to build networks of high-performing schools. CSGF invests in CMOs that deliver outstanding academic results with students; that can scale to serve thousands of students quickly; and that are capable of achieving sustainability on public revenues. Over the past five years, a forward-looking group of respected national foundations contributed \$86M to CSGF's first fund, which is invested in over 20 non-profit charter school operators that will serve approximately 105,000 additional students by 2015.

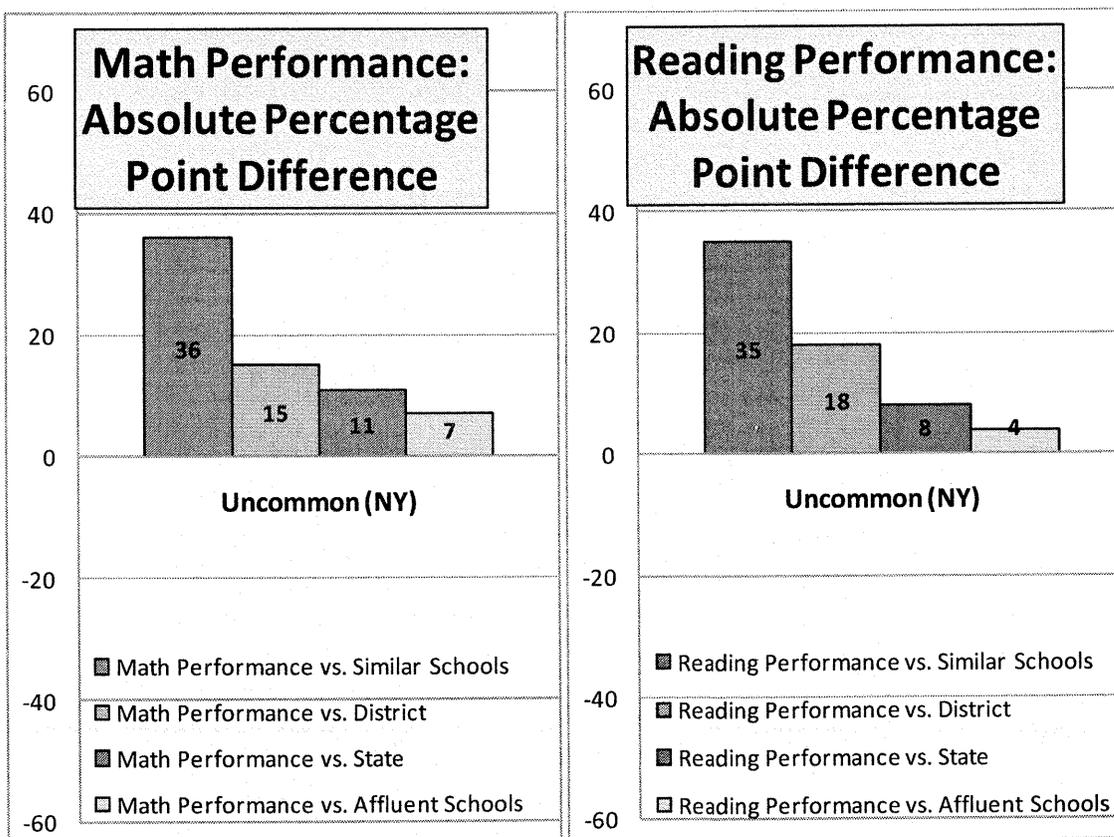
In 2005, Uncommon Schools was selected as one of 24 members of CSGF's portfolio from nearly 350 applicants. Uncommon Schools went through a rigorous evaluation process that entailed an extensive review of standardized state assessment and national norm-reference test data; detailed due diligence around the organization's leadership capacity; and a careful analysis of the organization's business plan. Based on our review of applicants, Uncommon Schools is among the highest performing school operators in the nation, measured in terms of both academic achievement and scalability. A summary of CSGF's analysis of Uncommon Schools' most recent data follows:



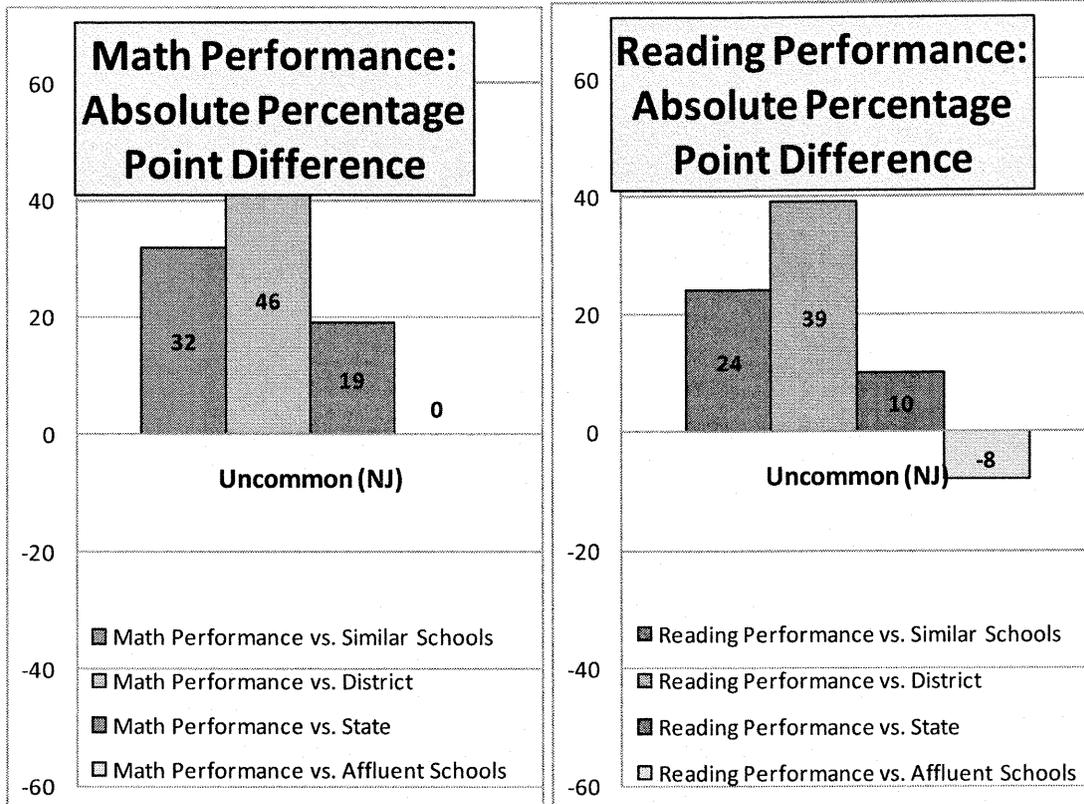
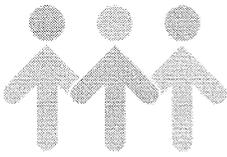
**Academic Achievement**

The following charts illustrate the performance of Uncommon Schools versus four comparison groups in ascending order of difficulty:

- (1) *Similar students*, shown in the red bars, displays the results of Uncommon Schools versus a hypothetical school with similar demographics generated through a regression model developed by CSGF<sup>1</sup>.
- (2) *District average*, shown in the green bars, displays the results of Uncommon Schools versus schools in its local school districts. It is important to note that Uncommon Schools serves a population that is approximately 75% FRL and 99% minority, which is much higher than all of the districts in which it operates.
- (3) *State average*, shown in blue bars, displays the results of Uncommon Schools versus schools across the state. As noted above, Uncommon Schools serves a population that is approximately 75% FRL and 99% minority, which is much higher than the state populations in New York or New Jersey.
- (4) *Affluent students*, shown in the light blue bars, displays the results of Uncommon Schools versus the performance of a hypothetical school with no FRL or minority students generated through a regression model developed by CSGF<sup>1</sup>. There are very few schools in the country serving a high percentage of low income and minority students that have completely closed this achievement gap.



<sup>1</sup> CSGF developed a regression model for predicting state test performance based on demographics through a regression analysis of over 3,000 schools across the U.S. The regression analysis found a significantly high correlation of test performance based on the percentage of minority and low income students. Through this analysis and a state test alignment study, CSGF can compare portfolio member state test performance to hypothetical schools with specific demographics and compare results across organizations from different states.



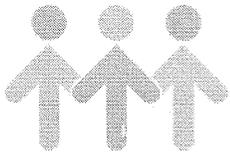
As these charts show, Uncommon Schools is enabling its students to outperform similar peers, the surrounding districts, and the state by impressive margins in both mathematics and reading. In addition, Uncommon Schools has closed or nearly closed the achievement gap with affluent students across its network. This is an extremely high level of performance for public schools serving predominantly low-income students.

**Growth and Scalability**

The following chart validates Uncommon Schools' ability to scale quickly to meet the needs of underserved students in the community while sustaining impressive academic outcomes:

Organization Facts			Enrollment				Compounded Annual Growth			
Portfolio Member	Year Founded	Portfolio Entry Year	Enrollment at Time of Portfolio Entry	2006 - 2007	2007 - 2008	2008 - 2009	2009 - 2010	1 Year: 2008-09 to 2009-10	3 Year: 2006-07 to 2009-10	Since Portfolio Entry
Uncommon	2005	2005	388	935	1,363	1,947	2,960	52%	47%	50%

Based on the data presented above, CSGF believes that Uncommon Schools has the potential to catalyze transformative change in K-12 education in its home communities and across the nation and endorses Uncommon Schools as a strong candidate for CSP funding. CSGF has invested \$4,190,000 in Uncommon Schools to date and, subject to Uncommon Schools continued achievement against its



milestones, CSGF intends to invest an additional \$2,500,000 in Uncommon Schools in the coming year. Should Uncommon Schools win a CSP grant, CSGF intends to make its pending investment available as a match for CSP funding.

Sincerely,

A handwritten signature in black ink, appearing to read "Kevin Hall". The signature is fluid and cursive, with a long horizontal stroke at the end.

Kevin Hall  
CEO and President  
Charter School Growth Fund



July 1, 2010

The Honorable Arne Duncan  
Secretary of Education  
U.S. Department of Education  
400 Maryland Avenue, SW  
Washington, D.C. 20202

Dear Mr. Secretary:

The Robertson Foundation strongly supports Uncommon Schools' application for a Federal Charter School Program (CSP) Grant to support its growth in Newark, New Jersey and in Upstate New York.

Since 2006, the Robertson Foundation has invested \$4.5 million in Uncommon Schools because we believe strongly in the organization's dedication and commitment to improving educational outcomes for underserved students in New York and New Jersey. Should it win a CPS grant, Uncommon Schools may use a portion of the Foundation's outstanding grant commitment as a partial private match to support growth in Newark and in Upstate New York. We believe that the number of students enrolled in high-performing schools in these areas will significantly increase as Uncommon expands.

Uncommon Schools has a well-earned reputation for innovation and excellence. Its schools are making an impact not only on the students they serve, but also on the larger public education system. Uncommon's continued growth is critical to fulfilling its mission of closing the achievement gap and using its success to lay the foundation for broader systemic change.

The CSP grant program provides an unprecedented opportunity to ensure federal funding is directed to those that have a demonstrated track record in improving K-12 outcomes for our country's highest need students. Given its past record of success and plans for the future, Uncommon Schools is a deserving recipient of these funds.

I hope that you will give their application serious consideration.

Sincerely,

A handwritten signature in black ink, appearing to read "Kate Alcorn", with a long horizontal flourish extending to the right.

Kate Alcorn  
Program Officer

# Project Narrative

## Section 3 - Other Attachments: Proof of Non-Profit Status, or not for-profit status

Attachment 1:

Title: **Uncommon Schools Proof of Non-Profit Status** Pages: **0** Uploaded File: \\Usi-dc-2k3

**\shared\Development\CSP Grant\CSP Grant Docs\2010\_Uncommon\_Schools\_Proof\_NonProfit\_Status.pdf**

AUG-13-2012 13:58

Uncommon Schools Section 3: Non-Profit Status

513 263 3756 P.02/03

INTERNAL REVENUE SERVICE  
P. O. BOX 2508  
CINCINNATI, OH 45201

DEPARTMENT OF THE TREASURY

Date: JUN 21 2002

UNCOMMON SCHOOLS INC  
C/O DAVID S MILLER  
10 WASHINGTON PLACE  
NEWARK, NJ 07102-0000

Employer Identification Number:  
31-1488698

DLN:  
202163018

Contact Person:  
YVONNE LIGGETT ID# 31296

Contact Telephone Number:  
(877) 829-5500

Our Letter Dated:  
April 1997

Addendum Applies:  
no

Dear Applicant:

This modifies our letter of the above date in which we stated that you would be treated as an organization that is not a private foundation until the expiration of your advance ruling period.

Your exempt status under section 501(a) of the Internal Revenue Code as an organization described in section 501(c)(3) is still in effect. Based on the information you submitted, we have determined that you are not a private foundation within the meaning of section 509(a) of the Code because you are an organization of the type described in section 509(a)(1) and 170(b)(1)(A)(vi).

Grantors and contributors may rely on this determination unless the Internal Revenue Service publishes notice to the contrary. However, if you lose your section 509(a)(1) status, a grantor or contributor may not rely on this determination if he or she was in part responsible for, or was aware of, the act or failure to act, or the substantial or material change on the part of the organization that resulted in your loss of such status, or if he or she acquired knowledge that the Internal Revenue Service had given notice that you would no longer be classified as a section 509(a)(1) organization.

You are required to make your annual information return, Form 990 or Form 990-EZ, available for public inspection for three years after the later of the due date of the return or the date the return is filed. You are also required to make available for public inspection your exemption application, any supporting documents, and your exemption letter. Copies of these documents are also required to be provided to any individual upon written or in person request without charge other than reasonable fees for copying and postage. You may fulfill this requirement by placing these documents on the Internet. Penalties may be imposed for failure to comply with these requirements. Additional information is available in Publication 557, Tax-Exempt Status for Your Organization, or you may call our toll free number shown above.

If we have indicated in the heading of this letter that an addendum applies, the addendum enclosed is an integral part of this letter.

Letter 1050 (DO/CG)

-2-

UNCOMMON SCHOOLS INC

Because this letter could help resolve any questions about your private foundation status, please keep it in your permanent records.

If you have any questions, please contact the person whose name and telephone number are shown above.

Sincerely yours,



Lois G. Lerner  
Director, Exempt Organizations

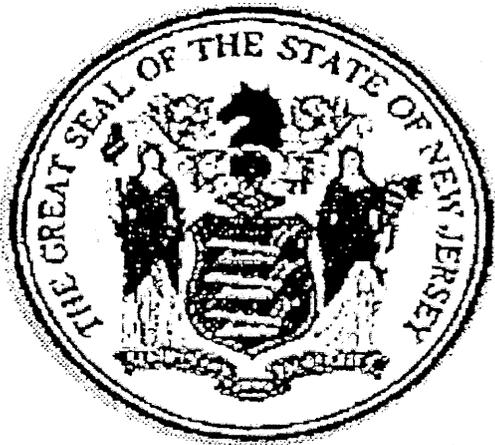
Letter 1050 (DO/CG)

# STATE OF NEW JERSEY

## DEPARTMENT OF STATE

Regarding: Uncommon Schools, Inc.

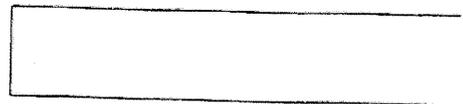
I, **Lonna R. Hooks**, Secretary of State of the State of New Jersey, DO HEREBY CERTIFY that the foregoing is a true copy of the CERTIFICATE OF Incorporation and the endorsements thereon, as the same is taken from and compared with the original filed in my office on this 9th day of December A.D., 1996 and now remaining on file and of record therein.



IN TESTIMONY WHEREOF, I have set my hand and affixed my official seal at Trenton, this 9th day of December A.D., 1996.

Lonna R. Hooks

Secretary of State



**CERTIFICATE OF INCORPORATION**  
**OF**  
**UNCOMMON SCHOOLS, INC.**

THE UNDERSIGNED, for the purpose of forming a New Jersey Nonprofit corporation pursuant to Title 15A of the New Jersey Nonprofit Corporation Act (Title 15A, Revised Statutes of New Jersey) hereby certifies:

FIRST: The name of the corporation is UNCOMMON SCHOOLS, INC. (the "Corporation").

SECOND: The Corporation's registered office in the State of New Jersey is located at 9 Melrose Place, in the City of Montclair, New Jersey, 07042. The name of its registered agent at such address is Norman D. Atkins. Such registered office and registered agent may be changed from time to time by the Board of Trustees of the Corporation.

THIRD: The Corporation is organized and is to be operated exclusively to carry out charitable and educational purposes including, without limitation, to make grants to a school or schools for disadvantaged children and adolescents within the meaning of 501(c)(3) of the Internal Revenue Code of 1986, as amended (the "Code"). (All references to the Code sections herein include any corresponding sections of any future United States internal revenue laws.)

FOURTH: The Corporation shall have the power to exercise all rights and powers conferred by the laws of the State of New Jersey upon nonprofit corporations, including, but without limitation thereon:

CW&T/CADOC/SOPEN/INYLIRI/DRONNEN/0108333.01

(a) to receive gifts, devises, bequests and contributions, in any form, and to use, apply, invest, and reinvest the principal and or income therefrom or distribute the same for the above purposes; and

(b) to engage in any other activity that is incidental to, connected with or in advancement of the foregoing purposes and that is within the definition of charitable and educational for purposes of Section 501(c)(3) of the Code.

FIFTH: The Corporation is not organized for profit; it shall have no capital stock and shall not be authorized to issue capital stock.

SIXTH: The Corporation shall be governed according to the rules set forth in the By-laws.

SEVENTH: The Corporation shall not have members.

EIGHTH: The name and mailing address of the incorporator is:

<u>NAME</u>	<u>MAILING ADDRESS</u>
Norman D. Atkins	9 Melrose Place Montclair, NJ 07042

NINTH: The name and mailing address of the trustees who are to serve as the initial trustees until the first annual meeting, or until their successors are elected and qualified as set forth in the By-laws, are as follows:

<u>NAME</u>	<u>MAILING ADDRESS</u>
Norman Atkins	9 Melrose Place Montclair, NJ 07042
Robert M. Howitt	50 Smith Road Denville, NJ 07834

Pearl Rock Kane  
Uncommon Schools Section 3: Non-Profit Status

c/o Teachers College  
525 W. 120th Street  
New York, NY 10027

Donald R. Katz

4 Russell Terrace  
Montclair, NJ 07042

TENTH: It is intended that the Corporation shall have the status of a corporation which is exempt from federal income taxation under Section 501(a) of the Code as an organization described in Section 501(c)(3) of the Code, and which is other than a private foundation by reason of being described in Section 509(a) of the Code. No part of the net earnings of the Corporation shall inure to the benefit of, or be distributable to any trustee, or officer of the Corporation, or any other private person, except that the Corporation shall be authorized and empowered to pay reasonable compensation for services rendered to or for the Corporation. No substantial part of the activities of the Corporation shall be the carrying on of propaganda or otherwise attempting to influence legislation within the meaning of Section 501(c)(3) of the Code (except to the extent authorized by Section 501(h) of the Code), and the Corporation shall not participate in, or intervene in (including the publishing or distribution of statements) any political campaign on behalf of or in opposition to any candidate for public office within the meaning of Section 501(c)(3) of the Code. Notwithstanding any other provision of these articles, the Corporation shall only carry on any activities permitted to be carried on (a) by a corporation described in Section 501(c)(3) of the Code and (b) by a corporation, contributions to which are described in Section 170(c)(2) of the Code.

ELEVENTH: It is intended that the Corporation shall not be a private foundation within the meanings of Sections 509 and 4942(j)(3) of the Code, but that the Corporation, if it shall become such a private foundation, shall distribute its income for each

taxable year at such time and in such manner as not to be subject to tax on undistributed income imposed by Section 4942 of the Code and shall not engage in any of the following acts:

- (a) Any act of self-dealing as defined in Section 4941(d) of the Code;
- (b) Retaining any excess business holdings as defined in Section 4943(c) of the Code;
- (c) Making any investments in such manner as to subject the Corporation to tax under Section 4944 of the Code; or
- (d) Making any taxable expenditures as defined in Section 4945(d) of the Code.

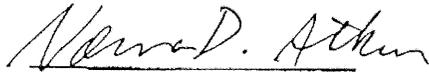
TWELFTH: The duration of existence of the Corporation is perpetual.

THIRTEENTH: Upon the dissolution of the Corporation, the Board of Trustees, after paying or making provisions for the payment of all of the liabilities of the Corporation, shall distribute all of the assets of the Corporation exclusively for charitable or educational purposes to an organization or organizations with purposes substantially the same as those described in Article FOURTH hereof, which are then organizations described in Section 501(c)(3) of the Code and which are other than private foundations (as defined in Section 509 of the Code). Any of such assets not so distributed shall be distributed by a court of competent jurisdiction to such organizations or organizations. In no event shall any of such assets be distributed to any trustee or officer of the Corporation, or any private individual.

FOURTEENTH: The By-laws of the Corporation shall set forth the respective rights and method of selection of Trustees and such other provisions as shall pertain to and control the Board of Trustees.

FIFTEENTH: To the fullest extent permitted by the New Jersey Nonprofit Corporation Act, as now in effect or as may hereafter be amended, no trustee of the Corporation shall be personally liable to the Corporation, for monetary damages for any breach of fiduciary duty as a trustee; provided, however, such relief from liability shall not apply in any instance where such relief is inconsistent with any provision of the Code applicable to corporations described in 501(c)(3) of the Code.

IN WITNESS WHEREOF, the undersigned has executed this Certificate of  
Incorporation this 5<sup>th</sup> day of December, 1996.

  
Norman D. Atkins

STATE OF NEW JERSEY ) ss.

COUNTY OF ESSEX

Be it remembered, that on this 5<sup>th</sup> day of December, 1996, before me, a  
notary public, personally appeared Norman D. Atkins, who I am satisfied is the person named  
in and who executed the foregoing certificate, and I having first made know to him the  
contents thereof he did acknowledge that he signed, sealed and delivered the same as his  
voluntary act and deed.

  
Notary Public

JUDITH FITZELL  
NOTARY PUBLIC OF NEW JERSEY  
Commission Expires 7/30/2001

ST-5 (2-00, R-16)

Invoices and receipts must show exempt organization as purchaser.

State of New Jersey  
DIVISION OF TAXATION  
SALES AND USE TAX

Read instructions on bottom of form

\* EXEMPT ORGANIZATION CERTIFICATE \*  
FORM ST-5

ISSUED BY: UNCOMMON SCHOOLS INC  
10 WASHINGTON PL  
NEWARK NJ 07102

EXEMPT ORGANIZATION NUMBER 311-488-698/000
Effective Date: 05/26/03
Date Issued: 06/10/03

Transaction Date: \_\_\_\_\_

TO \_\_\_\_\_  
(Name of Vendor)

The undersigned certifies: that the Division of Taxation has determined this organization is exempt from New Jersey Sales and Use Tax for this transaction; and this purchase is directly related to the purposes for which this organization was formed and is being purchased with the organization's funds.

Description of purchase:

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

*Robert K. Thompson*  
DIRECTOR  
DIVISION OF TAXATION

*Jennifer Meyer*  
(Signature of Officer or Trustee of the organization)  
*Director of Development*  
Name and Title of Officer (Please Print)

INSTRUCTIONS FOR EXEMPT ORGANIZATION: Form ST-5 is valid for exemption from sales and use tax on all purchases (except energy and utility service), if the purchase is directly related to the organization's purposes and made with organization (not personal) funds. Retain the original ST-5 (unsigned) in files, make copies and complete and sign them for vendors. Notify the Division of changes in organization name, address or exempt status.

- INSTRUCTIONS FOR VENDORS (AND EXEMPT ORGANIZATIONS): In general, a seller or lessor who accepts an exemption certificate in "good faith" is relieved of liability for collection or payment of tax upon transactions covered by the certificate. "Good faith" requirements include:
- (a) The certificate must be an official certificate having the signature of a Director of the Division of Taxation (or a photocopy of the certificate) and must have the organization's name, address and exempt organization number pre-printed by the Division on the upper portion of the certificate, with no apparent alterations.
  - (b) The certificate must be properly completed, dated, and signed by an officer of the organization.
  - (c) The vendor has no reason to believe that the purchase is a type not ordinarily used by the organization for its purposes.

Sales transactions not supported by proper exemption certificates shall be deemed to be taxable. The vendor has the burden of proving that tax was not required. Bills or receipts must show the exempt organization as the purchaser. Payment must be from the funds of the exempt organization. Certificates must be retained by the vendor for a period of not less than four years from the date of the last sale covered by the certificate. Subordinate or affiliated organizations may not use the exemption number assigned to the parent organization.

Additional Purchases - This certificate covers additional similar purchases by the same organization. Each sales slip or invoice must show the organization's name and exempt organization number.

ST-5A PERMIT - This Exempt Organization Certificate (ST-5) also serves as an Exempt Organization Permit (ST5A) for the organization to which the certificate is issued.

# Project Narrative

## Section 4 - Other Attachments: Schools Operated by Applicant

Attachment 1:

Title: **Uncommon Schools Schools Operated By Applicant** Pages: **0** Uploaded File: \\Usi-dc-2k3  
\shared\Development\CSP Grant\CSP Grant Docs\2010\_Uncommon\_Schools\_Name\_Phone\_Address.pdf

Uncommon Schools Section 7: School Campus Information

School Campus Name	Charter Holder	Charter Authorizer	Address	City/State/Zip	Tel No.	EIN	Director of Operations
Bedford Stuyvesant Collegiate Charter School	Yes	SUNY	800 Gates Ave	Brooklyn NY 11221	718 669-7460	26-2302736	Melissa D'Agostino
Brooklyn East Collegiate Charter School	Yes	SUNY	51 Christopher Avenue	Brooklyn NY 11212	718-250-5760	27-1982203	Kate Cushing
Brownsville Collegiate Charter School	Yes	SUNY	364 Sackman St 4th fl	Brooklyn NY 11212	718 636-0370	26-4475658	Jeannemarie Hendershot-Kim
Ocean Hill Collegiate Charter School	Yes	SUNY	1137 Herkimer St	Brooklyn NY 11233	718-250-5765	27-1981535	Hanna Campbell
Williamsburg Collegiate Charter School	Yes	NY SED	157 Wilson St	Brooklyn NY 11211	718 302-4018	20-2849835	Mike D'Auria
Kings Collegiate Charter School	Yes	SUNY	1084 Lenox Rd	Brooklyn NY 11212	718 342-6047	20-5733716	Christie Chow
Excellence Boys Charter School of Bedford Stuyvesant	Yes	SUNY	225 Patchen Av	Brooklyn NY 11233	718 638-1830	81-0650035	Tim Saintsing
Excellence Boys Charter School of Bedford Stuyvesant Middle School	No		225 Patchen Av	Brooklyn NY 11233	718 638-1830	81-0650035	Tim Saintsing
Excellence Girls Charter School	Yes	SUNY	794 Monroe St 3rd fl	Brooklyn NY 11221	718 6381875	26-4475595	Samantha Tweedy
Leadership Prep Bedford Stuyvesant Elementary School	Yes	SUNY	141 Macon St	Brooklyn NY 11216	718-636-0360	20-3505981	Russ Graney
Leadership Prep Bedford Stuyvesant Middle School	No		141 Macon St	Brooklyn NY 11216	718-636-0360	20-3505981	Russ Graney
Leadership Prep Brownsville Charter School	Yes	SUNY	364 Sackman St 4th fl	Brooklyn NY 11212	718 669-7461	26-4445728	Analiza Quiroz
Leadership Prep Ocean Hill Charter School	Yes	SUNY	1137 Herkimer St	Brooklyn NY 11233	718-250-5767	27-0327096	Brendalyn King
North Star Academy Clinton Hill Middle School	No		600 Clinton Avenue	Newark, NJ 07108	973-484-2221	22-3497097	Alandrea Timmons
North Star Academy High School	No		10 Washington Place	Newark, NJ 07102	973-286-6390	22-3497097	Robert Bonner
North Star Academy Downtown Middle School	Yes	NJ DOE	10 Washington Place	Newark, NJ 07102	973-642-0101	22-3497097	Ken Schultz
North Star Academy Vailsburg Elementary School	No		24 Hazelwood Ave	Newark NJ 07106	973-286-6942	22-3497097	Christian Sparling
True North Rochester Prep Middle School	Yes	SUNY	630 Brooks Ave	Rochester NY 14619	585-436-8629	20-5060104	Marya Murray Diaz
True North Rochester Preparatory Elementary School	No		899 Jay Street	Rochester NY 14611	TBD	20-5060104	Dan Deckman
True North Troy Preparatory Middle School	No		82 3rd St	Troy NY 12180	518 445-3100	26-2857555	Anna Hall

# Project Narrative

## Section 5 - Other Attachments: Student Academic Achievement

Attachment 1:

Title: **Uncommon Schools Student Achievement Pages: 0** Uploaded File: \\Usi-dc-2k3\shared\Development\CSP Grant\CSP Grant Docs\2010\_Uncommon\_Schools\_StudentAch\_Attachments\_Final.pdf

# Uncommon Schools

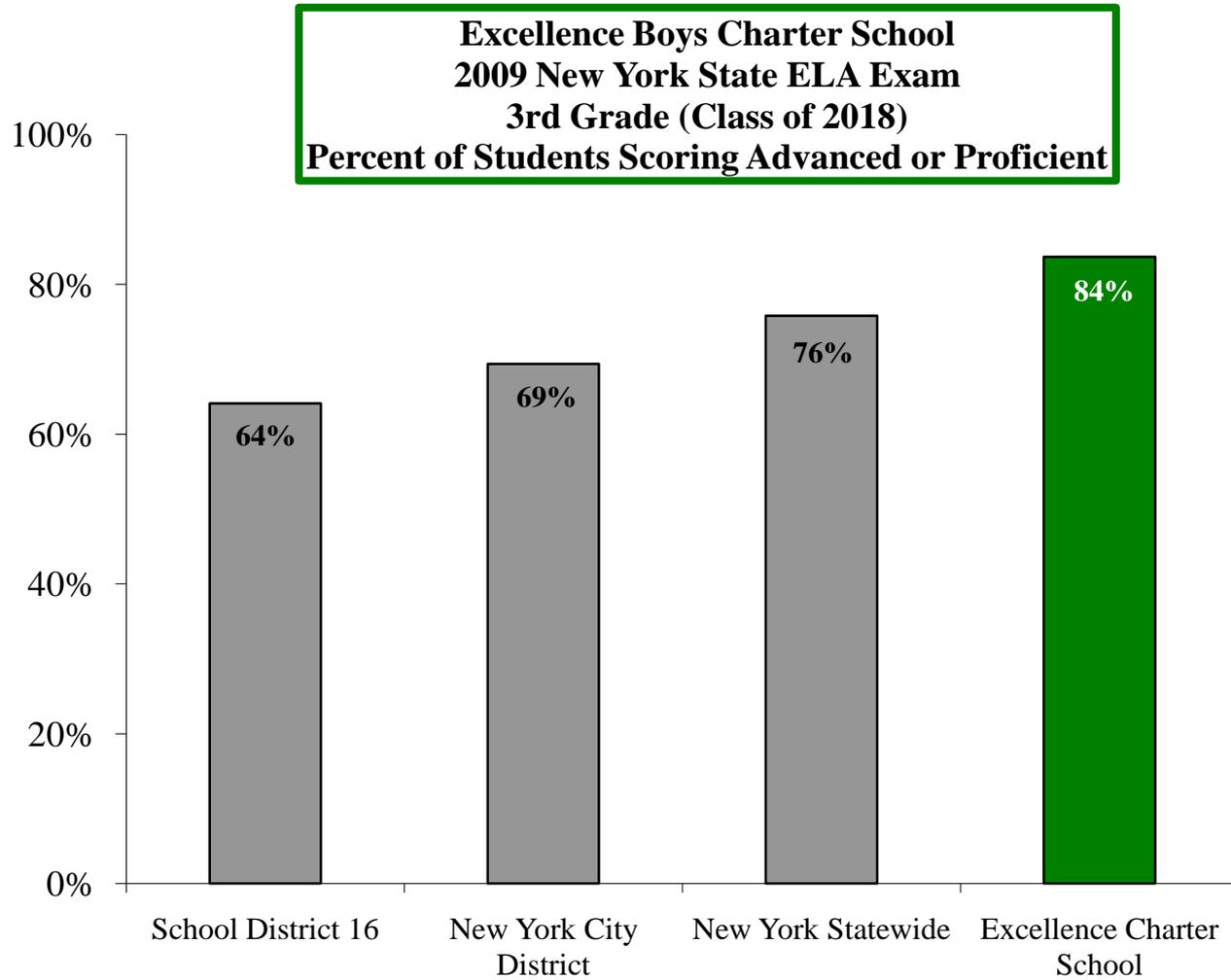
EXCELLENCE NORTH ★ STAR COLLEGIATE TRUE NORTH PREPARATORY

## **Uncommon Schools Academic Results** **Excellence, Preparatory and Collegiate Networks** **Brooklyn New York**

Spring 2009

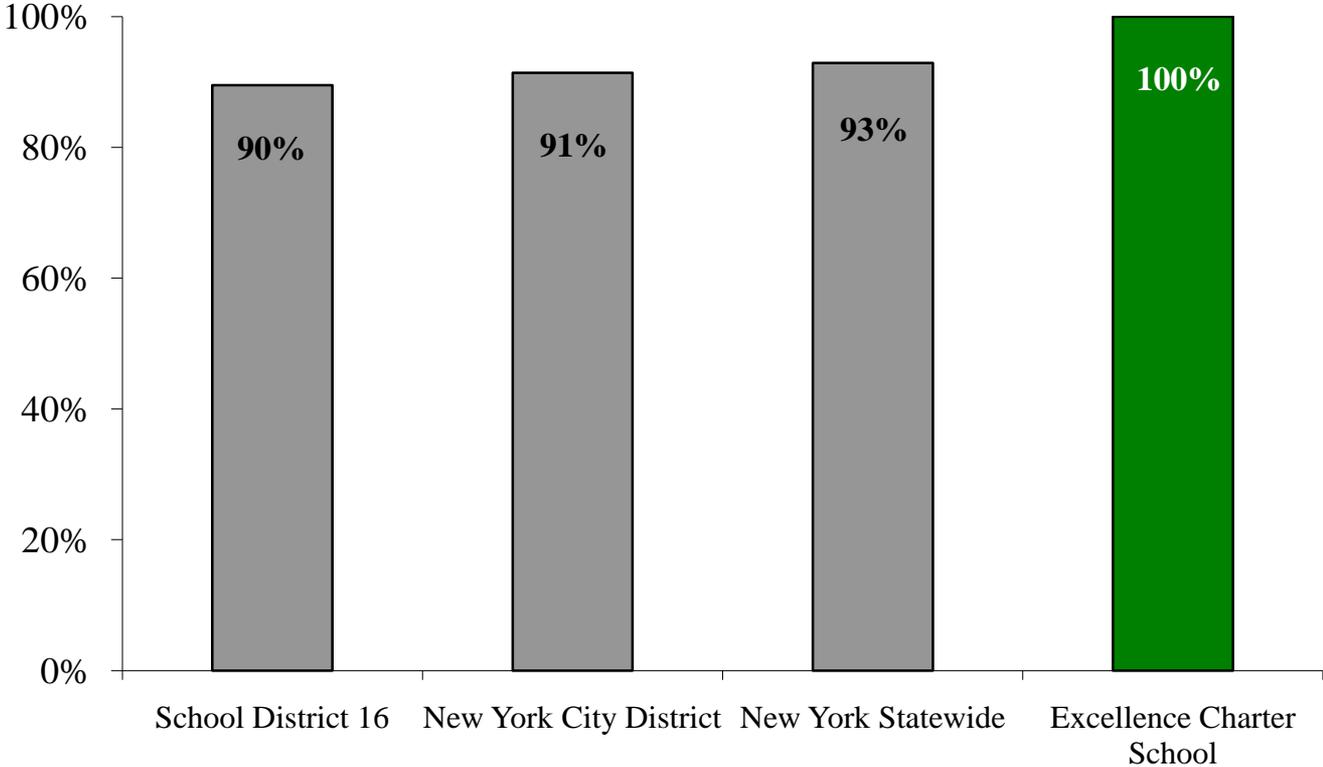
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# Excellence Boys Charter School – 3rd Grade ELA



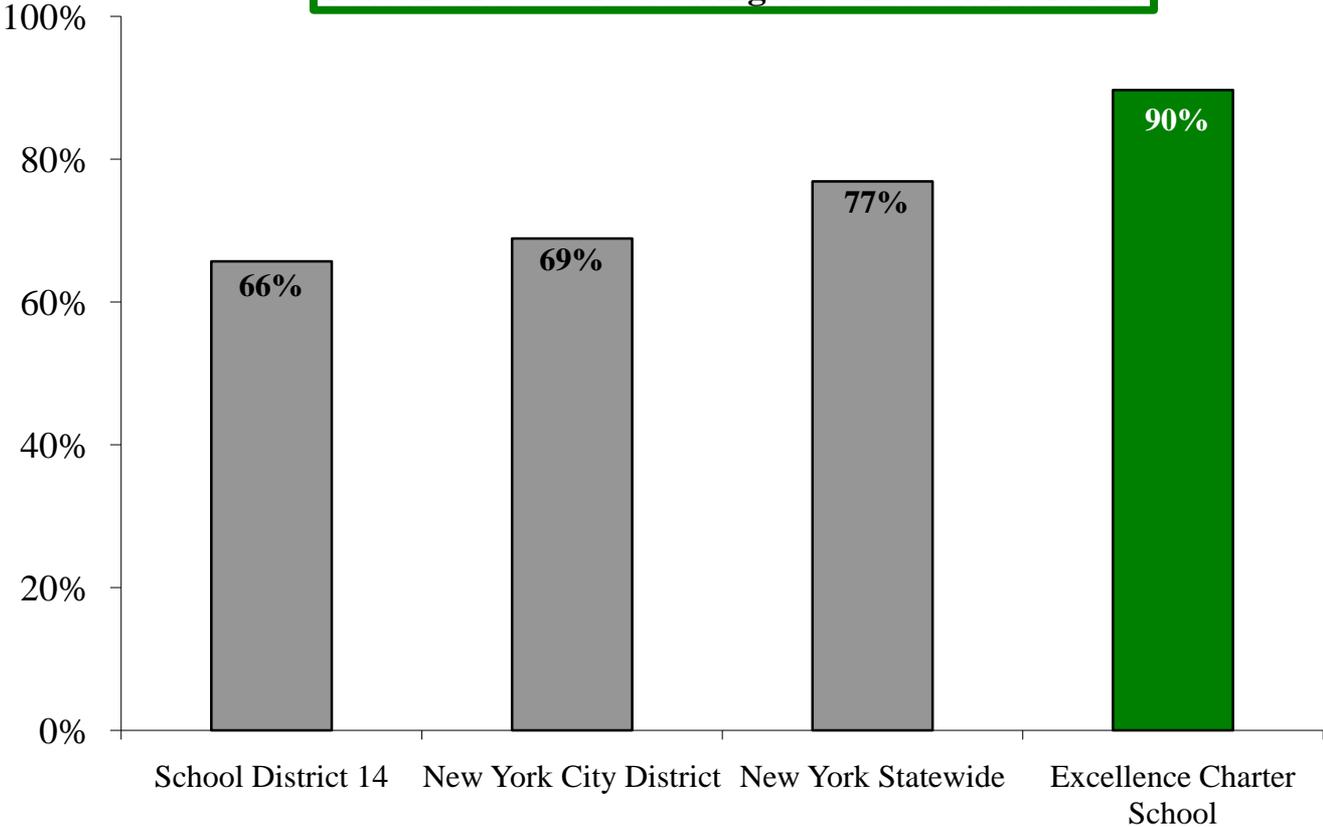
# Excellence Boys Charter School – 3rd Grade Math

**Excellence Boys Charter School  
2009 New York State Math Exam  
3rd Grade (Class of 2018)  
Percent of Students Scoring Advanced or Proficient**



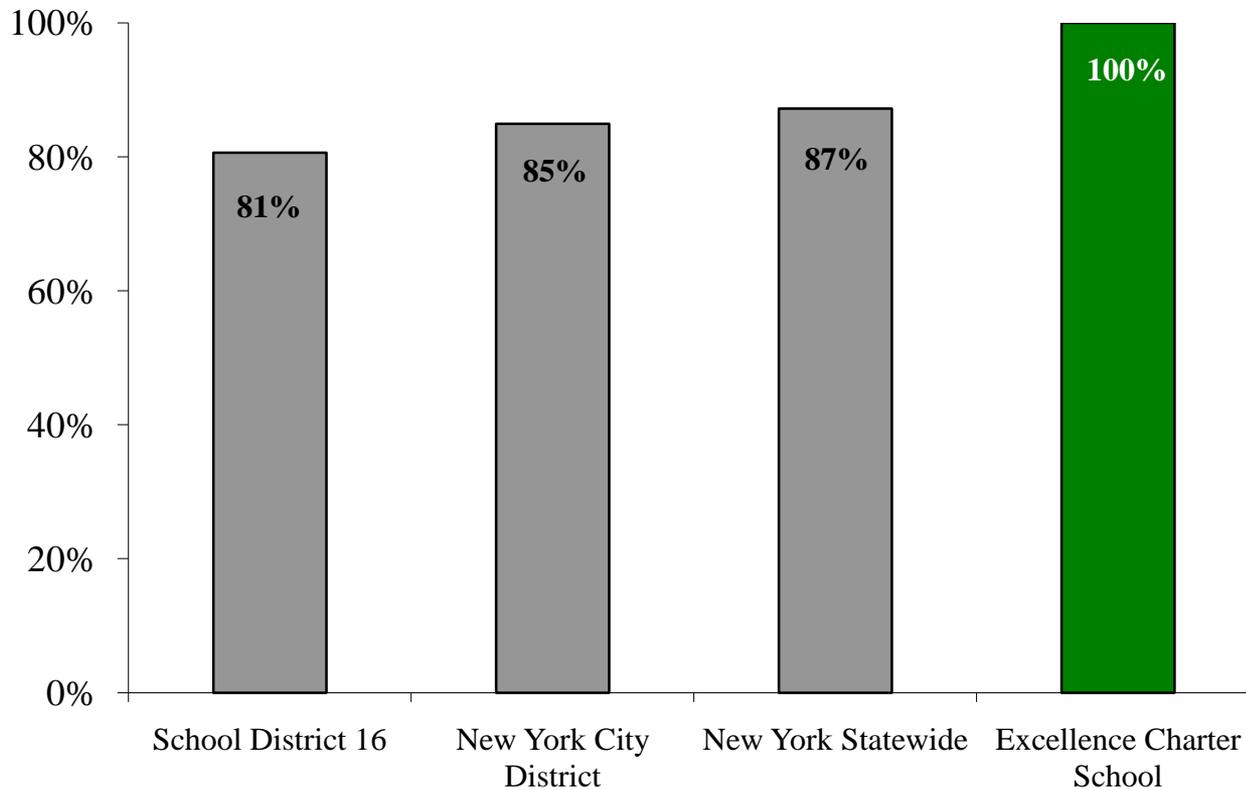
# Excellence Boys Charter School – 4<sup>th</sup> Grade ELA

**Excellence Boys Charter School  
2009 New York State ELA Exam  
4th Grade (Class of 2017) ELA  
Percent of Students Scoring Advanced or Proficient**



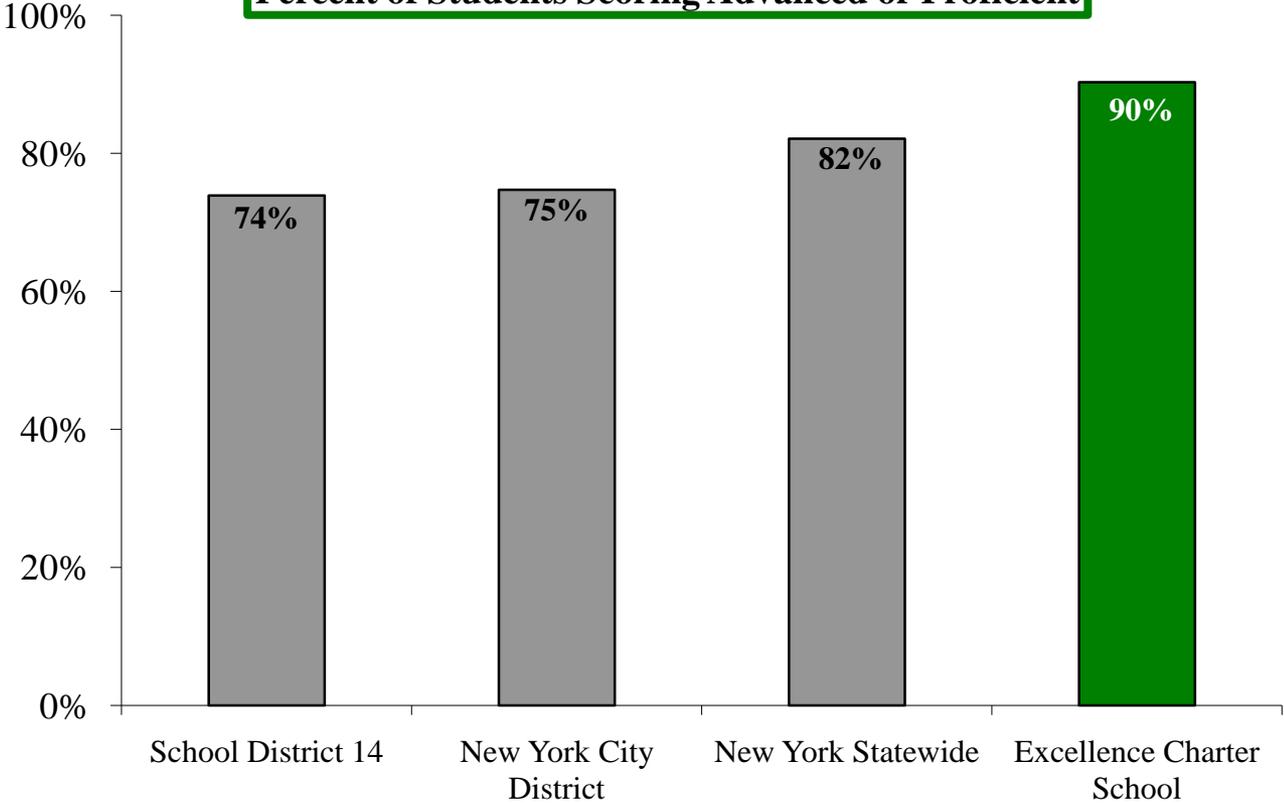
# Excellence Boys Charter School – 4<sup>th</sup> Grade Math

**Excellence Boys Charter School  
2009 New York State Math Exam  
4<sup>th</sup> Grade (Class of 2017)  
Percent of Students Scoring Advanced or Proficient**



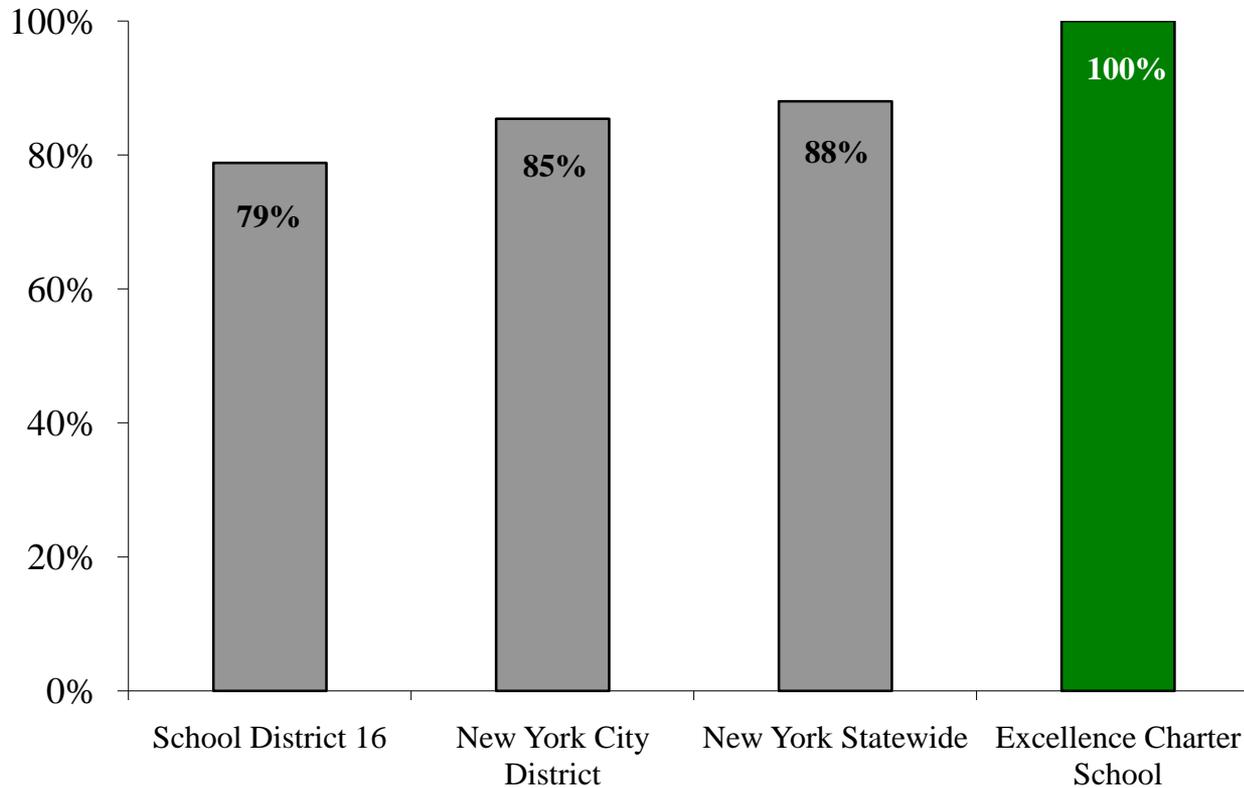
# Excellence Boys Charter School – 5<sup>th</sup> Grade ELA

**Excellence Boys Charter School  
2009 New York State ELA Exam  
5th Grade (Class of 2016)  
Percent of Students Scoring Advanced or Proficient**



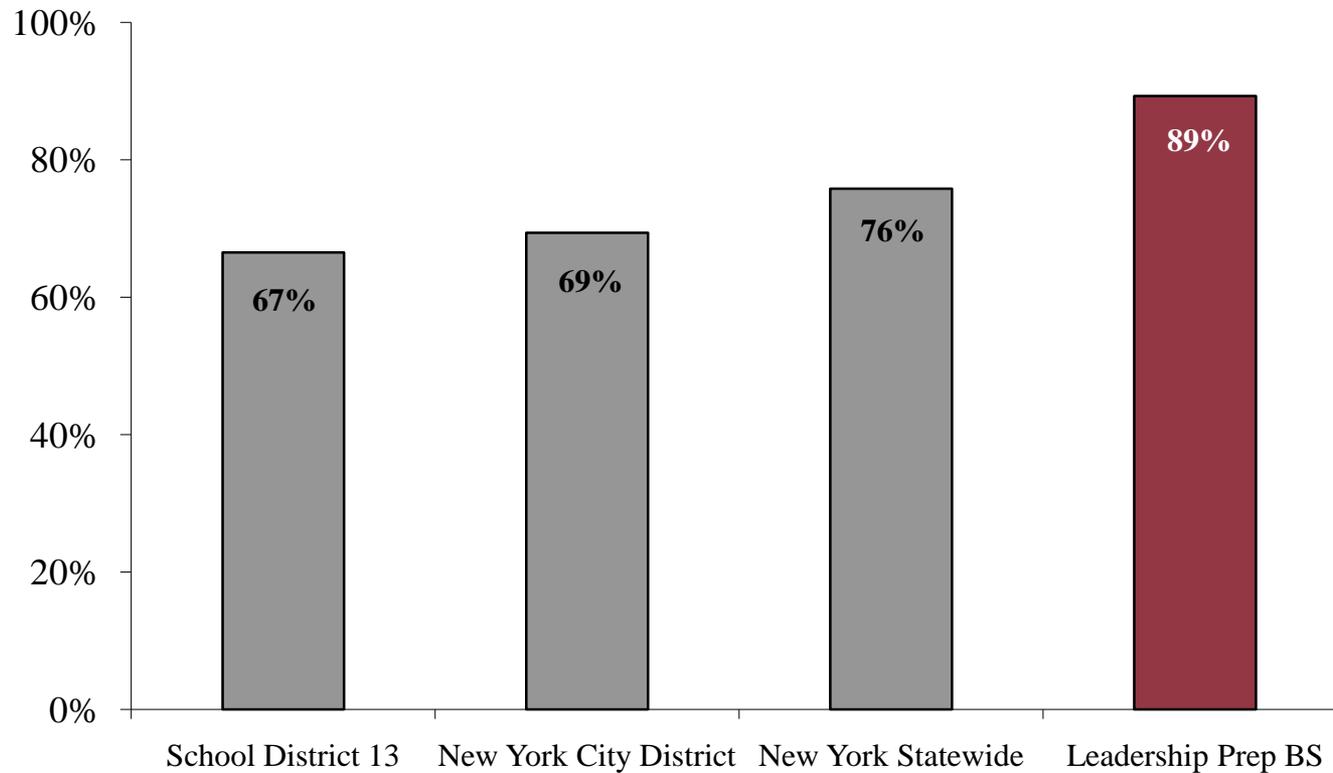
# Excellence Boys Charter School – 5<sup>th</sup> Grade Math

**Excellence Boys Charter School  
2009 New York State Math Exam  
5<sup>th</sup> Grade (Class of 2016)  
Percent of Students Scoring Advanced or Proficient**



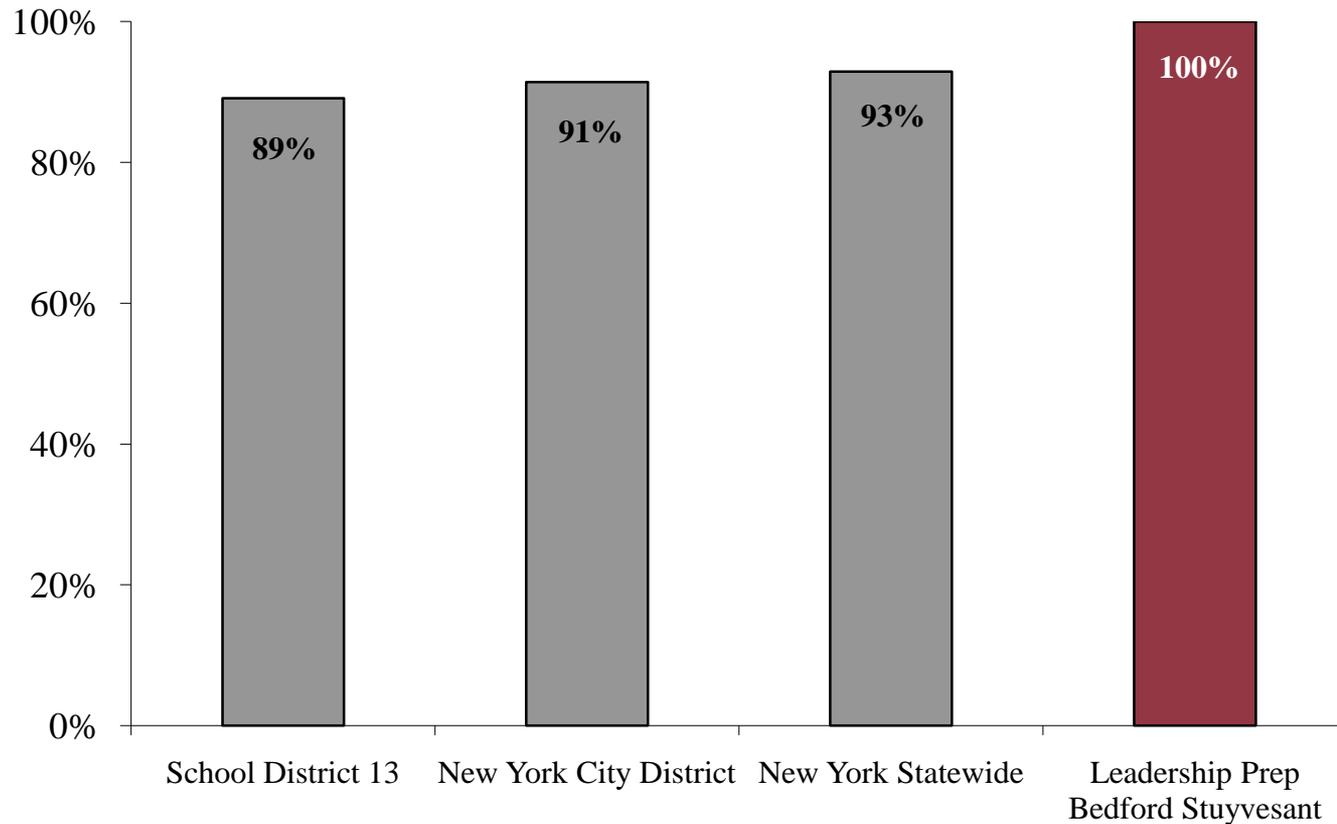
# Leadership Prep Bedford Stuyvesant – 3<sup>rd</sup> Grade ELA

**Leadership Preparatory Bedford Stuyvesant Charter School  
2009 New York State ELA Exam  
3rd Grade (Class of 2018)  
Percent of Students Scoring Advanced or Proficient**



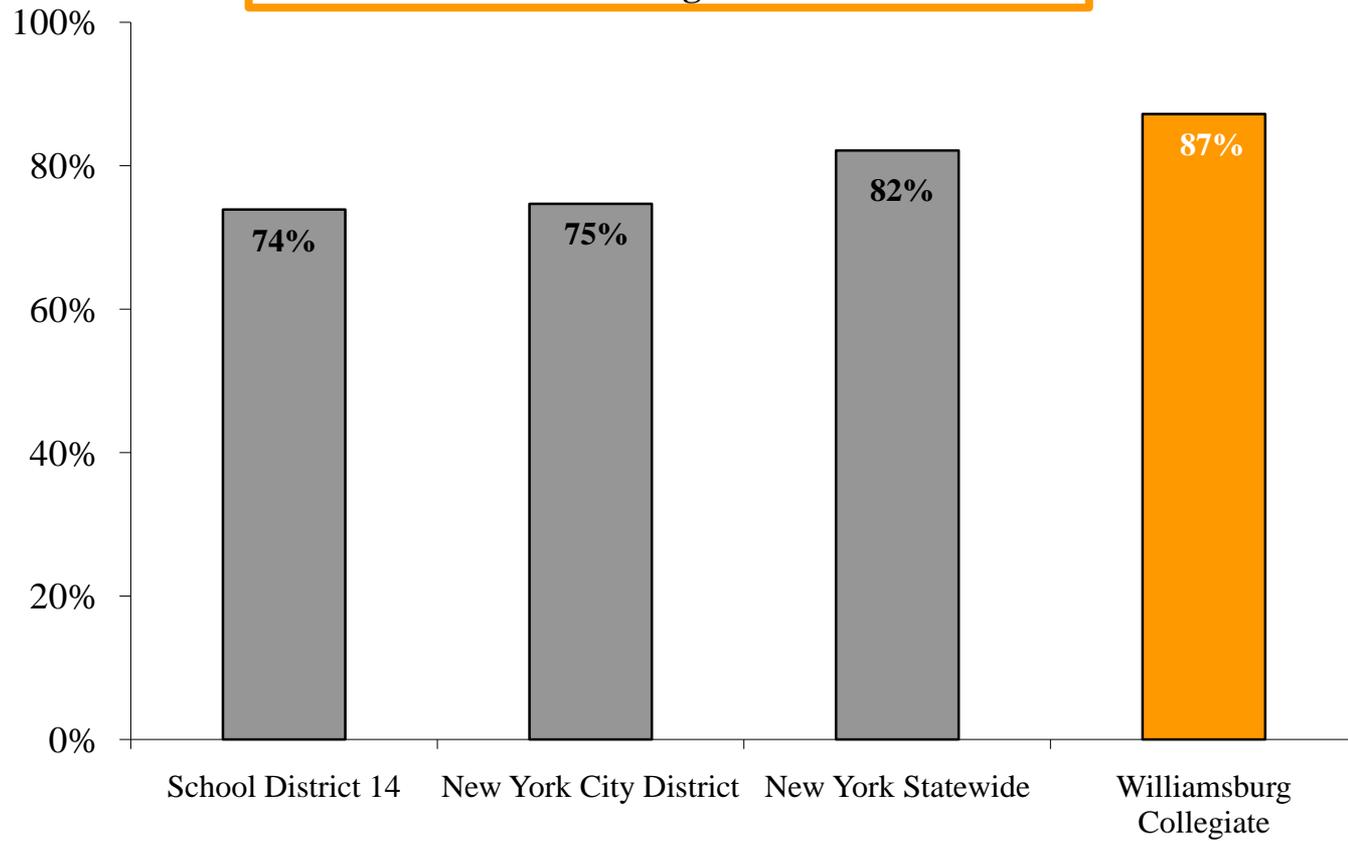
# Leadership Prep Bedford Stuyvesant – 3<sup>rd</sup> Grade Math

**Leadership Preparatory Bedford Stuyvesant Charter School  
2009 New York State Math Exam  
3rd Grade (Class of 2018)  
Percent of Students Scoring Advanced or Proficient**



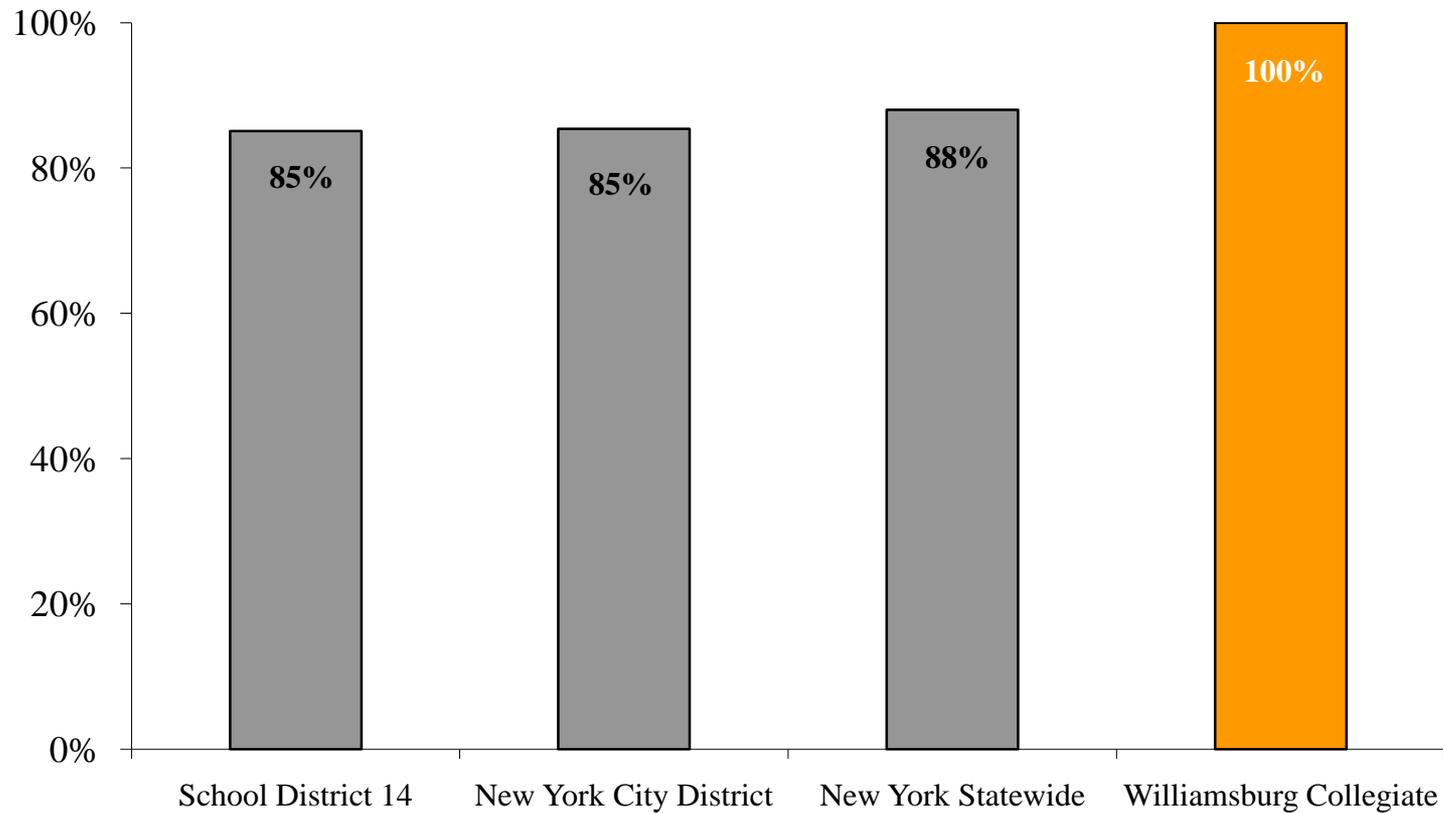
# Williamsburg Collegiate – 5<sup>th</sup> Grade ELA

**Williamsburg Collegiate Charter School  
2009 New York State ELA Exam  
5th Grade (Class of 2016)  
Percent of Students Scoring Advanced or Proficient**



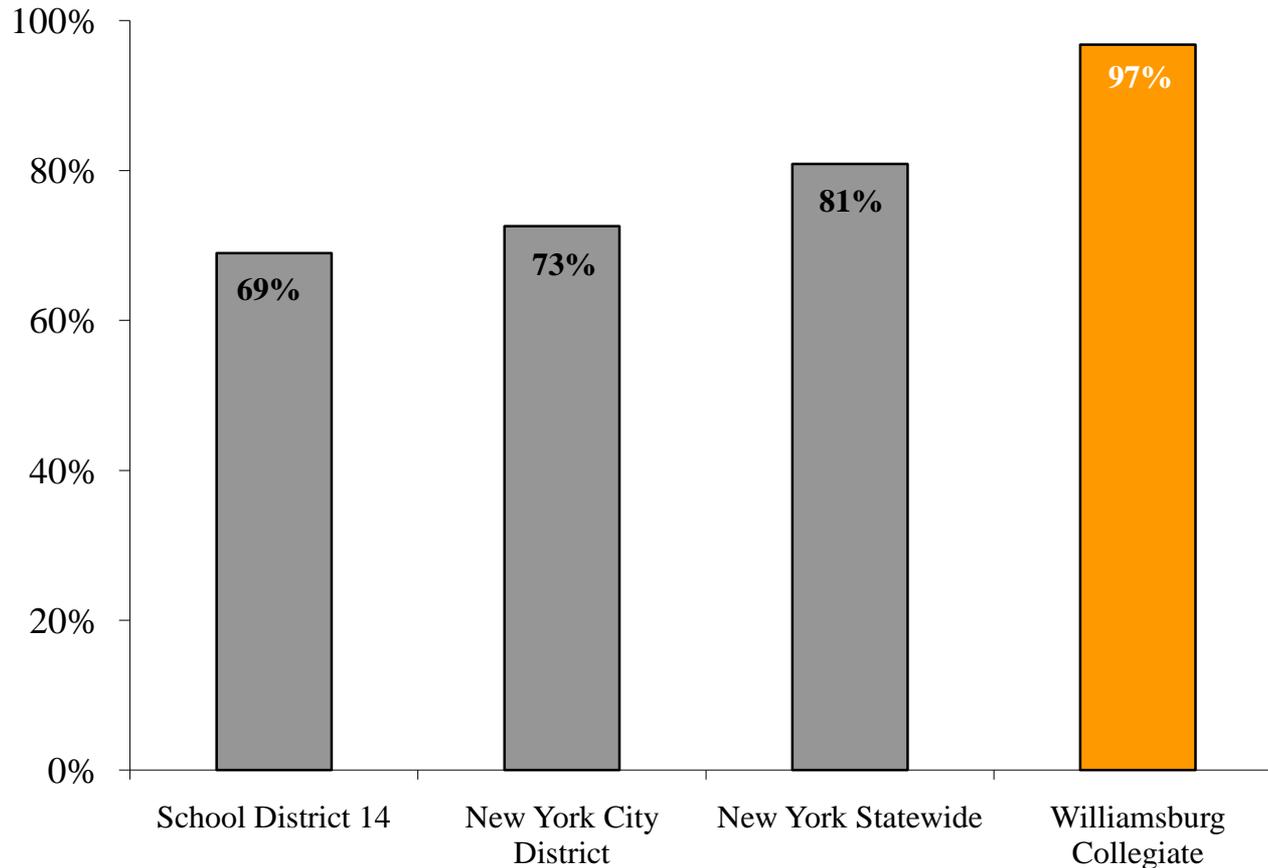
# Williamsburg Collegiate – 5<sup>th</sup> Grade Math

**Williamsburg Collegiate Charter School  
2009 New York State Math Exam  
5th Grade (Class of 2016)  
Percent of Students Scoring Advanced or Proficient**



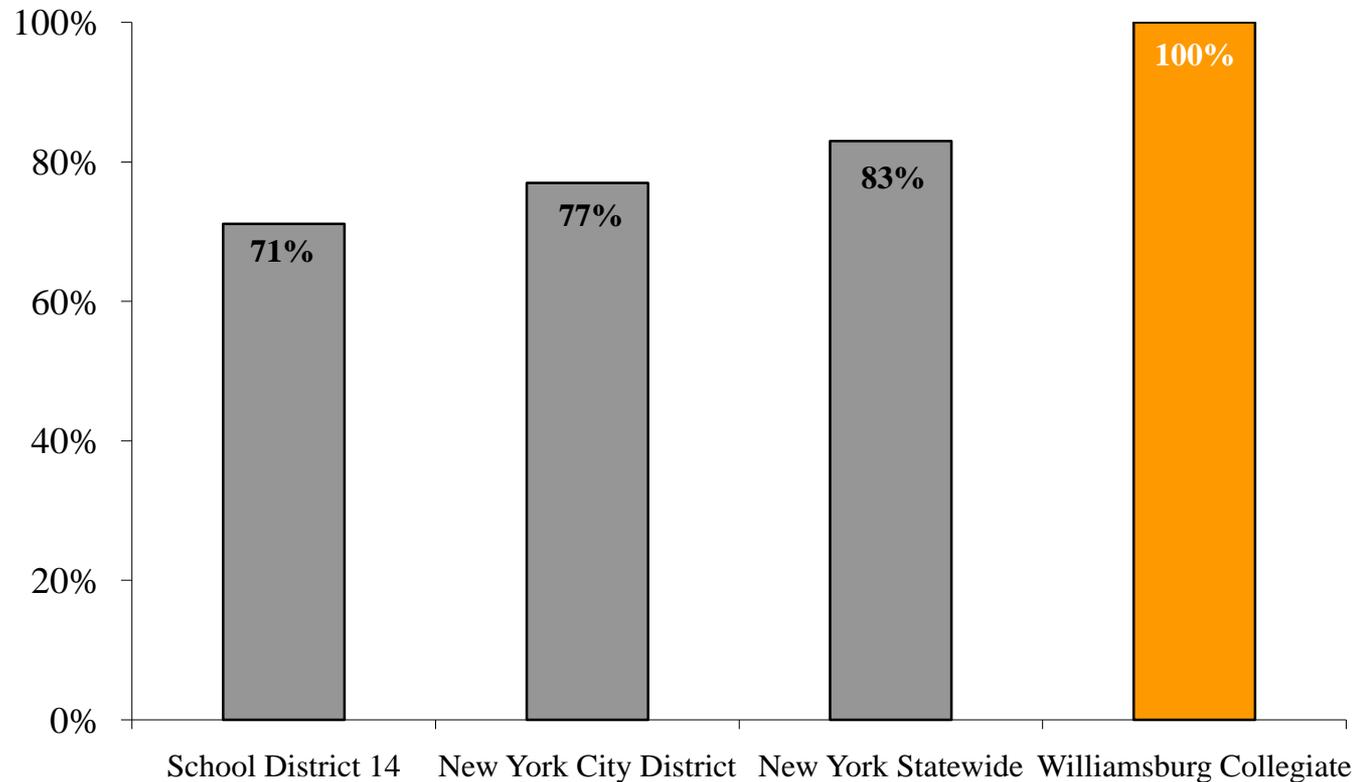
# Williamsburg Collegiate – 6<sup>th</sup> Grade ELA

**Williamsburg Collegiate Charter School  
2009 New York State ELA Exam  
6th Grade (Class of 2015)  
Percent of Students Scoring Advanced or Proficient**



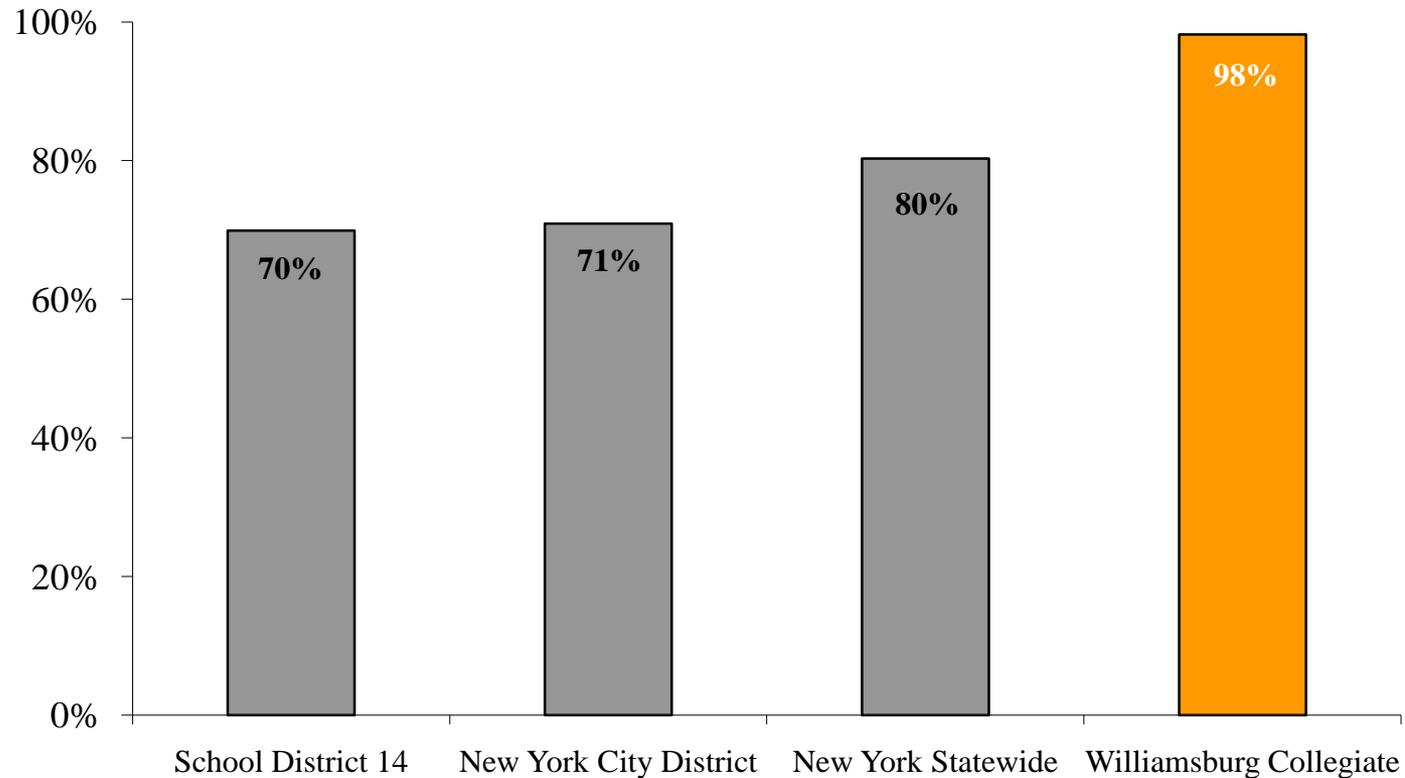
# Williamsburg Collegiate – 6<sup>th</sup> Grade Math

**Williamsburg Collegiate Charter School  
2009 New York State Math Exam  
6th Grade (Class of 2015)  
Percent of Students Scoring Advanced or Proficient**



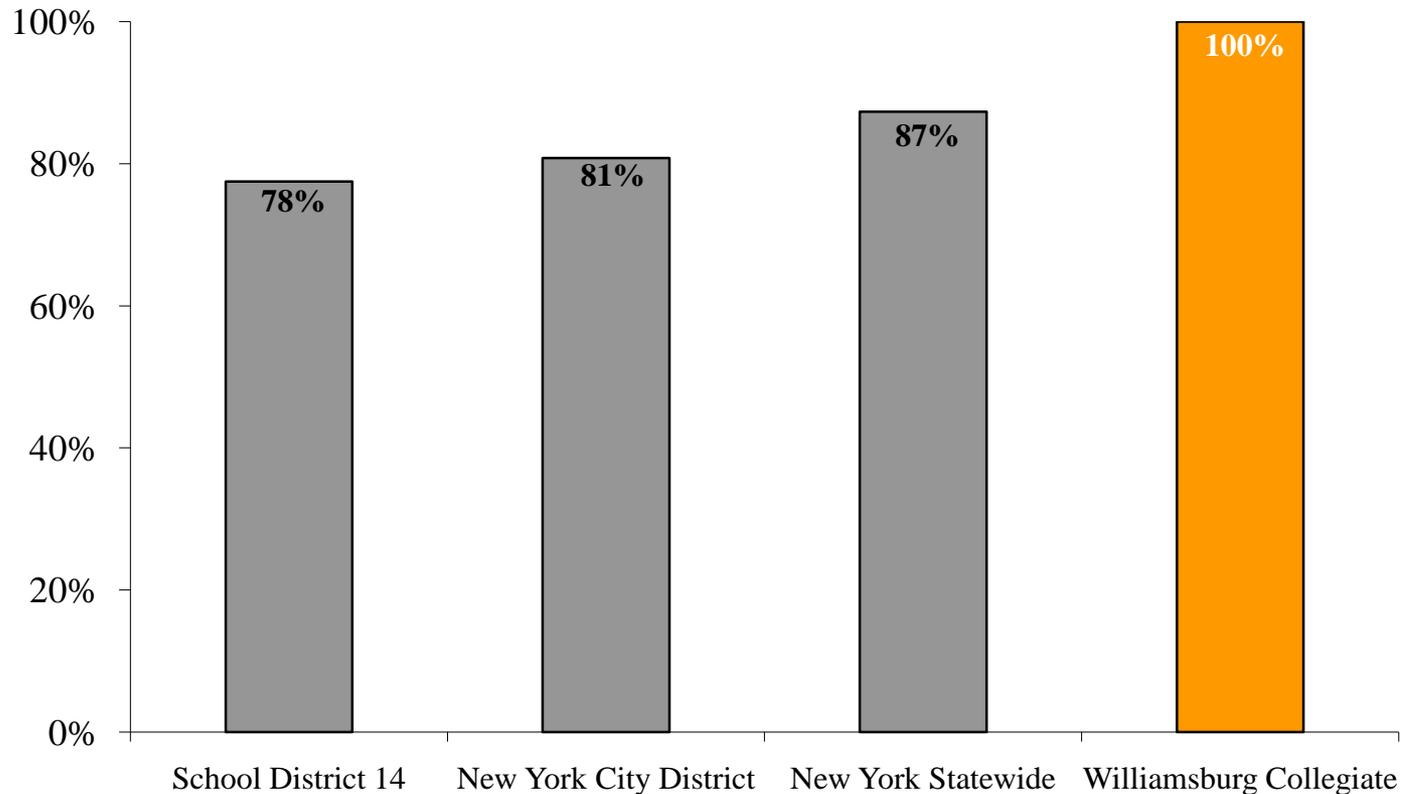
# Williamsburg Collegiate – 7<sup>th</sup> Grade ELA

**Williamsburg Collegiate Charter School  
2009 New York State ELA Exam  
7th Grade (Class of 2014)  
Percent of Students Scoring Advanced or Proficient**



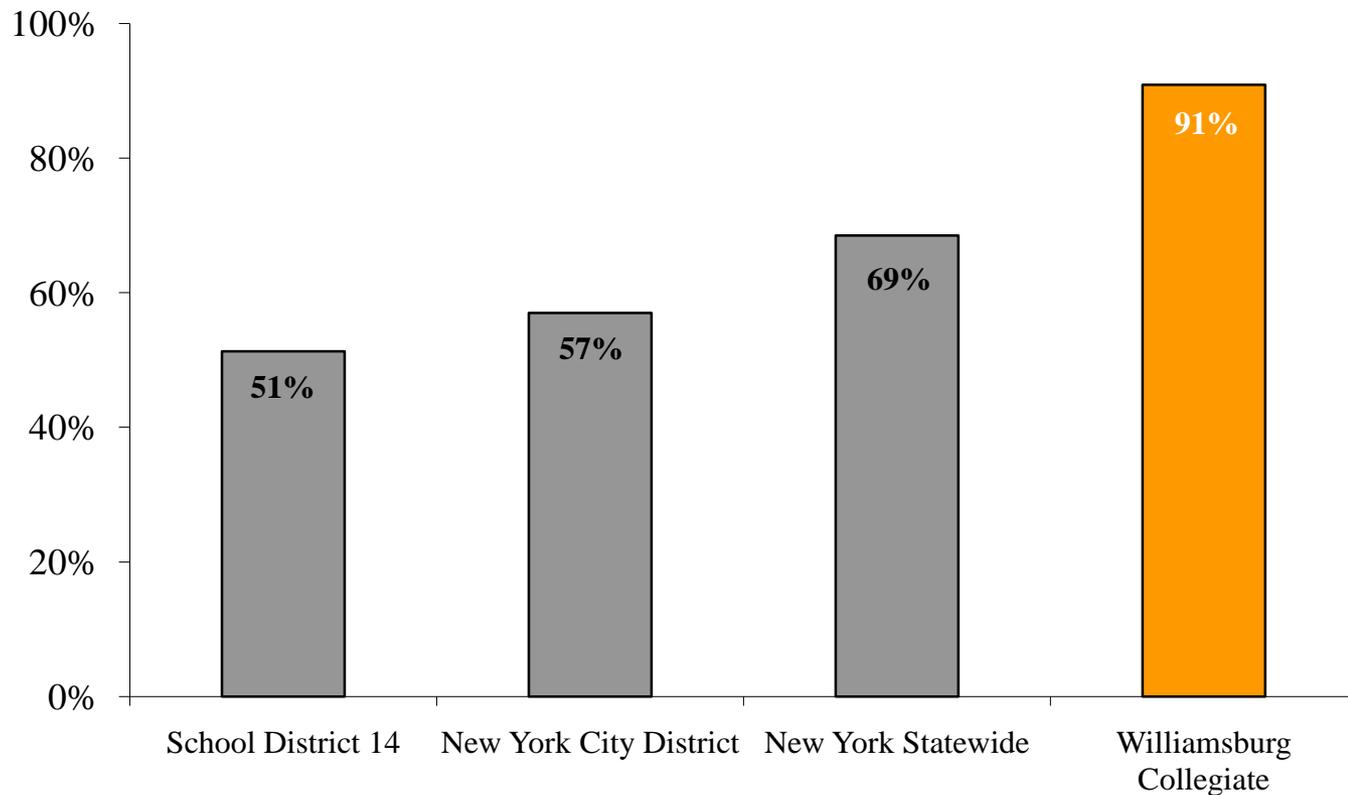
# Williamsburg Collegiate – 7<sup>th</sup> Grade Math

**Williamsburg Collegiate Charter School  
2009 New York State Exam  
7th Grade (Class of 2014)  
Percent of Students Scoring Advanced or Proficient**



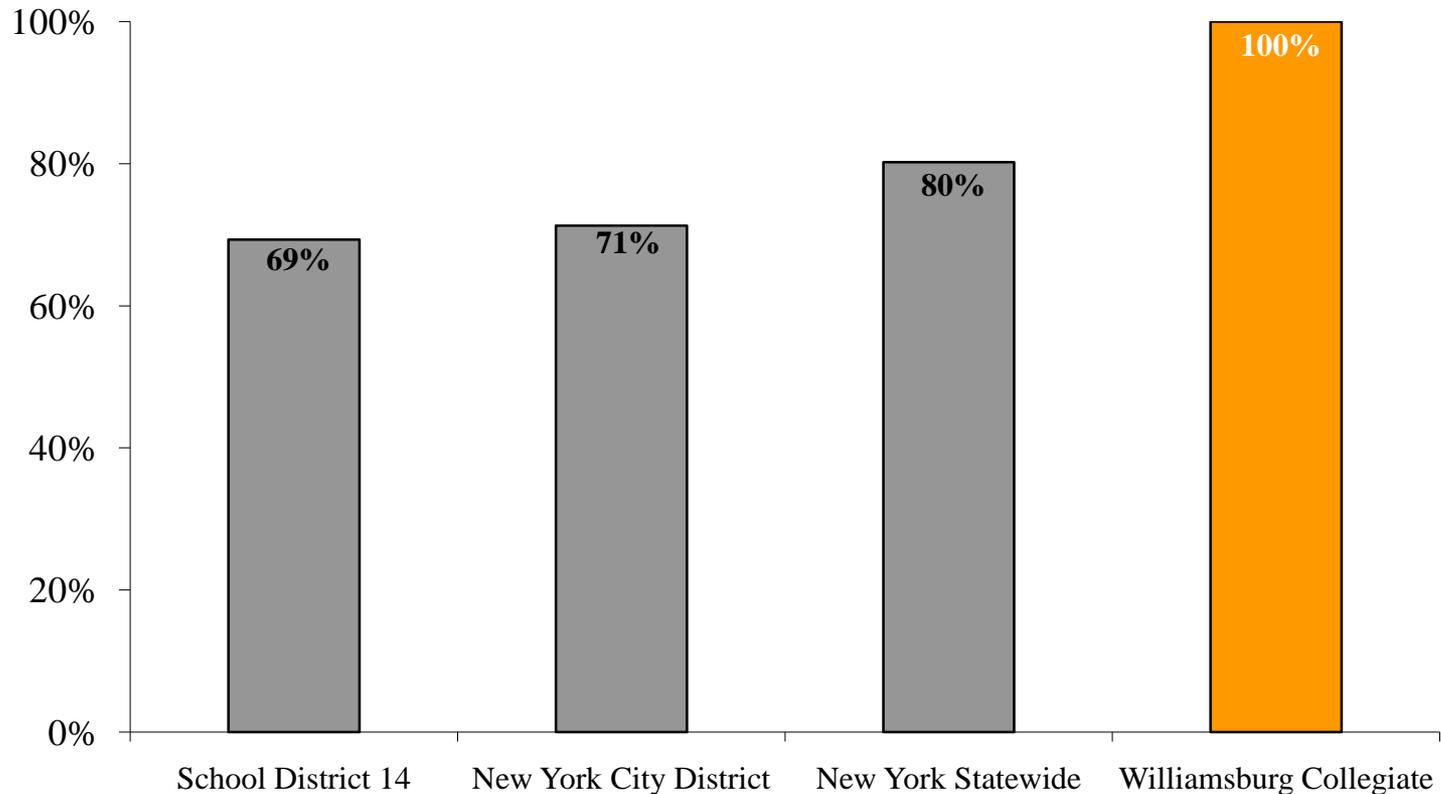
# Williamsburg Collegiate – 8<sup>th</sup> Grade ELA

**Williamsburg Collegiate Charter School  
2009 New York State ELA Exam  
8th Grade (Class of 2013)  
Percent of Students Scoring Advanced or Proficient**



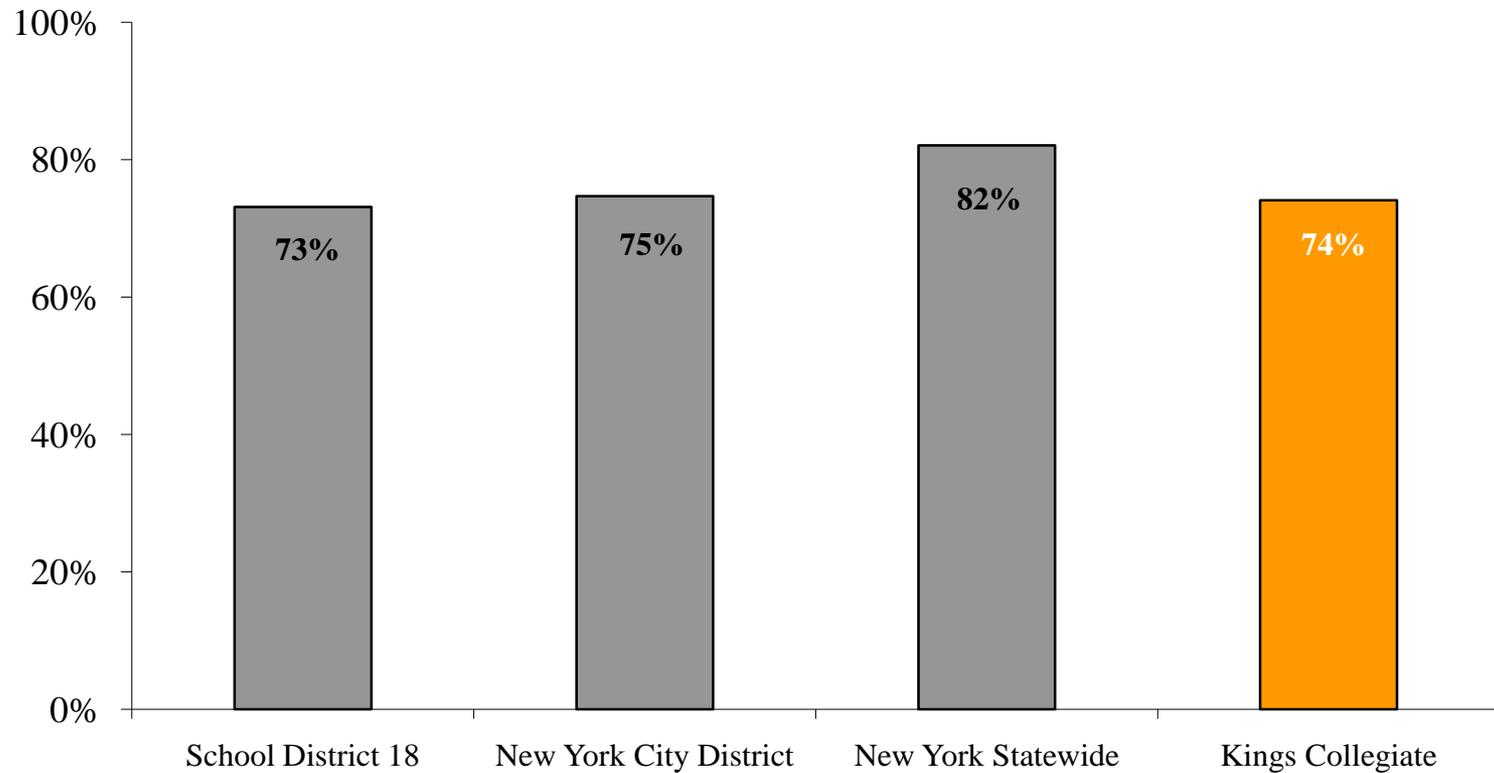
# Williamsburg Collegiate – 8<sup>th</sup> Grade Math

**Williamsburg Collegiate Charter School  
2009 New York State Math Exam  
8th Grade (Class of 2013)  
Percent of Students Scoring Advanced or Proficient**



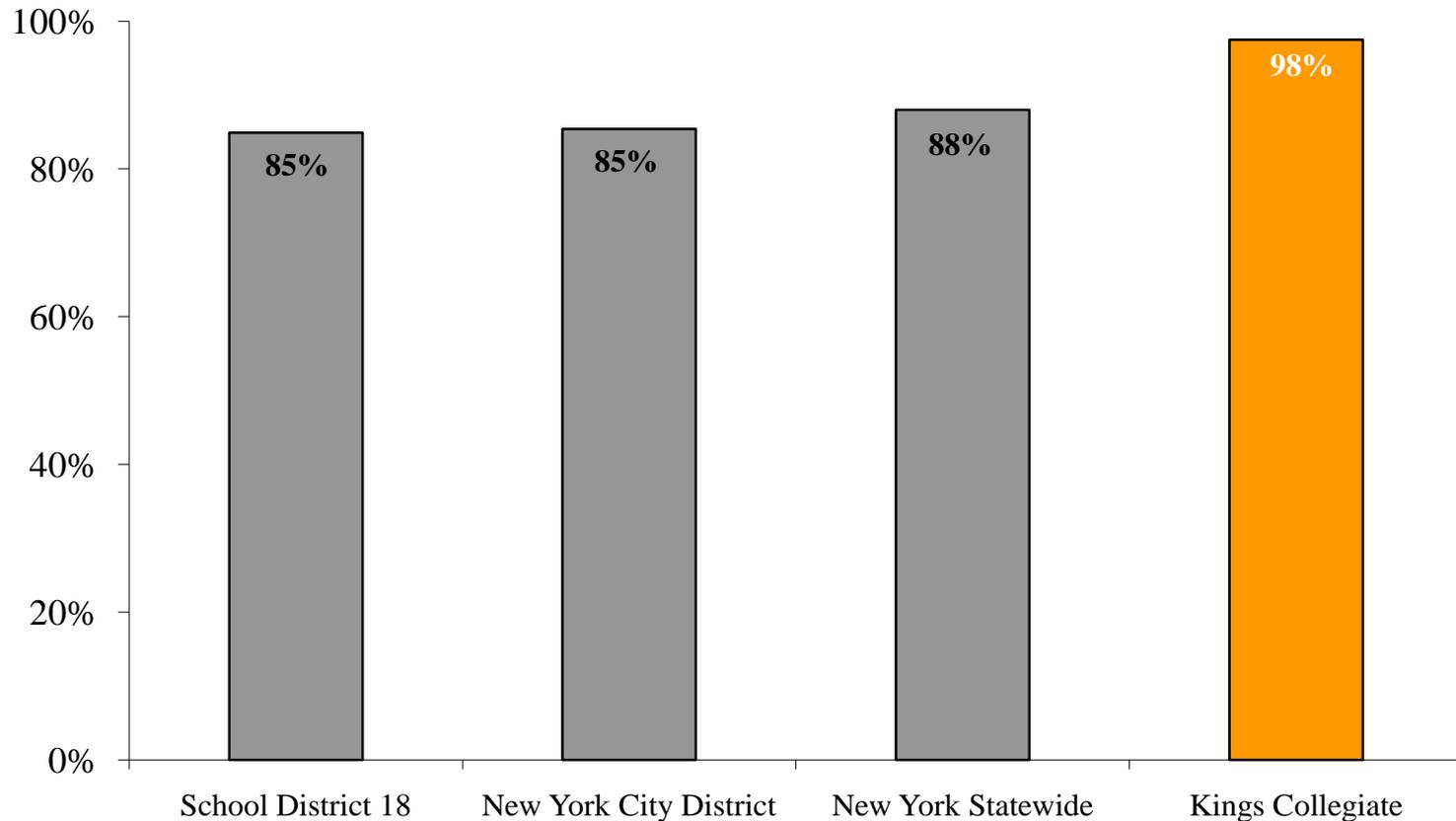
# Kings Collegiate – 5th Grade ELA

**Kings Collegiate Charter School  
2009 New York State ELA Exam  
5th Grade (Class of 2016)  
Percent of Students Scoring Advanced or Proficient**



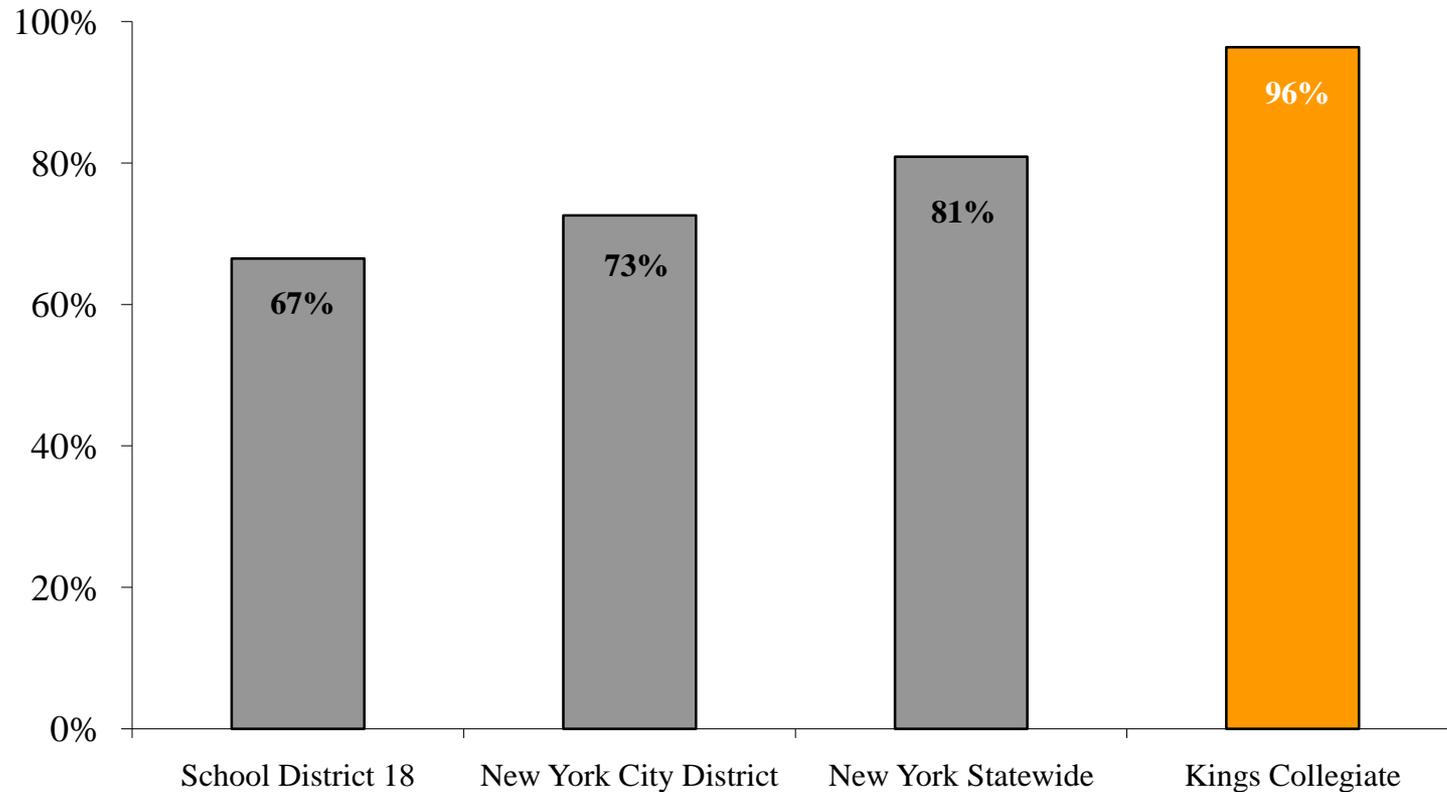
# Kings Collegiate – 5th Grade Math

**Kings Collegiate Charter School  
2009 New York State Math Exam  
5th Grade (Class of 2016)  
Percent of Students Scoring Advanced or Proficient**



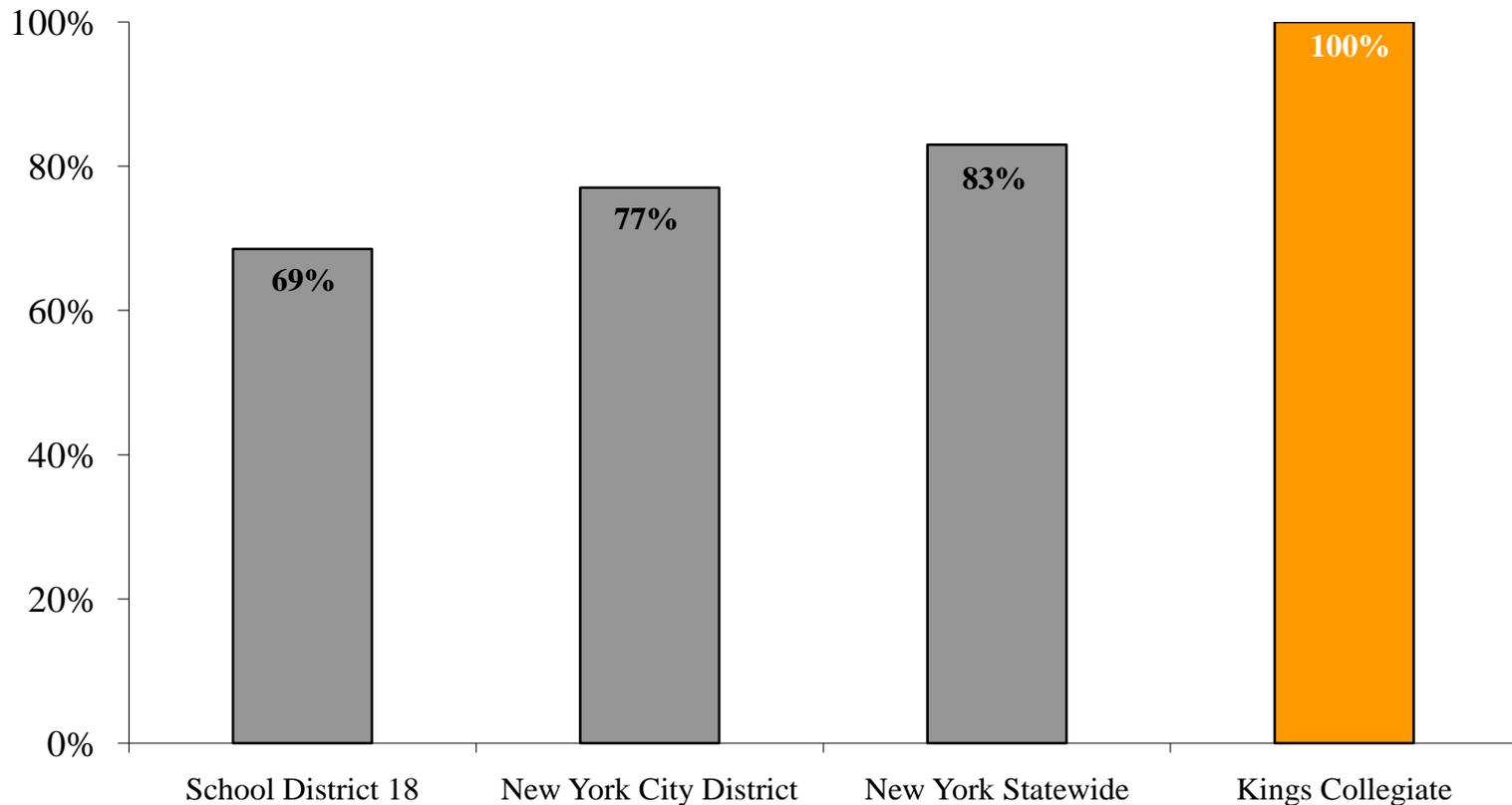
# Kings Collegiate – 6<sup>th</sup> Grade ELA

**Kings Collegiate Charter School  
2009 New York State ELA Exam  
6th Grade (Class of 2015)  
Percent of Students Scoring Advanced or Proficient**



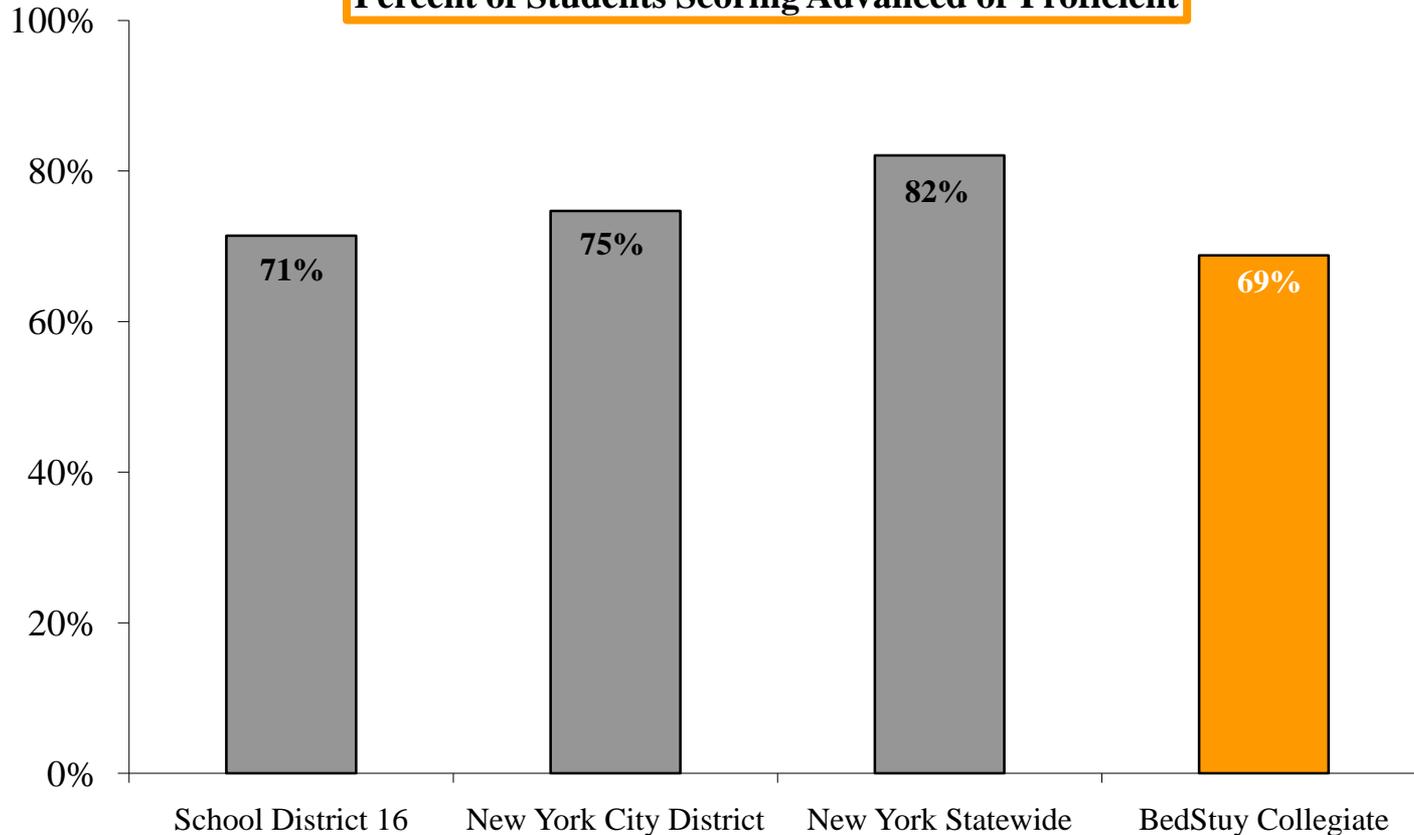
# Kings Collegiate – 6<sup>th</sup> Grade Math

**Kings Collegiate Charter School  
2009 New York State Math Exam  
6th Grade (Class of 2015)  
Percent of Students Scoring Advanced or Proficient**



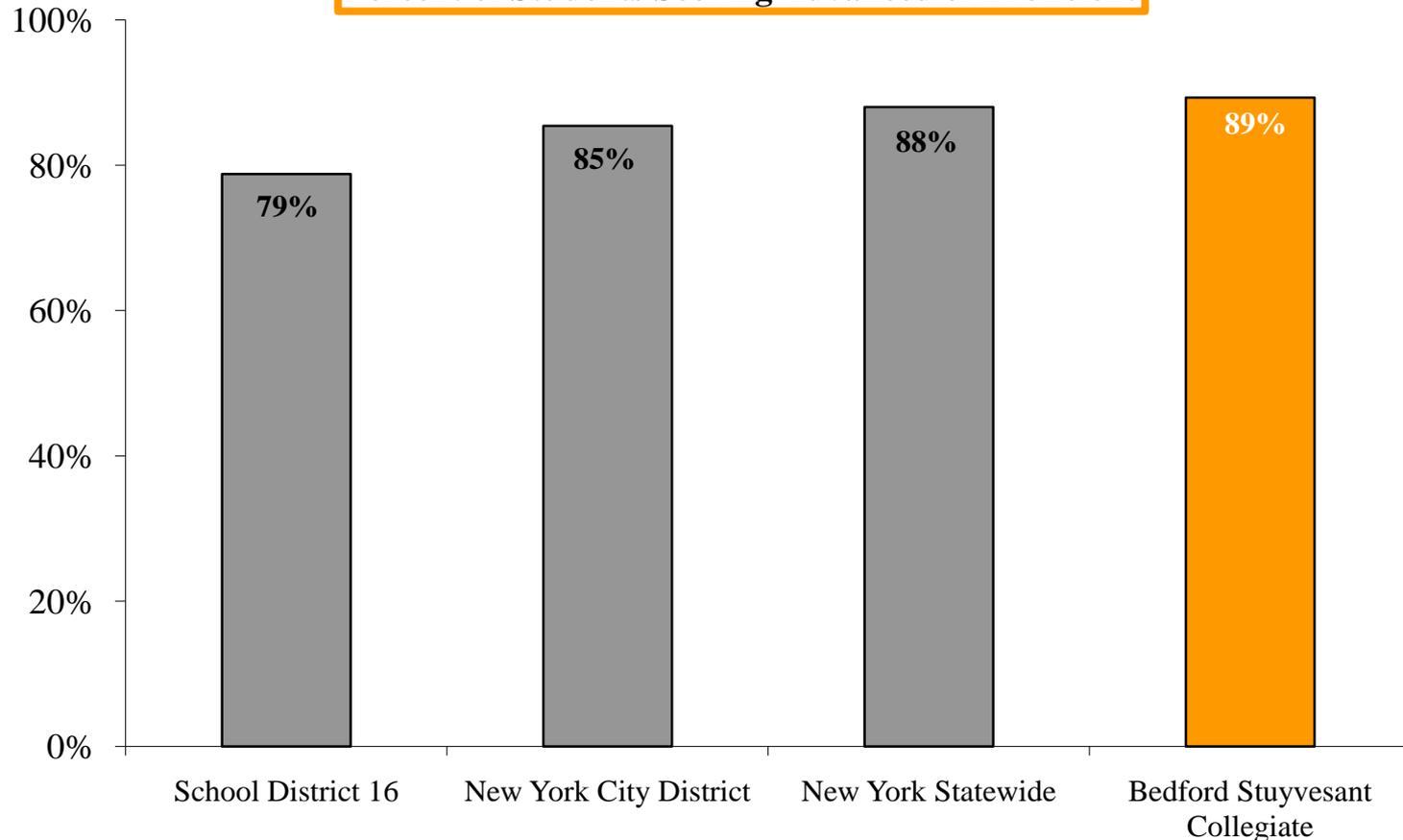
# Bedford Stuyvesant Collegiate – 5th Grade ELA

**Bedford Stuyvesant Collegiate Charter School  
2009 New York State ELA Exam  
5th Grade (Class of 2016)  
Percent of Students Scoring Advanced or Proficient**



# Bedford Stuyvesant Collegiate – 5th Grade Math

**Bedford Stuyvesant Collegiate Charter School  
2009 New York State Math Exam  
5th Grade (Class of 2016)  
Percent of Students Scoring Advanced or Proficient**



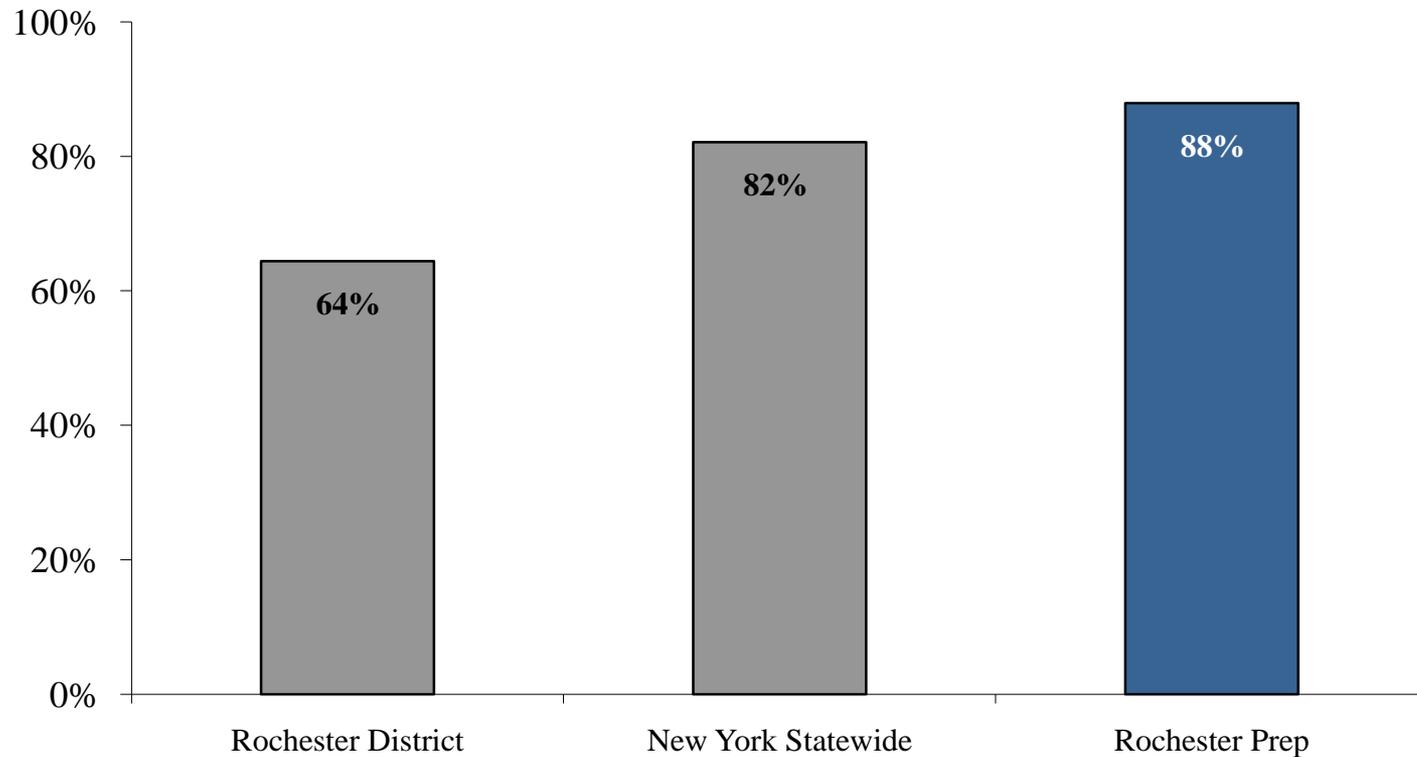
## **Uncommon Schools Academic Results** **True North Network** **Upstate NY**

Spring 2009

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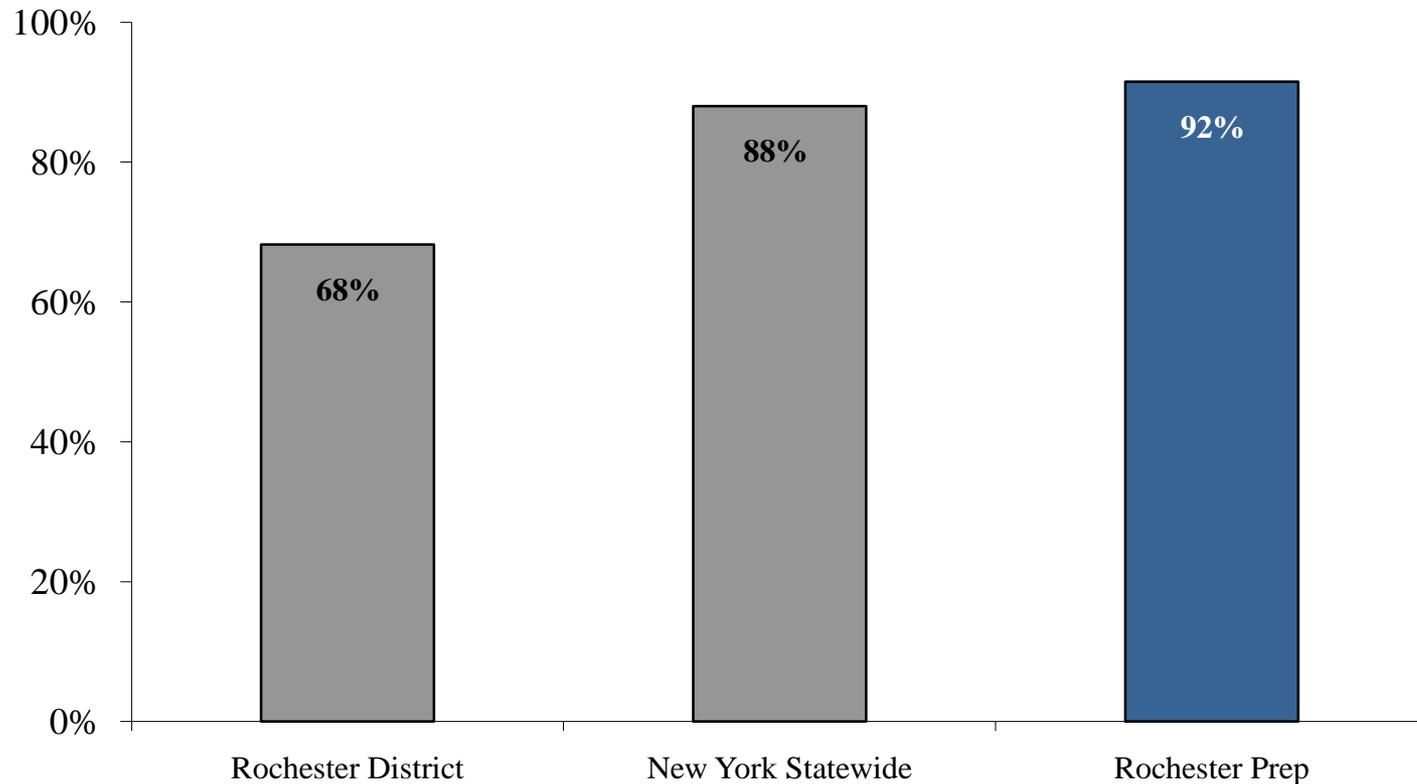
# True North Rochester Prep – 5<sup>th</sup> Grade ELA

**True North Rochester Prep  
2009 New York State ELA Exam  
5th Grade (Class of 2016)  
Percent of Students Scoring Advanced or Proficient**



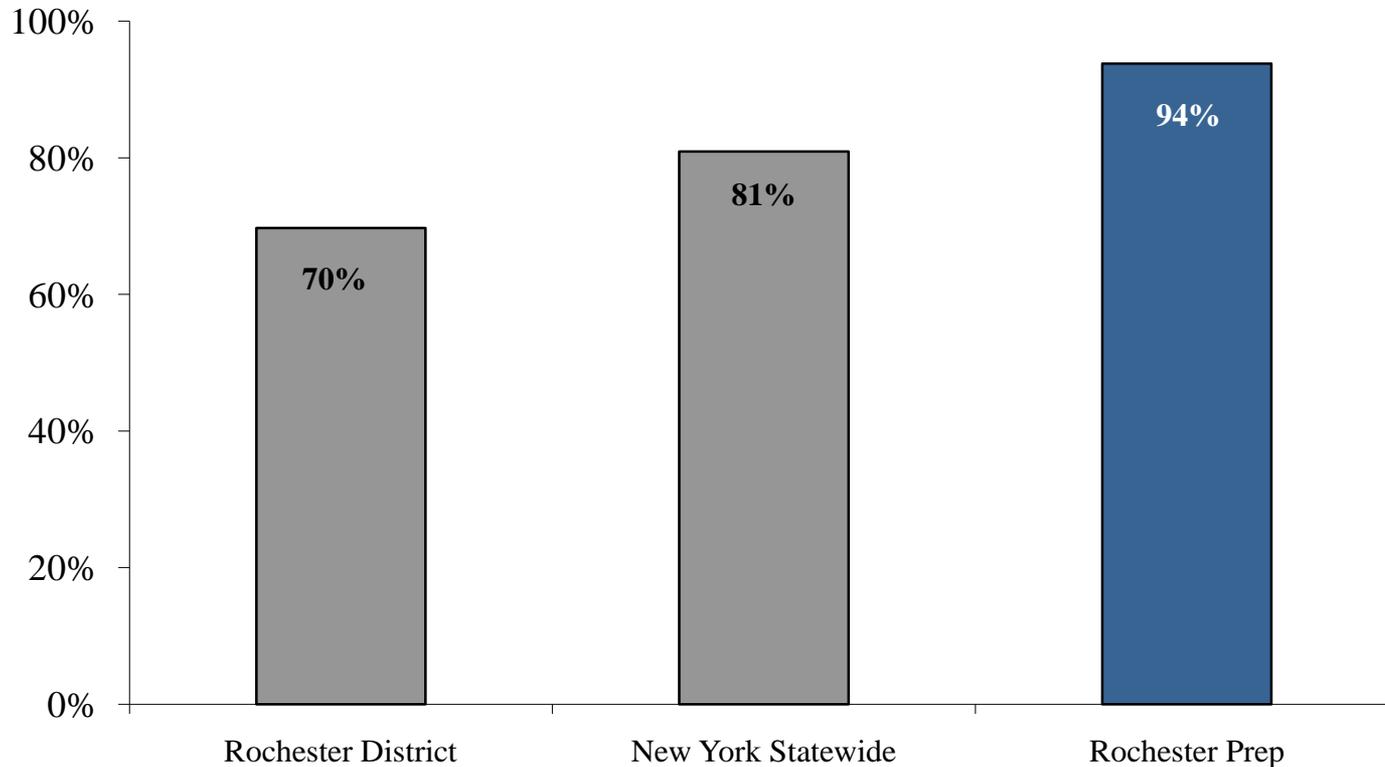
# True North Rochester Prep – 5<sup>th</sup> Grade Math

**True North Rochester Prep  
2009 New York State Math Exam  
5th Grade (Class of 2016)  
Percent of Students Scoring Advanced or Proficient**



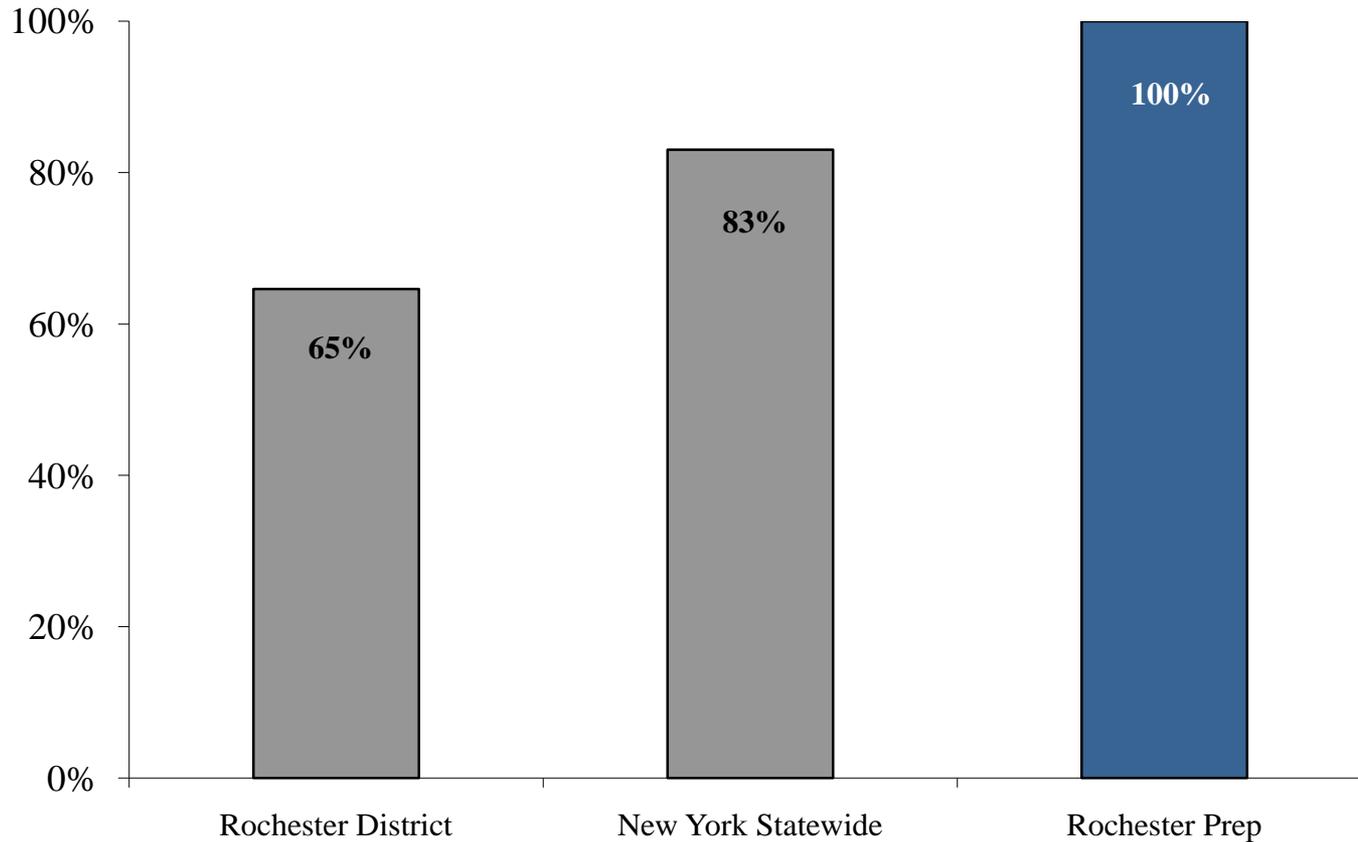
# True North Rochester Prep – 6<sup>th</sup> Grade ELA

**True North Rochester Prep  
2009 New York State ELA Exam  
6th Grade (Class of 2015)  
Percent of Students Scoring Advanced or Proficient**



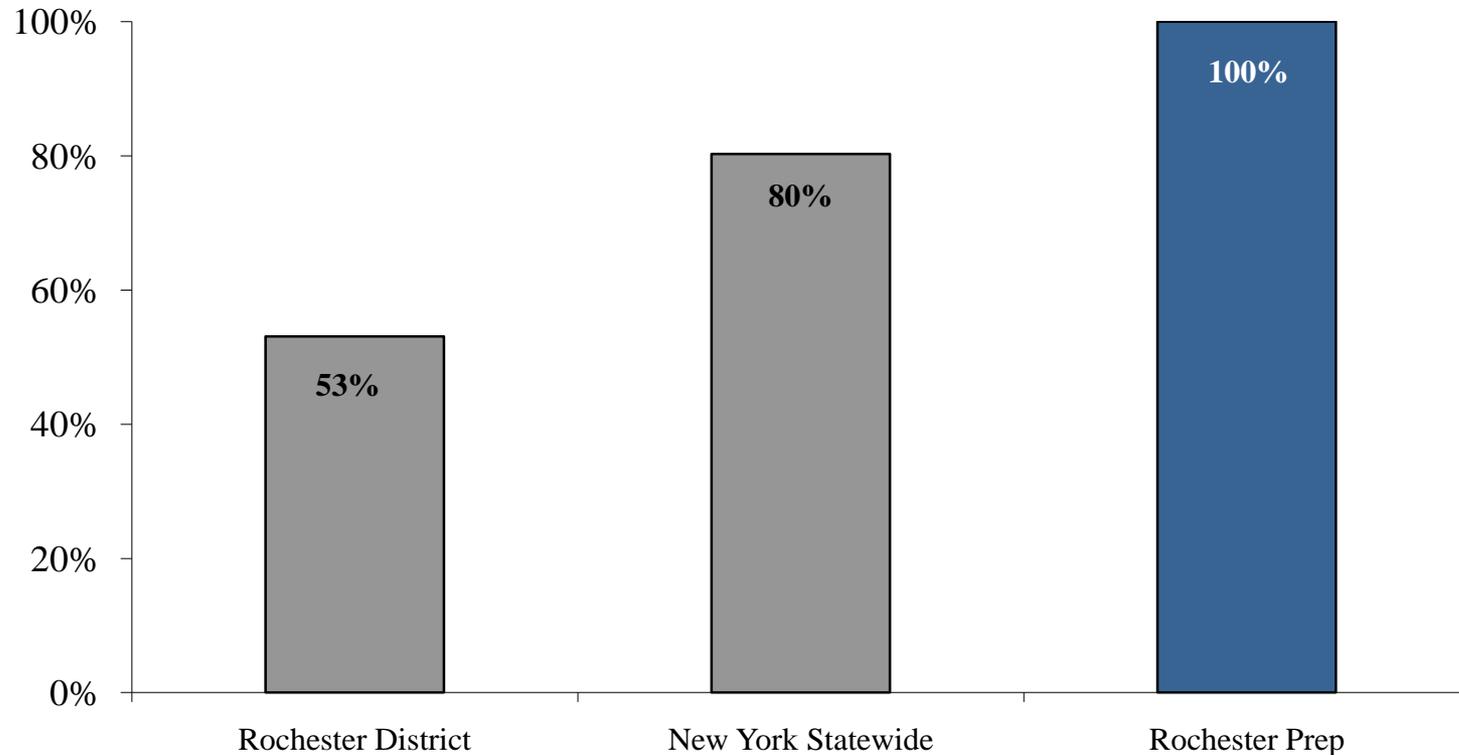
# True North Rochester Prep – 6<sup>th</sup> Grade Math

**True North Rochester Prep  
2009 New York State Math Exam  
6th Grade (Class of 2015)  
Percent of Students Scoring Advanced or Proficient**



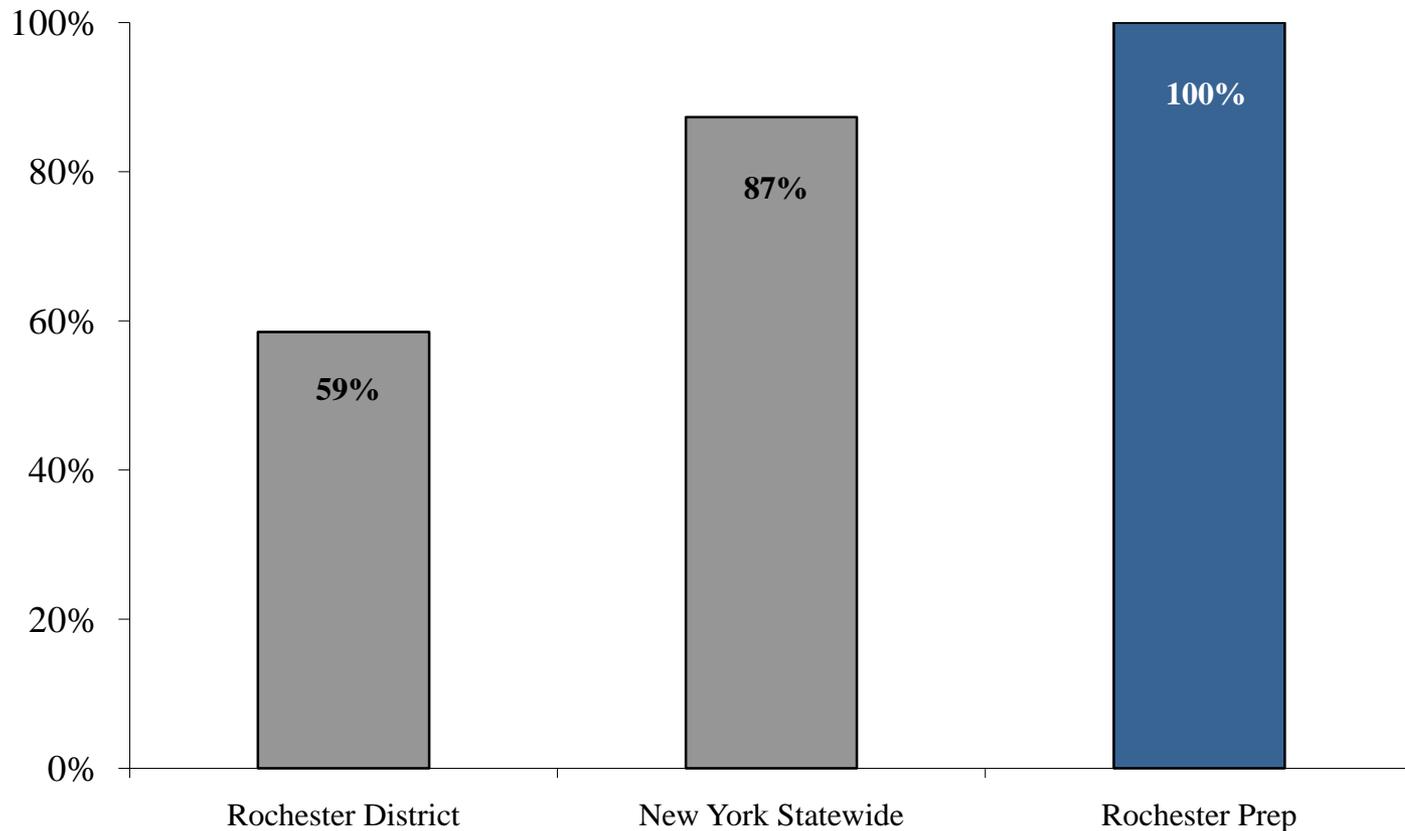
# True North Rochester Prep – 7<sup>th</sup> Grade ELA

**True North Rochester Prep  
2009 New York State ELA Exam  
7th Grade (Class of 2014)  
Percent of Students Scoring Advanced or Proficient**



# True North Rochester Prep – 7<sup>th</sup> Grade Math

True North Rochester Prep  
2009 New York State Math Exam  
7th Grade (Class of 2014)  
Percent of Students Scoring Advanced or Proficient



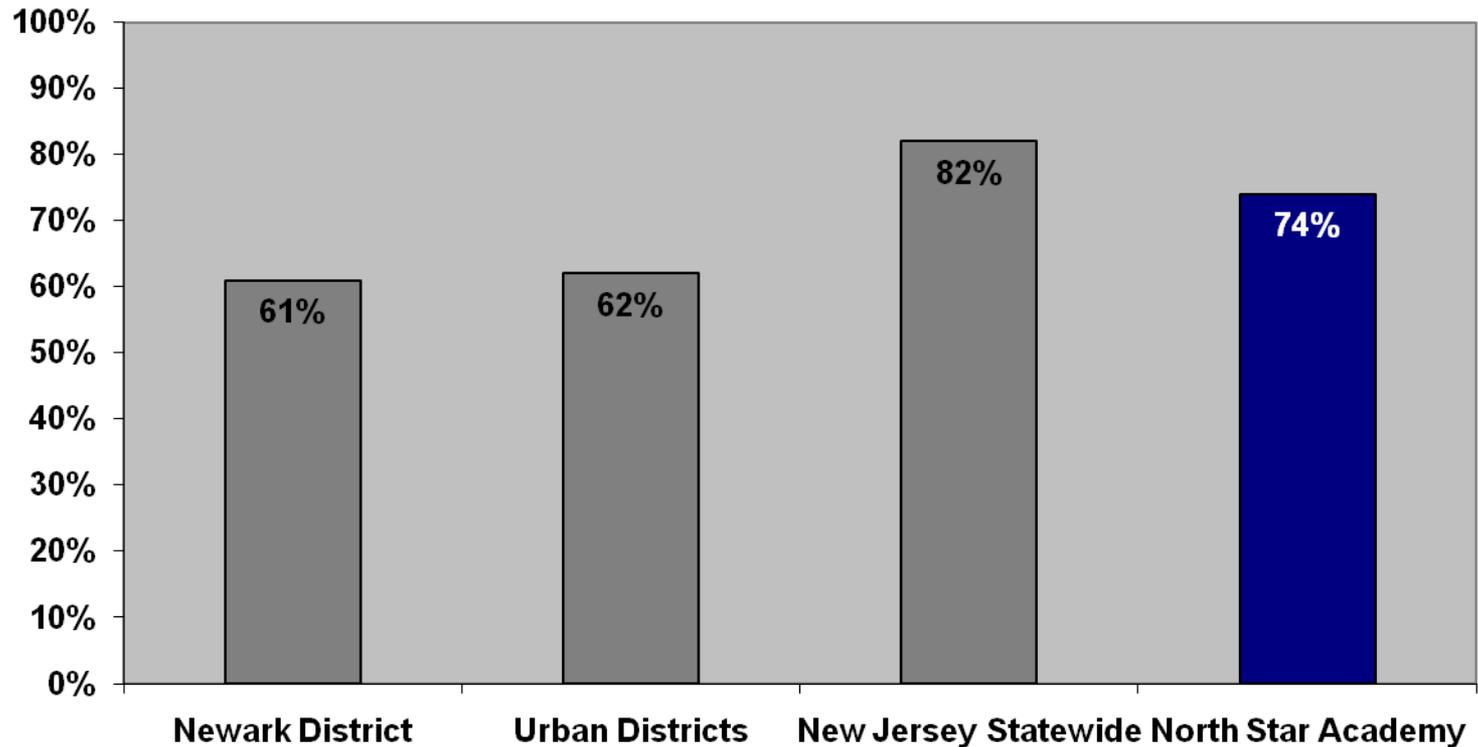
## **Uncommon Schools Academic Results** **North Star Network** **Newark, New Jersey**

Spring 2009

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# North Star Academy Downtown – 5<sup>th</sup> Grade Math

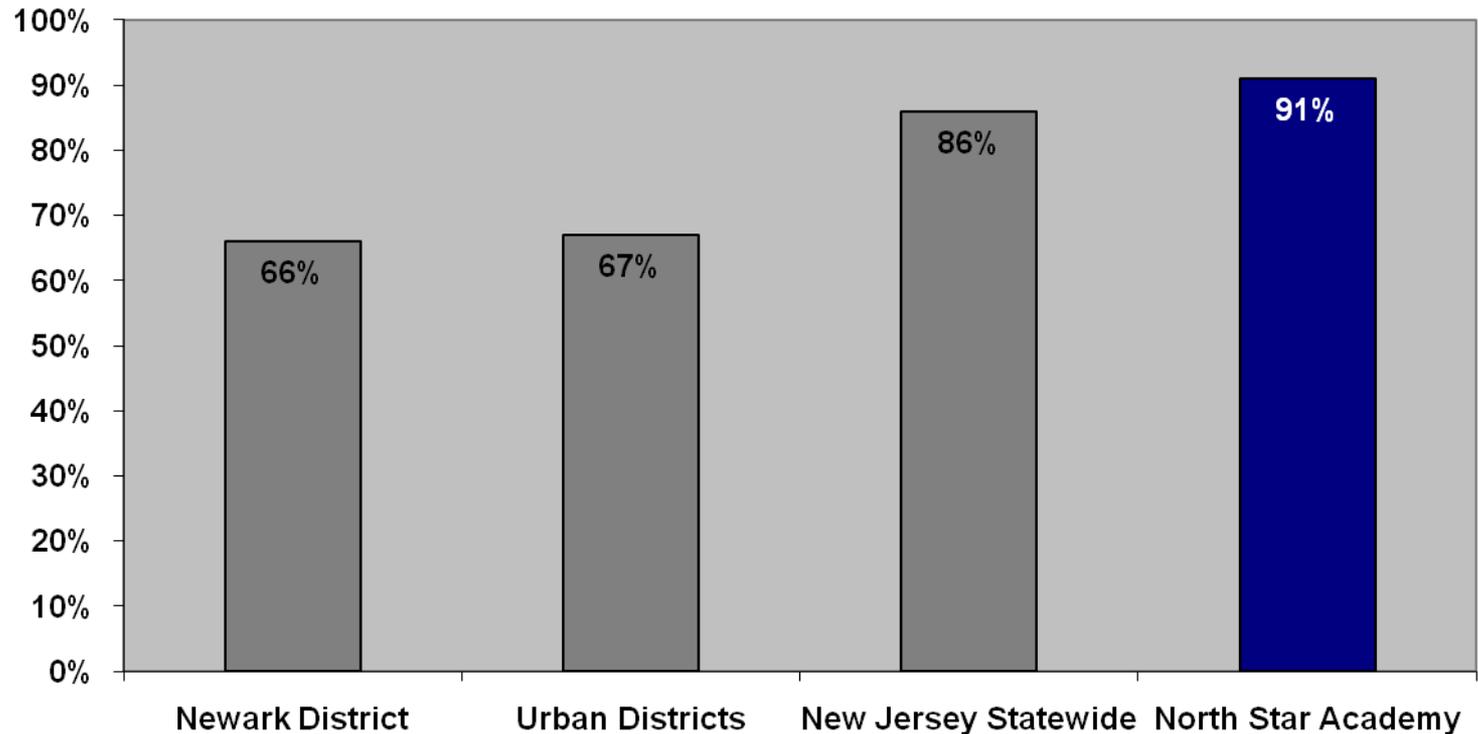
North Star Academy Charter School - Downtown Campus  
2007 New Jersey State 5th Grade Math Exam  
Class of 2014: Percentage Proficient and Advanced



\*Urban and state results are for 2006.

# North Star Academy Downtown – 5<sup>th</sup> Grade ELA

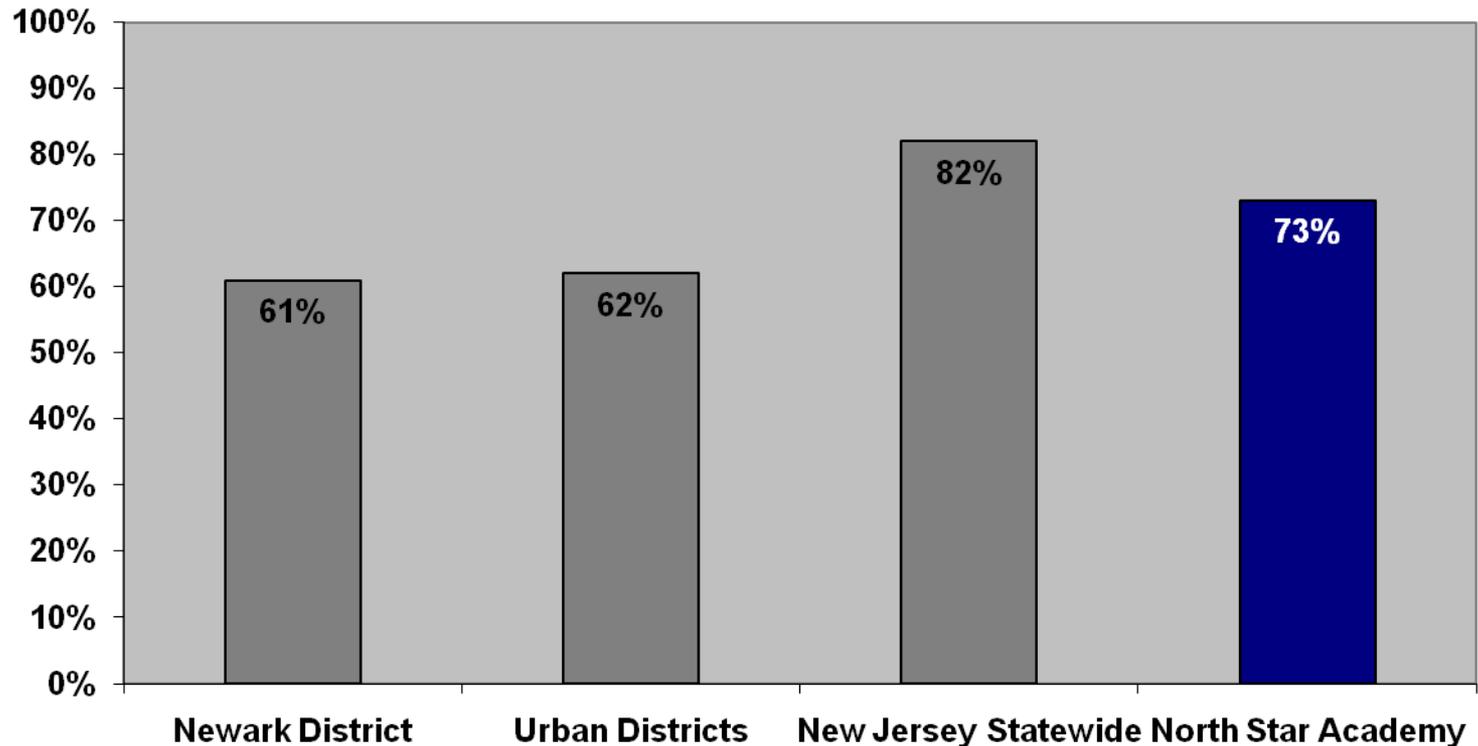
North Star Academy Charter School - Downtown Campus  
2007 New Jersey State 5th Grade Language Arts Exam  
Class of 2014: Percentage Proficient and Advanced



\*Urban and state results are for 2006.

# North Star Academy North – 5<sup>th</sup> Grade Math

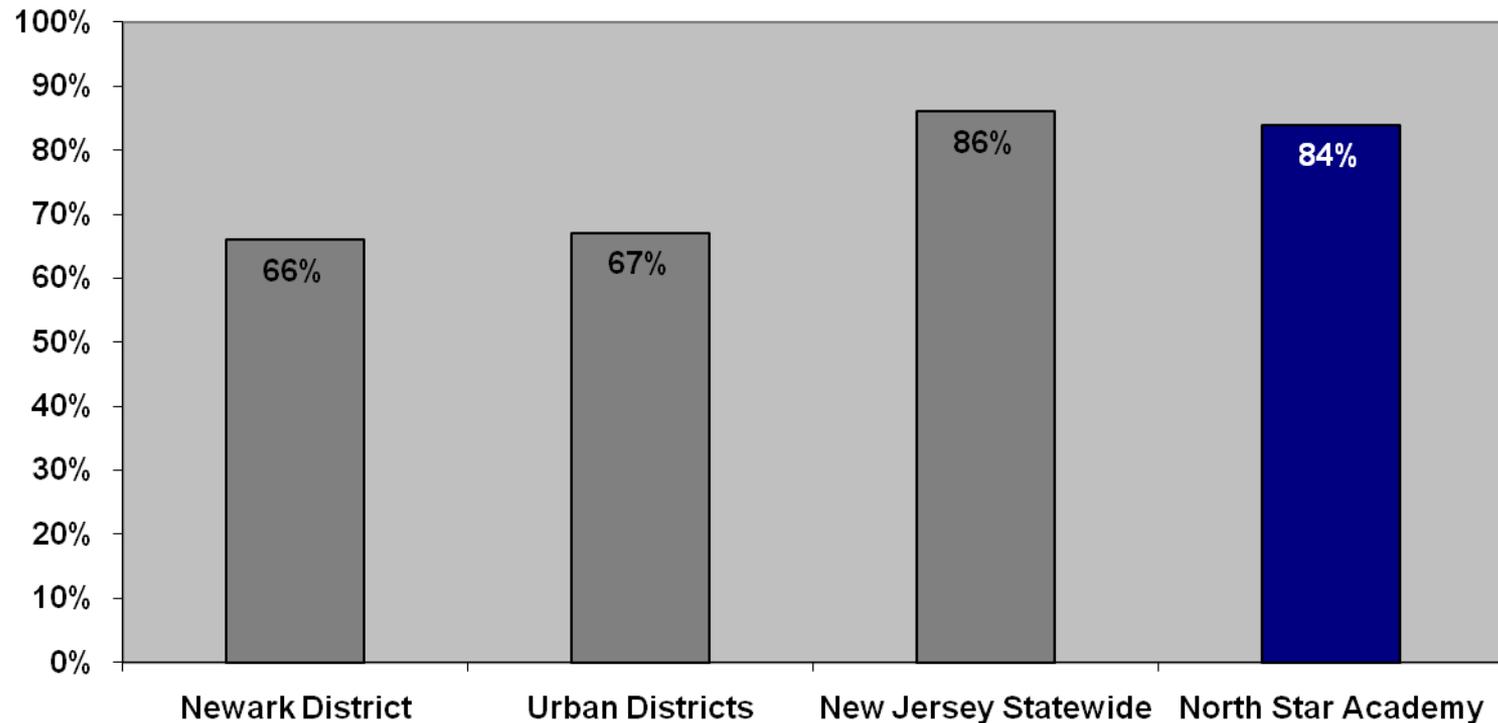
North Star Academy Charter School - North Campus  
2007 New Jersey State 5th Grade Math Exam  
Class of 2014: Percentage Proficient and Advanced



\*Urban and state results are for 2006.

# North Star Academy North – 5<sup>th</sup> Grade ELA

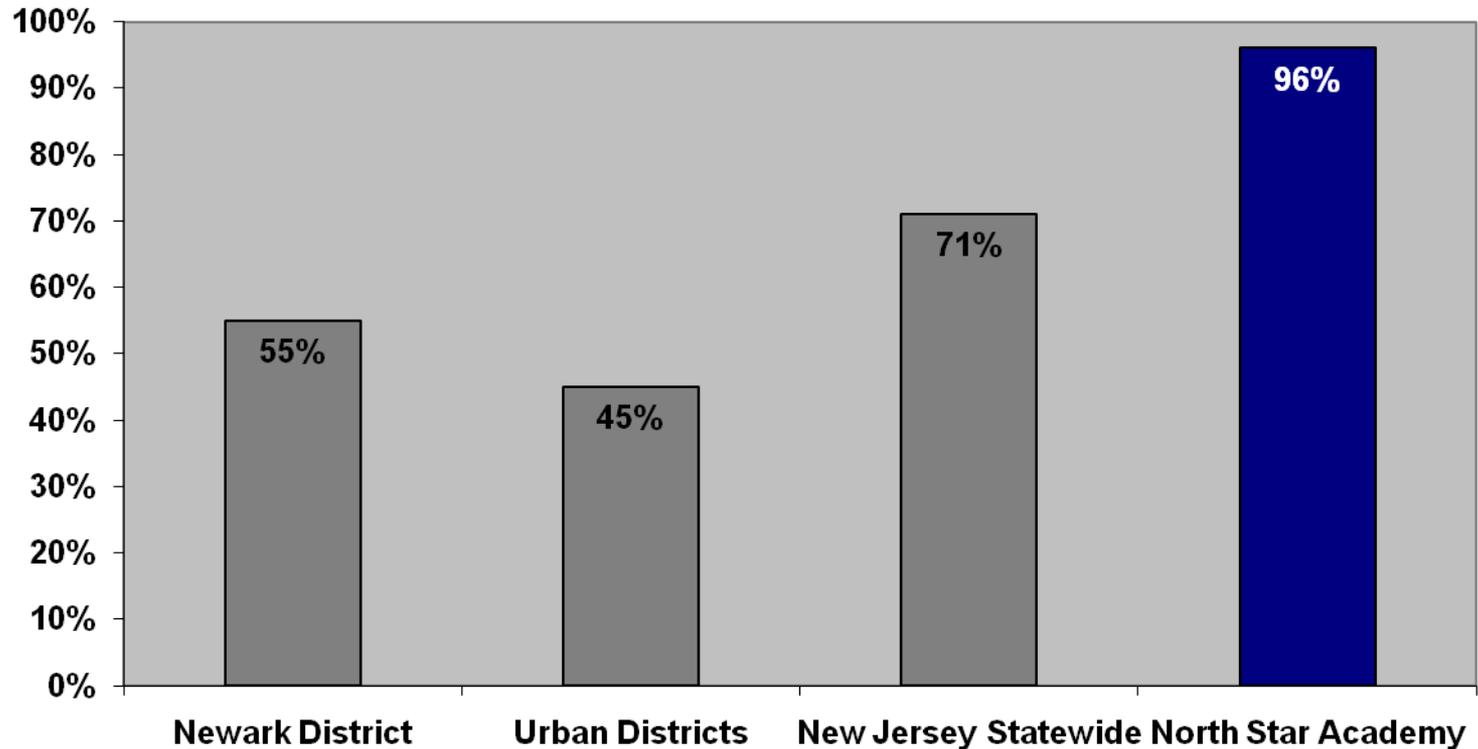
North Star Academy Charter School - North Campus  
2007 New Jersey State 5th Grade Language Arts Exam  
Class of 2014: Percentage Proficient and Advanced



\*Urban and state results are for 2006.

# North Star Academy North – 6<sup>th</sup> Grade Math

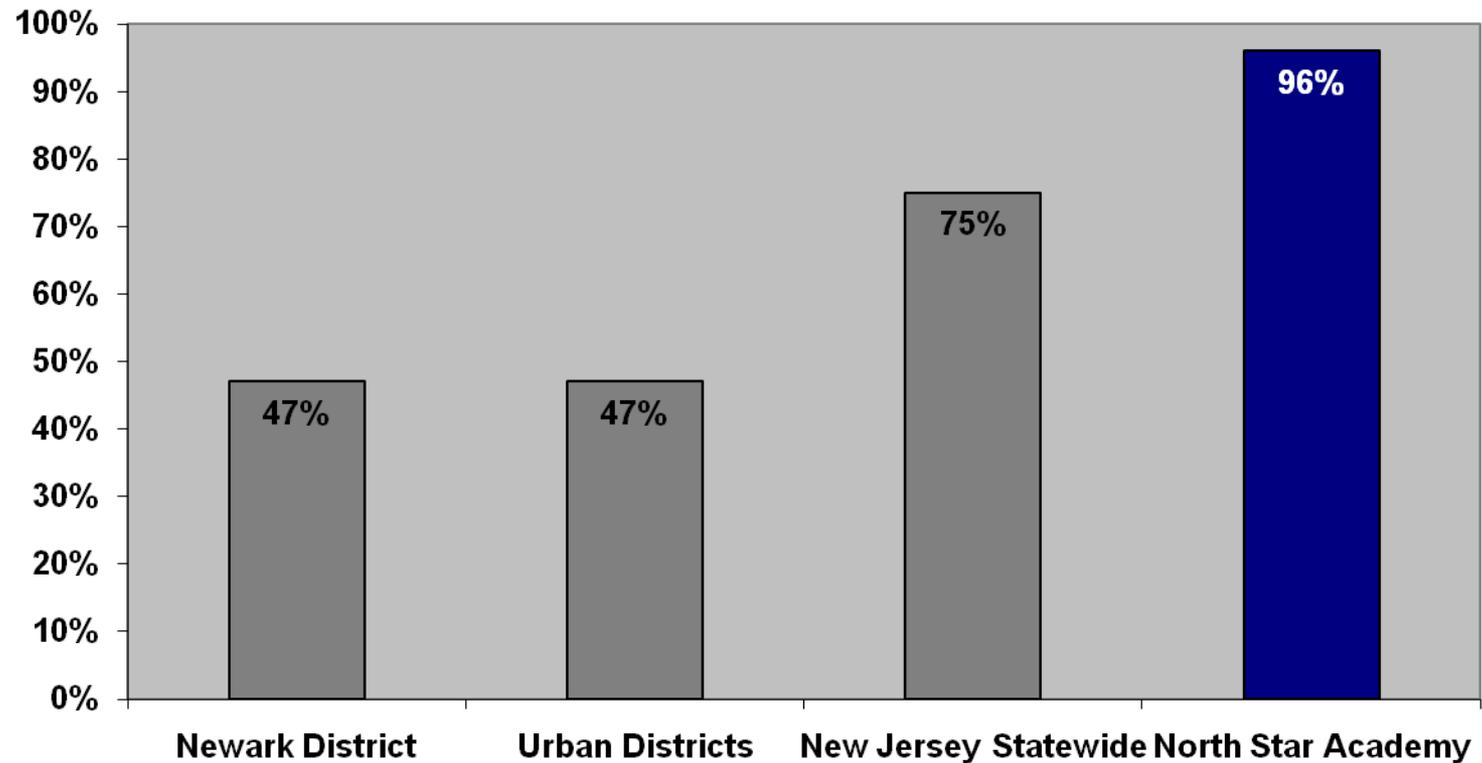
North Star Academy Charter School - North Campus  
2007 New Jersey State 6th Grade Math Exam  
Class of 2013: Percentage Proficient and Advanced



\*Urban and state results are for 2006.

# North Star Academy North – 6<sup>th</sup> Grade ELA

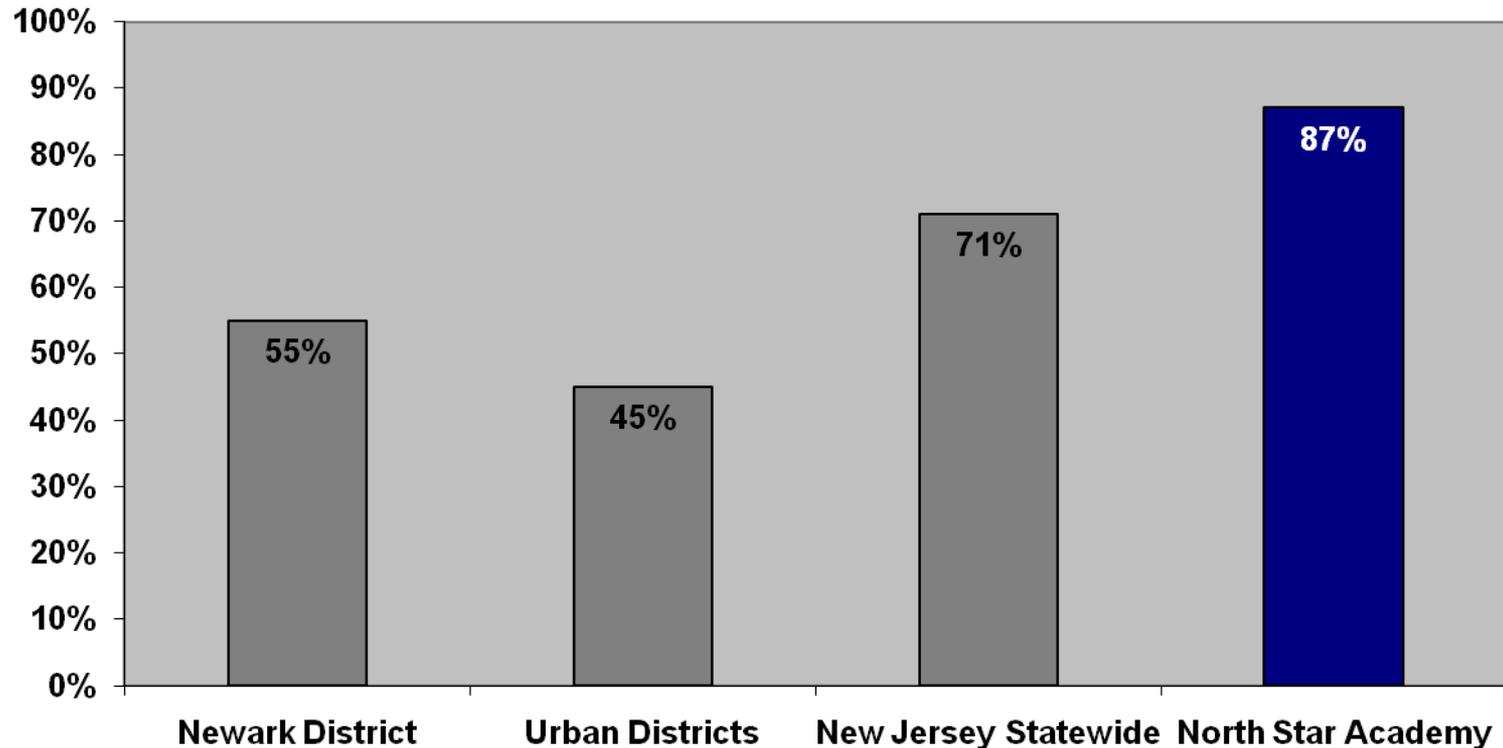
North Star Academy Charter School - North Campus  
2007 New Jersey State 6th Grade Language Arts Exam  
Class of 2013: Percentage Proficient and Advanced



\*Urban and state results are for 2006.

# North Star Academy Downtown – 6<sup>th</sup> Grade Math

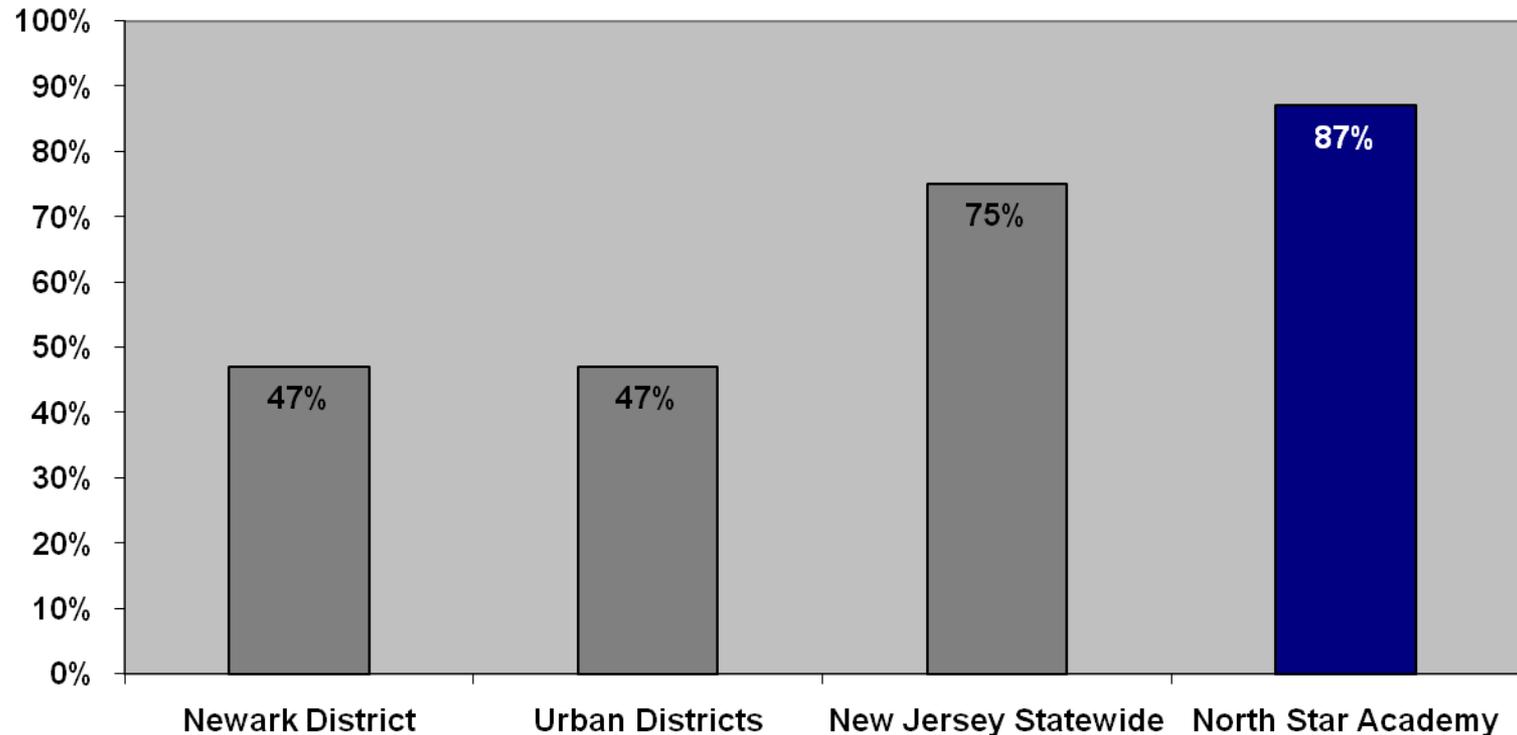
North Star Academy Charter School - Downtown Campus  
2007 New Jersey State 6th Grade Math Exam  
Class of 2013: Percentage Proficient and Advanced



\*Urban and state results are for 2006.

# North Star Academy Downtown – 6<sup>th</sup> Grade ELA

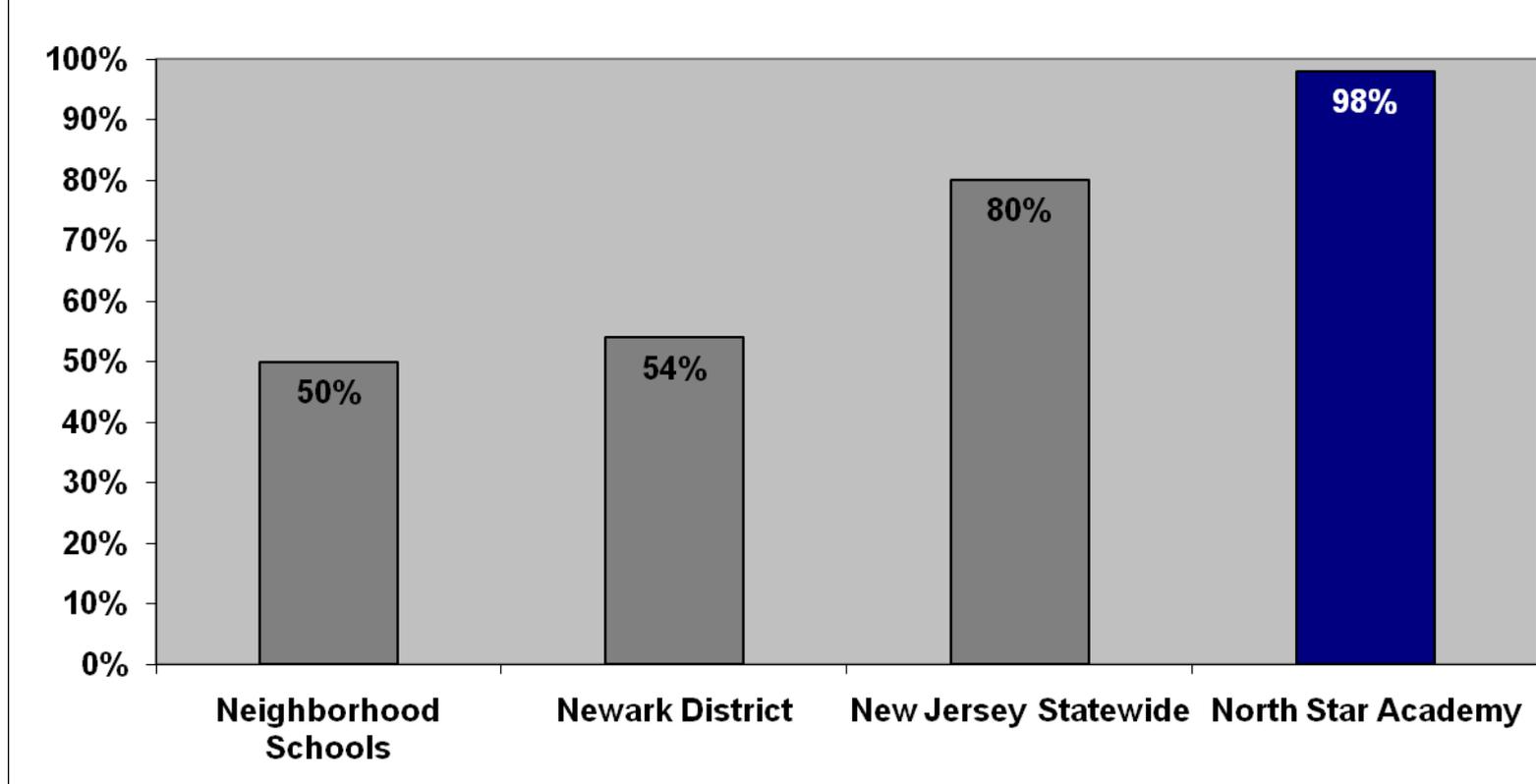
North Star Academy Charter School - Downtown Campus  
2007 New Jersey State 6th Grade Language Arts Exam  
Class of 2013: Percentage Proficient and Advanced



\*Urban and state results are for 2006.

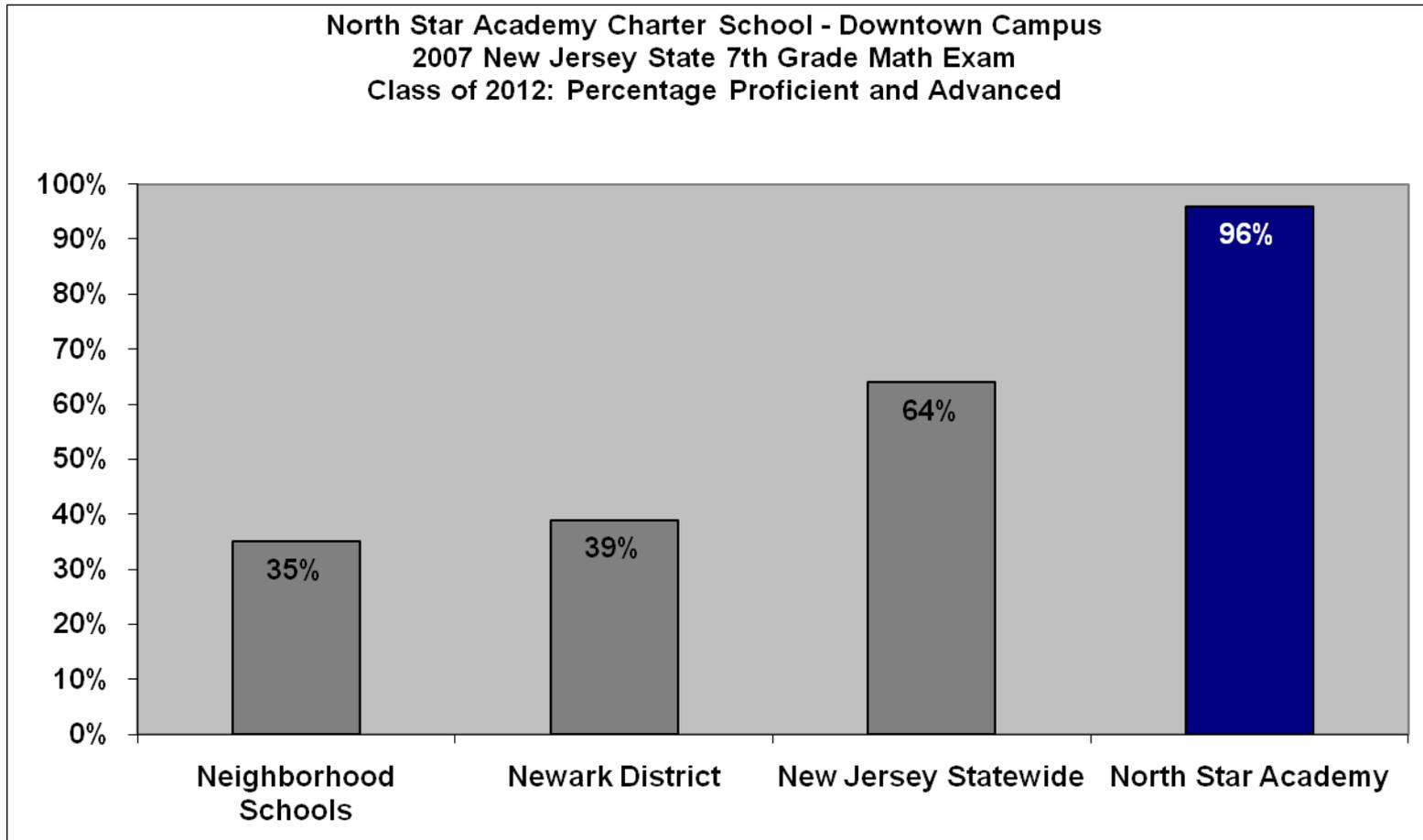
# North Star Academy Downtown – 7<sup>th</sup> Grade ELA

North Star Academy Charter School - Downtown Campus  
2007 New Jersey State 7th Grade Language Arts Exam  
Class of 2012: Percentage Proficient and Advanced



\*State result is for 2006.

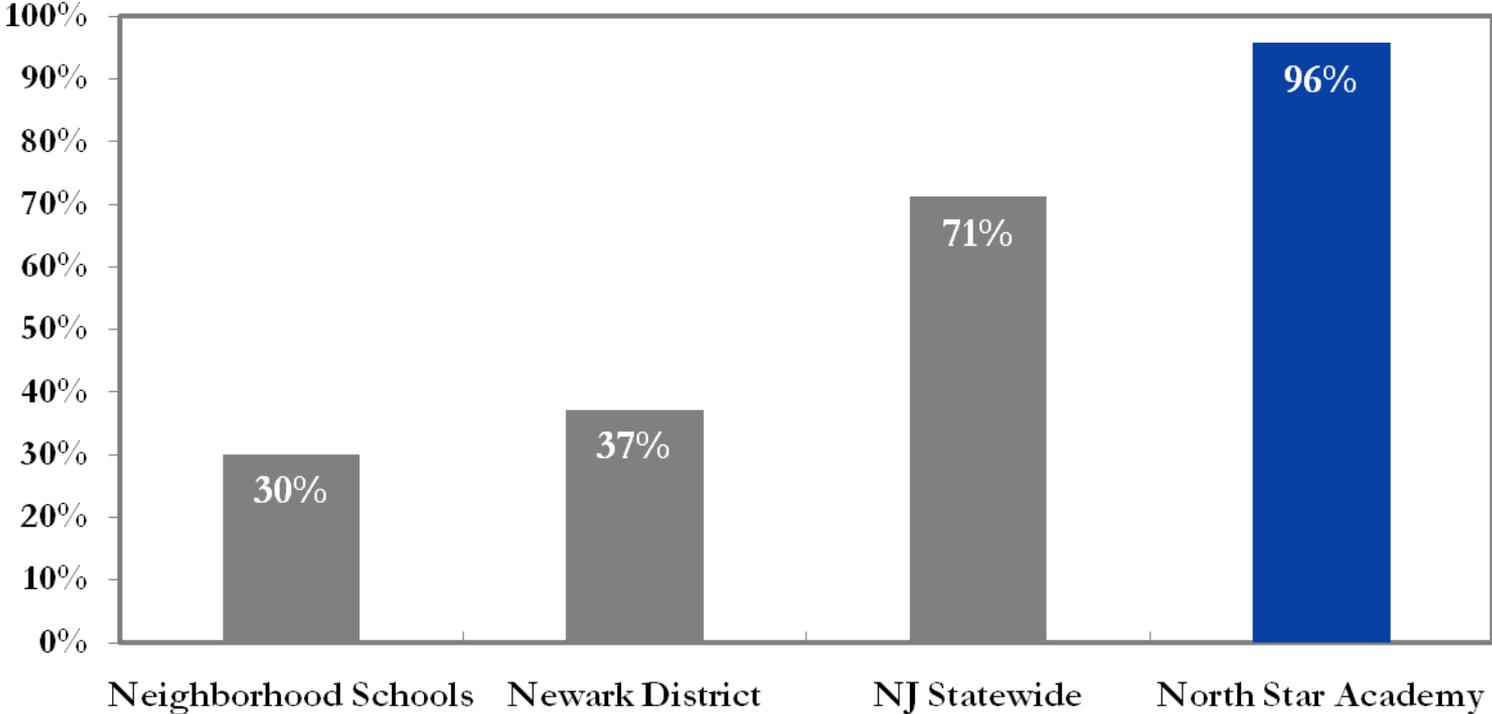
# North Star Academy Downtown – 7<sup>th</sup> Grade Math



\*State result is for 2006.

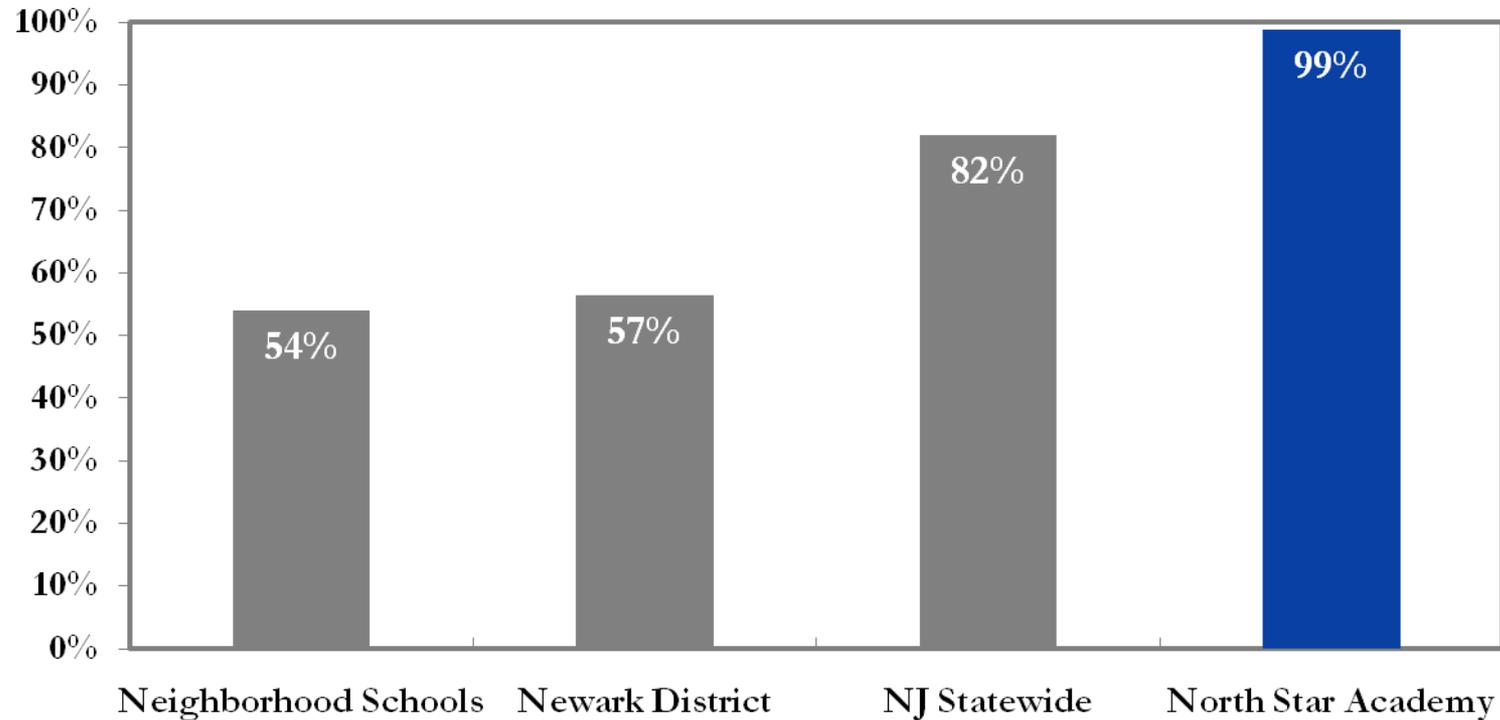
# NORTH STAR ACADEMY- 8<sup>th</sup> GRADE MATH

North Star Academy Charter School  
2009 New Jersey State 8th Grade Math Exam  
Class of 2013: Percentage Proficient and Advanced



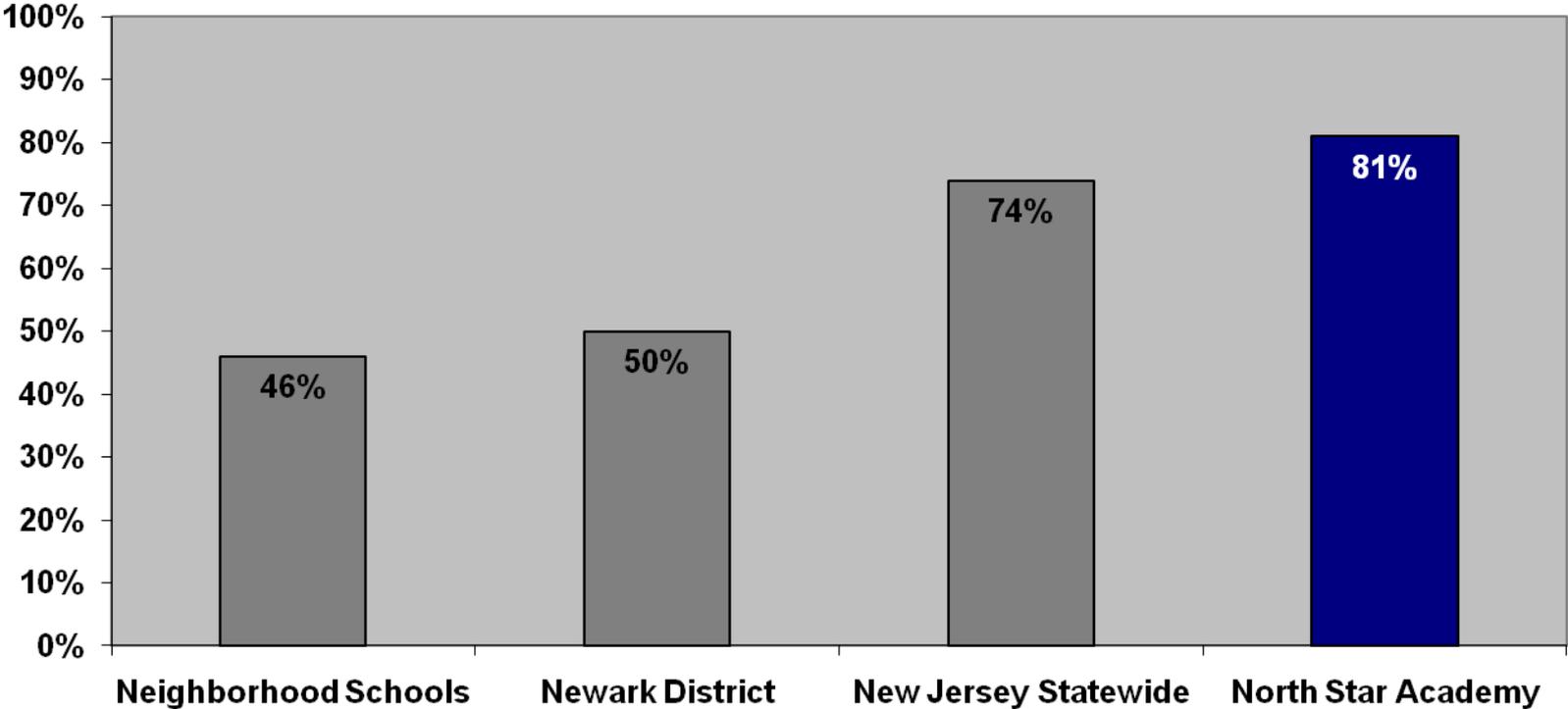
# NORTH STAR ACADEMY- 8<sup>th</sup> GRADE ELA

North Star Academy Charter School  
2009 New Jersey State 8th Grade Language Arts Exam  
Class of 2013: Percentage Proficient and Advanced



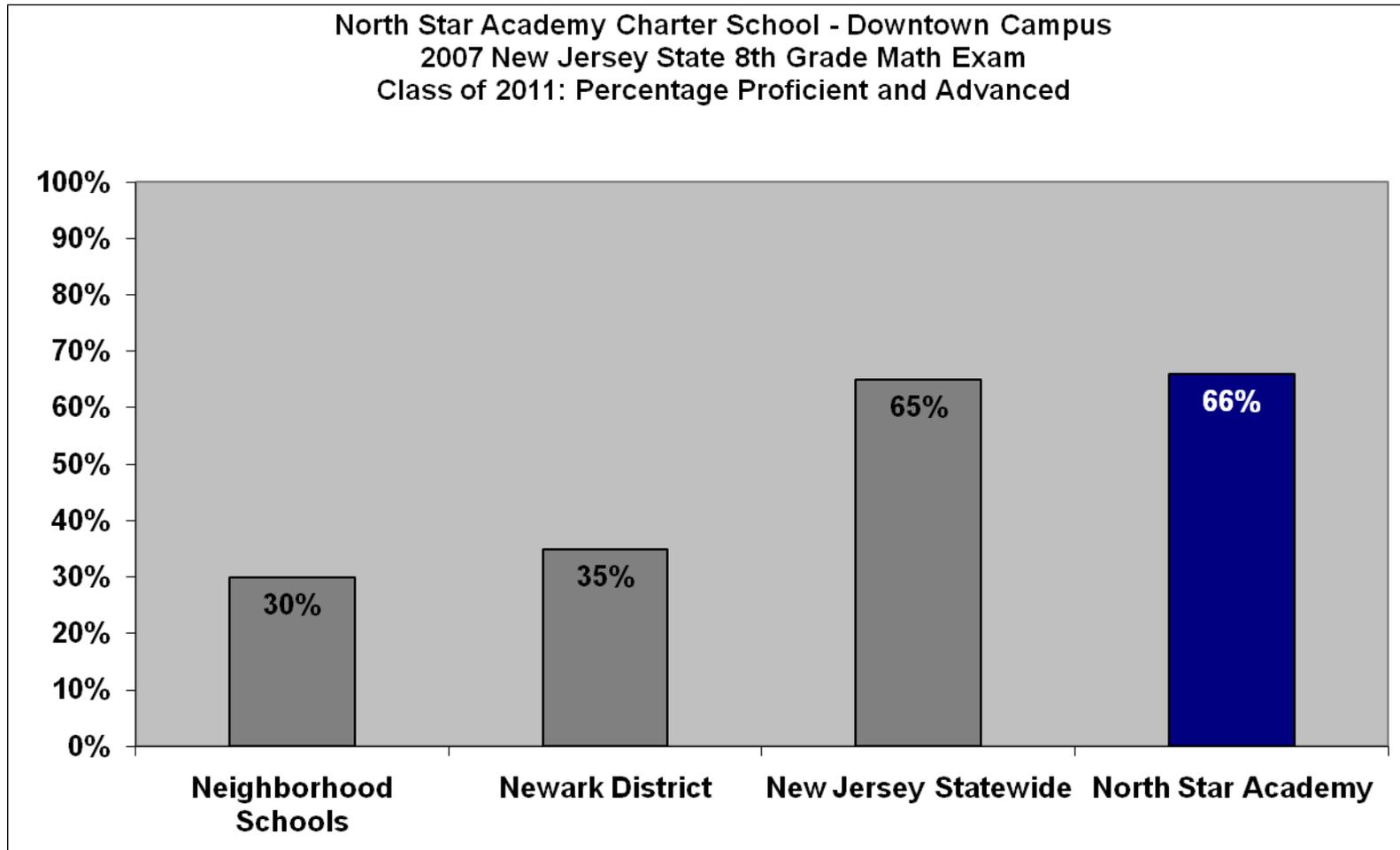
# North Star Academy Downtown – 8<sup>th</sup> Grade ELA

North Star Academy Charter School - Downtown Campus  
2007 New Jersey State 8th Grade Language Arts Exam  
Class of 2011: Percentage Proficient and Advanced



\*State result is for 2006.

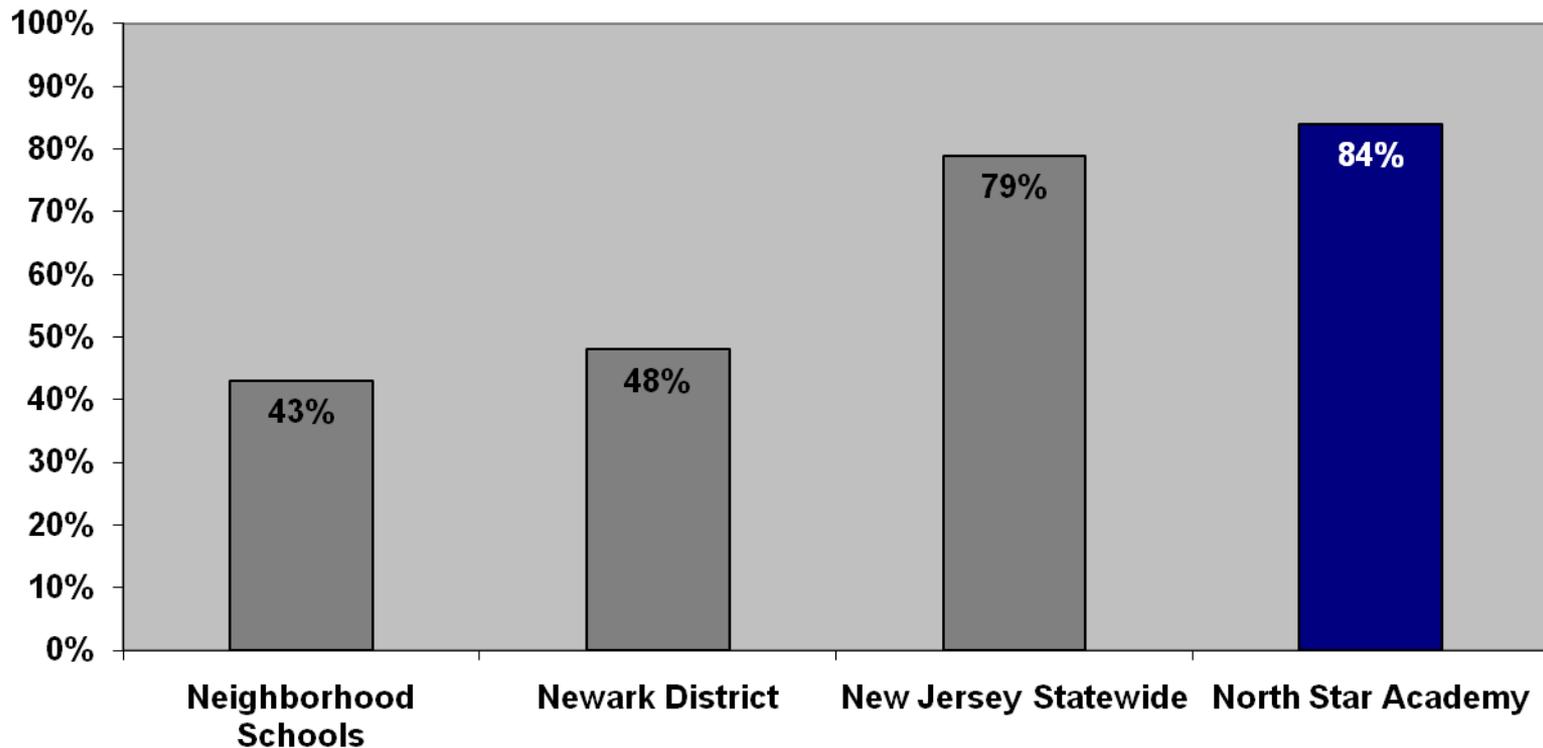
# North Star Academy Downtown – 8<sup>th</sup> Grade Math



\*State result is for 2006.

# North Star Academy Downtown – 8<sup>th</sup> Grade Science

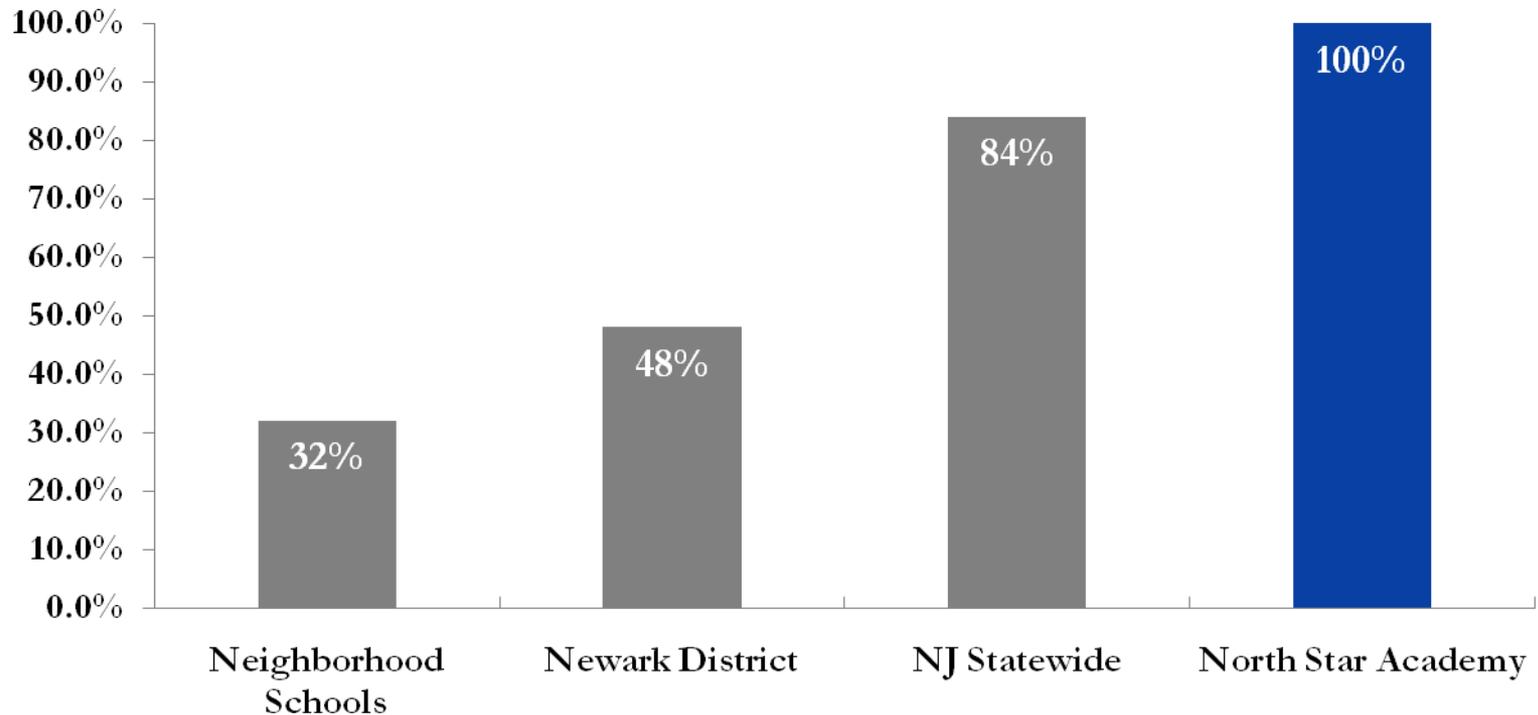
North Star Academy Charter School - Downtown Campus  
2007 New Jersey State 8th Grade Science Exam  
Class of 2011: Percentage Proficient and Advanced



\*State result is for 2006.

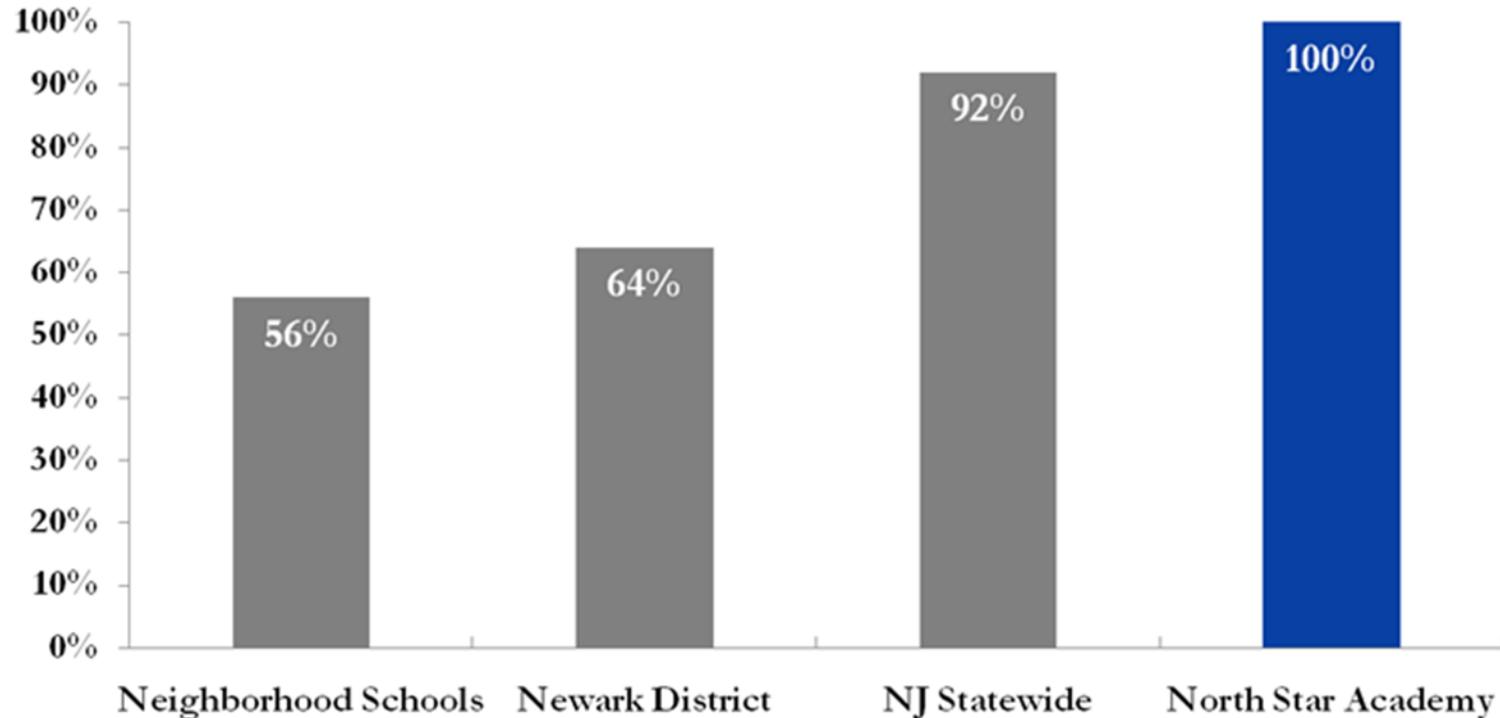
# North Star Academy - High School

North Star Academy Charter School  
2009 New Jersey High School Proficiency Assessment - Math  
Class of 2010 (General Ed): Percentage Proficient and Advanced



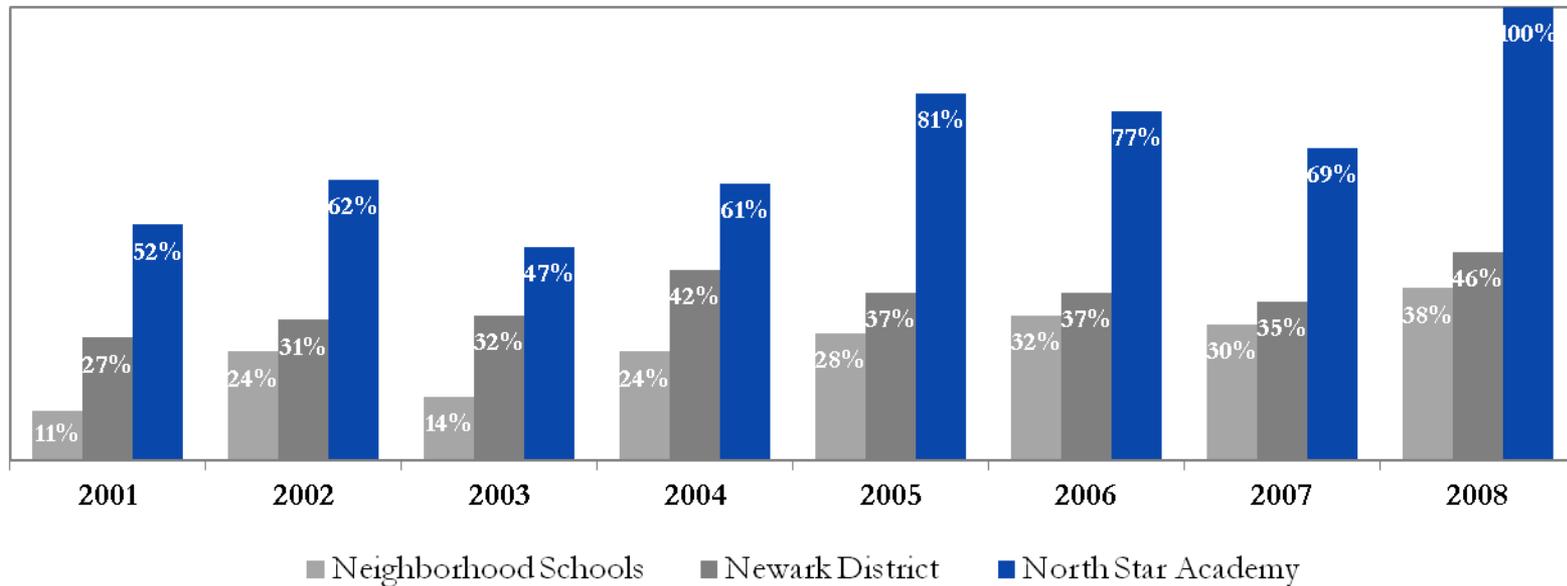
# North Star Academy - High School

North Star Academy Charter School  
2009 New Jersey High School Proficiency Assessment - English  
Class of 2010 (General Ed): Percentage Proficient and Advanced



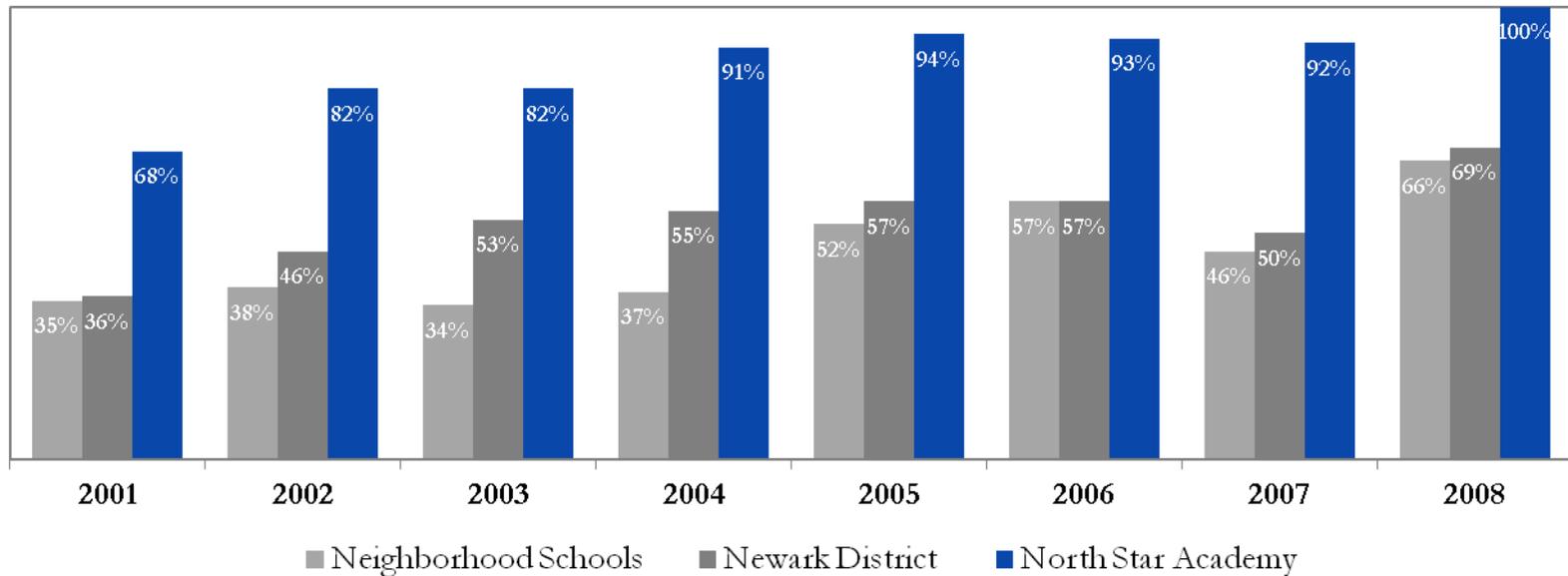
# GEPA/ NJASK8 MATH PROFICIENCY

2001-2008 GEPA/NJASK8 – 8<sup>th</sup> Grade Test  
Math Proficiency Rate  
General Education Students



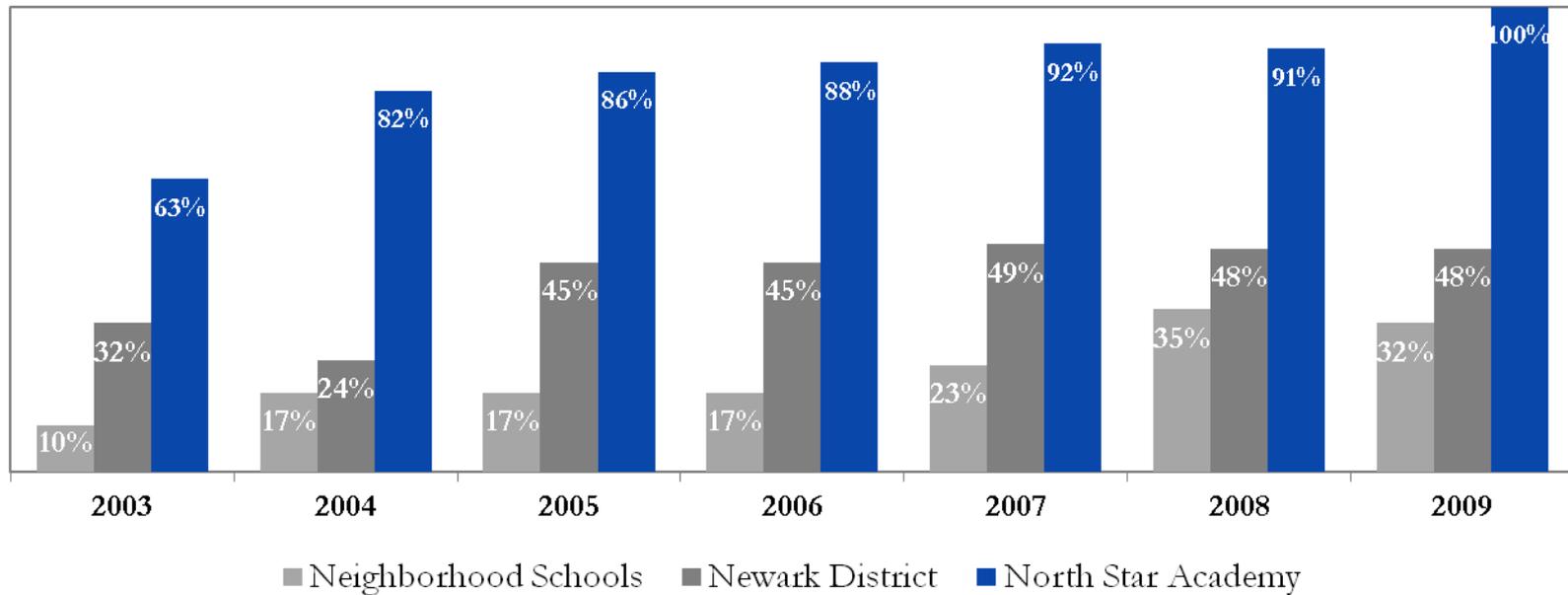
# GEPA/ NJASK LANGUAGE ARTS PROFICIENCY

2001-2008 GEPA/NJASK8 – 8<sup>th</sup> Grade Test  
Language Arts Proficiency Rate  
General Education Students



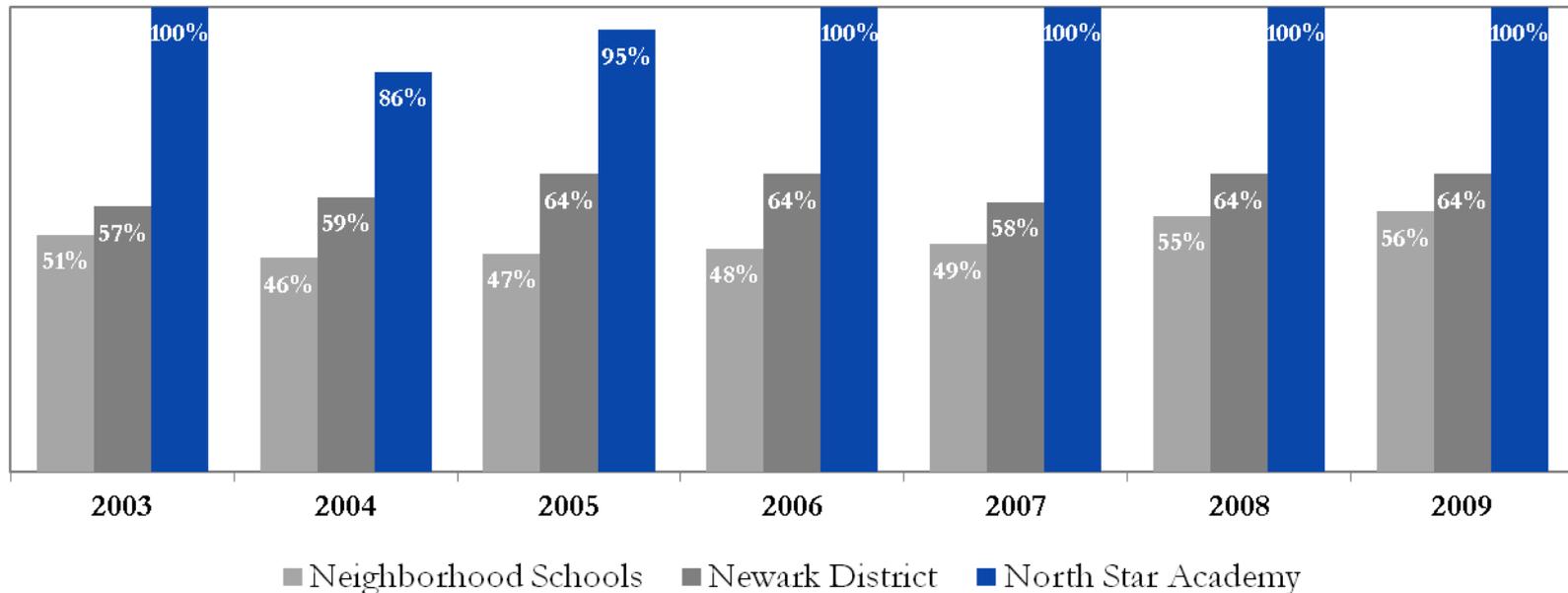
# NEW JERSEY HSPA- MATH PROFICIENCY

2003-2009 New Jersey HSPA – 11<sup>th</sup> Grade Test  
Math Proficiency Rate  
General Education Students



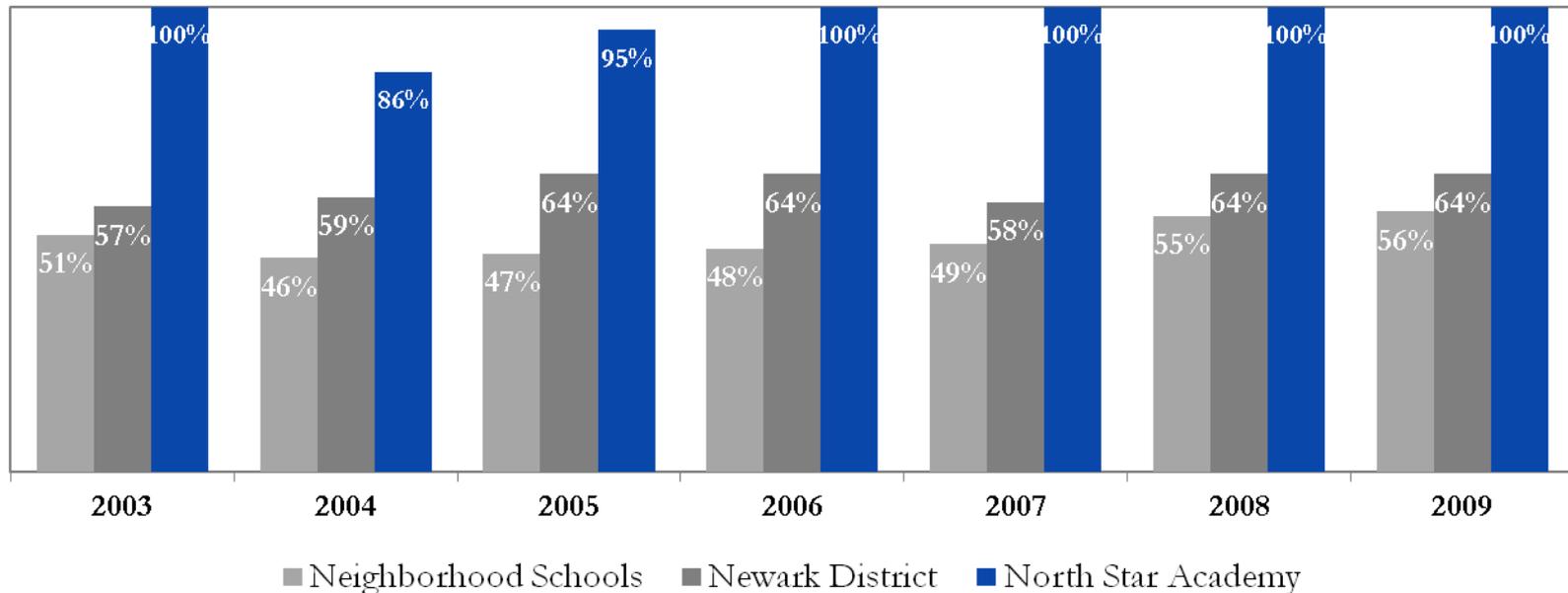
# NEW JERSEY HSPA- ENGLISH PROFICIENCY

2003-2009 New Jersey HSPA – 11<sup>th</sup> Grade Test  
English Proficiency Rate  
General Education Students



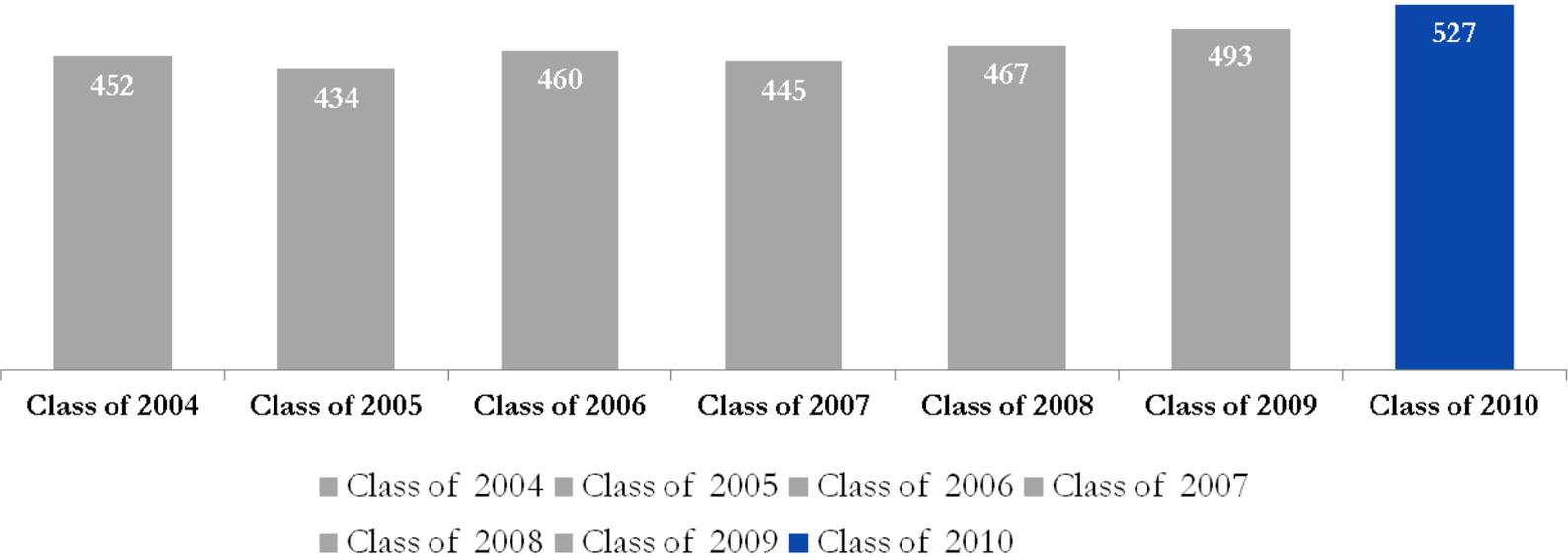
# NEW JERSEY HSPA- ENGLISH PROFICIENCY

2003-2009 New Jersey HSPA – 11<sup>th</sup> Grade Test  
English Proficiency Rate  
General Education Students



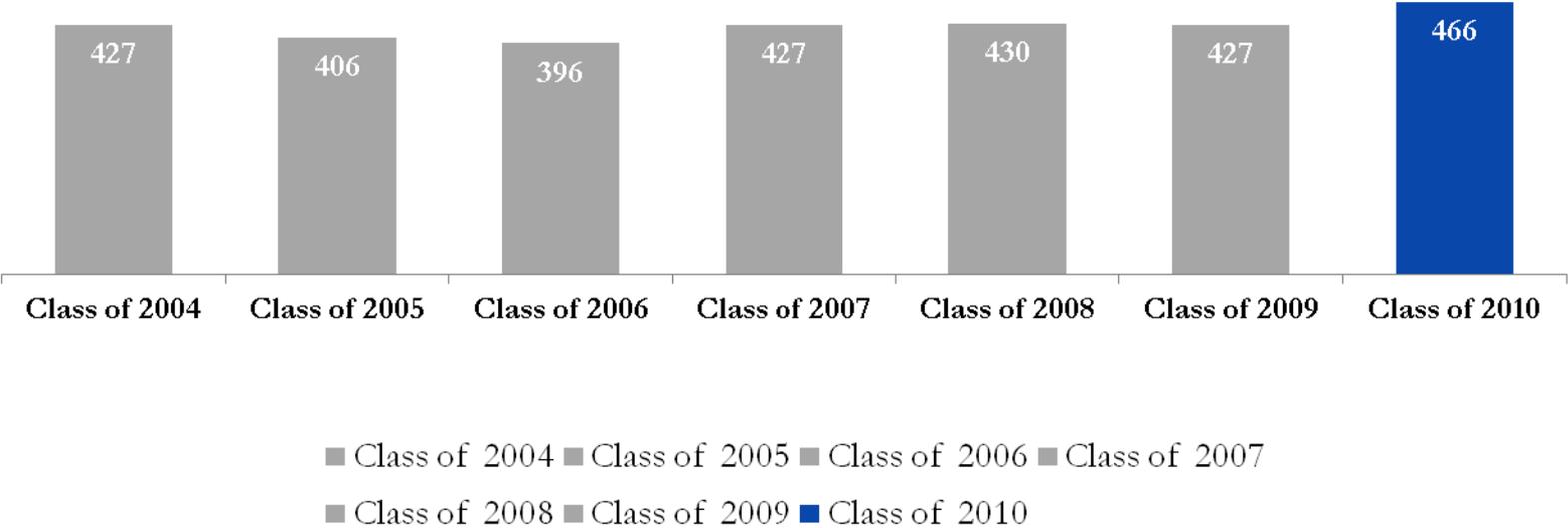
# Standardized Assessment: SAT

SAT MATH SCORES 1st SAT 2004-2009



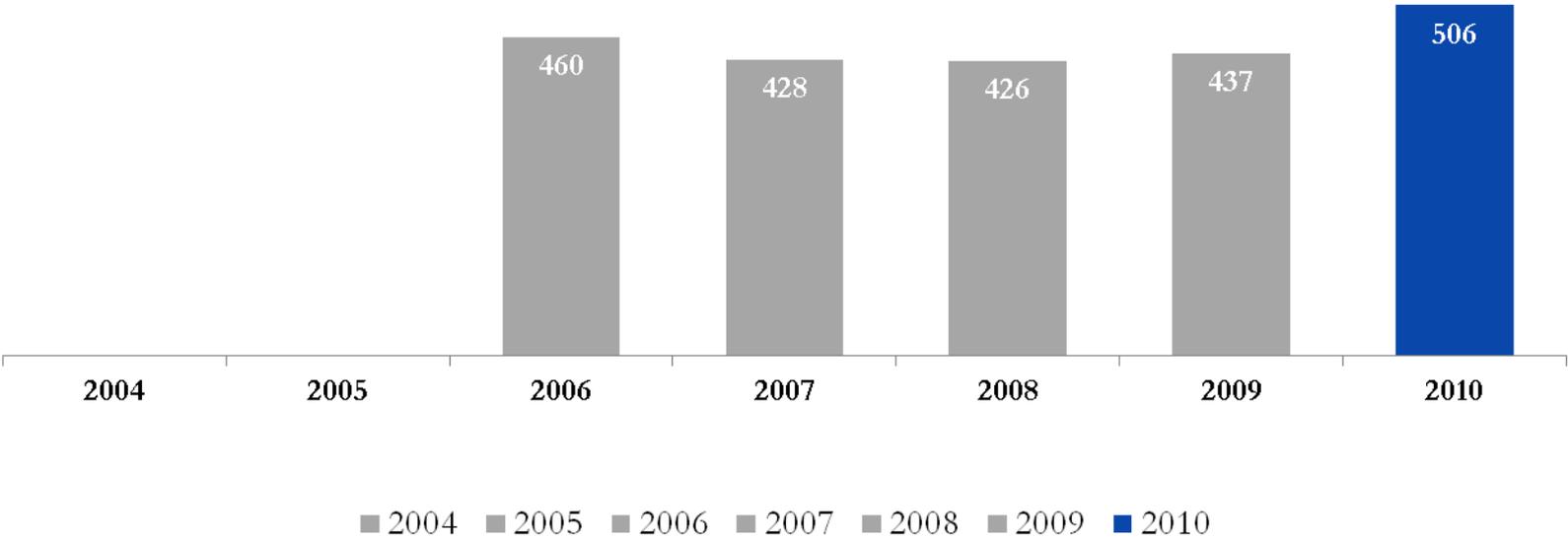
# Standardized Assessment: SAT

SAT CRITICAL READING SCORES 1st SAT 2004-2009



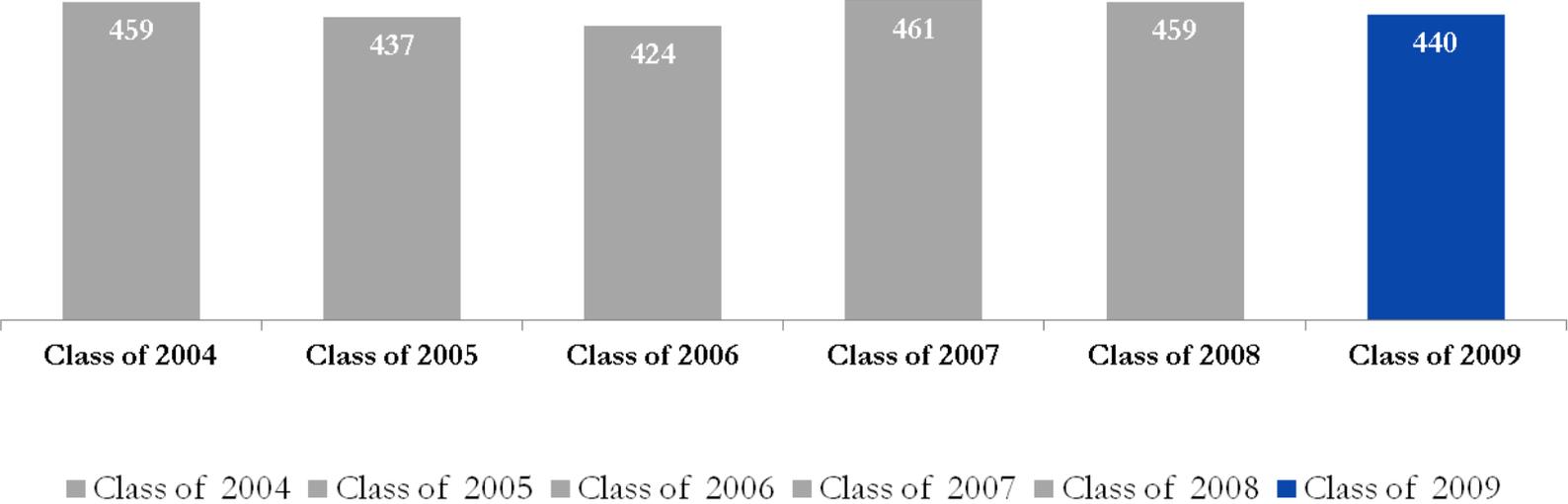
# Standardized Assessment: SAT

SAT Writing Scores 1st SAT 2004-2009



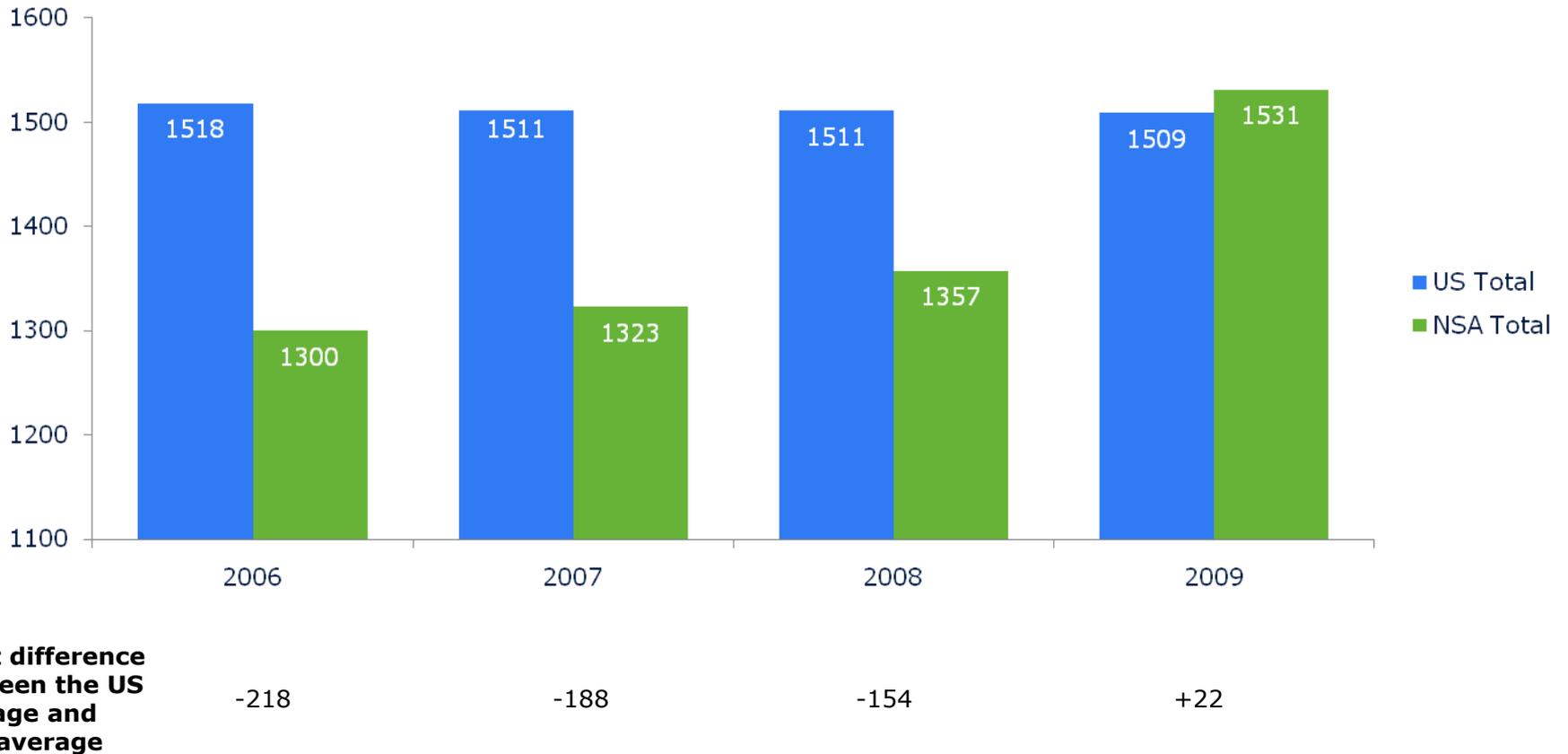
# Standardized Assessment: SAT

SAT Critical Reading BEST SAT 2004-2009



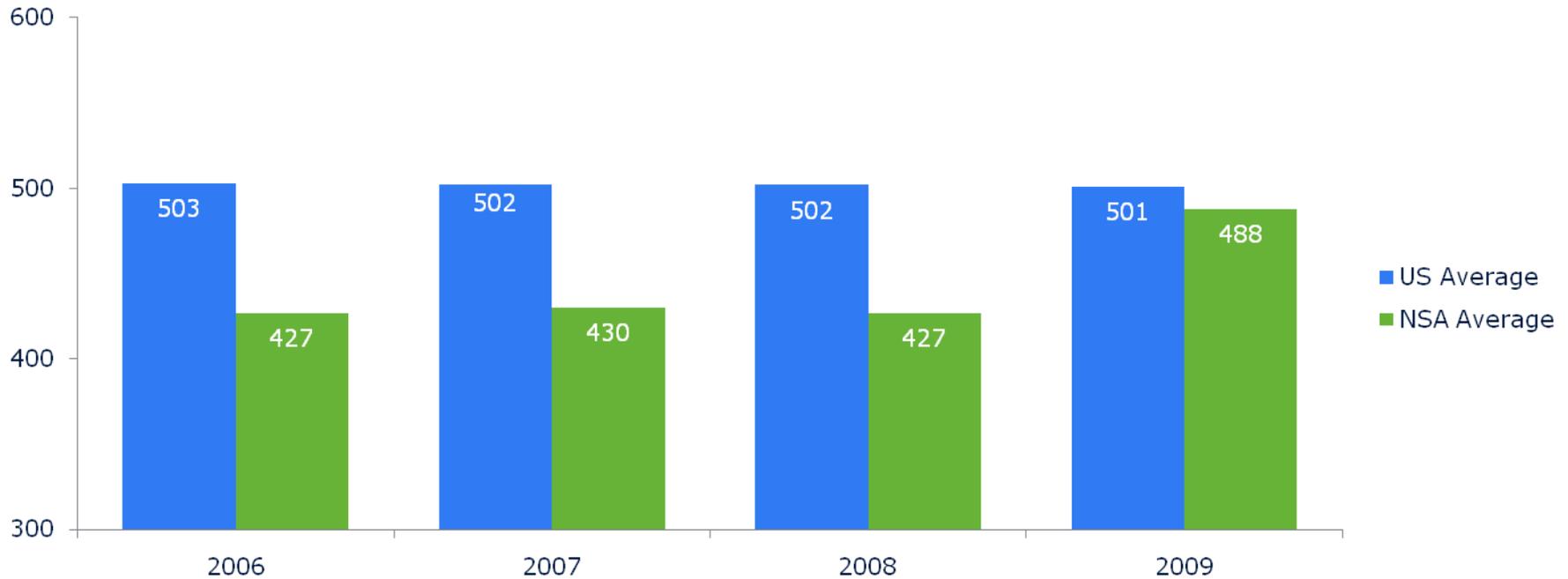
# Trends from 2006-2009

## Total SAT Score Comparison: NSA and US Average



# Trends from 2006-2009

## Reading Comparison: NSA and US Average



**Point difference  
between the US  
average and  
NSA average**

-76

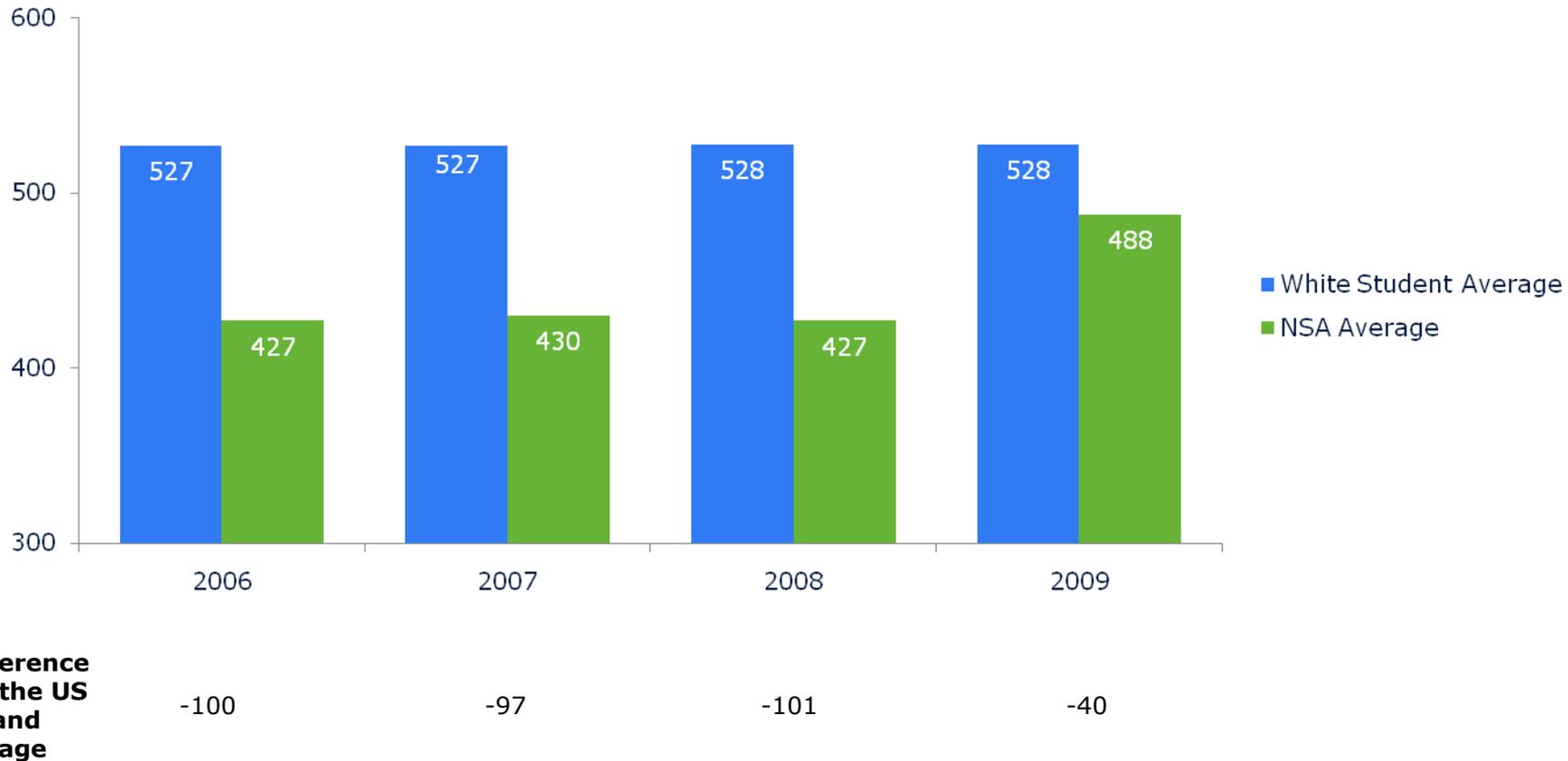
-72

-75

-13

# Trends from 2006-2009

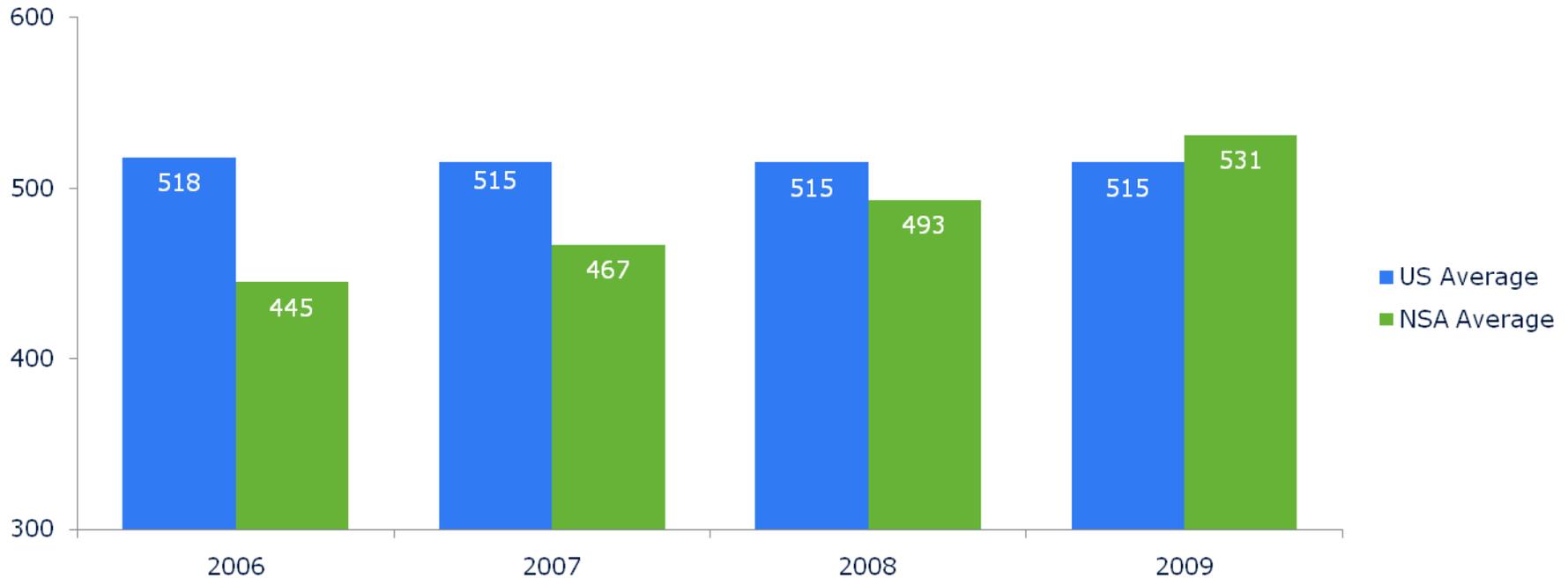
## Reading Comparison: NSA and White Student Average



Point difference  
between the US  
average and  
NSA average

# Trends from 2006-2009

## Math Comparison: NSA and US Average



**Point difference  
between the US  
average and  
NSA average**

-73

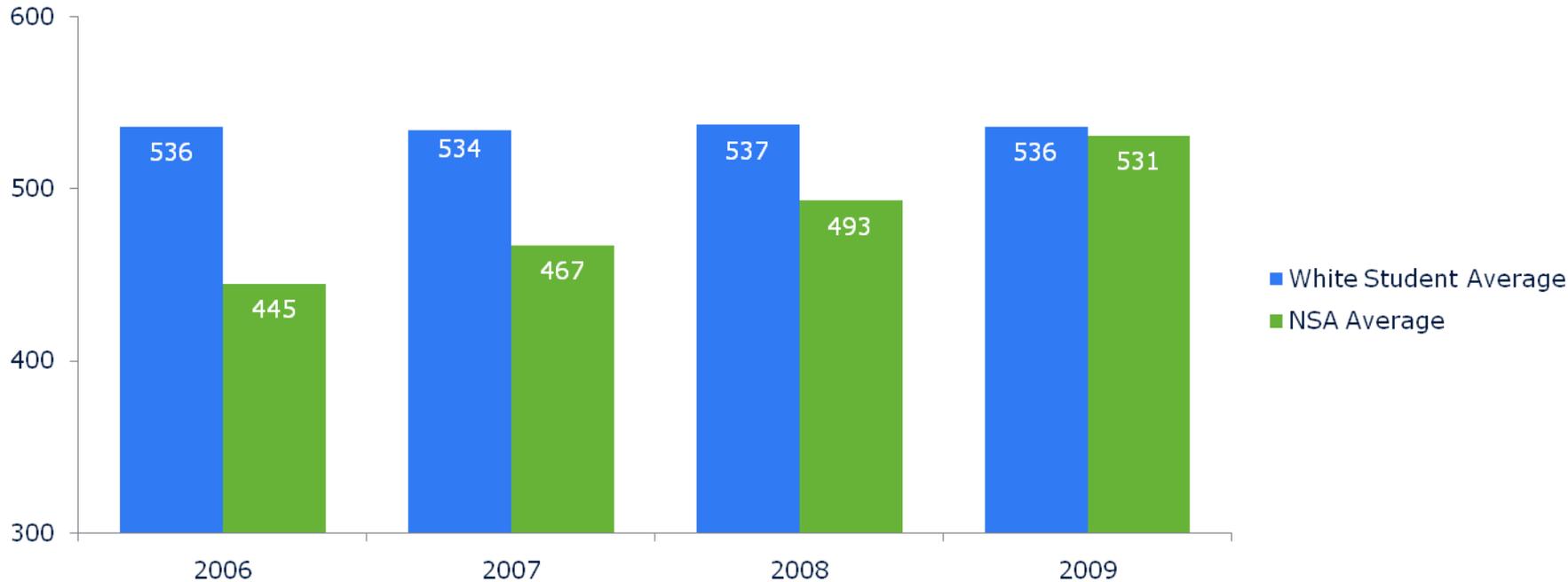
-48

-22

+16

# Trends from 2006-2009

## Math Comparison: NSA and White Student Average



**Point difference  
between the US  
average and  
NSA average**

-91

-67

-44

-5

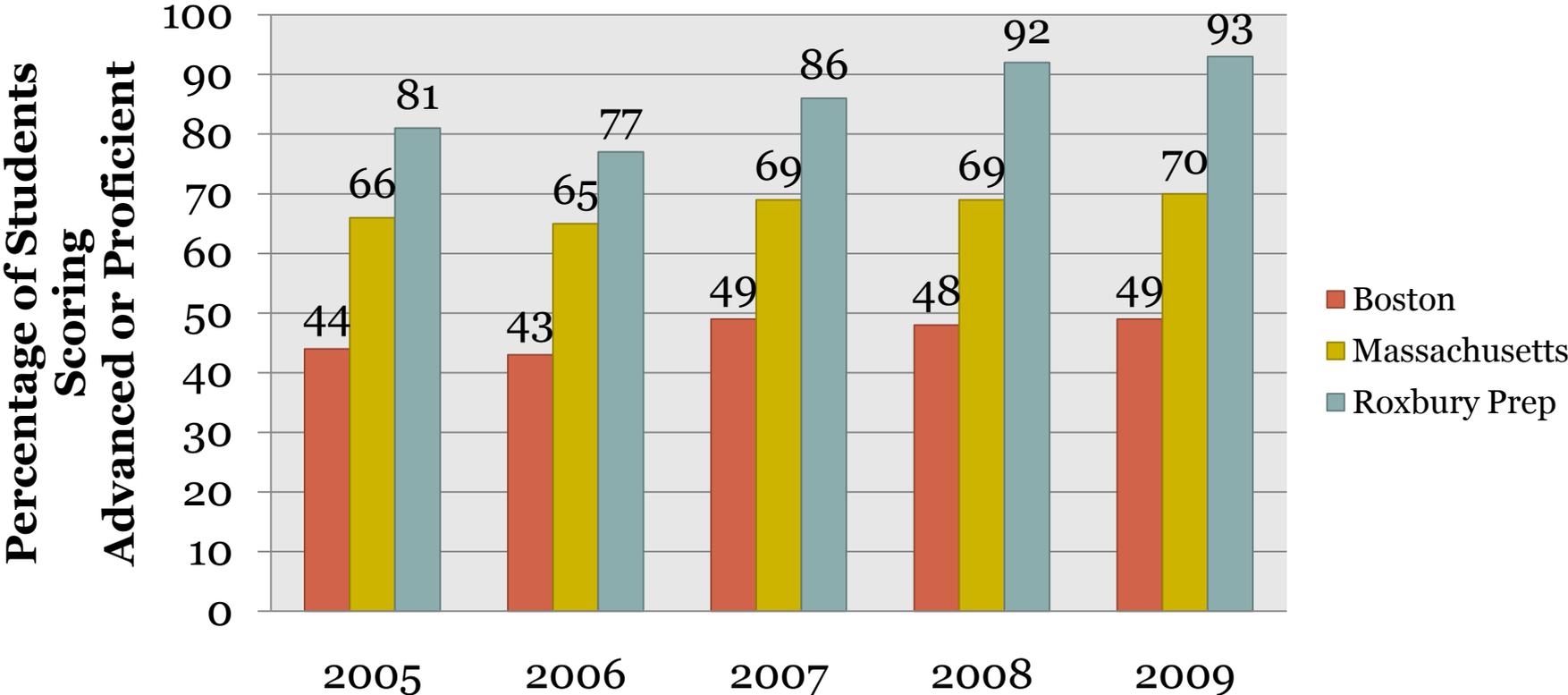
## **Uncommon Schools Academic Results** **Roxbury Preparatory Charter School** **Boston, Massachusetts**

Spring 2009

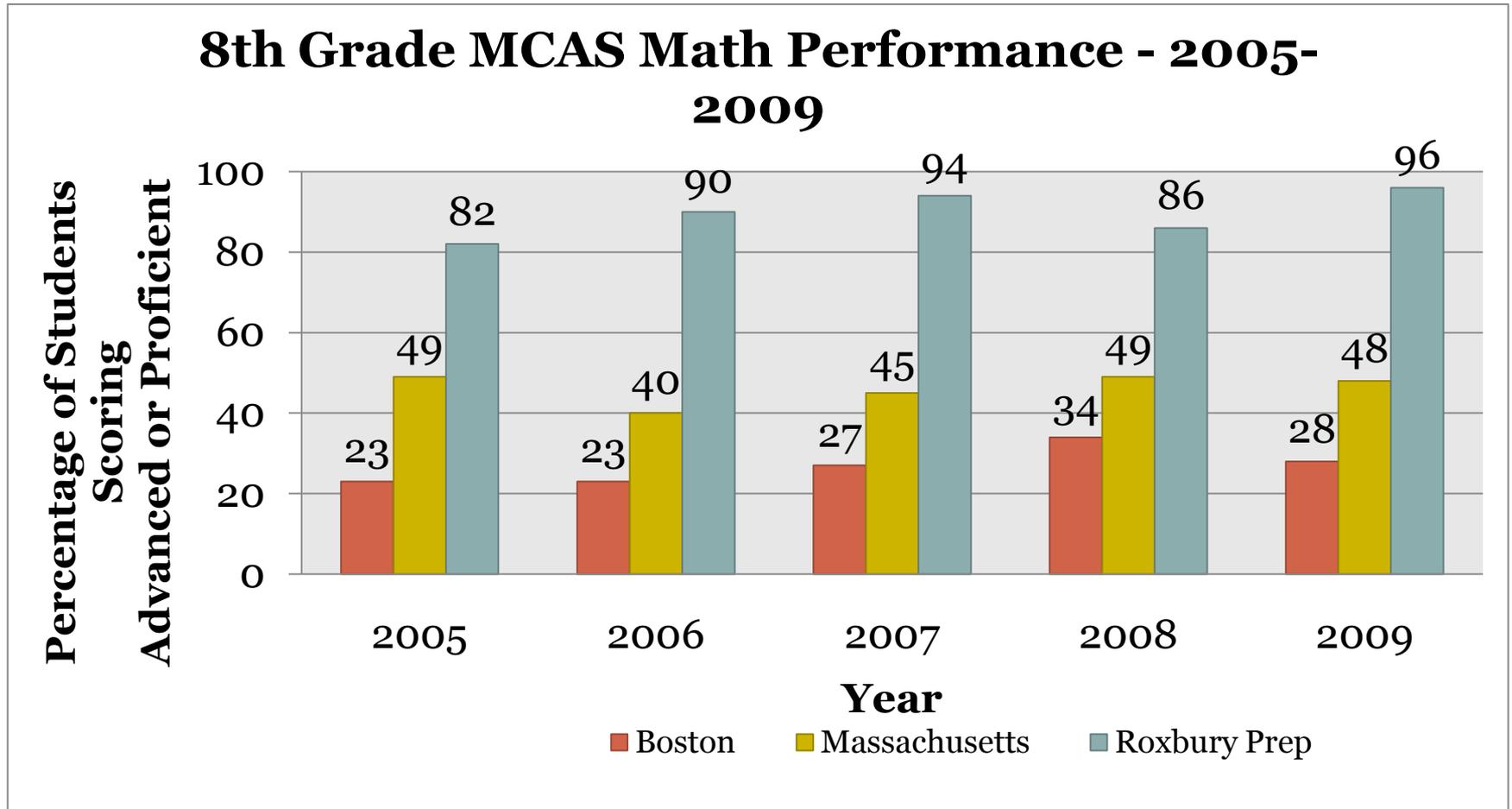
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# Our MCAS Results: Consistent Excellence

## 7th Grade MCAS ELA Performance - 2005-2009



# Our MCAS Results: Consistent Excellence



# Project Narrative

## Section 6 - Other Attachments: Supplemental Organizational Budgets and Financial Information

Attachment 1:

Title: **Uncommon Schools Budgets and Financial Pages: 0** Uploaded File: \\Usi-dc-2k3\shared\Development\CSP Grant\CSP Grant Docs\2010\_Uncommon\_Schools\_Budget\_and\_Financials.pdf

v Uncommon Schools Section 6: Budget and Financials

Year	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2015-17	2017-18	2018-19
<p><b>Uncommon Schools</b>                      Calculations                      Hard coded inputs                      Assumptions</p>										
Driver										
<b>STAFFING AND SALARIES</b>										
<b>STAFFING</b>										
SALARY RAISE PER YEAR										
STAFFING										
Chief Executive Officer										
CEO Salary	\$191,000	\$250,000	\$250,000	\$240,000	\$250,000	\$273,400	\$287,165	\$301,322	\$316,336	\$332,127
Chief Operating Officer	\$185,000	\$190,000	\$190,000	\$185,000	\$190,000	\$203,940	\$218,499	\$234,018	\$250,749	\$269,717
Chief Financial Officer	\$130,000	\$160,000	\$160,000	\$176,400	\$185,220	\$194,481	\$204,205	\$214,415	\$225,136	\$236,883
Chief of Staff	\$50,000	\$50,000	\$50,000	\$50,000	\$50,000	\$50,000	\$50,000	\$50,000	\$50,000	\$50,000
Chief of Operations	\$120,000	\$140,000	\$140,000	\$154,350	\$163,090	\$173,171	\$178,670	\$187,813	\$196,954	\$206,094
Chief of Marketing	\$130,000	\$136,500	\$143,325	\$150,451	\$158,016	\$165,917	\$174,212	\$182,923	\$192,059	\$201,673
Chief of Technology	\$100,000	\$125,000	\$125,000	\$131,250	\$137,813	\$144,703	\$151,928	\$159,502	\$167,432	\$175,622
<b>Total Executive Leadership</b>										
Senior Director of Finance	\$120,000	\$126,000	\$132,000	\$138,915	\$145,861	\$153,154	\$160,811	\$168,852	\$177,295	\$186,159
Director of Finance	\$100,000	\$100,000	\$105,000	\$110,250	\$115,763	\$121,551	\$127,628	\$134,010	\$140,710	\$147,746
Director of Development	\$100,000	\$105,000	\$110,250	\$115,763	\$121,551	\$127,628	\$134,010	\$140,710	\$147,746	\$155,133
Director of Marketing & External Relations	\$100,000	\$105,000	\$110,250	\$115,763	\$121,551	\$127,628	\$134,010	\$140,710	\$147,746	\$155,133
Director of Recruitment	\$100,000	\$105,000	\$110,250	\$115,763	\$121,551	\$127,628	\$134,010	\$140,710	\$147,746	\$155,133
Senior Director of Human Capital	\$110,000	\$118,250	\$124,163	\$130,371	\$136,889	\$143,734	\$150,960	\$158,466	\$166,300	\$174,709
Director of Organizational Learning	\$85,000	\$89,250	\$93,713	\$98,396	\$103,318	\$108,484	\$113,908	\$119,604	\$125,584	\$131,863
Director of Organizational Learning Salary	\$85,000	\$89,250	\$93,713	\$98,396	\$103,318	\$108,484	\$113,908	\$119,604	\$125,584	\$131,863
Director of Technology / Strategic Management	\$100,000	\$100,000	\$105,000	\$110,250	\$115,763	\$121,551	\$127,628	\$134,010	\$140,710	\$147,746
Technology Project Manager	\$100,000	\$105,000	\$110,250	\$115,763	\$121,551	\$127,628	\$134,010	\$140,710	\$147,746	\$155,133
Director of Infrastructure	\$100,000	\$105,000	\$110,250	\$115,763	\$121,551	\$127,628	\$134,010	\$140,710	\$147,746	\$155,133
Director of Special Education	\$85,000	\$89,250	\$93,713	\$98,396	\$103,318	\$108,484	\$113,908	\$119,604	\$125,584	\$131,863
Director of Real Estate / Facilities	\$65,000	\$69,750	\$74,738	\$80,074	\$85,774	\$91,847	\$98,297	\$105,142	\$112,391	\$120,054
Network COO	\$115,000	\$123,077	\$131,231	\$139,663	\$148,385	\$157,401	\$166,718	\$176,341	\$186,276	\$196,529
Assistant Managing Director	\$100,000	\$105,000	\$110,250	\$115,763	\$121,551	\$127,628	\$134,010	\$140,710	\$147,746	\$155,133
Director of Human Resources	\$100,000	\$105,000	\$110,250	\$115,763	\$121,551	\$127,628	\$134,010	\$140,710	\$147,746	\$155,133
General Counsel/Director of Human Resources Salary	\$100,000	\$105,000	\$110,250	\$115,763	\$121,551	\$127,628	\$134,010	\$140,710	\$147,746	\$155,133
Director of Government & Community Relations	\$100,000	\$105,000	\$110,250	\$115,763	\$121,551	\$127,628	\$134,010	\$140,710	\$147,746	\$155,133
Director of Government & Community Relations Salary	\$100,000	\$105,000	\$110,250	\$115,763	\$121,551	\$127,628	\$134,010	\$140,710	\$147,746	\$155,133
Director of Special Projects	\$80,000	\$84,000	\$88,000	\$92,000	\$96,000	\$100,000	\$104,000	\$108,000	\$112,000	\$116,000
Director of Special Projects Salary	\$80,000	\$84,000	\$88,000	\$92,000	\$96,000	\$100,000	\$104,000	\$108,000	\$112,000	\$116,000
<b>Total Director-Level Staff</b>										
Senior Accountant / Business Managers	\$70,000	\$74,000	\$78,000	\$82,000	\$86,000	\$90,000	\$94,000	\$98,000	\$102,000	\$106,000
Bookkeeper	\$65,000	\$68,000	\$71,000	\$74,000	\$77,000	\$80,000	\$83,000	\$86,000	\$89,000	\$92,000
Grants Manager	\$72,000	\$75,000	\$78,000	\$81,000	\$84,000	\$87,000	\$90,000	\$93,000	\$96,000	\$99,000
Technology Associate	\$70,000	\$73,000	\$76,000	\$79,000	\$82,000	\$85,000	\$88,000	\$91,000	\$94,000	\$97,000
Development Associate	\$65,000	\$68,000	\$71,000	\$74,000	\$77,000	\$80,000	\$83,000	\$86,000	\$89,000	\$92,000
Senior Associate Director of Recruitment / Teachers	\$73,000	\$76,000	\$79,000	\$82,000	\$85,000	\$88,000	\$91,000	\$94,000	\$97,000	\$100,000
Senior Associate Director of Recruitment Salary	\$73,000	\$76,000	\$79,000	\$82,000	\$85,000	\$88,000	\$91,000	\$94,000	\$97,000	\$100,000
Real Estate Associate	\$65,000	\$68,000	\$71,000	\$74,000	\$77,000	\$80,000	\$83,000	\$86,000	\$89,000	\$92,000
Associate Director of Operations	\$72,000	\$75,000	\$78,000	\$81,000	\$84,000	\$87,000	\$90,000	\$93,000	\$96,000	\$99,000
Associate Director of Operations Salary	\$72,000	\$75,000	\$78,000	\$81,000	\$84,000	\$87,000	\$90,000	\$93,000	\$96,000	\$99,000
External/Community Relations Associate	\$70,000	\$73,000	\$76,000	\$79,000	\$82,000	\$85,000	\$88,000	\$91,000	\$94,000	\$97,000
External Relations Associate Salary	\$70,000	\$73,000	\$76,000	\$79,000	\$82,000	\$85,000	\$88,000	\$91,000	\$94,000	\$97,000
Human Resources Associate	\$67,000	\$70,000	\$73,000	\$76,000	\$79,000	\$82,000	\$85,000	\$88,000	\$91,000	\$94,000
Human Resources Associate Salary	\$67,000	\$70,000	\$73,000	\$76,000	\$79,000	\$82,000	\$85,000	\$88,000	\$91,000	\$94,000
Organizational Learning Associate	\$70,000	\$73,000	\$76,000	\$79,000	\$82,000	\$85,000	\$88,000	\$91,000	\$94,000	\$97,000
PD & Internal Learning Development Salary	\$70,000	\$73,000	\$76,000	\$79,000	\$82,000	\$85,000	\$88,000	\$91,000	\$94,000	\$97,000





Uncommon Schools Section 6: Budget and Financials

Year	2008-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2022-23	For Seal Change
<b>Uncommon Schools</b>												
Philanthropic Subsidy - Start-Up Schools												
Driver												
per new school												
<b>SCHOOL FEE %</b>												
Excellence school fee %	10.0%	10.0%	10.0%	10.0%	10.0%	10.0%	10.0%	10.0%	10.0%	10.0%		
Excellence girls fee %	10.0%	9.5%	9.0%	9.0%	9.0%	9.0%	9.0%	9.0%	9.0%	9.0%		
Collegiate school fee %	10.0%	9.5%	9.0%	9.0%	9.0%	9.0%	9.0%	9.0%	9.0%	9.0%		
Preparatory school fee %	10.0%	9.5%	9.0%	9.0%	9.0%	9.0%	9.0%	9.0%	9.0%	9.0%		
True North school fee %	10.0%	9.5%	9.0%	9.0%	9.0%	9.0%	9.0%	9.0%	9.0%	9.0%		
Boston school fee %	10.0%	9.5%	9.0%	9.0%	9.0%	9.0%	9.0%	9.0%	9.0%	9.0%		
<b>North Star school fee %</b>												
North Star Academy MS - Downtown	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19		
North Star Academy MS - North Campus	5.0%	5.0%	5.0%	5.0%	5.0%	5.0%	5.0%	5.0%	5.0%	5.0%		
North Star Academy ES	5.0%	5.0%	5.0%	5.0%	5.0%	5.0%	5.0%	5.0%	5.0%	5.0%		
North Star Academy ES I	10.0%	9.5%	9.0%	9.0%	9.0%	9.0%	9.0%	9.0%	9.0%	9.0%		
Existing schools	5.0%	5.0%	5.0%	5.0%	5.0%	5.0%	5.0%	5.0%	5.0%	5.0%		
New schools	10.0%	10.0%	10.0%	10.0%	10.0%	10.0%	10.0%	10.0%	10.0%	10.0%		
<b>TOTAL REQUIRED PHILANTHROPY</b>												
School year of operation	3	4	5	6	7	8	9	10	11	12		
NYC ES + MS												
NYC MS												
Rochester MS + ES												
Troy MS + ES												
Rochester MS												
Troy MS												
New Jersey ES (apply % of NYC philanthropy)												
New Jersey MS (apply % of NYC philanthropy)												
<b>SCHOOLS IN OPERATION</b>												
North Star	4	6	7	7	7	7	7	7	7	7		
North Star Academy MS - Downtown	1	1	1	1	1	1	1	1	1	1		
North Star Academy MS - North Campus	1	1	1	1	1	1	1	1	1	1		
North Star Academy MS #3	1	1	1	1	1	1	1	1	1	1		
North Star Academy MS	1	1	1	1	1	1	1	1	1	1		
North Star Academy ES I	1	1	1	1	1	1	1	1	1	1		
North Star Academy ES #2	1	1	1	1	1	1	1	1	1	1		
North Star Academy ES #3	1	1	1	1	1	1	1	1	1	1		
<b>Excellence</b>												
Excellence CS of Bedford Stuyvesant ES (Boys)	3	3	3	3	4	4	4	4	4	4		
Excellence CS of Bedford Stuyvesant MS (Boys)	1	1	1	1	1	1	1	1	1	1		
Excellence CS of Bedford Stuyvesant ES (Girls)	1	1	1	1	1	1	1	1	1	1		
Excellence CS of Bedford Stuyvesant MS (Girls)	1	1	1	1	1	1	1	1	1	1		
<b>Collegiate</b>												
Williamsburg Collegiate MS	5	7	7	7	7	8	8	8	8	8		
Kings Collegiate MS	1	1	1	1	1	1	1	1	1	1		
Bedford-Stuyvesant MS	1	1	1	1	1	1	1	1	1	1		
Flatbush Collegiate MS #4	1	1	1	1	1	1	1	1	1	1		
Collegiate HS (Collegiate and Excellence)	1	1	1	1	1	2	2	2	2	2		
Ocean Hill Collegiate	1	1	1	1	1	1	1	1	1	1		
Brooklyn East Collegiate	1	1	1	1	1	1	1	1	1	1		
<b>Preparatory</b>												
Leadership Prep ES	2	4	5	5	6	7	8	8	8	8		
Leadership Prep MS	1	1	1	1	1	1	1	1	1	1		
Leadership Prep Brownsville ES	1	1	1	1	1	1	1	1	1	1		
Leadership Prep Brownsville MS	1	1	1	1	1	1	1	1	1	1		
Leadership Prep Ocean Hill ES	1	1	1	1	1	1	1	1	1	1		
Leadership Prep Ocean Hill MS	1	1	1	1	1	1	1	1	1	1		
Leadership Prep #4 ES	1	1	1	1	1	1	1	1	1	1		
Leadership Prep #4 MS	1	1	1	1	1	1	1	1	1	1		



Uncommon Schools Section 6: Budget and Financials

PAID STUDENT ENROLLMENT	912	1158	1457	1793	2075	2412	2640	2679	2720	2720	2738
<b>UPDATED</b>											
North Star											
North Star Academy MS -- Downtown	240	260	260	280	280	260	260	260	260	260	278
North Star Academy MS -- Clinton Hill	233	301	285	285	285	285	285	285	285	285	285
North Star Academy MS #3											
North Star Academy HS	151	193	292	327	349	424	504	544	585	585	585
North Star Academy ES1	228	318	399	411	423	435	435	435	435	435	435
North Star Academy ES #2											
North Star Academy ES #3											
<b>Excellence</b>	502	660	899	927	1,040	1,190	1,254	1,355	1,393	1,399	828
Excellence CS of Bedford Stuyvesant ES (Boys)	283	336	399	404	415	421	421	421	421	421	421
Excellence CS of Bedford Stuyvesant MS (Boys)	64	94	133	174	174	208	245	280	291	297	407
Excellence CS of Bedford Stuyvesant ES (Girls)	146	230	307	380	407	407	407	407	407	407	407
Excellence CS of Bedford Stuyvesant MS (Girls)					44	114	161	247	274	274	
<b>Collegiate</b>	714	1,070	1,401	1,752	2,008	2,277	2,485	2,620	2,794	2,842	2,842
Williamsburg Collegiate MS	254	267	253	253	253	253	253	253	253	253	253
Kings Collegiate MS	188	243	261	261	261	261	261	261	261	261	261
Bedford-Stuyvesant MS	139	187	242	274	274	274	274	274	274	274	274
Brownsville Collegiate MS	95	147	220	254	254	254	254	254	254	254	254
Uncommon High School	38	72	147	292	436	687	835	1,030	1,204	1,352	1,352
Ocean Hill Collegiate	0	77	139	209	265	274	274	274	274	274	274
Brooklyn East Collegiate	0	77	139	209	265	274	274	274	274	274	274
<b>Preparatory</b>	437	734	1,132	1,443	1,734	1,981	2,225	2,462	2,625	2,745	2,200
Leadership Prep ES	321	353	382	410	410	410	410	410	410	410	410
Leadership Prep MS	116	201	283	362	387	412	412	412	412	412	412
Leadership Prep Brownsville ES	0	0	0	0	46	90	159	226	254	281	281
Leadership Prep Ocean Hill ES	0	146	230	307	380	407	407	407	407	407	407
Leadership Prep Ocean Hill MS	0	0	0	0	46	90	159	226	254	281	281
Leadership Prep #4 ES	0	0	0	0	0	0	0	0	0	0	0
Leadership Prep #4 MS	0	0	0	0	0	0	0	0	0	0	0
<b>True North</b>	319	541	859	1,269	1,519	1,706	1,789	1,794	1,794	1,785	1,785
True North Rochester Prep ES	0	165	225	300	375	375	375	375	375	375	375
True North Rochester Prep MS	265	275	276	276	267	264	262	266	266	266	266
True North Troy Prep ES	0	0	0	114	171	228	285	285	285	285	285
True North Troy Prep MS	54	101	166	217	217	217	217	217	217	217	217
True North Rochester Prep ES #2	0	0	0	185	225	300	375	375	375	375	375
True North Rochester Prep MS #2	0	0	76	140	207	265	275	276	276	267	267
<b>Boston</b>	0	265	346	570	868	1,064	1,166	1,470	1,646	1,804	1,804
Roxbury Prep Charter School #1 (MS)	0	265	346	570	868	1,064	1,166	1,470	1,646	1,804	1,804
RFCS #2 (MS)											
RFCS #3 (MS)											
RFCS #4 (MS)											
RFCS High School											
<b>TOTAL PAID STUDENT ENROLLMENT - NYC ONLY</b>	1,653	2,464	3,342	4,122	4,782	5,408	5,864	6,437	6,812	7,086	5,970
<b>TOTAL PAID STUDENT ENROLLMENT</b>	2,884	4,428	6,004	7,754	9,244	10,580	11,549	12,397	13,395	13,995	8,708
<b>NEW STUDENTS</b>	940	1,544	1,576	1,748	1,490	1,536	969	831	592	423	3,282
<b>PUBLIC REVENUE PER STUDENT</b>											
North Star	\$65,558	\$79,610	\$97,314	\$116,084	\$119,687	\$122,657	\$126,346	\$131,038	\$135,308	\$138,451	\$138,451
North Star Academy MS -- Downtown	\$16,579	\$16,679	\$17,169	\$17,671	\$18,188	\$18,721	\$19,270	\$19,836	\$20,418	\$21,016	\$21,016
North Star Academy MS -- Clinton Hill	\$16,056	\$16,101	\$16,584	\$17,049	\$17,549	\$18,064	\$18,594	\$19,141	\$19,703	\$20,283	\$20,283
North Star Academy MS #3	\$17,409	\$16,939	\$17,441	\$17,943	\$18,439	\$18,961	\$19,533	\$20,091	\$20,682	\$21,300	\$21,300
North Star Academy HS	\$15,495	\$15,045	\$15,465	\$15,918	\$16,396	\$16,897	\$17,361	\$17,861	\$18,396	\$18,936	\$18,936
North Star Academy ES1											
North Star Academy ES #2											
North Star Academy ES #3											
<b>Excellence</b>	\$59,640	\$99,671	\$40,814	\$42,024	\$43,279	\$44,548	\$45,867	\$47,216	\$48,612	\$50,043	\$50,043



Uncommon Schools Section 6: Budget and Financials

	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19
<b>True North</b>										
True North Rochester Prep ES	\$4,089,449	\$6,669,547	\$11,125,580	\$16,828,915	\$20,708,479	\$24,035,323	\$25,883,367	\$26,714,446	\$27,681,098	\$28,350,991
True North Rochester Prep MS		\$1,967,515	\$2,784,314	\$3,826,731	\$4,922,879	\$5,067,846	\$5,217,728	\$5,368,799	\$5,524,403	\$5,684,676
True North Troy Prep ES		\$3,320,213	\$3,930,893	\$3,397,875	\$3,495,640	\$3,478,115	\$3,539,283	\$3,613,933	\$3,775,510	\$3,897,059
True North Troy Prep MS		\$769,236	\$1,411,139	\$2,391,534	\$2,821,027	\$3,317,657	\$3,824,703	\$3,730,254	\$4,578,444	\$4,857,271
True North Rochester Prep ES #2			\$2,038,132	\$2,038,132	\$2,865,074	\$3,963,708	\$5,102,877	\$6,255,963	\$6,596,542	\$5,759,051
True North Rochester Prep MS #2			\$975,937	\$1,813,231	\$2,788,272	\$3,633,022	\$3,879,036	\$4,005,759	\$4,121,708	\$4,102,860
<b>Boston</b>										
Robbly Prep Charter School #1 (MS)	\$0	\$3,594,173	\$4,706,718	\$7,908,916	\$12,284,631	\$15,216,383	\$17,021,607	\$24,078,026	\$25,215,809	\$28,189,007
RPCS #1 (MS)	\$0	\$3,534,173	\$3,604,856	\$3,413,322	\$4,401,521	\$4,244,142	\$4,329,025	\$4,415,805	\$4,503,917	\$4,590,996
RPCS #2 (MS)	\$0	\$0	\$1,101,862	\$2,247,786	\$3,257,603	\$4,244,142	\$4,329,025	\$4,415,805	\$4,503,917	\$4,590,996
RPCS #3 (MS)	\$0	\$0	\$0	\$1,123,889	\$2,282,754	\$3,363,355	\$3,450,856	\$3,538,357	\$3,625,858	\$3,713,359
RPCS #4 (MS)	\$0	\$0	\$0	\$1,123,889	\$2,282,754	\$3,363,355	\$3,450,856	\$3,538,357	\$3,625,858	\$3,713,359
RPCS High School	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
<b>CHMO FEE %</b>										
<b>CHMO FEE PAID TO UNCOMMON</b>										
<b>North Star</b>										
North Star Academy MS - Downtown	\$919,269	\$1,324,755	\$1,880,550	\$2,413,613	\$2,856,934	\$3,235,494	\$3,526,129	\$3,663,304	\$3,815,160	\$3,927,730
North Star Academy MS - Clinton Hill		\$215,991	\$223,191	\$229,722	\$236,449	\$243,378	\$250,515	\$257,866	\$265,438	\$273,237
North Star Academy MS #3	\$235,227	\$42,326	\$26,030	\$242,947	\$250,072	\$257,410	\$264,968	\$272,753	\$280,772	\$289,031
North Star Academy HS	\$131,440	\$163,458	\$219,758	\$293,373	\$381,785	\$402,392	\$493,718	\$562,792	\$641,161	\$711,161
North Star Academy ES #1	\$353,259	\$454,495	\$555,338	\$683,620	\$853,798	\$960,333	\$979,692	\$999,633	\$1,020,172	\$1,041,326
North Star Academy ES #2		\$729,184	\$828,394	\$944,454	\$1,080,794	\$1,235,227	\$1,300,172	\$1,374,326	\$1,458,480	\$1,542,634
North Star Academy ES #3		\$132,896	\$275,725	\$425,794	\$555,953	\$677,274	\$769,533	\$838,040	\$911,161	\$984,282
<b>Excellence</b>										
Excellence CS of Bedford Stuyvesant ES (Boys)	\$659,546	\$873,951	\$1,101,890	\$1,273,790	\$1,440,375	\$1,595,972	\$1,741,153	\$1,900,951	\$2,040,764	\$2,110,555
Excellence CS of Bedford Stuyvesant MS (Boys)	\$329,282	\$471,411	\$593,071	\$749,433	\$926,282	\$1,124,903	\$1,350,833	\$1,603,542	\$1,883,403	\$2,194,757
Excellence CS of Bedford Stuyvesant ES (Girls)	\$84,634	\$123,053	\$170,245	\$219,443	\$281,635	\$350,847	\$438,274	\$535,203	\$651,931	\$797,914
Excellence CS of Bedford Stuyvesant MS (Girls)	\$195,537	\$310,006	\$424,563	\$513,337	\$636,324	\$791,637	\$970,870	\$1,175,633	\$1,410,403	\$1,684,282
<b>Collegiate</b>										
Williamsburg Collegiate MS	\$891,920	\$1,453,127	\$1,509,457	\$2,405,821	\$2,754,102	\$3,156,871	\$3,538,135	\$3,854,991	\$4,203,120	\$4,560,301
Kings Collegiate MS	\$229,282	\$347,411	\$339,071	\$349,433	\$359,720	\$369,616	\$379,809	\$390,307	\$401,121	\$412,259
Bedford-Stuyvesant MS	\$622,751	\$331,065	\$344,950	\$355,259	\$365,968	\$375,961	\$386,264	\$396,377	\$407,808	\$419,067
Brownville Collegiate MS	\$183,147	\$260,963	\$293,050	\$362,566	\$373,443	\$384,142	\$395,162	\$406,512	\$418,203	\$430,245
Uncommon High School	\$138,170	\$206,416	\$207,010	\$348,209	\$342,732	\$353,514	\$363,429	\$373,641	\$384,160	\$394,994
Ocean Hill Collegiate	\$48,570	\$37,672	\$205,175	\$337,642	\$360,127	\$393,919	\$1,259,290	\$1,491,564	\$1,769,204	\$2,071,871
Brooklyn East Collegiate	\$0	\$104,800	\$182,100	\$396,281	\$396,860	\$377,091	\$398,040	\$399,317	\$410,933	\$422,600
<b>Preparatory</b>										
Leadership Prep Bed-Stuy ES	\$279,864	\$322,606	\$1,463,394	\$1,864,067	\$2,237,581	\$2,545,704	\$2,914,559	\$3,334,855	\$3,675,965	\$3,965,703
Leadership Prep Bed-Stuy MS	\$420,388	\$418,696	\$440,859	\$458,151	\$471,446	\$485,590	\$500,157	\$515,162	\$530,617	\$546,535
Leadership Prep Brownville ES	\$0	\$43,860	\$109,961	\$155,484	\$244,070	\$290,271	\$335,324	\$381,194	\$392,467	\$403,769
Leadership Prep Brownville MS	\$159,478	\$209,663	\$289,741	\$406,741	\$505,577	\$623,616	\$769,791	\$951,982	\$1,187,648	\$1,465,775
Leadership Prep Ocean Hill ES	\$0	\$199,380	\$319,380	\$436,262	\$565,857	\$708,136	\$865,057	\$1,036,624	\$1,221,453	\$1,424,453
Leadership Prep Ocean Hill MS	\$0	\$0	\$0	\$205,659	\$531,103	\$824,168	\$1,178,155	\$1,581,519	\$2,045,959	\$2,645,959
Leadership Prep #4 ES	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Leadership Prep #4 MS	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
<b>True North</b>										
True North Rochester Prep ES	\$392,344	\$634,046	\$1,078,580	\$1,631,830	\$1,978,265	\$2,248,917	\$2,366,897	\$2,459,498	\$2,524,078	\$2,586,078
True North Rochester Prep MS		\$1,967,752	\$2,784,314	\$3,826,731	\$4,922,879	\$5,067,846	\$5,217,728	\$5,368,799	\$5,524,403	\$5,684,676
True North Troy Prep ES	\$315,420	\$296,180	\$305,804	\$314,608	\$315,120	\$318,535	\$325,254	\$333,659	\$343,605	\$353,735
True North Troy Prep MS	\$76,924	\$141,114	\$239,153	\$305,586	\$368,569	\$409,381	\$400,058	\$412,060	\$424,422	\$437,154
True North Rochester Prep ES #2			\$2,038,132	\$2,038,132	\$2,865,074	\$3,963,708	\$5,102,877	\$6,255,963	\$6,596,542	\$5,759,051
True North Rochester Prep MS #2			\$975,937	\$1,813,231	\$2,788,272	\$3,633,022	\$3,879,036	\$4,005,759	\$4,121,708	\$4,102,860
<b>Boston</b>										
Robbly Prep Charter School #1 (MS)	\$0	\$3,594,173	\$4,706,718	\$7,908,916	\$12,284,631	\$15,216,383	\$17,021,607	\$24,078,026	\$25,215,809	\$28,189,007
RPCS #2 (MS)	\$0	\$3,534,173	\$3,604,856	\$3,413,322	\$4,401,521	\$4,244,142	\$4,329,025	\$4,415,805	\$4,503,917	\$4,590,996
RPCS #3 (MS)	\$0	\$0	\$1,101,862	\$2,247,786	\$3,257,603	\$4,244,142	\$4,329,025	\$4,415,805	\$4,503,917	\$4,590,996
RPCS #4 (MS)	\$0	\$0	\$0	\$1,123,889	\$2,282,754	\$3,363,355	\$3,450,856	\$3,538,357	\$3,625,858	\$3,713,359
RPCS High School	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
<b>TOTAL CHMO FEES COLLECTED BY US</b>	\$1,545,943	\$5,216,795	\$7,433,961	\$9,589,081	\$12,758,559	\$14,038,746	\$15,151,089	\$16,187,927	\$17,066,369	\$18,151,199
<b>PROJECTED INSTRUCTIONAL &amp; ADMINISTRATIVE STAFF</b>										





Uncommon Schools Section 6: Budget and Financials

Year	Actual	EOY PROJ	Budgeted	Projected	Projected	Projected	Projected	Projected	Projected	Projected	Projected	Projected	Projected	Projected	Projected
	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
	1	1.03	1.06	1.09	1.13	1.16	1.19	1.23	1.27	1.30	1.34				
<b>INFLATION FACTOR</b>															
<b>SCHOOL TOTALS</b>															
	11	16	24	29	32	34	37	38	38	38	38	38	38	38	38
Total Projected Schools	1,944	2,884	4,428	6,004	7,754	9,244	10,580	11,549	12,380	12,972	13,395	13,895	14,395	14,895	15,395
TOTAL USI STAFF	37	41	57	65	69	69	70	70	70	70	70	70	70	70	70
<b>BEGINNING FUND BALANCE</b>															
	\$595,694	\$662,093	\$877,390	\$1,063,647	\$1,327,312	\$1,578,453	\$1,675,862	\$2,597,510	\$4,255,824	\$6,646,351	\$9,550,374				
<b>REVENUES</b>															
0	\$3,000,000	\$3,200,000	\$3,925,000	\$3,000,000	\$1,600,000	\$100,000	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
1	\$671,544	\$883,691	\$1,306,163	\$1,880,550	\$2,413,613	\$2,856,934	\$3,235,494	\$3,526,128	\$3,663,304	\$3,815,160	\$3,927,730	\$4,040,300	\$4,152,870	\$4,265,440	\$4,378,010
2	\$373,058	\$665,060	\$988,444	\$1,101,890	\$1,273,750	\$1,440,375	\$1,595,572	\$1,741,153	\$1,930,951	\$2,040,764	\$2,110,555	\$2,180,346	\$2,250,137	\$2,319,928	\$2,389,719
3	\$622,798	\$991,920	\$1,460,270	\$1,909,457	\$2,405,621	\$2,754,102	\$3,156,874	\$3,538,135	\$3,834,981	\$4,203,130	\$4,550,301	\$4,897,472	\$5,244,643	\$5,591,814	\$5,938,985
4	\$326,327	\$579,864	\$929,151	\$1,463,384	\$1,864,067	\$2,237,581	\$2,545,704	\$2,914,559	\$3,334,855	\$3,675,965	\$3,965,703	\$4,255,441	\$4,545,179	\$4,834,917	\$5,124,655
5	\$245,483	\$399,784	\$616,374	\$1,078,580	\$1,631,830	\$1,978,266	\$2,224,917	\$2,318,770	\$2,366,997	\$2,452,908	\$2,512,078	\$2,571,248	\$2,630,418	\$2,689,588	\$2,748,758
6	\$80,000	\$32,339	\$335,746	\$434,623	\$756,759	\$1,184,448	\$1,457,877	\$1,581,272	\$2,031,178	\$2,341,424	\$2,586,076	\$2,830,728	\$3,075,380	\$3,319,932	\$3,564,484
	\$2,319,210	\$3,542,658	\$5,536,148	\$7,868,484	\$10,345,639	\$12,451,706	\$14,216,435	\$15,620,018	\$17,162,267	\$18,529,351	\$19,652,444	\$20,775,537	\$21,900,630	\$23,025,723	\$24,150,816
	43%	51%	57%	71%	85%	97%	98%	98%	99%	99%	99%	99%	99%	99%	99%
7	\$50,000	\$50,000	\$50,000	\$50,000	\$50,000	\$50,000	\$50,000	\$50,000	\$50,000	\$50,000	\$50,000	\$50,000	\$50,000	\$50,000	\$50,000
8	\$22,050	\$23,153	\$24,310	\$25,526	\$26,802	\$28,142	\$29,549	\$31,027	\$32,578	\$34,207	\$35,917	\$37,707	\$39,577	\$41,527	\$43,557
9	\$94,100	\$96,305	\$122,930	\$126,577	\$130,406	\$134,426	\$138,647	\$143,080	\$147,734	\$152,620	\$157,751	\$163,117	\$168,820	\$174,859	\$181,234
	\$2,413,310	\$3,638,963	\$5,659,079	\$7,995,061	\$10,476,245	\$12,586,132	\$14,355,083	\$15,763,098	\$17,310,001	\$18,681,972	\$19,810,195	\$20,900,418	\$22,052,641	\$23,276,864	\$24,583,087
10	\$20,000	\$34,168	\$35,000	\$5,318	\$6,637	\$7,892	\$8,379	\$12,988	\$21,279	\$33,247	\$47,752	\$63,257	\$80,812	\$100,417	\$123,072
11	\$37,400	\$71,568	\$170,000	\$192,529	\$144,876	\$150,279	\$157,907	\$167,001	\$179,913	\$196,640	\$216,046	\$238,151	\$262,966	\$290,591	\$321,126
	\$20,000	\$71,568	\$170,000	\$192,529	\$144,876	\$150,279	\$157,907	\$167,001	\$179,913	\$196,640	\$216,046	\$238,151	\$262,966	\$290,591	\$321,126
	\$20,000	\$71,568	\$170,000	\$192,529	\$144,876	\$150,279	\$157,907	\$167,001	\$179,913	\$196,640	\$216,046	\$238,151	\$262,966	\$290,591	\$321,126
	\$20,000	\$71,568	\$170,000	\$192,529	\$144,876	\$150,279	\$157,907	\$167,001	\$179,913	\$196,640	\$216,046	\$238,151	\$262,966	\$290,591	\$321,126
	\$20,000	\$71,568	\$170,000	\$192,529	\$144,876	\$150,279	\$157,907	\$167,001	\$179,913	\$196,640	\$216,046	\$238,151	\$262,966	\$290,591	\$321,126
	\$20,000	\$71,568	\$170,000	\$192,529	\$144,876	\$150,279	\$157,907	\$167,001	\$179,913	\$196,640	\$216,046	\$238,151	\$262,966	\$290,591	\$321,126
	\$20,000	\$71,568	\$170,000	\$192,529	\$144,876	\$150,279	\$157,907	\$167,001	\$179,913	\$196,640	\$216,046	\$238,151	\$262,966	\$290,591	\$321,126
	\$20,000	\$71,568	\$170,000	\$192,529	\$144,876	\$150,279	\$157,907	\$167,001	\$179,913	\$196,640	\$216,046	\$238,151	\$262,966	\$290,591	\$321,126
	\$20,000	\$71,568	\$170,000	\$192,529	\$144,876	\$150,279	\$157,907	\$167,001	\$179,913	\$196,640	\$216,046	\$238,151	\$262,966	\$290,591	\$321,126
	\$20,000	\$71,568	\$170,000	\$192,529	\$144,876	\$150,279	\$157,907	\$167,001	\$179,913	\$196,640	\$216,046	\$238,151	\$262,966	\$290,591	\$321,126
	\$20,000	\$71,568	\$170,000	\$192,529	\$144,876	\$150,279	\$157,907	\$167,001	\$179,913	\$196,640	\$216,046	\$238,151	\$262,966	\$290,591	\$321,126
	\$20,000	\$71,568	\$170,000	\$192,529	\$144,876	\$150,279	\$157,907	\$167,001	\$179,913	\$196,640	\$216,046	\$238,151	\$262,966	\$290,591	\$321,126
	\$20,000	\$71,568	\$170,000	\$192,529	\$144,876	\$150,279	\$157,907	\$167,001	\$179,913	\$196,640	\$216,046	\$238,151	\$262,966	\$290,591	\$321,126
	\$20,000	\$71,568	\$170,000	\$192,529	\$144,876	\$150,279	\$157,907	\$167,001	\$179,913	\$196,640	\$216,046	\$238,151	\$262,966	\$290,591	\$321,126
	\$20,000	\$71,568	\$170,000	\$192,529	\$144,876	\$150,279	\$157,907	\$167,001	\$179,913	\$196,640	\$216,046	\$238,151	\$262,966	\$290,591	\$321,126
	\$20,000	\$71,568	\$170,000	\$192,529	\$144,876	\$150,279	\$157,907	\$167,001	\$179,913	\$196,640	\$216,046	\$238,151	\$262,966	\$290,591	\$321,126
	\$20,000	\$71,568	\$170,000	\$192,529	\$144,876	\$150,279	\$157,907	\$167,001	\$179,913	\$196,640	\$216,046	\$238,151	\$262,966	\$290,591	\$321,126
	\$20,000	\$71,568	\$170,000	\$192,529	\$144,876	\$150,279	\$157,907	\$167,001	\$179,913	\$196,640	\$216,046	\$238,151	\$262,966	\$290,591	\$321,126
	\$20,000	\$71,568	\$170,000	\$192,529	\$144,876	\$150,279	\$157,907	\$167,001	\$179,913	\$196,640	\$216,046	\$238,151	\$262,966	\$290,591	\$321,126
	\$20,000	\$71,568	\$170,000	\$192,529	\$144,876	\$150,279	\$157,907	\$167,001	\$179,913	\$196,640	\$216,046	\$238,151	\$262,966	\$290,591	\$321,126
	\$20,000	\$71,568	\$170,000	\$192,529	\$144,876	\$150,279	\$157,907	\$167,001	\$179,913	\$196,640	\$216,046	\$238,151	\$262,966	\$290,591	\$321,126
	\$20,000	\$71,568	\$170,000	\$192,529	\$144,876	\$150,279	\$157,907	\$167,001	\$179,913	\$196,640	\$216,046	\$238,151	\$262,966	\$290,591	\$321,126
	\$20,000	\$71,568	\$170,000	\$192,529	\$144,876	\$150,279	\$157,907	\$167,001	\$179,913	\$196,640	\$216,046	\$238,151	\$262,966	\$290,591	\$321,126
	\$20,000	\$71,568	\$170,000	\$192,529	\$144,876	\$150,279	\$157,907	\$167,001	\$179,913	\$196,640	\$216,046	\$238,151	\$262,966	\$290,591	\$321,126
	\$20,000	\$71,568	\$170,000	\$192,529	\$144,876	\$150,279	\$157,907	\$167,001	\$179,913	\$196,640	\$216,046	\$238,151	\$262,966	\$290,591	\$321,126
	\$20,000	\$71,568	\$170,000	\$192,529	\$144,876	\$150,279	\$157,907	\$167,001	\$179,913	\$196,640	\$216,046	\$238,151	\$262,966	\$290,591	\$321,126
	\$20,000	\$71,568	\$170,000	\$192,529	\$144,876	\$150,279	\$157,907	\$167,001	\$179,913	\$196,640	\$216,046	\$238,151	\$262,966	\$290,591	\$321,126
	\$20,000	\$71,568	\$170,000	\$192,529	\$144,876	\$150,279	\$157,907	\$167,001	\$179,913	\$196,640	\$216,046	\$238,151	\$262,966	\$290,591	\$321,126
	\$20,000	\$71,568	\$170,000	\$192,529	\$144,876	\$150,279	\$157,907	\$167,001	\$179,913	\$196,640	\$216,046	\$238,151	\$262,966	\$290,591	\$321,126
	\$20,000	\$71,568	\$170,000	\$192,529	\$144,876	\$150,279	\$157,907	\$167,001	\$179,913	\$196,640	\$216,046	\$238,151	\$262,966	\$290,591	\$321,126
	\$20,000	\$71,568	\$170,000	\$192,529	\$144,876	\$150,279	\$157,907	\$167,001	\$179,913	\$196,640	\$216,046	\$238,151	\$262,966	\$290,591	\$321,126
	\$20,000	\$71,568	\$170,000	\$192,529	\$144,876	\$150,279	\$157,907	\$167,001	\$179,913	\$196,640	\$216,046	\$238,151	\$262,966	\$290,591	\$321,126
	\$20,000	\$71,568	\$170,000	\$192,529	\$144,876	\$150,279	\$157,907	\$167,001	\$179,913	\$196,640	\$216,046	\$238,151	\$262,966	\$290,591	\$321,126
	\$20,000	\$71,568	\$170,000	\$192,529	\$144,876	\$150,279	\$157,907	\$167,001	\$179,913	\$196,640	\$216,046	\$238,151	\$262,966	\$290,591	\$321,126
	\$20,000	\$71,568	\$170,000	\$192,529	\$144,876	\$150,279	\$157,907	\$167,001	\$179,913	\$196,640	\$216,046	\$238,151	\$262,966	\$290,591	\$321,126
	\$20,000	\$71,568	\$170,000	\$192,529	\$144,876	\$150,279	\$157,907	\$167,001	\$179,913	\$196,640	\$216,046	\$238,151	\$262,966	\$290,591	\$321,126
	\$20,000	\$71,568	\$170,000	\$192,529	\$144,876	\$150,279	\$157,907	\$167,001	\$179,913	\$196,640	\$216,046	\$238,151	\$262,966	\$290,591	\$321,126
	\$20,000	\$71,568	\$170,000	\$192,529	\$144,876	\$150,279	\$157,907	\$167,001	\$179,913	\$196,640	\$216,046	\$238,151	\$262,966	\$290,591	\$321,126
	\$20,000	\$71,568	\$170,000	\$192,529	\$144,876	\$150,279	\$157,907	\$167,001	\$179,913	\$196,640	\$216,046	\$238,151	\$262,966		



Uncommon Schools Section 6: Budget and Financials

Year	Actual	EOY PROJ	Budgeted	Projected									
	2006-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
20	\$5,000	\$5,000	\$5,000	\$5,000	\$5,000	\$5,000	\$5,000	\$5,000	\$5,000	\$5,000	\$5,000	\$5,000	\$5,000
21	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
22	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
23	\$2,060	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
	<b>\$7,060</b>	<b>\$5,000</b>	<b>\$5,000</b>	<b>\$20,000</b>	<b>\$20,000</b>	<b>\$20,000</b>	<b>\$20,000</b>	<b>\$20,450</b>	<b>\$20,914</b>	<b>\$21,391</b>	<b>\$21,868</b>	<b>\$21,868</b>	<b>\$21,868</b>
<b>FACILITY/OCCUPANCY EXPENSES</b>													
24	\$56,000	\$54,000	\$180,000	\$191,965	\$223,949	\$254,700	\$270,996	\$367,936	\$539,463	\$784,533	\$1,080,373	\$1,080,373	\$1,080,373
25	\$5,000	\$0	\$20,000	\$20,600	\$21,218	\$21,855	\$22,510	\$23,185	\$23,881	\$24,597	\$25,335	\$25,335	\$25,335
26	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
27	\$0	\$0	\$10,000	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
28	\$25,000	\$44,000	\$60,000	\$65,000	\$70,000	\$75,000	\$80,000	\$85,000	\$90,000	\$95,000	\$100,000	\$100,000	\$100,000
29	\$26,000	\$10,000	\$90,000	\$106,365	\$132,731	\$157,845	\$167,566	\$239,751	\$425,582	\$664,935	\$955,037	\$955,037	\$955,037
30	\$322,000	\$327,025	\$350,000	\$491,960	\$465,646	\$483,755	\$479,930	\$453,853	\$481,833	\$461,157	\$474,992	\$474,992	\$474,992
34	\$180,510	\$219,250	\$360,815	\$428,035	\$468,600	\$495,845	\$536,443	\$550,387	\$551,013	\$551,657	\$579,240	\$579,240	\$579,240
41	\$64,000	\$234,156	\$276,665	\$171,200	\$154,164	\$162,803	\$172,183	\$182,379	\$183,470	\$205,546	\$243,705	\$243,705	\$243,705
47	\$150,000	\$371,399	\$562,920	\$367,761	\$376,688	\$360,300	\$392,291	\$399,215	\$408,191	\$417,437	\$426,960	\$426,960	\$426,960
53	\$110,095	\$77,100	\$73,793	\$76,007	\$78,287	\$80,636	\$83,055	\$85,546	\$88,113	\$90,756	\$93,479	\$93,479	\$93,479
56	\$1,000	\$26,000	\$20,000	\$10,000	\$10,000	\$10,000	\$10,000	\$10,000	\$10,000	\$10,000	\$10,000	\$10,000	\$10,000
57	\$34,000	\$35,000	\$110,000	\$115,000	\$120,000	\$125,000	\$130,000	\$135,000	\$140,000	\$145,000	\$150,000	\$150,000	\$150,000
58	\$6,000	\$15,000	\$10,000	\$10,000	\$10,000	\$10,000	\$10,000	\$10,000	\$10,000	\$10,000	\$10,000	\$10,000	\$10,000
58	\$12,000	\$125,000	\$21,218	\$21,855	\$22,510	\$23,185	\$23,881	\$24,597	\$25,335	\$26,095	\$26,878	\$26,878	\$26,878
	<b>\$935,605</b>	<b>\$1,483,930</b>	<b>\$1,965,411</b>	<b>\$1,883,783</b>	<b>\$1,929,793</b>	<b>\$2,026,223</b>	<b>\$2,107,879</b>	<b>\$2,218,913</b>	<b>\$2,447,419</b>	<b>\$2,702,182</b>	<b>\$3,095,627</b>	<b>\$3,095,627</b>	<b>\$3,095,627</b>
<b>ADMINISTRATIVE EXPENSES</b>													
59	\$15,000	\$7,500	\$7,725	\$7,957	\$8,195	\$8,441	\$8,695	\$8,955	\$9,224	\$9,501	\$9,786	\$9,786	\$9,786
60	\$95,400	\$98,651	\$117,600	\$155,774	\$188,635	\$173,231	\$182,010	\$187,285	\$192,904	\$198,691	\$204,652	\$204,652	\$204,652
61	\$19,372	\$24,200	\$26,620	\$29,282	\$32,210	\$35,431	\$38,974	\$42,872	\$47,159	\$51,875	\$57,062	\$57,062	\$57,062
62	\$27,000	\$32,000	\$49,440	\$61,532	\$69,935	\$76,535	\$85,786	\$90,748	\$93,470	\$96,275	\$99,163	\$99,163	\$99,163
63	\$11,399	\$29,089	\$25,000	\$27,500	\$30,250	\$33,275	\$36,603	\$40,263	\$44,289	\$48,718	\$53,590	\$53,590	\$53,590
64	\$54,665	\$69,030	\$103,789	\$115,064	\$125,387	\$134,231	\$144,743	\$155,235	\$166,656	\$179,096	\$192,654	\$192,654	\$192,654
70	\$35,000	\$65,000	\$75,921	\$88,101	\$96,372	\$99,263	\$104,480	\$107,614	\$110,842	\$114,168	\$117,593	\$117,593	\$117,593
71	\$40,000	\$65,000	\$85,031	\$98,673	\$107,936	\$111,174	\$117,017	\$120,528	\$124,143	\$127,868	\$131,704	\$131,704	\$131,704
72	\$500	\$500	\$515	\$530	\$546	\$563	\$580	\$597	\$615	\$633	\$652	\$652	\$652
73	\$2,000	\$12,000	\$12,360	\$12,731	\$13,113	\$13,506	\$13,911	\$14,329	\$14,758	\$15,201	\$15,657	\$15,657	\$15,657
	<b>\$300,338</b>	<b>\$402,970</b>	<b>\$504,001</b>	<b>\$597,144</b>	<b>\$652,579</b>	<b>\$685,649</b>	<b>\$732,798</b>	<b>\$768,425</b>	<b>\$804,062</b>	<b>\$842,025</b>	<b>\$882,512</b>	<b>\$882,512</b>	<b>\$882,512</b>
	<b>\$5,356,911</b>	<b>\$6,695,234</b>	<b>\$9,567,822</b>	<b>\$10,863,925</b>	<b>\$11,969,980</b>	<b>\$12,739,902</b>	<b>\$13,591,342</b>	<b>\$14,271,784</b>	<b>\$15,096,387</b>	<b>\$15,977,589</b>	<b>\$17,029,409</b>	<b>\$17,029,409</b>	<b>\$17,029,409</b>

Uncommon Schools Section 6: Budget and Financials

Year	Actual	EOY PROJ	Budgeted	Projected							
	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19
	4	5	6	7	8	9	10	11	12	13	14
USI Operating Expense Per Pupil	\$2,756	\$2,322	\$2,161	\$1,809	\$1,544	\$1,378	\$1,285	\$1,236	\$1,219	\$1,232	\$1,271
USI Operating Expense Per Current School	\$486,992	\$418,462	\$398,659	\$374,618	\$374,062	\$374,677	\$367,334	\$375,573	\$397,273	\$420,463	\$448,142
<b>ANNUAL SURPLUS / (DEFICIT)</b>	<b>\$76,399</b>	<b>\$215,297</b>	<b>\$186,257</b>	<b>\$263,665</b>	<b>\$251,141</b>	<b>\$97,410</b>	<b>\$921,647</b>	<b>\$1,658,315</b>	<b>\$2,393,526</b>	<b>\$2,901,023</b>	<b>\$2,996,832</b>
Surplus as a % of Revenues	1.4%	3.1%	1.9%	2.4%	2.1%	0.8%	6.4%	10.4%	13.7%	15.4%	15.0%
<b>ENDING FUND BALANCE</b>	<b>\$662,093</b>	<b>\$977,390</b>	<b>\$1,063,647</b>	<b>\$1,327,312</b>	<b>\$1,578,453</b>	<b>\$1,675,862</b>	<b>\$2,597,510</b>	<b>\$4,255,824</b>	<b>\$6,649,351</b>	<b>\$9,550,374</b>	<b>\$12,547,206</b>

**ROCHESTER PREP**

	Projected 2009-10 0	Budget 2010-11 1	Projected 2011-12 2	Projected 2012-13 3	Projected 2013-14 4	Projected 2014-15 5
<b>PAID STUDENT ENROLLMENT</b>		165	225	300	375	375
<b>TOTAL PERSONNEL</b>	2	19	29	39	46	46
<b>BEGINNING FUND BALANCE</b>		\$5,935	\$45,482	\$109,145	\$167,712	\$224,240
<b>REVENUES</b>						
4100 <b>CORE PUPIL AID</b>	\$0	\$1,830,235	\$2,569,073	\$3,529,594	\$4,540,721	\$4,674,213
General Education		\$1,791,735	\$2,516,573	\$3,456,094	\$4,449,721	\$4,583,213
Special Education		\$38,500	\$52,500	\$73,500	\$91,000	\$91,000
4300 <b>NYS CATEGORICAL STIMULUS AID</b>	\$0	\$0	\$0	\$0	\$0	\$0
4500 <b>FEDERAL AID</b>	\$0	\$337,280	\$415,241	\$497,137	\$382,168	\$393,633
4510 Federal NCLB	\$0	\$137,280	\$192,816	\$264,801	\$340,931	\$351,159
4520 Federal IDEA-B	\$0	\$0	\$22,425	\$32,337	\$41,237	\$42,474
4530 Federal Charter Start-Up (CSP)	\$0	\$200,000	\$200,000	\$200,000	\$0	\$0
4590 Federal ERATE	\$0	\$0	\$0	\$0	\$0	\$0
4600 <b>PHILANTHROPIC CONTRIBUTIONS</b>	\$265,000	\$150,000	\$150,000	\$100,000	\$0	\$0
4700 <b>OTHER INCOME</b>	\$0	\$150	\$1,151	\$2,761	\$4,243	\$5,673
<b>TOTAL REVENUES</b>	<b>\$265,000</b>	<b>\$2,317,665</b>	<b>\$3,135,465</b>	<b>\$4,129,493</b>	<b>\$4,927,132</b>	<b>\$5,073,519</b>
<b>EXPENDITURES</b>						
5000 <b>PERSONNEL</b>						
5100 <b>Program Salaries</b>	\$180,000	\$861,355	\$1,389,284	\$1,849,077	\$2,266,599	\$2,335,730
5140 Principals / Assistant Principals	\$110,000	\$113,355	\$116,812	\$120,375	\$124,047	\$127,830
5141 Principals / Co-Directors of Instruction	\$110,000	\$113,355	\$116,812	\$120,375	\$124,047	\$127,830
5142 Co-Director of Operations						
5143 Assistant Principal						
5150 School Deans/Directors	\$70,000	\$130,000	\$193,965	\$266,863	\$275,003	\$283,390
5160 Teachers		\$618,000	\$1,078,507	\$1,461,838	\$1,867,550	\$1,924,510
5200 Part-Time Program Salaries	\$0	\$25,000	\$50,000	\$75,000	\$90,000	\$95,481
5300 Administrative/Support Salaries	\$0	\$52,500	\$74,711	\$145,771	\$168,000	\$173,124
5400 Facilities Salaries						
5500 Bonus Compensation	\$3,000	\$27,750	\$43,500	\$57,750	\$69,000	\$69,000
<b>TOTAL SALARIES</b>	<b>\$183,000</b>	<b>\$966,605</b>	<b>\$1,557,495</b>	<b>\$2,127,598</b>	<b>\$2,593,599</b>	<b>\$2,673,335</b>
<b>TOTAL BENEFITS/TAXES</b>	<b>\$46,665</b>	<b>\$253,251</b>	<b>\$419,511</b>	<b>\$589,488</b>	<b>\$739,619</b>	<b>\$785,104</b>
<b>TOTAL PERSONNEL EXPENSES</b>	<b>\$229,665</b>	<b>\$1,219,856</b>	<b>\$1,977,007</b>	<b>\$2,717,086</b>	<b>\$3,333,218</b>	<b>\$3,458,439</b>
6000 <b>FACILITY/OCCUPANCY EXPENSES</b>						
6100 <b>BUILDING</b>	\$0	\$165,000	\$173,250	\$181,913	\$191,008	\$200,559
6300 <b>UTILITIES</b>	\$0	\$41,250	\$56,250	\$75,000	\$93,750	\$93,750
6400 <b>MAINTENANCE SERVICES</b>	\$0	\$24,195	\$24,921	\$25,668	\$26,438	\$27,231
6500 <b>CUSTODIAL</b>	\$0	\$40,000	\$41,200	\$42,436	\$43,709	\$45,020
6600 <b>SECURITY</b>	\$0	\$0	\$0	\$0	\$0	\$0
6700 <b>BUILDING SUPPLIES</b>	\$0	\$3,000	\$3,090	\$3,183	\$3,278	\$3,377
6800 <b>FURNITURE &amp; EQUIPMENT</b>	\$0	\$89,100	\$42,136	\$54,175	\$59,280	\$24,180
<b>TOTAL FACILITY EXPENSES</b>	<b>\$0</b>	<b>\$362,545</b>	<b>\$340,847</b>	<b>\$382,374</b>	<b>\$417,464</b>	<b>\$394,116</b>

**TRUE NORTH ROCHESTER PREPARATORY CHARTER SCHOOL - ELEMENTARY**

Rochester, New York



	Projected 2009-10 0	Budget 2010-11 1	Projected 2011-12 2	Projected 2012-13 3	Projected 2013-14 4	Projected 2014-15 5
<b>7000 SCHOOL PROGRAMMATIC EXPENSES</b>						
7110 TEXTBOOKS		\$115,500	\$48,310	\$61,363	\$64,672	\$15,672
7120 OTHER INSTRUCTIONAL SUPPLIES		\$54,225	\$58,563	\$63,248	\$68,308	\$73,773
7140 ASSESSMENTS		\$10,503	\$14,752	\$20,259	\$26,084	\$26,866
7200 TECHNOLOGY	\$3,000	\$104,100	\$96,395	\$119,206	\$124,038	\$108,131
7300 STUDENT ENRICHMENT	\$0	\$40,261	\$56,549	\$77,660	\$99,987	\$102,987
7400 STUDENT SERVICES	\$0	\$32,490	\$41,660	\$53,462	\$65,934	\$67,912
7500 PROFESSIONAL DEVELOPMENT	\$5,000	\$20,720	\$29,947	\$38,864	\$46,551	\$47,948
7560 STAFF RECRUITMENT	\$4,000	\$3,000	\$3,090	\$3,183	\$3,278	\$3,377
7600 COMMUNITY OUTREACH		\$2,000	\$2,100	\$2,205	\$2,315	\$2,431
7700 ENROLLMENT EXPENSES	\$5,500	\$5,500	\$5,500	\$5,500	\$5,500	\$5,500
7800 CONTRACTED SPECIAL NEEDS SERVICES	\$0	\$10,000	\$10,500	\$11,025	\$11,576	\$12,155
7900 OTHER CONTRACTED PROGRAM SERVICES	\$0	\$0	\$0	\$0	\$0	\$0
<b>TOTAL PROGRAM EXPENSES</b>	<b>\$17,500</b>	<b>\$398,299</b>	<b>\$367,366</b>	<b>\$455,976</b>	<b>\$518,244</b>	<b>\$466,751</b>
<b>9000 ADMINISTRATIVE EXPENSES</b>						
9100 PHOTOCOPYING LEASE	\$0	\$12,000	\$12,000	\$25,000	\$25,000	\$25,000
9200 PRINTING/STATIONERY	\$4,000	\$4,000	\$4,000	\$4,000	\$4,000	\$4,000
9300 TELECOMMUNICATIONS	\$3,400	\$31,468	\$32,412	\$33,384	\$32,949	\$33,938
9400 OFFICE SUPPLIES	\$1,500	\$18,000	\$25,000	\$32,000	\$30,000	\$30,000
9450 NURSING SUPPLIES	\$0	\$200	\$206	\$212	\$219	\$225
9500 POSTAGE/SHIPPING/DELIVERY	\$1,000	\$2,500	\$2,575	\$2,652	\$2,732	\$2,814
9600 INSURANCE	\$0	\$15,000	\$16,500	\$18,150	\$19,965	\$21,962
9700 CONTRACTED ADMIN SERVICES	\$2,000	\$14,000	\$11,853	\$13,705	\$15,314	\$15,670
9800 BOARD EXPENSES	\$0	\$500	\$515	\$530	\$546	\$563
9850 MISCELLANEOUS ADMIN EXPENSES	\$0	\$3,000	\$3,090	\$3,183	\$3,278	\$3,377
9900 MANAGEMENT SERVICES (CMO) Fee %	\$0 0%	\$196,752 10%	\$278,431 10%	\$382,673 10%	\$467,674 10%	\$456,106 9%
<b>TOTAL ADMINISTRATIVE EXPENSES</b>	<b>\$11,900</b>	<b>\$297,419</b>	<b>\$386,582</b>	<b>\$515,489</b>	<b>\$601,678</b>	<b>\$593,653</b>
<b>TOTAL ES EXPENDITURES</b>	<b>\$259,065</b>	<b>\$2,278,118</b>	<b>\$3,071,802</b>	<b>\$4,070,926</b>	<b>\$4,870,604</b>	<b>\$4,912,959</b>
Annual Surplus (Deficit)	\$5,935	\$39,547	\$63,663	\$58,567	\$56,528	\$160,559
Surplus / (Deficit) as a % of Revenues	2%	2%	2%	1%	1%	3%
<b>ENDING FUND BALANCE</b>	<b>\$5,935</b>	<b>\$45,482</b>	<b>\$109,145</b>	<b>\$167,712</b>	<b>\$224,240</b>	<b>\$384,799</b>

**TRUE NORTH TROY PREPARATORY CHARTER SCHOOL - ELEMENTARY**  
Troy, New York

**TROY PREP**

	Budget 2010-11	Projected 2011-12	Projected 2012-13	Projected 2013-14
	0	1	2	3
<b>PAID STUDENT ENROLLMENT</b>	0	114	171	228
<b>TOTAL PERSONNEL</b>	2	16	21	27
<b>REVENUES</b>				
4100 <b>CORE PUPIL AID</b>	\$0	\$1,568,731	\$2,423,690	\$3,328,534
4300 <b>NYS CATEGORICAL STIMULUS AID</b>	\$0	\$0	\$0	\$0
4500 <b>FEDERAL AID</b>	\$100,000	\$280,494	\$321,286	\$269,943
4510 Federal NCLB	\$0	\$73,256	\$110,821	\$153,004
4520 Federal IDEA-B		\$7,238	\$10,465	\$16,938
4530 Federal Charter Start-Up (CSP)	\$100,000	\$200,000	\$200,000	\$100,000
4590 Federal ERATE				
4600 <b>PHILANTHROPIC CONTRIBUTIONS</b>	\$150,000	\$265,000	\$75,000	\$75,000
4700 <b>OTHER INCOME</b>	\$500	\$500	\$500	\$500
<b>TOTAL REVENUES</b>	<b>\$250,500</b>	<b>\$2,114,726</b>	<b>\$2,820,476</b>	<b>\$3,673,977</b>
<b>EXPENDITURES</b>				
5000 <b>PERSONNEL</b>				
5100 <b>Program Salaries</b>	\$168,000	\$779,586	\$1,072,832	\$1,371,485
5140 Principals / Assistant Principals	\$95,000	\$105,000	\$179,603	\$185,080
5150 School Deans/Directors	\$73,000	\$195,000	\$201,160	\$212,432
5160 Teachers	\$0	\$479,586	\$692,069	\$973,973
5200 <b>Part-Time Program Salaries</b>	\$0	\$20,000	\$50,000	\$75,000
5300 <b>Administrative/Support Salaries</b>	\$0	\$52,500	\$53,491	\$125,733
5400 <b>Facilities Salaries</b>				
5500 <b>Bonus Compensation</b>	\$0	\$23,250	\$30,750	\$40,500
<b>TOTAL SALARIES</b>	<b>\$168,000</b>	<b>\$875,336</b>	<b>\$1,207,073</b>	<b>\$1,612,717</b>
<b>TOTAL BENEFITS/TAXES</b>	<b>\$44,016</b>	<b>\$235,772</b>	<b>\$334,441</b>	<b>\$459,900</b>
<b>TOTAL PERSONNEL EXPENSES</b>	<b>\$212,016</b>	<b>\$1,111,108</b>	<b>\$1,541,514</b>	<b>\$2,072,617</b>
6000 <b>FACILITY/OCCUPANCY EXPENSES</b>				
6100 <b>BUILDING</b>	\$0	\$228,000	\$342,000	\$456,000
6300 <b>UTILITIES</b>	\$0	\$59,850	\$89,775	\$119,700
6400 <b>MAINTENANCE SERVICES</b>	\$0	\$23,750	\$24,463	\$25,196
6500 <b>CUSTODIAL</b>	\$0	\$10,000	\$10,300	\$10,609
6600 <b>SECURITY</b>	\$0	\$0	\$0	\$0
6700 <b>BUILDING SUPPLIES</b>	\$0	\$0	\$0	\$0
6800 <b>FURNITURE &amp; EQUIPMENT</b>	\$0	\$61,560	\$37,709	\$41,485
<b>TOTAL FACILITY EXPENSES</b>	<b>\$0</b>	<b>\$383,160</b>	<b>\$504,246</b>	<b>\$652,990</b>

**TRUE NORTH TROY PREPARATORY CHARTER SCHOOL - ELEMENTARY**  
Troy, New York



	Budget 2010-11 0	Projected 2011-12 1	Projected 2012-13 2	Projected 2013-14 3
<b>7000 SCHOOL PROGRAMMATIC EXPENSES</b>				
7110 TEXTBOOKS	\$0	\$79,800	\$44,391	\$46,838
7120 OTHER INSTRUCTIONAL SUPPLIES	\$0	\$27,738	\$29,957	\$32,353
7140 ASSESSMENTS	\$0	\$7,474	\$11,548	\$15,859
7200 TECHNOLOGY	\$0	\$72,934	\$90,269	\$92,121
7300 STUDENT ENRICHMENT	\$0	\$44,223	\$68,324	\$93,832
7400 STUDENT SERVICES	\$0	\$30,870	\$39,815	\$49,269
7500 PROFESSIONAL DEVELOPMENT	\$500	\$18,703	\$23,485	\$29,475
7560 STAFF RECRUITMENT	\$3,000	\$3,090	\$3,183	\$3,278
7600 COMMUNITY OUTREACH	\$2,000	\$2,100	\$2,205	\$2,315
7700 ENROLLMENT EXPENSES	\$10,500	\$10,500	\$10,500	\$10,500
7800 CONTRACTED SPECIAL NEEDS SERVICES	\$0	\$10,000	\$10,500	\$11,025
7900 OTHER CONTRACTED PROGRAM SERVICES	\$0	\$0	\$0	\$0
<b>TOTAL PROGRAM EXPENSES</b>	<b>\$16,000</b>	<b>\$307,431</b>	<b>\$334,175</b>	<b>\$386,865</b>
<b>9000 ADMINISTRATIVE EXPENSES</b>				
9100 PHOTOCOPYING LEASE	\$0	\$10,000	\$20,500	\$27,000
9200 PRINTING/STATIONERY	\$4,200	\$4,410	\$4,631	\$4,862
9300 TELECOMMUNICATIONS	\$6,092	\$31,291	\$31,990	\$32,949
9400 OFFICE SUPPLIES	\$2,440	\$19,478	\$26,534	\$35,995
9450 NURSING SUPPLIES	\$0	\$200	\$206	\$212
9500 POSTAGE/SHIPPING/DELIVERY	\$1,000	\$2,500	\$2,575	\$2,652
9600 INSURANCE	\$0	\$15,000	\$16,500	\$18,150
9700 CONTRACTED ADMIN SERVICES	\$626	\$6,996	\$8,907	\$11,439
9800 BOARD EXPENSES	\$0	\$500	\$515	\$530
9850 MISCELLANEOUS ADMIN EXPENSES	\$0	\$3,000	\$3,090	\$3,183
9900 MANAGEMENT SERVICES (CMO) Fee %	\$0	\$157,597 10.0%	\$243,415 10.0%	\$334,547 10.0%
<b>TOTAL ADMINISTRATIVE EXPENSES</b>	<b>\$14,358</b>	<b>\$250,972</b>	<b>\$358,862</b>	<b>\$471,520</b>
<b>x TOTAL ES EXPENDITURES</b>	<b>\$242,374</b>	<b>\$2,052,671</b>	<b>\$2,738,797</b>	<b>\$3,583,993</b>
Annual Surplus (Deficit)	\$8,126	\$62,054	\$81,679	\$89,984
Surplus / (Deficit) as a % of Revenues	3%	3%	3%	2%

Uncommon Schools Section 6: Budget and Financials

TRUE NORTH ROCHESTER GENESEE PREP MS  
Rochester, NY

	Projected 2010-11	Projected 2011-12	Projected 2012-13	Projected 2013-14	Projected 2014-15	Projected 2015-16
	0	1	2	3	4	5
<b>PAID STUDENT ENROLLMENT</b>		78	140	207	265	275
<b>TOTAL PERSONNEL</b>	3	12	19	25	30	30
<b>BEGINNING FUND BALANCE</b>			171,826	602,192	176,082	280,285
<b>REVENUES</b>						
<b>CORE PUPIL AID</b>	\$0	\$911,977	\$1,683,858	\$2,561,246	\$3,373,224	\$3,601,346
<b>NYS CATEGORICAL STIMULUS AID</b>	\$0	\$0	\$0	\$0	\$0	\$0
<b>FEDERAL AID</b>	\$100,000	\$263,960	\$329,373	\$297,026	\$259,798	\$277,690
Federal NCLB		\$63,960	\$118,244	\$180,077	\$237,450	\$253,802
Title I		\$59,966	\$110,861	\$168,833	\$222,623	\$237,955
Title II A		\$3,619	\$6,691	\$10,190	\$13,436	\$14,361
Title II D		\$374	\$692	\$1,054	\$1,390	\$1,486
Federal IDEA-B			\$11,129	\$16,949	\$22,348	\$23,888
Federal Charter Start-Up (CSP)	\$100,000	\$200,000	\$200,000	\$100,000	\$0	\$0
<b>PHILANTHROPIC CONTRIBUTIONS</b>	\$100,000	\$250,000	\$100,000	\$50,000	\$0	\$0
<b>OTHER INCOME</b>		\$0	\$4,347	\$15,235	\$4,455	\$7,091
<b>TOTAL REVENUES</b>	\$200,000	\$1,425,937	\$2,117,579	\$2,923,507	\$3,637,477	\$3,886,127
<i>Total Revenue Per Pupil</i>		\$18,281	\$15,126	\$14,123	\$13,726	\$14,131
<i>Countable Public Revenue</i>	\$0	\$975,937	\$1,813,231	\$2,758,272	\$3,633,022	\$3,879,036
<i>Countable Public Revenue Per Pupil</i>		\$12,512	\$12,952	\$13,325	\$13,710	\$14,106
<b>EXPENDITURES</b>						
5000 <b>PERSONNEL</b>						
5100 <b>Program Salaries</b>	\$144,200	\$534,890	\$881,244	\$1,216,482	\$1,494,278	\$1,518,437
5140 Principals	\$72,100	\$92,882	\$100,531	\$114,736	\$96,160	\$99,093
5150 School Deans/Directors	\$72,100	\$133,313	\$175,856	\$211,439	\$284,277	\$271,530
5160 Teachers	\$0	\$308,695	\$604,857	\$890,306	\$1,113,842	\$1,147,814
5200 Part-Time Program Salaries	\$0	\$0	\$0	\$0	\$75,000	\$90,000
5300 Administrative/Support Salaries	\$0	\$35,514	\$40,977	\$101,274	\$100,966	\$104,045
5400 Facilities Salaries	\$0	\$0	\$0	\$0	\$0	\$0
5500 Bonus Compensation	\$0	\$18,000	\$27,750	\$37,200	\$45,000	\$45,000
<b>TOTAL SALARIES</b>	\$144,200	\$588,403	\$949,972	\$1,354,956	\$1,715,244	\$1,757,482
<b>TOTAL BENEFITS/TAXES</b>	\$37,780	\$158,486	\$263,206	\$386,394	\$503,732	\$531,838
<b>TOTAL PERSONNEL EXPENSES</b>	\$181,980	\$746,890	\$1,213,178	\$1,741,350	\$2,218,976	\$2,289,319
6000 <b>FACILITY/OCCUPANCY EXPENSES</b>						
6100 <b>BUILDING</b>	\$0	\$117,000	\$210,000	\$310,500	\$397,500	\$412,500
6300 <b>UTILITIES</b>	\$0	\$42,062	\$43,324	\$44,624	\$45,962	\$47,341
6400 <b>MAINTENANCE SERVICES</b>	\$0	\$14,382	\$14,600	\$16,138	\$16,622	\$17,121
6500 <b>CUSTODIAL</b>	\$0	\$29,876	\$30,772	\$31,695	\$32,646	\$33,626
6600 <b>SECURITY</b>	\$0	\$0	\$0	\$0	\$0	\$0
6700 <b>BUILDING SUPPLIES</b>	\$0	\$199	\$205	\$211	\$218	\$224
6800 <b>FURNITURE &amp; EQUIPMENT</b>	\$0	\$36,270	\$32,566	\$38,061	\$37,488	\$18,519
<b>TOTAL FACILITY EXPENSES</b>		\$239,789	\$331,467	\$441,230	\$530,437	\$529,331

ELEMENTARY SCHOOL 1 CAMPUS Newark, N.J.						
Year		Projected 2010-11 4	Projected 2011-12 5	Projected 2012-13 6	Projected 2013-14 7	Projected 2014-15 8
<b>PAID STUDENT ENROLLMENT</b>		318	399	411	423	435
<b>SPED ENROLLMENT</b>		26	32	33	34	35
<b>TOTAL PERSONNEL</b>		41	46	48	48	48
<b>REVENUES</b>						
<b>ADEQUACY BUDGET</b>						
Projected Weighted Enrollment		452	567	584	601	618
<b>TOTAL EQUALIZATION AID (NON-SPED)</b>		\$3,940,334	\$5,092,324	\$5,402,841	\$5,727,406	\$6,066,582
<b>EQUALIZATION AID (SPED)</b>		\$189,124	\$239,751	\$254,661	\$270,249	\$286,543
Total Adequacy Budget		\$4,129,458	\$5,332,075	\$5,657,501	\$5,997,655	\$6,353,125
<b>CATEGORICAL AID</b>						
SPED - Other Aid		\$96,411	\$124,597	\$132,195	\$140,136	\$148,435
Security Aid		\$121,927	\$152,984	\$157,585	\$162,186	\$166,787
Total Categorical Aid		\$218,338	\$277,581	\$289,780	\$302,322	\$315,222
<b>FEDERAL AID</b>						
NCLB		\$307,822	\$397,816	\$422,074	\$447,430	\$473,926
Child Nutrition Aid		\$150,918	\$195,040	\$206,933	\$219,365	\$232,355
IDEA		\$128,544	\$162,954	\$173,088	\$183,683	\$194,758
Charter School Program (CSP)		\$200,000	\$200,000			
Total Federal Aid		\$787,284	\$955,811	\$802,096	\$850,477	\$901,040
<b>PHILANTHROPIC CONTRIBUTIONS</b>						
ACE Lehman		\$0	\$0	\$0	\$0	\$0
Other		\$200,000	\$0	\$0	\$0	\$0
Total Philanthropic Contributions		\$200,000	\$0	\$0	\$0	\$0
<b>OTHER INCOME</b>						
TPAF Social Security		\$162,978	\$188,717	\$200,213	\$206,700	\$213,402
Interest		\$500	\$500	\$500	\$500	\$500
<b>TOTAL REVENUES</b>		\$5,498,558	\$6,754,684	\$6,950,090	\$7,357,654	\$7,783,289
Total Revenue Per Pupil		\$17,291	\$16,929	\$16,910	\$17,394	\$17,893
Countable Public Revenue		\$4,784,162	\$6,170,427	\$6,542,443	\$6,931,089	\$7,337,031
Countable Public Revenue Per Pupil		\$15,045	\$15,465	\$15,918	\$16,386	\$16,867
<b>EXPENDITURES</b>						
<b>Instruction</b>						
50000	Teacher Salaries	\$2,038,162	\$2,434,320	\$2,600,123	\$2,684,492	\$2,771,644
50100	Oth.Salaries - Instructional	\$0	\$0	\$0	\$0	\$0
50200	Prof/Tech Services	\$183,671	\$224,026	\$236,912	\$250,389	\$264,483
50300	Oth. purch svs - Instructional	\$116,169	\$126,210	\$131,685	\$135,635	\$139,704
50400	General Supplies	\$295,512	\$307,800	\$283,615	\$296,648	\$310,284
51000	Textbooks	\$22,838	\$23,150	\$11,382	\$11,929	\$12,502
51100	Misc. (Field Trips, Instr Supp)	\$26,373	\$27,164	\$27,979	\$28,819	\$29,683
58300	Contracted Food Services	\$150,918	\$195,040	\$206,933	\$219,365	\$232,355
58200	Scholarships	\$0	\$0	\$0	\$0	\$0
<b>TOTAL INSTRUCTION EXPENSE</b>		\$2,833,642	\$3,337,711	\$3,498,628	\$3,627,276	\$3,760,655
<b>Administrative</b>						
52000	Admin Salaries	\$336,374	\$346,980	\$357,935	\$369,252	\$380,942
52100	Clerical (Non-Cert Admin) Sal	\$162,820	\$168,193	\$173,743	\$179,477	\$185,400
52200	Cost of Benefits	\$389,589	\$478,039	\$542,453	\$603,203	\$674,486
52300	Consultants	\$4,410	\$4,631	\$4,862	\$5,105	\$5,360
52350	Contracted Management Fee	\$454,495	\$555,338	\$588,820	\$623,798	\$660,333
52400	Other Purch. Svces (Prof Dev.)	\$45,608	\$46,977	\$48,386	\$49,838	\$51,333
52500	Telephone/Internet	\$24,102	\$24,825	\$25,570	\$26,337	\$27,127
52600	Supplies & Materials	\$7,210	\$7,426	\$7,649	\$7,879	\$8,115
52700	Miscellaneous (Postage, etc.)	\$2,575	\$2,652	\$2,732	\$2,814	\$2,898
<b>TOTAL ADMINISTRATIVE EXPENSE</b>		\$1,427,184	\$1,635,061	\$1,752,150	\$1,867,702	\$1,995,994

ELEMENTARY SCHOOL 1 CAMPUS Newark, NJ						
<b>NORTH STAR</b>			Projected	Projected	Projected	Projected
	Year	2010-11	2011-12	2012-13	2013-14	2014-15
		4	5	6	7	8
<i>Support Services</i>						
53000	Support Salaries	\$91,316	\$94,330	\$97,442	\$100,658	\$103,980
53200	Prof/Tech Services	\$26,250	\$27,563	\$28,941	\$30,388	\$31,907
53300	Oth Purch Svs. (Occupancy)	\$104,648	\$107,787	\$111,021	\$114,352	\$117,782
53400	Rental of Land and Buildings	\$550,000	\$700,000	\$719,250	\$740,250	\$761,250
53500	Insurance	\$10,285	\$11,314	\$12,445	\$13,689	\$15,058
53600	Supplies and Materials	\$25,750	\$26,523	\$27,318	\$28,138	\$28,982
53700	Transportation	\$7,725	\$7,957	\$8,195	\$8,441	\$8,695
53800	Utility Charges	\$82,400	\$84,872	\$87,418	\$90,041	\$92,742
<b>TOTAL SUPPORT SERVICE EXPENSES</b>		<b>\$898,374</b>	<b>\$1,060,344</b>	<b>\$1,092,031</b>	<b>\$1,125,956</b>	<b>\$1,160,396</b>
<i>Capital Outlay</i>						
54000	Instructional Equipment	\$25,000	\$25,000	\$5,000	\$5,000	\$5,000
54100	Non-Instructional Equipment	\$25,000	\$25,000	\$5,000	\$5,000	\$5,000
54200	Miscellaneous (Cap Reserve)	\$25,000	\$200,000	\$25,000	\$25,000	\$25,000
<b>TOTAL CAPITAL OUTLAY</b>		<b>\$75,000</b>	<b>\$250,000</b>	<b>\$35,000</b>	<b>\$35,000</b>	<b>\$35,000</b>
55100	TPAF Social Security (Reimbursed)	\$162,978	\$188,717	\$200,213	\$206,700	\$213,402
<b>TOTAL EXPENDITURES</b>		<b>\$5,397,178</b>	<b>\$6,471,833</b>	<b>\$6,578,022</b>	<b>\$6,862,635</b>	<b>\$7,165,446</b>
<b>Annual Surplus (Deficit)</b>		<b>\$101,380</b>	<b>\$282,851</b>	<b>\$372,068</b>	<b>\$495,019</b>	<b>\$617,842</b>

Uncommon Schools Section 6: Budget and Financials

MIDDLE SCHOOL 3 CAMPUS Newark, NJ		Projected 2010-11 1	Projected 2011-12 2	Projected 2012-13 3	Projected 2013-14 4	Projected 2014-15 5
<b>NORTH STAR</b>						
PAID STUDENT ENROLLMENT		75	149	225	285	285
SPED ENROLLMENT		6	12	18	23	23
<b>TOTAL PERSONNEL</b>		<b>7</b>	<b>17</b>	<b>24</b>	<b>32</b>	<b>32</b>
<b>REVENUES</b>						
<b>ADEQUACY BUDGET</b>						
Projected Weighted Enrollment		111	225	331	424	436
<b>TOTAL EQUALIZATION AID (NON-SPED)</b>		<b>\$966,497</b>	<b>\$2,018,041</b>	<b>\$3,062,399</b>	<b>\$4,041,409</b>	<b>\$4,277,010</b>
EQUALIZATION AID (SPED)		\$43,644	\$89,907	\$138,906	\$182,815	\$188,300
Total Adequacy Budget		\$1,010,141	\$2,107,947	\$3,201,304	\$4,224,224	\$4,465,310
<b>CATEGORICAL AID</b>						
SPED - Other Aid		\$86,406	\$88,831	\$91,257	\$88,998	\$91,668
Security Aid		\$28,756	\$57,129	\$86,269	\$109,274	\$109,274
Total Categorical Aid		\$115,162	\$145,961	\$177,526	\$198,272	\$200,942
<b>FEDERAL AID</b>						
NCLB		\$47,175	\$140,030	\$217,799	\$284,155	\$292,679
Child Nutrition Aid		\$33,551	\$68,654	\$106,782	\$139,315	\$143,494
IDEA		\$10,736	\$57,600	\$88,992	\$117,123	\$120,637
Charter School Program		\$200,000	\$200,000	\$200,000		
Total Federal Aid		\$291,462	\$466,284	\$613,572	\$540,593	\$556,810
<b>PHILANTHROPIC CONTRIBUTIONS</b>						
ACE Lehman		\$0	\$0	\$0	\$0	\$0
Other		\$350,000	\$100,000	\$0	\$0	\$0
Total Philanthropic Contributions		\$350,000	\$100,000	\$0	\$0	\$0
<b>OTHER INCOME</b>						
TPAF Social Security		\$33,037	\$72,773	\$100,088	\$137,827	\$142,296
Interest		\$500	\$500	\$500	\$500	\$500
<b>TOTAL REVENUES</b>		<b>\$1,800,302</b>	<b>\$2,893,465</b>	<b>\$4,092,991</b>	<b>\$5,101,417</b>	<b>\$5,365,858</b>
Total Revenue Per Pupil		\$24,004	\$19,419	\$18,191	\$17,900	\$18,828
Countable Public Revenue		\$1,183,214	\$2,451,538	\$3,685,621	\$4,823,775	\$5,079,568
Countable Public Revenue Per Pupil		\$15,776	\$16,453	\$16,381	\$16,926	\$17,823
<b>EXPENDITURES</b>						
<b>Instruction</b>						
50000	Teacher Salaries	\$277,968	\$890,995	\$1,282,841	\$1,864,675	\$1,925,252
50100	Oth.Salaries - Instructional	\$0	\$0	\$0	\$0	\$0
50200	Prof/Tech Services	\$15,795	\$32,118	\$49,847	\$64,976	\$66,925
50300	Oth. purch svcs - Instructional	\$29,336	\$48,910	\$72,595	\$100,509	\$103,524
50400	General Supplies	\$137,650	\$118,270	\$128,057	\$127,191	\$96,767
51000	Textbooks	\$5,000	\$8,220	\$9,277	\$8,608	\$3,403
51100	Misc. (Field Trips, Instr Supp)	\$23,622	\$24,425	\$25,157	\$25,912	\$26,689
58300	Contracted Food Services	\$33,551	\$68,654	\$106,782	\$139,315	\$143,494
58200	Scholarships	\$0	\$0	\$0	\$0	\$0
<b>TOTAL INSTRUCTION EXPENSE</b>		<b>\$522,921</b>	<b>\$1,191,592</b>	<b>\$1,674,556</b>	<b>\$2,331,186</b>	<b>\$2,366,055</b>
<b>Administrative</b>						
52000	Admin Salaries	\$195,000	\$201,105	\$207,411	\$230,176	\$237,442
52100	Clerical (Non-Cert Admin) Sal	\$43,386	\$44,818	\$57,871	\$59,781	\$61,753
52200	Cost of Benefits	\$72,760	\$184,759	\$268,378	\$390,563	\$436,721
52300	Consultants	\$4,244	\$4,456	\$4,679	\$4,912	\$5,158
52350	Contracted Management Fee	\$118,321	\$245,154	\$368,562	\$458,259	\$457,161
52400	Other Purch. Svcs (Prof Dev.)	\$31,297	\$32,235	\$33,203	\$34,199	\$35,225
52500	Telephone/Internet	\$26,523	\$27,318	\$28,138	\$28,982	\$29,851
52600	Supplies & Materials	\$1,000	\$1,030	\$1,061	\$1,093	\$1,126
52700	Miscellaneous (Postage, etc.)	\$3,200	\$3,296	\$3,395	\$3,497	\$3,602
<b>TOTAL ADMINISTRATIVE EXPENSE</b>		<b>\$495,730</b>	<b>\$744,171</b>	<b>\$972,697</b>	<b>\$1,211,461</b>	<b>\$1,268,039</b>

Uncommon Schools Section 6: Budget and Financials

MIDDLE SCHOOL 3 CAMPUS Newark, NJ						Projected 2010-11 1	Projected 2011-12 2	Projected 2012-13 3	Projected 2013-14 4	Projected 2014-15 5
<b>NORTH STAR</b>										
<i>Support Services</i>										
53000	Support Salaries					\$16,500	\$36,845	\$66,204	\$68,389	\$70,645
53200	Prof/Tech Services					\$15,000	\$15,750	\$16,538	\$17,364	\$18,233
53300	Oth Purch Svs. (Occupancy)					\$62,000	\$63,860	\$65,776	\$67,749	\$69,782
53400	Rental of Land and Buildings					\$100,000	\$200,000	\$393,750	\$498,750	\$498,750
53500	Insurance					\$8,500	\$9,350	\$10,285	\$11,314	\$12,445
53600	Supplies and Materials					\$8,000	\$8,240	\$8,487	\$8,742	\$9,004
53700	Transportation					\$35,000	\$45,450	\$55,914	\$66,391	\$68,383
53800	Utility Charges					\$40,000	\$41,200	\$42,436	\$43,709	\$45,020
<b>TOTAL SUPPORT SERVICE EXPENSES</b>						<b>\$285,000</b>	<b>\$420,695</b>	<b>\$659,389</b>	<b>\$782,407</b>	<b>\$792,262</b>
<i>Capital Outlay</i>										
54000	Instructional Equipment					\$25,000	\$25,000	\$25,000	\$25,000	\$5,000
54100	Non-Instructional Equipment					\$25,000	\$25,000	\$25,000	\$25,000	\$5,000
54200	Miscellaneous (Cap Reserve)					\$25,000	\$25,000	\$25,000	\$25,000	\$25,000
<b>TOTAL CAPITAL OUTLAY</b>						<b>\$75,000</b>	<b>\$75,000</b>	<b>\$75,000</b>	<b>\$75,000</b>	<b>\$35,000</b>
55100	TPAF Social Security (Reimbursed)					\$33,037	\$72,773	\$100,068	\$137,827	\$142,296
<b>TOTAL EXPENDITURES</b>						<b>\$1,411,688</b>	<b>\$2,504,231</b>	<b>\$3,481,730</b>	<b>\$4,537,881</b>	<b>\$4,603,651</b>
<b>Annual Surplus (Deficit)</b>						<b>\$388,614</b>	<b>\$389,234</b>	<b>\$611,261</b>	<b>\$563,535</b>	<b>\$762,207</b>

Uncommon Schools Section 6: Budget and Financials

ELEMENTARY SCHOOL 2 CAMPUS Newark, NJ						Projected 2010-11	Projected 2011-12	Projected 2012-13	Projected 2013-14	Projected 2014-15
<b>NORTH STAR</b>						1	2	3	4	5
Year										
<b>PAID STUDENT ENROLLMENT</b>						87	174	261	348	435
<b>SPED ENROLLMENT</b>						6	14	21	28	35
<b>TOTAL PERSONNEL</b>						12	20	29	41	46
<b>REVENUES</b>										
<b>ADEQUACY BUDGET</b>										
Projected Weighted Enrollment						124	247	371	495	618
<b>TOTAL EQUALIZATION AID (NON-SPED)</b>						\$1,078,016	\$2,220,713	\$3,431,001	\$4,711,908	\$6,066,582
<b>EQUALIZATION AID (SPED)</b>										
Total Adequacy Budget						\$43,644	\$104,891	\$162,057	\$222,558	\$286,543
						\$1,121,660	\$2,325,604	\$3,593,058	\$4,934,466	\$6,353,125
<b>CATEGORICAL AID</b>										
SPED - Other Aid						\$22,738	\$46,841	\$73,334	\$105,350	\$136,150
Security Aid						\$33,357	\$66,715	\$100,072	\$133,430	\$166,787
<b>Total Categorical Aid</b>						\$56,096	\$113,556	\$173,407	\$238,780	\$302,938
<b>FEDERAL AID</b>										
NCLB						\$84,215	\$173,484	\$268,033	\$368,098	\$473,926
Child Nutrition Aid						\$41,289	\$85,055	\$131,410	\$180,470	\$232,355
IDEA						\$29,664	\$71,292	\$110,147	\$151,268	\$194,758
Charter School Program (CSP)						\$200,000	\$200,000	\$200,000	\$0	\$0
<b>Total Federal Aid</b>						\$155,168	\$529,832	\$509,590	\$699,837	\$901,040
<b>PHILANTHROPIC CONTRIBUTIONS</b>										
ACE Lehman						\$0	\$0	\$0	\$0	\$0
Other						\$450,000	\$0	\$0	\$0	\$0
<b>Total Philanthropic Contributions</b>						\$450,000	\$0	\$0	\$0	\$0
<b>OTHER INCOME</b>										
TPAF Social Security						\$49,264	\$80,223	\$118,800	\$170,543	\$200,117
Interest						\$500	\$500	\$500	\$500	\$500
<b>TOTAL REVENUES</b>						\$1,832,688	\$3,049,714	\$4,395,354	\$6,044,126	\$7,757,719
Total Revenue Per Pupil						\$21,065	\$17,527	\$16,840	\$17,368	\$17,834
Countable Public Revenue						\$1,291,635	\$2,663,936	\$4,144,644	\$5,692,613	\$7,324,747
Countable Public Revenue Per Pupil						\$14,846	\$15,425	\$15,880	\$16,358	\$16,838
<b>EXPENDITURES</b>										
<i>Instruction</i>										
50000	Teacher Salaries					\$497,904	\$958,755	\$1,570,236	\$2,219,086	\$2,679,036
50100	Oth.Salaries - Instructional					\$0	\$0	\$0	\$0	\$0
50200	Prof/Tech Services					\$60,350	\$117,822	\$159,559	\$203,709	\$250,379
50300	Oth. purch svs - Instructional					\$24,595	\$46,225	\$79,348	\$126,593	\$137,913
50400	General Supplies					\$181,050	\$274,320	\$290,987	\$308,471	\$326,807
51000	Textbooks					\$3,974	\$19,301	\$21,317	\$23,451	\$25,711
51100	Misc. (Field Trips, Instr Supp)					\$8,300	\$12,625	\$13,003	\$13,393	\$13,795
58300	Contracted Food Services					\$41,289	\$85,055	\$131,410	\$180,470	\$232,355
58200	Scholarships					\$0	\$0	\$0	\$0	\$0
<b>TOTAL INSTRUCTION EXPENSE</b>						\$817,463	\$1,514,103	\$2,265,862	\$3,075,173	\$3,665,997
<i>Administrative</i>										
52000	Admin Salaries					\$195,000	\$219,017	\$225,915	\$329,135	\$339,501
52100	Clerical (Non-Cert Admin) Sal					\$56,022	\$57,871	\$59,781	\$111,156	\$114,824
52200	Cost of Benefits					\$120,525	\$209,923	\$327,890	\$518,225	\$651,672
52300	Consultants					\$3,000	\$4,000	\$4,200	\$4,410	\$4,631
52350	Contracted Management Fee					\$129,164	\$268,394	\$414,464	\$540,798	\$659,227
52400	Other Purch. Svces (Prof Dev.)					\$31,297	\$32,235	\$33,203	\$34,199	\$35,225
52500	Telephone/Internet					\$26,523	\$27,318	\$28,138	\$28,982	\$29,851
52600	Supplies & Materials					\$1,000	\$1,000	\$1,030	\$1,061	\$1,093
52700	Miscellaneous (Postage, etc.)					\$3,200	\$3,296	\$3,395	\$3,497	\$3,602
<b>TOTAL ADMINISTRATIVE EXPENSE</b>						\$565,730	\$823,055	\$1,098,015	\$1,571,462	\$1,839,625

Uncommon Schools Section 6: Budget and Financials

ELEMENTARY SCHOOL 2 CAMPUS Newark, NJ						Projected 2010-11 1	Projected 2011-12 2	Projected 2012-13 3	Projected 2013-14 4	Projected 2014-15 5
<b>NORTH STAR</b>						Year				
<i>Support Services</i>										
53000	Support Salaries					\$45,658	\$58,275	\$60,198	\$91,316	\$94,330
53200	Prof/Tech Services					\$20,000	\$21,000	\$22,050	\$23,153	\$24,310
53300	Oth Purch Svs. (Occupancy)					\$17,250	\$17,250	\$17,768	\$18,301	\$18,850
53400	Rental of Land and Buildings					\$152,250	\$304,500	\$456,750	\$609,000	\$761,250
53500	Insurance					\$0	\$8,500	\$9,350	\$10,285	\$11,314
53600	Supplies and Materials					\$0	\$6,000	\$6,180	\$6,365	\$6,556
53700	Transportation					\$1,000	\$5,000	\$5,150	\$5,305	\$5,464
53800	Utility Charges					\$45,000	\$46,350	\$47,741	\$49,173	\$50,648
<b>TOTAL SUPPORT SERVICE EXPENSES</b>						<b>\$281,158</b>	<b>\$466,875</b>	<b>\$625,186</b>	<b>\$812,897</b>	<b>\$972,721</b>
<i>Capital Outlay</i>										
54000	Instructional Equipment					\$25,000	\$25,000	\$25,000	\$25,000	\$5,000
54100	Non-Instructional Equipment					\$25,000	\$25,000	\$25,000	\$25,000	\$5,000
54200	Miscellaneous (Cap Reserve)					\$50,000	\$100,000	\$100,000	\$100,000	\$25,000
<b>TOTAL CAPITAL OUTLAY</b>						<b>\$100,000</b>	<b>\$150,000</b>	<b>\$150,000</b>	<b>\$150,000</b>	<b>\$35,000</b>
55100	TPAF Social Security (Reimbursed)					\$49,264	\$80,223	\$118,800	\$170,543	\$200,117
<b>TOTAL EXPENDITURES</b>						<b>\$1,813,615</b>	<b>\$3,034,256</b>	<b>\$4,257,863</b>	<b>\$5,780,075</b>	<b>\$6,713,459</b>
<b>Annual Surplus (Deficit)</b>						<b>\$19,073</b>	<b>\$15,458</b>	<b>\$137,491</b>	<b>\$264,051</b>	<b>\$1,044,260</b>

# Project Narrative

## Section 7 - Other Attachments: Additional Information

Attachment 1:

Title: **Uncommon Schools Other Attachments Pages: 0** Uploaded File: \\Usi-dc-2k3\shared\Development\CSP Grant\CSP Grant Docs\2010\_Uncommon\_Schools\_Other\_Attachments.pdf

STUDENT ENROLLMENT BY UNCOMMON SCHOOLS NETWORK	Grade Levels Full Enrollment	School Opening Date	NY/NJ State PSCP AWARD AMOUNT	2010 CSP GRANT REQUEST AMOUNT	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19
<b>Excellence Network</b>														
Excellence CS of Bedford Stuyvesant ES (Boys)	K-4	August-04	\$525,000	\$0	293	325	357	386	392	392	392	392	392	392
Excellence CS of Bedford Stuyvesant MS (Boys)	6-8	August-09	\$0	\$0	64	98	133	143	174	208	239	268	274	274
Excellence CS of Bedford Stuyvesant ES (Girls)	K-4	August-09	\$600,000	\$0	145	230	307	380	407	407	407	407	407	407
Excellence CS of Bedford Stuyvesant MS (Girls)	6-8	August-13	\$0	\$0	0	0	0	0	44	114	181	247	274	274
<b>TOTAL EXCELLENCE NETWORK ENROLLMENT</b>					<b>502</b>	<b>653</b>	<b>797</b>	<b>909</b>	<b>1,017</b>	<b>1,121</b>	<b>1,219</b>	<b>1,314</b>	<b>1,347</b>	<b>1,347</b>
<b>Collegiate Network</b>														
Williamsburg Collegiate MS	5-8	August-05	\$525,000	\$0	254	265	274	274	274	274	274	274	274	274
Kings Collegiate MS	5-8	August-08	\$525,000	\$0	188	250	265	265	265	265	265	265	265	265
Bedford Stuyvesant MS	5-8	August-08	\$600,000	\$0	139	209	265	274	274	274	274	274	274	274
Brownsville Collegiate MS	5-8	August-09	\$750,000	\$0	95	161	220	254	265	274	274	274	274	274
Uncommon Charter High School #1 and 2*	9-12	August-09	\$0	\$0	38	74	147	292	436	687	895	1,030	1,204	1,352
Ocean Hill Collegiate MS	5-8	August-10	\$600,000	\$0	0	77	139	209	265	274	274	274	274	274
Brooklyn East Collegiate MS	5-8	August-10	\$600,000	\$0	0	77	139	209	265	274	274	274	274	274
<b>TOTAL COLLEGIATE NETWORK ENROLLMENT</b>					<b>714</b>	<b>1,113</b>	<b>1,449</b>	<b>1,777</b>	<b>2,044</b>	<b>2,322</b>	<b>2,530</b>	<b>2,665</b>	<b>2,839</b>	<b>2,987</b>
<b>Preparatory Network</b>														
Leadership Prep Bedford Stuyvesant ES	K-4	August-06	\$525,000	\$0	321	352	382	407	407	407	407	407	407	407
Leadership Prep Bedford Stuyvesant MS	5-8	August-10	\$0	\$0	0	46	92	134	204	236	265	293	293	293
Leadership Prep Brownsville ES	K-4	August-09	\$600,000	\$0	116	201	283	382	387	407	407	407	407	407
Leadership Prep Brownsville MS	5-8	August-13	\$0	\$0	0	0	0	0	46	90	159	226	254	281
Leadership Prep Ocean Hill ES	K-4	August-09	\$750,000	\$0	0	145	230	307	380	407	407	407	407	407
Leadership Prep Ocean Hill MS	5-8	August-14	\$0	\$0	0	0	0	0	46	90	119	188	254	281
Leadership Prep #4 ES	K-4	August-11	\$750,000	\$0	0	0	145	230	307	380	407	407	407	407
Leadership Prep #4 MS	5-8	August-15	\$0	\$0	0	0	0	0	380	407	407	407	407	407
<b>TOTAL PREPARATORY NETWORK ENROLLMENT</b>					<b>437</b>	<b>744</b>	<b>1,132</b>	<b>1,440</b>	<b>1,731</b>	<b>1,973</b>	<b>2,217</b>	<b>2,454</b>	<b>2,617</b>	<b>2,737</b>
<b>Boston Network</b>														
Roxbury Prep Charter School #1 (MS)	5-8	Aug-99	\$ 360,744	0	243	265	265	246	311	294	294	294	294	294
Roxbury Prep Charter School #2 (MS)	5-8	Aug-11	0	0	0	0	81	162	233	294	294	294	294	294
Roxbury Prep Charter School #3 (MS)	5-8	Aug-12	0	0	0	0	0	81	162	233	233	294	294	294
Roxbury Prep Charter School #4 (MS)	5-8	Aug-12	0	0	0	0	0	81	162	233	233	294	294	294
Roxbury Prep Charter School High School	9-12	Aug-14	0	0	0	0	0	0	0	102	102	294	294	628
<b>TOTAL BOSTON NETWORK ENROLLMENT</b>					<b>243</b>	<b>265</b>	<b>346</b>	<b>570</b>	<b>868</b>	<b>1054</b>	<b>1156</b>	<b>1470</b>	<b>1646</b>	<b>1804</b>
<b>North Star Network</b>														
North Star Academy Downtown MS	5-8	August-96	\$175,000	\$0	240	243	260	260	260	260	260	260	260	260
North Star Academy Clinton Hill MS	5-8	August-05	\$0	\$0	293	285	285	285	285	285	285	285	285	285
North Star Academy Vailsburg MS	5-8	August-10	\$0	\$600,000	0	0	0	75	149	225	285	285	285	285
North Star Academy HS	9-12	August-00	\$0	\$600,000	151	231	279	338	360	432	497	544	565	585
North Star Academy Vailsburg ES	K-4	August-07	\$0	\$400,000	228	300	375	375	375	375	375	375	375	375
North Star Academy ES #2	K-4	August-10	\$0	\$600,000	0	75	150	225	300	375	375	375	375	375
North Star Academy ES #3	K-4	August-11	\$0	\$600,000	0	0	75	150	225	300	375	375	375	375
<b>TOTAL NORTH STAR ENROLLMENT</b>					<b>912</b>	<b>1,134</b>	<b>1,424</b>	<b>1,708</b>	<b>1,954</b>	<b>2,252</b>	<b>2,452</b>	<b>2,499</b>	<b>2,540</b>	<b>2,540</b>
<b>True North Network</b>														
True North Rochester Prep ES	K-4	August-10	\$0	\$600,000	0	150	225	300	375	375	375	375	375	375
True North Rochester Prep MS	5-8	August-06	\$525,000	\$0	265	267	267	267	267	264	262	266	266	266
True North Troy Prep ES	K-4	August-11	\$0	\$600,000	0	0	57	114	171	228	285	285	285	285
True North Troy Prep MS	5-8	August-09	\$600,000	\$0	57	113	166	217	217	217	217	217	217	217

Uncommon Schools Section 7: Other Attachments 1: Uncommon Schools Growth Plan

Genesee Prep ES #2	K-4	August-12	\$0	\$800,000	0	0	0	150	225	300	375	375	375	375
Genesee Prep MS #2	5-8	August-11	\$0	\$600,000	0	0	78	140	207	265	267	267	267	267
<b>TOTAL TRUE NORTH NETWORK ENROLLMENT</b>					<b>322</b>	<b>530</b>	<b>783</b>	<b>1,188</b>	<b>1,462</b>	<b>1,649</b>	<b>1,781</b>	<b>1,785</b>	<b>1,785</b>	<b>1,785</b>

\* UCHS # 1 and #2 are the 9-12 extensions of Excellence, Prep and Collegiate MSs. Each HS will serve 6 middle school enrollment extensions, timing TBD.

STUDENT ENROLLMENT BY UNCOMMON SCHOOL NETWORK	Grade Levels Full Enrollment	School Opening Date	NY/NU State PCSP AWARD AMOUNT	2010 CSP GRANT REQUEST AMOUNT	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19
<b>North Star Network</b>														
North Star Academy Vailsburg MS	5-8	August-12	\$0	\$600,000	0	0	0	75	149	225	285	285	285	285
North Star Academy HS	9-12	August-00	\$0	\$600,000	151	231	279	388	360	432	497	544	585	585
North Star Academy Vailsburg ES	K-4	August-07	\$0	\$400,000	228	300	375	375	375	375	375	375	375	375
North Star Academy ES #2	K-4	August-10	\$0	\$600,000	0	75	150	225	300	375	375	375	375	375
North Star Academy ES #3	K-4	August-11	\$0	\$600,000	0	0	75	150	225	300	375	375	375	375
<b>TOTAL NORTH STAR ENROLLMENT</b>					379	606	879	1,163	1,409	1,707	1,907	1,964	1,995	1,995
<b>True North Network</b>														
True North Rochester Prep ES	K-4	August-10	\$0	\$600,000	0	150	225	300	375	375	375	375	375	375
True North Troy Prep ES	K-4	August-11	\$0	\$600,000	0	0	57	114	171	228	285	285	285	285
Genesee Prep ES #2	K-4	August-12	\$0	\$600,000	0	0	0	150	225	300	375	375	375	375
Genesee Prep MS #2	5-8	August-11	\$0	\$600,000	0	0	78	140	207	265	267	267	267	267
<b>TOTAL TRUE NORTH NETWORK ENROLLMENT</b>					0	150	360	704	978	1,168	1,302	1,302	1,302	1,302

**Uncommon Schools: Section 7: Other Attachments 2: Managing Director Dashboard**

<i>Measure</i>	<i>Category</i>	CHMS	DTMS	HS	VES	<i>Capture by 2/5:</i>
<b>Observ and Feedback</b>	% of Feedback Clear, Measurable, Actionable	100%	55%	38%	97%	N
	% of Teachers Receiving Weekly Feedback (on avg.) - teacher-reported	100%	91%	100%	82%	Y
	Teacher Satisfaction with Instructional Support	4.82	4.72	4.54	4.15	Y
<b>School Culture</b>	Teacher Sense of Positive Staff Culture	4.11	4.27	3.68	3.64	Y
	School Culture Rubric: % of Categories Proficient	91%	70%	87%	100%	N
	Leader Tone	4	4	4	4	N
	Breakfast	4	3	3	4	N
	Community Circle	3	3	3	4	N
	Lunch	3	3	3	4	N
	Transition	3	4	3	4	N
	Check-Out / Dismissal	3	2	3	3	N
	Dress Code	4	3	3	4	N
	Paycheck	3	2	3	4	N
	Common Space	3	3	3	4	N
	Entry	4	3	3	4	N
	Teacher Tone	3	3	3	3	N
	Strong Voice	3	3	2	4	N
	What to Do	4	3	3	4	N
	100%	3	2	2	4	N
	Do It Again	4	2	3	4	N
	Tracking	2	2	2	4	N
	Transition btw Activities	4	2	3	4	N
	Student Response to Correction	3	2	3	4	N
	Student Joy & Engagement	3	3	3	3	N
	Exit	4	3	3	4	N
	Assignment Pads/HW	2	3	3	4	N
	Student Binders / Notebooks	3	3	3	4	N
	Distributing / Collecting Work and Lesson Materials Tracking	3	3	3	4	N
	Classroom Environment	3	4	3	4	N
<b>Student Culture</b>	Culture Tracker: Avg. Student Culture Activities/Month	7.2	7.2	2.2	2.6	N
	% of Students In Danger of Failing	13%	10%			Y
<b>Staff Culture</b>	Culture Tracker: Avg. Staff Culture Activities/Month	3.2	4	1.4	3.4	N

**Uncommon Schools: Section 7: Other Attachments 2: Managing Director Dashboard**

<i>Measure</i>	<i>Category</i>	<b>CHMS</b>	<b>DTMS</b>	<b>HS</b>	<b>VES</b>	<i>Capture by 2/5:</i>
<b>Observ and Feedback</b>	Quality: % Tchrs proficient	<b>82%</b>	<b>67%</b>	<b>76%</b>	<b>94%</b>	<b>Y</b>
	Weekly PD Plans/ Agendas Proficient	<b>3</b>	<b>3</b>	<b>2</b>	<b>4</b>	<b>Y</b>
<b>PD</b>	PD Delivery Proficient	<b>3</b>	<b>3</b>	<b>3</b>	<b>4</b>	<b>Y</b>
	Teacher Satisfaction with School Year PD Quality	<b>4.11</b>	<b>4.13</b>	<b>4.27</b>	<b>4.59</b>	<b>Y</b>
	Teacher Satisfaction with Summer PD Quality	<b>92%</b>	<b>94%</b>	<b>100%</b>	<b>100%</b>	<b>Y</b>
<b>DDI</b>	Implementation Rubric Score	<b>86</b>	<b>75</b>	<b>49</b>	<b>93</b>	<b>N</b>
<i>Data Driven Culture</i>						
	Highly Active Leadership Team	<b>4</b>	<b>4</b>	<b>4</b>	<b>4</b>	<b>N</b>
	Introductory PD	<b>4</b>	<b>4</b>	<b>4</b>	<b>4</b>	<b>N</b>
	Implementation Calendar	<b>4</b>	<b>4</b>	<b>4</b>	<b>4</b>	<b>N</b>
	Ongoing PD	<b>4</b>	<b>4</b>	<b>4</b>	<b>4</b>	<b>N</b>
	Build by Borrowing	<b>4</b>	<b>4</b>	<b>3</b>	<b>4</b>	<b>N</b>
<i>Assessments - Lit</i>						
	Common IAs	<b>4</b>	<b>4</b>	<b>4</b>	<b>4</b>	<b>N</b>
	Transparent Starting Pt	<b>4</b>	<b>4</b>	<b>4</b>	<b>4</b>	<b>N</b>
	Aligned to State Tests and College Readiness	<b>4</b>	<b>4</b>	<b>4</b>	<b>4</b>	<b>N</b>
	Aligned to Instructional Sequence	<b>4</b>	<b>4</b>	<b>4</b>	<b>4</b>	<b>N</b>
	Re-Assess	<b>4</b>	<b>4</b>	<b>4</b>	<b>4</b>	<b>N</b>
<i>Assessments - Math</i>						
	Common IAs	<b>4</b>	<b>4</b>	<b>4</b>	<b>4</b>	<b>N</b>
	Transparent Starting Pt	<b>4</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>N</b>
	Aligned to State Tests and College Readiness	<b>4</b>	<b>4</b>	<b>4</b>	<b>4</b>	<b>N</b>
	Aligned to Instructional Sequence	<b>4</b>	<b>4</b>	<b>4</b>	<b>4</b>	<b>N</b>
	Re-Assess	<b>4</b>	<b>4</b>	<b>4</b>	<b>4</b>	<b>N</b>
<i>Analysis</i>						
	Immediate Turnaround	<b>2</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>N</b>
	User-Friendly, Succinct Data Reports	<b>3</b>	<b>3</b>	<b>3</b>	<b>4</b>	<b>N</b>
	Teacher-Owned Analysis	<b>4</b>	<b>4</b>	<b>3</b>	<b>4</b>	<b>N</b>
	Test-In Hand Analysis	<b>4</b>	<b>4</b>	<b>4</b>	<b>4</b>	<b>N</b>
	Deep	<b>4</b>	<b>4</b>	<b>4</b>	<b>4</b>	<b>N</b>
<i>Action</i>						
	Plan New Lessons	<b>4</b>	<b>4</b>	<b>4</b>	<b>4</b>	<b>N</b>
	Implement Explicit Action Plans	<b>4</b>	<b>4</b>	<b>4</b>	<b>4</b>	<b>N</b>
	Ongoing Assessment	<b>4</b>	<b>4</b>	<b>4</b>	<b>4</b>	<b>N</b>
	Accountability	<b>4</b>	<b>4</b>	<b>4</b>	<b>4</b>	<b>N</b>
	Engaged Students	<b>2</b>	<b>2</b>	<b>2</b>	<b>2</b>	<b>N</b>

Uncommon Schools: Section 7: Other Attachments 2: Managing Director Dashboard

<i>Measure</i>	<i>Category</i>	CHMS	DTMS	HS	VES	<i>Capture by 2/5:</i>
	Staff Culture Rubric					Y
	Leader Tone					Y
	Teacher Tone					Y
	School Tone/General Atmosphere					Y
	Staff Culture-Building Events					Y
	Principal-Teacher Communication					Y
	Staff-Staff Communication					Y
	School Systems and Policies					Y
	Teacher Office/Staff Workroom/Common Workspace					Y
	Individual/Staff/PD Meetings					Y
	Staff Survey Results					Y
	Principal's Knowledge of Staff					Y
<b>Lead Develop.</b>	Leader Meets 1-2 Personal Goals	N	Y	N	Y	N
	Rising Leaders Scoring Proficient on 90% of Categories of IL Rubric					N
	# of Rising Leaders	4	4	4	2	N



Uncommon Schools: Section 7: Other Attachments 2: Managing Director Dashboard

SS	AS
Yr 0	Yr 0

Measure	Category	Target (thru Dec)		CHMS	DTMS	HS	VES
		Yr 1	Yr 13	Yr 1	Yr 1	Yr 1	Yr 3
Quality of Instruction:	Rigor	80%	42%	36%	42%	72%	88%
	Joy	80%	75%	73%	75%	72%	88%
	Urgency	80%	67%	91%	67%	89%	88%
	100%	80%	42%	82%	42%	89%	88%
Curriculum Plan	Mastery Objectives	90%		100%		57%	83%
	Assessment Questions/ Rigor	90%		75%		14%	75%
	Scope	90%		92%		14%	75%
	Conceptual Understanding	90%		58%			75%
Literacy IA +/- Last Year	K						63
	1						40
	5 or 9		54	23	54	74	
	6 or 10		5	(4)	5	52	
	7 or 11		(18)	57	(18)	(18)	
	8 or 12		(27)	36	(27)		
	K						25
	1						14
Math IA +/- Last Year	5 or 9		9	(5)	9	(87)	
	6 or 10		27	90	27		
	7 or 11		20	14	20	61	
	8 or 12		(12)	(53)	(12)		
Science IA +/- Last Year	5 or 9		7	(22)	7	64	
	6 or 10		26	43	26	(59)	
	7 or 11		20	33	20	(42)	
	8 or 12		21	17	21		
History IA +/- Last Year	5 or 9		28	40	28		
	6 or 10		34	54	34		
	7 or 11		(12)	(47)	(12)		
	8 or 12		(20)	10	(20)		

Uncommon Schools: Section 7: Other Attachments 2: Managing Director Dashboard

SS	AS
Yr 0	Yr 0

Measure	Category	Target (thru Dec)		CHMS Yr 1	DTMS Yr 13	HS Yr 1	VES Yr 3
% Students Failing Reading	K			n/a	n/a		0
	1			n/a	n/a		0
	2			n/a	n/a		1
	5 or 9			0	0	0	n/a
	6 or 10			n/a	n/a	0	n/a
	7 or 11			n/a	n/a		n/a
	8 or 12			n/a	n/a	0	n/a
	K			n/a	n/a		n/a
% Students Failing Writing	1			n/a	n/a		n/a
	2			n/a	n/a		n/a
	5 or 9			0	0	0	n/a
	6 or 10			0	0	0	n/a
	7 or 11			0	0		n/a
	8 or 12			0	0	0	n/a
	K			n/a	n/a		0
	1			n/a	n/a		0
% Students Failing Math	2			n/a	n/a		0
	5 or 9			0	0	0	n/a
	6 or 10			0	0	0	n/a
	7 or 11			0	0		n/a
	8 or 12			0	0	0	n/a
	5 or 9			0	0	0	n/a
	6 or 10			0	0		n/a
	7 or 11			0	0		n/a
% Students Failing Science	8 or 12			0	0	0	n/a
	5 or 9			0	0	0	n/a
	6 or 10			0	0		n/a
	7 or 11			0	0		n/a
% Students Failing History	8 or 12			0	0	0	n/a
	5 or 9			0	0	0	n/a
	6 or 10			0	0		n/a
	7 or 11			0	0		n/a

Uncommon Schools: Section 7: Other Attachments 2: Managing Director Dashboard

SS	AS
Yr 0	Yr 0

Measure	Category	CHMS		DTMS		HS		VES	
		Yr 1	Yr 13	Yr 1	Yr 1	Yr 1	Yr 3		
Lesson Plan	Punctuality and Completeness	Target (thru Dec)	90%				57%		
	Objectives		90%				14%		
	Checking for Understanding		90%				71%		
	Heart of the Lesson		90%				71%		
	Question/ Questioning		90%				71%		
Staff Culture	Leader Tone								
	Teacher Tone								
	School Tone/General Atmosphere								
	Staff Culture-Building Events								
	Principal-Teacher Communication								
	Staff-Staff Communication								
	School Systems and Policies								
	Teacher Office/Staff Workroom/Common								
	Individual/Staff/PD Meetings								
	Staff Survey Results								
Principal's Knowledge of Staff									

CHMS

Year 1

Timing	1-2 yrs	2 weeks	Oct/Feb
	All Idrs	Oct/Feb	Oct/Feb
	Average	0%	0%

Last Name	First Name	Instructional Leader	Grade Level	Subject	Core Teacher?	Rising Leader?	On-Time (Y/N)	Proficient (Avg)	Punctuality / Completeness
Ballard	Tonya	Eric Diamon		English	Y		N	1	1
Bell	Derrick	Jessica Mitchell		Math	Y			#DIV/0!	
Bernett	Deena	Serena Savarirayan		Science	Y			#DIV/0!	
Bromley	Leah	Jesse Rector		Science	Y			#DIV/0!	
Chen	Andy	Jesse Rector		Algebra	Y			#DIV/0!	
Chin	Paul	Serena Savarirayan		Math	Y			#DIV/0!	
Crofut	Natalia	Mike Taubman		English	Y			#DIV/0!	
DaSilva	Michelle	Scott Kern		History	Y			#DIV/0!	
Diamon	Eric	Serena Savarirayan		English	Y			#DIV/0!	
Dillane	Erin	Serena Savarirayan		Language Arts	Y			#DIV/0!	
Farley	Kathleen	Jesse Rector		Science	Y			#DIV/0!	
Fath	Casey	Jesse Rector		Science	Y			#DIV/0!	
Herbert	Amelia	Scott Kern		History	Y			#DIV/0!	
Jones	Jody	Jesse Rector		History	Y			#DIV/0!	
Kern	Scott	Serena Savarirayan		History	Y			#DIV/0!	
Lane	Kathleen	Christie Van Dyke		SPED	N			#DIV/0!	
Lemaster	Michael	Jesse Rector		Theatre	N			#DIV/0!	
McNickle	Katherine	Jessica Mitchell		Math	Y			#DIV/0!	
Mead	Tara	Mike Taubman		Literature	Y			#DIV/0!	
Mitchell	Jessica	Jesse Rector		Math	Y			#DIV/0!	
Payne	Allison	Serena Savarirayan		Literature	Y			#DIV/0!	
Perla	Cristina	Christie Van Dyke		SPED	N			#DIV/0!	
Savarirayan	Serena	Jesse Rector			Y			#DIV/0!	
Starks (Davis)	Monica	Eric Diamon		Language Arts	Y			#DIV/0!	
Steele	Kyle	Jesse Rector		PE	N			#DIV/0!	



Uncommon Schools: Section 7: Other Attachments 2: Managing Director Dashboard

VES

Year 3

		Monthly	Monthly			0%			
		#DIV/OI	#DIV/OI	#DIV/OI	#DIV/OI	OB			
CURRICULUM PLAN									
Last Name	First Name	Instructional Leader	Assessment Questions/ Rigor	Scope	Conceptual Understanding	Total # of Observations Per Week (on average)	Jackson	Noel	
Baker	Brett	Aja Settles				0			
Land	Ema	Aja Settles				0			
Michels (Gargan)	Erin	Aja Settles				0			
Ross	Morgann	Aja Settles				0			
Whitehead	Lauren	Aja Settles				0			

Strategy	Activity	Milestone	Timeline	Owner
<b>GOAL 1: Replicate Uncommon's Elementary and Middle school models into 7 additional schools, and double enrollment at North Star High School, serving a total of 2,900 additional Educationally Disadvantaged Students in Newark and Upstate New York.</b>				
<p>Strategy 1.1: Hire and systematically train School leadership through year-long Fellowship and intensive coaching during scale up years.</p>	<p>Activity 1.1.1: New Leaders participate in year-long Fellowship Program.</p>	<p>Fellows are selected at year in advance, participate in Fellowship Program, and achieve placement as school leaders at new schools.</p>	<p>One year in advance of opening of school</p>	<p>Network Managing Director (MD) / Network COO</p>
	<p>Activity 1.1.2: New leaders receive intensive MD/Associate MD and Network COO coaching.</p>	<p>Weekly Leadership Meetings with MD, Associate MDs, Network COOs.</p>	<p>Each week during Years 1-2</p>	<p>Network Managing Director (MD) / Network COO</p>
<p>Strategy 1.2: Equip the new schools with the resources necessary to run the highest performing program.</p>	<p>Activity 1.2.1: Schools purchase enhanced classroom technology, and instructional materials that support rigorous academic program.</p>	<p>Approved annual budget and Purchasing Plan developed by Operational Leaders.</p>	<p>June 1 of Year 0</p>	<p>Network COO</p>
	<p>Activity 1.2.2: Schools contract with enhanced student assessment service provider to implement nationally normed tests, and externally scored writing prompts.</p>	<p>Signed contracts by Operational Leaders.</p>	<p>July 1 of Year 0</p>	<p>Network COO</p>
<p>Strategy 1.3: Provide A+ Uncommon Home Office support of schools in the start up and scale up of schools.</p>	<p>Activity 1.3.1: Home Office continues to increase capacity through targeted staffing and infrastructure investments.</p>	<p>Updated Home Office staffing plan and approved annual budget.</p>	<p>June 1 of each year</p>	<p>CFO</p>
	<p>Activity 1.3.2: Home Office continues to deliver A+ services to schools, and constantly improves these services through school and board evaluations.</p>	<p>Semi-annual school surveys, annual board surveys are completed and reviewed. Appropriate service improvements are made within 6 months.</p>	<p>January and June of each year</p>	<p>COO</p>

Strategy	Activity	Milestone	Timeline	Owner	
<p><b>GOAL 2: Reach or exceed the following student achievement goals:</b></p> <ul style="list-style-type: none"> <li>1. For students enrolled at the schools for 2 or more years, at least 90% students score Proficient or Advanced on State exams.</li> <li>2. 90% of all 12th grade students will graduate from High School</li> <li>3. 90% of graduating students will enroll in a 2-4 year college</li> <li>4. 75% of HS graduates will remain enrolled in college or will have graduated from college</li> </ul>	<p>Strategy 2.1: Implement Uncommon's Managing Director Dashboard to closely monitor leading indicators of student achievement.</p>	<p>Instructional leader develops lesson planning templates and process outline for teachers, and associated training.</p>	<p>August 1</p>	<p>Managing Director</p>	
	<p>Activity 2.1.1: Instructional Leaders implement systems of curriculum planning to ensure that classroom instruction is aligned to State Standards and is the highest quality through lesson planning rubric and submission deadlines.</p>	<p>Instructional leader develops weekly schedule and corresponding teacher observation and feedback schedule. Managing Director reviews "Tracker"</p>	<p>Schedule: Quarterly Review of Tracker: Weekly</p>	<p>Managing Director</p>	
	<p>Activity 2.1.2: Instructional Leaders implement system of "Observation and Feedback" to develop teachers quickly and systematically through Observation and Feedback Tracker.</p>	<p>Instructional leader plans DDI training and leads DDI meetings every 6 weeks after students take interim assessments.</p>	<p>Training plan: by August 1 DDI meetings: Every six weeks.</p>	<p>Managing Director</p>	
	<p>Activity 2.1.3: School leaders implement "Data Driven Instruction" to continually assess student progress towards State Standards through interim assessments.</p>	<p>Instructional leader and Managing Director complete "School Culture Rubric" quarterly and review in weekly meetings.</p>	<p>Quarterly</p>	<p>Managing Director</p>	
	<p>Activity 2.1.4: School leaders carefully monitor staff culture to ensure that teachers remain motivated, committed and focused on student achievement through Staff Culture Tracker and Staff Survey.</p>	<p>Instructional leader and Managing Director complete "Staff Culture Tracker" quarterly and review in weekly meetings. In depth Staff Survey is administered and reviewed in December/January.</p>	<p>Tracker: Quarterly Survey: December/January</p>	<p>Managing Director</p>	
	<p>Activity 2.1.5: School leaders systematically identify and develop future leaders through stretch assignments and one-on-one coaching on leadership and management skills.</p>	<p>Instructional leaders select "future leaders" and ask for their participation in the FL Program. Instructional leader and Managing Director monitor future leader's progress semi-annually.</p>	<p>Identification: August 1 Review: October/April</p>	<p>Managing Director</p>	
	<p>Activity 2.1.6: School leaders systematically address all areas of concern with School Leaders at weekly leadership meetings. Action planning and follow-up is developed and monitored until growth area is no longer a concern.</p>	<p>Managing Director Dashboard is published quarterly. Weekly meetings prior are used to address any "yellow" or "red" areas on the dashboard.</p>	<p>Quarterly</p>	<p>Managing Director</p>	
	<p>Activity 2.1.7: Managing Directors address all areas of concern with School Leaders at weekly leadership meetings. Action planning and follow-up is developed and monitored until growth area is no longer a concern.</p>	<p>Instructional leader develops Summer Orientation agenda and content. Managing Director reviews plans and gives feedback. Adjustments are made.</p>	<p>August 1</p>	<p>Managing Director</p>	
	<p>Strategy 2.2: Develop and implement targeted professional development rooted in the practices of our highest performing schools.</p>	<p>Activity 2.2.1: Staff engages in an intensive 3-week Summer Orientation that focuses on the key instructional, operational and cultural systems of Uncommon school model.</p>	<p>Instructional leaders identify teachers to attend other retreats and trainings throughout the year.</p>	<p>Periodically</p>	<p>Managing Director</p>
	<p>Activity 2.2.2: Teachers engage in additional training during the year that targets concrete instructional skills used in high performing classrooms (ex Taxonomy workshops, Master</p>				

Uncommon Schools Section 7: Other Attachment 3: Uncommon Schools Project Plan

<p>Strategy 2.3: Implement Uncommon School Inspection protocol at schools (incl. Inspection Protocol Manual)</p>	<p>Activity 2.3.1: School leaders prepare "Pre-Inspection Information" and circulate it to Visit Team 14 days in advance of the Inspection.</p> <p>Activity 2.3.2: Visit Team collects data during the course of the full school day, and provides verbal feedback to the MD and the school leadership team that same day.</p> <p>Activity 2.3.3: Visit Team selects two items to drill down on with the inspection team to generate potential solutions and strategies.</p> <p>Activity 2.2.4: Managing Director, Network COO and school leaders create actionable Workplan to address the "Big Rocks" identified as</p> <p>Activity 2.2.5: Managing Director ensures implementation of Workplan through systematic follow up and feedback.</p>	<p>Uncommon Schools develops Annual Inspection calendar. School leaders receive protocol in advance.</p> <p>Team follows protocol.</p> <p>Team follows protocol.</p> <p>Workplan is developed</p> <p>MD follows up in weekly leadership meetings</p>	<p>14 days before Visit</p> <p>Visit Day</p> <p>Visit Day</p> <p>Within 2 weeks of Visit</p> <p>Weekly</p>	<p>Managing Director</p> <p>Managing Director</p> <p>Managing Director</p> <p>Managing Director</p> <p>Managing Director</p>
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Strategy	Activity	Milestone	Timeline	Owner
<b>GOAL 3: Continue to build replicable systems</b> Strategy 3.1: Complete development and implementation of an organizational Balanced Scorecard to track key performance indicators .	Activity 3.1.1: Managing Directors continue development of refined set of Instructional Leadership Pillars.	Additional training sessions are developed based in Annual PD Content Development plan. Plan is overseen by Director of Organizational Learning.	Annually with specific deadlines	Managing Director
	Activity 3.1.2: Managing Directors continue development of an Instructional Leadership Guide that captures these Pillars on paper.	Additional training sessions are developed based in Annual PD Content Development plan. Plan is overseen by Director of Organizational Learning.	Annually with specific deadlines	Managing Director
	Activity 3.1.3: Managing Directors continue development of refined tools that support these Pillars.	Additional training sessions are developed based in Annual PD Content Development plan. Plan is overseen by Director of Organizational Learning.	Annually with specific deadlines	Managing Director

Goal	Strategy	Activity	Milestone	Timeline	Owner
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# Budget Narrative

## Budget Narrative

Attachment 1:

Title: **Uncommon Schools Budget Narrative** Pages: **0** Uploaded File: \\Usi-dc-2k3\shared\Development\CSP Grant\CSP Grant Docs\2010\_Uncommon\_Schools\_BudgetNarrative\_Final.pdf

## Uncommon Schools (Uncommon) – CSP Budget Narrative

### Overall Planning and Implementation

Uncommon Schools will spend \$5,200,000 of CSP funding on school-based expenditures directly related to the Project Plan outlined in the Narrative. Carolyn Hack, Chief Financial Officer, will closely manage the project, with direct support from the Public Grants Manager.

### Personnel

School	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	Total
<b>Salaries</b>						
TNTP ES	\$60,750	0	0	0	0	\$60,750
TNGP MS	\$60,750	0	0	0	0	\$60,750
TNGP ES	0	\$60,750	0	0	0	\$60,750
NSA ES # 3	\$60,750	0	0	0	0	\$60,750
<b>Total</b>	<b>\$182,250</b>	<b>\$60,750</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>\$243,000</b>
<b>Fringe Benefits</b>						
TNTP ES	\$14,250	0	0	0	0	\$14,250
TNGP MS	\$14,250	0	0	0	0	\$14,250
TNGP ES	0	\$14,250	0	0	0	\$14,250
NSA ES # 3	\$14,250	0	0	0	0	\$14,250
<b>Total</b>	<b>\$42,750</b>	<b>\$14,250</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>\$57,000</b>

**Salaries:** Uncommon will provide four new campuses (NSA ES#3, TNTP ES, TNGP MS and TNGP ES) with CSP funding for Fellowship personnel expenditures totaling \$243,000 during their planning year.

Uncommon’s Leadership Fellowship is outlined in **Activity 1.1.1, 1.1.2** in the CSP Project Plan. The Leadership Fellowship Program was created to strategically identify, develop, and support school leaders across the organization. The Fellowship Program is one aspect of a longer-term vision to develop, support and retain talent as Uncommon continues to grow. Throughout the planning year, Fellows build the roadmap for their future schools in collaboration with the network Managing Director, the network COO, and the Uncommon Home Office.

This work will include (but is not limited to) the development of:

- Assessments
- Academic Policies and Systems
- Curriculum
- Character Education
- Cultural Blueprints
- Instructional Guidelines
- Scheduling
- Other programming, e.g. Professional Development, Afterschool Programs
- Recruitment Strategies, Needs, and Logistics
- Family Involvement Plan
- Operational Blueprint (development of systems and routines)
- Registration for Services (food, transportation, nursing, security, etc.)
- Student Recruitment & Lottery

- Uniform Ordering
- Purchasing Equipment
- Facility Management (securing a facility, managing any renovations)
- HR Certification & Personnel Management•

**Fringe Benefits:** In addition, CSP funding will support \$57,000 in employee benefits during the planning years of these schools.

**Other Services**

School	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	Total
<b>Other Services</b>						
TNRP ES	\$48,000	\$38,000	\$48,000	0	0	\$134,000
TNTP ES	0	\$38,000	\$23,000	\$48,000	0	\$109,000
TNGP MS	0	\$38,000	\$23,000	\$48,000	0	\$109,000
TNGP ES	0	0	\$8,000	\$48,000	\$48,000	\$104,000
NSA ES # 1	\$48,000	\$38,000	0	0	0	\$86,000
NSA ES # 2	\$48,000	\$38,000	\$48,000	0	0	\$134,000
NSA MS #3	\$48,000	\$38,000	\$48,000	\$48,000	0	\$182,000
NSA ES # 3	0	\$38,000	\$48,000	0	0	\$86,000
NSA HS Exp	\$23,000	\$23,000	\$23,000	0	0	\$69,000
<b>Total</b>	<b>215,000</b>	<b>\$289,000</b>	<b>\$269,000</b>	<b>\$192,000</b>	<b>\$48,000</b>	<b>1,013,000</b>

In each CSP Project year, funding in the amount of \$1,013,000 will be allocated to the campuses for key services essential to school expansion and replication.

**Marketing and Advertisement:** The school will use these funds for marketing, advertising and consulting. This cost is associated with informing the community about the school and will allow the school to extend its outreach beyond volunteers and current staff word-of-mouth. The school will use the funds for radio, TV and newspaper advertising. CPS funding will also pay for printing services for marketing materials.

**Professional Development (Outlined in Project Plan Activity 2.1.1 & 2.1.2):** Expenditures in this category will *supplement* funds already allocated to professional development in the school’s approved budget for teachers and administrators to visit other high-performing schools to observe best practices and to attend professional conferences.

**Assessments (Outlined in Project Plan Activity 1.2.1 & 2.1.3):** Uncommon proposes expenditures that will allow the schools to refine their methods for measuring and demonstrating academic performance. The CSP funds will be used to:

- Purchase assessment services beyond what is typically required of a charter school including the research, selection and purchase of external standardized assessments and the design of interim assessments which align with NYS/NJ frameworks and internal accountability and curricular standards;

- Purchase assessment services to support the administration of exams and to develop supporting systems that are required for the sound implementation of school assessments;
- Outsource the scoring of all assessment exams to ensure maximum objectivity; and
- Invest in teacher training in standards-driven instruction and data-driven curriculum design.

Accountability and Evaluation: (Outlined in **Project Plan Activity 1.1.1 & 1.3.2**): Proposed expenditures in this category will be used to develop systems that help build an effective school and meet the needs articulated previously through:

- Designing systems to evaluate progress towards each set of standards including the development of:
  - 1) A template or other user-friendly means of recording progress;
  - 2) School-wide routines to facilitate evaluation of family surveys, periodic reports, etc.;
  - 3) Strategies for converting data (particularly student performance/behavior data) into action steps;
  - 4) Department/grade-wide recommendations to address weaknesses exposed by research or evaluation;
  - 5) Documentation of department/grade-wide best-practices revealed by research or evaluation; and
  - 6) Individualized benchmarks to improve individual teaching.

### Supplies and Materials

School	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	Total
Supplies and Materials						
TNRP ES	\$150,000	\$110,000	\$200,000	0	0	\$460,000
TNTP ES	0	\$110,000	\$200,000	\$100,000	0	\$410,000
TNGP MS	0	\$110,000	\$200,000	\$100,000	0	\$410,000
TNGP ES	0	0	\$115,000	\$200,000	\$100,000	\$415,000
NSA ES # 1	\$150,000	\$160,000	0	0	0	\$310,000
NSA ES # 2	\$150,000	\$110,000	\$200,000	0	0	\$460,000
NSA MS #3	\$150,000	\$110,000	\$200,000	0	0	\$460,000
NSA ES # 3	0	\$135,000	\$200,000	\$50,000	0	\$385,000
NSA HS Exp	\$175,000	\$175,000	\$175,000	0	0	\$525,000
<b>Total</b>	<b>\$775,000</b>	<b>\$1,020,000</b>	<b>\$1,490,000</b>	<b>\$450,000</b>	<b>\$100,000</b>	<b>\$3,835,000</b>

Uncommon will allocate campuses \$3,835,000 in CSP funds to enhance classroom technology and to purchase instructional materials that support rigorous academic programs.

Curriculum and Instruction Materials: (Outlined in **Project Plan Activity 1.2.1**): Expenditures in this category will equip the new schools with the resources necessary to run the highest quality academic programs. The following supplies and materials will be purchased with CSP funding:

- Banners with motivational messages to reinforce the school's expectations and demands for a scholarly culture;

- Letterhead and brochures to reflect the school’s professional and rigorous tone. This cost is associated with informing the community about the school and reporting school progress;
- A portion of general office supplies consumed in implementing the school program such as printing, postage, paper, pens, etc;
- A portion of general instructional supplies consumed in implementing the school program such as pencils, glue, paper, scissors, paint, markers, drawing paper, etc;
- Character Development merit rewards items and supplies for our “Merit Reward Center”, to give students rewards to aspire to;
- Re-usable materials including a wide range of instructional tools such as microscopes, graphing calculators, science-lab supplies, curricular games, maps, charts, supplemental arts and physical education equipment, black-boards with coordinate graphs, etc.;
- Book expenses associated with the costs of building an initial robust library collection to nurture a love of literature, as well as additional take home reading materials for enhanced reading practice;
- Technical equipment such as wireless internet, teleconferencing equipment, and televisions to facilitate learning beyond the walls of the classroom and instructional equipment such as overheads, LCD projectors, printers, video cameras, etc. to facilitate the delivery of a high quality instructional program and record best practices of master teachers during visits to other schools;
- Enhancements of the functional specifications of staff and student computers (e.g. memory, fast processing systems, additional hard drive space and wireless capability);
- High-quality professional furniture for teachers (desk, tables, storage cabinets, chairs, etc to establish a professional school culture;
- Incremental costs to upgrade to higher-quality furniture for students. This is a portion of the budget based on per student costs to outfit a classroom (new desks, comfortable chairs, lockable filing cabinets, work tables, etc.), which contribute to establishing a professional school culture; and
- College guides, SAT Prep materials, tutoring software and travel vouchers for college visits.

**Travel Expenses**

School	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	Total
<b>Travel</b>						
TNRP ES	\$2,000	\$2,000	\$2,000	0	0	\$6,000
TNTP ES	0	\$2,000	\$2,000	\$2,000	0	\$6,000
TNGP MS	0	\$2,000	\$2,000	\$2,000	0	\$6,000
TNGP ES	0	0	0	\$2,000	\$2,000	\$4,000
NSA ES # 1	\$2,000	\$2,000	\$2,000	0	0	\$6,000
NSA ES # 2	\$2,000	\$2,000	\$2,000	0	0	\$6,000
NSA MS #3	\$2,000	\$2,000	\$2,000	0	0	\$6,000
NSA ES # 3	0	\$2,000	\$2,000	\$2,000	0	\$6,000
NSA HS Exp	\$2,000	\$2,000	\$2,000	0	0	\$6,000
<b>Total</b>	<b>\$10,000</b>	<b>\$16,000</b>	<b>\$16,000</b>	<b>\$8,000</b>	<b>\$2,0000</b>	<b>\$52,000</b>

CSP funding will pay for approximately \$52,000 for professional development travel.

Professional Development: (Outlined in **Project Plan Activity 2.2.2**): Expenditures in this category will also *supplement* funds already allocated to professional development in the school's approved budget for teachers and administrators to visit other high-performing schools to observe best practices and to attend professional conferences.