

**U.S. Department of Education**  
**Washington, D.C. 20202-5335**



**APPLICATION FOR GRANTS**  
**UNDER THE**

**FY15 Replication and Expansion of High-Quality Charter Schools Package**

**CFDA # 84.282M**

**PR/Award # U282M150026**

**Grants.gov Tracking#: GRANT11962247**

OMB No. , Expiration Date:

Closing Date: Jul 15, 2015

## \*\*Table of Contents\*\*

Form	Page
<b>1. Application for Federal Assistance SF-424</b>	e3
<i>Attachment - 1 (1250-Areas Affected by Project)</i>	e6
<i>Attachment - 2 (1251-Congressional Districts List)</i>	e7
<b>2. Assurances Non-Construction Programs (SF 424B)</b>	e8
<b>3. Disclosure Of Lobbying Activities (SF-LLL)</b>	e10
<b>4. ED GEPA427 Form</b>	e11
<i>Attachment - 1 (1236-GEPA Provision)</i>	e12
<b>5. Grants.gov Lobbying Form</b>	e15
<b>6. ED Abstract Narrative Form</b>	e16
<i>Attachment - 1 (1235-Noble Abstract)</i>	e17
<b>7. Project Narrative Form</b>	e18
<i>Attachment - 1 (1249-Noble Project Narrative)</i>	e19
<b>8. Other Narrative Form</b>	e78
<i>Attachment - 1 (1237-Appendix A. CSP Assurances)</i>	e79
<i>Attachment - 2 (1238-Appendix A. CSP Assurances)</i>	e81
<i>Attachment - 3 (1239-Appendix B. Resumes -Curriulum Vitae)</i>	e83
<i>Attachment - 4 (1240-Appendix H. Noble Board of Directors)</i>	e84
<i>Attachment - 5 (1241-Appendix C. Letters of Support)</i>	e86
<i>Attachment - 6 (1242-Appendix D. Proof of Non-profit Status)</i>	e89
<i>Attachment - 7 (1243-Appendix E. Schools Operated by the Applicant)</i>	e90
<i>Attachment - 8 (1244-Appendix F. Student Academic Achievement)</i>	e136
<i>Attachment - 9 (1245-Appendix G. 5-year Budget Projection Model)</i>	e145
<i>Attachment - 10 (1246-Appendix H. Strategic Plan 2020)</i>	e248
<i>Attachment - 11 (1247-Appendix H. Green Lighting Criteria)</i>	e269
<i>Attachment - 12 (1248-Appendix H. Admissions and Lottery Policy)</i>	e270
<b>9. Budget Narrative Form</b>	e273
<i>Attachment - 1 (1234-Noble Budget Narrative)</i>	e274
<b>10. Form ED_SF424_Supplement_1_3-V1.3.pdf</b>	e284
<b>11. Form ED_524_Budget_1_2-V1.2.pdf</b>	e285

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.).

There were problems converting one or more of the attachments. These are: 1239-Appendix B. Resumes -Curriulum Vitae.pdf

**Application for Federal Assistance SF-424**

* 1. Type of Submission: <input type="checkbox"/> Preapplication <input checked="" type="checkbox"/> Application <input type="checkbox"/> Changed/Corrected Application	* 2. Type of Application: <input checked="" type="checkbox"/> New <input type="checkbox"/> Continuation <input type="checkbox"/> Revision	* If Revision, select appropriate letter(s): <input type="text"/> * Other (Specify): <input type="text"/>
--	--	--

* 3. Date Received: <input type="text" value="07/15/2015"/>	4. Applicant Identifier: <input type="text"/>
--	--

5a. Federal Entity Identifier: <input type="text"/>	5b. Federal Award Identifier: <input type="text"/>
--	---

**State Use Only:**

6. Date Received by State: <input type="text"/>	7. State Application Identifier: <input type="text"/>
---	---

**8. APPLICANT INFORMATION:**

* a. Legal Name: <input type="text" value="Noble Network of Charter Schools"/>	
* b. Employer/Taxpayer Identification Number (EIN/TIN): <input type="text" value="36-4241970"/>	* c. Organizational DUNS: <input type="text" value="198926060000"/>

**d. Address:**

* Street1:	<input type="text" value="1 North State Street"/>
Street2:	<input type="text" value="Floor 7-L"/>
* City:	<input type="text" value="Chicago"/>
County/Parish:	<input type="text"/>
* State:	<input type="text" value="IL: Illinois"/>
Province:	<input type="text"/>
* Country:	<input type="text" value="USA: UNITED STATES"/>
* Zip / Postal Code:	<input type="text" value="60602-3311"/>

**e. Organizational Unit:**

Department Name: <input type="text" value="Administrative Support Team"/>	Division Name: <input type="text"/>
--	--

**f. Name and contact information of person to be contacted on matters involving this application:**

Prefix: <input type="text" value="Ms."/>	* First Name: <input type="text" value="Sara"/>
Middle Name: <input type="text"/>	
* Last Name: <input type="text" value="Kandler"/>	
Suffix: <input type="text"/>	
Title: <input type="text" value="Development Director"/>	

Organizational Affiliation: <input type="text" value="Employee of Noble Network of Charter Schools"/>
--

* Telephone Number: <input type="text"/>	Fax Number: <input type="text"/>
--	----------------------------------

* Email: <input type="text"/>
-------------------------------

**Application for Federal Assistance SF-424**

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

M: Nonprofit with 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:**

84.282

CFDA Title:

Charter Schools

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

ED-GRANTS-061215-001

\* Title:

The Office of Innovation and Improvement (OII): Charter Schools Program (CSP): Grants for Replication and Expansion of High-Quality Charter Schools CFDA Number 84.282M

**13. Competition Identification Number:**

84-282M2015-1

Title:

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

Areas Affected by Project.pdf

Add Attachment

Delete Attachment

View Attachment

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

Expansion and replication of the Noble Network of Charter Schools' high quality model.

Attach supporting documents as specified in agency instructions.

Add Attachments

Delete Attachments

View Attachments

**Application for Federal Assistance SF-424**

**16. Congressional Districts Of:**

\* a. Applicant

\* b. Program/Project

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

**17. Proposed Project:**

\* a. Start Date:

\* b. End Date:

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

* a. Federal	<input type="text" value="8,412,500.00"/>
* b. Applicant	<input type="text" value="4,987,000.00"/>
* c. State	<input type="text" value="0.00"/>
* d. Local	<input type="text" value="0.00"/>
* e. Other	<input type="text" value="0.00"/>
* f. Program Income	<input type="text" value="0.00"/>
* g. TOTAL	<input type="text" value="13,399,500.00"/>

**\* 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 in attachment.)**

Yes  No

If "Yes", provide explanation and attach

**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:  \* First Name:

Middle Name:

\* Last Name:

Suffix:

\* Title:

\* Telephone Number:  Fax Number:

\* Email:

\* Signature of Authorized Representative:

\* Date Signed:

**Areas Affected by Project**

The Noble Network of Charter Schools has provided a high-quality education to underserved Chicago communities since its founding in 1999. This fall we will serve approximately 11,500 students from low-income and minority families from over 70 different Chicago neighborhoods at our sixteen campuses in some of Chicago’s toughest communities including Humboldt Park, Englewood, Grand Crossing, Auburn Gresham, North Lawndale, Hermosa and Belmont Cragin. Over the life of the proposed grant we will seek support to expand two existing campuses and grow our network to 24 campuses by opening eight new high schools in communities of greatest need. The growth will begin with the opening of two new high schools in the fall of 2016 in two very overcrowded communities on Chicago’s southwest side.

**Congressional Districts List**

Congressional districts served by the applicant: IL-01, IL-02, IL-03, IL-04, IL-05, IL-06, IL-07, IL-08, IL-09, IL-10, IL-11, IL-12 and IL-18

Congressional districts served by the project: IL-01, IL-02, IL-03, IL-04, IL-05, IL-07, and IL-09. This does not account for the additional districts we will serve as we add new Noble campuses in the coming years.

## ASSURANCES - NON-CONSTRUCTION PROGRAMS

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 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 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.

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 subagreements.
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 (Clean Air) Implementation Plans under Section 176(c) of the Clean 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. §§1271 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 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.
19. Will comply with the requirements of Section 106(g) of the Trafficking Victims Protection Act (TVPA) of 2000, as amended (22 U.S.C. 7104) which prohibits grant award recipients or a sub-recipient from (1) Engaging in severe forms of trafficking in persons during the period of time that the award is in effect (2) Procuring a commercial sex act during the period of time that the award is in effect or (3) Using forced labor in the performance of the award or subawards under the award.

<p>SIGNATURE OF AUTHORIZED CERTIFYING OFFICIAL</p> <p>Sara Kandler</p>	<p>TITLE</p> <p>Development Director</p>
<p>APPLICANT ORGANIZATION</p> <p>Noble Network of Charter Schools</p>	<p>DATE SUBMITTED</p> <p>07/15/2015</p>

Standard Form 424B (Rev. 7-97) Back

# DISCLOSURE OF LOBBYING ACTIVITIES

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

Approved by OMB  
0348-0046

<b>1. * Type of Federal Action:</b> <input type="checkbox"/> a. contract <input checked="" type="checkbox"/> b. grant <input type="checkbox"/> c. cooperative agreement <input type="checkbox"/> d. loan <input type="checkbox"/> e. loan guarantee <input type="checkbox"/> f. loan insurance	<b>2. * Status of Federal Action:</b> <input type="checkbox"/> a. bid/offer/application <input checked="" type="checkbox"/> b. initial award <input type="checkbox"/> c. post-award	<b>3. * Report Type:</b> <input checked="" type="checkbox"/> a. initial filing <input type="checkbox"/> b. material change
--	--	--

**4. Name and Address of Reporting Entity:**  
 Prime  SubAwardee

\* Name: Noble Network of Charter Schools

\* Street 1: 1 North State Street Street 2: Floor 7L

\* City: Chicago State: IL: Illinois Zip: 60602

Congressional District, if known: 7

**5. If Reporting Entity in No.4 is Subawardee, Enter Name and Address of Prime:**

<b>6. * Federal Department/Agency:</b> U.S. Department of Education	<b>7. * Federal Program Name/Description:</b> Charter Schools CFDA Number, if applicable: 84.282
--	--

<b>8. Federal Action Number, if known:</b> [ ]	<b>9. Award Amount, if known:</b> \$ [ ]
---	---

**10. a. Name and Address of Lobbying Registrant:**

Prefix [ ] \* First Name N.A. Middle Name [ ]

\* Last Name N.A. Suffix [ ]

\* Street 1 [ ] Street 2 [ ]

\* City [ ] State [ ] Zip [ ]

**b. Individual Performing Services** (including address if different from No. 10a)

Prefix [ ] \* First Name N.A. Middle Name [ ]

\* Last Name N.A. Suffix [ ]

\* Street 1 [ ] Street 2 [ ]

\* City [ ] State [ ] Zip [ ]

**11.** 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 the 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.

\* Signature: Sara Kandler

\* Name: Prefix [ ] \* First Name Sara Middle Name [ ]  
\* Last Name Kandler Suffix [ ]

Title: Development Director Telephone No.: [ ] Date: 07/15/2015

**Federal Use Only:** Authorized for Local Reproduction Standard Form - LLL (Rev. 7-97)

PR/Award # U282M150026

## NOTICE TO ALL APPLICANTS

OMB Number: 1894-0005  
Expiration Date: 03/31/2017

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.

(4) An applicant that proposes a project to increase school safety might describe the special efforts it will take to address concern of lesbian, gay, bisexual, and transgender students, and efforts to reach out to and involve the families of LGBT students.

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. Public reporting burden for this collection of information is estimated to average 1.5 hours 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. The obligation to respond to this collection is required to obtain or retain benefit (Public Law 103-382). Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the U.S. Department of Education, 400 Maryland Ave., SW, Washington, DC 20210-4537 or email [ICDocketMgr@ed.gov](mailto:ICDocketMgr@ed.gov) and reference the OMB Control Number 1894-0005.

## Optional - You may attach 1 file to this page.

GEPA Provision.pdf

Add Attachment

Delete Attachment

View Attachment

### **GEPA Provision**

The Noble Network of Charter Schools (Noble) does not discriminate, impede or prevent access to or participation in their programs based on gender, race, national origin, color, disability or age (See Equal Employment Opportunity statement at the end of this document). All of our programs, whether held during the school day, after school, in the evenings, or over the weekend are open to any individual who meets the requirements of the program in which s/he wants to participate. In addition, all Noble campuses meet Americans with Disabilities Act requirements for accessibility by those with physical disabilities and provide special assistance - including assistive technology - for students who are developmentally challenged. Our campuses work with perspective and enrolled students to remove any barriers to participation that may arise from their individual needs.

Our application supports the replication and expansion of a few existing and eight proposed new Noble campuses, which will serve thousands of additional families when these new schools are fully enrolled. As part of the preparations for new campuses and as existing campuses expand towards full enrollment, principals and their founding staff spend a significant portion of their time recruiting the first class of students.

To ensure that we are furthering our mission to “prepare low-income students with the scholarship, discipline, and honor necessary to succeed in college and lead exemplary lives” we focus our recruiting efforts in the target communities for our schools which are home to predominantly low-income populations. Our admissions policy dictates that; "Our goal with recruitment is to reach out to as many elementary schools and community organizations as possible to ensure that we enroll not only a diverse group of students, but that we are also able to inform as many families as possible about our enrollment opportunities.” This involves

participating in high school fairs, grade school visits, presentations at local places of worship, community centers, health clinics and anywhere else where we can reach local community members. We may also advertise on mass transit and with local media outlets. Our websites, admissions materials and applications are available in both English and Spanish and our schools all have bi-lingual representatives who support recruitment efforts and are available to help students and parents apply to a Noble high school. Each campus is also staffed with special education teachers and aides as necessitated by the special education enrollment at each school who can support the enrollment process.

Noble high schools are open to all students who reside in the City of Chicago and have graduated 8th grade. We do not ask for information about race, ethnicity, gender, test scores socioeconomic status, special education status or disability status at any time during the application process. Students are admitted through a blind lottery with no regard to disabilities, testing, grades, race or any other criteria. While recruiting efforts focus primarily in the local community, the lottery is open to any eighth grader residing in the City of Chicago. Students will submit an application in order to be entered in the lottery. The application deadline is no earlier than one month after the high school application deadline for the regular Chicago public high schools. The lottery is conducted shortly after that application deadline. All lotteries are open to the public, conducted manually and are videotaped. We offer enrollment to the first names drawn and then assign waitlist numbers in the order they are drawn. This continues until all the names are drawn and then the waiting list will be published, which assures that all names were counted for and that no student receives admission or their place on the waitlist through any other method than the lottery. As a courtesy to parents and families, siblings of current students are offered

automatic admission to the campus where their sibling attends as long as they submit a complete application by the deadline given.

***Noble has identified the following barrier for students:***

**Barrier** – Ability of students to apply for enrollment at a Noble campus when a disability or language barrier prevents them from completing the essay on the application.

**Solution** – An essay is included on the application, but Noble has done away with the requirement that the essay must be completed for application submission. For English Language Learner applicants, if a student wishes to complete the essay, the application is available in Spanish and essays written in a student’s native language will be accepted. Noble will work with students with special needs to make accommodations for the completion of an application for enrollment where possible.

**Equal Opportunity Statement**

The Noble Network is an equal opportunity employer, and is committed to compliance with applicable federal, state and local laws and regulations. We embrace and value a diverse workforce and pledge to provide equal employment and individual opportunity to all job applicants and employees. Our continued success depends on our ability to attract, develop and retain the highest caliber of people, regardless of their race, color, age, religion, national origin, gender, disability, sexual orientation, veteran status, citizenship status, marital status or membership in any other protected group. All employees are responsible for complying with this policy.

## CERTIFICATION REGARDING LOBBYING

### Certification for Contracts, Grants, Loans, and Cooperative Agreements

The undersigned certifies, to the best of his or her knowledge and belief, that:

(1) No Federal appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of an agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the awarding of any Federal contract, the making of any Federal grant, the making of any Federal loan, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any Federal contract, grant, loan, or cooperative agreement.

(2) If any funds other than Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this Federal contract, grant, loan, or cooperative agreement, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions.

(3) The undersigned shall require that the language of this certification be included in the award documents for all subawards at all tiers (including subcontracts, subgrants, and contracts under grants, loans, and cooperative agreements) and that all subrecipients shall certify and disclose accordingly. This certification is a material representation of fact upon which reliance was placed when this transaction was made or entered into. Submission of this certification is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required certification shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

### Statement for Loan Guarantees and Loan Insurance

The undersigned states, to the best of his or her knowledge and belief, that:

If any funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this commitment providing for the United States to insure or guarantee a loan, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions. Submission of this statement is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required statement shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

<b>* APPLICANT'S ORGANIZATION</b> Noble Network of Charter Schools	
<b>* PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE</b>	
Prefix: Ms.	* First Name: Sara Middle Name:
* Last Name: Kandler	Suffix:
* Title: Development Director	
<b>* SIGNATURE:</b> Sara Kandler	<b>* DATE:</b> 07/15/2015

## Abstract

The abstract narrative must not exceed one page and should use language that will be understood by a range of audiences. For all projects, include the project title (if applicable), goals, expected outcomes and contributions for research, policy, practice, etc. Include population to be served, as appropriate. For research applications, also include the following:

- Theoretical and conceptual background of the study (i.e., prior research that this investigation builds upon and that provides a compelling rationale for this study)
- Research issues, hypotheses and questions being addressed
- Study design including a brief description of the sample including sample size, methods, principals dependent, independent, and control variables, and the approach to data analysis.

[Note: For a non-electronic submission, include the name and address of your organization and the name, phone number and e-mail address of the contact person for this project.]

---

## You may now Close the Form

**You have attached 1 file to this page, no more files may be added. To add a different file, you must first delete the existing file.**

\* Attachment:

### **Expansion and replication of the Noble Network of Charter Schools' High Quality Model**

Noble Network of Charter Schools (Noble) presents our application for support to expand and replicate our model significantly over the next five years. Noble is committed to providing a high-quality public high school education to families in Chicago's communities of greatest need. Despite our growth over the past 15 years from one campus serving 650 students, to sixteen campuses serving 11,500 students from all corners of Chicago, we maintain a long waitlist of families seeking a Noble education for their child. This continued demand is due to Noble's demonstrated record of successful outcomes for students who would otherwise fall through the cracks in Chicago. Noble campuses have been the top-ranked open enrollment high schools in Chicago based on ACT scores since 2009. Among our 1,500 low-income and minority graduates from the Class of 2015, 90 percent are enrolled in college for the fall and 81 percent are first generation college students. Noble is truly changing the educational attainment and future trajectory of Chicago's families.

As we look to the next five years, our Strategic Plan 2020 outlines a clear vision for growth that prioritizes best-in-industry academic performance, enduring organizational health, and disciplined growth through 2020 as we expand to a network of 25 campuses serving over 15 percent of the Chicago Public Schools' high school population. Our request will support two existing Noble campuses as they grow to full capacity and the creation of eight new campuses that will allow us to provide 5,000 additional seats to families who seek a high quality high school option for their children. Despite the challenging landscape facing Chicago's education system, Noble has shown that we can expand and improve to meet the ever-changing needs of our students and families, proving what is possible in urban high school education. Over the next five years, we will strive to improve upon our strong academic results and the collegiate outcomes for our students and graduates.

## Project Narrative File(s)

---

\* Mandatory Project Narrative File Filename:

[Add Mandatory Project Narrative File](#)

[Delete Mandatory Project Narrative File](#)

[View Mandatory Project Narrative File](#)

---

To add more Project Narrative File attachments, please use the attachment buttons below.

[Add Optional Project Narrative File](#)

[Delete Optional Project Narrative File](#)

[View Optional Project Narrative File](#)

## Table of Contents

Absolute Priorities	Page 1
Selection Criteria	Page 5
Application Requirements	Page 33
Appendices (Please see “other attachments”)	
A. CSP Assurances	
B. Resumes/Curriculum Vitae	
C. Letters of Support	
D. Proof of Non-profit Status	
E. Schools Operated by the Applicant	
F. Student Academic Achievement	
G. Supplemental Organizational Budgets and Financial Information	
H. Additional Information	
1. Strategic Plan 2020	
2. Green-Lighting Criteria	
3. Admissions and Enrollment Policy	
4. Board of Directors	

Noble Network of Charter Schools  
Charter School Program (M) –Replication and Expansion

The Noble Network of Charter Schools (Noble) presents our application for support of the replication and expansion of our proven high school model. Noble is committed to opening public high schools in Chicago’s communities of greatest need as a means to provide a high-quality public education to families from underserved communities. Even as we have tripled in size over the past five years and created 7,900 additional seats, demand for a Noble education remains strong. Our request for five years of funding will support the expansion of two existing Noble campuses and the replication of seven new high schools to serve an additional 5,000 students by 2020.

Despite the strong results and incredible successes for our students that we will share in our request for funding, Noble operates in the very politically and financially unstable environment of Chicago. Our tireless work over the past sixteen years has been to improve the education our students receive to give them a better chance at a college degree, more sustainable careers and ultimately brighter futures. In recent years the volatility and uncertainty around Chicago’s education sector has increased and at the time of our application, the state is well past the due date for the new annual budget, our district is deep in debt because of our teacher pension program, district expansion funds have been suspended indefinitely, and we are still waiting to learn the severity of budget cuts. Noble is Chicago’s most consistent, highest performing charter operator. We have thousands of families that want a Noble education for their child and we are doing everything in our power to meet this need. Federal support for the expansion and replication of our proven model will provide crucial and much needed supports at a really pivotal time that will directly impact the quality of education for almost 11,500 deserving students and families.

**Absolute Priority 1 – Experience Operating High-Quality Charter Schools**

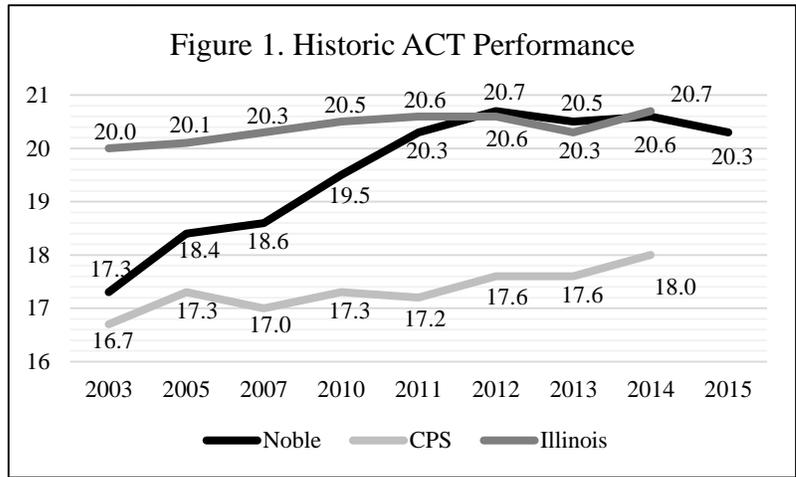
*For projects that provide for the replication and expansion of high-quality charter schools by applicants that currently operate or manage more than one high-quality charter school.*

Noble will operate a network of sixteen high schools in the coming year that are not only Chicago’s highest performing charter schools, but among the highest performing charter networks in the nation. The caliber of our model was recently reinforced when Noble won the 2015 Broad Prize for Public Charter Schools, which recognizes “the charter management organization that has demonstrated the most outstanding overall student performance and improvement among the country’s largest urban charter management organizations (CMO) in recent years while reducing achievement gaps for poor and minority students.” Noble was selected from a list of 20 CMOs by an independent review board, and distinguished itself from the competition by our results and focus on bridging the education gap for high school students.

Noble’s Curriculum and Assessment Program (CAP) has allowed us to successfully close the academic gap for students who enter high school as much as three to five grade levels behind. Regular testing provides insight into student learning and benchmarks by which to measure academic growth. Noble’s Class of 2015 achieved 6.1 points of academic growth between their freshman and junior years. For our mainly low-income student body the difference between a score of 15 and 21 on the ACT (as determined by points of academic growth) can have far reaching ramifications; a higher ACT score not only indicates greater preparedness for the rigors of college academics, but also leads to admittance into a higher caliber of school that will have increased persistence and graduation rates. Therefore, the better our students perform on the ACT, the more prepared they are for college and the greater their chances of attending one of these institutions. With this in mind, we must continue to do everything to accelerate growth among our students. As seen in Figure 1, when compared to their peers at a traditional public school, Noble’s 2014 ACT average of 20.6 is almost three points higher than Chicago Public Schools (CPS), whose score of 18.0 also includes selective-enrollment high schools where students must meet minimum academic

qualifications for admission. Noble students fell just 0.1 of a point below the State average in 2014, effectively closing the achievement gap among our urban, low-income, minority population and a

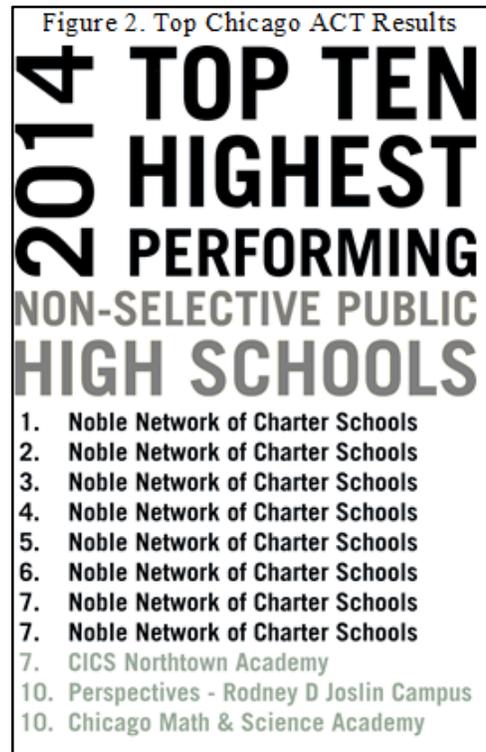
more affluent population across the state. We saw a slight dip in our 2015 score because the ACT was administered five weeks earlier than in previous years due to accommodations made to also administer the PARCC exam for



Source: Illinois State Board of Education e-Report Card, 2013. \*We are waiting on 2015 ACT results for CPS and the State from this year's exam.

the first time and comply with Common Core requirements. This significantly earlier ACT testing date meant that our students lost five weeks of valuable instructional time, but so did the rest of Illinois. When 2015 results are released for the state and district, we still expect our results to be on par with the state and surpassing the district average.

Noble serves a comparable population to other non-selective CPS schools, but leads these schools in academic achievement. Since 2009, Noble campuses with junior classes have dominated the top ten ranking of non-selective (open-enrollment) high schools in the City of Chicago. As shown in Figure 2, our schools ranked first through seventh in 2014 and we expect similar results for 2015 when district ACT scores are released.



**Absolute Priority 2 – Low-Income Demographics**

*An applicant must demonstrate that at least 60 percent of all students in the charter schools it currently operates are individuals from low-income families.*

Noble will serve 11,500 students at our sixteen college prep high schools in Chicago’s most underserved communities this fall. Our mission is to “prepare low-income students with the scholarship, discipline, and honor necessary to succeed in college and lead exemplary lives, and for Noble to serve as a catalyst for education reform in Chicago.” Because almost 92 percent of our students are classified as low-income, as determined by their free or reduced-price lunch status, every one of Noble’s sixteen campuses qualifies as a high-poverty school<sup>1</sup>. Our campuses range from 83 percent to 96 percent low-income student populations. Serving low-income students and families is not only a part of our mission, but a requirement for Noble’s growth as well. Our Strategic Plan 2020 (included in Appendix H) contains requirements called “Green-Lighting Criteria” that provide benchmarks by which we determine our performance and readiness to grow. There is a student population criterion that will give the green-light for growth only if 80 percent or more of our current students are from low-income families. This criterion, among others, is meant to safeguard our adherence to our mission regardless of our size to ensure that we always strive to serve students of greatest economic need. Our campuses also serve a student body comprised of 51 percent Hispanic, 45 percent African-American, just over one percent Asian, one percent Caucasian, and one percent multi-racial students.

---

<sup>1</sup> As defined by the National Center for Education Statistics” “High-poverty schools are those where 76–100% of students are eligible for FRPL.” Aud, S., Hussar, W., Planty, M., Snyder, T., Bianco, K., Fox, M., Frohlich, L., Kemp, J., Drake, L. (2010). The Condition of Education 2010 (NCES 2010-028). National Center for Education Statistics, Institute of Education Sciences, U.S. Department of Education. Washington, DC.

## **Selection Criteria**

### ***(A) Quality of the proposed curriculum and instructional practices (50 pts.)***

*1) The degree, including the consistency over the past three years, to which the applicant has demonstrated success in significantly increasing student academic achievement and attainment for all students, including educationally disadvantaged students served by the charter schools operated by the applicant. (20 points)*

### **Noble's Student Profile**

The Noble Network of Charter Schools (Noble) opened in 1999 with one campus serving 600 students, and has since expanded to sixteen campuses serving approximately 11,500 students. Despite the fact that Noble is now twenty times its original size, there are still thousands of students on our waitlist. At our current size, we already serve ten percent of the Chicago Public Schools (CPS) high school population. Noble serves educationally disadvantaged students in some of the most impoverished neighborhoods in Chicago. Noble's student body is 98 percent minority, including 51 percent Hispanic and 45 percent African American students. Eighty-nine percent of Noble's students are low-income as determined by federal eligibility for free or reduced-rate lunch, fifteen percent receive special education services and five percent are English Language Learners (ELL). Our strategic plan for the next five years launches the next phase of Noble's growth to a network of 25 campuses serving 16,000 students, equivalent to at least fifteen percent of the CPS high school population when fully enrolled.

Noble's model has proven that every child can thrive given the right learning environment. Noble founders, Michael and Tonya Milkie, built a school culture based on rigorous scholarship, a fair and clear discipline system, and honor for the learning environment. Over the past fifteen years, Noble has established a reputation for excellence in Chicago and throughout the nation because we successfully close the academic gap for students who enter high school as much as 3-4 grade levels behind. With longer class periods, a longer school day, and a longer school year,

Noble provides students with substantially more instructional minutes than the traditional Chicago public school. This extra time, combined with a disciplined, consistent school culture, high expectations, and a team of dedicated teachers, results in dramatically improved academic performance. The average student enters Noble at a fifth or sixth grade level academically and achieves extraordinary academic growth of six points between their freshmen and junior years, as indicated by Noble’s average ACT score, which is the highest among open enrollment high schools in Chicago. Among our graduates, 90 percent enroll in college and 81 percent are first generation college students. As we will show, our low-income students are graduating from college at more than three times the national average for a comparable demographic, thus setting a new standard for future generations of economically disadvantaged families.

Noble serves an even more economically challenged and diverse student population than CPS and the State of Illinois, as shown in Figure 3, and achieves greater success through measures that include academic achievement, average daily attendance, high school graduation, and college matriculation. Noble’s population of ELL is smaller than the district and state averages because many students are no longer classified as ELL when they enter high school due to the number of years that they have already received ELL services; often, these students continue to require remediation and support, which Noble provides.

**Figure 3. Noble Student Demographics vs. Chicago Public Schools and Illinois (2014)**

	<b>Noble</b>	<b>CPS *</b>	<b>Illinois ^</b>
Minority	98%	91%	50%
Low-Income Students (free and reduced price lunch)	89%	85%	52%
Special Education	15%	14%	10%
English Language Learners	5%	6%	14%

\*Data from CPS Office of Research, Evaluation and Accountability – high school only.

^Data from Illinois State Board of Education, eReportCards 2012-2014. Data includes elementary and middle school students as well.

**Academic Success**

For fifteen years, Noble has delivered an outstanding public education to low-income students in Chicago. Noble’s academic performance has improved annually with the greatest gains occurring after Noble began expanding in 2006. Our performance on the Prairie State Achievement Exam (PSAE)<sup>2</sup> is a key indicator of academic success. The PSAE includes the ACT and measures the achievement of 11<sup>th</sup> grade students in math, science, reading, and writing. It is the main measure by which Illinois schools were evaluated. Figure 4 compares Noble’s academic statistics for the PSAE and ACT to those for the district and state.

**Figure 4. Noble Academic Achievement vs. Chicago Public Schools, Illinois and the USA**

	PSAE (% met or exceeded)*			ACT		
	2012	2013	2014	2012	2013	2014
Noble	55%	56%	60%	20.7	20.5	20.6
CPS #	31%	35%	37%	17.6	17.6	18.0
Illinois <sup>^</sup>	51%	53%	54%	20.6	20.3	20.7
National <sup>~</sup>	N.A.	N.A.	N.A.	21.1	20.9	21.0

\*PSAE data from Illinois State Board of Education, eReportCards 2012-2014.

# Data from CPS School Data, <http://cps.edu/SchoolData/Pages/SchoolData.aspx>.

<sup>^</sup> Data from Illinois State Board of Education, eReportCards 2012-2014.

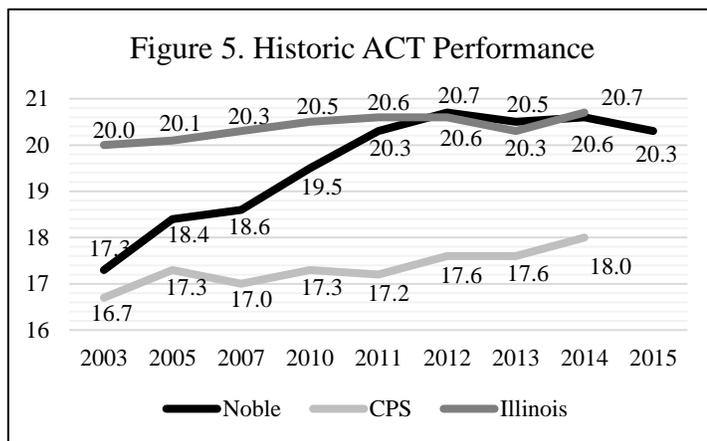
<sup>~</sup>Data from the 2014 ACT Profile Report for the state of Illinois. <http://www.act.org/newsroom/data/2014/pdf/profile/Illinois.pdf>

Noble’s students met or exceeded standards on the PSAE at a far greater rate and our ACT scores were on average three points higher than CPS, whose results also include selective enrollment high schools. Simply put, CPS students at Noble schools are receiving an education that is most effectively preparing them academically for college and life beyond. Further our results over the past three years show that we have successfully closed the achievement gap with the State of Illinois, demonstrating that our low-income and minority students can keep pace with their more affluent peers when given the right educational environment and supports. Most

<sup>2</sup> The Illinois State assessment up until the 2014-15 school year when it was replaced with the Common Core PARCC exam.

importantly, Noble’s average ACT score has been rising since 2003 at a faster pace than the growth in Noble’s student body via new campuses. Not only is Noble educating more students, but we are building a higher performing student body as well.

One of the many things that sets Noble apart is its proven tool for generating academic results in a challenging urban environment while operating at a large scale. Noble’s internally-developed Curriculum and Assessment Program (CAP) uses data



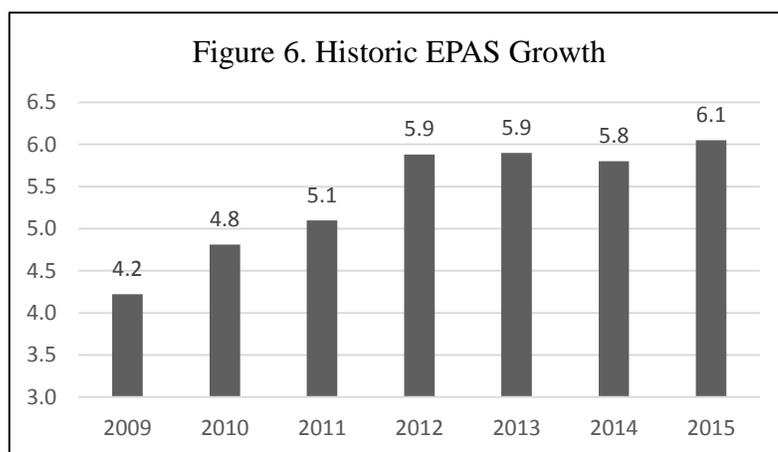
Source: Illinois State Board of Education e-Report Card, 2013. \*We are waiting on 2015 ACT results for CPS and the State from this year’s exam.

from quarterly assessment testing to drive teacher improvement and best-practice sharing across all the campuses. The CAP includes internally-created interim assessments that are administered quarterly and mapped to the college-readiness standards measured by the Education Planning and Assessment System (EPAS) exams. Our interim assessments are developed internally each summer by a team of Noble’s most talented instructors and have been adapted over the years to include the Common Core. The Educational Planning and Assessment System (EPAS) exams are comprised of pre- and post-tests (the Explore, PLAN, and ACT exams) taken in the fall and spring of each year to benchmark results and measure growth over freshmen, sophomore, and junior years. Results from our quarterly interim assessments are compiled on the same day as testing and immediately distributed to teachers and school principals so they can assess performance, as well as internally discuss the results. Within a week of the quarterly testing, all network educators gather for Noble’s network-wide Professional Development (PD) program during which they meet in small groups according to subject area and grade in order to compare results and discuss best

practices. By the following week, teachers have adjusted instruction to circle back on skills that students failed to master and are implementing best practices derived from PD discussions. All Noble students benefit from the quarterly implementation of CAP. It is the framework for Noble’s educational program and drives academic improvement and innovation among our network.

When we look at Noble’s historic EPAS growth in Figure 6, we see the benefits of the CAP, which was first implemented in 2006. The classes of 2009 through 2011 showed larger gains

each subsequent year as each of these cohorts had the benefit of more instructional time under the CAP and significant program improvements in its early years. The CAP has been able to achieve increased individual

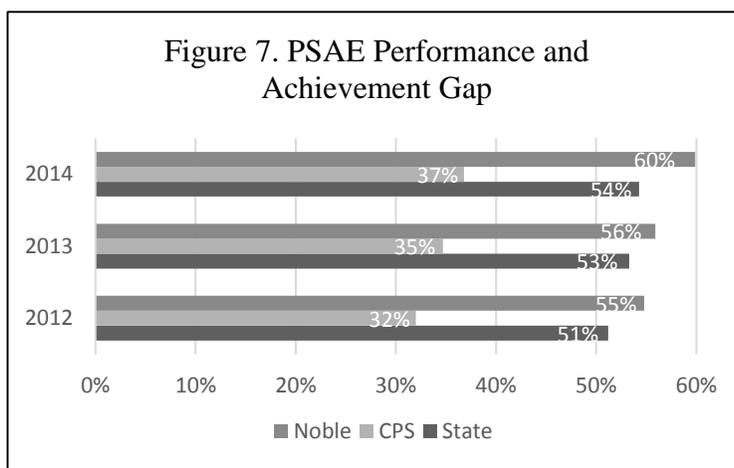


student gains that have collectively risen the network’s performance. This academic growth is what we consider to be the biggest indicator of the success of our model because of the ramifications it has for individual students. If we can achieve six points of academic growth for these students by the spring of their junior year, they will break a 21 on the ACT and be “college-ready” by national standards. Our biggest success as an organization is the fact that we can take any student, regardless of their academic competency when they come to us as freshmen, and double the amount of academic growth that they would receive at their neighborhood school. By comparison, CPS schools average three points of academic growth between freshmen and junior years. For example, in the fall of 2011, CPS freshmen averaged a 14.8 on the pre-Explore exam; that same group of Noble freshmen scored a 14.7. Yet, when we look at the cohort’s growth three years later, CPS

students achieved 3.3 points of academic growth compared to 5.8 points for the same Noble students – putting them at an average composite ACT score of 20.6, just shy of 21.

*2) The degree, including consistency over the past three years, to which the applicant has demonstrated success in closing historic achievement gaps for economically disadvantaged students, students from major racial and ethnic groups, students with disabilities and those with limited English proficiency. (15 points)*

Noble’s success does not hinge on one exemplary campus but is the result of the cumulative success at all of our campuses as we maintain a culture of high expectations for all students, teachers, and staff across our network. These high standards are reflected in Noble’s ability to achieve results on par and exceed the district and state standards with our students. On the PSAE (the Illinois state exam taken by all eleventh grade students), achievement is defined in terms of the percentage of students who “meet or exceed standards”. Noble calculates this percentage directly using data provided by the state. The achievement gap is the percent difference between Noble students and the Illinois state average. Six years ago, Noble was within nine points of the State’s results and close to closing the



achievement gap. Our results in Figure 7, which provide comparable data for the district and State, show that we effectively closed the achievement gap in 2012 on state assessments for our economically disadvantaged students and have maintained that position ever since. When compared to our district, Noble’s PSAE scores surpass CPS by an average of 20 percentage points.

Over the past five years, even as we have increased significantly in size from a network of 3,500 to 11,500 students, our performance is evidence of Noble’s ability to close the

achievement gap for educationally disadvantaged students. Refer back to Figure 4 on page 7, which compares our ACT results versus the district, state, and nation to show how we have eliminated the gap within our state and have almost closed the gap on the nation. Figures 8 and 9 display the percentage of students who met or exceeded expectations on the PSAE and ACT results for the past three years demonstrating Noble’s ability to go well beyond closing the achievement gap with other subgroups of students. We have only shown the performance of African American (AA) and Hispanic (H) students since these are the largest ethnic minority groups served by Noble, the district, and the state.

Figure 8. **PSAE State Assessment Results for Subgroups**

	Race/Ethnicity			Special Education			Limited English (ELL)		
	2012	2013	2014	2012	2013	2014	2012	2013	2014
Noble	AA: 42% H: 54%	AA: 38% H: 56%	AA: 41% H: 60%	20%	22%	19%	29%	25%	11%
CPS	AA: 20% H: 32%	AA: 21% H: 33%	AA: 22% H: 35%	6%	8%	8%	5%	5%	4%
Illinois*	AA: 11% H: 17%	AA: 11% H: 17%	AA: 12% H: 18%	7%	8%	8%	2%	3%	3%

Source: All Noble and CPS data comes from CPS School Data, <http://cps.edu/SchoolData/Pages/SchoolData.aspx>. Note: Data reported for ELL students was limited for Noble campuses in the data set.

\* Data from Illinois State Board of Education, eReportCards 2012-2014.

Figure 9. **ACT Results for Subgroups**

	Race/Ethnicity			Special Education			Limited English (ELL)		
	2012	2013	2014	2012	2013	2014	2012	2013	2014
Noble	AA:19.7 H: 20.9	AA: 19.3 H: 20.8	AA: 19.5 H: 20.9	17.1	17.5	16.9	20.6	20.5	20.7
CPS	AA:16.2 H: 17.7	AA: 16.2 H: 17.7	AA: 16.5 H: 18.0	13.7	14.2	14.1	13.5	13.5	13.6
Illinois*	AA: 17.1 H: 18.5	AA: 16.8 H: 18.5	AA: 17.0 H: 18.5	N.A.	N.A.	N.A.	N.A.	N.A.	N.A.

Source: All Noble and CPS data comes from CPS School Data, <http://cps.edu/SchoolData/Pages/SchoolData.aspx>. Note: Because Noble has so few ELL students, the most comparable data available for students listed as ELL when they took the ACT who had since been deemed proficient.

\* Data from the 2014 ACT State Profile Report for Illinois, <http://www.act.org/newsroom/data/2014/pdf/profile/Illinois.pdf>.

*3) The degree, including consistency over the past three years, to which the applicant has achieved results (including performance on statewide tests, annual student attendance and retention rates, high school graduation rates, college attendance rates, and college persistence rates where applicable and available for low-income and other educationally disadvantaged students served by the charter schools that are significantly above result for such students in the State. (15 points)*

Our students are performing better academically, graduating high school, and enrolling in college at higher rates in part because they are consistently in class longer to receive the education and college programming that better target their needs. Noble’s school year is 184 days<sup>3</sup> and averages 7.5 hours of instructional time, which is slightly longer than the district and state. As shown in the charts in Appendix F for Student Academic Achievement, Noble’s attendance rate averages 94 percent over the past three years, which is on par with CPS and the State from 2012 to 2014. Our attrition rate has remained steady at five percent across our growing network over the past three years and conversely, we retain 95 percent of our students annually. We were unable to find attrition and retention rates for our district and State, but from 2012 to 2014 our drop-out rate has ranged from 0.2 percent to 0.6 percent compared to a range of 4 to 4.7 for the district and 2.2 to 2.6 for the State. As we mentioned previously, Noble’s results on the state assessment and ACT significantly exceed that of the district, have eliminated the achievement gap with the state, and are closing in on national performance for our predominantly low-income student population. The ACT directly measures student mastery of proven college-readiness skills; therefore, Noble’s improving ACT scores indicate students’ increased preparedness for college.

### **Improving High School Graduation Rates**

Nationally, graduation rates for African-American and Hispanic students are 33 percent and 29 percent lower than the rate for white students respectively. This trend carries throughout

---

<sup>3</sup> \*Length of school year comes from Illinois State Board of Education, eReportCards 2012-2014.

CPS as evident from a 30-year study<sup>4</sup> by the NECS demonstrating that low-income students are three to four times more likely to drop out of high school than middle and high-income students. When this same data is compared by race/ethnicity, African Americans are twice as likely to drop out as their white counterparts and Hispanics are almost four times more likely.<sup>5</sup> However, these trends stop with Noble. We have achieved great success in graduating our mainly low-income African-American and Hispanic students at rates higher than the district and the State. As shown in Figure 10, our four-year high school graduation rate for low-income and minority students surpasses CPS and the State. On average, Noble seniors graduate from high school at a rate 30 percent higher than their CPS counterparts and we average 15 to 20 percent more than the state across all subgroups.

Figure 10. **High School Graduation Rates for Subgroups**

4-Year Graduation Rates	Noble			CPS			Illinois		
	2012	2013	2014	2012	2013	2014	2012	2013	2014
Low-Income	91%	88%	91%	61%	62%	70%	73%	73%	79%
African American	89%	87%	89%	54%	54%	60%	68%	71%	77%
Hispanic	91%	88%	92%	64%	67%	75%	76%	76%	81%
Special Education	83%	83%	81%	47%	46%	53%	70%	70%	72%
Limited English (ELL)	88%	88%	79%	67%	70%	77%	66%	64%	72%

Source: Data comes from the Illinois State Board of Education, eReportCards 2012-2014.

### **Increasing College Enrollment and Completion Rates**

In addition to graduation rates, our graduates enroll in college at an extremely high rate as well. For the Class of 2015, Noble had 1,500 graduates from across our ten fully enrolled campuses. Among these students, 96 percent have enrolled in four-year colleges for the fall and plan to attend over 185 colleges and universities across the nation including Stanford University,

<sup>4</sup> National Center for Education Statistics, Institute of Education Sciences, U.S. Department of Education. Washington, DC. (2010).

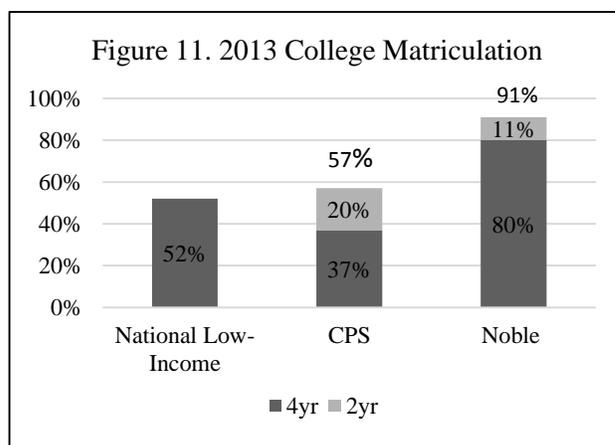
<sup>5</sup> Chapman, C., Laird, J., and Kewal Ramani, A. (2010). *Trends in High School Dropout and Completion Rates in the United States: 1972–2008* (NCES 2011-012). National Center for Education Statistics, Institute of Education Sciences, U.S. Department of Education. Washington, DC.

Brown University, Dartmouth University, Northwestern University, Howard University, the University of Michigan, and the University of Notre Dame. Our graduates were collectively awarded \$325M in scholarships and financial aid, which is crucial in making college attainable given that 81 percent of our graduates are first generation college students. These recent graduates join the more than 5,000 alumni that have graduated from Noble since 2003. Along with the rise in PSAT and ACT scores described previously, Noble’s college enrollment rates prove that academic success has increased with growth. By focusing our efforts on understanding and serving the needs of economically disadvantaged students, we are truly able to remove barriers to college and change the educational attainment of the communities we serve.

Noble’s College Program provides the resources that low-income, minority students need to attain a college education but often cannot reliably access. Because the majority of Noble’s students are first generation college students, they cannot turn to their parents or siblings for help with the college application process. Our robust College Program is an integral part of every Noble campus and provides students with the personalized guidance they need to successfully apply, enroll, and graduate from college. A college-going mentality is engrained in Noble’s culture of high expectations from the start. Over the course of freshmen through junior years, preparations for post-secondary life ramp up through annual college visits, participation in the annual Noble College Fair, and college research. During the summer after their sophomore year, many students participate in extended summer college immersion programs across the nation. This summer 850 of Noble’s rising juniors are spending their summer in collegiate level programs at more than 70 colleges across the nation including: Harvard University, Georgetown University, Columbia University, Princeton University, and UCLA. For many of our students who have never traveled outside of Chicago or Illinois, this “Summer of a Lifetime” demystifies the college experience and

allows them to experience independence before ever submitting an application. All campuses require a senior College Seminar to help students navigate the college application process and to address students’ social and emotional preparedness. Students research colleges, submit applications, research and complete scholarships, and complete the FAFSA under the guidance of a College Counselor - a full-time teacher devoted to aiding students with the college process. Students are required to apply for scholarships as a part of the course and the College Counselor helps students select opportunities that best suit their needs. Additionally, Noble has a *Last-Dollar Scholarship* fund to cover student expenses that could otherwise deter college matriculation. When acceptances begin arriving, students and their families have the support of the College Counselor as they consider their options, evaluate financial aid, and ultimately select a school.

With the support of our College Program, Noble students are enrolling in college at rates far above Chicago and national averages. For the past five years, 100 percent of graduates have been accepted to a four-year school, giving every Noble graduate an option for post-secondary education. Figure 11 compares 2013 college enrollment data for Noble versus CPS and national low-income enrollment rates. Noble students enrolled at a four-year college at two times the rate of CPS students in 2013. Our students are not faced with the uncertainty of “will I get into college” but rather “which college will I choose.”



Source: Chicago Public Schools, Office of Strategy, Research and Accountability, 2013. U.S. Bureau of Labor Statistics, April 8, 2011.

When broken down by both economic status and race/ethnicity, Noble has achieved even greater success helping our student body access post-secondary education. As shown in Figure 12,

we are achieving much higher college enrollment rates than CPS with a majority African American and Hispanic population that historically falls behind its white counterparts in this area.

Figure 12. **College Enrollment Across Subgroups**

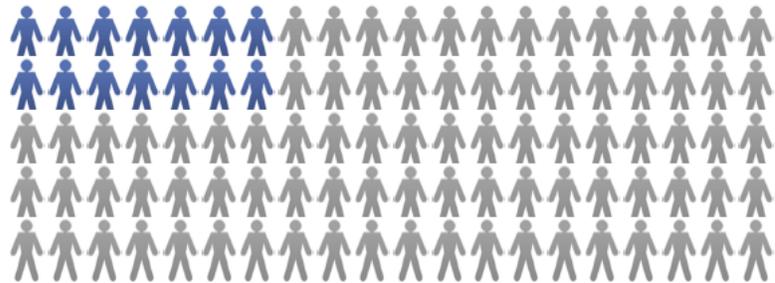
College Enrollment	Noble			CPS			Illinois		
	2012	2013	2014	2012	2013	2014	2012	2013	2014
Overall	87%	91%	90%	56%	57%	40%	N.A.	N.A.	N.A.
Low-Income	89%	91%	90%	N.A.	N.A.	N.A.	N.A.	N.A.	N.A.
African American	91%	93%	91%	56%	55%	N.A.	N.A.	N.A.	N.A.
Hispanic	86%	90%	89%	51%	54%	N.A.	N.A.	N.A.	N.A.
Special Education	82%	85%	78%	34%	35%	N.A.	N.A.	N.A.	N.A.
English Learners (ELL)	N.A.	N.A.	N.A.	N.A.	39%	N.A.	N.A.	N.A.	N.A.

\*In this chart, “N.A.” indicates “not available”.  
 Source: Data from CPS School Data, <http://cps.edu/SchoolData/Pages/SchoolData.aspx>.

However college enrollment is not our end goal; we aim for every Noble graduate to attain a college degree to truly realize our mission. Nationally only 10 percent of low-income students are expected to graduate from college<sup>6</sup> and only 10 percent of African American and Hispanic students within CPS will attain a college degree. Noble’s six-year college graduation rate is three times the national and district

Historically, 14 in 100 high school freshmen in Chicago graduate from college.

rates (34 percent), significantly increasing the chances that our mainly low-income and minority population will attain a bachelor’s degree. Although our

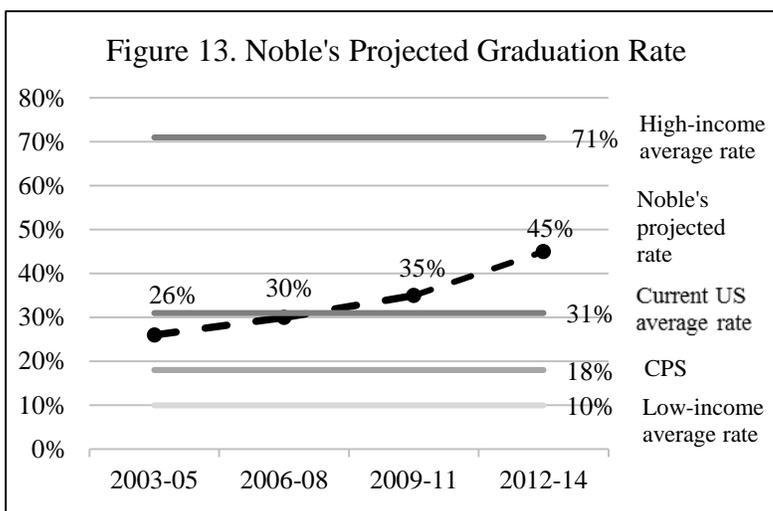


college graduation rates exceed the nation and the district, they fall well below our aspirations. We continue to refine the supports provided by our college program to achieve increased collegiate

<sup>6</sup> Source: Mortenson, Tom. “Bachelor’s Degree Attainment by Age 24 by Family Income Quartiles, 1970 to 2011.” <http://www.postsecondary.org>. Underlying data sources: Current Population Survey, U.S. data for 2011 compiled with assistance of Kurt Bauman, Chief, Education and Social Stratification Branch, U.S. Census Bureau.

success for our alumni. In 2012 we hired a Chief College Officer to bring a united vision and strategy to the college teams across our network who has since implemented an effective data tracking system that maximizes the capacity of our Alumni Coordinators as well as a matching “robot” that helps seniors identify the schools that best fit their skills and ambitions. This team continues to refine a set of college completion standards that measure the soft skills needed for collegiate success, which will be incorporated into the curriculum for our College Program. Additionally our Chief College Officer has established strategic partnerships with colleges serving the greatest number of Noble graduates to gain their buy-in and investment in the success of our students through increased on-campus resources and supports. We strive to achieve our ultimate goal of 75 percent of Noble alumni

obtaining a college degree within six years of their high school graduation by the year 2020, which will close the achievement gap with their higher income peers. This is an ambitious goal, but it aligns with the capabilities



of our incredibly hard working and inspirational students. Noble uses an internal measure to predict the college graduation rates of our graduates called projected graduation rate (PGR). Currently, our PGR is 45 percent, which is more than four times the national rate for low-income students; our PGR for the Class of 2015 is at 49 percent, which is our highest ever based on the caliber of schools and the minority graduations rates of the institutions that our 2015 graduates will attend.

***(B) Contribution in assisting educationally disadvantaged students. (10 points)***  
*The contribution the proposed project will make in assisting educationally disadvantaged students served by the applicant to meet or exceed State academic content standards and State*

*student academic achievement standards, and to graduate college- and career-ready. When responding to this selection criterion, applicants must discuss the proposed locations of schools to be created or substantially expanded and the student populations to be served.*

Noble was established with the sole purpose of providing a high-quality education to all Chicago students regardless of income, ethnicity, neighborhood, and academic competency. With this as our focus, every Noble program is designed to serve our educationally disadvantaged students. Our Curriculum and Assessment Program (CAP), as discussed in selection criteria A, is built on college-readiness standards and aligns with State educational proficiency requirements including the Common Core. Noble’s culture, replicated across all campuses, is another primary component of our model because it creates a disciplined, college-preparatory environment that allows students to focus on academics. Our campuses also provide athletics and extracurricular programs to offer a full high school experience. These components bridge the education gap by achieving results that exceed what CPS achieves with the same student population.

The CAP is Noble’s most important academic tool because it achieves high academic standards and competency for our educationally disadvantaged students. The CAP has been a success because it allows teachers to use real-time data from regular student testing to tailor curriculum in order to meet students’ needs, and ensure they develop college-readiness skills. It was created to combat the academic gap that Noble students, as well as the majority of CPS students, face upon entering high school—challenges which may limit their ability to attend and graduate from college. The CAP closely examines individual student improvement and uses this data to specifically target pedagogy and student success while also informing on the instructional practices that are most effective. By aligning curriculum with the ACT’s college-readiness skills, the CAP ensures Noble students acquire the skills needed to graduate from high school, succeed

in higher education, and ultimately closes the achievement gap. Please see selection criteria A (page 11) for our academic results on state-level assessments.

Noble’s culture directly reinforces its mission and is evident in the college focus that permeates all aspects of student life. College pennants of the alma maters of teachers and alumni line the halls and students’ college acceptance letters are posted on bulletin boards to acknowledge their achievement and inspire others. Our College Program is crucial because it provides direct support to students who may not otherwise apply for college, especially when you consider that 81 percent of Noble graduates are first generation college students. The support provided by the College Seminar, the college-focused environment, and the permeating mentality that all students can succeed regardless of circumstance are responsible for Noble’s high college enrollment rate – 90 percent for the 1,500 graduates of our Class of 2015.

Consideration for student need is an underlying part of every Noble program. Our advisory system connects students and their families with a consistent source of adult support on campus. Advisories are comprised of a group of same-gender peers overseen by a teacher that remain together throughout students’ high school careers. Advisors are the primary point of contact for parents and are responsible for monitoring students’ progress on academics, community service, enrichment, and other requirements. They also advocate on a student’s behalf for behavior and academic issues. After graduation, the Alumni Coordinator becomes the main source of support by providing counseling, academic and financial guidance, and mentoring for new graduates as they adjust to college life. The Alumni Coordinator’s role is important because he/she works with Noble graduates to help them secure the resources needed to stay in college and remove any barriers to persistence that are unique to the students we serve.

Further, Noble provides a variety of enrichment opportunities to students, helping them develop both in and out of the classroom. Noble has the largest Junior Marine ROTC program in the nation with more than 1,000 students from six campuses participating. We have nationally recognized band programs offering a variety of music enrichment opportunities like jazz band and symphonic band, as well as choir, woodwind, and percussion ensembles for Noble students. Our band directors include two winners of the Mr. Holland’s Opus Award, a PEOPLE Teacher of the Year, and a platinum-selling recording artist. In addition to enrichment courses, every Noble student to provide at least 10 hours of community service each year. During the 2014-2015 school year alone, Noble students provided more than 100,000 hours of service to their local communities.

As we enter into this next phase of expansion over the ensuing five years, Noble’s growth will stay true to our mission by serving predominantly low-income and minority communities mainly in Chicago’s south and southwest communities. We will focus replication campuses in under resourced communities that are overcrowded, lack high quality public high school options, and do not have easy access to existing Noble schools.

***(C) Quality of the project design. (10 points)***

*The Secretary considers the quality of the design of the proposed project. In determining the quality of the design of the proposed project, the Secretary considers the following factors-*  
*(1) The extent to which the goals, objectives, and outcomes to be achieved by the proposed project are clearly specified, measurable, and attainable.*

Noble has a strong history of successful growth having replicated our original campus fifteen times to bring us to our current size. Since we began growing in 2005, Noble gained significant practical experience in school replication and expansion while remaining faithful to our mission, model, results, and plans in the process. We have actively honed our methods for effective charter operation and developed best practices that inform our continued growth. In August 2014, with the opening of our fifteenth and sixteenth campuses, we completed the growth set forth in our

2010 strategic plan, and as outlined in Noble’s 2010 Charter School Program (CSP) Replication and Expansion grant. Our fidelity to both the 2010 strategic plan and our five-year CSP grant demonstrates our ability as an organization to effectively plan ahead to adhere to timelines, budgets, and program goals.

As our 2010 plan came to a close, we developed and launched our Strategic Plan 2020 (SP2020) for the next phase of our organization, which will grow Noble to 25 campuses serving roughly 15 percent of the entire CPS high school population. This new plan was developed through the collaboration of our Superintendent/CEO, network leadership, and principals with input and approval from our Board of Directors. An important driver of Noble’s growth has always centered on the condition that the academic performance of our schools, as well as operational and fiscal health of our organization, must take precedence over our growth. Therefore our vision for 2020 focuses on 1) best-in-industry performance, 2) enduring organizational health, and 3) disciplined growth – these are our three goals and SP2020 serves to balance to sustained performance of our organization and existing campuses with our growth over the coming years.

With this to guide us, our Strategic Plan 2020 sets forth goals, objectives, next steps, and responsibilities for our key areas of performance tied to Green-Lighting Criteria that will in effect give us the “green light” to proceed with expansion if all performance components are in good standing. The Green-Lighting Criteria in Figure 14, on the following page, is an excerpt from Noble’s full SP2020, which is included in Appendix H, and provides the standards that must be in place to ensure Noble is ready for expansion. The criteria speak directly to Noble’s enrollment and financial capacity for expansion and ensure that replication will advance Noble’s vision. Accompanied by the Key Performance Indicators in Figure 15 on page 23, our full SP2020

provides an overall shared vision for the network and its sixteen campuses while also including baselines from which to gauge progress towards goals and achievement.

Figure 14. **Green-Lighting Criteria**

	NO	YES
<b>Performance</b> <ul style="list-style-type: none"> <li>We achieve the minimum average ACT score.</li> <li>We achieve the minimum average ACT growth.</li> <li>We achieve the minimum average college graduation rate, post-Class of '10.</li> </ul>	<p>&lt;20 &lt;5.2 &lt;30%</p>	<p>≥20 ≥5.2 ≥30%</p>
<b>Talent</b> <ul style="list-style-type: none"> <li>We have sufficient Noble-quality hires per open position.</li> <li>We retain the minimum percentage of school-based staff annually.</li> </ul>	<p>&lt;3 &lt;75%</p>	<p>≥3 ≥75%</p>
<b>Enrollment</b> <ul style="list-style-type: none"> <li>We predict sufficient demand to meet our enrollment target threshold.</li> </ul>	<90%	≥90%
<b>Student Population</b> <ul style="list-style-type: none"> <li>We predict a sufficient free/reduced lunch percentage.</li> </ul>	<80%	≥80%
<b>Financials</b> <p><i>Campus Proposed</i></p> <ul style="list-style-type: none"> <li>The campus proposed is within our range for occupancy cost per pupil.</li> <li>The campus proposed is within our range for capital expenditures.</li> <li>At scale, the campus will pay for all expenses on public funds.</li> <li>The proposed campus will not reduce the budget of any existing campus.</li> </ul> <p><i>Overall Network Indicators</i></p> <ul style="list-style-type: none"> <li>We maintain sufficient cash reserves.</li> <li>We maintain a sufficient liquidity ratio.</li> <li>We maintain our current amount of net assets percentage.</li> <li>We keep administrative costs to a sufficiently low percentage of revenue.</li> </ul>	<p>&gt;\$1500 No No No</p> <p>&lt;\$15M &lt;1:3 &lt;30% &gt;10%</p>	<p>≤\$1500 Yes Yes Yes</p> <p>≥\$15M ≥1:3 ≥30% ≤10%</p>
<b>Leadership</b> <p>We have the school leadership needed to manage the school successfully.</p>	No	Yes

***(D) Quality of the management plan and personnel. (20 points)***

*In determining the quality of the management plan and personnel for the proposed project, the Secretary considers-*

*(1) The adequacy of the management plan to achieve the objectives of the proposed project on time and within budget, including clearly defined responsibilities, timelines, and milestones for accomplishing project tasks (4 points).*

The timeframe for Noble’s Strategic Plan 2020 aligns well with this grant opportunity. SP2020 will guide our expansion while this grant will financially support the work. Within the SP2020 are an analysis, vision, and goal for every department within our network, academic goals

for every campus, and guiding principles for all key areas of our work that cross teams and responsibilities. Ultimately, the most crucial aspects of our work are tied to our goals of best in industry performance, enduring organizational health, and disciplined growth as established in the Key Performance Indicators listed below and can be found on page 20 of SP2020 in Appendix H.

Figure 15.

## Key Performance Indicators

### Performance

*Noble schools are high performing, preparing our students for college and exemplary lives.*

- College Graduation: Our college results are on par with the highest income quartile, 75%.
- Academics:
  - ACT: Noble achieves a 22 on the ACT and 7 points of growth.
  - AP: 25% of our seniors will have at least one 3+ AP exam score.
  - Common Core: We reach 10% above the State average.
- School Culture: Noble campuses receive 95%+ on culture audits.
- Health & Fitness: 90% of students pass the fitness requirements.
- Retention: We retain 90% of our students annually.

### Scope

*Noble's concentrated impact in Chicago fundamentally changes public education in this City with national implications. Growth is contingent on our performance and organizational health.*

- Market Share: 15%+ of Chicago's public high schools are Noble schools.
- Growth Rate: Noble is able to maintain its current pace of growth, 2 schools per year.

### Talent

*We have sustainable Noble-quality talent to equip our schools to be successful.*

- Talent Pool: We fill every predicted opening by the end of the school year.
- Hiring Velocity: We have 5 Noble-quality candidates per open position.
- Retention: We retain 85% of our highest performers.

### Finance

*We maintain sufficient financial resources for sustainability and growth.*

- Sustainability: At scale, each existing campus is sustainable on public dollars if occupancy expenses are equalized and each new campus is sustainable on public dollars.
- Administrative Expense: Administrative expense is less than 10% of revenue.
- Cash Reserves: We have sufficient cash reserves to meet our covenants, \$15M+.
- Net Asset Ratio: We sustain net assets greater than 30% of total.
- Liquidity (CL/CA): We sustain a ratio greater than 1:3.

### External Affairs

*We have sufficient political, community and philanthropic support to achieve our goals.*

- Authorization: We are approved by CPS to maintain our pace of growth.
- Funding: We maintain current funding levels.
- Philanthropy: We raise \$60M from philanthropic sources.

### **Student Recruitment and Enrollment**

*We have sufficient demand to fill our schools and meet our funding and growth goals.*

- Target Population: Our student population is at least 80% free/lunch.
- Demand: Noble has sufficient demand to meet 90%+ of enrollment.

However, our success is determined by much more than effective strategic planning. Our past and future success is wholly due to the talent of our Board, leaders, and teachers who show unwavering commitment to our mission, our students, and the continued improvement of our model. Noble’s management is overseen by our Board of Directors which is comprised of 21 professionals with extensive years of business, not-for-profit, and educational experience. Due in large part to the support, investment and vision of Mr. Allan Muchin, Chairman of our Board, Noble has become the organization it is today. Mr. Guy Comer, the President of Comer Science & Education Foundation brings valuable foundation experience to our Board and is a great partner for our work on Chicago’s south side. Mr. John Rowe, Chairman Emeritus of Exelon Corporation and founder of the Rowe Family Charitable Trust, and Dr. Bryan Traubert, President of the Chicago Park District and founder of the Pritzker-Traubert Family Foundation, whose families have been Noble supporters since our earliest days when we began our expansion, provide a wealth of business and foundational management experience as well as a deep understanding of our growth and culture. Mr. David Weinberg, founder and President of the Illinois Network of Charter Schools, and Ms. Rebeca Nieves Huffman, Illinois State Executive Director of Democrats for Education Reform, provide insight into the Illinois charter movement and legislation. Ms. Jean Sheridan, retired Executive Vice President of Northern Trust, Mr. Harvey Medvin, retired EVP and CFO of Aon Corporation, Mr. John Harris, Managing Partner at Wishbone Management, LP,

and Mr. Martin Nesbitt, Co-CEO, Vistria Group, bring years of corporate business experience. All of Noble’s key supporters, including campus naming donors, are represented on the Board. The Board is responsible for setting broad organizational policy, providing fiscal oversight, and evaluating the Superintendent and CEO. Directors are elected to one-year, renewable terms. A full Board list with affiliations can be found in Appendix H.

*(2) The business plan for improving, sustaining, and ensuring the quality and performance of charter schools created or substantially expanded under these grants beyond the initial period of Federal funding in areas including, but not limited to, facilities, financial management, central office, student academic achievement, governance, oversight, and human resources of the charter schools (4 points).*

Noble’s business plan for improving, sustaining, and ensuring the ongoing quality and performance of our existing campuses, as well as those expanded and created under this grant is outlined in our Strategic Plan 2020 (SP2020). This document provides an extensive analysis of our current situation, challenges, and strengths. Additionally, the SP2020 outlines our vision and goals for all areas of our work and will be our guiding document for the next five years to allow us to achieve: best in industry performance, enduring organization health, and disciplined growth. Within it, we have set forth key performance indicators for the most crucial areas of our work. Please see selection criteria C and question D.1. above for more information on our business plan.

*(3) A multi-year financial and operating model for the organization, a demonstrated commitment of current and future partners, and evidence of broad support from stakeholders critical to the project’s long-term success (4 points).*

A five-year operational budget was created to provide a predictive model of our finances in tandem with our Strategic Plan 2020 which acts as an operational model for the CMO as well. This budget is supplied in Appendix G and the Strategic Plan is included in Appendix H.

Noble’s strong and consistent performance has drawn commitments from a wide variety of individuals, foundations, corporations, and elected officials within the education sector who are

Noble Network of Charter Schools  
Charter School Program (M) –Replication and Expansion

dedicated to supporting schools that extend a high-quality education to underserved urban communities. Noble has secured \$50M in private donations over the past four years to support our replication and over \$71M since 2006 when our first expansion schools opened. Along the way we have developed relationships with prominent national and local foundations including the Michael & Susan Dell Foundation, the Bill and Melinda Gates Foundation, the Crown Family Philanthropies, Rowe Family Charitable Trust, and venture philanthropy firms like NewSchools Venture Fund and Charter Schools Growth Fund. Most recently, The Broad Foundation awarded Noble the 2015 Broad Prize for Public Charter Schools which came with a \$250,000 award and national recognition of the caliber of our work. We have also established relationships with corporations like Northern Trust, Discover Financial, ITW, Exelon Corporation, LSV Asset Management, Barclay's, Baxter, and Abbott Laboratories who not only provide financial support, but educational support as well. In addition, we have the support of many high-wealth individuals who commit millions of dollars in naming donations to aid in the start-up and launch of our new campuses. Noble is able to cultivate these donors over six months to a year and continues to build out our pipeline of major donors. As it stands, we have already secured naming donors for four of the eight campuses that will open under this grant over the next three years. Collectively these donors have committed roughly \$26.4M in start-up capital which will support new campuses in their early years. Noble's Board of Directors (list included in Appendix H) is completely committed to securing support for further expansion and has introduced us to many interested donors over the years who have since become involved with our organization. If not for their savvy, experienced leadership, deep networks of high wealth individuals, and incredible passion for our work, Noble would not be at the size it is today.

However, regardless of our rigorous efforts to continue to expand upon our portfolio of philanthropic supporters, Charter School Program grants from the Department of Education are game changing to all charters because of the direct support they provide to the expansion of high quality models. We are thankful for past support from this program, which was pivotal in furthering Noble’s growth over the past five years from 3,500 at nine campuses to 11,500 students at sixteen campuses.

*(4) The plan for closing charter schools supported, overseen, or managed by the applicant that do not meet high standards of quality (2 points).*

As identified in our spring 2015 final monitoring (audit) report for our recently completed replication and expansion grant from 2010, Noble does not have an official plan in place for the closure of schools overseen by Noble that do not meet high standards of quality. Our leadership will address the creation of a plan to inform such a closure to ensure we are prepared in the future. In its sixteen year history, Noble has been diligent in establishing a high level of results at every campus in our network to make certain that our campuses never get close to the point of closure – and no campus ever has. In response to campuses that have fallen short of our high performance results, Noble has implemented remediation through intense additional supports, leadership mentoring, staff coaching, and targeted action plans, or ultimately replaced campus leadership if that was in the students’ best interest. Our network of schools maintain a tight range of results between our highest and lowest performers; even our lowest performers achieve results that significantly exceed those of the local public school and the district.

*(5) The qualifications, including relevant training and experience, of the project director, chief executive officer or organization leader, and key project personnel, especially in managing projects of the size and scope of the proposed project (6 points).*

Our staff brings experience from the public and private sectors and depth of knowledge in charter school administration. They have worked to develop Noble into a strong and efficiently-run organization skilled at replication and expansion, while continuing to drive the growth of our academic results. The resumes of all key personnel are summarized below and included in Appendix B. Collectively, this group has 67 years of experience at Noble and the knowledge gained over the years from the opening and expansion of each of our 16 campuses. Noble operates on a lean budget with only eight percent of expenses going towards administration; network positions are only added if they are deemed strategic and necessary to serve a growing student body by both our top leaders and our principals.

**Key Personnel**

Michael Milkie is the co-founder, Superintendent and CEO of the Noble Network of Charter Schools, the largest and highest performing network of public charter high schools in Chicago. Mr. Milkie taught as an Adjunct Instructor of Economics at Roosevelt University, DePaul University, and numerous other Chicagoland colleges for eight years. Prior to opening Noble Street College Prep, Mr. Milkie was a high school math teacher in the Chicago Public Schools. Despite having incredible success with his students, he felt frustrated by the chaotic environment that surrounded his students outside of his classroom. Mr. Milkie and his wife Tonya, also a high school teacher in CPS, believed that they could create a better school with a strong culture conducive to learning in which there were high expectations for every student, regardless of their background. In 1999, they opened Noble Street College Prep to 100 freshmen students and Noble has since grown to sixteen campuses serving 10,000 students.

Beyond his work with Noble, Mr. Milkie founded the Right Angle Foundation, which has provided summer college-immersion experiences to high school students since 1996. Due to

Noble's academic success and rapid replication, Mr. Milkie has been frequently asked to serve on committees dedicated to education reform. In 2011, he served on Mayor Rahm Emanuel's Education Advisory Transition Board, U.S. Senator Mark Kirk's Education Advisory Board, and CPS' Longer School Day committee. Noble's success has drawn national attention and Mr. Milkie also works with national education reform organizations including New Schools Venture Fund, Charter School Growth Fund, and The Bill and Melinda Gates Foundation, to share the Noble model and best practices. Through Mr. Milkie's leadership, Noble is proving that given the right resources, every student can succeed regardless of circumstances.

Eric Thomas, Noble's Assistant Superintendent supports our Superintendent/CEO with the growing number of campus, principal, and NNST staff relations. Mr. Thomas started at Noble in 2005 as the founding Principal at our Rauner College Prep campus, one of Noble's first expansion campuses. Prior to joining Noble, Mr. Thomas was a Director and team leader at Northwestern High School and held positions as a School Director and Associate Institute director at the Teacher for America Training Institute. He began his teaching career as a Teach for America (TFA) Corps Member and has been recognized by USA Today and the Baltimore Teacher's Union PTA.

Tyson Kane is the newest addition to our network leadership team and joined Noble in 2008 as the founding principal of Chicago Bulls College Prep, Noble's largest and highest performing campus among our 16 schools. Mr. Kane was the recent recipient of The Ryan Award, a national award honoring transformational principals of urban schools who have demonstrated accelerated results in underserved schools. Prior to joining Noble, Mr. Kane was a Teach for America Corp Member and Corps Member Advisor and Strategy and Operations Advisor at KIPP. In July 2015, he assumed the new position of Head of Schools. In this role he will provide intensive guidance and professional development for Noble's principals. Mr. Kane also oversees the hiring

of new principals and will work to create a deep pool of internal and external candidates who will ultimately lead the new campuses proposed in our application.

Kyle Cole, Chief Academic Officer, is responsible for overseeing Noble’s Academic Department, which manages implementation of the CAP, our academic program and Noble’s student support services. He has successfully fostered the CAP’s extraordinary growth over the past three years and introduced efficiencies to make it stronger. Mr. Cole’s experience stems from his time as the Vice Principal of Curriculum and Instruction at Cesar Chavez Public Charter School where he directed all curriculum development. He oversaw the creation, implementation, and analysis of formative, quarterly interim exams, designed and implemented the structure for Professional Learning Communities – an ongoing mentoring and professional development program for every teacher, and conducted observation and supervision of all department Chairs. Mr. Cole also oversees all special services including school nurses, psychologists and special education teachers.

Michael Madden is Noble’s Chief Operating Officer and joined Noble in 2009 as our Director of Information Technology. He oversees the IT, Facilities, and Human Resources Departments and his work in technology and facilities has been crucial to our successful expansion and campus support at the network level. Mr. Madden is responsible for facilities procurement and manages the Facilities Team that prepares and maintains all Noble facilities for the service of students. Prior to joining Noble, Mr. Madden held senior positions in information technology for civic and nonprofit organizations where he functioned as the first CIO in the YMCA of Metropolitan Chicago’s history, overseeing technology for 3,000 employees at 45 locations.

Joseph Drago is Noble’s Chief Financial Officer and brings 24 years as a CFO to Noble through his previous work at Ernst & Young, The Dartnell Corporation and the Clark Group. He

is a CPA and joined Noble in 2014. In the time since he has improved systems to ensure Noble maintains the financial health and stability needed to support our current operations and growth.

Constance Jones Brewer is Noble’s Chief External Affairs Officer and joined the Noble team in early 2015. She brings a wealth of experience with fundraising, donor and relationship management, and Chicago charter education through her work with the KIPP Foundation as National Development Director, while based in Chicago. Her work with KIPP was instrumental to expanding key leadership programs and pipelines to provide high quality talent for the organization. She oversees Noble’s External Affairs team, which manages all fundraising for the organization, as well as management of external relationships with donors, legislatives, community partners, and the press.

Matt Nicksch joined Noble in June of 2012 as Chief College Officer to bring all college initiatives and personnel under one team and to guide the strategy and improvement of Noble collegiate efforts and alumni supports. He came to us from KIPP where he served as the Director of the College Completion Initiative, and prior to that worked for McKinsey & Company and Lockheed Martin Management & Data Systems. In his time as a Broad Resident in Urban Education he developed an alumni database tool that is used by Noble and KIPP to effectively track and support our alumni through college.

James Troupis, Chief Talent Officer, came to Noble in 2007 as the founding principal of Gary Comer College Prep. After growing his campus to full enrollment and sending two classes of graduates off to college, he joined the network as our Chief Talent Officer in July 2013. In this role he manages a team that responsible for providing a deep pool of talented instructional candidates for our campuses. This year, Noble hired only seven percent of candidates through an

extensive national search. Prior to joining Noble, Mr. Troupis was a Program Director for Teach for America in Los Angeles where he oversaw the development of a team of almost 50 teachers.

Sara Kandler Meno is Noble’s Development Director. She joined the External Affairs team in 2010 and has deep experience guiding Noble through extensive projects at all levels of the organization. She was the project leader for Noble’s 2013 charter renewal application with our authorizer, and the author and project director for Noble’s first Charter School Program Replication and Expansion grant awarded in 2010 and our Planning grant in 2014. Her work launched our federal grants portfolio and established a strong reputation for Noble’s work and project management within the Department of Education. Ms. Kandler is well versed in Noble’s work and is able to assemble the resources and individuals needed to report on our expansion.

***(E) Quality of the evaluation plan. (10 points)***

*The Secretary considers the quality of the evaluation to be conducted of the proposed project. In determining the quality of the evaluation, the Secretary considers the extent to which the methods of evaluation include the use of objective performance measures that are clearly related to the intended outcomes of the project and will produce quantitative and qualitative data.*

Given the challenging landscape at times for Chicago charter schools, we continue to be strategic and deliberate about our future goals and growth so we do not jeopardize the outcomes for those 11,500 students and 5,000 alumni we currently serve. Ultimately, our goal for the future is to improve upon both our academic results and college outcomes while simultaneously growing our network of schools. By increasing the number of underserved Chicago students who can access a high quality, college preparatory, education Noble will ultimately change the course of public education across the entire city, and make an impact far beyond its own students.

Quantitatively that means expanding from a network of 16 to 25 schools over the next five years to serve 6,000 more students and to ultimately provide a high quality public education to all of the families on our waitlist. Our SP2020, in Appendix H, builds on this by concretely identifying

key areas of our daily work and attaching measurable goals that we will strive to achieve through gradual and incremental improvements to support our growth over the next five years. These objectives are our Key Performance Indicators, as shown previously in Figure 15 on page 23, across six targeted areas vital to our successful growth. The indicators focus on performance, scope, talent, finance, external affairs, and student recruitment and are accompanied by Green-Lighting Criteria to check to health and stability of all key indicators before proceeding with growth. Both have quantitative or qualitative measurements for success that we already monitor closely through internal tools and external reports from our district. All of the performance indicators for college graduation, academics, culture, health and fitness and retention are tracked regularly across a customized set of dashboards. These dashboards allow employees at all levels of the organization to regularly monitor progress across dozens of data points and can provide data on individual students all the way up to network-wide trends. For example, a teacher can log into a dashboard to check an individual student's GPA; while at the same time a principal looks at the GPA of their sophomore class, and our Chief Academic Officer analyzing network-wide trends in sophomore GPAs across our network. Similarly, our Finance Department tracks each of the financial performance indicators and regularly shares updates with our principals, chiefs and Board of Directors. Ultimately the performance indicators are the best informants of our work and the things we monitor clearly and closely.

### **Application Requirements**

*(a) Describe the objectives of the project for replicating or substantially expanding high-quality charter schools (as defined in this notice) and the methods by which the applicant will determine its progress toward achieving those objectives.*

Noble's vision is to provide a high-quality education to every high school student seeking a seat at a Noble campus. Our goals for the next five years are to grow to a network of 25

campuses, thereby allowing us to serve 6,000 additional low-income and minority students in Chicago's most underserved communities, while also providing the best high quality high school academic program to our students and building a sustainable future for our organization. The Key Performance Indicators will guide and measure our progress towards these three goals.

To achieve our expansion goals, Noble will open two new campuses per year for the next five years; our approval for this first two campuses is already underway with CPS. As we expand existing schools and replicate new ones, the Key Performance Indicators will guide and measure our growth. This will mean monitoring our share in the number of CPS high school students to best understand and leverage our overall impact on the improvement of Chicago's education system. This will mean successfully raising the philanthropic support and attaining all necessary approvals from CPS to continue our growth and green-light additional campuses. The sources for these items are demographics data reported to and maintained by our authorizer, internal financial reports, and successful completion of the rigorous CPS approval process for new schools.

To achieve best in industry performance, we will need to do numerous things. First, we will continue to improve upon our college graduation rates for our graduates, thereby enhancing our college programming and alumni supports along the way. Next, we will strive to average an ACT composite score of 22 in tandem with achieving 7 points of academic growth for all Noble students, ensuring they are both college-ready and have maximized their academic potential with us. Third, given how crucial Noble's culture is to the success of our model, we will attain an average campus culture audit score of 95 percent. Finally, because healthy bodies support healthy minds, Noble will strive to be the best in the industry in health and fitness among our students; this will require 90 percent of students to pass all components of the national FitnessGram. All of these items are tracked continuously through our sophisticated internal data tracking systems and

ongoing culture audits allowing Noble to not only notice trends that are off-goal, but also make real-time adjustments as needed.

To achieve enduring organizational health we will bolster our sustainability by ensuring we have sufficient public funds at scale for every new and existing campus, while maintaining current philanthropic funding levels to support our additional programs that are instrumental to our students' success. Noble must meet specific financial indicators of organizational health including liquidity ratios, at least 90 days of cash reserves on hand, administrative expenses below 10 percent of revenue, a net asset ratio greater than 30 percent of total, and sufficient student enrollment to adequately utilize our resources and support our budgets. Additionally, we must look to our human capital, which includes: 1) remaining true to our mission by serving a minimum of 80 percent of the free and reduced lunch population (low-income), 2) retaining a minimum of 90 percent of our students, 3) retaining 85 percent of our talent including our highest performers, 4) maintaining a deep pool of Noble-quality candidates for each open position, and 5) working to fill all anticipated openings well in advance of each new school year. Internal financial reports, annual audits, students enrollment records, and Talent and HR teams' tracking of employee and potential hire statistics will allow us to measure regular progress towards these metrics.

*(b) Describe how the applicant currently operates or manages the charter schools for which it has presented evidence of success, and how the proposed new or substantially expanded charter schools will be operated or managed. Include a description of central office functions, governance, daily operations, financial management, human resources management, and instructional management.*

In 2005, when Noble began replicating the model of Noble Street College Prep, our original campus, the Noble Network of Charter Schools was established to support this replication and consolidate all administrative departments under one central office called the Support Team. The Support Team's sole purpose is to manage all services, resources, requirements, and processes for

Noble campuses to allow them to focus on the work of educating our students. The Support Team has always operated out of additional space at a Noble campus to keep us close to the daily work and our students and teachers. We operate on a very lean budget (just eight percent of total Noble expenses) to ensure that the most dollars are committed to direct student services. The Network includes the following departments that provide support services for all Noble campuses: Academics, College, Enrollment, External Affairs, Facilities, Finance, Human Resources, Information Technology, and Talent. Each department is led by a chief who reports directly to Noble’s Assistant Superintendent. These chiefs meet twice monthly to ensure efficiency and cohesion across the network. All campus principals report to the Head of Schools, who is responsible for the selection of new principals. The principals oversee daily operations of their campuses and, along with the Chief Education Officer, are responsible for the academic growth achieved across the Network. Both the Head of Schools and Assistant Superintendent report to the Superintendent and CEO. Our Superintendent/CEO is accountable to our Board of Directors and our district. More information on our Board of Directors can be found in criterion D on page 24.

The Academic Department manages all academic assessment, evaluation, and related professional development across the network as well as oversight of special services, which include our social workers, school psychologists, nurses, special education instructors, paraprofessionals, aids, and case workers. The daily work of Academics revolves around the overall implementation of the CAP, interim assessment creation, in-depth data management and assessment, and the creation and implementation of quarterly network-wide professional development days that are tied to quarterly interim assessment. While our principals have autonomy around many of the instructional methods at their campuses and teachers have autonomy of the curriculum and resources they use, our network requires participation in our CAP to ensure

regular and comparable results, as well as compliance to district, state, and federal testing requirements and other academic policies. Additionally, Noble’s Campus Accountability Officer is a member of this team. Their role is to conduct regular scheduled and unscheduled audits of every Noble campus to monitor a range of items that contribute to a strong Noble culture and ultimately the success of our campuses. Audit findings are shared on an ongoing basis with both campus leadership and network leadership to correct any items that are not up to par and to share best practices.

Noble’s College Team was created in 2012 when we brought on a Chief College Officer to provide strategy and direction to the many college personnel scattered across our network. This team works directly with our College Counselors, Deans of College, and Alumni Coordinators to improve upon the service and efficiency with which we prepare our high school students for college and serve our alumni upon high school graduation as they pursue a post-secondary degree. This team also manages and supports various network and campus-specific scholarship funds, a summer college immersion program, and numerous collaborations to share best practices and data around our college program.

The Enrollment Team coordinates student recruitment and enrollment efforts alongside campus staff to ensure consistent messaging, enrollment compliance with local, state, and federal regulations and to provide our campuses with a wide variety of resources and insights to best enhance student recruitment. This team supports each campus through the process of recruiting and onboarding new students including administering lotteries, coordinating admission offers, and managing enrollment acceptance. Ultimately, they strive to inform the largest number of Chicago families of enrollment opportunities at every one of our sixteen campuses each year.

The External Affairs Department oversees all externally-facing relationships for the organization which include private and public fundraising efforts needed to bridge the funding gap from CPS, as well as board relations, marketing materials, public relations, and local advocacy work. This team is responsible for securing start-up funding for new campuses, grant submission and reporting, and gift processing. Given the nature of these activities, External Affairs works closely with all network departments, especially the Finance Department to ensure proper fiscal management and compliance. This team has been the steward of Noble’s federal funding with the inception of our first federal Charter School Program grant in 2010 and maintains close relationships with our contacts at the Department of Education to ensure compliance and collaboration on all grant-related matters.

The Facilities Department handles all maintenance surrounding existing campuses and potential facilities in addition to all inspections, renovations, and changes needed to get new campuses up to code and operational. Facilities is responsible for the search and selection of new facilities and sites to accommodate our growing network of campuses. This includes overseeing the construction of Noble facilities. Noble recently completed a massive construction project for a \$17M, 55,000 square foot STEM-focused facility to serve our ITW David Speer Academy campus. This project was completed in a record 15 months from start to finish providing a beautiful new facility to an overcrowded community in a fiscally responsible and efficient manner that put students’ needs first.

The Finance Department is overseen by our Chief Financial Officer is responsible for the creation and management of our budget, Fiscal Policies and Procedures, and financial reporting across our campuses and the central office. Additionally, they manage an annual external audit and compliance with our district on a range of activities including but not limited to: finances,

food-service, vendor contracts and management, and per-pupil funding. The Finance Department works closely with campus leadership and front office staff at all of our campuses to provide all necessary financial supports and ensure compliance with our authorizer. The Department's dedication to detail, compliance, and proper reporting is the reason Noble has had clean compliance and financial audits since its inception.

The Human Resources (HR) Department is responsible for providing necessary support services to over 1,000 staff across our network. This includes staff onboarding, new hire orientation, benefits, payroll, and support managing employee issues for the Network. Our campuses receive extensive support from this team, which allows them to focus more time on student instruction. The Information Technology Department oversees all technology needs for both the Network and new and expanding campuses. Given our growing network of schools and the increasing integration of technology in the classroom, this team carries a large responsibility to provide resources that our teachers and students need to facilitate daily learning. Our Talent Team is a newer department created to meet the ever-growing needs of our expanding network for high-quality instructional and non-instructional staff. For young campuses that are adding a full grade level of staff, this team provides incredible supports to principals by aiding them in their significant hiring needs.

Our educational program is only as strong as the leadership and teachers implementing the program daily. Noble makes a significant investment in the training of new campus principals in their planning year – the year prior to the opening of a campus – because new principals drive the momentum and success of their campus. Ever since we began replicating our model, all Noble principals have participated in a year-long internship through our Principal Internship Program. This internship serves to fully immerse our new leaders in the Noble culture and provides hands-

on experience in daily campus operations and management through a leadership position at their host campus. The Internship Program includes measureable outcomes tied to understanding Noble’s model and has three main elements: participation in the KIPP Fisher Fellowship Program, the “What Is Noble” (WIN) Project, and principal mentorship.

All new principals begin their internship by attending a month-long training program with school leaders from across the country through KIPP’s Fisher Fellowship Program, which jumpstarts the knowledge sharing and development that will occur throughout the internship. This training program is reinforced with ongoing professional development throughout the following year. The WIN Project is the research component that challenges our interns to capture the key values, culture, and practices they gain into deliverable research in order to drive greater understanding of Noble, both internally and externally. Principals document their research through four whitepapers that are presented quarterly.

Principal interns are also paired with an experienced Noble leader through the two-year mentorship component of the program creating the opportunity for direct mentorship and on-the-ground work experience. Each intern is hosted by a current Noble principal who will integrate them into the campus’s leadership for the duration of their planning year. This provides interns with hands-on experience in the daily operations, planning, execution, and issues that accompany every campus. Mentors will take ownership over the success of their intern and his/her campus through the planning year and first year of campus operation. Principals who act as mentors will receive a [REDACTED] stipend at the end of the planning year to offset the time and energy invested in their intern relationship. Mentors may also receive a stipend at the end of the new campus’s first year of operations based on specific performance benchmarks around academic growth, culture, and budgeting. By significantly investing time and resources in the leaders of our newest

campuses, we ensure principals have the training, understanding, and support needed to facilitate the opening and operation of a new campus.

*(c) Describe how the applicant will ensure that each proposed new or substantially expanded charter school receives its commensurate share of Federal education funds that are allocated by formula each year, including during the first year of operation of the school and any year in which the school's enrollment substantially expands.*

Noble has significant experience managing a solid portfolio of funding support from many different streams and have refined our accounting systems over our sixteen-year history to ensure that funding is allocated and spent according to its intended purpose and restrictions. As new contributions arrive, our Finance Department works closely with our Development staff to acquire and review funding agreements to understand the purpose, donor, and specifics of each gift. Where appropriate, a specific project line is established by our Finance Department to ensure each fund is allocated, tracked, and reported on in accordance with its purpose. Further, Noble has five years of experience successfully managing our original Replication and Expansion grant. Monitoring of our original grant found strong financial practices and systems in place that supported to proper management of the grant. We have learned much along the way and established best practices to properly manage all federal funds. Our deep understanding of the reporting requirements necessary for this and other Charter School Program grants has generated reports that we use to regularly track grant funds and ensure that they are allocated to their intended purpose. This will also allow us to guarantee that each campus funded under our grant receives its commensurate share for each year of the grant.

*(d) Describe the educational program to be implemented in the proposed new or substantially expanded charter schools, including how the program will enable all students (including educationally disadvantaged students) to meet State student academic achievement standards, the grade levels of students to be served, and the curriculum and instructional practices to be used.*

Noble was founded in 1999 by two Chicago Public Schools (CPS) teachers as one campus committed to providing a rigorous college-preparatory education to Chicago’s underserved families. We have since grown to a network of sixteen high performing high schools whose success is a result of adherence to the proven model of our original campus. This model is founded on a college-bound culture, data-driven improvements, a focus on our human capital, and a system of autonomy for campus. This independence, coupled with accountability, allows our campuses the freedom to develop innovative programs that drive growth and are responsive to students’ needs. Our model will be the cornerstone of our new campuses just as it has been fifteen times over since we began replication.

Noble’s success increasing academic achievement among educationally disadvantaged students is driven by the Curriculum and Assessment Program (CAP), our educational model which enables consistent language around curriculum standards and common student assessments. It has been our vessel for the integration of the Common Core, in addition to serving as a platform for teachers to share best practices across our network of sixteen schools through network-wide quarterly professional development sessions. It incorporates extensive teacher input into curriculum, is based on data-driven results, and ties curriculum and pedagogy to student gains. The program serves every high school grade level (students age 14 to 19) and includes all subjects. The CAP will serve approximately 11,500 students and more than 625 teachers during the 2015-16 school year and has successfully scaled with our growth. Its effectiveness is proven by the fact that Noble’s average academic growth rate and our ACT score have increased markedly since the implementation of the CAP.

Most students enroll at Noble with reading and math skills far below their peers; the average Noble freshmen student enters at a fifth or sixth grade reading level. The CAP is the tool

by which Noble accelerates our students’ academic growth to bridge the learning gap and graduate them at or above grade level. Further, by aligning curriculum and teaching with college-readiness standards, the CAP prepares students for success in college and beyond.

**Results Achieved by the CAP**

For fifteen years, Noble has delivered an outstanding public education to low-income students in Chicago. Since its implementation, the CAP has enabled Noble campuses to achieve continual academic gains that consistently outperform our district, Chicago Public Schools. Over the past five years, Noble has maintained its position as the highest performing non-selective high schools in Chicago, as determined by ACT scores. As shown in Figure 16, in 2011 Noble had seven campuses with junior classes and all seven were in the top ten list of the highest performing schools among Chicago’s 102 non-selective high schools. We achieved the same outcome with our nine campuses in 2012. In 2013, ten Noble campuses took the ACT and our schools ranked

Figure 16.

**Consistently High Performance:** All Noble campuses with junior classes rank in the top ten of Chicago’s non-selective high schools on the ACT year after year.

2011		2012		2013	
1	Noble 21.2	1	Noble 21.9	1	Noble 21.7
2	Noble 21	2	Noble 21.4	2	Noble 21.3
3	Noble 20.6	3	Noble 21.0	3	Noble 20.9
4	Noble 20.2	4	Noble 20.8	3	Noble 20.9
5	Noble 20.1	4	Noble 20.8	5	Noble 20.5
5	Noble 20.1	6	Noble 20.1	6	Noble 20.4
7	Kenwood Academy High School 19.2	7	Noble 20.0	7	Noble 20.1
8	CICS Northtown 19	8	Noble 19.7	8	Noble 19.5
9	Noble 18.9	9	CICS Northtown 19.6	9	Noble 19.3
10	UNO - Major Hector P. Garcia 18.7	10	Noble 19.3	10	CICS Northtown 19.1
		10	Kenwood Academy High School 19.3	10	Chicago Math & Science Academy 19.1
		10	Chicago Academy High School 19.3		

\*Rankings include 102 non-selective high schools in CPS.

first through ninth and fourteenth among Chicago’s non-selective schools based on ACT performance. In 2014, as shown in Figure 2 on page 3, eight of our ten testing campuses again comprised the majority of top test highest performing schools on the ACT. With more campuses

and subsequently more students taking the ACT each year, we continue to maintain a strong record of performance across all Noble campuses.

Our performance on the Prairie State Achievement Exam (PSAE), the Illinois State assessment, remained strong as well.<sup>7</sup> Noble’s 2014 PSAE score of 53 percent of students meeting or exceeding expectations significantly outperformed the district’s score of 34 percent. This academic disparity is more dramatic when you compare Noble’s performance to the local public schools that our students would otherwise attend. As shown in Figures 17, Noble is achieving markedly higher performance with the same student demographic, demonstrating ACT scores five to six points higher and PSAE scores that grossly exceed results at the local public schools.

Figure 17. **Noble Schools Compared to Local CPS Schools (2014)**

<b>Campuses</b>	<b>Low-Income Students</b>	<b>ACT Score</b>	<b>PSAE Score (Met/Exceed)</b>
 Noble	89%	20.6	53%
Crane Tech Prep High School	98%	14.4	7%
Hirsch Metropolitan High School	99%	14.5	6%
Kelvyn Park High School	96%	15.8	16%
Orr Academy High School	95%	14.8	9%
Robeson High School	100%	14.1	3%
Wells Community Academy	95%	15.5	17%

Source: Chicago Public Schools, 2014 demographic, PSAE and ACT school-level and citywide data, <http://cps.edu/SchoolData/Pages/SchoolData.aspx>.

One of the most significant measures of the impact of the CAP is the increasing academic growth our students have achieved on the EPAS exams since the CAP’s implementation in 2006. The EPAS (ACT series of annual exams for freshmen through juniors) measures the average change in growth from pre-Explore exam taken in the fall by freshmen to the ACT taken in the

<sup>7</sup> Note: Illinois discontinued the PSAE exam for the 2014-2015 school year to transition to the Common Core PARCC exam adopted by the state.

spring by juniors three years later. Compared to the control group (Class of 2009) which did not have the full benefit of the CAP, each subsequent class has achieved increased growth between the pre-Explore and the ACT as shown in Figure 16 on page 10. After a slight dip in growth for the Class of 2014, we evaluated our academic program and put to new tools in place to increase rigor, which have had an impact. Noble’s Class of 2015 finally broke our network goal of six points average growth this year. They were the first class to benefit from the addition of open-ended response questions as a means to evaluate student thinking, strengthen writing skills across subjects and integrate the Common Core. By comparison, CPS schools typically achieve three points of academic growth for their students between the start of freshmen year and the spring of junior year; Noble has effectively doubled the academic growth students achieve under our model.

Increased growth translates into higher ACT scores, which is crucial because research has shown that ACT scores are predictive of college outcomes and directly measure the skills necessary for collegiate success.<sup>8</sup> A report from ACT, Inc. shows that only 23 percent of Illinois’ 2011 graduates were college-ready based on their ACT performance – an average score of 21 on the ACT is deemed college-ready. These numbers were even lower for minority populations. Only four percent of African-American students and nine percent of Hispanic students in Illinois are prepared for collegiate success.<sup>9</sup> Since the program began in 2006, the network-wide average ACT score across our campuses has increased by over two points to 20.3 indicating that our students are better prepared for the academic rigors of college than they were eight years prior. Based on Noble’s 2014 results, 49 percent of juniors scored a 21 or higher on the ACT. Among them 56 percent of testing Hispanic students and 40 percent of African-American students are college-

---

<sup>8</sup> Allen, Jeff. “Updating the ACT College Readiness Benchmarks.” ACT, Inc. 2013.

<sup>9</sup> “The Condition of College & Career Readiness 2011” ACT, Inc. 2011.

ready based on their performance – compared to nine and four percent respectively for Illinois.

Our historic growth trends put us on track to achieve an average ACT score of 21 in the next two

years, indicating that the average Noble student (who is African-American or Hispanic and from

a low-income household) will be

college ready based on ACT

benchmarks. Noble’s model is

changing collegiate outcomes for

Chicago’s low-income and

minority youth. Although our

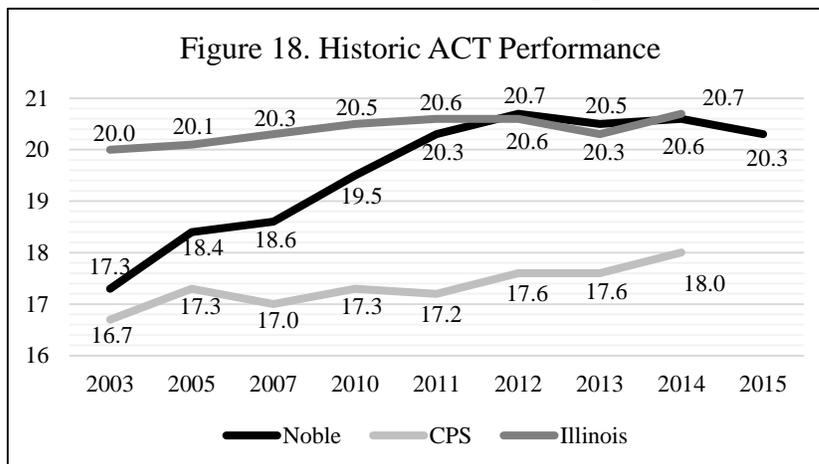
students continue to achieve

significantly higher results than their peers at the local public school, Noble keeps striving to

improve our model to maximize the growth and learning of every student.

*(e) Describe the administrative relationship between the charter school or schools to be replicated or substantially expanded by the applicant and the authorized public chartering agency.*

Noble’s authorized public chartering agency and our Local Education Agency is Chicago Public Schools (CPS). We work closely with CPS beyond their role as our authorizer because we believe that by sharing our model and best practices, we can contribute to the development and improvement of systems that raise the quality of a Chicago education for all students. We have historically maintained strong relationships with the Chief Executive Officer of CPS (despite an ongoing rotation in CPS leadership) and the Chairman of the Board of Education, David Vitale, and regularly work to strengthen this ongoing partnership. We continually interact with the CPS Office of New Schools, who oversees Chicago’s charter schools through facilities, finances, operational and legal matters, annual submissions, review of our five-year charter renewal



Source: Illinois State Board of Education e-Report Card, 2014. \*We are waiting on 2015 ACT results for CPS and the State from this year’s exam.

application, and recently, our expansion proposals. Noble has two full-time employees devoted to meeting CPS requirements by organizing and submitting the collection of all necessary financial and compliance data through CPS's Impact system. Data submitted through the Impact system is used to determine our per-pupil funding; this system allows for funding checks and balances for both Noble and CPS.

Beyond the Compliance Manager and Campus Support Manager, who work directly with our CPS contact, our network teams maintain a variety of direct relationships within CPS to ensure that programs are not only compliant, but that our work is also shared across the district in order to improve the education of all Chicago students. We collaborate with our authorizer on an ongoing basis in a variety of ways from participating in strategic planning sessions to opening new schools in targeted areas of need as determined by CPS. Our Chief Academic Officer and his team share our best practices and provide both data and training on our Curriculum and Assessment Program. Our Chief College Officer works with CPS and the City Colleges of Chicago to share our findings on the transitioning needs of students pursuing post-secondary education in an effort to improve college persistence and graduation for Chicago's students. In turn, CPS offers a variety of trainings on Impact and other topics that have been utilized by Noble staff, including professional development sessions attended by our Finance Department, Special Education and Students in Temporary Living Situations training for our campus leads, and a variety of sessions focused on new campus start-up and implementation for our new principals.

*(f) Describe how the applicant will provide for continued operation of the proposed new or substantially expanded charter schools once the Federal grant has expired.*

As a public charter school, Noble receives a per pupil allocation from the district and usually nominal start-up funding in the early years of campus operations, as well as a small amount

of federal and state funding per student. This per pupil allotment is dependent on timely and proper submission of quarterly financial reports, continued high performance standards, and renewal of our charter every five years. Noble will continue to receive public funding through our authorized public chartering agency, even when the grant has expired, assuming we continue to meet the criteria set forth in our charter as we have for the past fifteen years. Every Noble campus is sustainable on public funds in its fourth year of operations once it is fully enrolled, serving freshmen through senior students.

However, to ensure our continued fiscal health regardless of federal grant support, Noble is working to expand and diversify its portfolio of local and national funders. We continue to add new individual, foundation, and corporate supporters regularly and are staffing accordingly to ensure strong philanthropic support of our growing network of schools. Much like the academic performance of our campuses, our fundraising team pushes and exceeds its goals year after year. Over the past six years, Noble’s fundraising goal has grown over eightfold, and yet our team is able to meet and surpass annual goals to keep pace with our financial needs. Through receiving federal grants and earning recognition from the Broad Prize for Public Charter Schools, the value of Noble’s work has been reinforced, which has led to increased interest from potential funders. Additionally, we recently completed a five-year, \$50M capital campaign to support Noble’s growth in just four years.

*(g) Describe how parents and other members of the community will be involved in the planning, program design, and implementation of the proposed new or substantially expanded charter school or schools.*

Parent and community involvement is crucial for the establishment and growth of every Noble school because it directly impacts enrollment, community relationships, and enrichment opportunities at the campus. When Noble opens a new campus, we work hard to identify and

engage key community leaders in an effort to learn how we can support the community's priorities. These relationships lead to investment opportunities for local businesses, as well as internships, job shadowing, and community service for our students. Because students are required to perform at least 10 hours of service a year, campuses work within their neighborhoods to provide service opportunities for students that directly benefit the community. For example, when we opened a new campus on Chicago's south side, our work with the local Alderman allowed us to support a community beautification project he set in motion. This relationship provided service opportunities, such as painting local buildings, and supported the needs of our new community.

Additionally, beyond the work we already do to engage the community, our authorizer requires a very rigorous community engagement plan as part of the approval for every new charter school in Chicago. This process involves significant input on the proposed plans for each school from a Neighborhood Advisory Council (NAC) comprised of community members, business leaders, teachers, and parents, both current and prospective, from the target community. NAC conduct interviews with each charter operator, tour existing campuses, host community forums, and complete a thorough review of each application which results in a recommendation to the Chicago Board of Education on whether or not to approve each campuses. The NAC process was added in 2014 to ensure maximum opportunity for community voice in the approval process for new campuses. Our involvement with the NAC for our 2014 campus approvals resulted in valuable insights into our work, along with methods in which we could better engage the our target expansion communities. It also gave us the ability to provide an in-depth look at our work that created additional Noble supporters, including families within the neighborhoods.

Beyond the community engagement that happens with every new Noble campus, we seek to support and engage our parents and families. At a minimum, our parents have regular

communication with their campus through weekly newsletters that must be signed and returned, as well as quarterly report card meetings with their student’s advisor. If a parent cannot attend a report card pick-up day, their student’s advisor will arrange for a private meeting or home visit to ensure an opportunity for direct communication. Our families also have access to PowerSchool, an online system that allows parents and administrators to track students’ academic and disciplinary records.

We have also invested in the development of our parents as a resource to support our growth. Through parent training sessions hosted throughout the year at rotating Noble campuses, we work to educate our parents on Noble’s results and Chicago’s educational landscape. Parents learn how to advocate for the best interests of their child’s education and are empowered to voice their support of the education they chose for their child. Hundreds of Noble parents have graduated from these training sessions and have become more engaged in their schools and communities as a result. Every Noble family has a story and we help them find their voice to share this story with others. Parents staff voter registration drives and actively advocate for our expansion in new communities. We also have parents who volunteer their time to support student recruitment efforts by distributing applications, speaking at admissions sessions, answering questions, and spreading the word in their community about enrollment opportunities.

Because parental buy-in and support are necessary factors in the success of Noble schools, we are taking strides to increase participation through Parent Advisory Councils (PAC) at every Noble campus. PACs provide a chance for parents to voice their concerns and collaborate directly with campus leadership on initiatives that support campus needs. PACs have resulted in strengthened relationships and shared goals between parents and campus leadership. In addition, they have enhanced campus programming and increased parental engagement and safety through

various means, including implementing driver’s education programs, hosting father-daughter dances, creating community newsletters, and advocating for stop signs around the campus to improve safety as our children travel to and from school.

*(h) Include a request and justification for waivers of any Federal statutory or regulatory provisions that the applicant believes are necessary for the successful operation of the proposed new or substantially expanded charter schools.*

Not applicable. Noble’s Charter Agreement included in Appendix E and bylaws outline how the organization will abide by all federal, state, and local regulations generally applicable to public schools. Noble is bound to operate at all times in accordance of the Charter School Law and all other federal and state laws from which the Charter School is not exempt.

*(i) Describe how the grant funds will be used, including how these funds will be used in conjunction with other Federal programs administered by the Secretary, and with any matching funds.*

A 2015 Replication and Expansion grant will contribute funds mainly to the purchase of equipment and supplies for two existing and eight new campuses over the next five years as those campuses grow towards full enrollment. Given our rich history of replication, Noble was able to draw upon the historic spending of our network of 16 campuses to identify key expenses and average program expenditures in the creation of our program budget. Support to offset the costs of these major line items will contribute significantly towards success of our campuses by providing resources tied directly to student services. Please refer to the Budget Narrative for more detail on each of the expenses mentioned in the following description. Unless otherwise noted, the following expenses will be included in the federal budget for the program:

**Personnel:** Grant funds will cover only a portion of the salaries for key network staff who oversee the creation and expansion of our campuses and will manage our grant program. In compliance

with the program requirements, this salary expense is limited to 20 percent of the overall request (which does not include conference travel expenses and the management allowance).

**Fringe Benefits:** No fringe benefits are included in federal funds.

**Travel:** At the recommendation of the Department of Education, we have \$2,500 annually for two Noble staff to attend the annual Project Director’s conference.

**Equipment:** Included in our budget are line items for technology, furniture and enrichment program purchases that are allowable, reasonable, and necessary for the work set forth in our application. Only a portion of annual campus equipment expenses will be covered by federal funds; Noble will assume all expenditures beyond those covered by the grant. Equipment purchases may include: laptops, bell systems, audio visual equipment, whiteboards, smartboards, desks, chairs, lab tables, stools, cafeteria equipment, weight room equipment, instruments and other equipment to prepare the campus to serve additional students.

**Supplies:** A portion of the total annual campus expense for educational supplies will be included among federal grant funds. Key supplies purchased to support the expansion and replication of our campuses may include textbooks, lab equipment, and educational teaching tools. Noble will cover remaining educational supplies beyond those covered by federal funds.

**Contractual Expenses:** Noble has not included any contractual expenses among federal funds.

**Other Expenses -**

**Student and Staff Recruitment:** Federal funding will support recruitment costs associated with hiring staff and student recruitment. Because Noble is committed to finding the best educators, we recruit from around the country and ultimately hire only seven percent of applicants from our candidate pool. Staff recruitment expenses may include promotional materials, flyers, advertisements, and recruitment events. Student recruitment is one of the most direct ways that

Noble lives its mission; we seek to inform the widest range of perspective students about enrollment opportunities, especially families in underserved urban neighborhoods who can benefit most from Noble’s high quality public education. Costs associated with student recruitment include: postage, printing of flyers, signage and enrollment forms, and advertisement through radio, print, billboards, and public transportation. Advertising helps new and expanding campuses inform local families and communities of how to enroll their student in a Noble school. Food and giveaways associated with student and staff recruitment will not be included as eligible expenses for federal funds.

**Professional Development:** Professional development (PD) is an important tool for establishing the culture at new campuses and refocusing the work at existing campuses. Prior to the start of the school year, staff will spend weeks engaged in a variety of PD, team building, and planning activities, which often includes an intensive planning retreat. PD continues throughout the year at both quarterly network-wide PD days and every Friday afternoon at the campus level. Noble has included \$7,000 annually per campus among the expenses covered by federal funds.

The KIPP Fisher Fellowship Program is another key professional development opportunity for our leadership. KIPP received funding through the U.S. Department of Education’s i3 Program, and included Noble as a program partner in their application. Because of our ongoing partnership with KIPP through this program, we were able to negotiate a reduced rate for our participants for expenses not covered by i3. To avoid a conflict of funds, this PD expense has been omitted from our federal funds budget, but included in our budget for non-federal expenses.

**Funding in Conjunction with Other Federal Funds**

In 2010, Noble received an award through the Department of Education’s first Charter School Program grant to fund the replication and expansion of high quality charters. This award

has funded equipment and supplies to properly outfit five of our existing schools as they built towards full enrollment and the addition of six replication schools, growing our network to sixteen campuses. 2010 grant funds were drawn down in full on June 29, 2015 and we are in the process of submitting final reporting requirements with the goal of officially closing out our grant with the Department of Education by September 30, 2015 when their current fiscal year expires.

Noble also has one active Charter School Program grant which supports the Planning, Design and Implementation of one campus (Noble Campus 17) over the next three years (FY16 – FY18). This campus will begin drawing down funds in the current FY16 as it prepares for its opening in August 2016. Given that this grant supports only a single Noble campus, our Finance Department has created a specific project line for this grant to ensure that we allocate funds appropriately and avoid any carryover between other grant funds and expenditures. To maintain clear communication, members of Noble’s Finance Department, who oversee the allocation of federal funds, sit on the Project Management Teams for all federal grants; this includes our current Planning grant and a 2015 Replication and Expansion grant if Noble is awarded funding. Finally, all grants, including federal Charter School Program grants, undergo strict scrutiny every year during our annual audit to ensure that we are accounting for and managing our grants accordingly.

*(j) Describe how all students in the community, including students with disabilities, English learners, and other educationally disadvantaged students, will be informed about the new or substantially expanded charter schools and given an equal opportunity to attend such schools.*

Our campus leaders and their teams work hard to become a contributing part of their communities to support community initiatives and serve local families. Our principals work with Noble’s Enrollment and Advocacy Teams to identify and reach out to every key community member and organization in an effort to inform the greatest number of local families of a new high school option in their community. This often means that at newer campuses where we are still

establishing our reputation within the community, our principals and staff will visit on average 70 different schools, community groups, and churches over the course of the enrollment season. Campuses promote and host numerous open houses throughout the enrollment season to give families a chance to tour campuses, meet with staff, and get their questions answered. Our Enrollment Team attends city-wide enrollment fairs to promote enrollment opportunities, in addition to hosting our own fairs. Beyond our presence at events, we advertise enrollment opportunities through a variety of means to inform the greatest range of families. Our campuses utilize ads with local papers and radio stations, in public transportation, and on billboards. They have also gone door to door in various communities distributing flyers as part of past campaigns.

Admissions materials are provided in English and Spanish, while bilingual staff support enrollment efforts by assisting non-native speaking students and families through the application process. Our campuses work to accommodate those who may have special needs throughout the enrollment process to ensure all students have an equal opportunity to apply; however, we are not allowed to show any bias to such students and only confirm who has special needs after families have accepted enrollment according to how they self-identify on their welcome packet enrollment form. Our enrollment application is available at our admissions information sessions, any Noble campus, via mail by request, and is distributed at enrollment fairs and community presentations. Students are required to submit a completed application by the deadline in order to participate in the lottery for enrollment. No application will be withheld from the lottery as long as it contains the student's name, home address, and at least one parent or guardian listed and is returned to the respective campus by the deadline provided. If applications are received after the deadline, those applicants will be placed on the campus' waitlist in the order they were received. If demand exceeds open seats, a blind lottery is held after the application deadline. Student test scores, grades,

or special needs information are not used in any way as part of the admissions process or lottery. The lottery is open to the public and conducted by drawing participants' names from a rolling bin. Enrollment is offered to the first names drawn until all spots are filled. Waitlist numbers are then assigned in the same manner until all names have been pulled from the bin. Students who submit applications after the deadline will be added to the general waitlist.

Noble will not use a weighted lottery for our admissions process. Our schools are located in high need communities to best serve low-income families, thus the overwhelming majority of students who apply for admission to a Noble campus are eligible for free and reduced lunch. More information about our admissions and enrollment policies can be found in Appendix H.

*(k) Describe how the proposed new or substantially expanded charter schools that are considered to be LEAs under State law, or the LEAs in which the new or substantially expanded charter schools are located, will comply with sections 613(a)(5) and 613(e)(1)(B) of the Individuals with Disabilities Education Act (IDEA).*

Noble complies with both sections 613(a)(5) and 613(e)(1)(B) of the IDEA by providing an environment and academic program that serve the needs of all students satisfactorily, including those with special needs. Our special needs students benefit from co-teaching models in their classrooms to ensure that their needs and those of their general education classmates are being met. The following is outlined in Noble's Employee Handbook:

- Teachers know who students with special needs are, and address the concerns of both students and parents regarding performance in the class in connection to their disability;
- Teachers must be familiar with students' disabilities and how these disabilities impact the classroom;

- Collaboration is required between teachers and special education teachers in all aspects of instruction, including writing the course syllabus, developing unit plans, assessing skills and progress, and evaluating and modifying the co-teaching model throughout the year;
- Noble provides quality instruction, modified curriculum but maintain high expectations for performance for its special needs students;
- General teachers will assume responsibility for students with special needs as much as a special education teacher or case manager will.
- Teachers must participate in the development of IEP's.

*(l) Provide information on any significant compliance issues identified within the past three years for each school managed by the applicant, including compliance issues in the areas of student safety, financial management, and statutory or regulatory compliance.*

Noble does not have any significant compliance issues to report for the past three years. Our facilities comply with all federal ADA regulations and meet even more stringent requirements through state, local, and district regulations. We have an external firm which conducts annual A-133 audits of our financial records and we have two full-time staff who focus on compliance with our authorizer across a range of programs and services to ensure Noble meets all requirements.

*(m) For each charter school currently operated or managed by the applicant, provide the following information: the year founded, the grades currently served, the number of students, the address, the percentage of students in each subgroup of students described in section 1111(b)(2)(C)(v)(II) of the ESEA, results on the State assessment for the past three years (if available) by subgroup, attendance rates, student attrition rates for the past three years, and high school graduation rates and college attendance rates.*

The charts in Appendix F for Student Academic Achievement provide the information requested on each of Noble's campuses, including results on state assessments for the past three years, high school graduation rates, and college enrollment rates.

*(n) Provide objective data showing applicant quality. In particular, the Secretary requires the applicant to provide the following data:*

- (1) Performance (school-wide and by subgroup) for the past three years (if available) on statewide tests of all charter schools operated or managed by the applicant as compared to all students in other schools in the State or States at the same grade level, and as compared with other schools serving similar demographics of students;*
- (2) Annual student attendance and retention rates (school-wide and by subgroup) for the past three years (or over the life of the school, if the school has been open for fewer than three years), and comparisons with other similar schools; and*
- (3) Where applicable and available, high school graduation rates, college attendance rates, and college persistence rates (school-wide and by subgroup) for the past three years (if available) of students attending schools operated or managed by the applicant, and the methodology used to calculate these rates. When reporting data for schools in States that may have particularly demanding or low standards of proficiency, applicants are invited to discuss how their academic success might be considered against applicants from across the country.*

The charts in Appendix F for Student Academic Achievement also provide the information requested in application requirement N on school-wide and subgroup performance for the past three years, where available, as compared to similar populations in the state and district.

*(o) Provide such other information and assurances as the Secretary may require.*

Noble has provided additional information, including our SP2020, Green Lighting Criteria, Admissions and Enrollment Policy and the full list of our Board of Directors in Appendix H to support our application.

## Other Attachment File(s)

---

\* Mandatory Other Attachment Filename:

---

To add more "Other Attachment" attachments, please use the attachment buttons below.

## CHARTER SCHOOLS PROGRAM ASSURANCES – REPLICATION AND EXPANSION

Pursuant to Section 5203(b)(3) of the Elementary and Secondary Education Act of 1965, as amended (ESEA); Title III of the Consolidated and Further Continuing Appropriations Act, 2015; and sections 200.302(a) and 200.331(d) of the Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards, a Replication and Expansion of High-Quality Charter Schools Grant under the CSP must contain the following assurances.

As the duly authorized representative of the grantee, I certify that the grantee has submitted to the Secretary, or will submit within 30 days of the date of the Grant Award Notification, the following items:

1. All items described in section V (Application Requirements) of the Notice Inviting Applications for New Awards for Fiscal Year 2015, published in the Federal Register on June 12, 2015.
2. Proof that the grantee has applied to an authorized public chartering authority to operate each charter school and provided to that authority adequate and timely notice, and a copy, of this application;
3. Proof of the grantee's non-profit or not for-profit status;
4. A statement as to whether the charter school the applicant is proposing to replicate or expand currently receives, or has previously received, funding for this program either through a State subgrant or directly from the Department;
5. A description of how a charter school that is considered a local educational agency under State law, or a local educational agency in which a charter school is located, will comply with sections 613(a)(5) and 613(e)(1)(B) of the Individuals with Disabilities Education Act;
6. A description of the State or local rules generally applicable to public schools that will be waived for, or otherwise not apply to, the charter schools the applicant proposes to create or expand; and
7. Such other information and assurances as the Secretary may require.

As the duly authorized representative of the grantee, I also certify to the following assurances:

8. That the grantee will annually provide the Secretary such information as the Secretary may require to determine if the charter schools created or expanded under this grant are making satisfactory progress toward achieving the objectives described in 5203(b)(3)(C)(i);
9. That the grantee will cooperate with the Secretary in evaluating this program;
10. That the grantee will use the funds to replicate or expand a high-quality charter school in accordance with the requirements of the CSP;
11. That the grantee will ensure that a charter school that receives funds under this program will not receive funds for the same purpose under section 5202(c)(2) of the ESEA, including for planning and program design or the initial implementation of a charter school; and

12. That the State will grant waivers of State statutory or regulatory requirements, and a description of the State or local rules, generally applicable to public schools, that will be waived for, or otherwise not apply to, the schools the applicant proposes to replicate or expand.

Sara Kandler

NAME OF AUTHORIZED OFFICIAL



SIGNATURE OF AUTHORIZED OFFICIAL

Development Director

TITLE

7/2/2015

DATE

Noble Network of Charter Schools

APPLICANT ORGANIZATION

7/14/2015

DATE SUBMITTED

## CHARTER SCHOOLS PROGRAM ASSURANCES – REPLICATION AND EXPANSION

Pursuant to Section 5203(b)(3) of the Elementary and Secondary Education Act of 1965, as amended (ESEA); Title III of the Consolidated and Further Continuing Appropriations Act, 2015; and sections 200.302(a) and 200.331(d) of the Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards, a Replication and Expansion of High-Quality Charter Schools Grant under the CSP must contain the following assurances.

As the duly authorized representative of the grantee, I certify that the grantee has submitted to the Secretary, or will submit within 30 days of the date of the Grant Award Notification, the following items:

1. All items described in section V (Application Requirements) of the Notice Inviting Applications for New Awards for Fiscal Year 2015, published in the Federal Register on June 12, 2015.
2. Proof that the grantee has applied to an authorized public chartering authority to operate each charter school and provided to that authority adequate and timely notice, and a copy, of this application;
3. Proof of the grantee's non-profit or not for-profit status;
4. A statement as to whether the charter school the applicant is proposing to replicate or expand currently receives, or has previously received, funding for this program either through a State subgrant or directly from the Department;
5. A description of how a charter school that is considered a local educational agency under State law, or a local educational agency in which a charter school is located, will comply with sections 613(a)(5) and 613(e)(1)(B) of the Individuals with Disabilities Education Act;
6. A description of the State or local rules generally applicable to public schools that will be waived for, or otherwise not apply to, the charter schools the applicant proposes to create or expand; and
7. Such other information and assurances as the Secretary may require.

As the duly authorized representative of the grantee, I also certify to the following assurances:

8. That the grantee will annually provide the Secretary such information as the Secretary may require to determine if the charter schools created or expanded under this grant are making satisfactory progress toward achieving the objectives described in 5203(b)(3)(C)(i);
9. That the grantee will cooperate with the Secretary in evaluating this program;
10. That the grantee will use the funds to replicate or expand a high-quality charter school in accordance with the requirements of the CSP;
11. That the grantee will ensure that a charter school that receives funds under this program will not receive funds for the same purpose under section 5202(c)(2) of the ESEA, including for planning and program design or the initial implementation of a charter school; and

12. That the State will grant waivers of State statutory or regulatory requirements, and a description of the State or local rules, generally applicable to public schools, that will be waived for, or otherwise not apply to, the schools the applicant proposes to replicate or expand.

Sara Kandler

NAME OF AUTHORIZED OFFICIAL



SIGNATURE OF AUTHORIZED OFFICIAL

Development Director

TITLE

7/2/2015

DATE

Noble Network of Charter Schools

APPLICANT ORGANIZATION

7/14/2015

DATE SUBMITTED

**Michael Milkie****Education:**

- 1991** State of Illinois, Type 09 6-12 teaching certificate. Endorsements: Mathematics, English, World History, Economics, Russian
- 1989** M. A. Russian-East European Studies – Indiana University
- 1989** M. A. Economics – Indiana University
- 1984** B.A. Economics – Indiana University

**Experience:**

**2005 – present** Superintendent – Noble Network of Charter Schools in Chicago, Illinois

- Oversee the development of six new Noble campuses
- Hire and oversee principals for all campuses
- Hire and oversee Network staff
- Institute Network-wide programs, including student assessment and nutrition programs
- Disseminate results of Network programs and represent the Network locally, regionally and nationally
- Develop, with principals, professional development for all Network teachers
- Assist principals with staff hiring and retention decisions
- Manage annual Network budget

**1998 - 2004** Principal and Founder - Noble Street Charter High School in Chicago, Illinois

- Created 475-student school, including: hiring faculty, recruiting students, creating curriculum and directing construction of facility addition.
- Instituted school-wide reading, writing and mathematics programs, producing excellent results in student skill development and standardized tests.
- Instituted school-wide fitness program with physical education classes conducted by Lakeshore Athletic Club.
- Instituted model discipline program recognized nationally.
- Managed \$4 million budget, balanced every year
- One of the lead fundraisers for successful \$3 million capital campaign.

**1990-1998**

Mathematics teacher, Wells High School in Chicago, Illinois

- Founded AP Calculus program, Math and College clubs.
- Coached JV basketball and baseball.

- Assisted seniors with college selections process, financial aid and college pursuits and campus visits.

**1989 - 1997**

Adjunct Instructor of Economics

- Roosevelt University, DePaul University, Harold Washington College, Robert Morris College, Oakton Community College, College of Lake County

**Organizations:**

Right Angle Educational Foundation – Founder, vice president and board member. The foundation provides scholarships to low-income high school students to study at summer college programs.  
Erie Neighborhood House Charter School - Board member

**Interests:**

Education, fitness, football, basketball, and volleyball.

# Eric Thomas

## PROFESSIONAL EXPERIENCE

*"Eric has demonstrated an absolutely uncanny ability to teach, manage, and lead. He has been instrumental in building Northwestern High School's Communications Academy... all in all one of the most valued members of the Northwestern faculty."*

Dr. James I. Scofield  
Principal, Northwestern High

*"Eric's mastery of the key skills of an effective leader inspired, motivated, and led his staff and corps members to be highly successful in all they did. He was relied upon for making many important decisions and as a manager and leader his work constantly impressed me."*

Kate Sobel  
Institute Director  
Teach for America NYC  
Summer Institute

**Northwestern High School** **1999-Present**  
*Director and Lead Teacher-* *Baltimore, MD*  
*Communications and Public Relations Academy*

- Beginning in 2002, partnered with the Public Relations Society of America to become one of 7 pilot sites around the US to offer a career academy in Public Relations
- Awarded over \$11,500 in grants since 2003
- Directed academy logistics, wrote and taught curriculum in six courses, served as administrator of computer lab, and coordinated PR campaigns within school
- Academy students had 14% higher attendance, 54% higher achievement index, and SAT average of 280 points above school-wide averages
- Have also taught English Literature and coached several sports

**Teach for America Training Institute** **2004**  
*Associate Institute Director* *New York, NY*

- Planned, recruited and hired staff, and executed training for 573 new Teach for America teachers
- Built strategic partnerships with Region 1 officials in New York, cultivated relationships with eight schools in the South Bronx
- Ensured logistics, curricular program, and hiring of experienced staff met organizational needs in supporting our mission
- Planned training and support for over 70 staff members
- Analyzed data and developed strategies to increase teachers' effectiveness and raise student achievement

**Teach for America Training Institute** **2003**  
*School Director* *New York, NY*

- School Director of I.S. 172 and I.S. 286 in Harlem during training for 91 new Teach for America corps members
- Managed a staff of eight, collaborated with both schools' administrators and faculty, created an operations plan for the summer that served school, community, and 400 students' needs
- End-of-Institute Measures for my schools were higher than NYC Institute averages in 15 of 22 categories. Exceeded Institute-wide "Measures of Success" in 6 of 8 key categories, most notably in Preparation for Teaching, Interactions with Staff, and Overall Satisfaction with Program

**Johns Hopkins University** **2001-2004**  
*Content Learning Team Leader* *Baltimore, MD*

- Have directed and taught a learning team seminar for Johns Hopkins students working towards Master's degree in Teaching

## EDUCATION

**Johns Hopkins University**      **Baltimore, MD**      **1999-2001**

*Master of Arts in Teaching*

- Emphasis on Secondary English and Urban Education
- Graduated with a 3.8 GPA

**University of Wisconsin**      **Madison, WI**      **1994-1998**

*Bachelor of Arts in English*

- Emphasis on Creative Writing
- Additional experience in Afro-American Studies, Political Science, and History

## CERTIFICATION AND AFFILIATIONS

**Maryland State Department of Education**      **2001-Present**

- Advanced Professional Certification for Secondary English
- Tenured Teacher in Baltimore City Public School System

**Teach for America**      **1999-Present**

- From 1999-2001, Corps Member in Teach for America, a national program aimed at ensuring children in America's most under-resourced public schools are able to get an excellent education
- 2001-present Teach for America Alumnus; active in organization activities, teacher training, and recruitment

## AWARDS AND HONORS

**USA TODAY – All USA Teacher Team**      **2004**

**Honorable Mention**

- Winner of national award recognizing outstanding teaching

**PTA – Baltimore Teacher's Union**      **2003**

**Teacher of the Year – Northwestern High School**

- Winner of faculty / parent-nominated award recognizing outstanding community service, teaching, and leadership

**Public Relations Society of America**      **2003**

**Best Communications Career Academy**

- Winner of top honors from a pool of seven nation-wide career academy pilot programs in Public Relations and Communications

**Diane Tobin Award**      **2001**

Recipient of award given by Johns Hopkins University to one graduate and one alumnus nationwide for Excellence in Education

◆ References Available Upon Request ◆

## Tyson R. Kane

---

### EDUCATION

**The University of Texas at Austin** - Austin, TX

May 2001

**Bachelor of Arts**, Economics Honors Program

First major in Economics. Second major in Humanities.

Minor in Biological Sciences. Focus in Behavioral Adaptation.

**Bachelor of Business Administration**, Business Honors Program

Major in Finance. Minor in Statistics.

**Cumulative GPA:** 3.8 / 4.0

Thesis: *Evolutionary Game Theory and Biological Systems: Implications for Business Strategy*

### RELEVANT EXPERIENCE

**Teach For America, Inc. (TFA) / Los Angeles Unified School District (LAUSD)** ó Los Angeles, CA **June 2006 – Present**

**TFA:** Non-profit organization committed to the expansion of educational opportunity through direct classroom involvement.

**LAUSD:** Second largest public school district in the U.S. serving over 700,000 students in greater Los Angeles.

*High School Biology Teacher, Alain Leroy Locke High School* – Watts, CA

June 2006 ó Present

- Teach five periods of Biology to 164 non-honors/regular and English learning students across grades 9-12.
- Conduct three classes in English and two in Spanish (for students with ELL waiver).
- Led students to achieve passing rate of over 5 times school average and nearly twice district average on 2006-2007 state standardized exams.
- Helped more than double school site Biology department average for student achievement versus 2005-2006.
- Authored school-wide instructional and curriculum training model used by administration.
- Lead effort to create and maintain ongoing administrative management tools in support of effective planning, performance tracking, and execution by School Leadership Team. Appointed by Principal.

*Division Chair - Social Empowerment/Global Awareness (SEGA) School Division, Locke High School* June 2007 - Present

- Elected by staff to lead one of four operating divisions within Locke HS. Division includes 25 teachers and 534 students across all subject areas.
- Serve as instructional leader and primary school division interface with administration.
- Create and manage school division objectives, operating structure, activities, policies, and culture.
- Member of 20-person School Leadership Team composed of other operating division leaders, department chairpersons, and administrators. Chair of Data and Analysis committee.
- First teacher in school history to hold school division leadership position after only one year teaching.

*Corps Member Advisor, Teach for America Los Angeles Institute, Locke High School*

Summer 2007

- Directly oversaw instructional practice and training for 16 new Teach for America teachers (corps members) during 2007 summer school session at Locke High School.
- Led students to achieve passing rate of 8 times school average and over 2.5 times district average on LAUSD standardized subject exams across all teachers managed.
- Supervised subjects of Biology and Algebra II for non-honors/regular and English learning students across grades 9-11.
- Was only Corps Member Advisor with one year teaching experience on staff of over 50 across Los Angeles.

**KIPP (Knowledge is Power Program) TRUTH Academy** – Dallas, TX

**August 2005 – June 2006**

Urban Dallas public charter school founded in 2003; serves approximately 200 middle school students in grades 5-8.

*Strategy and Operations Advisor*

- Served as direct consultant to Principal on subjects of finance, organization, student / faculty recruiting, and building performance-focused culture.
- Advised on teacher accountability system and performance tracking / review process, designed organizational structure, developed cultural focus, and helped define school-wide output targets.

*Mathematics Teacher*

- Taught 7<sup>th</sup> and 8<sup>th</sup> grade Mathematics for 2006 summer session.

**Ewing Management Group, LP** (formerly The Carlyle Group, turnaround division) – Dallas, TX **April 2003 – May 2006**

Private equity firm focused on turnaround of underperforming manufacturing companies with larger than \$500M in revenue.

*Senior Associate – Strategy and Operations*

- Executed and helped lead the successful turnaround of two major automotive suppliers in facilities across 10 countries.

- Directly advised cross-cultural corporate executive teams during defined engagements to create, track against, and achieve key operational improvement targets for 5,000 to 10,000 employee organizations.
- Led the creation of operating plans, coordinated growth strategies, and drove business-critical improvement initiatives.
- Facilitated executive meetings and problem-solving sessions to ensure effective execution of plans and performance results.
- Trained and coached management to create systematic procedures aiding effective decision-making and execution.
- Managed initiatives on location in the U.S., Italy, Portugal, England, France, Slovakia, the Czech Republic, Germany, Spain, and Mexico. Conducted meetings in Spain and Mexico in Spanish.
- Reported directly to Global President or Chief Executive.

**The Boston Consulting Group, Inc. – Dallas, TX**

**May 2001 – April 2003**

Management consultancy focused on strategy solutions for Fortune 500 companies.

*Associate Consultant*

- Developed key strategic recommendations and business solutions for the energy, consumer goods, and non-profit practices.
- Institutionalized recommendations through management of client teams.

*Corporate Strategy*

- Created global corporate strategy for liquefied natural gas division of a large energy company. Assessed international markets and defined and valued strategic option set. Worked with management to author strategic plan.
- Introduced cost-management strategy for a private foundation. Analyzed competitive environment, mapped and enhanced internal processes, and re-focused marketing effort.

*Operations*

- Designed nationwide rollout for new distribution segment of a major beverage and snack foods company. Analyzed internal capabilities and matched them to economic options and timelines.
- Passed on strategic recommendations and models through management of client teams. Facilitated client meetings, generated and managed workplans, and oversaw output.

*Analysis / Valuation*

- Authored permanent forecasting and engineering cost models to evaluate options in client engagements. Created financial and 5-year planning tools for ongoing operations.
- Valued and structured corporate joint ventures as part of two separate credit enhancement initiatives.

**Honeywell International, Aerospace Division - Summer Intern – e-Business Strategy – Phoenix, AZ**

**Summer 2000**

**J.P. Morgan Chase - Summer Analyst, Mergers & Acquisitions - Houston, TX**

**Summer 1999**

**Q Investments, L.P., Summer Analyst, Risk Arbitrage – Dallas, TX**

**Summer 1998**

**COMMUNITY / OTHER ACTIVITES**

**The Second City – Los Angeles, CA**

**September 2007 - Present**

*Improv Comic* – Performer with Second Cityø improvisational comedy troupe in Hollywood, CA.

**Mosaic Church ó Los Angeles, CA**

**February 2007 - Present**

*Activities Volunteer* – Servant in church community.

**South Bay Peninsula Soccer League – Manhattan Beach, CA**

**August 2006 - Present**

*Defense* – Player in Premier Division, semi-professional menø league serving south Los Angeles.

**The Dallas Foundation - Dallas, TX**

**April 2005 – November 2005**

*Advisor* – Strategy advisor to Executive Director of \$100M, 90-year-old community foundation serving city of Dallas.

**Fellowship Church - Dallas, TX**

**April 2003 – May 2006**

*Group Study Leader, Guest Services Volunteer* – Servant in group bible study ministry and church information kiosk.

**Instituto Nacional de la Niñez y la Familia - Quito, Ecuador**

**August 2005**

*Volunteer* – General services and education volunteer for disabled or mentally disadvantaged orphans under government care.

**Ad-Libs Improvisational Comedy Troupe - Dallas, TX**

**October 2002 – October 2004**

*Improv Comic* – Professional performer with Dallasø oldest and longest-running improv comedy troupe.

**OTHER INFORMATION**

- **Advanced proficiency in Spanish**
- **Expertise with all MS Office software**

Kyle Cole

---

## EDUCATION

*Harvard University Graduate School of Education, Cambridge, Massachusetts*

**Masters in Education (6/02)**

Course Work: Organizational Leadership and Change, Supporting Instructional Improvement, Teacher Leadership, Educational Policy and Politics

*University of Chicago, Chicago, Illinois*

**Bachelor of Arts with Honors: Political Science (6/01)**

Thesis: Promoting Effective Teacher Collaboration in Chicago Small Schools  
Phi Beta Kappa, Student Marshall

*London School of Economics and Political Science, London, England*

**Study Abroad (1999-2000)**

## EXPERIENCE

**Vice Principal of Curriculum & Instruction, Cesar Chavez Public Charter School for Public Policy; Washington, D.C. (8/06-Present)**

- Guide all departments, Grades 6-12, through the creation and implementation of a backwards planned, standards-based curriculum
- Oversee the creation and implementation of formative, quarterly interims and the itemization and analysis of these assessments
- Create, implement and sustain the structures of a Professional Learning Community—an ongoing mentoring program of every teacher and weekly 90 minute professional development activities focused around data analysis, instruction, curriculum development, and/or assessment design
- Maintain the school's professional development budget and approve all individual professional development activities (conferences, site visits, literature, course work, etc.)
- Manage the recruiting, observing, and hiring of all academic staff
- Conduct ongoing classroom observations to provide teachers with immediate feedback around classroom culture and instructional rigor
- Supervise all department chairs, mentor teachers, Director of Special Education, Director of Public Policy, and the Director of English Language Learners
- Serve in any manner the Principal and Chavez Community to ensure that all scholars experience a rigorous, college-prep atmosphere by maintaining high academic and behavioral expectations

**Teacher and Chair for the Department of History and Politics, Cesar Chavez Public Charter School for Public Policy; Washington, D.C. (8/04-8/06)**

- Taught 9<sup>th</sup> Grade United States History and Public Policy
- Trained as a Literacy Coach through the Public Education Business Coalition
- Regularly observed teachers within the department to provide comments surrounding curriculum and instruction quality
- Guided the department through skills and content alignment for Grades 6-12

**Teacher, Cardigan Mountain School; Canaan, New Hampshire (8/01-2014)**

- Taught 9<sup>th</sup> grade History and Current Issues and 6<sup>th</sup> grade History, English, and Life Skills
- Coached Varsity soccer coach, serve as a dorm parent and Liaison to the Parent's Council

**Advisor, Professional Development Center, Cambridge, Massachusetts (9/01-6/02)**

- Researched teacher collaboration-based professional development models
- Assisted in the policy development of a district-wide, mentor-based new teacher induction program

**Policy Assistant, Mayor's Office: Chicago, Illinois (6/00-8/01)**

- Chaired a committee for and assisted the Mayor's Council of Technology Advisors
- Researched and advised on economic policy for the Mayor's Special Assistant for Technology

**Researcher, University of Chicago Department of Social Science: Chicago, Illinois (9/99-8/01)**

- Interviewed and observed superintendents, principals and teachers to better understand the impact of district and state policy on the classroom
- Analyzed district and school-wide professional development programs

## ACTIVITIES

Member, Association for Supervision and Curriculum Development  
Member, National Staff Development Council

## SKILLS

Teacher Coach trained in conducting classroom observations and facilitating result-oriented meetings  
Competent in Computer Software Packages including Powerschools and Microsoft Office (Word, Excel, etc.)

## REFERENCES

Irasema Salcido, Founder, Chief Executive Officer and Interim Principal, Cesar Chavez Public Charter Schools  
[irasema.salcido@chavezschools.org](mailto:irasema.salcido@chavezschools.org)  
202.547.3975 ext. 12

Robert Rickenbrode, Chief Academic Officer, Cesar Chavez Public Charter Schools  
[admin@chavezschools.org](mailto:admin@chavezschools.org)  
202.547.3975 ext. 22

Simon Rodberg, English Department Chair, Cesar Chavez Public Charter Schools, Parkside Campus  
[Simon.rodberg@chavezschools.org](mailto:Simon.rodberg@chavezschools.org)  
202.550.6344

**MIKE MADDEN****Mobile:** [REDACTED]**Email:** [REDACTED]**EXECUTIVE PROFILE**

**Progressive information technology executive known for driving change through highly change resistant organizations. Experience with advancing technology and creating an environment of sustainable and measurable improvements for over 40 organizations across the public, private, and non-profit sectors.**

**WORK HISTORY****YMCA OF METROPOLITAN CHICAGO, CHICAGO, IL****July 08 – February 09****CHIEF INFORMATION OFFICER AND EXECUTIVE VICE PRESIDENT**

- **First CIO in the organization's 150 year history**, responsible for the advancement and support of technology for 3,000 employees, 45 locations and hundreds of thousands of customers, clients, and campers
- Conducted the organization's **first Technology Needs Assessment** thereby identifying the gaps in current technology that must be closed for the business to maintain a competitive advantage
- Created the organization's **first Three Year Technology Transformation Plan** detailing the vision, values, goals, and objectives for the department as well as the resources, cost, and timing for the implementation of over 70 technology initiatives
- Presented the Technology Transformation Plan to 65 members of the Board of Managers and received **historic approval to draw down an extra 1% from the organization's endowment** to support the Plan
- Created the organization's **first zero-based budget for technology resulting in a 15% reduction in year-over-year expenses**
- **Restructured the Information Technology Department** in an effort to more effectively support our customers and to provide a firm foundation for the promotion of new technology initiatives and the Transformation Plan

**CITY OF EVANSTON, IL****July 05 – July 08****CHIEF INFORMATION OFFICER, BUSINESS PERFORMANCE & TECHNOLOGY DIVISION, CITY MANAGER'S OFFICE**

- Developed the City's **first Business Performance & Technology Division**, consisting of the Information Systems Division, the Geographic Information Systems Division, and the Performance Management Office (22 employees; \$3M operating budget; \$2.5M capital budget)
- Managed and directed major new **business process improvement initiatives** for departments including Community Development, Public Works, Fire, Police, Budget, Finance, Recreation, Human Resources, Health, Facilities Management, City Manager's Office and the Library
- Created the City's **first Information Technology Strategic Plan** which received an Honorable Mention award for the 2007 Richard Goodman Strategic Planning Award from the Association for Strategic Planning; *see the plan here:* <http://www.cityofevanston.org/departments/management/pdf/Bpat-Strategic-Plan.pdf>
- Led and directed the procurement of **major new applications** for the City including a \$4M ERP system; a \$1.5M building permit and inspection system; and a \$200K per year citation management outsourcing initiative
- Led and directed parallel negotiation processes for **major application purchases**, saving the City \$1M in software license, implementation, and long-term maintenance costs
- Managed and directed the daily performance and long term vision for all City technology including 40+ physical and virtual servers; 1,200+ user accounts; 800+ computers; 500+ printers; 100+ mobile computing devices; 600+ IP and NEC phones; Oracle and SQL databases; a GIS system with 150+ layers; a data warehouse, interactive internal and external websites; a Tier I Enterprise Resource Planning (ERP) system; and a citywide fiber optic network

- Received the **highest internal customer satisfaction** scores in the 2007 Internal Services Customer Satisfaction Survey (other services areas included Human Resources, Law, Finance, Payroll, Purchasing, Budget, Fleet, and Facilities Management)
- Managed the activities and strategic direction for the **City's E-911 Board** which is comprised of two elected officials, the chiefs of Police and Fire, the supervisor of the 911 system, and two citizens
- Worked in **partnership with the City Manager, the Assistance City Manager, and City Council** to execute the City's long term vision improving the technology experience for citizens and employees

**MADDEN CONSULTING GROUP, INC, CHICAGO, IL  
PRESIDENT/CEO**

**May 01 – July 05**

- **Established an independent consulting practice** with the objective of providing strategic planning and project management support to public, private and non-profit organizations
- Generated **revenue of \$800K+** over a four year period
- *Results (including key clients and projects)-*
  - JD Edwards, Oracle, SAP, and Accenture – contracted by executive management to align business development strategies to better meet local government needs
    - *Results-* Established best practices for securing new business and servicing public sector clients
  - Harris Trust & Savings Bank – contracted by the EVP of Corporate & Community Banking Operations to lead the first phase of a \$50M operations outsourcing initiative
    - *Results-* Provided recommendations for outsourcing check processing, account reconciliation, cash management, lockbox, electronic data transmission and statement/notice printing
  - Evanston, IL – contracted by the Finance Director to lead the selection, contract negotiation, and implementation of a new **\$5 million** citywide enterprise resource planning system
    - *Results-* On time and on budget replacement of legacy systems supporting general ledger, AP, purchasing, fixed assets, capital projects, budget, human resources, and payroll
  - YMCA, Chicago – contracted by the COO to develop the requirements for a new ERP system
    - *Results-* Developed functional requirements for the financial, procurement, human resource, and cash management functions

**GOVERNMENT FINANCE OFFICERS ASSOCIATION, CHICAGO, IL  
DEPUTY DIRECTOR, RESEARCH AND CONSULTING**

**Aug 98 – May 01**

- Provided strategic direction and consulting services to elected officials, city managers, county administrators and senior management at over forty public sector organizations across the country including:
  - California - Alameda County, LA County, Marin Municipal Water District, Moreno Valley, Riverside County
  - Colorado - Arapahoe County, Summit County
  - Florida - Hillsborough County Sheriff's Office, South Florida Water District
  - Illinois - Chicago, Cook County, Evanston, Chicago Transit Authority
  - Iowa - Des Moines Water Works, Polk County
  - Kansas - Sedgwick County
  - Maryland - Prince George's County Public Schools
  - Michigan - Ann Arbor
  - Minnesota - Rochester
  - Nebraska – Omaha, Douglas County
  - Oklahoma – State of Oklahoma
  - Oregon - Port of Portland
  - South Carolina - Charleston, Columbia
  - Wisconsin - Milwaukee Metropolitan Sewerage District
- *Results-*
  - Partnered with the Director to build the practice into a nationally recognized public sector consulting group, **growing revenue of the Center by +450% over a three year period**
  - Acted as chief **negotiator for public sector clients for \$200 Million+ in technology contracts**
  - **Co-authored four publications** on strategies for implementing business best practices in the public sector
  - Guest **speaker at dozens of events** promoting business best practices in the public sector and conducted training for hundreds of government professionals including as lead speaker at a nationally televised event promoting emerging technology in the public sector (Received the highest trainer rating for the department: 5.6/6.0)

**CITY OF CHICAGO, IL**  
**DEPUTY CHIEF INFORMATION OFFICER, BUSINESS AND INFORMATION SERVICES**

**July 97 – Aug 98**

- Collaborated with the Chief Information Officer to develop the strategic direction for the City's information systems
- Supported the technology and business process improvement strategies for select operating departments including General Services, Police, Transportation, Corporation Council, Purchasing, Human Resources, and the Mayor's Office
- *Results-*
  - Managed business process improvement initiatives in the Human Resources and Purchasing departments
  - Directed the **procurement and contract negotiations efforts for a \$16.4 Million** enterprise resource planning system

**HARRIS TRUST AND SAVINGS BANK, CHICAGO, IL**  
**ASST VICE PRESIDENT, CORPORATE & COMMUNITY BANKING OPERATIONS**

**April 92 – July 97**

- Managed the Process Reengineering Office for Corporate and Community Banking Operations
- Managed four operational units responsible for wholesale lockbox, lockbox data transmission, statement rendering and check verification (for a total of 300 employees)
- *Results-*
  - Directed the activities of a team charged with identifying **and implementing \$5 Million in strategic sourcing, staff reduction, organizational restructuring and business process improvement initiatives (resulted in \$6.3M in savings)**
  - Consistently received the **highest performance ratings** when managing operational units

---

**PUBLICATIONS**

- **ERP AND FINANCIAL MANAGEMENT SYSTEMS: THE BACKBONE OF DIGITAL GOVERNMENT,**  
M. Madden, et al, Chicago: Government Finance Officers Association, 2001.
- **A GUIDE TO PREPARING AN RFP FOR ENTERPRISE FINANCIAL SYSTEMS,**  
M. Madden, R. Miranda, and R. Roque, Chicago: Government Finance Officers Association, 2000.
- **"THE ABCS OF ASPs,"**  
Y. LIANG, M. Madden and R. Miranda, in Government Finance Review, December 2000, pp. 29-33.
- **"CONTRACTING FOR ENTERPRISE FINANCIAL SOFTWARE: THE METHODOLOGY OF PARALLEL NEGOTIATIONS,"**  
M. Madden and R. Miranda, in Government Finance Review, October 1998, pp. 33-39.

---

**EDUCATION**

- **NORTHWESTERN UNIVERSITY (Evanston, Illinois)** **February 07**  
Masters of Arts in Public Policy and Administration, Summa Cum Laude
- **UNIVERSITY OF NOTRE DAME (Notre Dame, Indiana)** **April 92**  
Bachelors of Business Administration, Cum Laude



## JOSEPH A. DRAGO

---

### CAREER SUMMARY

Repeated success in providing the leadership and know-how that firms need to seize opportunities. Creative C-level officer for growing, complex businesses - manufacturing and service, domestic and international. Achievement record in strategic planning, working on and with boards of directors, securing financing and navigating work-outs, financial planning and reporting, shareholder relations, risk management and ERP selection and implementation. Negotiated and managed international manufacturing and supply agreements. Extensive experience with special projects involving outside resources. Successful leadership of Finance, Technology, HR, Operations and Supply Chain functions.

### PROFESSIONAL EXPERIENCE

#### CLARKE GROUP, Roselle, Illinois

(1999-2013)

Engaged to help enable a public health products and services company seize opportunity to globally deliver environmentally responsible solutions to West Nile Virus, Malaria, and Dengue Fever. Secured financing, selected and implemented ERP system and defined processes that enabled the 300% increase in business, the establishment of 10 new domestic and 3 new international locations and doubling of the professional staff. Negotiated manufacturing arrangements in India and China and directed international supply chain. Key role compliance processes and framework for US and international regulatory affairs (EPA, OSHA, WHO, international agencies). Used to sophisticated customers and complex bids from major municipalities, UNICEF, World Bank Global Fund, Red Cross, etc.; lead financial executive on several Gates Grant Awards. During tenure, Clarke won Loyola Family Business Award and was nominated for Ernst & Young Entrepreneur of Year Award.

#### Chief Financial Officer

- Refinanced business 3 times and managed through a work-out situation to a favorable renewal; negotiated financing treasury arrangements to support seasonal cash needs and international operations
- Traveled to China and India to directly establish manufacturing arrangements for anti-malarial mosquito nets; led corporate, tax and financial structuring of companies in Australia, Mexico and Brazil
- Established world-class insurance program; negotiated with carriers; lead executive on claims matters
- Defined and implemented ERP system for all service and manufacturing businesses; led specialty application development and implementation including field service and CRM applications
- Lead executive on facilities initiatives, including negotiation of leases and search for new locations
- Designed and implemented long range planning process that yielded a 3-year plan for growth and accountability. Established correlated performance metrics.
- Led strategic planning process that established international plan, R&D focus and growth direction
- Led international tax planning and implementation of initiatives to significantly lower overall tax rate
- Negotiated and provided direction for major licensing contracts and acquisition transactions; developed financial models for decision support that resulted in significant competitive positioning
- Partnered with outside consultants to define and implement process improvement initiatives that immediately impacted manufacturing management, outsourcing decisions and go-to-market plans
- Instrumental in defining and implementing Advisory Board and its agenda that had significant impact on financial plans and decisions on which business units to grow, outsource or sell

**THE DARTNELL CORPORATION**, Chicago, Illinois

**(1989-1998)**

Charged with major effort to automate all functions of 70-year-old publisher and later to rapidly grow and restructure the company for subsequent successful sale. This was a leading multi-media publisher of business training material with list of over 200 titles and one million readers.

**President/Chief Operating Officer**

**(1995-1998)**

Reported to Chairman/CEO. Responsible for overall results. Led planning, publishing, sales and marketing, finance, information systems and press, bindery and fulfillment operations. Oversaw publishers, officers and directors. Managed key relationships. Member of Board of Directors.

- Developed and implemented customer focused strategies that grew per employee revenues 75%
- Increased sales of core specialty publishing business 50% in three years to record levels; led the establishment of the retail book business, outsourced major cost centers, improved gross margin 10%.
- Achieved 100% improvement in direct marketing results; doubled subscriber base and list rental business.
- Successfully negotiated and executed intellectual property acquisitions and licensing to broaden line
- Instrumental in the sale of Dartnell to a larger publisher at a premium price. Made presentations to investment bankers. Negotiated due diligence procedures; met with buyer's accountants and bankers

**Senior Vice President /Chief Financial Officer**

**(1991-1995)**

- Responsible for planning, financial, printing and fulfillment operations
- Led successful selection and implementation of ERP system with direct marketing applications
- Elected to Board as Corporate Director in 1992

**Vice President, Development**

**(1989-1991)**

- Strategic and operational oversight of UK, Australian and Boston subsidiaries
- Led successful selection and implementation of specialty technologies for publishing including creative development, editorial and content management and in-house press operations

**ERNST & YOUNG**, Chicago, Illinois

**(1982-1989)**

In the **Entrepreneurial Services Group**, managed audit, due diligence, consulting, and financial forecasting engagements for diverse client base including venture capital, manufacturing, food, healthcare, franchise, professional services, startups, non-profit and international firms. Won Practice Development Award.

**EDUCATION AND CERTIFICATION**

- Northwestern University, Kellogg Graduate School of Management, Professional Accounting Program
- Wichita State University, Wichita, Kansas, MA - Political Science
- College of the Holy Cross, Worcester, Massachusetts, BA - Political Science
- Certified Public Accountant (Certificate #37416)

**MILITARY and COMMUNITY SERVICE**

- United States Air Force Officer – Navigator (1976-1982), Air Force Academy Admissions (1983-1998)
- Big Shoulders of Chicago – volunteer - current
- PILLARS - \$16mm mental health agency; Board of Directors (1987-2004); Board Chair 5 years
- Lincoln/Belmont YMCA, Chicago, Board of Directors (1990-1994); Board Chair 2 years

**MEMBERSHIPS** - Union League Club, American Institute & Illinois Association of CPAs, Financial Executives International, Chicago Council on Foreign Affairs

<p>experience 2009—pres.</p>	<p><b>KNOWLEDGE IS POWER PROGRAM (KIPP) CHICAGO, IL</b>  <b>Development Team: fundraising, champion-raising, national board management, and network support division</b>  <b>National Development Director (October 2012-present)</b></p> <ul style="list-style-type: none"> <li>• Lead and oversee identification, strategy, cultivation, and stewardship for over 75 individual donors and prospects, including two of KIPP’s largest individual donors who contributed \$6.5M in one year. Successfully led the development of donor strategy, concept papers, presentations, internal planning, and external donor meetings</li> <li>• Plan and lead KIPP’s most influential annual event for 800 donors/champions. 2014 event raised \$3 million, resulted in hundreds of thousands of dollars in in-kind donations, and sparked new, multi-million dollar gift conversations</li> <li>• Lead quarterly, monthly, and bi-weekly meetings with KIPP National Board of Directors to engage champions</li> <li>• Oversee team responsible for KIPP network development community of practice and regional consulting</li> <li>• Oversee process for developing marketing communications and collateral for Annual Fund (\$800k+/year)</li> <li>• Sole recipient of Team &amp; Family Award, KIPP Foundation’s most prestigious annual award (2013)</li> </ul>
	<p><b>KIPP School Leadership Programs (KSLP) Team: principal, teacher, and executive leadership division</b>  <b>Director, Program Evaluation and Operations (July 2011-September 2012; promotion)</b></p> <ul style="list-style-type: none"> <li>• Created operations mission, vision, and plan with focus on alignment, high-quality customer service, and seamless execution. On average, 98% “Strongly Agreed” or “Agreed” that operations were executed very well</li> <li>• Led the design and implementation of project plans for 125 days of programming for over 300 participants/year</li> <li>• Created tools to streamline information for and communication to participants, instructors, guests, and teammates</li> <li>• Direct reports received two of six prestigious Foundation-wide awards for Results and Diversity and Inclusivity</li> <li>• Developed and led rigorous process for vetting Summer Institute site selection with four universities</li> <li>• Taught two sessions to 35 participants on operations management and leadership; rated 100% and 97%</li> </ul>
	<p><b>Director, Program Evaluation and Special Projects (July 2010-June 2011; promotion)</b></p> <ul style="list-style-type: none"> <li>• Managed partnership and negotiations with Summer Institute facilities at NYU Stern School of Business</li> <li>• Led recruitment, selection, and hiring of ten new teammates</li> <li>• Served as team marketing liaison. Developed all KSLP brochures, marketing collateral, and communications</li> <li>• Taught course to 40 doctoral students at National-Louis University on program evaluation; rated 100%</li> </ul>
	<p><b>Leadership Program Project Manager (March 2009-June 2010)</b></p> <ul style="list-style-type: none"> <li>• Built and implemented program evaluation plan for KIPP School Leadership Programs; created daily/end-of-program/competency benchmark surveys, and protocol for participant interviews and focus groups</li> <li>• Developed system in which instructor receives participant feedback immediately upon completing his/her session; quality of instruction increased from 85% (2008) to 94% (2009) to 98% (2010) during Summer Institute</li> </ul>
<p>2008—2009</p>	<p><b>HYATT CORPORATION CHICAGO, IL</b>  <b>Director, Spa Operations</b></p> <ul style="list-style-type: none"> <li>• Led effort to establish strategic direction for flagship spa, including plans to address branding and operations</li> <li>• Developed training programs for new and turnaround teams in Seattle, WA and Calgary, AB; rated 100%</li> </ul>
<p>2003—2006</p>	<p><b>JOHNSON &amp; JOHNSON: ORTHO-MCNEIL PHARMACEUTICAL INC. HICKORY, NC</b>  <b>Pharmaceutical Sales Representative: Asheville District</b></p> <ul style="list-style-type: none"> <li>• Grew pharmaceutical sales territory from 0% product quota (PQ) to 135% PQ in six months</li> <li>• Ranked among Top 10 Sales Representatives in Mid-Atlantic Region for Levaquin 750 growth</li> </ul>
<p>education 2006— 2008</p>	<p><b>HARVARD BUSINESS SCHOOL BOSTON, MA</b>  Master in Business Administration. Ranked in top 10% of Entrepreneurship in Education Reform course.</p>
<p>1999—2003</p>	<p><b>THE UNIVERSITY OF NORTH CAROLINA AT CHAPEL HILL CHAPEL HILL, NC</b>  Bachelor of Science, Business Administration. Minor in Afro-American Studies. Elected President of Black Business Student Alliance. Sole recipient of Harvey Beech Outstanding Senior Award for exceptional service and leadership.</p>
<p>leadership/ community</p>	<p><b>Fellow</b>, IMPACT Leadership Development Program, Chicago Urban League/The University of Chicago (2014-2015)  <b>Co-Chair</b>, Harvard Business School 5<sup>th</sup> Year Reunion Gala (2013)  <b>Board of Directors</b>, KIPP Gaston Charter School (2011-2013)  <b>Member</b>, Chicago Alumnae Chapter of Delta Sigma Theta Sorority, Inc. (2010-present), Apostolic Church of God (2010-present) and Harvard Business School African-American Admissions Advisory Board (2009-2012)  <b>Speaker and panelist</b>, Forte MBA Women’s Conference (2010), Harvard Business School MBA Admissions Events (2009, 2011) and 40<sup>th</sup> AASU H. Naylor Fitzhugh Conference at Harvard Business School (2012)  <b>Advisor</b> for eight African-American female students at UIC College Prep, a Noble Street School (2010-2012)</p>

**MATTHEW D. NIKSCH****EXPERIENCE**

---

**KIPP FOUNDATION**, Chicago, IL

July 2009-present

Director, College Completion Initiative (May 2010-present)

- Co-lead KIPP's national "To and Through College" initiatives provided to network, working regularly with national and regional leaders to help them develop strategies to support KIPP alumni better
- Lead all tracking and insight generation for KIPP's college persistence and graduation statistics, generating new "Data Driven College Counseling" initiative to train counselors to more effectively use college data
- Manage KIPP's responsibilities as part of the "Partnership for College Completion" (PCC) pilot across 27 schools, resulting in matched college savings accounts for approximately 3,000 students and about 6,000 students receiving college readiness coursework developed by The University of Chicago's 6to16 program
- Contribute to planning and execution of KIPP Through College training provided to counselors network-wide
- Developed initial strategy for KIPP's college partnership program and continue to provide ongoing advice to College Partnership Director as KIPP secures and begins to manage national college partnerships
- Engaged with other charter networks convened by Gates to investigate solutions to enhance college success

Broad Resident in Urban Education/Project Manager (July 2009-May 2010)

- Managed network-wide initiative to develop new Alumni Database tool through all aspects of process: needs identification, design, testing, training, and roll-out; resulting in extremely popular tool used in all KIPP regions for all aspects of supporting and tracking alumni
- Led day-to-day planning and strategy for innovative PCC proposal with United Negro College Fund (UNCF) and Corporation for Enterprise Development (CFED), leading to \$7.6 million grant from Citigroup and Citi Foundation to pilot program of college savings, financial literacy, college scholarships, and college readiness
- Completed two year Broad Residency in Urban Education professional development program

**MCKINSEY & COMPANY**, Chicago, IL; Melbourne, Australia

June 2003-July 2009

Engagement Manager (May 2006-July 2009)Associate/Summer Associate (June-August 2003; October 2004-May 2006)

- Devised operational turnaround program for customer service of major cell phone operator; led team implementing pilot program, resulting in increased performance across all major metrics
- Led negotiation "war gaming" session for pending railway negotiations of Big 3 auto manufacturer, leading to identification of key areas of leverage and improved initial offer during negotiations
- Coached 20 person media sales team on developing advertising proposals and delivering closing techniques, yielding 15% revenue increase during 8 week pilot period

**LOCKHEED MARTIN MANAGEMENT & DATA SYSTEMS**, Fairfax, VA

June 1999-May 2002

Business Development (June 2001-May 2002)Systems Engineer/Associate Systems Engineer (June 1999-June 2001)

- Led 6 person analysis group in identifying staffing needs for overall proposal team, contributing to winning bid yielding more jobs for business area than any other contract in 2 year period
- Coded IT simulations of potential future states for national intelligence system, optimizing final deployment

**EDUCATION**

---

**THE UNIVERSITY OF CHICAGO GRADUATE SCHOOL OF BUSINESS**

Chicago, IL

*Master of Business Administration, John E. Jeuck Distinguished Fellow*

June 2004

- Graduated with Honors; one of four students granted full tuition and stipend for entire program

**VIRGINIA TECH**

Falls Church, VA

*M.S. Electrical Engineering*

May 2002

**PURDUE UNIVERSITY**

West Lafayette, IN

*B.S. Aeronautical and Astronautical Engineering; granted Highest Distinction*

Dec 1998

*B.S. Electrical Engineering; granted Highest Distinction*

May 1998

**ADDITIONAL**

---

- Former substitute teacher (K-12); occasional guest teacher of 6to16 college readiness class for KIPP Houston
- Conversant in Spanish and German; have lived abroad in Australia, India, and South Africa
- Avid traveler; have visited 52 countries on 6 continents and all 50 of the United States

# JAMES R. TROUPIS

## OBJECTIVE

To utilize my diverse education and experience in academics, service and leadership to improve the landscape of education in the United States.

## EDUCATION

- |   |                         |              |
|---|-------------------------|--------------|
| 1999 – 2003   | Northwestern University | Evanston, IL |
| <i>Bachelor of Science in Communication</i>   |                         |              |
| <ul style="list-style-type: none"> <li>■ 3.45/4.00 GPA</li> <li>■ Distinctions: Interfraternity Council President; named to “Top Ten People To Know On Campus” by the <i>Daily Northwestern</i>; President, Chi Phi Fraternity; Recruitment Chair, Chi Phi Fraternity; Student Advisory Board; Campus Safety Alliance; Dance Marathon Dancer Relations Committee</li> <li>■ Volunteer Work: Special Olympics, 3D, Mercy Home, Dance Marathon, Community Action Day, various philanthropic events</li> </ul> |                         |              |
| 1995 – 1999   | Madison Memorial H.S    | Madison, WI  |
| <ul style="list-style-type: none"> <li>■ Distinctions: Graduated #1 in class of 420; received John Philip Souza Award for Top HS Musician; State Debate Champion</li> </ul>   |                         |              |

## RECENT PROFESSIONAL EXPERIENCE

- |   |                   |                 |
|---|-------------------|-----------------|
| 2005 – Present  | Teach For America | Los Angeles, CA |
| <i>Program Director</i>   |                   |                 |
| <ul style="list-style-type: none"> <li>■ Directly manage, consult and improve the efficacy of 48 current Teach For America teachers</li> <li>■ Strategically develop programming for the Los Angeles corps of approximately 400 teachers</li> <li>■ In 2006-2007, 100% of directly supported corps members agreed/strongly agreed with having a positive and professional relationship with me (#1 in Los Angeles)</li> <li>■ In 2006-2007, 91.5% of directly supported corps members agreed that my observations and one-on-one conversations were a key to their classroom success (#1 in Los Angeles, regional avg. 80.8%)</li> <li>■ In 2006-2007, 100% of directly supported corps members agreed that they felt motivated to make significant academic gains with their students (#1 in Los Angeles)</li> <li>■ In 2005-2006, exceeded individual goals of teacher efficacy, therefore helping the Los Angeles program team exceed regional goals</li> <li>■ In 2005-2006, 82% of directly supported corps members agreed/strongly agreed that our one-on-one conversations were a key to their classroom success (national avg. 69%); 96% of directly supported corps members responded positively to the statement</li> <li>■ Participate in national recruiting and selection efforts</li> <li>■ Analyze student achievement and teacher performance data on an ongoing basis</li> <li>■ Work on a national committee designed to evaluate student assessment measures in Teach For America’s 22 regions</li> <li>■ Assisted in the development of Teach For America’s teacher evaluation rubric as a part of a national committee</li> <li>■ Planned and ran Teach For America*Los Angeles’ Alumni Induction Ceremony</li> <li>■ Have directly worked with 41 schools and more than 100 teachers in the Los Angeles Unified School District</li> <li>■ Oversee both 6th-grade math/science and secondary math learning teams to ensure that workshops properly address corps-wide trends</li> </ul> |                   |                 |

June 2005 - July 2005

Teach For America

Houston, TX

*Corps Member Advisor*

- Responsible for the extensive training of 16 incoming Teach For America teachers
- Designed and ran training workshops
- Met proficiency goals with 93% of corps members
- 100% of corps members responded positively to questions regarding my efficacy and relationship-building

August 2003 – June 2005

John A. Shaw Elementary School

New Orleans, LA

*Elementary School Teacher (5<sup>th</sup> / 6<sup>th</sup> Grade) • Teach For America Corps Member*

- Accomplished the ambitious goal of moving students an average of 1.5 years in math and reading in both years of teaching
- Trained and coached all K-7 teachers as the school's Head of Science
- Ensured successful implementation of Full Option Science System (FOSS)
- Developed and implemented a school-wide discipline plan
- Ran a mock election and designed a curriculum for 3<sup>rd</sup>- through 7<sup>th</sup>-grade teachers to prepare students for the election
- Founded and coached chess club

*References & Transcripts Available Upon Request*

# Sara E. Kandler Meno

---

## PROFESSIONAL EXPERIENCE

### Noble Network of Charter Schools

<i>Development Director</i>	<i>May 2015 – present</i>
<i>Grants and Special Projects Manager</i>	<i>November 2014 – May 2015</i>
<i>Development Coordinator</i>	<i>February 2011 – November 2014</i>
<i>Development Associate</i>	<i>February 2010 – February 2011</i>

- Responsible for 90% of Noble's federal, foundation and corporate grant applications and management of these donor relationships
- Project director and lead writer for two Charter School Program grants awarded by the U.S. Department of Education, including a \$10.8 million record award for Noble
- Experienced federal grant writer with funded applications totaling \$11.2 million in federal dollars
- Steward of corporate relationships with the Chicago Bulls, PSP Capital Partners, Exelon and Discover Financial
- Managed Noble's charter renewal and expansion applications with our district authorizer, which required hundreds of hours of manpower, and submission of over 600 documents from 20 schools and departments, to meet ongoing deadlines over an 11 month period
- Responsible for the development and ongoing management of a network website redesign project for 21 unique sites that came in \$30,000 under budget and ahead of schedule
- Manage two direct reports, the Development Coordinator and Associate
- Create marketing materials including websites, promotional videos, annual reports and newsletters

### Susan Greene & Associates

<i>Consultant</i>	<i>February 2010 – December 2013</i>
<i>Program Associate</i>	<i>October 2008 – January 2010</i>

- Provided ongoing marketing and strategic support
- Researched and developed needs assessments for federal and state grants
- Part of a development team for a federal grant application that received a perfect score of 100
- Managed client relations
- Collected and managed data on behalf of clients
- Developed and maintained the firm's website

### The Campus Kitchen at Marquette University

<i>Program Coordinator</i>	<i>June 2006 – December 2007</i>
----------------------------	----------------------------------

- Responsible for all operations, including the collection of donated food and its distribution to 9 partner organizations and their clients on a weekly basis
- Coordinated more than 370 students, who volunteered almost 4,000 hours to create over 22,500 meals under my management
- Increased the number of partner organizations by 50% in one year
- Established valuable food recovery (donor) partnerships
- Developed and implemented a new Job Training model which received awards for both innovation and "Excellence in Programming"
- Set a national record for the largest class of Culinary Job Training graduates
- National conference presenter in 2006 and 2007

## EDUCATION

### DePaul University

*Master of Public Service, Nonprofit Management*

*August 2009*

### Marquette University

*Honors Bachelor of Arts, Psychology*

*May 2006*

## ACTIVITIES & MEMBERSHIPS

Association of Fundraising Professionals, Chicago Chapter

Young Nonprofit Professionals Network, Chicago

YNPN Leadership Institute participant - 2015 cohort

Presenter at Design Corps 2011 *Structures for Inclusion* conference

Active volunteer, Eucharistic minister, transformation committee member at St. Alphonsus Parish

Founding member of Sway Dance Chicago



# NOBLE

## BOARD OF DIRECTORS

Board Member	Professional Position or Affiliation	Affiliations
<b>John Butler</b>	Chairman, Cottingham and Butler, Inc.	University of Dubuque, Grand Opera House Foundation
<b>Guy Comer</b>	President, Comer Science & Education Foundation	San Miguel Schools of Chicago
<b>Cecil Curtwright</b>	Associate Vice Provost, University of Illinois at Chicago	N/A
<b>John Harris</b>	Vice Chairman of the Noble Board, Managing Partner, Wishbone Management, LP and analyst for Ruane, Cunniff & Goldfarb, Inc.	Teach for America
<b>Rebeca Nieves Huffman</b>	Illinois State Executive Director, Democrats for Education Reform	City Year, AmeriCorps; Education Sector
<b>Harvey Medvin</b>	Retired EVP and CFO, Aon Corporation	Pathways Awareness, Oshkosh Corporation, North Shore University Health System
<b>Michael Milkie</b>	CEO and Superintendent, Noble	Right Angle Educational Foundation; Erie Elementary Charter School
<b>Anne Mueller</b>	Community Leader	North Shore Art League, Rush Medical Center Women's Board Winnetka Auxiliary
<b>Allan Muchin</b>	Chairman of the Board, Noble and Chairman Emeritus, Katten Muchin Rosenman	Chicago White Sox, Chicago Bulls, Commercial Club of Chicago, Economic Club of Chicago, Lyric Opera of Chicago
<b>Martin Nesbitt</b>	Co-CEO, The Vistria Group and Managing Director, Green Courte Partners	Chicago's Museum of Contemporary Art, University of Chicago Laboratory School Board
<b>Nancy Northrip</b>	Director, Golder Family Foundation Owner, Ultimate Gymnastics	The Golden Apple Foundation
<b>Troy Ratliff</b>	Manager of the Administrative Service Organization, Dept. of Human Services, State of IL	Joseph Kellman Family Foundation
<b>Jonathan Reinsdorf</b>	Founding Partner, Stonegate Development Partners LLP President, FroogaliT, LLC	Education Alliance Consulting, Adjunct faculty for Roosevelt University's Hospitality Program, Academy of Country Music Lifting Lives Charity
<b>John Rowe</b>	Chairman Emeritus, Exelon Corporation	Field Museum, New Schools for Chicago, Illinois Institute of Technology, Illinois Holocaust Museum, The Commercial Club of Chicago, Rowe Elementary
<b>Jean Sheridan</b>	Retired Executive Vice-President, Northern Trust	Chicago Metropolitan Planning Council (past member), The Chicago Network, Northwestern University Council of 100, Harvard Business School
<b>Barbara Speer</b>	Community Leader	



# NOBLE

<b>Steve Sullivan</b>	Vice President, NAI Hiffman	President of Right Angle, Skin of Steel, PADS Lake County
<b>Bryan Traubert</b>	President, Pritzker Traubert Family Foundation	ChicagoRun Founder, Chicago Park District Board of Commissioners
<b>Menno Vermeulen</b>	Partner, LSV Asset Management	N/A
<b>David Weinberg</b>	Founder and President, Illinois Network of Charter Schools, Owner, David Weinberg Photography	Commercial Club of Chicago, Northwestern University, Ravinia
<b>Jennifer Wilson</b>	Partner, DRW Trading Group	N/A

# United States Senate

July 13, 2015

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

Dear Secretary Duncan,

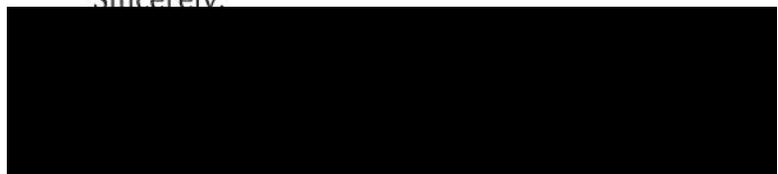
I am writing to express my support of the Noble Network of Charter Schools' federal Charter School Program application for the Replication and Expansion of High-quality Charter Schools. Effective education is crucial for the success of our economy and the future of our young adults.

Noble is the largest charter high school operator in Chicago, serving approximately 11,000 Chicago Public Schools students in the coming 2015-2016 school year. Noble is requesting support for its expansion so it can extend its proven model to more deserving families in low-income communities in the coming years. The proposed program will directly impact the forward progress of education in Chicago and beyond by enabling Noble to provide a high-quality education to at least 15 percent of the high school population in Chicago.

Noble is setting a powerful example of the impact that an excellent charter high school can have on students and families. For the past five years, Noble campuses were the top performing open-enrollment schools in our district, and among Noble's 1,500 graduates from the Class of 2015, 96 percent of graduates are enrolled in college for the fall and 80 percent will be attending four-year institutions.

This grant will support school expansion, thereby strengthening Noble's ability to grow and make a positive, long-lasting difference in Chicago's public education system. It will also bring increased high quality education options to Chicago's families. I encourage you to give careful consideration to Noble's application for the Charter School Program grant competition.

Sincerely,



Mark Steven Kirk  
United States Senator



OFFICE OF THE MAYOR  
CITY OF CHICAGO

RAHM EMANUEL  
MAYOR

June 30, 2015

Secretary Arne Duncan  
United States Secretary of Education  
United States Department of Education  
400 Maryland Avenue, SW  
Washington, D.C. 20202

Dear Secretary Arne Duncan:

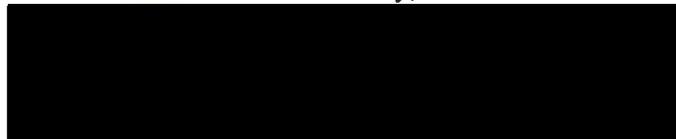
As Mayor of the City of Chicago, I am committed to providing every student in Chicago with a world class education from cradle to career regardless of where they live. There is no better foundation we can provide for our children's success and our city's future than the critical investments we are making in education. I wholeheartedly support Noble Network of Charter Schools' federal Charter School Program application for the Replication and Expansion of high-quality Charter Schools.

Noble is the largest charter high school operator in Chicago, serving 11,000 Chicago Public Schools students in the coming 2015-2016 school year. Noble is requesting support for its expansion so it can extend its proven model to more deserving families in low-income communities in the coming years. The proposed program will directly impact the forward progress of education in Chicago and beyond by enabling Noble to provide a high-quality education to at least 15 percent of the high school population in Chicago, surpassing 15,000 economically disadvantaged high school students, once all new campuses are fully enrolled.

Given the limited number of charter high school networks in the nation, Noble is setting a powerful example of the impact that an excellent charter high school can have on students and families. For the past five years, Noble campuses were the top performing open-enrollment schools in our district, based on ACT scores. We expect similar performance this year based on Noble's 2015 ACT scores. Among Noble's Class of 2015, 96% of graduates are enrolled in college for the fall with 84% of these being first generation college students. These students were collectively awarded over \$329 million in scholarships and grants and will be attending over 150 colleges and universities, including some of our nation's most prestigious institutions of higher learning.

This grant will support school expansion, thereby strengthening Noble's ability to grow and make a positive, long-lasting difference in Chicago's public education system. I look forward to hearing good news about this grant opportunity.

Sincerely,



Mayor

June 29, 2015

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

Dear Secretary Duncan,

I am writing to provide the Illinois Network of Charter Schools' (INCS) endorsement of the Noble Network of Charter Schools' federal Charter School Program application for the Replication and Expansion of High-quality Charter Schools. As President of INCS, I believe that education is the key to our future and a strong economy for Chicago. I fully support the expansion of high quality charter schools like Noble, which improve educational opportunities for our nation's children.

Noble is the largest charter high school operator in Chicago, serving 11,000 Chicago Public Schools students in the coming 2015-2016 school year. Noble is requesting support for its expansion so it can extend its proven model to more deserving families in low-income communities in the coming years. The proposed program will directly impact the forward progress of education in Chicago and beyond by enabling Noble to provide a high-quality education to at least 15 percent of the high school population in Chicago, surpassing 15,000 economically disadvantaged high school students, once all new campuses are fully enrolled.

Noble is setting a powerful example of the impact that an excellent charter high school can have on students and families both in Chicago and throughout the nation. For the past five years, Noble campuses were the top performing open-enrollment schools in our district, based on ACT scores. We expect similar performance this year based on Noble's 2015 ACT scores. Among Noble's 2014 graduates, 96% of graduates are enrolled in college for the fall with 84% of these being first generation college students. Their graduates will attend over 150 colleges and universities, including some of our nation's most prestigious institutions of higher learning, this fall.

This grant will support the expansion of existing campuses and the opening of new campuses, thereby strengthening Noble's ability to make a positive, long-lasting difference in Chicago's public education system. I am confident that Noble will utilize expansion and replication funding to prepare thousands of additional students for successful college careers. Given the continued need for effective programming that prepares our students for the rigors of post-secondary education and the continued demand in Chicago for high quality education options, our network fully supports Noble's application.

Sincerely,

Andrew W. Broy  
President

# U282M150026  
age e88

**Internal Revenue Service**

**Department of the Treasury  
P. O. Box 2508  
Cincinnati, OH 45201**

**Date:** November 1, 2005

**NOBLE NETWORK OF CHARTER SCHOOLS  
% DANIEL W VITNUM JR  
1010 N NOBLE  
CHICAGO IL 60622-4011**

**Person to Contact:**

Michelle Jones  
ID# 31-07675  
**Toll Free Telephone Number:**  
877-829-5500  
**Federal Identification Number:**  
36-4241970

Dear Sir or Madam:

This is in response to the amendment to your organizations Articles of Incorporation filed with the state on April 15, 2005. We have updated our records to reflect the name and address change as indicated above.

In March 1999 we issued a determination letter that recognized you as exempt from federal income tax. Our records indicate that you are currently exempt under section 501(c)(3) of the Internal Revenue Code.

Our records indicate that you are also classified as a school under sections 509(e)(1) and 170(b)(1)(A)(ii) of the Internal Revenue Code.

Our records indicate that contributions to you are deductible under section 170 of the Code, and that you are qualified to receive tax deductible bequests, devises, transfers or gifts under section 2055, 2106 or 2522 of the Internal Revenue Code.

If you have any questions, please call us at the telephone number shown in the heading of this letter.

Sincerely,



Cindy Westcott  
Manager, EO Determinations

## **Appendix E. Schools Operated by the Applicant**

This document contains the following:

- a. Charter Agreement for the Noble Network of Charter Schools (pages 1-42)
- b. Documentation of schools recognized as separate entities under state law (page 43)
- c. Performance Agreement: N/A Does not differ from our Charter Agreement (page 43)
- d. Physical Locations of the 16 schools within the Noble Network (page 43)
- e. Documentation of schools' separate facilities, staff and student bodies (page 45)
- f. Documentation that day-to-day operations are carried out by different administrators and principals (page 46)

**RENEWAL OF CHARTER AND CHARTER SCHOOL AGREEMENT**  
**(NOBLE STREET CHARTER SCHOOL)**

THIS RENEWAL OF CHARTER AND CHARTER SCHOOL AGREEMENT (“Agreement”) dated July 1, 2014 (the “Effective Date”) is entered into by and between the Board of Education of the City of Chicago, a body politic and corporate (the “Board”) and **Noble Network of Charter Schools**, an Illinois not-for-profit corporation (the “Charter School”), an independent public school established under the Charter Schools Law, 105 ILCS 5/27A-1 *et seq.*, as amended (the “Charter Schools Law”).

**RECITALS**

**WHEREAS**, the State of Illinois enacted the Charter Schools Law as Public Act 89-450, effective April 10, 1996, as amended; and

**WHEREAS**, the Charter Schools Law was enacted for the following purposes:

- (1) To improve pupil learning by creating schools with high, rigorous standards for pupil performance;
- (2) To increase learning opportunities for all pupils, with special emphasis on expanded learning experiences for at-risk pupils;
- (3) To encourage the use of innovative teaching methods;
- (4) To allow for the development of innovative forms of measuring pupil learning and achievement;
- (5) To create new professional opportunities for teachers, including the opportunity to be responsible for the learning program at the school site;
- (6) To provide parents and pupils with expanded choices within the school system;
- (7) To encourage parental and community involvement with public schools;
- (8) To hold charter schools accountable for meeting rigorous school content standards and to provide those schools with the opportunity to improve accountability; and

**WHEREAS**, on August 31, 1998, the Charter School entered into a Charter School Agreement with the Board for a term commencing July 2, 1998 and ending June 30, 2004, with the Charter School opening in the fall of 1999, which Charter School

Agreement was approved and certified by the Illinois State Board of Education (the "State Board");

**WHEREAS**, on December 8, 2003, the Charter School submitted an application to the Board to renew its Charter School Agreement, and subsequently on January 27, 2006, the Charter School entered into a Renewal of the Charter School Agreement with the Board for a five (5) year term commencing July 1, 2004 and ending June 30, 2009, which was approved and certified by the State Board;

**WHEREAS**, on September 5, 2008, the Charter School submitted an application to the Board to renew its Charter School Agreement, and subsequently on July 22, 2009, the Charter School entered into a Renewal of the Charter School Agreement with the Board for a five (5) year term commencing July 1, 2009 and ending June 30, 2014, which was approved and certified by the State Board, and was subsequently amended and restated by that certain Amendment and Restatement of Renewal of Charter and Charter School Agreement dated November 30, 2010 by and between the Board and the Charter School;

**WHEREAS**, on September 3, 2013, the Charter School submitted an application to the Board (the "Application") to renew its Charter School Agreement, portions of which Application are incorporated by reference as described in Exhibit A hereto; and

**WHEREAS**, the parties desire that the Charter School be authorized to continue to operate and conduct its affairs in accordance with the terms of this Agreement and the Charter Schools Law.

**NOW, THEREFORE**, in consideration of the mutual covenants, representations, warranties and agreements contained herein and for other good and lawful consideration, the receipt and sufficiency of which is hereby acknowledged, the parties hereby agree as follows:

1. Recitals Incorporated by Reference. The recitals to this Agreement are incorporated herein by reference and made a part hereof.

2. Grant of Charter. Subject to the final certification by the State Board, the Charter School is hereby authorized, and granted a renewal of a charter in accordance with the Charter Schools Law and the terms and conditions of this Agreement, to operate a charter school as described herein.

3. Term of Agreement. This Agreement shall commence on the Effective Date provided above, and shall expire at midnight, June 30, 2019, unless terminated or extended pursuant to the terms hereof.

4. Educational Program. The Charter School shall operate an educational program and program of instruction serving the educational needs of the students enrolled therein.

a. Name of School. The name of the school shall be known as the “Noble Street Charter School”.

b. Mission Statement. The Charter School shall operate under the mission statement set forth in the Application, and such mission statement is hereby accepted to the extent that it is consistent with the declared purposes of the General Assembly as stated in the Charter Schools Law.

c. Age, Grade Range. The Charter School shall provide instruction to pupils in grades 6 through 12 as provided in the Application.

d. Enrollment, Attendance Boundary, Lottery. The Charter School’s enrollment shall be no more than 14,000 students during the term of this Agreement. The Charter School shall not permit dual enrollment of any student at both the Charter School and another public school or non-public school.

i. Attendance Boundary. Enrollment in the Charter School shall be open to any pupil who resides within the City of Chicago, provided that the Board may designate attendance boundaries for no more than one-third of the charter schools permitted in the City of Chicago if the Board determines that attendance boundaries are needed to relieve overcrowding or to better serve low-income and at-risk students. In the event that the Board makes a determination that an attendance boundary needs to be created for the Charter School, the Board shall notify the Charter School at least thirty (30) days prior to Board approval to give the Charter School an opportunity to provide comment regarding the establishment of its attendance boundary. Establishment of an attendance boundary for the Charter School is within the sole discretion of the Board.

ii. Lottery. The Charter School shall conduct and complete its lottery by a date determined by the Board’s Office of Innovation and Incubation (“I&I”) and communicated to the Charter School on an annual basis; provided that the Charter School does not conduct its lottery until one month after the specific application deadline determined by the Board for its high school magnet school program, which date will be conveyed to the Charter School by I&I. Each year, if on the date of the Charter School’s application deadline, there are more eligible applicants for enrollment in the Charter School than there are spaces available, successful applicants shall be selected by lottery which shall be open to all applicants and the

public. The lottery shall be witnessed by an independent third party or videotaped. The Charter School shall submit to I&I a copy of the lottery results, a written summary of its lottery process and the manner in which its lottery process complies with Article 27A of the Illinois School Code, and any supporting documentation within ten (10) business days of the lottery date. The Charter School shall not request information in the application process about a student's social security number, academic aptitude unless subject to restrictions under this paragraph 4.d.ii herein, special education needs or English language proficiency. The Charter School shall also not request a parent-student behavioral contract, material review, or other such exercises as part of the application process; additionally, any essay requested must be optional for the student, will not be judged, graded or considered as a part of the application process, and completion of such essay will not impact lottery submission. The application must be available to all parents and students without limitations, such as an open house or school visit requirement. Priority for enrollment may be given to siblings of pupils enrolled in the Charter School and to pupils who were enrolled in the Charter School the previous school year, unless expelled for cause. Using the lottery process required herein, the Charter School shall establish a waiting list of students who shall be offered the opportunity to enroll at the Charter School if additional space later becomes available. The Board reserves the right to request additional information regarding the lottery process from the Charter School including, but not limited to, the names of students who participated in the lottery and a copy of the current waitlist of students.

e. Student Transfers. Any student transfer out of the Charter School shall be documented by a transfer form signed by the student's parent/guardian which affirmatively states that the student's transfer is voluntary.

f. Goals, Objectives, Pupil Performance Standards. The Charter School shall pursue and make reasonable progress toward the achievement of the goals, objectives and pupil performance standards consistent with those in accordance with the accountability plan (the "Accountability Plan") described in paragraph 9 of this Agreement, provided that such goals, objectives and pupil performance standards shall at all times remain in compliance with Section 2-3.64 of the Illinois School Code, 105 ILCS 5/2-3.64.

g. Evaluation of Pupils. The Charter School's plan for evaluating pupil performance, the types of assessments to be used, the timeline for achievement of performance standards, and the procedure for taking corrective action in the event that pupil performance at the Charter School falls below those

standards, shall be consistent with the Application and as further described in paragraph 9 hereof.

h. Curriculum. The curriculum established by the Charter School shall be consistent with the Application and as otherwise modified or supplemented herein. Any material changes to the curriculum subsequent to the date of this Agreement must be submitted to the Board prior to the academic year, and in no event later than July 1 of the subsequent year and shall be effective as of the first day of such new academic year. Such modified curriculum shall be incorporated herein by reference as if fully set forth herein.

i. School Year; School Days: Hours of Operation. Instruction shall commence in the 2014-2015 school year and subsequent school years on dates established by the Charter School, provided that the beginning date of instruction shall be no earlier than August 15 and no later than September 15 of the first academic and fiscal year of the Charter School's existence. The days and hours of operation of the Charter School shall be as otherwise established by the Charter School in accordance with state law.

j. School Calendar. No later than April 1 prior to the commencement of each academic year during which this Agreement is in effect, the Charter School shall submit to the Board its school calendar for such academic year and the following summer session which shall list all student-attendance days for each grade level.

k. Discipline. The Charter School shall implement a system of uniform student discipline. The Charter School may develop and implement its own system of student discipline in accordance with paragraph 4.k.i. or may elect to adopt the Chicago Public Schools Student Code of Conduct (the "CPS Conduct Code") effective at the beginning of any academic year in accordance with paragraph 4.k.ii.

i. In the event that the Charter School elects to develop its own system of student discipline, the Charter School shall submit a proposed disciplinary code, including procedures for suspension and expulsion, to the Board for review no later than April 1, 2015, or April 1 of any subsequent year, shall adopt such disciplinary code no later than the 1st day of the subsequent academic year, including any reasonable modifications requested by the Board, and shall carry out all disciplinary actions in accordance with such disciplinary code. The Charter School shall comply at all times with applicable Federal due process requirements in its disciplinary activities. Students may only be expelled from the Charter School by a vote of the Charter School's governing

board. In the event that any student is expelled from the Charter School by action of the Charter School, the Charter School shall promptly notify the Board of such expulsion and shall provide to the Board, no later than five (5) days following the expulsion of such student, a summary statement of the grounds and evidence warranting expulsion, a record of the proceedings in which the expulsion decision was made, as well as the official transcript of the expelled student. The Board shall evaluate the student's expulsion records and determine appropriate placement on a case-by-case basis.

ii. The Charter School may, at its option, elect to adopt the CPS Conduct Code effective at the beginning of any academic year, provided that the Charter School shall notify the Board of its election to do so no later than April 1, 2015 or April 1 of any subsequent year for which such election shall be effective. If the Charter School fails to submit a proposed disciplinary code or fails to adopt a disciplinary code, the CPS Conduct Code will be deemed to apply.

1. Governance and Operation. The operation of the governing board of the Charter School shall be as set forth below:

i. The governing board of the Charter School shall consist of no fewer than five directors, but no more than twenty-five directors.

ii. Membership and the composition of the governing board shall be subject to and in accordance with the bylaws of the Charter School.

iii. Governing board vacancies shall be filled by the Charter School's governing board.

iv. Directors of the governing board of the Charter School shall have duties and responsibilities consistent with the Illinois General Not-For-Profit Corporation Act of 1986, as amended, and as stated in the Application.

v. The governing board shall hold meetings at least four times a year.

For verification purposes, the Charter School shall provide to I&I the minutes of every governing board meeting held and any advertised copies of such meeting notices no later than thirty (30) calendar days after the end of each quarter.

m. Student Transportation. The Charter School shall meet the transportation needs of its students including, the needs of its low-income and at-risk students, and homeless children and youth, in the manner set forth in its Application which transportation plan may include, but not be limited to, the following: coordinating with Chicago Public Schools to provide transportation for any students with disabilities who have Individualized Education Programs (“IEPs”) in which transportation is required; participating in the state’s Parental Transportation Reimbursement Program; providing Chicago Transit Authority reduced fare permits or cards to students based on income qualifications; assisting parents in the development of car pool plans; or working with students and their parents to highlight the best routes to and from school via public transportation, expressways and streets. Once the Charter School identifies any students eligible for transportation assistance in accordance with the McKinney-Vento Homeless Assistance Act of 1987 (42 U.S.C. §11431 *et seq.*, as amended), the Charter School shall coordinate with the Board’s Office of Support for Students in Temporary Living Situations to obtain and distribute transportation fares to such students.

n. Bilingual Education. The Charter School shall provide bilingual education services in a manner consistent with that in the Application, provided that the Charter School (1) shall identify students who require bilingual education by administering the Chicago Public Schools’ Home Language Survey Form or other suitable identification instrument to all incoming students; (2) shall assess the English language proficiency of all students identified as coming from a non-English speaking background by administering the state-prescribed screening instrument or other suitable screening instrument; (3) shall provide a bilingual education or English as a Second Language program for such students; and (4) shall annually assess the English language proficiency of all identified English Language Learners by administering the state-mandated English language proficiency assessment. Notwithstanding anything to the contrary in this subparagraph, the Charter School shall have no obligation to provide bilingual education to a greater extent than required under the Charter Schools Law and under any Federal consent decrees or other orders governing the provision of bilingual education services to students in the Chicago Public Schools.

5. Additional Covenants and Warranties of Charter School. The Charter School covenants and warrants as follows:

a. Compliance with Laws and Regulations. The Charter School shall operate at all times in accordance with the Charter Schools Law and all other applicable Federal and State laws from which the Charter School is not otherwise

exempt and constitutional provisions prohibiting discrimination on the basis of disability, race, creed, color, gender, national origin, religion, ancestry, marital status or need for special educational services. The Charter School shall also comply with the following, to the extent applicable to Charter Schools (as amended from time to time):

- i. The No Child Left Behind Act of 2001 (PL 107-110, signed January 8, 2002);
- ii. Section 2-3.64 of the Illinois School Code (105 ILCS 5/2-3.64), regarding performance goals, standards and assessments;
- iii. Section 10-17a of the Illinois School Code (105 ILCS 5/10-17a) regarding school report cards;
- iv. Section 10-21.9 and 34-18.5 of the Illinois School Code (105 ILCS 5/10-21.9; 105 ILCS 5/34-18.5) regarding fingerprint-based criminal history records checks and checks of the Statewide Sex Offender Database and the Statewide Child Murderer and Violent Offender Against Youth Database of applicants for employment;
- v. Section 24-24 and 34-84A of the Illinois School Code (105 ILCS 5/24-24; 105 ILCS 5/34-84A) regarding discipline of students;
- vi. The Local Governmental and Governmental Employees Tort Immunity Act (745 ILCS 10/1-101 *et seq.*);
- vii. Section 108.75 of the General Not For Profit Corporation Act of 1986 (805 ILCS 105/108.75) regarding indemnification of officers, directors, employees and agents;
- viii. The Abused and Neglected Child Reporting Act (325 ILCS 5/1 *et seq.*);
- ix. The Illinois School Student Records Act (105 ILCS 10/1 *et seq.*);
- x. The Freedom of Information Act (5 ILCS 140/1 *et seq.*);
- xi. The Open Meetings Act (5 ILCS 120/1.01 *et seq.*);
- xii. The Illinois Pension Code (40 ILCS 5/1-101 *et seq.*), subject to the limitations set forth in paragraph 6.j. below;

xiii. The P-20 Longitudinal Education Data System Act;

xiv. All applicable health and safety regulations of the State of Illinois and the City of Chicago including, without limitation, those laws specifically identified by the State Board as being applicable to charter schools, with the list of such regulations to be provided to the Charter School by the Board from time to time; and

xv. All Federal and State of Illinois orders and agreements, including desegregation orders, orders regarding special education, orders regarding bilingual education, compliance agreements or other agreements with the United States Department of Education or other Federal or State agencies, applicable to the Chicago Public Schools. Upon the request of the Charter School, the Board shall furnish copies of any such orders or agreements. In the event of any Federal or State governmental inquiries involving the Charter School with respect to such law, order or agreement, the Charter School shall fully cooperate with the Board in responding appropriately and coming to a final resolution. To the extent that the Charter School believes that it is exempt from compliance with any such law, order or agreement, the Charter School shall provide the Board's General Counsel with a copy of an exemption ruling or opinion rendered by the applicable Federal or State authority that has jurisdiction over such law or that issued the order or agreement. To the extent the Board is a party to a court action that is likely to result in a new order or agreement which will require compliance by the Charter School, the Board shall use reasonable efforts to notify the Charter School of such court action.

b. Compliance with Agreement. The Charter School shall operate at all times in accordance with the terms of this Agreement including the Accountability Plan attached hereto as Exhibit C, the additional specific terms and conditions set forth in Attachment 1 and all other Exhibits attached hereto.

c. Maintenance of Corporate Status and Good Standing. The Charter School shall at all times maintain itself as an Illinois general not-for-profit corporation capable of exercising the functions of the Charter School under the laws of the State of Illinois, shall remain in good standing under the laws of the State of Illinois, and shall timely make all required filings with the office of the Illinois Secretary of State. Upon request, the Charter School shall provide the Board with certified copies of its Articles of Incorporation, a Certificate of Incorporation evidencing its incorporation as a nonprofit corporation, its Bylaws, and all amendments or modifications thereto. The Charter School is also

recognized as an organization exempt from Federal income taxation under Section 501(c)(3) of the Internal Revenue Code, and upon request, the Charter School shall provide the Board with copies of all filings relating to the Charter School maintaining 501(c)(3) exempt status.

d. Personnel. The relationship between the Charter School and its employees, and the manner in which terms and conditions of employment shall be addressed with affected employees and their recognized representatives, if any, shall be as set forth in the Application and this Agreement, provided that the Charter School shall comply with all Federal and Illinois employment laws and regulations made applicable to charter schools under the Charter Schools Law.

No later than September 1 (first semester) and February 1 (second semester) of each year during the term of this Agreement, the Charter School shall provide the Board with a current list of all of its employees, and shall cause each of its subcontractors to provide the Board with a current list of all of such subcontractor's employees who shall come into direct, regular contact with pupils at the Charter School. Such lists shall contain the names, job positions, Illinois employee identification numbers and/or last four digits of the social security numbers of all applicable employees. Such list shall also indicate: (1) for each employee, the results of the fingerprint-based criminal background investigation and checks of the Statewide Sex Offender Database and the Statewide Child Murderer and Violent Offender Against Youth Database required under Section 34-18.5 of the School Code and paragraph 5.e. of this Agreement; and (2) for each individual employed in an instructional position, evidence of certification, or evidence that such individual is otherwise qualified to teach under Section 27A-10(c) of the Charter Schools Law, including information regarding the additional mentoring, training and staff development, if any, to be provided by the Charter School pursuant to paragraph 5.f. of this Agreement. For any person hired in an instructional position after February 1 of any school year, the Charter School shall provide the Board with such evidence of certification or other qualification no later than five (5) business days prior to the individual's initial date of employment.

e. Criminal Background Checks. The Charter School represents and warrants that, at its own cost and expense, it shall have a complete fingerprint-based criminal history records check ("Records Check") conducted on any and all employees, agents and subcontractors who may have direct, regular contact with students under this Agreement in accordance with the Illinois School Code (105 ILCS §5/34-18.5); the *Sex Offender and Child Murderer Community Notification Law*, created under Illinois Public Act 94-219, eff. August 2005; the *Child Murderer Violent Offender Against Youth Notification Law*, created

under Public Act 94-945. Such complete Records Check consists of the following:

- 1) fingerprint-based checks through the Illinois State Police (ISP) and the FBI,
- 2) check of the Illinois Sex Offender Registry (IL-SOR), and
- 3) check of the Violent Offender Against Youth Registry (see below).

The purpose of the Records Check is to confirm that none of these persons have been convicted of any of the criminal or drug offenses enumerated in subsection (c) of 105 ILCS §5/34-18.5 or any offenses enumerated under the *Sex Offender and Child Murderer Community Notification Law*, or the *Sex Offender and Child Murderer Community Notification Law*, or have been convicted within the past seven (7) years of any other felony under the laws of Illinois or of any offense committed or attempted in any other state or against the laws of the United States that, if committed or attempted in the State of Illinois, would have been punishable as a felony under the laws of Illinois.

The Charter School understands and agrees that it shall not allow any of its employees, agents or subcontractors to have direct, regular contact with a student until a Records Check has been conducted for such person and the results of the Records Check satisfies the requirements of 105 ILCS §5/34-18.5 and the requirements of the Acts and Laws referenced above, as amended from time to time.

f. Instructional Providers. The Charter School shall employ or otherwise utilize in instructional positions and shall require that its subcontractors employ or otherwise utilize in instructional positions only those individuals who are certificated under Article 21 of the Illinois School Code, 105 ILCS 5/21-1 *et seq.*, or who are otherwise qualified to teach under Section 27A-10(c) of the Charter Schools Law. The Charter School shall satisfy the required percentage of certificated individuals employed in instructional positions for its Charter School in accordance with Section 27A-10(c), (c-5) and (c-10) of the Charter Schools Law, as may be amended from time to time. If the Charter School receives Title I funds, all individuals in instructional positions must also meet the definition of "Highly Qualified" in accordance with the No Child Left Behind legislation. For purposes of this paragraph, "instructional positions" means all those positions involving duties and responsibilities which, if otherwise undertaken in the Chicago Public Schools, would require teacher certification. In the event that the Charter School employs or otherwise utilizes or any of its subcontractors employs or otherwise utilizes non-certificated personnel in instructional positions, the Charter School and/or its subcontractors shall provide such additional mentoring, training and staff development as the Charter School determines is necessary to ensure that such individuals perform

their instructional duties satisfactorily.

g. Facilities; Change in Location; Temporary Change in Location in for Emergency; Compliance with Disability Access Laws and Regulations; ADA Plan.

i. Facilities. The Charter School shall be located at the following locations in Chicago, Illinois (each referred to as an “Attendance Center”):

<b>Campus Name</b>	<b>Address</b>	<b>Grades</b>	<b>Maximum Enrollment</b>
Noble Street College Preparatory	1010 N. Noble Street	9-12	650
Pritzker College Preparatory	4131 W. Cortland Street	9-12	1,000
Rauner College Preparatory	1337 W. Ohio Street	9-12	650
Golder College Preparatory	1454 W. Superior Street	9-12	650
Rowe – Clark Math and Science Academy	3645 W. Chicago Avenue	9-12	650
UIC College Preparatory	1231 S. Damen Avenue	9-12	900
Gary Comer College Preparatory	7131 S. South Chicago Avenue & 1010 E. 72 <sup>nd</sup> Street	6-12	1200
Chicago Bulls College Preparatory	2040 W. Adams Street	9-12	1150
Muchin College Preparatory	1 N. State Street	9-12	900
John and Eunice Johnson College Preparatory	6350 S. Stewart Avenue	9-12	850
Hansberry College Preparatory	8710-56 S. Aberdeen Street	9-12	900
DRW College Preparatory	931 S. Homan Avenue	9-12	900
Butler College Preparatory	821 E. 103 <sup>rd</sup> Street	9-12	900
Baker College Preparatory	2710 E. 89 <sup>th</sup> Street	9-12	900
ITW David Speer	2456 N. Mango	9-12	900

Academy	Avenue (in 2014-2015 only)  5321 W. Grand Avenue		
The Noble Academy	17 N. State Street	9-12	900

The Charter School shall have obtained and submitted to I&I for review no later than thirty (30) days prior to the commencement of operation of any Attendance Center: (1) all applicable zoning and occupancy permits and health and safety approvals for such Attendance Center; (2) an executed copy of the lease agreement for such Attendance Center, if occupied under a lease agreement; and (3) evidence of title to such Attendance Center, if owned by the Charter School. The Charter School shall take such actions as are necessary to ensure that all leases (for all Attendance Centers not owned by the Charter School), zoning and occupancy permits and health and safety approvals for all established Attendance Centers remain valid and in force, and shall certify to the Board by August 1, 2014 that such leases, permits, certificates and approvals shall remain in force during the term of this Agreement.

ii. Change in Location. The Charter School may change the physical location of an Attendance Center, provided that the Charter School fulfills certain conditions of the Board and provides the information set forth in this paragraph with respect to such new physical location, and provided further that the Charter School notifies the Board of the proposed change in location not less than one hundred and twenty (120) days prior to taking any final action in connection therewith. I&I shall notify the Charter School whether it will recommend the change in location to the Board. Such a change in the physical location of an existing Attendance Center or the establishment of a new Attendance Center by the Charter School shall be deemed a material modification of this Agreement which requires the prior approval of the Board and State Board to be in full force and effect.

iii. Temporary Change in Location for Emergency. Nevertheless, the one hundred and twenty (120) days prior notice is not required in the event that the change in location is due to an emergency where the Attendance Center has been made untenable by fire, flooding, tornado, earthquake or other casualty or where its occupancy permit has been revoked due to a reason outside of the Charter School's reasonable control. In such emergency situation, the Charter School shall provide immediate written notice to the Board after the Charter School

becomes aware of the need to change the location of its Attendance Center and the Charter School shall proceed as follows:

- (1) The Charter School shall promptly repair any damage to the Attendance Center caused by the emergency and to remedy any accessibility and building code compliance issues at its current temporary location until such time as the damaged Attendance Center is returned to the condition in which it was found prior to the emergency. While in its temporary location, the Charter School must provide monthly written status reports to I&I regarding the renovation work performed on the damaged Attendance Center; or
- (2) If the Attendance Center has been condemned or has such extensive damage that the Charter School does not want to expend any funds to make the necessary repairs to the Attendance Center, the Charter School shall provide to I&I written notice of the change in its permanent location and the reasons for abandoning its original Attendance Center. The Charter School shall fulfill certain conditions of the Board and provide the information set forth in this paragraph 5.g. with respect to such new physical location. The Office of New Schools shall notify the Charter School whether it will recommend such change in location to the Board.

iv. Compliance with Disability Access Laws and Regulations. The Charter School shall ensure that its facilities and operations comply with: (1) all applicable provisions of Federal, State and local disability access laws including, without limitation, the Americans with Disabilities Act (“ADA”), 42 U.S.C.A. §12101 *et seq.*, the Rehabilitation Act of 1973, 29 U.S.C.A. §701 *et seq.*, as amended, their implementing regulations, the Illinois Environmental Barriers Act, 410 ILCS 25/1 *et seq.*, and the accessibility portions of the Chicago Building Code; and (2) the ADA and Rehabilitation Act aspects of the Accountability Plan; provided, however, if the Charter School enters into a lease agreement with the Board to occupy a Board facility to operate an Attendance Center, the terms and conditions of the lease agreement shall control as to that Attendance Center.

v. ADA Plan. The Charter School shall submit facility plans for each Attendance Center which shall comply with the ADA and Section 504 of the Rehabilitation Act of 1973, as amended, their implementing regulations, the Illinois Environmental Barriers Act, and the accessibility

portions of the Chicago Building Code (“ADA Plan”). Any such ADA Plan shall be submitted to the Board for approval which shall not be unreasonably withheld. Any such ADA Plan submitted to I&I and approved by the Board shall be incorporated herein by reference and made a part of this Agreement. Failure to submit an ADA Plan to I&I by the Board-specified date shall be deemed a material breach of this Agreement, subject to paragraph 13 herein, and the Board shall consider such non-compliance a factor in determining whether to revoke or renew the Charter School’s charter.

h. Homeless Children. The Charter School acknowledges and agrees that the Chicago Public Schools are committed to serving the needs of children who are homeless by addressing all barriers to the enrollment and participation of students in temporary living situations in the school environment, and by protecting their rights under Federal and State law. The Charter School agrees that one goal of this Agreement is to ensure that all homeless children who attend the Charter School receive the same services provided by the Chicago Public Schools to homeless children in its students in temporary living situations program and agrees that it will provide services to homeless children at the same level that CPS provides those services. The Charter School also must protect the rights of children under the McKinney-Vento Homeless Assistance Act of 1987 (42 U.S.C. §11431 *et seq.*, as amended) and the Illinois Education for Homeless Children Act (105 ILCS 45/1-5 *et seq.*) and all other laws that protect the rights of homeless children. The Charter School further acknowledges that the Board has certain obligations under the Settlement Agreement in *Salazar v. Edwards*, 92 CH 5703 (Circuit Court, Cook County). The Charter School shall ensure that no member of the Salazar class is deprived of his or her rights under the Settlement Agreement and the Charter School shall not interfere with the Board’s performance of its obligations under the Settlement Agreement.

i. Conflict of Interest. The Charter School shall certify that neither it, nor any of its board members, directors, officers, employees, agents or family members of any such persons, have a private interest, direct or indirect, or shall acquire any such interest directly or indirectly, which does or may conflict in any manner with the Charter School’s performance and obligations under this Agreement. The Charter School must establish safeguards to prohibit such a conflict of interest or an appearance of a conflict of interest from occurring during the term of the Agreement. By December 1, 2013, and thereafter no later than July 1 of each subsequent year, the Charter School shall submit to the Board a copy of its Conflict of Interest Policy (to the extent that it is not already a part of the Charter School’s Ethics Policy as described in paragraph 5.j below) with a summary of any revisions from the previous year’s version.

j. Ethics Policy. The Charter School shall adopt and maintain an Ethics Policy for its board members, directors, officers and employees to ensure that all such persons act in the highest standards of ethical conduct in order to directly benefit and serve the students at the Charter School. By December 1, 2014, and thereafter no later than July 1 of each subsequent year, the Charter School shall submit to the Board a copy of its Ethics Policy with a summary of any revisions from the previous year's version.

k. Debarment/Suspension; Bid-Rigging/Bid-Rotating. The Charter School certifies that it is not presently debarred, suspended, proposed for debarment, declared ineligible or voluntarily excluded from bidding for or participating in this transaction under 105 ILCS 5/10-20.21(b) or by any Federal or State department or agency. If it is later determined that the Charter School knowingly rendered a false certification, this Agreement may be voided, in whole or in part, in addition to other remedies available to the Board under this Agreement or by law. The Charter School further agrees by executing this Agreement that it will include this clause without modification in all lower tier transactions, solicitations, proposals, contracts and subcontracts. If the Charter School or any lower tier participant is unable to certify to this statement, it must attach an explanation to the Agreement.

The Charter School further certifies that it is not barred from entering into this Agreement by Sections 33E-3 and 33E-4 of the Criminal Code of 1961 (720 ILCS §5/33E-3, 33E-4). Sections 33E-3 and 33E-4 prohibit the award of a public contract to a person who has been convicted of bid-rigging or bid-rotating.

## 6. Financial Operations of Charter School.

a. Annual Audits. At fiscal year end, the Charter School shall prepare its annual financial statements in accordance with accounting principles generally accepted in the United States of America for not-for-profit organizations ("GAAP"). During the fiscal year, the Charter School shall operate in accordance with GAAP, the accrual basis of accounting, or any other basis of accounting, provided that the Charter School's accounting methods allow it to prepare reports required by the Board, the State Board, and any other grantors. The Charter School shall cause a Financial Statement Audit and Financial and Administrative Procedures Controls Review (collectively, the "Financial Audit"), to be performed annually at its expense by an outside independent auditor that must be retained by the Charter School, and such auditor must be reasonably acceptable to the Board. The Financial Audit shall include, without limitation:

i. An opinion on the financial statements (and Supplementary Schedule of Expenditures of Federal Awards, if applicable);

ii. A report on compliance and on internal control over financial reporting based on an audit of financial statements performed in accordance with *Government Auditing Standards* and the Single Audit Act of 1984, as amended; and

iii. A report on compliance with requirements of applicable laws and regulations, including the audit requirements contained in the Accountability Plan.

The Financial Audit shall be made available to the Board no later than November 1 of each year during the term of this Agreement, beginning with November 1, 2015.

b. Financial Reports. The Charter School shall prepare or cause to be prepared quarterly financial reports including budgets, in accordance with Board instructions, which shall be submitted to the Board no later than thirty (30) calendar days after the end of each quarter and no later than forty-five (45) calendar days after the end of each fiscal year. The Board reserves the right to request accounts payable aging reports and cash forecast reports from the Charter School within ten (10) business days of the Board's request. Also the Charter School shall prepare and provide to the Board an annual budget for each fiscal year in a Board-specified format by no later than July 1 of such fiscal year unless a later date is agreed to in writing by the Board. The fiscal year for the Charter School shall begin on July 1 of each year and end on June 30 of the subsequent year.

c. Distribution of Funds. The Board shall distribute the Charter School Funds, as determined in paragraph 6.d., in four quarterly installments distributed on or about July 22, October 15, January 15 and April 15 of each fiscal year, or the first business day following each such day if any such day falls on a Saturday, a Sunday, or a holiday. All funds distributed to the Charter School from the Board shall be used for educational purposes only. The use of such funds for any other purpose is strictly prohibited.

d. Funding Procedure. The Board shall calculate the per capita tuition payment for each pupil enrolled at the Charter School for each academic year based on the per pupil rates set forth in the final Budget Book adopted by the Board each fiscal year and shall provide this amount, less the employer's proportionate pension contributions (normal cost), to the Charter School for each pupil enrolled at the Charter School as set forth below. The Charter School acknowledges and agrees that the funding amounts provided to the Charter School by the Board may be adjusted or vary from year to year depending upon

the amount of appropriations authorized by the Illinois General Assembly and subsequent Board approval of the budget on an annual basis.

i. First Installment (July 22). The amount of the Board's first quarterly payment shall be based initially on a pre-enrollment projection for the number of students enrolled in the Charter School which shall be provided to the Board no later than December 15 of the prior academic year, multiplied by one-fourth the per capita tuition amount. In the event, both parties agree that there has been a material change or an error(s) in the Charter School's pre-enrollment projection, the Board reserves the right to request a revised projection. The Board shall determine if the revised projection or the original projection will be used for the first quarter payment. It is understood and agreed that the first installment for each school year will be remitted only upon the Board receiving all required submissions and documentation on such dates as set forth in the compliance chart compiled by I&I.

ii. Second Installment (October 15). The amount of the Board's second quarterly payment shall be calculated such that the aggregate amount of the first and second quarterly installments is equal to the number of students enrolled at the Charter School on an enrollment date for the first semester as determined by the Board which shall be provided to the Charter School in writing no later than September 1 of each year, as verified by attendance records, multiplied by one-half the per capita tuition amount.

iii. Third Installment (January 15). The amount of the Board's third quarterly payment shall be based on the number of students enrolled at the Charter School on the same enrollment date as set forth in paragraph 6.d.ii above, as verified by attendance records, multiplied by one-fourth the per capita tuition amount.

iv. Fourth Installment (April 15). The amount of the Board's fourth quarterly payment shall be calculated such that the aggregate amount of the third and fourth installments is equal to the number of students enrolled at the Charter School on an enrollment date for the second semester as determined by the Board which shall be provided to the Charter School in writing no later than September 1 of each year, as verified by attendance records, multiplied by one-half the per capita tuition amount.

v. Negative Value (if applicable). Any quarterly payments provided to the Charter School as calculated above that result in a

negative amount shall be treated as a receivable to the Board and all subsequent payments shall be offset by the Board until the obligation to the Board is fulfilled by the Charter School.

e. School-Based Allocations for Supplemental General State Aid and Federal Title I Funds. The Charter School shall furnish the Board with eligibility data regarding Supplemental General State Aid (“SGSA”) and Title I eligible students enrolled in the Charter School by a date determined by the Board. SGSA revenues to which the Charter School is entitled shall be distributed to the Charter School quarterly on the dates set forth in paragraph 6.d. hereof on an estimated basis, provided that the Board may adjust any such payment to account for prior deviations between the estimated SGSA funds paid and the amount of SGSA funds to which the Charter School was entitled during such payment period. Title I funding to the Charter School may also be adjusted by the Board to account for prior deviations between the estimated Title I funds paid and the amount of Title I funds to which the Charter School was entitled to during each fiscal year. Such amounts shall be in addition to the per pupil funding amounts set forth in the final Budget Book adopted by the Board each fiscal year. Pursuant to the financial management requirements set forth in Section 80.20 of the Education Department General Administrative Regulations (“EDGAR”)(34 CFR Part 80), the Charter School will keep financial records of such funds separate from its other revenues and there shall be no co-mingling of monies in various accounts. During the first year of the Charter School’s provision of educational services, any Title I or other Federal funding for which these students qualify shall be provided to the Charter School by the Board in accordance with the formulas set forth in the final Budget Book adopted by the Board each fiscal year.

Availability of SGSA and Title I Funds to a Charter School is conditional upon the amount of governmental funding available, and the Charter School's maintaining continuous reporting, inspections, and audits, the quality of which shall be satisfactory to the Board and other relevant regulatory organizations. The scope and frequency of program reporting shall be agreed upon by the Charter School and the Board prior to funding the relevant programs unless modifications are required by the governmental funding agencies.

f. Other Sources of Funds for Charter School. Paragraph 6.d. is not intended to increase or decrease the amount of per capita student tuition to which the Charter School is entitled under the Charter Schools Law. If the Charter School satisfies the funding criteria, and subject to funding availability, the Charter School may be eligible to receive additional funding from the Board by means of special education reimbursements or payments, per pupil allocations for English Language Learners and independent facility supplements.

In addition, any Charter School receiving federal or state grant funding must comply with all federal or state regulations tied to such grant funds. The availability of federal and state grant funds is dependent upon the Charter School's maintaining continuous reporting, inspections, and audits, the quality of which shall be satisfactory to the Board and other relevant regulatory organizations. The funding criteria and procedures related to the aforementioned categories shall be set forth in the final Budget Book adopted by the Board each fiscal year.

g. Refund of Unspent or Spent Funds. In the event that this Agreement is revoked or is not renewed by the Board, the Charter School shall refund to the Board all unspent funds in accordance with Section 27A-11(g) of the Charter Schools Law. In addition, if the Charter School does not expend or obligate all federal grant funds prior to the end of the respective grant period, the Board may recapture such unspent grant funds from the Charter School. In addition, if the Board determines that federal or state grant funds provided to the Charter School were not used or expended for the specific purpose for which they were intended, the Charter School shall promptly reimburse such grant funds to the Board within thirty (30) days of receipt of written notice from the Board.

h. Tuition and Fees. The Charter School shall not charge tuition to any student, unless such student would otherwise be liable for tuition costs under the Illinois School Code. The Charter School may charge reasonable fees, to the extent permitted by law, for textbooks, instructional materials, summer school programs, after school programs, and student activities.

i. Outside Funding. The Charter School may accept gifts, donations or grants pursuant to Section 27A-11(d) of the Charter Schools Law, provided that no such gifts, grants or donations may be accepted if contrary to applicable law or to the terms of this Agreement. In the event that the Charter School solicits funding from sources other than those set forth in this paragraph 6, it shall comply with all applicable State or Federal laws regarding the reporting of charitable solicitations.

j. Pension Payments. The Board shall make payments directly to the Chicago Teachers Pension Fund for the employer's pension liability on behalf of any education, administrative or other staff member employed at the Charter School (whether by the Charter School itself or one of its subcontractors) who is certified under the law governing certification of teachers. The Board shall have the right to charge the Charter School for the proportionate share of the annual estimated employer's normal pension cost, and to deduct that amount from the quarterly payments due to the Charter School. After each fiscal year, the Board

shall verify the Charter School's actual employer's share of the normal pension cost for the previous fiscal year and shall compare to that amount to the proportionate share of the annual estimated employer's normal pension cost that was withheld from the Charter School in the previous fiscal year. If the Charter School's estimated employer's normal pension cost exceeds or is less than the actual employer's pension cost, an adjustment (refund/withholding) shall be made by the Board in a future quarterly payment to the Charter School.

The Board shall not have any duty to make the employee's or other staff's member contributions. Notwithstanding the foregoing, the Charter School acknowledges and agrees that the Board retains the right to collect delinquent employee contributions from the Charter School in accordance with Section 17-132 of the Illinois Pension Code (40 ILCS 5/17-132) and may deduct such delinquent contributions from any quarterly payments due the Charter School. Pursuant to Section 17-132(a) and (b) of the Illinois Pension Code, employee contributions are deemed delinquent if the Chicago Teachers Pension Fund does not receive the employee contributions by the 30<sup>th</sup> calendar day after each predesignated payday.

In the event that the Board elects to deduct delinquent employee contributions from quarterly payments due the Charter School, the Board shall provide the Charter School with fifteen (15) calendar days prior written notice setting forth in detail the grounds for such action and the amount delinquent. If the Charter School fails to cure such delinquency to the Board's satisfaction within said 15-day cure period, the Board shall be deemed to have a sufficient basis to withhold such funds from any quarterly payments otherwise due the Charter School and to remit such funds to the Chicago Teachers Pension Fund.

The parties hereby acknowledge and agree that the Charter School shall comply with those provisions of the Illinois Pension Code which specify applicability to, or compliance by, charter schools and it is not the intent of the parties to have the Charter School comply with any other portions of the Illinois Pension Code.

k. Management and Financial Controls. At all times, the Charter School shall maintain appropriate governance and managerial procedures and financial controls which procedures and controls shall include, but not be limited to: (1) accounting methods as specified in paragraph 6.a.; (2) a checking account; (3) adequate payroll procedures; (4) bylaws; (5) an organizational chart; (6) procedures for the creation and review of monthly and quarterly financial reports, which procedures shall specifically identify the individual who will be responsible for preparing such financial reports in the following fiscal year; (7) internal control procedures for cash receipts, cash disbursements and purchases;

and (8) maintenance of asset registers and financial procedures for grants in accordance with EDGAR or the State Board.

l. Attendance. The Charter School shall maintain accurate enrollment data and daily records of student attendance. The Charter School shall provide the Board with current enrollment and attendance data, including Individualized Educational Plan and English Language Learner data, via the Board's IMPACT System ("IMPACT System"), or such other system as may be subsequently implemented by the Board. Such enrollment and attendance data shall be maintained and updated on the IMPACT System on a daily basis by the Charter School (or on any other time-frame basis consistent with district-level reporting). The Board shall provide the Charter School with the necessary IMPACT System access, software and training to allow Charter School personnel to use the Board's IMPACT System and input enrollment/attendance data.

m. Deductions for Facility Expenses. If the Charter School is located in a Board facility, the Board may offer to provide the Charter School with certain facility services including building maintenance, technology services, utilities, and safety and security ("Facility Services"). A Charter School located in a Board facility and utilizing the Facility Services will have such charges deducted from the quarterly payments issued by the Board and such services and charges will be outlined in the lease between the Board and the Charter School. Such charges may be adjusted annually or upon such other terms as set forth in the lease agreement.

n. Withholding of Funds. In the event that the Board deems that there has been a material violation of this Agreement, the Board may withhold any and all payments of funds to the Charter School in the event that the Charter School fails to cure such material violation(s) after receiving prior written notice by the Board enumerating the specific material violation(s) on the part of the Charter School and the period of time during which the Charter School shall have the opportunity to cure such material violation(s). Upon the Charter School's cure of any such material violation(s), the Board shall immediately release any and all payments of funds due the Charter School.

7. Purchase Agreement. The Board and the Charter School may enter into a purchase agreement or agreements providing for the purchase by the Charter School from the Board of certain goods, services and materials in connection with the operation of the Charter School.

8. Insurance. The Charter School shall, at its own expense, purchase and maintain insurance covering all of its operations, whether performed by Charter School or by subcontractors. Such insurance shall include the types of insurance set forth in

Exhibit B hereto, subject to the conditions and in no less than the respective limits set forth therein. All insurers shall be licensed by the State of Illinois and rated A-VII or better by A. M. Best or a comparable rating service. No later than fifteen (15) days following the execution of this Agreement, and each July 1 thereafter, the Charter School shall provide the Board with certificates of insurance or other satisfactory proof evidencing coverage in the types and amounts as set forth in Exhibit B.

9. Academic Accountability and Evaluations.

a. Accountability Plan. The Charter School shall be held accountable by the Board in accordance with the Accountability Plan contained in Exhibit C. If there are any material changes regarding testing requirements or other accountability standards which are due to the enactment of State or Federal Law, or which are dictated by circumstances outside of the Board's control, the parties agree that the Accountability Plan attached hereto as Exhibit C shall be subject to revision and modification by the Board effective on July 1 of each year of the Agreement upon written notice from the Board no later than June 30 of each year; provided, however, if the changes to the Accountability Plan are based on the Board's directive, then written notice from the Board shall be given no later than May 1 of each year. Notwithstanding the foregoing, the Board shall make a reasonable good faith effort to engage the Charter School in discussions regarding the proposed changes to the Accountability Plan in advance of the May 1 date. However, in the event the Charter School determines that it does not want to be evaluated and measured against any such revised Accountability Plan, the Charter School shall have the right to terminate this Agreement upon prior written notice to the Board and such termination shall be effective as of the end of the current academic year. Any subsequently revised Accountability Plans approved by the Board shall be incorporated herein by reference and made a part of this Agreement as if fully set forth herein.

b. Standardized Tests. The Charter School shall administer such standardized tests of academic proficiency as are provided for in the Accountability Plan, and shall participate in State assessments required by Section 2-3.64 of the Illinois School Code. In accordance with Section 27A-6(b) of the Charter Schools Law, the Charter School shall administer any other nationally recognized standardized tests to its students that the Board administers to the district's students and the results on such tests shall be included in the Board's assessment reports. The Charter School is responsible for ensuring that the data elements (i.e., student names, demographic information, etc.) required to administer the State and CPS assessments are correctly entered into the district's IMPACT System, or such other system as may be subsequently implemented by the Board.

c. Site Visits. In addition to the above procedures, the Charter School shall grant reasonable access to, and cooperate with, the Board, its officers, employees and other agents, including allowing site visits by the Board, its officers, employees and other agents, for the purpose of allowing the Board to fully evaluate the operations and performance of the Charter School pursuant to the Accountability Plan and the Charter Schools Law. Where possible, the Board shall provide the Charter School with at least 24 hours prior notice of such site visits.

10. Special Education and Supports.

a. The Charter School shall provide special education and related services to students with disabilities in accordance and compliance with (i) the student's Individualized Education Program (IEP); (ii) the Individuals with Disabilities Education Act (20 U.S.C. §1401 *et seq.*, as amended) and any regulations promulgated thereunder; (iii) Article 14 of the Illinois School Code (105 ILCS 5/14-1.01 *et seq.*, as amended) and any regulations promulgated thereunder; (iv) the Board-approved "A Procedural Manual Educating Children with Disabilities in Chicago Public Schools", as may be amended from time to time, which is incorporated herein by reference; (v) any and all Federal court orders applicable to students with disabilities in the Chicago Public Schools; (vi) any and all service bulletins and guidelines issued by the Board's Office of Diverse Learner Supports and Services and the Office of Student Health and Wellness; and (vii) all applicable health and safety regulations of the State of Illinois and the City of Chicago including, without limitation, those laws specifically identified by the State Board as being applicable to charter schools as referenced in paragraph 5.a.xiv set forth above. In addition, the Charter School shall provide reasonable accommodations and related services to students with mental or physical impairments who qualify under Section 504 of the Rehabilitation Act of 1973 (29 U.S.C. §706 *et seq.*) in accordance and compliance with (viii) the student's Section 504 Plan, and (ix) the Board policies and procedures regarding students' 504 Plans.

b. Special Education Teachers & Paraprofessionals. The Charter School shall hire its own special education teachers and paraprofessionals to provide special education services to the Charter School's students with disabilities. The Board shall reimburse the Charter School for the salary and benefits of certified special education teachers and paraprofessionals based on the Board's special education staffing formulas and the student's IEP. Such reimbursement rates for full-time equivalent certified special education teachers and paraprofessionals shall be as set forth in the final Budget Book adopted by the Board each fiscal year and shall be effective on the later of (i) the date of the Charter School's submission to the Board via its Position Analysis Request Form

("PARF") or (ii) the initial date of employment of the staff person.

c. Related Service Providers. The parties acknowledge and agree that it is the expectation of both parties that the Charter School will hire its own related service providers to provide special education and 504 services to the Charter School's students with disabilities. The Board shall reimburse the Charter School for the salary and benefits of related service providers based on the Board's per CPS allocation percentage and the student's IEP or 504 Plan. Such reimbursement rates for full-time equivalent related service providers shall be as set forth in the final Budget Book adopted by the Board each fiscal year and shall be effective on the initial date of employment of the related service provider.

Nevertheless, if the Charter School ascertains that it will not be able to hire, or subcontract for, related service providers to provide special education or 504 services for a given academic year, the Charter School may apply for a waiver of that requirement at such time. The CEO or his designee shall review the Charter School's waiver application and make a determination whether to approve or reject the waiver request. If approved, the CEO or his designee, as a last resort, shall assign the necessary staff of related service providers to the Charter School. Failure to inform the Board of its inability to hire, or subcontract for, its related service providers shall be deemed a material breach of the Agreement by the Charter School, subject to paragraph 13 herein, and the Board shall consider such non-compliance a factor in determining whether to revoke or renew the Charter School's charter.

d. Staff Requirements. In accordance with the Board's budgetary process, the Charter School shall receive the projected staffing allocation for special education teachers, paraprofessionals and related service providers required by State guidelines, based on students enrolled at the Charter School, entered into and identified as needing services by the students' IEPs or 504 Plans and the Board's IMPACT System. The Board may during the school year issue adjustments to these staff requirements to accommodate changes in the enrollment, IEP needs and 504 Plans of the Charter School's students. All special education teachers, paraprofessionals and related service providers employed by the Charter School shall have the requisite qualifications, Illinois certificates and/or licenses. All special education teachers, paraprofessionals and related service providers employed by the Charter School must attend at least four (4) professional development training sessions on an annual basis. The Board shall notify the Charter School of the available dates, locations, times and topics for the professional development training sessions through several communication channels.

e. Case Manager. The Charter School shall appoint one of its special

education personnel as a qualified case manager. The Board shall provide the Charter School with a stipend per semester for such qualified case manager. The stipend amount for a qualified case manager shall be as set forth in the final Budget Book adopted by the Board each fiscal year; however, such amount is subject to the terms of the agreement between the Board and the Chicago Teachers Union. A case manager shall be deemed qualified if he or she has a Professional Educator License (PEL) with one of the following endorsements: special education, school counselor, school social worker, school psychologist, school nurse or speech language pathologist (non-teaching). At least two (2) years' experience in the field of special education is recommended/preferred for such case manager.

f. Additional Resources. Notwithstanding paragraph 6 of this Agreement, the Board shall provide necessary additional resources including assistive technologies (as required by a student's IEP or 504 Plan) for the education of students with disabilities enrolled in the Charter School in accordance with the Individuals with Disabilities Education Act, Section 504 of the Rehabilitation Act of 1973, and the IEPs and 504 Plans of such students. Such additional resources shall be sufficient to comply with all provisions of the Charter Schools Law, including Section 27A-11 thereof.

g. Subsequent Funding for Special Education and Supports. In the event that the Board adopts a new school funding methodology for special education and supports, the Board reserves the right to provide funds to the Charter School on a per-student basis for the salaries and benefits of full-time equivalent certified special education personnel referenced hereinabove and the provisioning of special education and 504 services for students with disabilities.

11. Comprehensive School Management Contracts. No entity or party other than the Charter School may provide comprehensive school management or operations except upon the prior approval of the Board, and certification by the State Board. Furthermore, in the event the Charter School desires to enter into any contract for comprehensive school management or operations services to be performed in substantial part by an entity not a party to this Agreement, the provisions of Exhibit D attached hereto must be incorporated into any such contract.

12. Renewal of Charter; Failure to Renew. No later than January 1, 2019, and no earlier than July 1, 2018, but in no event later than the date set by I&I, the Charter School shall provide a written proposal to the Board in accordance with Section 27A-9 of the Charter Schools Law, setting forth proposed terms of renewal of this Agreement. Pursuant to Section 27A-9(b) of the Charter Schools Law, the renewal proposal of the Charter School shall contain the most recent audit report and financial statement of the

Charter School, including financial information specific to each Attendance Center or campus, if applicable. The written proposal may contain proposed changes to this Agreement that the Charter School desires to incorporate into the renewed agreement. The renewal proposal shall be evaluated by I&I in accordance with paragraph 4 of Exhibit C.

No later than June 30, 2019, I&I shall notify the Charter School of its recommendation regarding such renewal indicating whether, and upon what conditions, it is willing to recommend to the Board the renewal of the charter and the Agreement, including any modified terms proposed by I&I. If there is no agreement on the terms of renewal, then the parties shall fulfill their mutual obligations hereunder to the end of the term of this Agreement. The Board may refuse to renew the charter and the Agreement upon a finding that any cause for revocation exists under paragraph 13 hereof.

13. Revocation of Charter. The Board may revoke this Agreement and the charter of the Charter School, in whole or as to any Attendance Center or campus, if applicable, in accordance with Section 27A-9 of the Charter Schools Law, if the Board clearly demonstrates that the Charter School, or any Attendance Center or campus, did any of the following, or otherwise failed to comply with the requirements of the Charter Schools Law:

- a. Committed a material violation of any of the conditions, standards, or procedures set forth in this Agreement including the Accountability Plan; or
- b. Failed to meet or make reasonable progress toward achievement of the content standards or pupil performance standards identified in this Agreement or in the Accountability Plan; or
- c. Failed to meet generally accepted standards of fiscal management; or
- d. Materially violated any provision of law from which the Charter School was not exempted.

In case of revocation, the Board shall notify the Charter School in writing of the reason why the charter of the Charter School, in whole or as to any Attendance Center or campus, if applicable, is subject to revocation. The Charter School shall submit a written plan to the Board to rectify the problem. The plan shall include a timeline for implementation, which shall not exceed two (2) years or the date of the charter's expiration, whichever is earlier. If the Board finds that the Charter School has failed to implement the plan of remediation and adhere to the timeline, then the Board shall revoke the charter of the Charter School, in whole or as to any Attendance Center or

campus, if applicable. Except in situations of an emergency where the health, safety or education of the Charter School's students is at risk, the revocation shall take place at the end of the school year. Nothing in this subparagraph shall be construed to prohibit an implementation timetable that is less than two (2) years in duration.

In addition, the charter of the Charter School may be revoked in the event that the parties agree to terminate this Agreement by mutual consent pursuant to paragraph 24 of this Agreement, or in accordance with any specific revocation indicators set forth in paragraph 4 of Exhibit C.

In the event that the Board proposes to revoke this Agreement and the charter of the Charter School, in whole or as to any Attendance Center or campus, the Board shall provide the Charter School with written notice setting forth in detail the grounds for such revocation at least 14 days prior to the date the Board takes final action on such revocation.

14. Indemnification.

a. To the fullest extent permitted by law, the Charter School shall indemnify, defend and hold harmless the Board, its members, officers, employees, agents, affiliates and representatives, past and present (collectively, the "Board Indemnitees"), from and against any and all liabilities, losses, penalties, damages and expenses, including costs and attorney fees, arising out of all claims, liens, demands, suits, liabilities, injuries (personal or bodily), of every kind, nature and character arising or resulting from or occasioned by or in connection with (i) the possession, occupancy or use of the property of the Charter School by its faculty, students, patrons, employees, guests or agents, (ii) any negligent, willful or wrongful act or omission to act by the Charter School, its faculty, students, patrons, employees, guests or agents, (iii) a violation of any law, statute, code, ordinance or regulation by the Charter School, its faculty, students, patrons, employees, subcontractors, guests or agents, and/or (iv) any breach, default, violation or nonperformance by the Charter School of any term, covenant, condition, duty or obligation provided in this Agreement including, but not limited to, the Accountability Plan. In addition, to the extent that the Charter School is subject to taxes under Section 4980H of the Internal Revenue Code (pertaining to the Patient Protection and Affordable Care Act), the Charter School shall be solely responsible for paying such taxes and in the event that the Board is determined to be liable for taxes under Section 4980H of the Internal Revenue Code as a result of the performance of the Charter School's faculty, employees or agents under this Agreement, the Charter school shall indemnify, defend and hold harmless the Board for any such liability. All of the foregoing shall be referred to collectively herein as the "Covered Losses". This indemnification shall not apply to the extent that any Covered Loss results from

the negligence or wrongful act or omission of any Board Indemnitee or from any act or omission of the Charter School required by law or this Agreement.

b. To the fullest extent permitted by law, the Board shall indemnify, defend and hold harmless the Charter School, any successor entity thereto, and their respective members, officers, employees, agents, affiliates and representatives, past and present (collectively, the "Charter Indemnitees"), from and against any and all liabilities, losses, penalties, damages and expenses, including costs and attorney fees, arising out of all claims, liens, demands, suits, liabilities, injuries (personal or bodily), of every kind, nature and character arising or resulting from or occasioned by or in connection with (i) a violation of any law, statute, code, ordinance or regulation by the Board, its members, officers, employees or agents and/or (ii) any breach, default, violation or nonperformance by the Board of any term, covenant, condition, duty or obligation provided in this Agreement or the Accountability Plan (collectively, the "Covered Losses"). This indemnification shall not apply to the extent that any Covered Loss results from the negligence or wrongful act or omission of any Charter Indemnitee or from any act or omission of the Board required by law or this Agreement.

c. This indemnification, defense and hold harmless obligation shall survive the termination of this Agreement. Any indemnified party shall have the right, at its own expense, to participate in the defense of any suit, without relieving the indemnifying party of any of its obligations hereunder.

15. Disclaimer of Liability. The parties expressly acknowledge that the Charter School is not operating as the agent, or under the direction and control, of the Board except as required by law or this Agreement, and that the Board assumes no liability for any loss or injury resulting from: (1) the acts and omissions of the Charter School, its directors, trustees, agents, subcontractors or employees; (2) the use and occupancy of the building or buildings occupied by the Charter School, or any matter in connection with the condition of such building or buildings; or (3) any debt or contractual obligation incurred by the Charter School. The Charter School acknowledges that it is without authority to, and will not, extend the faith and credit of the Board or the Chicago Public Schools to any third party.

16. Winding Down Procedures Upon Revocation, Non-Renewal or Termination by Mutual Consent. If the Board revokes this Agreement and the charter of the Charter School, or does not renew the Agreement and the charter of the Charter School, or the Agreement and the charter of the Charter School are otherwise terminated by the mutual consent of the parties, the Charter School shall follow the procedures set forth below:

a. The Charter School shall be responsible for winding down the operations of the Charter School, including payment of any and all debts, loans, liabilities (contingent or otherwise) and obligations incurred at any time by the Charter School in connection with the operation of the Charter School. Under no circumstances, shall the Board or the Board's members, officers, employees or agents, or those acting on behalf of the Board's members, officers, employees and agents, be responsible for such obligations.

b. The Charter School shall cooperate with I&I and shall abide by the school closing procedures as required by I&I to effectuate the orderly closing of the Charter School.

17. Governing Law. This Agreement shall be governed by, subject to and construed under the laws of the State of Illinois without regard to its conflicts of laws provisions.

18. Waiver. No waiver of any breach of this Agreement shall be held as a waiver of any other or subsequent breach.

19. Dispute Resolution. If a minor violation or dispute arises between the parties relating to the interpretation or performance of this Agreement, designated representatives of each party who shall have the authority to resolve the dispute shall attempt in good faith to negotiate or mediate a resolution of the dispute. Notwithstanding anything to the contrary in this paragraph, both parties shall continue to perform their obligations under this Agreement in good faith during the resolution of such minor dispute, unless and until this Agreement is terminated in accordance with the provisions hereof.

20. Counterparts; Facsimile/Electronic Signatures. This Agreement may be signed in counterparts, which shall together constitute the original Agreement. Signatures received by facsimile or electronically scanned by either of the parties shall have the same effect as original signatures.

21. Terms and Conditions of Application. The parties hereto expressly agree that the Application sets forth the overall goals, standards and general operational policies of the Charter School. The Charter School acknowledges and agrees that its Application is an integral part of this Agreement, and the Board shall have the right to hold the Charter School responsible for all information, representations and statements contained in the Application. The parties understand, however, that the Application is not a complete statement of each detail of the Charter School's operation. To the extent that the Charter School desires to implement specific policies, procedures or other specific terms of operation that supplement or otherwise differ from those set forth in the Application, the Charter School shall be permitted to implement such policies,

procedures, and specific terms of operation, provided that such policies, procedures and terms of operation are consistent with the goals, standards and general operational policies set forth in this Agreement and the Charter Schools Law.

22. Amendments. This Agreement may be amended only by written consent of the parties hereto and, in the case of material amendments, only after submission of such amendments to, and approval by, the State Board in accordance with Section 27A-6(e) of the Charter Schools Law. For purposes of this Agreement, the parties acknowledge that material changes include, but are not limited to, the following: (a) the addition of new grades; (b) an increase in enrollment capacity; (c) a move to a new Attendance Center or campus; (d) the addition of a new Attendance Center or campus; and (e) any and all other material modifications to this Agreement.

23. Assignment. This Agreement may not be assigned or delegated by the Charter School under any circumstances, it being expressly understood that the charter granted hereby runs solely and exclusively to the Charter School.

24. Termination. This Agreement may be terminated prior to its expiration by the mutual consent of the parties or revocation of the charter of the Charter School pursuant to paragraph 13 hereof. Termination of this Agreement for any reason shall serve to immediately revoke the charter granted hereby.

25. Notices. Any notice, demand or request from one party to any other party or parties hereunder shall be deemed to have been sufficiently given or served for all purposes if, and as of the date, it is delivered by hand, overnight courier, facsimile (with confirmation thereof), or within three business days of being sent by registered or certified mail, postage prepaid, to the parties at the following addresses:

If to the Charter School: Noble Network of Charter Schools  
1010 N. Noble Street  
Chicago, Illinois 60642  
Attn: Michael Milkie, Superintendent  
Facsimile: (██████████)

If to the Board: Chicago Board of Education  
Office of Innovation and Incubation  
125 South Clark Street, 10<sup>th</sup> Floor  
Chicago, Illinois 60603  
Attn: Jack Elsey, Chief Innovation and Incubation Officer  
Facsimile: (██████████)

With a copy to: Chicago Board of Education  
Law Department

125 South Clark Street, 7<sup>th</sup> Floor  
Chicago, Illinois 60603  
Attn: James L. Bebley, General Counsel  
Facsimile: (773) [REDACTED]

26. Audit and Document Retention. The Charter School shall maintain records showing time expended and costs incurred in operating the Charter School. All records referenced above and all records required to be maintained as part of operating the Charter School shall be retained for five (5) years after the term of this Agreement and shall be subject to inspection and audit by the Board. The Charter School shall include in all subcontractor agreements provisions requiring subcontractors to maintain the above described records and allowing the Board, the Inspector General of the Board, and their duly authorized representatives the same right to inspect and audit said records as set forth above with respect to the books and records maintained by the Charter School.

27. Severability. In the event that any provision of this Agreement or the application thereof to any person or in any circumstances shall be determined to be invalid, unlawful, or unenforceable to any extent, the remainder of this Agreement, and the application of such provision to persons or circumstances other than those as to which it is determined to be invalid, unlawful or unenforceable, shall not be affected thereby, and each remaining provision of this Agreement shall continue to be valid and may be enforced to the fullest extent permitted by law.

28. Superseder. This Agreement supersedes and replaces any and all prior agreements and understandings between the Board and the Charter School with respect to the subject matter hereof. To the extent that any conflict or incompatibility exists between the Application as incorporated herein and the other terms of this Agreement, such other terms of this Agreement shall control.

29. Delegation. The parties agree and acknowledge that the functions and powers of the Board may be exercised by the Chief Executive Officer of the Chicago Public Schools, provided that any ultimate decision regarding renewal, non-renewal or revocation of this Agreement may be made only by the Chicago Board of Education.

30. Prior Actions. It is expressly agreed and understood that as a condition precedent to this Agreement becoming effective on the Effective Date hereof, the Charter School shall have taken, completed and satisfied on or before the date specified herein any action or obligation which is required to be completed before such Effective Date, and that failure to do so shall constitute grounds for the Board to declare this Agreement null and void.

31. Construction. This Agreement shall be construed fairly as to both parties

and not in favor of or against either party, regardless of which party prepared the Agreement.

32. Incorporation of Exhibits. All exhibits referenced herein are hereby incorporated into and made a part of this Agreement.

IN WITNESS WHEREOF, the parties have made and entered into this Agreement as of the Effective Date hereof.

**BOARD OF EDUCATION OF THE  
CITY OF CHICAGO**

By: \_\_\_\_\_  
David J. Vitale, President

ATTEST:

By: \_\_\_\_\_  
Estela G. Beltran, Secretary

Dated: \_\_\_\_\_

Board Report: \_\_\_\_\_

Approved as to legal form:

\_\_\_\_\_  
James L. Bebley, General Counsel

Attachments:

- Attachment 1 - Additional Specific Terms and Conditions
- Exhibit A - Application
- Exhibit B - Insurance Requirements
- Exhibit C - Accountability Plan
- Exhibit D - Comprehensive Management Services Contract Requirements

**NOBLE NETWORK OF CHARTER  
SCHOOLS**

By: \_\_\_\_\_  
Name: Michael Milkie  
Title: CEO

ATTEST:

By: \_\_\_\_\_  
Name: Jessica Flores  
Title: Board Secretary & Clerk

Dated: 5/29/14



## ATTACHMENT 1

### ADDITIONAL SPECIFIC TERMS AND CONDITIONS

The Charter School must fulfill the following additional specific terms and conditions below and submit the necessary documentation to I&I although fulfillment of these additional specific terms and conditions alone in no way ensures a future renewal of the charter and the Agreement:

1. By July 1 of every year of this Agreement, the Charter School shall submit to I&I the materials to be used for the upcoming academic year's student application, enrollment process and lottery, and school admission requirements.

### **Conclusion**

Upon approval by the Board to renew the charter and the Agreement, the aforementioned specific terms and conditions shall be incorporated into and made a part of the Agreement. If the Charter School fails to meet these conditions within the designated timeframes, the Board may elect to i) revoke the Agreement, ii) pursue all other remedies available under the Agreement, or iii) not renew the Agreement in the future.

EXHIBIT A

APPLICATION

The following documents are hereby incorporated by reference as if set forth fully herein and collectively constitute the Application:

1. Excerpts of the renewal Application of the Charter School dated September 3, 2013, as approved by the Board on February 26, 2014 and April 23, 2014.

EXHIBIT B

INSURANCE REQUIREMENTS

*See attached.*

EXHIBIT C  
ACCOUNTABILITY PLAN

*See attached.*

## EXHIBIT D

### COMPREHENSIVE MANAGEMENT SERVICES CONTRACT REQUIREMENTS

In the event the Charter School intends to contract with a third party for comprehensive school management or operations services ("Service Contract"), all of the following requirements must be met by the Charter School:

1. Required Provisions of Bylaws. The bylaws of the Charter School shall provide that the Charter School may not enter into any contract for comprehensive school management or operations services ("Service Contract") without first submitting such Service Contract to the Board for review. The Charter School shall further incorporate within its bylaws, or duly establish pursuant to such bylaws, procedures for the termination of the Service Contract as provided herein.

2. Submission of Service Contract. The Service Contract shall be submitted to the Board no later than 30 days prior to its effective date. If the Board determines that the Service Contract does not comply with the provisions set forth in Section 3 of this Exhibit, or that the Charter School's entering into the Service Contract would otherwise be in violation of the conditions set forth in this Exhibit, the Charter School Agreement, or the Charter School Law, then the Board shall notify the Charter School within twenty (20) days, stating with particularity the grounds for its objections. In such event, the Charter School shall not enter into the Service Contract unless and until the deficiencies noted by the Board have been remedied to the Board's reasonable satisfaction.

3. Required Terms of Service Contract. The Service Contract shall include, without limitation, the following Required Terms:

i. The Service Contract shall be subject to, and shall incorporate by reference, the terms and conditions of the Charter School Agreement.

ii. The Service Contract shall clearly delineate the respective roles and responsibilities of the Service Provider and the Charter School in the management and operation of each school facility for which the Service Provider shall provide management or operations services. The Service Contract shall also include acceptable procedures by which the Service Provider may be held accountable to the Charter School.

iii. The Service Contract shall be terminable by the Charter School, in accordance with its bylaws or other established termination procedures, (a) upon default by the Service Provider, including without limitation any act or omission of the Service Provider that causes a default under the Charter School Agreement

or that causes the Charter School to be in violation of the Charter Schools Law, or (b) for other good cause as agreed by the Charter School and the Service Provider.

iv. The Service Contract shall require that the Service Provider furnish the Charter School with all information deemed necessary by the Charter School or the Board for the proper completion of the budget, quarterly reports, other financial reports, or Financial Audits, required under paragraph 6 of the Charter School Agreement.

v. The Service Contract shall provide that all financial reports provided or prepared by the Service Provider shall be presented in GAAP/FASB approved nonprofit format.

vi. The Service Contract shall provide that all employees or contractors of the Service Provider who have direct, regular contact with students of the Charter School shall be subject to the fingerprint-based criminal background investigations and checks of the Statewide Sex Offender Database and the Statewide Child Murderer and Violent Offender Against Youth Database requirement contained in Section 34-18.5 of the School Code to the same extent as employees of the Charter School.

vii. The Service Contract shall contain provisions requiring compliance with all requirements, terms and conditions established by any Federal or State funding source.

#### 4. Financial Reporting.

a. Budget. The budget prepared by the Charter School pursuant to paragraph 6 of the Charter School Agreement shall include, without limitation, the following itemized information:

i. All revenue anticipated to be received from the Board under the Charter School Agreement.

ii. All expenses and anticipated expenses associated with the operation and management of the Charter School.

iii. All expenses associated with the operation of the governing board of the Charter School including, without limitation, personnel, occupancy and travel expenses, if any, and that are not paid out of expenses received from or through the Board, such expenses shall not be required to be separately itemized hereunder.

iv. All contract payments, lease payments, management fees, administrative fees, licensing fees, expenses and other amounts paid to the Service Provider or otherwise paid for the Contract Services by the Charter School.

v. All loan repayments for any loans made to the Charter School by the Service Provider, including separate line items for interest, principal and premium, if any, on such loan repayments.

vi. All investments in the Charter School by the Service Provider, including the expected returns on equity for such investments.

b. Quarterly Financial Statements. In the event that quarterly financial statements are required to be furnished by the Charter School pursuant to paragraph 6 of the Charter School Agreement, such financial statements shall reflect the entire school's financial operations, including an itemized accounting of all amounts paid to the Service Provider or otherwise paid for the Contract Services, which amounts shall be itemized in a manner that clearly corresponds with those categories provided in the Charter School's annual budget or the Service Contract.

c. Annual Audit. The Financial Audits required under paragraph 6 of the Charter School Agreement shall include review of all fees and payments made by the Charter School to the Service Provider.

d. Reporting of Loans and Investments. All loans to, or investments in, the Charter School by the Service Provider must be evidenced by appropriate documentation, either in the contract between the Charter School and the Service Provider, or through separate agreements. In the case of investments, such documentation shall explain how the investment shall be treated on the books of the Charter School and shall clearly state the Service Provider's expected return on equity.

Nothing in this paragraph 4 shall be construed to waive or otherwise limit the obligation of the Charter School to provide information otherwise required to be reported by the Charter School under the Charter Schools Law or the Charter School Agreement.

**b. Documentation of schools recognized as separate entities under state law:**

The following school ID numbers were assigned to Noble schools by the Chicago Public School System, our authorized public chartering agency for the purposed of identifying our schools within the district. CPS has also assigned each campus a Unit Code that are used for all communications including mail runs, data reporting, assessment reporting, etc.

School ID #	Unit Code	Grade Levels	Campus
400157	1942	9-11	Baker College Prep
400156	1943	9-11	Butler College Prep
400097	1937	9-12	Chicago Bulls College Prep
400118	1941	9-12	DRW College Prep
400052	1936	9-12	Gary Comer College Prep
400053	1934	9-12	Golder College Prep
400117	1940	9-12	Hansberry College Prep
400169	1944	9-12	ITW David Speer Academy
400106	1939	9-12	Johnson College Prep
400098	1938	9-12	Muchin College Prep
400051	1930	9-12	Noble Street College Prep
400054	1931	9-12	Pritzker College Prep
400055	1932	9-12	Rauner College Prep
400056	1933	9-12	Rowe-Clark Math & Science Academy
400170	1945	9-12	The Noble Academy
400057	1935	9-12	UIC College Prep

**c. Performance Agreement:** Not Applicable. Our Performance Agreement is included within our Charter Agreement.

**d. Physical Locations of the 16 high schools within the Noble Network:**

**Baker College Prep**  
[bakercollegeprep.noblenetwork.org](http://bakercollegeprep.noblenetwork.org)  
 2710 E. 89th Street

Chicago, IL 60617  
 Vincent Gay, Principal  
 Phone: [REDACTED]

**Butler College Prep**

[butlercollegeprep.noblenetwork.org](http://butlercollegeprep.noblenetwork.org)

821 E. 103rd Street  
Chicago, IL 60628  
F. Christopher Goins, Principal  
Phone: [REDACTED]

**Chicago Bulls College Prep**

[chicagobullscollgeprep.org](http://chicagobullscollgeprep.org)

2040 W. Adams St.  
Chicago, IL 60612  
Wendy Erskine, Principal  
Phone: [REDACTED]

**DRW College Prep**

[drwcollegeprep.noblenetwork.org](http://drwcollegeprep.noblenetwork.org)

931 S. Homan Ave.  
Chicago, IL 60624  
Phone: [REDACTED]  
Matthew Kelley, Principal

**Gary Comer College Prep**

[garycomercollegeprep.org](http://garycomercollegeprep.org)

7131 S. South Chicago Ave.  
Chicago, IL 60619  
Estee Kelly, Principal  
Phone: [REDACTED]

**Gary Comer College Prep Middle School**

(Recognized by CPS as a part of Gary

Comer College Prep)

[garycomermiddleschool.noblenetwork.org](http://garycomermiddleschool.noblenetwork.org)

1010 E. 72nd Street  
Chicago, IL 60619  
Trent Epley, Principal  
Phone: [REDACTED]

**Golder College Prep**

[goldercollegeprep.org](http://goldercollegeprep.org)

1454 W. Superior  
Chicago, IL 60642  
Rosa Alanis, Principal  
Phone: [REDACTED]

**Hansberry College Prep**

[hansberrycollegeprep.noblenetwork.org](http://hansberrycollegeprep.noblenetwork.org)

8748 S. Aberdeen  
Chicago, IL 60620  
Lauryn Fullerton, Principal  
Phone: [REDACTED]

**ITW David Speer Academy**

[itwspeeracademy.noblenetwork.org](http://itwspeeracademy.noblenetwork.org)

5321 W. Grand Avenue  
Chicago, IL 60639  
Tom Mulder, Principal  
Phone: [REDACTED]

**Johnson College Prep**

[johnsoncollegeprep.noblenetwork.org](http://johnsoncollegeprep.noblenetwork.org)

6350 S. Stewart Ave.  
Chicago, IL 60621  
Matt Brown, Principal  
Phone: [REDACTED]

**Noble Street College Prep**

[goldentigers.org](http://goldentigers.org)

1010 N Noble  
Chicago, IL 60642  
Ellen Metz, Principal  
Phone: [REDACTED]

**Muchin College Prep**

[muchincollegeprep.org](http://muchincollegeprep.org)

1 N. State Street  
Chicago, IL 60602  
Emily Mason, Principal  
Phone: [REDACTED]

**Pritzker College Prep**

[pritzkercollegeprep.org](http://pritzkercollegeprep.org)

4131 W. Cortland  
Chicago, IL 60639  
Pablo Sierra, Principal  
Phone: [REDACTED]

**Rauner College Prep**

[raunercollegeprep.org](http://raunercollegeprep.org)

1337 W. Ohio Street

Chicago, IL 60642  
Jennifer Reid, Principal  
Phone: [REDACTED]

Pablo Sierra, Principal  
Lauren Boros, Campus Leader  
Phone: [REDACTED]

**Rowe-Clark Math & Science Academy**  
[roweclark.org](http://roweclark.org)  
3645 W. Chicago Ave  
Chicago, IL 60651  
Brenda Cora, Principal  
Phone: [REDACTED] ext. 5008

**UIC College Prep**  
[uicollegeprep.org](http://uicollegeprep.org)  
1231 S. Damen Avenue  
Chicago, IL 60607  
Tressie Dust-McDonough, Principal  
Phone: [REDACTED]

**The Noble Academy**  
[thenobleacademy.noblenetwork.org](http://thenobleacademy.noblenetwork.org)  
1443 N. Ogden Ave.  
Chicago IL 60610

**e. Documentation of schools' separate facilities, staff and student bodies**

Documentation of schools' separate facilities is provided above in b and d by showing that our schools have independent addresses, principals and identification codes. The map to the right also provides a visual of our campus locations around Chicago. This specifies them as separate entities by our Authorizing Chartering Agency and provides proof of separate facilities, staff and student bodies.



**f. Documentation that day-to-day operations are carried out by different administrators and principals**

Our principals, as listed by campus in item d above, are responsible for the day-to-day oversight of operations at their respective campuses. This includes the hiring, firing and incentivizing of staff compensation of their respective teachers and administrative staff. While principals are given a significant amount of autonomy over their campus, there are policies and procedures that are mandated for every Noble campus. The Principal Handbook includes these mandates for network-wide procedures. We have shared a sampling below to demonstrate the autonomy and oversight given to our campus leaders around the day-to-day operations of their campuses.

**Hiring**

- Principals must follow all hiring rules as outlined each hiring season
- New hires' salary must be within approved Noble range for years of experience
- Staff bonuses cannot exceed 25% of base salary, but the structure of bonuses is at the discretion of the principal and campus leadership.
- 70% of teachers must be IL certified.

**Calendar and Schedule**

- Noble school year calendar must be followed for all school days, PD, and holidays.
- Noble follows CPS's decisions on closings for inclement weather.
- Students must be on-site and in class a minimum of 2,000 minutes each week. Principals will determine the start and end time for their school day and the breakdown of daily class schedules.

**Assessment, Academics and Extracurriculars**

- All students must take pre/post Explore, Plan, ACT and 4 interim assessments each year.
- Campuses must include a mandatory College Counseling course for all seniors
- Newsletters must be sent to parents every week and Progress Reports must be sent to parents every two weeks
- Graduation ceremonies must meet Noble protocols

## Appendix F. Student Academic Achievement

The first chart below presents the information requested on each of Noble’s campuses, the district and the state for the organization overall and subgroups. Chart two provides information for the same organizations and campuses, but focuses on state assessments. For consistency across all fields, we have reported on information from the recently completed 2014-2015 school year unless otherwise noted. Where we have listed performance over the past three years, the year is noted as ’12 for 2012, ’13 for 2013 and ’14 for 2014. Because attrition and retention rates were not available for CPS and the state, we provided mobility rates for comparison. Mobility rate is defined by the state as “the percentage of students who transfer in or out of a school between the first school day of October and the last school day of the year, not including graduates.” In response to the request for the percentage of students served by subgroups per school, as per the ESEA, we have labeled the requested subgroups as follows in the chart:

- (A) economically disadvantaged students;
- (B) students from major racial and ethnic groups identified as:
  - Asian (A)
  - African American (AA)
  - Caucasian (C)
  - Hispanic (H)
  - Multicultural (M)
  - Native American (N)
  - Unknown/unreported (U)
- (C) students with disabilities; and
- (D) students with limited English proficiency.

Noble Network of Charter Schools  
Charter School Program (M) –Replication and Expansion

Noble Campus (Year Founded)	# of students and Grades Served	Demographics	Attendance Rate	Attrition/Retention Rates	Mobility Rate	HS Grad <sup>^</sup>	College Enrollment	Expulsions
State of Illinois	2.05M	A – 52% B – 50% C, 25%H, 18% AA, 5% A, 2%M C – 10% D – 14%	95%	N.A.	'12 – 13% '13 – 13% '14 – 12%	'12 – 73% '13 – 73% '14 – 79%	'12 – 69% '13 – Not available '14 – Not available	Not available
Chicago Public Schools	112,000	A – 85% B – 46%H, 40% AA, 9% C, 4% A, 1%M C – 14% D – 6%	93%	N.A.	'12 – 18% '13 – 19% '14 – 18%	'12 – 61% '13 – 62% '14 – 70%	'12 – Not available '13 – 57% '14 – 40%	'12 – 20% '13 – 17% '14 – 15%
Noble (campuses listed below)	10,000 students in grades 6-12	A – 89% B – 51%H, 45% AA, 1% A, 1% C, 2% U C – 15% D – 5%	94%	'12 – 5%/95% '13 – 5%/95% '14 – 5%/95%	'12 – 8% '13 – 8% '14 – 7%	'12 – 91% '13 – 88% '14 – 91%	'12 – 90% '13 – 91% '14 – 90%	'12 – 1% '13 – 1% '14 – 1%
Baker College Prep (2013)	250 students in grades 9-10	A – 96% B – 88% AA, 10% H, 2% M C – 25% D – 3%	91%	'12 – N.A. '13 – N.A. '14 – 10%/90%	Not available	N.A.	N.A.	'12 – N.A. '13 – N.A. '14 – 2%
Butler College Prep (2013)	255 students in grades 9-10	A – 93% B – 98% AA, 1% H, 1% U C – 15% D – 0%	94%	'12 – N.A. '13 – N.A. '14 – 6%/94%	Not available	N.A.	N.A.	'12 – N.A. '13 – N.A. '14 – 1%
Chicago Bulls College Prep (2009)	990 students in grades 9-12	A – 92% B – 65% H, 32% AA, 1% A, 1% C, 1% U C – 13% D – 9%	94%	'12 – 9%/91% '13 – 8%/92% '14 – 8%/92%	Not available	87%	'12 – N.A. '13 – 91% '14 – 89%	'12 – 2% '13 – 2% '14 – 2%

Noble Network of Charter Schools  
Charter School Program (M) –Replication and Expansion

DRW College Prep (2012)	435 students in grades 9-11	A – 92% B – 87% AA, 10% H, 1% A, 1% C, 2% U C – 20% D – 2%	92%	‘12 – N.A. ‘13 – 12%/88% ‘14 – 14%/86%	Not available	N.A.	N.A.	‘12 – N.A. ‘13 – 6% ‘14 – 3%
Gary Comer College Prep (2008)*	978 students in grades 6-12	A – 90% B – 94% AA, 5% H, 1% M C – 16% D – 1%	93%	‘12 – 7%/93% ‘13 – 6%/94% ‘14 – 4%/96%	Not available	90%	‘12 – N.A. ‘13 – 99% ‘14 – 88%	‘12 – 1% ‘13 – 3% ‘14 – 1%
Golder College Prep (2007)	630 students in grades 9-12	A – 93% B – 87% H, 9% AA, 2% C, 1% A, 1% M C – 15% D – 7%	95%	‘12 – 3%/97% ‘13 – 2%/98% ‘14 – 3%/9%	Not available	88%	‘12 – N.A. ‘13 – 84% ‘14 – 82%	‘12 – 0% ‘13 – 0% ‘14 – 1%
Hansberry College Prep (2012)	605 students in grades 9-11	A – 88% B – 93% AA, 2% H, 4% U, 1% M C – 20% D – 1%	92%	‘12 – N.A. ‘13 – 9%/91% ‘14 – 10%/90%	Not available	N.A.	N.A.	‘12 – N.A. ‘13 – 2% ‘14 – 2%
ITW David Speer Academy (2014)	270 students in grade 9	A – 92% B – 77% H, 15% AA, 5% U, 1% C, 1% A, 1% M C – 9% D – 14%	94%	N.A.	Not available	N.A.	N.A.	‘12 – N.A. ‘13 – N.A. ‘14 – N.A.
Johnson College Prep (2010)	765 students in grades 9-12	A – 95% B – 96% AA, 2% H, 1% U, 1% M C – 17% D – 1%	92%	‘12 – 8%/92% ‘13 – 9%/91% ‘14 – 5%/95%	Not available	86%	‘12 – N.A. ‘13 – N.A. ‘14 – 92%	‘12 – 3% ‘13 – 3% ‘14 – 2%
Muchin College Prep (2009)	825 students in grades 9-12	A – 92% B – 77% H, 15% AA, 5% U, 1% C, 1% A, 1% M C – 9% D – 14%	96%	‘12 – 4%/96% ‘13 – 4%/96% ‘14 – 4%/96%	Not available	94%	‘12 – N.A. ‘13 – 84% ‘14 – 92%	‘12 – 1% ‘13 – 1% ‘14 – 1%

Noble Network of Charter Schools  
Charter School Program (M) –Replication and Expansion

Noble Street College Prep (1999)	605 students in grades 9-12	A – 86% B – 63% H, 29% AA, 6% A, 2% C C – 11% D – 5%	95%	'12 – 2%/98% '13 – 3%/97% '14 – 1%/99%	Not available	87%	'12 – N.A. '13 – 86% '14 – 92%	'12 – 1% '13 – 0% '14 – 0%
Pritzker College Prep (2006)	910 students in grades 9-12	A – 94% B – 96% H, 2% AA, 1% C, 1% M C – 11% D – 9%	95%	'12 – 2%/98% '13 – 2%/98% '14 – 2%/98%	Not available	91%	'12 – N.A. '13 – 87% '14 – 89%	'12 – 0% '13 – 0% '14 – 1%
Rauner College Prep (2006)	590 students in grades 9-12	A – 88% B – 87% H, 7% AA, 3% C, 2% M, 1% N C – 16% D – 7%	94%	'12 – 3%/97% '13 – 3%/97% '14 – 2%/98%	Not available	90%	'12 – N.A. '13 – 91% '14 – 91%	'12 – 1% '13 – 1% '14 – 1%
Rowe-Clark Math & Science Academy (2007)	565 students in grades 9-12	A – 93% B – 67% AA, 29% H, 3% U, 1% M C – 18% D – 5%	93%	'12 – 5%/95% '13 – 4%/96% '14 – 7%/93%	Not available	83%	'12 – N.A. '13 – 90% '14 – 82%	'12 – 1% '13 – 0% '14 – 2%
The Noble Academy (2014)	190 students in grade 9	A – 83% B – 46% H, 39% AA, 7% U, 4% C, 3% A, 1% M C – 14% D – 8%	92%	N.A.	Not available	N.A.	N.A.	'12 – N.A. '13 – N.A. '14 – N.A.
UIC College Prep (2008)	855 students in grades 9-12	A – 88% B – 68% H, 24% AA, 5% C, 2% C, 1% M C – 11% D – 4%	95%	'12 – 5%/95% '13 – 3%/97% '14 – 3%/97%	Not available	91%	'12 – N.A. '13 – 94% '14 – 95%	'12 – 0% '13 – 0% '14 – 0%

^ The graduation rate used is that of the Illinois State Board of Education (ISBE) 4 Year Graduation Rate - Beginning freshman on Lock Date 4 Years prior. ISBE removes certain transferring out students from the denominator so that only students who dropped out, were expelled, pursued a GED or left for unknown reasons remain in the denominator. (Number of Graduates)/[(Number of First Time 9th Graders)+(Transfers IN) -(Transfers Out)]

\* All of our campuses serve high school students, with the exception of Gary Comer College Prep, which also has a middle school serving students in grades 6 through 8.

**Chart 2.**

This chart shows performance on state level academic assessments only over the past three years at both the organization-wide level and at the campus level for our schools, Noble, the district and state. Given that some of our campuses are still too young to have juniors eligible for the PSAE and ACT, we have listed N.A. where appropriate.

Name	PSAE* (met or exceeded expectations)			ACT		
	2012	2013	2014	2012	2013	2014
<b>State of Illinois (overall) ^</b>	51%	53%	54%	20.6	20.3	20.7
Low-income	31%	35%	37%	Not available	Not available	Not available
African American	24%	29%	30%	17.1	16.8	17.0
Hispanic	33%	38%	40%	18.5	18.5	18.5
Special Education	16%	18%	19%	Not available	Not available	Not available
Limited English (ELL)	3%	5%	5%	Not available	Not available	Not available
<b>Chicago Public Schools</b>	31%	35%	37%	17.6	17.6	18.0
Low-income	27%	27%	29%	17.0	17.0	17.3
African American	20%	21%	22%	16.2	16.2	16.5
Hispanic	32%	33%	35%	17.7	17.7	18.0
Special Education	6%	8%	8%	13.7	14.2	14.1
Limited English (ELL)	5%	5%	4%	13.5	13.5	13.6
<b>Local CPS High Schools</b>						
<b>Crane Tech High School</b>	5%	3%	7%	13.8	13.2	14.4
Low-income	4%	3%	7%	13.7	13.1	14.4
African American	5%	3%	3%	13.8	13.2	14.1
Hispanic	Not available	Not available	42%	Not available	Not available	Not available
Special Education	Not available	Not available	Not available	12.1	12.3	Not available
Limited English (ELL)	Not available	Not available	Not available	Not available	Not available	Not available

Noble Network of Charter Schools  
Charter School Program (M) –Replication and Expansion

<b>Orr Academy HS</b>	6%	5%	9%	14.3	14.0	14.8
Low-income	6%	5%	9%	14.3	14.0	14.8
African American	7%	5%	8%	14.3	14.1	14.7
Hispanic	0%	6%	22%	15.2	13.9	Not available
Special Education	1%	0%	2%	12.3	12.4	12.3
Limited English (ELL)	Not available					
<b>Wells Community Academy</b>	10%	12%	17%	15.1	14.8	15.5
Low-income	10%	11%	17%	15.0	14.6	15.6
African American	11%	11%	15%	14.9	14.8	15.2
Hispanic	10%	12%	18%	15.2	14.7	15.8
Special Education	5%	3%	10%	12.6	12.6	14.1
Limited English (ELL)	7%	6%	5%	13.2	12.8	Not available
<b>Noble</b>	55%	56%	60%	20.7	20.5	20.6
Low-income	52%	47%	52%	20.5	20.1	20.4
African American	42%	38%	41%	19.7	19.3	19.5
Hispanic	54%	56%	60%	20.9	20.8	20.9
Special Education	20%	22%	19%	17.1	17.5	16.9
Limited English (ELL)	29%	25%	11%	20.6	20.5	20.7
<b>Baker College Prep</b>	<b>N.A.</b>	<b>N.A.</b>	<b>N.A.</b>	<b>N.A.</b>	<b>N.A.</b>	<b>N.A.</b>
<b>Butler College Prep</b>	<b>N.A.</b>	<b>N.A.</b>	<b>N.A.</b>	<b>N.A.</b>	<b>N.A.</b>	<b>N.A.</b>
<b>Chicago Bulls College Prep</b>	<b>53%</b>	<b>52%</b>	<b>55%</b>	<b>20.8</b>	<b>20.9</b>	<b>20.9</b>
Low-income	53%	49%	55%	20.7	20.6	20.9
African American	46%	44%	51%	20.3	19.9	20.4
Hispanic	58%	54%	56%	21.1	21.2	21.1
Special Education	31%	12%	22%	17.9	16.0	17.2
Limited English (ELL)	33%	19%	N.A.	N.A.	N.A.	N.A.

Noble Network of Charter Schools  
Charter School Program (M) –Replication and Expansion

<b>DRW College Prep</b>	<b>N.A.</b>	<b>N.A.</b>	<b>N.A.</b>	<b>N.A.</b>	<b>N.A.</b>	<b>N.A.</b>
<b>Gary Comer College Prep</b>	<b>41%</b>	<b>38%</b>	<b>39%</b>	<b>19.3</b>	<b>19.3</b>	<b>19.5</b>
Low-income	41%	36%	40%	19.2	19.1	19.4
African American	41%	36%	38%	19.3	19.1	19.3
Hispanic	46%	67%	73%	N.A.	N.A.	N.A.
Special Education	4%	4%	4%	14.8	15.1	15.1
Limited English (ELL)	N.A.	N.A.	N.A.	N.A.	N.A.	N.A.
<b>Golder College Prep</b>	<b>49%</b>	<b>48%</b>	<b>56%</b>	<b>20.1</b>	<b>20.5</b>	<b>20.4</b>
Low-income	50%	48%	56%	20.2	20.4	20.3
African American	42%	28%	36%	N.A.	18.4	18.5
Hispanic	51%	49%	57%	20.3	20.7	20.5
Special Education	14%	17%	18%	17.1	16.7	16.3
Limited English (ELL)	N.A.	N.A.	N.A.	N.A.	N.A.	N.A.
<b>Hansberry College Prep</b>	<b>N.A.</b>	<b>N.A.</b>	<b>N.A.</b>	<b>N.A.</b>	<b>N.A.</b>	<b>N.A.</b>
<b>ITW David Speer Academy</b>	<b>N.A.</b>	<b>N.A.</b>	<b>N.A.</b>	<b>N.A.</b>	<b>N.A.</b>	<b>N.A.</b>
<b>Johnson College Prep</b>	<b>N.A.</b>	<b>40%</b>	<b>44%</b>	<b>N.A.</b>	<b>19.5</b>	<b>19.8</b>
Low-income	N.A.	38%	43%	N.A.	19.3	19.6
African American	N.A.	39%	44%	N.A.	19.4	19.7
Hispanic	N.A.	N.A.	67%	N.A.	N.A.	N.A.
Special Education	N.A.	26%	8%	N.A.	18.4	14.8
Limited English (ELL)	N.A.	N.A.	N.A.	N.A.	N.A.	N.A.
<b>Muchin College Prep</b>	<b>55%</b>	<b>61%</b>	<b>59%</b>	<b>20.8</b>	<b>21.3</b>	<b>21.3</b>
Low-income	54%	61%	59%	20.7	20.9	21.1
African American	44%	48%	47%	19.7	19.9	20.3
Hispanic	57%	64%	62%	21.1	21.6	21.6
Special Education	11%	14%	12%	16.1	16.5	16.5
Limited English (ELL)	17%	N.A.	N.A.	17.0	N.A.	N.A.

Noble Network of Charter Schools  
Charter School Program (M) –Replication and Expansion

<b>Noble Street College Prep</b>	<b>47%</b>	<b>49%</b>	<b>45%</b>	<b>20.0</b>	<b>20.4</b>	<b>19.8</b>
Low-income	46%	49%	43%	19.9	20.3	19.7
African American	27%	36%	31%	19.0	19.4	18.0
Hispanic	49%	51%	48%	20.0	20.6	20.1
Special Education	27%	33%	15%	18.3	18.9	17.2
Limited English (ELL)	20%	N.A.	13	N.A.	N.A.	N.A.
<b>Pritzker College Prep</b>	<b>57%</b>	<b>57%</b>	<b>62%</b>	<b>21.4</b>	<b>20.9</b>	<b>21.5</b>
Low-income	57%	57%	62%	21.4	20.9	21.4
African American	N.A.	N.A.	25%	N.A.	N.A.	N.A.
Hispanic	57%	57%	62%	21.4	20.9	21.5
Special Education	21%	36%	23%	18.3	18.7	17.0
Limited English (ELL)	6%	5%	6%	N.A.	N.A.	N.A.
<b>Rauner College Prep</b>	<b>59%</b>	<b>52%</b>	<b>54%</b>	<b>21.0</b>	<b>20.1</b>	<b>20.1</b>
Low-income	58%	49%	55%	20.8	20.0	20.1
African American	38%	33%	39%	19.0	N.A.	19.3
Hispanic	61%	53%	55%	21.1	20.1	20.1
Special Education	6%	N.A.	25%	15.3	18.9	16.6
Limited English (ELL)	N.A.	N.A.	25%	N.A.	N.A.	N.A.
<b>Rowe-Clark Math &amp; Science Academy</b>	<b>44%</b>	<b>34%</b>	<b>39%</b>	<b>19.7</b>	<b>18.3</b>	<b>19.1</b>
Low-income	43%	33%	38%	19.6	18.3	19.0
African American	41%	29%	31%	19.1	17.9	18.3
Hispanic	46%	47%	53%	20.5	19.5	20.1
Special Education	26%	13%	12%	16.8	16.5	15.8
Limited English (ELL)	N.A.	N.A.	N.A.	N.A.	N.A.	N.A.
<b>The Noble Academy</b>	<b>N.A.</b>	<b>N.A.</b>	<b>N.A.</b>	<b>N.A.</b>	<b>N.A.</b>	<b>N.A.</b>
<b>UIC College Prep</b>	<b>63%</b>	<b>58%</b>	<b>73%</b>	<b>21.9</b>	<b>21.7</b>	<b>22.8</b>

Noble Network of Charter Schools  
Charter School Program (M) –Replication and Expansion

Low-income	62%	56%	70%	21.7	21.5	22.2
African American	57%	47%	65%	21.4	20.4	22.1
Hispanic	65%	60%	72%	22.0	21.8	22.5
Special Education	39%	40%	47%	19.7	20.0	20.2
Limited English (ELL)	67%	52%	N.A.	N.A.	N.A.	N.A.

*\*Source: Results are provided where available, or where the number of test-takers was numerous to be reported. PSAE results are shown for students who “met or exceeded expectations” for school years 2011-12, 2012-13, and 2013-14 since results are not year available for 2014-15. Data for CPS and Noble comes from CPS School Data, <http://cps.edu/SchoolData/Pages/SchoolData.aspx>.  
^ Subgroup results for the State of Illinois were provided by <http://illinoisreportcard.com/State>.*

**Noble Network of Charter Schools**  
**Consolidated Statement of Activities**

Fiscal Year	2011A	2012A	2013A
Number of Students	5,210	6,445	7,755
<b>Revenues</b>			
<b>State and Local Revenues</b>			
CPS Per Capita	38,224,227	47,294,393	58,442,664
Small Schools Supplement	1,361,550	826,950	-
Non - CPS Facility Supplement	1,675,563	1,902,299	3,993,000
Contributed Goods & Services	3,232,411	4,136,397	4,411,117
SGSA Chapter 1 (Includes STLS)	3,450,920	4,395,902	5,330,361
State ELL (TBE/TPI)	43,718	74,382	84,146
Start Up & Expansion Funds	1,124,600	1,355,860	2,371,813
Community Schools	75,000	-	-
SPED	288,217	4,945,275	6,808,894
Social Security Reimbursements	-	-	744,118
<b>Total State and Local Revenues</b>	<b>49,476,206</b>	<b>64,931,459</b>	<b>82,186,113</b>
<i>State and Local Revenues per Student</i>	<i>9,496</i>	<i>10,075</i>	<i>10,599</i>
<b>Federal Revenues</b>			
NCLB Title I	1,426,091	1,898,770	2,753,093
Title I (SES)	19,954	9,231	21,138
Title II	250,227	307,624	721,920
Title III (ELL)	13,824	7,300	32,150
National School Lunch Program	2,278,946	3,016,703	3,916,870
MCJROTC	358,683	474,295	401,440
SPED (IDEA)	3,550,500	-	-
Gear Up	82,100	61,250	-
E-Rate	731,934	-	1,155,189
<b>Total Federal Revenues</b>	<b>8,712,259</b>	<b>5,775,174</b>	<b>9,001,800</b>
<i>Federal Revenues per Student</i>	<i>1,672</i>	<i>896</i>	<i>1,161</i>
<b>Campus Revenues</b>			
School Fees	1,756,493	2,268,429	2,690,128
Uniform Fees	296,503	368,388	423,029
Summer School Fees	181,846	210,371	363,944
Night School Fees	125,715	228,973	226,474
Campus Fundraising	82,037	74,769	128,118
<b>Total Campus Revenues</b>	<b>2,442,594</b>	<b>3,150,930</b>	<b>3,831,693</b>
<i>Campus Revenues per Student</i>	<i>469</i>	<i>489</i>	<i>494</i>
<b>Philanthropy</b>			
Private Fundraising and Grants	6,086,065	5,917,678	7,387,991
Transfer of Funds from CMO	-	-	-
DOE Charter Schools Program Grant	1,655,966	1,613,799	2,142,606
<b>Total Philanthropy</b>	<b>7,742,030</b>	<b>7,531,477</b>	<b>9,530,597</b>
<i>Philanthropy per Student</i>	<i>1,486</i>	<i>1,169</i>	<i>1,229</i>
<b>Other Revenues</b>			
Investment Income	32,479	265,318	342,867
Net Realized/Unrealized Gain on Investments	-	27,343	22,179
NNST Fee	0	-	-
Transfer of Funds to Right Angle	-	-	-
Special Projects/Fundraisers	2,833	1,066	145
Charitable Donations	-	-	-
Other Revenues	482,752	352,601	527,445
Right Angle, A Noble Network Program	344,742	791,574	842,295
Noble Day Care	487,741	546,889	559,630
<b>Total Other Revenues</b>	<b>1,350,546</b>	<b>1,984,791</b>	<b>2,294,561</b>

**Noble Network of Charter Schools**  
**Consolidated Statement of Activities**

<b>Fiscal Year</b>	<b>2011A</b>	<b>2012A</b>	<b>2013A</b>
Instruction Equipment	74,342	47,418	91,654
Technology (network)	2,247,010	1,464,909	1,033,707
Technology (campus)	-	1,016,505	1,379,623
E-Rate Technology	-	526,836	493,170
Food Program	2,700,452	3,542,917	3,904,738
Classroom Furniture (network)	555,662	115,459	1,130,685
Classroom Furniture (campus)	-	580,350	41,200
Transportation	336,559	522,370	542,323
Sports Activities	717,260	823,145	1,113,615
Music Program	156,999	171,851	153,828
Field Studies	572,116	792,606	1,243,858
Extra Curricular Activities	733,889	867,416	1,011,643
Uniforms	475,977	583,346	574,414
Summer School	224,892	307,987	454,859
Night School	110,546	147,682	265,625
Graduation Expenses	52,468	102,855	140,217
Other Expenses	39,299	70,064	126,176
Contributed Goods & Services	68,250	174,200	250,900
<b>Total Direct Student Expenses</b>	<b>10,916,159</b>	<b>13,917,519</b>	<b>16,616,162</b>
<i>Direct Student Expenses per Student</i>	<i>2,095</i>	<i>2,159</i>	<i>2,143</i>
<b>[REDACTED]</b>	<b>[REDACTED]</b>	<b>[REDACTED]</b>	<b>[REDACTED]</b>
<i>Personnel Expenses per Student</i>	<i>[REDACTED]</i>	<i>[REDACTED]</i>	<i>[REDACTED]</i>
Office Administration Expenses			
Supplies	219,968	259,017	356,293
Office Furniture	13,723	28,551	21,467
Printing & Copying	383,274	658,138	823,786
Postage & Delivery	40,225	53,360	64,320
Telecommunications	15,367	9,428	6,932
Professional Services	-	262,145	14,976
<b>Total Office Administration Expenses</b>	<b>672,557</b>	<b>1,270,639</b>	<b>1,287,774</b>
<i>Office Admin Expenses per Student</i>	<i>129</i>	<i>197</i>	<i>166</i>
Occupancy Expenses			
Rent	4,395,419	5,058,781	4,976,996
Building Maintenance & Repairs (network)	287,663	486,018	307,711
Building Maintenance & Repairs (campus)	-	257,341	327,541
Contracted Maintenance Services (network)	982,467	1,004,181	1,268,039
Fire Protection/Security Contracted Maintenance	-	91,051	120,658
Other Facility Services	-	4,441	34,302
Contracted Maintenance Services (campus)	-	-	569
Utilities Expense	465,243	623,481	564,056
CPS Facility Fee	662,989	508,019	343,452
<b>Total Occupancy Expenses</b>	<b>6,793,781</b>	<b>8,033,312</b>	<b>7,943,324</b>
<i>Occupancy Expenses per Student</i>	<i>1,304</i>	<i>1,246</i>	<i>1,024</i>
Other Expenses			
Insurance	259,519	417,458	358,474
Depreciation	1,931,288	1,681,938	2,465,437

**Noble Network of Charter Schools**  
**Consolidated Statement of Activities**

<b>Fiscal Year</b>	<b>2011A</b>	<b>2012A</b>	<b>2013A</b>	<b>2014A</b>
<i>Total Program Services per Student</i>	<i>10,812</i>	<i>10,717</i>	<i>10,623</i>	
Supporting Services				
Management and General				
Academic	849,882	1,138,055	1,306,650	
Alumni Affairs	-	-	-	
Facilities	792,453	513,915	934,004	
Finance	711,249	889,189	947,625	
Health, Fitness, and Athletics	-	-	-	
General Administration	1,409,899	2,001,579	2,398,292	
Government Affairs	-	-	205,105	
Human Resources	564,586	758,855	868,097	
Information Technology	649,080	926,578	1,292,658	
Talent	-	-	-	
Noble Day Care	-	75,402	78,972	
Noble Network Education Foundation	-	2,839	60	
Right Angle, A Noble Network Program	-	125,036	173,722	
Total Management and General	<u>4,977,149</u>	<u>6,431,448</u>	<u>8,205,185</u>	
Fundraising				
Development	714,227	882,768	597,849	
General Administration	-	1,418	18,590	
Right Angle, A Noble Network Program	-	42,246	-	
Total Fundraising	<u>714,227</u>	<u>926,432</u>	<u>616,439</u>	
Total Supporting Services	5,691,376	7,357,880	8,821,624	
<i>Total Supporting Services per Student</i>	<i>1,092</i>	<i>1,142</i>	<i>1,138</i>	
<b>Total Expenses</b>				
<i>Total Expenses per Student</i>	<i>11,905</i>	<i>11,859</i>	<i>11,760</i>	
<b>Net Surplus/(Deficit)</b>	<b><u>7,700,413</u></b>	<b><u>6,941,956</u></b>	<b><u>15,649,607</u></b>	<b><u>20,119,010</u></b>
<i>Net Surplus/(Deficit) per Student</i>	<i>1,478</i>	<i>1,077</i>	<i>2,018</i>	
Net Surplus/(Deficit) before Philanthropy	(41,617)	(589,522)	6,119,010	
<i>Net Surplus/(Deficit) before Philanthropy per Student</i>	<i>(8)</i>	<i>(91)</i>	<i>789</i>	

**Noble Street College Prep**  
**Statement of Activities**

Fiscal Year	2013A	2014A	2015P	2016P
Number of Teachers	37	39	41	41
Number of Students	614	600	600	600
Student/Teacher Ratio:	16.6	15.4	14.6	14.6
<b>Revenues</b>				
<b>State and Local Revenues</b>				
CPS Per Capita	4,631,864	4,828,366	5,199,144	5,199,144
Small Schools Supplement	-	-	-	-
Non - CPS Facility Supplement	457,875	450,000	450,000	450,000
Contributed Goods & Services	256,297	51,071	-	-
SGSA Chapter 1 (Includes STLS)	426,429	429,572	427,518	427,518
State ELL (TBE/TPI)	6,800	-	7,481	7,481
Start Up & Expansion Funds	-	-	-	-
Community Schools	-	-	-	-
SPED	591,296	568,250	568,248	568,248
Social Security Reimbursements	58,739	-	-	-
<b>Total State and Local Revenues</b>	<b>6,429,300</b>	<b>6,327,258</b>	<b>6,652,391</b>	<b>6,652,391</b>
<i>State and Local Revenues per Student</i>	<i>10,480</i>	<i>10,545</i>	<i>11,087</i>	<i>11,087</i>
<b>Federal Revenues</b>				
NCLB Title I	240,300	253,807	240,857	240,857
Title I (SES)	2,644	2,628	1,561	1,561
Title II	61,224	63,336	60,600	60,600
Title III (ELL)	3,900	3,525	1,260	1,260
National School Lunch Program	333,562	270,883	272,358	272,358
MCJROTC	37,156	6,080	-	-
SPED (IDEA)	-	-	-	-
Gear Up	-	-	-	-
E-Rate	90,961	83,050	32,778	32,778
<b>Total Federal Revenues</b>	<b>769,747</b>	<b>683,309</b>	<b>609,414</b>	<b>609,414</b>
<i>Federal Revenues per Student</i>	<i>1,255</i>	<i>1,139</i>	<i>1,016</i>	<i>1,016</i>
<b>Campus Revenues</b>				
School Fees	268,181	286,675	194,771	194,771
Uniform Fees	36,040	39,773	28,329	28,329
Summer School Fees	37,725	29,745	30,165	30,165
Night School Fees	27,990	8,158	12,008	12,008
Campus Fundraising	-	3,309	-	-
<b>Total Campus Revenues</b>	<b>369,936</b>	<b>367,659</b>	<b>265,273</b>	<b>265,273</b>
<i>Campus Revenues per Student</i>	<i>603</i>	<i>613</i>	<i>442</i>	<i>442</i>
<b>Philanthropy</b>				
Private Fundraising and Grants	8,353	7,342	-	-
Transfer of Funds from CMO	196,923	118,843	199,364	199,364
DOE Charter Schools Program Grant	-	-	-	-
<b>Total Philanthropy</b>	<b>205,276</b>	<b>126,185</b>	<b>199,364</b>	<b>199,364</b>
<i>Philanthropy per Student</i>	<i>335</i>	<i>210</i>	<i>332</i>	<i>332</i>
<b>Other Revenues</b>				
Investment Income	-	6	-	-
Net Realized/Unrealized Gain on Investments	-	-	-	-

**Noble Street College Prep**  
**Statement of Activities**

<b>Fiscal Year</b>	<b>2013A</b>	<b>2014A</b>	<b>2015P</b>	<b>2016P</b>
NNST Fee	(584,651)	(611,741)	(654,406)	(697,250)
Transfer of Funds to Right Angle	(50,000)	(60,000)	(60,000)	(60,000)
Special Projects/Fundraisers	-	-	-	-
Charitable Donations	-	-	-	-
Other Revenues	1,962	3,173	-	-
Right Angle, A Noble Network Program	-	-	-	-
Noble Day Care	-	-	-	-
<b>Total Other Revenues</b>	<b>(632,689)</b>	<b>(668,563)</b>	<b>(714,406)</b>	<b>(757,250)</b>
<i>Other Revenues per Student</i>	<i>(1,031)</i>	<i>(1,114)</i>	<i>(1,191)</i>	<i>(1,250)</i>
<b>Total Revenues</b>	<b>7,141,570</b>	<b>6,835,848</b>	<b>7,012,036</b>	<b>6,664,786</b>
<i>Total Revenues per Student</i>	<i>11,641</i>	<i>11,393</i>	<i>11,687</i>	<i>11,330</i>
<b>Expenses</b>				
<b>Program Services</b>				
<b>Direct Student Expenses</b>				
Educational Materials	260,054	200,442	120,000	120,000
Instruction Equipment	33	24,988	10,000	10,000
Technology (network)	102,488	91,359	111,201	111,201
Technology (campus)	106,131	85,579	80,000	80,000
E-Rate Technology	32,949	63,951	53,047	53,047
Food Program	318,478	265,422	270,000	270,000
Classroom Furniture (network)	5,564	39,989	25,000	25,000
Classroom Furniture (campus)	7,042	3,222	10,000	10,000
Transportation	57,571	59,963	45,000	45,000
Sports Activities	105,087	106,560	45,000	45,000
Music Program	-	3,789	2,000	2,000
Field Studies	50,441	82,635	30,000	30,000
Extra Curricular Activities	164,893	123,618	45,000	45,000
Uniforms	19,221	29,727	30,000	30,000
Summer School	66,867	55,406	40,000	40,000
Night School	42,976	20,827	18,000	18,000
Graduation Expenses	7,686	18,394	12,000	12,000
Other Expenses	4,453	6,344	15,000	15,000
Contributed Goods & Services	16,250	13,000	-	-
<b>Total Direct Student Expenses</b>	<b>1,368,184</b>	<b>1,295,214</b>	<b>961,248</b>	<b>961,248</b>
<i>Direct Student Expenses per Student</i>	<i>2,230</i>	<i>2,159</i>	<i>1,602</i>	<i>1,602</i>
<b>Personnel Expenses</b>				
<b>Office Administration Expenses</b>				
Supplies	27,213	36,989	15,000	15,000
Office Furniture	303	4,555	1,000	1,000
Printing & Copying	57,032	61,762	44,636	44,636

**Noble Street College Prep**  
**Statement of Activities**

<b>Fiscal Year</b>	<b>2013A</b>	<b>2014A</b>	<b>2015P</b>	<b>2016P</b>
Postage & Delivery	4,871	4,597	6,428	
Telecommunications	2,119	-	-	
Professional Services	-	-	-	
<b>Total Office Administration Expenses</b>	<b>91,538</b>	<b>107,903</b>	<b>67,064</b>	
<i>Office Admin Expenses per Student</i>	<i>149</i>	<i>180</i>	<i>112</i>	
<b>Occupancy Expenses</b>				
Rent	257,724	248,432	234,099	
Building Maintenance & Repairs (network)	24,573	35,802	39,500	
Building Maintenance & Repairs (campus)	22,891	47,190	20,000	
Contracted Maintenance Services (network)	43,384	41,358	47,150	
Fire Protection/Security Contracted Maintenance	18,223	18,329	38,200	
Other Facility Services	4,008	4,207	8,250	
Contracted Maintenance Services (campus)	-	-	-	
Utilities Expense	102,408	104,460	120,000	
CPS Facility Fee	-	-	-	
<b>Total Occupancy Expenses</b>	<b>473,211</b>	<b>499,777</b>	<b>507,199</b>	
<i>Occupancy Expenses per Student</i>	<i>771</i>	<i>833</i>	<i>845</i>	
<b>Other Expenses</b>				
Insurance	74,974	79,246	81,264	
Depreciation	86,415	116,308	124,167	
Amortization	9,651	10,804	11,030	
Interest Expense	126,149	135,372	124,283	
Other Misc.	2,354	5,711	186,097	
Scholarship	22,035	19,043	40,000	
Right Angle, A Noble Network Program	-	-	-	
Network Scholarship & Events	-	-	-	
<b>Total Other Expenses</b>	<b>321,578</b>	<b>366,484</b>	<b>566,840</b>	
<i>Other Expenses per Student</i>	<i>524</i>	<i>611</i>	<i>945</i>	
<b>Total Program Services</b>	<b>6,658,026</b>	<b>7,019,935</b>	<b>6,925,862</b>	<b>7,019,935</b>
<i>Total Program Services per Student</i>	<i>10,853</i>	<i>11,700</i>	<i>11,543</i>	
<b>Supporting Services</b>				
<b>Management and General</b>				
Academic	-	-	-	
Alumni Affairs	-	-	-	
Facilities	-	-	-	
Finance	-	-	-	
Health, Fitness, and Athletics	-	-	-	
General Administration	-	-	-	
Government Affairs	-	-	-	
Human Resources	-	-	-	
Information Technology	-	-	-	
Talent	-	-	-	
Noble Day Care	-	-	-	
Noble Network Education Foundation	-	-	-	
Right Angle, A Noble Network Program	-	-	-	
<b>Total Management and General</b>	<b>-</b>	<b>-</b>	<b>-</b>	
<b>Fundraising</b>				

**Noble Street College Prep**  
**Statement of Activities**

<b>Fiscal Year</b>	<b>2013A</b>	<b>2014A</b>	<b>2015P</b>	<b>2016P</b>
Development	-	-	-	-
General Administration	-	-	-	-
Right Angle, A Noble Network Program	-	-	-	-
Total Fundraising	-	-	-	-
Total Supporting Services	-	-	-	-
<i>Total Supporting Services per Student</i>	-	-	-	-
<b>Total Expenses</b>	<b>10,853</b>	<b>11,700</b>	<b>11,543</b>	<b>11,543</b>
<i>Total Expenses per Student</i>	<i>10,853</i>	<i>11,700</i>	<i>11,543</i>	<i>11,543</i>
<b>Net Surplus/(Deficit)</b>	<b>483,544</b>	<b>(184,086)</b>	<b>86,174</b>	<b>(113,190)</b>
<i>Net Surplus/(Deficit) per Student</i>	<i>788</i>	<i>(307)</i>	<i>144</i>	<i>(144)</i>
Net Surplus/(Deficit) before Philanthropy	278,268	(310,271)	(113,190)	(113,190)
<i>Net Surplus/(Deficit) before Philanthropy per Student</i>	<i>454</i>	<i>(517)</i>	<i>(189)</i>	<i>(189)</i>

**Rauner College Prep**  
**Statement of Activities**

Fiscal Year	2013A	2014A	2015P	2016P
Number of Teachers	35	38	41	44
Number of Students	622	634	610	610
Student/Teacher Ratio:	17.8	16.7	14.9	14.1
<b>Revenues</b>				
<b>State and Local Revenues</b>				
CPS Per Capita	4,544,613	5,091,418	5,272,764	5,100,000
Small Schools Supplement	-	-	-	-
Non - CPS Facility Supplement	449,250	475,500	457,500	440,000
Contributed Goods & Services	207,790	53,497	-	-
SGSA Chapter 1 (Includes STLS)	412,771	439,762	420,314	410,000
State ELL (TBE/TPI)	8,500	-	8,844	-
Start Up & Expansion Funds	-	-	-	-
Community Schools	-	-	-	-
SPED	502,715	594,749	504,723	500,000
Social Security Reimbursements	57,210	-	-	-
<b>Total State and Local Revenues</b>	<b>6,182,849</b>	<b>6,654,926</b>	<b>6,664,145</b>	<b>6,550,000</b>
<i>State and Local Revenues per Student</i>		<i>9,940</i>	<i>10,497</i>	<i>10,925</i>
<b>Federal Revenues</b>				
NCLB Title I	227,922	283,832	244,068	240,000
Title I (SES)	-	2,196	2,135	-
Title II	58,088	61,776	61,610	-
Title III (ELL)	3,300	3,300	1,627	-
National School Lunch Program	200,165	209,251	194,115	190,000
MCJROTC	31,238	3,130	-	-
SPED (IDEA)	-	-	-	-
Gear Up	-	-	-	-
E-Rate	92,630	87,756	33,324	-
<b>Total Federal Revenues</b>	<b>613,343</b>	<b>651,241</b>	<b>536,879</b>	<b>500,000</b>
<i>Federal Revenues per Student</i>		<i>986</i>	<i>1,027</i>	<i>880</i>
<b>Campus Revenues</b>				
School Fees	232,017	234,682	204,262	200,000
Uniform Fees	24,446	34,562	28,556	-
Summer School Fees	22,890	24,355	27,205	-
Night School Fees	12,720	22,215	10,000	-
Campus Fundraising	-	-	-	-
<b>Total Campus Revenues</b>	<b>292,073</b>	<b>315,814</b>	<b>270,023</b>	<b>200,000</b>
<i>Campus Revenues per Student</i>		<i>470</i>	<i>498</i>	<i>443</i>
<b>Philanthropy</b>				
Private Fundraising and Grants	1,050	6,773	-	-
Transfer of Funds from CMO	200,471	125,577	202,687	190,000
DOE Charter Schools Program Grant	-	-	-	-
<b>Total Philanthropy</b>	<b>201,521</b>	<b>132,350</b>	<b>202,687</b>	<b>190,000</b>
<i>Philanthropy per Student</i>		<i>324</i>	<i>209</i>	<i>332</i>
<b>Other Revenues</b>				
Investment Income	-	7	-	-
Net Realized/Unrealized Gain on Investments	-	-	-	-

**Rauner College Prep**  
**Statement of Activities**

<b>Fiscal Year</b>	<b>2013A</b>	<b>2014A</b>	<b>2015P</b>	<b>2016P</b>
NNST Fee	(595,185)	(646,407)	(665,312)	(680,312)
Transfer of Funds to Right Angle	(15,000)	(15,000)	(15,000)	(15,000)
Special Projects/Fundraisers	-	-	-	-
Charitable Donations	-	-	-	-
Other Revenues	817	20,594	-	-
Right Angle, A Noble Network Program	-	-	-	-
Noble Day Care	-	-	-	-
<b>Total Other Revenues</b>	<b>(609,368)</b>	<b>(640,805)</b>	<b>(680,312)</b>	<b>(700,312)</b>
<i>Other Revenues per Student</i>	<i>(980)</i>	<i>(1,011)</i>	<i>(1,115)</i>	<i>(1,150)</i>
<b>Total Revenues</b>	<b>6,680,418</b>	<b>7,113,526</b>	<b>6,993,422</b>	<b>6,880,000</b>
<i>Total Revenues per Student</i>	<i>10,740</i>	<i>11,220</i>	<i>11,465</i>	<i>11,150</i>
<b>Expenses</b>				
<b>Program Services</b>				
<b>Direct Student Expenses</b>				
Educational Materials	142,095	150,494	110,000	110,000
Instruction Equipment	-	-	-	-
Technology (network)	81,876	94,804	107,372	107,372
Technology (campus)	64,249	64,046	59,055	59,055
E-Rate Technology	34,257	73,935	53,931	53,931
Food Program	189,563	199,787	200,000	200,000
Classroom Furniture (network)	16,020	2,205	15,000	15,000
Classroom Furniture (campus)	937	1,507	1,000	1,000
Transportation	50,339	60,230	50,000	50,000
Sports Activities	87,787	93,926	50,000	50,000
Music Program	31,632	43,835	22,000	22,000
Field Studies	42,115	20,335	28,000	28,000
Extra Curricular Activities	68,077	63,242	50,000	50,000
Uniforms	23,684	34,815	20,000	20,000
Summer School	47,825	22,046	23,000	23,000
Night School	16,000	16,500	18,000	18,000
Graduation Expenses	15,543	24,491	18,000	18,000
Other Expenses	14	8,478	-	-
Contributed Goods & Services	19,500	20,523	-	-
<b>Total Direct Student Expenses</b>	<b>931,513</b>	<b>995,199</b>	<b>825,358</b>	<b>825,358</b>
<i>Direct Student Expenses per Student</i>	<i>1,498</i>	<i>1,570</i>	<i>1,353</i>	<i>1,353</i>
<b>Personnel Expenses</b>				
<b>Office Administration Expenses</b>				
Supplies	19,709	19,512	10,000	10,000
Office Furniture	61	10,085	-	-
Printing & Copying	37,516	50,360	40,000	40,000

**Rauner College Prep**  
**Statement of Activities**

<b>Fiscal Year</b>	<b>2013A</b>	<b>2014A</b>	<b>2015P</b>	<b>2016P</b>
Postage & Delivery	3,304	3,370	6,000	
Telecommunications	-	-	-	
Professional Services	-	-	8,000	
<b>Total Office Administration Expenses</b>	<b>60,590</b>	<b>83,327</b>	<b>64,000</b>	
<i>Office Admin Expenses per Student</i>	<i>97</i>	<i>131</i>	<i>105</i>	
<b>Occupancy Expenses</b>				
Rent	182,249	191,202	184,809	184,809
Building Maintenance & Repairs (network)	28,779	28,948	38,500	
Building Maintenance & Repairs (campus)	14,549	15,360	15,000	
Contracted Maintenance Services (network)	93,160	109,176	120,350	120,350
Fire Protection/Security Contracted Maintenance	12,319	7,446	15,600	
Other Facility Services	795	705	4,050	
Contracted Maintenance Services (campus)	-	-	-	
Utilities Expense	55,657	75,330	86,500	
CPS Facility Fee	-	-	-	
<b>Total Occupancy Expenses</b>	<b>387,508</b>	<b>428,167</b>	<b>464,809</b>	<b>464,809</b>
<i>Occupancy Expenses per Student</i>	<i>623</i>	<i>675</i>	<i>762</i>	
<b>Other Expenses</b>				
Insurance	19,126	19,313	20,469	20,469
Depreciation	129,148	163,060	164,505	164,505
Amortization	17,214	17,817	18,118	18,118
Interest Expense	212,244	218,796	202,659	202,659
Other Misc.	184	970	186,232	186,232
Scholarship	8,102	3,708	10,500	10,500
Right Angle, A Noble Network Program	-	-	-	-
Network Scholarship & Events	-	-	-	-
<b>Total Other Expenses</b>	<b>386,018</b>	<b>423,663</b>	<b>602,484</b>	<b>602,484</b>
<i>Other Expenses per Student</i>	<i>621</i>	<i>668</i>	<i>988</i>	
<b>Total Program Services</b>	<b>5,666,983</b>	<b>6,234,942</b>	<b>6,323,161</b>	<b>6,323,161</b>
<i>Total Program Services per Student</i>	<i>9,111</i>	<i>9,834</i>	<i>10,366</i>	
<b>Supporting Services</b>				
<b>Management and General</b>				
Academic	-	-	-	-
Alumni Affairs	-	-	-	-
Facilities	-	-	-	-
Finance	-	-	-	-
Health, Fitness, and Athletics	-	-	-	-
General Administration	-	-	-	-
Government Affairs	-	-	-	-
Human Resources	-	-	-	-
Information Technology	-	-	-	-
Talent	-	-	-	-
Noble Day Care	-	-	-	-
Noble Network Education Foundation	-	-	-	-
Right Angle, A Noble Network Program	-	-	-	-
<b>Total Management and General</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>
<b>Fundraising</b>				

**Rauner College Prep**  
**Statement of Activities**

<b>Fiscal Year</b>	<b>2013A</b>	<b>2014A</b>	<b>2015P</b>	<b>2016P</b>
Development	-	-	-	-
General Administration	-	-	-	-
Right Angle, A Noble Network Program	-	-	-	-
Total Fundraising	-	-	-	-
Total Supporting Services	-	-	-	-
<i>Total Supporting Services per Student</i>	-	-	-	-
<b>Total Expenses</b>	<b>9,111</b>	<b>9,834</b>	<b>10,366</b>	<b>11,000</b>
<i>Total Expenses per Student</i>	<i>9,111</i>	<i>9,834</i>	<i>10,366</i>	<i>11,000</i>
<b>Net Surplus/(Deficit)</b>	<b>1,013,435</b>	<b>878,584</b>	<b>670,260</b>	<b>420,000</b>
<i>Net Surplus/(Deficit) per Student</i>	<i>1,629</i>	<i>1,386</i>	<i>1,099</i>	<i>680</i>
Net Surplus/(Deficit) before Philanthropy	811,914	746,233	467,573	200,000
<i>Net Surplus/(Deficit) before Philanthropy per Student</i>	<i>1,305</i>	<i>1,177</i>	<i>767</i>	<i>260</i>

**Pritzker College Prep**  
**Statement of Activities**

Fiscal Year	2013A	2014A	2015P	2016P
Number of Teachers	47	46	51	51
Number of Students	804	852	925	925
Student/Teacher Ratio:	17.1	18.5	18.1	18.1
<b>Revenues</b>				
<b>State and Local Revenues</b>				
CPS Per Capita	6,069,600	6,845,887	8,003,294	7,800,000
Small Schools Supplement	-	-	-	-
Non - CPS Facility Supplement	600,000	639,000	693,750	600,000
Contributed Goods & Services	278,615	49,077	-	-
SGSA Chapter 1 (Includes STLS)	582,735	639,654	688,061	600,000
State ELL (TBE/TPI)	17,849	-	22,542	-
Start Up & Expansion Funds	-	-	-	-
Community Schools	-	-	-	-
SPED	583,398	633,943	558,002	500,000
Social Security Reimbursements	76,408	-	-	-
<b>Total State and Local Revenues</b>	<b>8,208,605</b>	<b>8,807,561</b>	<b>9,965,649</b>	<b>9,800,000</b>
<i>State and Local Revenues per Student</i>				
	10,216	10,338	10,774	10,630
<b>Federal Revenues</b>				
NCLB Title I	316,066	447,882	369,900	300,000
Title I (SES)	3,499	6,414	554	-
Title II	78,864	82,680	93,425	-
Title III (ELL)	7,650	7,575	8,075	-
National School Lunch Program	491,067	514,950	642,588	600,000
MCJROTC	27,352	30,891	35,000	-
SPED (IDEA)	-	-	-	-
Gear Up	-	-	-	-
E-Rate	119,756	117,931	50,532	-
<b>Total Federal Revenues</b>	<b>1,044,254</b>	<b>1,208,323</b>	<b>1,200,074</b>	<b>1,200,000</b>
<i>Federal Revenues per Student</i>				
	1,300	1,418	1,297	1,300
<b>Campus Revenues</b>				
School Fees	333,137	333,866	362,471	300,000
Uniform Fees	36,099	36,011	39,100	-
Summer School Fees	31,548	37,404	40,608	-
Night School Fees	22,330	14,285	15,512	-
Campus Fundraising	-	-	-	-
<b>Total Campus Revenues</b>	<b>423,114</b>	<b>421,566</b>	<b>457,690</b>	<b>400,000</b>
<i>Campus Revenues per Student</i>				
	527	495	495	430
<b>Philanthropy</b>				
Private Fundraising and Grants	40,982	3,500	-	-
Transfer of Funds from CMO	259,177	168,756	307,353	200,000
DOE Charter Schools Program Grant	-	-	-	-
<b>Total Philanthropy</b>	<b>300,159</b>	<b>172,256</b>	<b>307,353</b>	<b>200,000</b>
<i>Philanthropy per Student</i>				
	374	202	332	215
<b>Other Revenues</b>				
Investment Income	-	7	-	-
Net Realized/Unrealized Gain on Investments	-	-	-	-

**Pritzker College Prep**  
**Statement of Activities**

<b>Fiscal Year</b>	<b>2013A</b>	<b>2014A</b>	<b>2015P</b>	<b>2016P</b>
NNST Fee	(769,479)	(868,672)	(1,008,875)	(9,000,000)
Transfer of Funds to Right Angle	(15,000)	(15,000)	(15,000)	(15,000)
Special Projects/Fundraisers	-	-	-	-
Charitable Donations	-	-	-	-
Other Revenues	14,734	1,005	-	-
Right Angle, A Noble Network Program	-	-	-	-
Noble Day Care	-	-	-	-
<b>Total Other Revenues</b>	<b>(769,745)</b>	<b>(882,660)</b>	<b>(1,023,875)</b>	<b>(9,000,000)</b>
<i>Other Revenues per Student</i>	<i>(958)</i>	<i>(1,036)</i>	<i>(1,107)</i>	
<b>Total Revenues</b>	<b>9,206,387</b>	<b>9,727,046</b>	<b>10,906,891</b>	<b>10,740,000</b>
<i>Total Revenues per Student</i>	<i>11,458</i>	<i>11,417</i>	<i>11,791</i>	
<b>Expenses</b>				
<b>Program Services</b>				
<b>Direct Student Expenses</b>				
Educational Materials	342,974	344,275	275,000	2,000,000
Instruction Equipment	1,402	332	-	-
Technology (network)	100,904	119,532	135,116	1,000,000
Technology (campus)	82,303	60,054	84,776	1,000,000
E-Rate Technology	45,178	87,602	81,780	1,000,000
Food Program	450,185	475,322	518,000	5,000,000
Classroom Furniture (network)	35,033	17,815	50,000	-
Classroom Furniture (campus)	488	-	-	-
Transportation	47,438	63,729	54,575	-
Sports Activities	111,463	118,576	128,575	1,000,000
Music Program	24,057	29,584	27,750	-
Field Studies	272,105	186,887	200,000	1,000,000
Extra Curricular Activities	86,369	65,403	98,975	-
Uniforms	35,809	52,010	41,625	-
Summer School	66,754	54,491	83,250	-
Night School	19,903	14,108	23,125	-
Graduation Expenses	24,664	25,761	28,675	-
Other Expenses	12,710	25,908	-	-
Contributed Goods & Services	16,900	6,500	-	-
<b>Total Direct Student Expenses</b>	<b>1,776,639</b>	<b>1,747,888</b>	<b>1,831,222</b>	<b>1,800,000</b>
<i>Direct Student Expenses per Student</i>	<i>6,627</i>	<i>6,882</i>	<i>6,860</i>	
<b>Office Administration Expenses</b>				
Supplies	17,785	22,595	20,350	-
Office Furniture	-	118	-	-
Printing & Copying	53,440	70,095	64,750	-

**Pritzker College Prep**  
**Statement of Activities**

<b>Fiscal Year</b>	<b>2013A</b>	<b>2014A</b>	<b>2015P</b>	<b>2016P</b>
Postage & Delivery	6,716	5,554	7,400	
Telecommunications	-	-	-	
Professional Services	-	8	8	
<b>Total Office Administration Expenses</b>	<b>77,941</b>	<b>98,369</b>	<b>92,508</b>	
<i>Office Admin Expenses per Student</i>	<i>97</i>	<i>115</i>	<i>100</i>	
<b>Occupancy Expenses</b>				
Rent	237,632	297,113	312,337	2
Building Maintenance & Repairs (network)	26,850	19,664	44,000	
Building Maintenance & Repairs (campus)	49,943	68,605	21,275	
Contracted Maintenance Services (network)	119,557	102,058	133,950	1
Fire Protection/Security Contracted Maintenance	8,442	8,525	20,500	
Other Facility Services	1,638	890	12,950	
Contracted Maintenance Services (campus)	-	-	-	
Utilities Expense	63,154	83,256	130,000	1
CPS Facility Fee	-	-	-	
<b>Total Occupancy Expenses</b>	<b>507,216</b>	<b>580,111</b>	<b>675,012</b>	<b>5</b>
<i>Occupancy Expenses per Student</i>	<i>631</i>	<i>681</i>	<i>730</i>	
<b>Other Expenses</b>				
Insurance	23,706	24,765	26,246	
Depreciation	121,877	152,951	167,441	2
Amortization	18,023	18,625	18,926	
Interest Expense	222,215	230,467	211,026	2
Other Misc.	4,456	970	278,318	2
Scholarship	8,184	1,465	20,000	
Right Angle, A Noble Network Program	-	-	-	
Network Scholarship & Events	-	-	-	
<b>Total Other Expenses</b>	<b>398,461</b>	<b>429,243</b>	<b>721,958</b>	<b>7</b>
<i>Other Expenses per Student</i>	<i>496</i>	<i>504</i>	<i>780</i>	
<b>Total Program Services</b>	<b>8,085,266</b>	<b>8,719,488</b>	<b>9,666,370</b>	<b>9,7</b>
<i>Total Program Services per Student</i>	<i>10,063</i>	<i>10,234</i>	<i>10,450</i>	
<b>Supporting Services</b>				
<b>Management and General</b>				
Academic	-	-	-	
Alumni Affairs	-	-	-	
Facilities	-	-	-	
Finance	-	-	-	
Health, Fitness, and Athletics	-	-	-	
General Administration	-	-	-	
Government Affairs	-	-	-	
Human Resources	-	-	-	
Information Technology	-	-	-	
Talent	-	-	-	
Noble Day Care	-	-	-	
Noble Network Education Foundation	-	-	-	
Right Angle, A Noble Network Program	-	-	-	
<b>Total Management and General</b>	<b>-</b>	<b>-</b>	<b>-</b>	
<b>Fundraising</b>				

**Pritzker College Prep**  
**Statement of Activities**

<b>Fiscal Year</b>	<b>2013A</b>	<b>2014A</b>	<b>2015P</b>	<b>2016P</b>
Development	-	-	-	-
General Administration	-	-	-	-
Right Angle, A Noble Network Program	-	-	-	-
Total Fundraising	-	-	-	-
Total Supporting Services	-	-	-	-
<i>Total Supporting Services per Student</i>	-	-	-	-
<b>Total Expenses</b>				
<i>Total Expenses per Student</i>	10,063	10,234	10,450	10,617
<b>Net Surplus/(Deficit)</b>	<b>1,121,121</b>	<b>1,007,558</b>	<b>1,240,521</b>	<b>940,000</b>
<i>Net Surplus/(Deficit) per Student</i>	1,395	1,183	1,341	1,176
Net Surplus/(Deficit) before Philanthropy	820,962	835,302	933,168	700,000
<i>Net Surplus/(Deficit) before Philanthropy per Student</i>	1,022	980	1,009	833

**Rowe-Clark Math & Science Academy**  
**Statement of Activities**

Fiscal Year	2013A	2014A	2015P	2016P
Number of Teachers	40	43	48	48
Number of Students	614	646	620	620
Student/Teacher Ratio:	15.3	15.0	12.9	12.9
<b>Revenues</b>				
<b>State and Local Revenues</b>				
CPS Per Capita	4,544,613	5,123,959	5,340,785	5,200,000
Small Schools Supplement	-	-	-	-
Non - CPS Facility Supplement	449,250	479,625	465,000	465,000
Contributed Goods & Services	226,126	61,545	-	-
SGSA Chapter 1 (Includes STLS)	443,880	481,308	451,478	451,478
State ELL (TBE/TPI)	5,100	-	5,448	-
Start Up & Expansion Funds	-	-	-	-
Community Schools	-	-	-	-
SPED	801,833	702,979	847,771	847,771
Social Security Reimbursements	57,210	-	-	-
<b>Total State and Local Revenues</b>	<b>6,528,012</b>	<b>6,849,416</b>	<b>7,110,482</b>	<b>7,005,249</b>
<i>State and Local Revenues per Student</i>	<i>10,641</i>	<i>10,603</i>	<i>11,469</i>	<i>11,300</i>
<b>Federal Revenues</b>				
NCLB Title I	243,631	284,276	247,615	247,615
Title I (SES)	4,876	3,301	1,675	1,675
Title II	57,346	60,424	62,620	62,620
Title III (ELL)	650	1,650	2,404	2,404
National School Lunch Program	251,706	297,736	308,090	308,090
MCJROTC	32,120	33,718	38,833	38,833
SPED (IDEA)	-	-	-	-
Gear Up	-	-	-	-
E-Rate	91,438	89,417	33,870	33,870
<b>Total Federal Revenues</b>	<b>681,767</b>	<b>770,523</b>	<b>695,107</b>	<b>695,107</b>
<i>Federal Revenues per Student</i>	<i>1,111</i>	<i>1,193</i>	<i>1,121</i>	<i>1,121</i>
<b>Campus Revenues</b>				
School Fees	167,354	147,176	173,777	173,777
Uniform Fees	28,757	33,831	27,334	27,334
Summer School Fees	23,506	11,969	283	283
Night School Fees	19,806	17,328	7,902	7,902
Campus Fundraising	7,555	1,131	793	793
<b>Total Campus Revenues</b>	<b>246,978</b>	<b>211,434</b>	<b>210,089</b>	<b>210,089</b>
<i>Campus Revenues per Student</i>	<i>403</i>	<i>327</i>	<i>339</i>	<i>339</i>
<b>Philanthropy</b>				
Private Fundraising and Grants	1,611,430	426,035	-	-
Transfer of Funds from CMO	197,890	127,954	206,010	206,010
DOE Charter Schools Program Grant	-	-	-	-
<b>Total Philanthropy</b>	<b>1,809,320</b>	<b>553,989</b>	<b>206,010</b>	<b>206,010</b>
<i>Philanthropy per Student</i>	<i>2,949</i>	<i>858</i>	<i>332</i>	<i>332</i>
<b>Other Revenues</b>				
Investment Income	-	6	-	-
Net Realized/Unrealized Gain on Investments	-	-	-	-

**Rowe-Clark Math & Science Academy**  
**Statement of Activities**

<b>Fiscal Year</b>	<b>2013A</b>	<b>2014A</b>	<b>2015P</b>	<b>2016P</b>
NNST Fee	(587,524)	(658,641)	(676,219)	(694,800)
Transfer of Funds to Right Angle	(20,000)	(20,000)	(20,000)	(20,000)
Special Projects/Fundraisers	-	-	-	-
Charitable Donations	-	-	-	-
Other Revenues	2,270	6,282	-	-
Right Angle, A Noble Network Program	-	-	-	-
Noble Day Care	-	-	-	-
<b>Total Other Revenues</b>	<b>(605,254)</b>	<b>(672,354)</b>	<b>(696,219)</b>	<b>(714,800)</b>
<i>Other Revenues per Student</i>	<i>(987)</i>	<i>(1,041)</i>	<i>(1,123)</i>	<i>(1,167)</i>
<b>Total Revenues</b>	<b>8,660,823</b>	<b>7,713,008</b>	<b>7,525,469</b>	<b>7,400,669</b>
<i>Total Revenues per Student</i>	<i>14,117</i>	<i>11,940</i>	<i>12,138</i>	<i>11,833</i>
<b>Expenses</b>				
<b>Program Services</b>				
<b>Direct Student Expenses</b>				
Educational Materials	158,062	159,303	130,000	130,000
Instruction Equipment	(259)	-	-	-
Technology (network)	74,950	111,979	111,083	111,083
Technology (campus)	124,922	86,517	91,732	91,732
E-Rate Technology	33,238	64,078	54,815	54,815
Food Program	229,165	290,451	318,000	318,000
Classroom Furniture (network)	9,559	9,682	15,000	15,000
Classroom Furniture (campus)	-	3,843	3,000	3,000
Transportation	55,534	37,314	40,000	40,000
Sports Activities	108,214	79,011	70,000	70,000
Music Program	3,635	12,134	7,000	7,000
Field Studies	38,799	40,093	22,000	22,000
Extra Curricular Activities	73,018	86,060	40,000	40,000
Uniforms	78,269	20,000	50,000	50,000
Summer School	36,086	13,970	15,000	15,000
Night School	31,650	19,358	15,000	15,000
Graduation Expenses	13,789	18,612	28,000	28,000
Other Expenses	13,176	5,550	-	-
Contributed Goods & Services	16,250	6,500	-	-
<b>Total Direct Student Expenses</b>	<b>1,098,057</b>	<b>1,064,456</b>	<b>1,010,630</b>	<b>1,010,630</b>
<i>Direct Student Expenses per Student</i>	<i>1,790</i>	<i>1,648</i>	<i>1,630</i>	<i>1,630</i>
<b>Personnel Expenses</b>				
<b>Office Administration Expenses</b>				
Supplies	36,345	21,721	25,000	25,000
Office Furniture	364	21,633	-	-
Printing & Copying	58,308	81,165	60,000	60,000

**Rowe-Clark Math & Science Academy**  
**Statement of Activities**

<b>Fiscal Year</b>	<b>2013A</b>	<b>2014A</b>	<b>2015P</b>	<b>2016P</b>
Postage & Delivery	5,590	5,306	7,500	-
Telecommunications	643	-	-	-
Professional Services	-	-	2,000	-
<b>Total Office Administration Expenses</b>	<b>101,250</b>	<b>129,825</b>	<b>94,500</b>	<b>20,000</b>
<i>Office Admin Expenses per Student</i>	<i>165</i>	<i>201</i>	<i>152</i>	<i>200</i>
<b>Occupancy Expenses</b>				
Rent	-	-	-	-
Building Maintenance & Repairs (network)	11,406	29,877	38,000	-
Building Maintenance & Repairs (campus)	55,439	57,209	35,000	-
Contracted Maintenance Services (network)	103,699	108,145	168,200	1,000
Fire Protection/Security Contracted Maintenance	9,581	4,808	19,050	-
Other Facility Services	1,148	1,249	8,050	-
Contracted Maintenance Services (campus)	-	-	200	-
Utilities Expense	82,838	101,891	135,000	1,000
CPS Facility Fee	-	-	-	-
<b>Total Occupancy Expenses</b>	<b>264,111</b>	<b>303,178</b>	<b>403,500</b>	<b>3,000</b>
<i>Occupancy Expenses per Student</i>	<i>430</i>	<i>469</i>	<i>651</i>	<i>300</i>
<b>Other Expenses</b>				
Insurance	22,600	23,871	25,300	-
Depreciation	361,345	401,260	401,133	4,000
Amortization	22,108	22,560	22,776	-
Interest Expense	295,831	292,802	277,518	2,000
Other Misc.	3,258	993	199,412	1,000
Scholarship	170,035	275,672	-	-
Right Angle, A Noble Network Program	-	-	-	-
Network Scholarship & Events	-	-	-	-
<b>Total Other Expenses</b>	<b>875,177</b>	<b>1,017,157</b>	<b>926,139</b>	<b>9,000</b>
<i>Other Expenses per Student</i>	<i>1,427</i>	<i>1,575</i>	<i>1,494</i>	<i>1,000</i>
<b>Total Program Services</b>	<b>6,613,179</b>	<b>7,203,115</b>	<b>7,594,288</b>	<b>7,000</b>
<i>Total Program Services per Student</i>	<i>10,779</i>	<i>11,150</i>	<i>12,249</i>	<i>1,000</i>
<b>Supporting Services</b>				
<b>Management and General</b>				
Academic	-	-	-	-
Alumni Affairs	-	-	-	-
Facilities	-	-	-	-
Finance	-	-	-	-
Health, Fitness, and Athletics	-	-	-	-
General Administration	-	-	-	-
Government Affairs	-	-	-	-
Human Resources	-	-	-	-
Information Technology	-	-	-	-
Talent	-	-	-	-
Noble Day Care	-	-	-	-
Noble Network Education Foundation	-	-	-	-
Right Angle, A Noble Network Program	-	-	-	-
<b>Total Management and General</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>
<b>Fundraising</b>				

**Rowe-Clark Math & Science Academy**  
 Statement of Activities

<b>Fiscal Year</b>	<b>2013A</b>	<b>2014A</b>	<b>2015P</b>	<b>2016P</b>
Development	-	-	-	-
General Administration	-	-	-	-
Right Angle, A Noble Network Program	-	-	-	-
Total Fundraising	-	-	-	-
Total Supporting Services	-	-	-	-
<i>Total Supporting Services per Student</i>	-	-	-	-
<b>Total Expenses</b>				
<i>Total Expenses per Student</i>	10,779	11,150	12,249	
<b>Net Surplus/(Deficit)</b>	<b>2,047,644</b>	<b>509,893</b>	<b>(68,819)</b>	<b>(2,000,000)</b>
<i>Net Surplus/(Deficit) per Student</i>	3,338	789	(111)	
Net Surplus/(Deficit) before Philanthropy	238,324	(44,096)	(274,829)	(3,000,000)
<i>Net Surplus/(Deficit) before Philanthropy per Student</i>	388	(68)	(443)	

**Golder College Prep**  
**Statement of Activities**

Fiscal Year	2013A	2014A	2015P	2016P
Number of Teachers	35	34	35	35
Number of Students	599	623	630	630
Student/Teacher Ratio:	17.1	18.3	18.0	18.0
<b>Revenues</b>				
<b>State and Local Revenues</b>				
CPS Per Capita	4,533,233	4,997,866	5,455,462	5,300,000
Small Schools Supplement	-	-	-	-
Non - CPS Facility Supplement	448,125	466,875	472,500	472,500
Contributed Goods & Services	198,330	47,125	-	-
SGSA Chapter 1 (Includes STLS)	407,459	442,898	439,028	439,028
State ELL (TBE/TPI)	12,749	-	14,469	-
Start Up & Expansion Funds	-	-	-	-
Community Schools	-	-	-	-
SPED	567,707	609,123	521,498	521,498
Social Security Reimbursements	57,210	-	-	-
<b>Total State and Local Revenues</b>	<b>6,224,813</b>	<b>6,563,886</b>	<b>6,902,957</b>	<b>6,800,000</b>
<i>State and Local Revenues per Student</i>	<i>10,401</i>	<i>10,536</i>	<i>10,957</i>	<i>10,800</i>
<b>Federal Revenues</b>				
NCLB Title I	227,205	289,907	252,116	252,116
Title I (SES)	1,750	188	783	783
Title II	58,406	61,256	63,630	63,630
Title III (ELL)	3,900	3,825	4,695	4,695
National School Lunch Program	230,556	212,938	236,393	236,393
MCJROTC	27,840	31,173	30,950	30,950
SPED (IDEA)	-	-	-	-
Gear Up	-	-	-	-
E-Rate	89,202	86,164	34,417	34,417
<b>Total Federal Revenues</b>	<b>638,859</b>	<b>685,452</b>	<b>622,984</b>	<b>622,984</b>
<i>Federal Revenues per Student</i>	<i>1,067</i>	<i>1,100</i>	<i>989</i>	<i>989</i>
<b>Campus Revenues</b>				
School Fees	248,471	242,574	245,297	245,297
Uniform Fees	31,706	33,957	42,233	42,233
Summer School Fees	53,022	(313)	15,000	15,000
Night School Fees	16,703	14,038	12,000	12,000
Campus Fundraising	15,098	-	-	-
<b>Total Campus Revenues</b>	<b>365,000</b>	<b>290,256</b>	<b>314,530</b>	<b>314,530</b>
<i>Campus Revenues per Student</i>	<i>610</i>	<i>466</i>	<i>499</i>	<i>499</i>
<b>Philanthropy</b>				
Private Fundraising and Grants	12,977	16,046	-	-
Transfer of Funds from CMO	193,052	123,299	209,333	209,333
DOE Charter Schools Program Grant	-	-	-	-
<b>Total Philanthropy</b>	<b>206,029</b>	<b>139,345</b>	<b>209,333</b>	<b>209,333</b>
<i>Philanthropy per Student</i>	<i>344</i>	<i>224</i>	<i>332</i>	<i>332</i>
<b>Other Revenues</b>				
Investment Income	-	7	-	-
Net Realized/Unrealized Gain on Investments	-	-	-	-

**Golder College Prep**  
**Statement of Activities**

<b>Fiscal Year</b>	<b>2013A</b>	<b>2014A</b>	<b>2015P</b>	<b>2016P</b>
NNST Fee	(573,159)	(634,681)	(687,126)	(687,126)
Transfer of Funds to Right Angle	(30,000)	(30,000)	(40,000)	(40,000)
Special Projects/Fundraisers	-	-	-	-
Charitable Donations	-	-	-	-
Other Revenues	11,438	12,486	-	-
Right Angle, A Noble Network Program	-	-	-	-
Noble Day Care	-	-	-	-
<b>Total Other Revenues</b>	<b>(591,721)</b>	<b>(652,188)</b>	<b>(727,126)</b>	<b>(727,126)</b>
<i>Other Revenues per Student</i>	<i>(989)</i>	<i>(1,047)</i>	<i>(1,154)</i>	<i>(1,154)</i>
<b>Total Revenues</b>	<b>6,842,980</b>	<b>7,026,750</b>	<b>7,322,678</b>	<b>7,222,678</b>
<i>Total Revenues per Student</i>	<i>11,434</i>	<i>11,279</i>	<i>11,623</i>	<i>11,623</i>
<b>Expenses</b>				
<b>Program Services</b>				
<b>Direct Student Expenses</b>				
Educational Materials	127,746	177,159	200,000	200,000
Instruction Equipment	1,500	42,773	10,000	10,000
Technology (network)	80,203	108,429	115,892	115,892
Technology (campus)	88,005	66,096	60,000	60,000
E-Rate Technology	31,954	62,924	55,699	55,699
Food Program	198,129	200,665	222,468	222,468
Classroom Furniture (network)	17,420	34,726	15,000	15,000
Classroom Furniture (campus)	2,283	265	15,000	15,000
Transportation	34,456	46,336	65,000	65,000
Sports Activities	117,199	95,814	130,000	130,000
Music Program	9,938	20,876	35,000	35,000
Field Studies	75,403	75,441	100,000	100,000
Extra Curricular Activities	80,204	67,078	100,000	100,000
Uniforms	36,444	27,175	60,000	60,000
Summer School	30,471	38,057	20,000	20,000
Night School	7,438	9,070	10,000	10,000
Graduation Expenses	13,534	9,510	20,000	20,000
Other Expenses	25,642	25,039	25,000	25,000
Contributed Goods & Services	19,500	9,750	-	-
<b>Total Direct Student Expenses</b>	<b>997,469</b>	<b>1,117,184</b>	<b>1,259,059</b>	<b>1,259,059</b>
<i>Direct Student Expenses per Student</i>	<i>1,667</i>	<i>1,793</i>	<i>1,999</i>	<i>1,999</i>
<b>Personnel Expenses</b>				
<b>Personnel Expenses</b>	<b>1,117,184</b>	<b>1,117,184</b>	<b>1,117,184</b>	<b>1,117,184</b>
<i>Personnel Expenses per Student</i>	<i>6,016</i>	<i>6,446</i>	<i>6,556</i>	<i>6,556</i>
<b>Office Administration Expenses</b>				
Supplies	15,336	13,210	30,000	30,000
Office Furniture	2,251	675	5,000	5,000
Printing & Copying	37,437	38,559	42,000	42,000

**Golder College Prep**  
**Statement of Activities**

Fiscal Year	2013A	2014A	2015P	2016P
Postage & Delivery	2,804	4,174	5,000	
Telecommunications	-	-	-	
Professional Services	-	700	715	
<b>Total Office Administration Expenses</b>	<b>57,828</b>	<b>57,317</b>	<b>82,715</b>	
<i>Office Admin Expenses per Student</i>	97	92	131	
<b>Occupancy Expenses</b>				
Rent	259,974	(259,390)	251,507	
Building Maintenance & Repairs (network)	20,679	17,144	37,500	
Building Maintenance & Repairs (campus)	27,542	28,684	30,000	
Contracted Maintenance Services (network)	95,992	103,054	134,450	
Fire Protection/Security Contracted Maintenance	11,970	12,134	15,700	
Other Facility Services	5,839	1,432	7,050	
Contracted Maintenance Services (campus)	-	-	-	
Utilities Expense	72,212	136,186	135,000	
CPS Facility Fee	-	-	-	
<b>Total Occupancy Expenses</b>	<b>494,208</b>	<b>39,244</b>	<b>611,207</b>	
<i>Occupancy Expenses per Student</i>	826	63	970	
<b>Other Expenses</b>				
Insurance	33,058	36,237	39,967	
Depreciation	232,025	282,725	340,701	
Amortization	29,697	30,300	30,611	
Interest Expense	422,112	409,519	386,499	
Other Misc.	175	970	193,008	
Scholarship	6,243	7,500	20,000	
Right Angle, A Noble Network Program	-	-	-	
Network Scholarship & Events	-	-	-	
<b>Total Other Expenses</b>	<b>723,310</b>	<b>767,250</b>	<b>1,010,786</b>	
<i>Other Expenses per Student</i>	1,209	1,232	1,604	
<b>Total Program Services</b>	<b>5,873,667</b>	<b>5,997,111</b>	<b>7,094,152</b>	
<i>Total Program Services per Student</i>	9,814	9,626	11,261	
<b>Supporting Services</b>				
Management and General				
Academic	-	-	-	
Alumni Affairs	-	-	-	
Facilities	-	-	-	
Finance	-	-	-	
Health, Fitness, and Athletics	-	-	-	
General Administration	-	-	-	
Government Affairs	-	-	-	
Human Resources	-	-	-	
Information Technology	-	-	-	
Talent	-	-	-	
Noble Day Care	-	-	-	
Noble Network Education Foundation	-	-	-	
Right Angle, A Noble Network Program	-	-	-	
<b>Total Management and General</b>	<b>-</b>	<b>-</b>	<b>-</b>	
<b>Fundraising</b>				

**Golder College Prep**  
**Statement of Activities**

<b>Fiscal Year</b>	<b>2013A</b>	<b>2014A</b>	<b>2015P</b>	<b>2016P</b>
Development	-	-	-	-
General Administration	-	-	-	-
Right Angle, A Noble Network Program	-	-	-	-
<b>Total Fundraising</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>
Total Supporting Services	-	-	-	-
<i>Total Supporting Services per Student</i>	-	-	-	-
<b>Total Expenses</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>
<i>Total Expenses per Student</i>	<i>9,814</i>	<i>9,626</i>	<i>11,261</i>	<i>11,261</i>
<b>Net Surplus/(Deficit)</b>	<b>969,313</b>	<b>1,029,639</b>	<b>228,525</b>	<b>8,000</b>
<i>Net Surplus/(Deficit) per Student</i>	<i>1,620</i>	<i>1,653</i>	<i>363</i>	<i>363</i>
Net Surplus/(Deficit) before Philanthropy	763,284	890,294	19,192	0
<i>Net Surplus/(Deficit) before Philanthropy per Student</i>	<i>1,275</i>	<i>1,429</i>	<i>30</i>	<i>30</i>

**Gary Comer College Prep**  
**Statement of Activities**

Fiscal Year	2013A	2014A	2015P	2016P
Number of Teachers	46	59	65	71
Number of Students	801	938	1,055	1,100
Student/Teacher Ratio:	17.4	15.9	16.2	15.6
<b>Revenues</b>				
<b>State and Local Revenues</b>				
CPS Per Capita	6,073,394	7,247,075	9,087,256	8,800,000
Small Schools Supplement	-	-	-	-
Non - CPS Facility Supplement	600,375	519,187	566,250	566,250
Contributed Goods & Services	266,668	260,416	200,000	200,000
SGSA Chapter 1 (Includes STLS)	541,005	633,383	702,155	702,155
State ELL (TBE/TPI)	-	-	-	-
Start Up & Expansion Funds	103,750	66,185	-	-
Community Schools	-	-	-	-
SPED	749,662	993,402	1,025,010	1,025,010
Social Security Reimbursements	77,554	-	-	-
<b>Total State and Local Revenues</b>	<b>8,412,408</b>	<b>9,719,648</b>	<b>11,580,671</b>	<b>11,300,415</b>
<i>State and Local Revenues per Student</i>	<i>10,502</i>	<i>10,362</i>	<i>10,977</i>	<i>10,277</i>
<b>Federal Revenues</b>				
NCLB Title I	297,391	377,854	422,812	422,812
Title I (SES)	132	884	935	935
Title II	78,968	89,232	106,555	106,555
Title III (ELL)	-	450	-	-
National School Lunch Program	526,815	510,662	597,719	597,719
MCJROTC	-	-	-	-
SPED (IDEA)	-	-	-	-
Gear Up	-	-	-	-
E-Rate	119,339	129,835	57,634	57,634
<b>Total Federal Revenues</b>	<b>1,022,645</b>	<b>1,108,917</b>	<b>1,185,655</b>	<b>1,185,655</b>
<i>Federal Revenues per Student</i>	<i>1,277</i>	<i>1,182</i>	<i>1,124</i>	<i>1,087</i>
<b>Campus Revenues</b>				
School Fees	255,334	300,962	337,430	337,430
Uniform Fees	48,006	53,742	50,518	50,518
Summer School Fees	52,776	26,075	80,169	80,169
Night School Fees	25,102	22,465	15,095	15,095
Campus Fundraising	50,637	9,239	36,657	36,657
<b>Total Campus Revenues</b>	<b>431,855</b>	<b>412,483</b>	<b>519,869</b>	<b>519,869</b>
<i>Campus Revenues per Student</i>	<i>539</i>	<i>440</i>	<i>493</i>	<i>472</i>
<b>Philanthropy</b>				
Private Fundraising and Grants	28,630	53,480	-	-
Transfer of Funds from CMO	258,209	185,791	350,549	350,549
DOE Charter Schools Program Grant	-	-	-	-
<b>Total Philanthropy</b>	<b>286,839</b>	<b>239,271</b>	<b>350,549</b>	<b>350,549</b>
<i>Philanthropy per Student</i>	<i>358</i>	<i>255</i>	<i>332</i>	<i>315</i>
<b>Other Revenues</b>				
Investment Income	-	-	-	-
Net Realized/Unrealized Gain on Investments	-	-	-	-

**Gary Comer College Prep**  
**Statement of Activities**

<b>Fiscal Year</b>	<b>2013A</b>	<b>2014A</b>	<b>2015P</b>	<b>2016P</b>
NNST Fee	(766,606)	(956,355)	(1,150,663)	(1,150,663)
Transfer of Funds to Right Angle	(30,000)	(30,000)	(30,000)	(30,000)
Special Projects/Fundraisers	-	-	-	-
Charitable Donations	-	-	-	-
Other Revenues	63,402	13,284	-	-
Right Angle, A Noble Network Program	-	-	-	-
Noble Day Care	-	-	-	-
<b>Total Other Revenues</b>	<b>(733,204)</b>	<b>(973,072)</b>	<b>(1,180,663)</b>	<b>(1,180,663)</b>
<i>Other Revenues per Student</i>	<i>(915)</i>	<i>(1,037)</i>	<i>(1,119)</i>	
<b>Total Revenues</b>	<b>9,420,543</b>	<b>10,507,247</b>	<b>12,456,081</b>	<b>12,456,081</b>
<i>Total Revenues per Student</i>	<i>11,761</i>	<i>11,202</i>	<i>11,807</i>	
<b>Expenses</b>				
<b>Program Services</b>				
<b>Direct Student Expenses</b>				
Educational Materials	188,294	160,340	180,000	180,000
Instruction Equipment	1,755	2,473	2,500	2,500
Technology (network)	75,190	225,078	234,862	234,862
Technology (campus)	143,252	146,716	146,840	146,840
E-Rate Technology	44,430	102,272	93,274	93,274
Food Program	559,560	531,890	590,259	590,259
Classroom Furniture (network)	68,714	142,262	40,000	40,000
Classroom Furniture (campus)	19,575	-	22,000	22,000
Transportation	46,324	85,962	55,000	55,000
Sports Activities	89,230	141,300	130,000	130,000
Music Program	450	385	40,000	40,000
Field Studies	182,350	192,739	369,463	369,463
Extra Curricular Activities	49,522	83,555	50,000	50,000
Uniforms	62,709	31,523	47,000	47,000
Summer School	57,659	82,153	55,000	55,000
Night School	68,000	55,950	35,000	35,000
Graduation Expenses	31,311	31,582	39,000	39,000
Other Expenses	7,242	9,153	9,300	9,300
Contributed Goods & Services	31,200	31,200	-	-
<b>Total Direct Student Expenses</b>	<b>1,726,767</b>	<b>2,056,534</b>	<b>2,139,498</b>	<b>2,139,498</b>
<i>Direct Student Expenses per Student</i>	<i>2,156</i>	<i>2,192</i>	<i>2,028</i>	
<b>Personnel Expenses</b>				
<b>Office Administration Expenses</b>				
Supplies	57,456	79,695	46,000	46,000
Office Furniture	1,544	-	2,000	2,000
Printing & Copying	105,442	119,104	95,758	95,758
<i>Personnel Expenses per Student</i>	<i>7,123</i>	<i>7,631</i>	<i>6,799</i>	

**Gary Comer College Prep**  
**Statement of Activities**

<b>Fiscal Year</b>	<b>2013A</b>	<b>2014A</b>	<b>2015P</b>	<b>2016P</b>
Postage & Delivery	4,097	7,307	5,499	
Telecommunications	785	20	1,550	
Professional Services	730	4,935	1,000	
<b>Total Office Administration Expenses</b>	<b>170,054</b>	<b>211,060</b>	<b>151,807</b>	
<i>Office Admin Expenses per Student</i>	<i>212</i>	<i>225</i>	<i>144</i>	
<b>Occupancy Expenses</b>				
Rent	802,800	996,604	1,000,400	
Building Maintenance & Repairs (network)	13,055	167,970	77,500	
Building Maintenance & Repairs (campus)	14,634	12,537	15,200	
Contracted Maintenance Services (network)	101,181	132,430	146,150	
Fire Protection/Security Contracted Maintenance	877	4,426	16,200	
Other Facility Services	-	3,849	13,300	
Contracted Maintenance Services (campus)	-	-	-	
Utilities Expense	97,248	106,785	117,400	
CPS Facility Fee	-	121,555	119,709	
<b>Total Occupancy Expenses</b>	<b>1,029,795</b>	<b>1,546,154</b>	<b>1,505,859</b>	
<i>Occupancy Expenses per Student</i>	<i>1,286</i>	<i>1,648</i>	<i>1,427</i>	
<b>Other Expenses</b>				
Insurance	39,489	26,469	28,234	
Depreciation	8,201	20,871	43,926	
Amortization	-	-	-	
Interest Expense	-	-	-	
Other Misc.	18,283	2,543	324,433	
Scholarship	4,872	12,682	15,000	
Right Angle, A Noble Network Program	-	-	-	
Network Scholarship & Events	-	-	-	
<b>Total Other Expenses</b>	<b>70,845</b>	<b>62,565</b>	<b>411,593</b>	
<i>Other Expenses per Student</i>	<i>88</i>	<i>67</i>	<i>390</i>	
<b>Total Program Services</b>	<b>8,702,753</b>	<b>11,033,777</b>	<b>11,382,144</b>	<b>11,763</b>
<i>Total Program Services per Student</i>	<i>10,865</i>	<i>11,763</i>	<i>10,789</i>	
<b>Supporting Services</b>				
<b>Management and General</b>				
Academic	-	-	-	
Alumni Affairs	-	-	-	
Facilities	-	-	-	
Finance	-	-	-	
Health, Fitness, and Athletics	-	-	-	
General Administration	-	-	-	
Government Affairs	-	-	-	
Human Resources	-	-	-	
Information Technology	-	-	-	
Talent	-	-	-	
Noble Day Care	-	-	-	
Noble Network Education Foundation	-	-	-	
Right Angle, A Noble Network Program	-	-	-	
<b>Total Management and General</b>	<b>-</b>	<b>-</b>	<b>-</b>	
<b>Fundraising</b>				

**Gary Comer College Prep**  
**Statement of Activities**

<b>Fiscal Year</b>	<b>2013A</b>	<b>2014A</b>	<b>2015P</b>	<b>2016P</b>
Development	-	-	-	-
General Administration	-	-	-	-
Right Angle, A Noble Network Program	-	-	-	-
<b>Total Fundraising</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>
Total Supporting Services	-	-	-	-
<i>Total Supporting Services per Student</i>	-	-	-	-
<b>Total Expenses</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>
<i>Total Expenses per Student</i>	<i>10,865</i>	<i>11,763</i>	<i>10,789</i>	<i>10,789</i>
<b>Net Surplus/(Deficit)</b>	<b>717,790</b>	<b>(526,529)</b>	<b>1,073,936</b>	<b>1,073,936</b>
<i>Net Surplus/(Deficit) per Student</i>	<i>896</i>	<i>(561)</i>	<i>1,018</i>	<i>1,018</i>
Net Surplus/(Deficit) before Philanthropy	430,951	(765,800)	723,387	723,387
<i>Net Surplus/(Deficit) before Philanthropy per Student</i>	<i>538</i>	<i>(816)</i>	<i>686</i>	<i>686</i>

**UIC College Prep**  
**Statement of Activities**

Fiscal Year	2013A	2014A	2015P	2016P
Number of Teachers	46	45	48	48
Number of Students	784	841	825	825
Student/Teacher Ratio:	17.0	18.7	17.2	17.2
<b>Revenues</b>				
<b>State and Local Revenues</b>				
CPS Per Capita	5,944,415	6,746,403	7,123,395	6,944,415
Small Schools Supplement	-	-	-	-
Non - CPS Facility Supplement	-	-	-	-
Contributed Goods & Services	799,723	619,826	517,545	517,545
SGSA Chapter 1 (Includes STLS)	509,135	586,350	568,458	568,458
State ELL (TBE/TPI)	11,049	-	11,708	-
Start Up & Expansion Funds	-	-	-	-
Community Schools	-	-	-	-
SPED	536,641	739,873	828,256	828,256
Social Security Reimbursements	75,835	-	-	-
<b>Total State and Local Revenues</b>	<b>7,876,798</b>	<b>8,692,452</b>	<b>9,049,362</b>	<b>8,949,362</b>
<i>State and Local Revenues per Student</i>		<i>10,053</i>	<i>10,336</i>	<i>10,969</i>
<b>Federal Revenues</b>				
NCLB Title I	297,158	394,949	330,333	330,333
Title I (SES)	2,632	2,915	2,888	2,888
Title II	81,408	84,032	83,325	83,325
Title III (ELL)	3,300	3,225	3,438	3,438
National School Lunch Program	370,659	435,557	367,432	367,432
MCJROTC	-	37,581	44,660	44,660
SPED (IDEA)	-	-	-	-
Gear Up	-	-	-	-
E-Rate	116,775	116,408	45,069	45,069
<b>Total Federal Revenues</b>	<b>871,932</b>	<b>1,074,667</b>	<b>877,145</b>	<b>877,145</b>
<i>Federal Revenues per Student</i>		<i>1,113</i>	<i>1,278</i>	<i>1,063</i>
<b>Campus Revenues</b>				
School Fees	317,504	297,238	246,157	246,157
Uniform Fees	38,807	45,236	38,526	38,526
Summer School Fees	74,710	1,533	34,220	34,220
Night School Fees	34,105	30,075	26,149	26,149
Campus Fundraising	27,090	18,081	14,447	14,447
<b>Total Campus Revenues</b>	<b>492,216</b>	<b>392,162</b>	<b>359,499</b>	<b>359,499</b>
<i>Campus Revenues per Student</i>		<i>628</i>	<i>466</i>	<i>436</i>
<b>Philanthropy</b>				
Private Fundraising and Grants	42,714	33,267	43,750	43,750
Transfer of Funds from CMO	252,726	166,578	274,126	274,126
DOE Charter Schools Program Grant	-	-	-	-
<b>Total Philanthropy</b>	<b>295,440</b>	<b>199,845</b>	<b>317,876</b>	<b>317,876</b>
<i>Philanthropy per Student</i>		<i>377</i>	<i>238</i>	<i>385</i>
<b>Other Revenues</b>				
Investment Income	-	-	-	-
Net Realized/Unrealized Gain on Investments	-	-	-	-

**UIC College Prep**  
**Statement of Activities**

<b>Fiscal Year</b>	<b>2013A</b>	<b>2014A</b>	<b>2015P</b>	<b>2016P</b>
NNST Fee	(750,326)	(857,457)	(899,808)	(899,808)
Transfer of Funds to Right Angle	(10,000)	(10,000)	(10,000)	(10,000)
Special Projects/Fundraisers	-	-	-	-
Charitable Donations	-	-	-	-
Other Revenues	11,631	42,313	-	-
Right Angle, A Noble Network Program	-	-	-	-
Noble Day Care	-	-	-	-
<b>Total Other Revenues</b>	<b>(748,695)</b>	<b>(825,144)</b>	<b>(909,808)</b>	<b>(909,808)</b>
<i>Other Revenues per Student</i>	<i>(956)</i>	<i>(981)</i>	<i>(1,103)</i>	<i>(1,103)</i>
<b>Total Revenues</b>	<b>8,787,691</b>	<b>9,533,983</b>	<b>9,694,074</b>	<b>9,480,000</b>
<i>Total Revenues per Student</i>	<i>11,216</i>	<i>11,336</i>	<i>11,750</i>	<i>11,400</i>
<b>Expenses</b>				
<b>Program Services</b>				
<b>Direct Student Expenses</b>				
Educational Materials	172,979	111,744	160,000	160,000
Instruction Equipment	11,773	2,083	-	-
Technology (network)	102,505	124,687	143,255	143,255
Technology (campus)	99,661	136,457	175,000	175,000
E-Rate Technology	48,514	80,965	72,939	72,939
Food Program	382,893	448,375	378,124	378,124
Classroom Furniture (network)	93,052	2,693	15,000	15,000
Classroom Furniture (campus)	1,605	282	2,000	2,000
Transportation	61,528	56,676	70,000	70,000
Sports Activities	74,588	84,397	70,000	70,000
Music Program	55,791	71,952	30,000	30,000
Field Studies	41,155	60,683	50,000	50,000
Extra Curricular Activities	101,101	83,703	80,000	80,000
Uniforms	55,298	36,848	45,000	45,000
Summer School	36,745	31,638	40,000	40,000
Night School	26,725	29,000	30,000	30,000
Graduation Expenses	3,364	19,074	15,000	15,000
Other Expenses	16,831	15,330	30,000	30,000
Contributed Goods & Services	17,550	17,550	-	-
<b>Total Direct Student Expenses</b>	<b>1,403,658</b>	<b>1,414,135</b>	<b>1,406,318</b>	<b>1,406,318</b>
<i>Direct Student Expenses per Student</i>	<i>1,792</i>	<i>1,681</i>	<i>1,705</i>	<i>1,705</i>
<b>Office Administration Expenses</b>				
Supplies	29,088	32,693	30,000	30,000
Office Furniture	345	4,532	5,000	5,000
Printing & Copying	106,134	124,474	115,000	115,000

**UIC College Prep**  
**Statement of Activities**

<b>Fiscal Year</b>	<b>2013A</b>	<b>2014A</b>	<b>2015P</b>	<b>2016P</b>
Postage & Delivery	5,296	5,855	5,000	
Telecommunications	353	230	1,000	
Professional Services	-	-	23,000	
<b>Total Office Administration Expenses</b>	<b>141,216</b>	<b>167,784</b>	<b>179,000</b>	<b>179,000</b>
<i>Office Admin Expenses per Student</i>	<i>180</i>	<i>200</i>	<i>217</i>	
<b>Occupancy Expenses</b>				
Rent	554,910	554,910	517,545	517,545
Building Maintenance & Repairs (network)	13,399	52,365	47,500	
Building Maintenance & Repairs (campus)	44,838	56,535	50,000	
Contracted Maintenance Services (network)	127,385	148,188	148,650	148,650
Fire Protection/Security Contracted Maintenance	8,471	11,382	14,300	
Other Facility Services	-	6,160	7,050	
Contracted Maintenance Services (campus)	-	-	5,000	
Utilities Expense	-	-	120,000	120,000
CPS Facility Fee	111,000	80,308	-	
<b>Total Occupancy Expenses</b>	<b>860,003</b>	<b>909,848</b>	<b>910,045</b>	<b>910,045</b>
<i>Occupancy Expenses per Student</i>	<i>1,098</i>	<i>1,082</i>	<i>1,103</i>	
<b>Other Expenses</b>				
Insurance	21,288	22,144	23,468	
Depreciation	103,372	101,894	139,970	139,970
Amortization	-	-	-	
Interest Expense	-	-	-	
Other Misc.	781	1,449	256,023	256,023
Scholarship	15,705	26,750	48,750	
Right Angle, A Noble Network Program	-	-	-	
Network Scholarship & Events	-	-	-	
<b>Total Other Expenses</b>	<b>141,146</b>	<b>152,236</b>	<b>468,211</b>	<b>468,211</b>
<i>Other Expenses per Student</i>	<i>180</i>	<i>181</i>	<i>568</i>	
<b>Total Program Services</b>	<b>7,355,870</b>	<b>7,978,666</b>	<b>8,706,622</b>	<b>8,706,622</b>
<i>Total Program Services per Student</i>	<i>9,388</i>	<i>9,487</i>	<i>10,553</i>	
<b>Supporting Services</b>				
<b>Management and General</b>				
Academic	-	-	-	
Alumni Affairs	-	-	-	
Facilities	-	-	-	
Finance	-	-	-	
Health, Fitness, and Athletics	-	-	-	
General Administration	-	-	-	
Government Affairs	-	-	-	
Human Resources	-	-	-	
Information Technology	-	-	-	
Talent	-	-	-	
Noble Day Care	-	-	-	
Noble Network Education Foundation	-	-	-	
Right Angle, A Noble Network Program	-	-	-	
<b>Total Management and General</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>

Fundraising

**UIC College Prep**  
**Statement of Activities**

<b>Fiscal Year</b>	<b>2013A</b>	<b>2014A</b>	<b>2015P</b>	<b>2016P</b>
Development	-	-	-	-
General Administration	-	-	-	-
Right Angle, A Noble Network Program	-	-	-	-
Total Fundraising	-	-	-	-
Total Supporting Services	-	-	-	-
<i>Total Supporting Services per Student</i>	-	-	-	-
<b>Total Expenses</b>				
<i>Total Expenses per Student</i>	9,388	9,487	10,553	10,553
<b>Net Surplus/(Deficit)</b>	<b>1,431,821</b>	<b>1,555,317</b>	<b>987,451</b>	<b>69,451</b>
<i>Net Surplus/(Deficit) per Student</i>	1,827	1,849	1,197	1,197
Net Surplus/(Deficit) before Philanthropy	1,136,381	1,355,472	669,575	4,451
<i>Net Surplus/(Deficit) before Philanthropy per Student</i>	1,450	1,612	812	812

**Muchin College Prep**  
**Statement of Activities**

Fiscal Year	2013A	2014A	2015P	2016P
Number of Teachers	51	49	49	49
Number of Students	851	872	865	865
Student/Teacher Ratio:	16.7	17.8	17.7	17.7
<b>Revenues</b>				
<b>State and Local Revenues</b>				
CPS Per Capita	6,411,015	7,011,540	7,490,658	7,300,000
Small Schools Supplement	-	-	-	-
Non - CPS Facility Supplement	633,750	654,000	648,750	648,750
Contributed Goods & Services	197,590	54,951	-	-
SGSA Chapter 1 (Includes STLS)	541,762	589,485	575,701	575,701
State ELL (TBE/TPI)	6,800	-	7,411	-
Start Up & Expansion Funds	-	-	-	-
Community Schools	-	-	-	-
SPED	643,077	647,856	633,452	633,452
Social Security Reimbursements	81,184	-	-	-
<b>Total State and Local Revenues</b>	<b>8,515,178</b>	<b>8,957,832</b>	<b>9,355,972</b>	<b>9,200,000</b>
<i>State and Local Revenues per Student</i>				
	10,006	10,273	10,816	10,600
<b>Federal Revenues</b>				
NCLB Title I	292,062	374,749	346,856	346,856
Title I (SES)	-	-	-	-
Title II	79,606	86,736	87,365	87,365
Title III (ELL)	3,000	3,000	2,800	2,800
National School Lunch Program	437,206	418,582	461,541	461,541
MCJROTC	-	-	-	-
SPED (IDEA)	-	-	-	-
Gear Up	-	-	-	-
E-Rate	126,836	120,699	47,255	47,255
<b>Total Federal Revenues</b>	<b>938,710</b>	<b>1,003,766</b>	<b>945,817</b>	<b>945,817</b>
<i>Federal Revenues per Student</i>				
	1,103	1,151	1,093	1,093
<b>Campus Revenues</b>				
School Fees	255,167	243,587	235,000	235,000
Uniform Fees	31,466	47,770	30,000	30,000
Summer School Fees	(559)	20,967	15,000	15,000
Night School Fees	5,573	9,180	10,042	10,042
Campus Fundraising	27,738	4,970	2,804	2,804
<b>Total Campus Revenues</b>	<b>319,385</b>	<b>326,474</b>	<b>292,846</b>	<b>292,846</b>
<i>Campus Revenues per Student</i>				
	375	374	339	339
<b>Philanthropy</b>				
Private Fundraising and Grants	75,730	111,007	-	-
Transfer of Funds from CMO	504,814	172,718	287,417	287,417
DOE Charter Schools Program Grant	175,400	-	-	-
<b>Total Philanthropy</b>	<b>755,944</b>	<b>283,725</b>	<b>287,417</b>	<b>287,417</b>
<i>Philanthropy per Student</i>				
	888	325	332	332
<b>Other Revenues</b>				
Investment Income	-	-	-	-
Net Realized/Unrealized Gain on Investments	-	-	-	-

**Muchin College Prep**  
Statement of Activities

<b>Fiscal Year</b>	<b>2013A</b>	<b>2014A</b>	<b>2015P</b>	<b>2016P</b>
NNST Fee	(814,968)	(889,064)	(943,435)	(943,435)
Transfer of Funds to Right Angle	(53,000)	(50,000)	(50,000)	(50,000)
Special Projects/Fundraisers	-	-	-	-
Charitable Donations	-	-	-	-
Other Revenues	13,823	7,378	-	-
Right Angle, A Noble Network Program	-	-	-	-
Noble Day Care	-	-	-	-
<b>Total Other Revenues</b>	<b>(854,145)</b>	<b>(931,686)</b>	<b>(993,435)</b>	<b>(993,435)</b>
<i>Other Revenues per Student</i>	<i>(1,004)</i>	<i>(1,068)</i>	<i>(1,148)</i>	<i>(1,148)</i>
<b>Total Revenues</b>	<b>9,675,072</b>	<b>9,640,110</b>	<b>9,888,617</b>	<b>9,740,000</b>
<i>Total Revenues per Student</i>	<i>11,369</i>	<i>11,055</i>	<i>11,432</i>	<i>11,432</i>
<b>Expenses</b>				
<b>Program Services</b>				
<b>Direct Student Expenses</b>				
Educational Materials	482,955	295,606	400,000	300,000
Instruction Equipment	3,117	19,423	10,000	10,000
Technology (network)	79,279	146,082	127,595	127,595
Technology (campus)	111,657	111,466	140,120	140,120
E-Rate Technology	46,859	105,053	76,476	76,476
Food Program	473,036	455,449	450,000	450,000
Classroom Furniture (network)	34,425	8,455	15,000	15,000
Classroom Furniture (campus)	7,185	9,043	10,000	10,000
Transportation	65,029	92,079	90,000	90,000
Sports Activities	129,534	116,666	90,000	90,000
Music Program	-	1,112	5,000	5,000
Field Studies	303,742	198,899	275,000	275,000
Extra Curricular Activities	102,991	67,355	60,000	60,000
Uniforms	80,135	115,321	50,000	50,000
Summer School	29,972	23,444	20,000	20,000
Night School	8,000	5,395	8,000	8,000
Graduation Expenses	20,281	32,881	20,000	20,000
Other Expenses	16,989	23,137	23,181	23,181
Contributed Goods & Services	16,250	16,250	-	-
<b>Total Direct Student Expenses</b>	<b>2,011,436</b>	<b>1,843,117</b>	<b>1,870,372</b>	<b>1,870,372</b>
<i>Direct Student Expenses per Student</i>	<i>2,364</i>	<i>2,114</i>	<i>2,162</i>	<i>2,162</i>
<b>Office Administration Expenses</b>				
Supplies	28,355	30,630	30,000	30,000
Office Furniture	10,191	9,010	5,000	5,000
Printing & Copying	89,761	79,874	68,352	68,352

**Muchin College Prep**  
**Statement of Activities**

<b>Fiscal Year</b>	<b>2013A</b>	<b>2014A</b>	<b>2015P</b>	<b>2016P</b>
Postage & Delivery	5,758	6,751	6,000	1,000
Telecommunications	-	-	500	-
Professional Services	-	184	1,000	-
<b>Total Office Administration Expenses</b>	<b>134,065</b>	<b>126,449</b>	<b>110,852</b>	<b>1,000</b>
<i>Office Admin Expenses per Student</i>	<i>158</i>	<i>145</i>	<i>128</i>	
<b>Occupancy Expenses</b>				
Rent	1,145,257	1,338,951	1,318,036	1,318,036
Building Maintenance & Repairs (network)	78,472	62,575	57,000	57,000
Building Maintenance & Repairs (campus)	12,782	59,488	20,000	20,000
Contracted Maintenance Services (network)	17,840	35,736	57,350	57,350
Fire Protection/Security Contracted Maintenance	9,151	10,182	14,500	14,500
Other Facility Services	5,894	8,412	7,050	7,050
Contracted Maintenance Services (campus)	-	163	1,000	1,000
Utilities Expense	35,711	58,076	38,500	38,500
CPS Facility Fee	-	-	-	-
<b>Total Occupancy Expenses</b>	<b>1,305,107</b>	<b>1,573,583</b>	<b>1,513,436</b>	<b>1,513,436</b>
<i>Occupancy Expenses per Student</i>	<i>1,534</i>	<i>1,805</i>	<i>1,750</i>	
<b>Other Expenses</b>				
Insurance	32,495	36,255	38,580	38,580
Depreciation	682,432	703,167	702,947	702,947
Amortization	-	-	-	-
Interest Expense	200,730	79,512	42,505	42,505
Other Misc.	3,303	(121)	261,273	261,273
Scholarship	-	65,940	50,000	50,000
Right Angle, A Noble Network Program	-	-	-	-
Network Scholarship & Events	-	-	-	-
<b>Total Other Expenses</b>	<b>918,960</b>	<b>884,752</b>	<b>1,095,305</b>	<b>1,095,305</b>
<i>Other Expenses per Student</i>	<i>1,080</i>	<i>1,015</i>	<i>1,266</i>	
<b>Total Program Services</b>	<b>9,063,624</b>	<b>9,912,868</b>	<b>10,001,246</b>	<b>10,001,246</b>
<i>Total Program Services per Student</i>	<i>10,651</i>	<i>11,368</i>	<i>11,562</i>	
<b>Supporting Services</b>				
<b>Management and General</b>				
Academic	-	-	-	-
Alumni Affairs	-	-	-	-
Facilities	-	-	-	-
Finance	-	-	-	-
Health, Fitness, and Athletics	-	-	-	-
General Administration	-	-	-	-
Government Affairs	-	-	-	-
Human Resources	-	-	-	-
Information Technology	-	-	-	-
Talent	-	-	-	-
Noble Day Care	-	-	-	-
Noble Network Education Foundation	-	-	-	-
Right Angle, A Noble Network Program	-	-	-	-
<b>Total Management and General</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>
<b>Fundraising</b>				

**Muchin College Prep**  
**Statement of Activities**

<b>Fiscal Year</b>	<b>2013A</b>	<b>2014A</b>	<b>2015P</b>	<b>2016P</b>
Development	-	-	-	-
General Administration	-	-	-	-
Right Angle, A Noble Network Program	-	-	-	-
Total Fundraising	-	-	-	-
Total Supporting Services	-	-	-	-
<i>Total Supporting Services per Student</i>	-	-	-	-
<b>Total Expenses</b>	<b>9,063,624</b>	<b>9,912,868</b>	<b>10,001,246</b>	<b>10,100,000</b>
<i>Total Expenses per Student</i>	<i>10,651</i>	<i>11,368</i>	<i>11,562</i>	<i>11,762</i>
<b>Net Surplus/(Deficit)</b>	<b>611,448</b>	<b>(272,758)</b>	<b>(112,630)</b>	<b>(360,000)</b>
<i>Net Surplus/(Deficit) per Student</i>	<i>719</i>	<i>(313)</i>	<i>(130)</i>	<i>(420)</i>
Net Surplus/(Deficit) before Philanthropy	(144,496)	(556,483)	(400,047)	(500,000)
<i>Net Surplus/(Deficit) before Philanthropy per Student</i>	<i>(170)</i>	<i>(638)</i>	<i>(462)</i>	<i>(500)</i>

**Chicago Bulls College Prep**  
**Statement of Activities**

Fiscal Year	2013A	2014A	2015P	2016P
Number of Teachers	50	58	57	57
Number of Students	999	1,041	1,000	1,000
Student/Teacher Ratio:	20.0	17.9	17.5	17.5
<b>Revenues</b>				
<b>State and Local Revenues</b>				
CPS Per Capita	7,575,620	8,338,252	8,629,159	8,629,159
Small Schools Supplement	-	-	-	-
Non - CPS Facility Supplement	-	-	-	-
Contributed Goods & Services	1,056,533	864,790	743,442	743,442
SGSA Chapter 1 (Includes STLS)	692,757	751,751	696,870	696,870
State ELL (TBE/TPI)	15,299	-	16,468	16,468
Start Up & Expansion Funds	72,110	-	-	-
Community Schools	-	-	-	-
SPED	590,229	690,987	567,302	567,302
Social Security Reimbursements	98,280	-	-	-
<b>Total State and Local Revenues</b>	<b>10,100,828</b>	<b>10,645,779</b>	<b>10,653,241</b>	<b>10,653,241</b>
<i>State and Local Revenues per Student</i>		<i>10,111</i>	<i>10,226</i>	<i>10,653</i>
<b>Federal Revenues</b>				
NCLB Title I	342,363	481,208	400,404	400,404
Title I (SES)	2,672	5,548	2,471	2,471
Title II	104,728	113,984	101,000	101,000
Title III (ELL)	6,450	6,450	8,195	8,195
National School Lunch Program	453,006	490,816	553,393	553,393
MCJROTC	57,728	54,339	46,515	46,515
SPED (IDEA)	-	-	-	-
Gear Up	-	-	-	-
E-Rate	148,850	144,023	54,630	54,630
<b>Total Federal Revenues</b>	<b>1,115,797</b>	<b>1,296,368</b>	<b>1,166,608</b>	<b>1,166,608</b>
<i>Federal Revenues per Student</i>		<i>1,117</i>	<i>1,245</i>	<i>1,167</i>
<b>Campus Revenues</b>				
School Fees	331,901	326,106	196,906	196,906
Uniform Fees	86,674	78,201	118,568	118,568
Summer School Fees	41,269	51,224	45,501	45,501
Night School Fees	37,420	36,395	3,516	3,516
Campus Fundraising	-	-	-	-
<b>Total Campus Revenues</b>	<b>497,264</b>	<b>491,926</b>	<b>364,491</b>	<b>364,491</b>
<i>Campus Revenues per Student</i>		<i>498</i>	<i>473</i>	<i>364</i>
<b>Philanthropy</b>				
Private Fundraising and Grants	66,340	12,470	-	-
Transfer of Funds from CMO	592,310	206,093	332,274	332,274
DOE Charter Schools Program Grant	209,034	-	-	-
<b>Total Philanthropy</b>	<b>867,684</b>	<b>218,563</b>	<b>332,274</b>	<b>332,274</b>
<i>Philanthropy per Student</i>		<i>869</i>	<i>210</i>	<i>332</i>
<b>Other Revenues</b>				
Investment Income	-	-	-	-
Net Realized/Unrealized Gain on Investments	-	-	-	-

**Chicago Bulls College Prep**  
**Statement of Activities**

<b>Fiscal Year</b>	<b>2013A</b>	<b>2014A</b>	<b>2015P</b>	<b>2016P</b>
NNST Fee	(956,222)	(1,061,371)	(1,090,676)	(1,115,676)
Transfer of Funds to Right Angle	(15,000)	(25,000)	(25,000)	(25,000)
Special Projects/Fundraisers	-	-	-	-
Charitable Donations	-	-	-	-
Other Revenues	20,956	2,778	-	-
Right Angle, A Noble Network Program	-	-	-	-
Noble Day Care	-	-	-	-
<b>Total Other Revenues</b>	<b>(950,266)</b>	<b>(1,083,593)</b>	<b>(1,115,676)</b>	<b>(1,115,676)</b>
<i>Other Revenues per Student</i>	<i>(951)</i>	<i>(1,041)</i>	<i>(1,116)</i>	
<b>Total Revenues</b>	<b>11,631,307</b>	<b>11,569,044</b>	<b>11,400,938</b>	<b>11,280,000</b>
<i>Total Revenues per Student</i>	<i>11,643</i>	<i>11,113</i>	<i>11,401</i>	
<b>Expenses</b>				
<b>Program Services</b>				
<b>Direct Student Expenses</b>				
Educational Materials	207,364	162,767	250,000	250,000
Instruction Equipment	18,045	7,440	10,000	10,000
Technology (network)	104,267	146,542	157,155	157,155
Technology (campus)	174,530	75,271	58,883	58,883
E-Rate Technology	51,840	104,776	88,411	88,411
Food Program	461,876	481,689	450,000	450,000
Classroom Furniture (network)	77,828	15,182	35,000	35,000
Classroom Furniture (campus)	-	179	5,000	5,000
Transportation	49,588	52,251	60,000	60,000
Sports Activities	130,828	97,708	70,000	70,000
Music Program	6,997	4,696	10,000	10,000
Field Studies	87,209	99,202	50,000	50,000
Extra Curricular Activities	142,668	140,428	50,000	50,000
Uniforms	40,864	107,302	80,000	80,000
Summer School	53,898	48,214	40,000	40,000
Night School	22,500	30,000	25,000	25,000
Graduation Expenses	10,045	28,628	20,000	20,000
Other Expenses	24,171	10,651	20,000	20,000
Contributed Goods & Services	16,250	16,250	-	-
<b>Total Direct Student Expenses</b>	<b>1,680,768</b>	<b>1,629,177</b>	<b>1,479,449</b>	<b>1,479,449</b>
<i>Direct Student Expenses per Student</i>	<i>1,682</i>	<i>1,565</i>	<i>1,479</i>	
<b>Office Administration Expenses</b>				
Supplies	22,166	19,568	11,000	11,000
Office Furniture	1,933	-	-	-
Printing & Copying	128,407	149,008	86,843	86,843

**Chicago Bulls College Prep**  
**Statement of Activities**

<b>Fiscal Year</b>	<b>2013A</b>	<b>2014A</b>	<b>2015P</b>	<b>2016P</b>
Postage & Delivery	8,177	4,944	10,000	
Telecommunications	-	-	-	
Professional Services	-	-	20,000	
<b>Total Office Administration Expenses</b>	<b>160,683</b>	<b>173,520</b>	<b>127,843</b>	
<i>Office Admin Expenses per Student</i>	<i>161</i>	<i>167</i>	<i>128</i>	
<b>Occupancy Expenses</b>				
Rent	797,116	797,116	743,442	
Building Maintenance & Repairs (network)	50,558	45,264	70,500	
Building Maintenance & Repairs (campus)	35,128	62,458	50,000	
Contracted Maintenance Services (network)	167,045	207,130	197,500	
Fire Protection/Security Contracted Maintenance	26,922	34,144	31,150	
Other Facility Services	6,251	-	3,050	
Contracted Maintenance Services (campus)	569	-	8,000	
Utilities Expense	-	-	150,000	
CPS Facility Fee	152,650	87,141	-	
<b>Total Occupancy Expenses</b>	<b>1,236,239</b>	<b>1,233,253</b>	<b>1,253,642</b>	<b>1,253,642</b>
<i>Occupancy Expenses per Student</i>	<i>1,237</i>	<i>1,185</i>	<i>1,254</i>	
<b>Other Expenses</b>				
Insurance	24,283	28,910	30,638	
Depreciation	87,322	107,841	167,745	
Amortization	-	-	-	
Interest Expense	-	-	-	
Other Misc.	175	2,270	297,458	
Scholarship	-	6,000	10,000	
Right Angle, A Noble Network Program	-	-	-	
Network Scholarship & Events	-	-	-	
<b>Total Other Expenses</b>	<b>111,780</b>	<b>145,021</b>	<b>505,841</b>	
<i>Other Expenses per Student</i>	<i>112</i>	<i>139</i>	<i>506</i>	
<b>Total Program Services</b>	<b>9,271,035</b>	<b>9,964,905</b>	<b>10,250,227</b>	<b>10,250,227</b>
<i>Total Program Services per Student</i>	<i>9,280</i>	<i>9,572</i>	<i>10,250</i>	
<b>Supporting Services</b>				
<b>Management and General</b>				
Academic	-	-	-	
Alumni Affairs	-	-	-	
Facilities	-	-	-	
Finance	-	-	-	
Health, Fitness, and Athletics	-	-	-	
General Administration	-	-	-	
Government Affairs	-	-	-	
Human Resources	-	-	-	
Information Technology	-	-	-	
Talent	-	-	-	
Noble Day Care	-	-	-	
Noble Network Education Foundation	-	-	-	
Right Angle, A Noble Network Program	-	-	-	
<b>Total Management and General</b>	<b>-</b>	<b>-</b>	<b>-</b>	
<b>Fundraising</b>				

**Chicago Bulls College Prep**  
**Statement of Activities**

<b>Fiscal Year</b>	<b>2013A</b>	<b>2014A</b>	<b>2015P</b>	<b>2016P</b>
Development	-	-	-	-
General Administration	-	-	-	-
Right Angle, A Noble Network Program	-	-	-	-
Total Fundraising	-	-	-	-
Total Supporting Services	-	-	-	-
<i>Total Supporting Services per Student</i>	-	-	-	-
<b>Total Expenses</b>	<b>9,280</b>	<b>9,572</b>	<b>10,250</b>	<b>10,250</b>
<i>Total Expenses per Student</i>	<i>9,280</i>	<i>9,572</i>	<i>10,250</i>	<i>10,250</i>
<b>Net Surplus/(Deficit)</b>	<b>2,360,272</b>	<b>1,604,139</b>	<b>1,150,711</b>	<b>818,437</b>
<i>Net Surplus/(Deficit) per Student</i>	<i>2,363</i>	<i>1,541</i>	<i>1,151</i>	<i>818</i>
Net Surplus/(Deficit) before Philanthropy	1,492,588	1,385,575	818,437	818,437
<i>Net Surplus/(Deficit) before Philanthropy per Student</i>	<i>1,494</i>	<i>1,331</i>	<i>818</i>	<i>818</i>

**Johnson College Prep**  
**Statement of Activities**

Fiscal Year	2013A	2014A	2015P	2016P
Number of Teachers	33	45	50	50
Number of Students	597	767	825	825
Student/Teacher Ratio:	18.1	17.0	16.5	16.5
<b>Revenues</b>				
<b>State and Local Revenues</b>				
CPS Per Capita	4,529,439	6,068,258	7,052,478	6,900,000
Small Schools Supplement	-	-	-	-
Non - CPS Facility Supplement	-	-	-	-
Contributed Goods & Services	670,008	497,097	403,620	300,000
SGSA Chapter 1 (Includes STLS)	430,981	560,481	594,297	600,000
State ELL (TBE/TPI)	-	-	-	-
Start Up & Expansion Funds	185,635	43,340	46,621	-
Community Schools	-	-	-	-
SPED	650,458	1,022,740	1,147,250	1,100,000
Social Security Reimbursements	58,166	-	-	-
<b>Total State and Local Revenues</b>	<b>6,524,687</b>	<b>8,191,916</b>	<b>9,244,265</b>	<b>9,100,000</b>
<i>State and Local Revenues per Student</i>		<i>10,929</i>	<i>10,680</i>	<i>11,205</i>
<b>Federal Revenues</b>				
NCLB Title I	201,926	381,623	330,575	300,000
Title I (SES)	2,933	4,376	1,067	-
Title II	63,282	78,312	83,325	-
Title III (ELL)	-	150	840	-
National School Lunch Program	372,098	436,558	727,167	700,000
MCJROTC	63,612	59,189	47,634	-
SPED (IDEA)	-	-	-	-
Gear Up	-	-	-	-
E-Rate	89,009	106,096	45,069	-
<b>Total Federal Revenues</b>	<b>792,860</b>	<b>1,066,304</b>	<b>1,235,677</b>	<b>1,200,000</b>
<i>Federal Revenues per Student</i>		<i>1,328</i>	<i>1,390</i>	<i>1,498</i>
<b>Campus Revenues</b>				
School Fees	146,552	182,418	135,000	100,000
Uniform Fees	14,493	16,493	10,072	-
Summer School Fees	26,777	16,882	16,855	-
Night School Fees	8,470	2,107	-	-
Campus Fundraising	-	7,807	-	-
<b>Total Campus Revenues</b>	<b>196,292</b>	<b>225,707</b>	<b>161,927</b>	<b>100,000</b>
<i>Campus Revenues per Student</i>		<i>329</i>	<i>294</i>	<i>196</i>
<b>Philanthropy</b>				
Private Fundraising and Grants	375,148	9,992	-	-
Transfer of Funds from CMO	354,141	357,152	274,126	200,000
DOE Charter Schools Program Grant	439,720	788,545	-	-
<b>Total Philanthropy</b>	<b>1,169,009</b>	<b>1,155,689</b>	<b>274,126</b>	<b>200,000</b>
<i>Philanthropy per Student</i>		<i>1,958</i>	<i>1,507</i>	<i>332</i>
<b>Other Revenues</b>				
Investment Income	-	-	-	-
Net Realized/Unrealized Gain on Investments	-	-	-	-

**Johnson College Prep**  
**Statement of Activities**

<b>Fiscal Year</b>	<b>2013A</b>	<b>2014A</b>	<b>2015P</b>	<b>2016P</b>
NNST Fee	(571,722)	(781,499)	(899,808)	(899,808)
Transfer of Funds to Right Angle	(30,000)	(30,000)	(15,000)	(15,000)
Special Projects/Fundraisers	-	-	-	-
Charitable Donations	-	-	-	-
Other Revenues	2,324	4,061	-	-
Right Angle, A Noble Network Program	-	-	-	-
Noble Day Care	-	-	-	-
<b>Total Other Revenues</b>	<b>(599,398)</b>	<b>(807,438)</b>	<b>(914,808)</b>	<b>(914,808)</b>
<i>Other Revenues per Student</i>	<i>(1,004)</i>	<i>(1,053)</i>	<i>(1,109)</i>	
<b>Total Revenues</b>	<b>8,083,450</b>	<b>9,832,179</b>	<b>10,001,187</b>	<b>9,840,000</b>
<i>Total Revenues per Student</i>	<i>13,540</i>	<i>12,819</i>	<i>12,123</i>	
<b>Expenses</b>				
<b>Program Services</b>				
<b>Direct Student Expenses</b>				
Educational Materials	328,083	323,086	244,690	244,690
Instruction Equipment	11,225	9,067	12,000	12,000
Technology (network)	80,178	144,662	134,297	134,297
Technology (campus)	107,296	209,586	114,973	114,973
E-Rate Technology	36,345	85,903	72,939	72,939
Food Program	370,396	425,990	623,344	623,344
Classroom Furniture (network)	201,706	104,237	35,000	35,000
Classroom Furniture (campus)	1,621	22,087	15,000	15,000
Transportation	50,186	77,485	7,000	7,000
Sports Activities	60,692	64,636	23,390	23,390
Music Program	21,328	22,466	5,000	5,000
Field Studies	88,469	109,487	121,500	121,500
Extra Curricular Activities	94,331	90,063	77,000	77,000
Uniforms	64,514	58,098	50,000	50,000
Summer School	26,612	40,970	-	-
Night School	7,733	8,000	10,000	10,000
Graduation Expenses	-	27,094	40,000	40,000
Other Expenses	-	71,431	50,000	50,000
Contributed Goods & Services	48,750	6,500	-	-
<b>Total Direct Student Expenses</b>	<b>1,599,465</b>	<b>1,900,851</b>	<b>1,636,133</b>	<b>1,636,133</b>
<i>Direct Student Expenses per Student</i>	<i>2,679</i>	<i>2,478</i>	<i>1,983</i>	
<b>Office Administration Expenses</b>				
Supplies	82,867	111,044	100,000	100,000
Office Furniture	3,668	180	-	-
Printing & Copying	109,705	136,927	116,534	116,534

**Johnson College Prep**  
**Statement of Activities**

Fiscal Year	2013A	2014A	2015P	2016P
Postage & Delivery	10,196	9,815	10,000	
Telecommunications	1,143	1,329	2,000	
Professional Services	4,234	4,858	-	
<b>Total Office Administration Expenses</b>	<b>211,813</b>	<b>264,154</b>	<b>228,534</b>	<b>201,000</b>
<i>Office Admin Expenses per Student</i>	355	344	277	
<b>Occupancy Expenses</b>				
Rent	432,760	432,760	403,620	380,000
Building Maintenance & Repairs (network)	28,140	53,207	58,500	
Building Maintenance & Repairs (campus)	17,819	27,977	20,000	
Contracted Maintenance Services (network)	153,469	194,743	163,750	150,000
Fire Protection/Security Contracted Maintenance	6,247	7,279	16,500	
Other Facility Services	1,580	1,078	6,050	
Contracted Maintenance Services (campus)	-	-	-	
Utilities Expense	-	-	125,000	125,000
CPS Facility Fee	79,802	75,519	-	
<b>Total Occupancy Expenses</b>	<b>719,817</b>	<b>792,561</b>	<b>793,420</b>	<b>700,000</b>
<i>Occupancy Expenses per Student</i>	1,206	1,033	962	
<b>Other Expenses</b>				
Insurance	17,465	23,424	26,775	
Depreciation	117,224	143,356	169,054	150,000
Amortization	-	-	-	
Interest Expense	-	-	-	
Other Misc.	19,843	19,554	263,838	250,000
Scholarship	-	-	20,000	
Right Angle, A Noble Network Program	-	-	-	
Network Scholarship & Events	-	-	-	
<b>Total Other Expenses</b>	<b>154,532</b>	<b>186,334</b>	<b>479,667</b>	<b>450,000</b>
<i>Other Expenses per Student</i>	259	243	581	
<b>Total Program Services</b>	<b>7,405,599</b>	<b>9,109,853</b>	<b>9,240,964</b>	<b>9,200,000</b>
<i>Total Program Services per Student</i>	12,405	11,877	11,201	
<b>Supporting Services</b>				
<b>Management and General</b>				
Academic	-	-	-	
Alumni Affairs	-	-	-	
Facilities	-	-	-	
Finance	-	-	-	
Health, Fitness, and Athletics	-	-	-	
General Administration	-	-	-	
Government Affairs	-	-	-	
Human Resources	-	-	-	
Information Technology	-	-	-	
Talent	-	-	-	
Noble Day Care	-	-	-	
Noble Network Education Foundation	-	-	-	
Right Angle, A Noble Network Program	-	-	-	
<b>Total Management and General</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>
<b>Fundraising</b>				

**Johnson College Prep**  
**Statement of Activities**

<b>Fiscal Year</b>	<b>2013A</b>	<b>2014A</b>	<b>2015P</b>	<b>2016P</b>
Development	-	-	-	-
General Administration	-	-	-	-
Right Angle, A Noble Network Program	-	-	-	-
Total Fundraising	-	-	-	-
Total Supporting Services	-	-	-	-
<i>Total Supporting Services per Student</i>	-	-	-	-
<b>Total Expenses</b>	<b>12,405</b>	<b>11,877</b>	<b>11,201</b>	<b>11,201</b>
<i>Total Expenses per Student</i>	<i>12,405</i>	<i>11,877</i>	<i>11,201</i>	<i>11,201</i>
<b>Net Surplus/(Deficit)</b>	<b>677,851</b>	<b>722,325</b>	<b>760,224</b>	<b>54,000</b>
<i>Net Surplus/(Deficit) per Student</i>	<i>1,135</i>	<i>942</i>	<i>921</i>	<i>921</i>
Net Surplus/(Deficit) before Philanthropy	(491,158)	(433,364)	486,098	3,000
<i>Net Surplus/(Deficit) before Philanthropy per Student</i>	<i>(823)</i>	<i>(565)</i>	<i>589</i>	<i>589</i>

**Hansberry College Prep**  
**Statement of Activities**

Fiscal Year	2013A	2014A	2015P	2016P
Number of Teachers	12	26	44	60
Number of Students	251	478	650	900
Student/Teacher Ratio:	20.9	18.4	14.8	15.0
<b>Revenues</b>				
<b>State and Local Revenues</b>				
CPS Per Capita	1,904,337	3,806,565	5,595,236	7,611,111
Small Schools Supplement	-	-	-	-
Non - CPS Facility Supplement	188,250	358,500	487,500	611,250
Contributed Goods & Services	74,771	48,302	-	-
SGSA Chapter 1 (Includes STLS)	176,035	334,721	437,697	611,250
State ELL (TBE/TPI)	-	-	-	-
Start Up & Expansion Funds	400,538	162,337	269,890	-
Community Schools	-	-	-	-
SPED	149,528	463,201	834,670	1,111,111
Social Security Reimbursements	24,546	-	-	-
<b>Total State and Local Revenues</b>	<b>2,918,005</b>	<b>5,173,625</b>	<b>7,624,993</b>	<b>10,000,000</b>
<i>State and Local Revenues per Student</i>	<i>11,649</i>	<i>10,823</i>	<i>11,731</i>	
<b>Federal Revenues</b>				
NCLB Title I	32,077	215,245	260,501	300,000
Title I (SES)	-	2,157	-	-
Title II	-	52,000	65,650	90,000
Title III (ELL)	-	-	-	-
National School Lunch Program	128,584	224,786	299,740	400,000
MCJROTC	-	-	-	-
SPED (IDEA)	-	-	-	-
Gear Up	-	-	-	-
E-Rate	35,643	66,163	35,509	50,000
<b>Total Federal Revenues</b>	<b>196,304</b>	<b>560,352</b>	<b>661,400</b>	<b>990,000</b>
<i>Federal Revenues per Student</i>	<i>784</i>	<i>1,172</i>	<i>1,018</i>	
<b>Campus Revenues</b>				
School Fees	83,785	170,573	186,126	220,000
Uniform Fees	29,376	48,712	55,647	70,000
Summer School Fees	280	12,585	18,753	25,000
Night School Fees	9,245	12,688	7,223	10,000
Campus Fundraising	-	-	-	-
<b>Total Campus Revenues</b>	<b>122,686</b>	<b>244,559</b>	<b>267,749</b>	<b>325,000</b>
<i>Campus Revenues per Student</i>	<i>490</i>	<i>512</i>	<i>412</i>	
<b>Philanthropy</b>				
Private Fundraising and Grants	-	21,500	-	-
Transfer of Funds from CMO	148,893	222,725	215,978	250,000
DOE Charter Schools Program Grant	841,521	357,051	402,192	500,000
<b>Total Philanthropy</b>	<b>990,414</b>	<b>601,276</b>	<b>618,170</b>	<b>750,000</b>
<i>Philanthropy per Student</i>	<i>3,954</i>	<i>1,258</i>	<i>951</i>	
<b>Other Revenues</b>				
Investment Income	-	152	-	-
Net Realized/Unrealized Gain on Investments	-	-	-	-

**Hansberry College Prep**  
Statement of Activities

<b>Fiscal Year</b>	<b>2013A</b>	<b>2014A</b>	<b>2015P</b>	<b>2016P</b>
NNST Fee	(240,372)	(487,354)	(708,939)	(940,000)
Transfer of Funds to Right Angle	-	(100,000)	(80,000)	-
Special Projects/Fundraisers	-	-	-	-
Charitable Donations	-	-	-	-
Other Revenues	976	4,651	-	-
Right Angle, A Noble Network Program	-	-	-	-
Noble Day Care	-	-	-	-
<b>Total Other Revenues</b>	<b>(239,396)</b>	<b>(582,551)</b>	<b>(788,939)</b>	<b>(940,000)</b>
<i>Other Revenues per Student</i>	<i>(956)</i>	<i>(1,219)</i>	<i>(1,214)</i>	
<b>Total Revenues</b>	<b>3,988,013</b>	<b>5,997,260</b>	<b>8,383,373</b>	<b>10,700,000</b>
<i>Total Revenues per Student</i>	<i>15,920</i>	<i>12,547</i>	<i>12,897</i>	
<b>Expenses</b>				
<b>Program Services</b>				
<b>Direct Student Expenses</b>				
Educational Materials	147,572	134,077	125,000	100,000
Instruction Equipment	26,960	54,798	50,000	60,000
Technology (network)	88,194	131,823	138,029	150,000
Technology (campus)	101,301	129,572	105,716	120,000
E-Rate Technology	71,285	48,259	57,467	100,000
Food Program	134,473	237,442	336,000	450,000
Classroom Furniture (network)	355,939	164,869	175,000	200,000
Classroom Furniture (campus)	-	21,219	50,000	60,000
Transportation	12,462	13,629	40,000	50,000
Sports Activities	33,633	58,263	60,000	80,000
Music Program	-	20,169	10,000	10,000
Field Studies	27,873	91,024	150,000	200,000
Extra Curricular Activities	28,924	68,431	45,000	60,000
Uniforms	42,149	91,054	60,000	80,000
Summer School	-	36,865	25,000	30,000
Night School	5,000	10,500	20,000	30,000
Graduation Expenses	-	-	-	10,000
Other Expenses	-	6,603	9,069	10,000
Contributed Goods & Services	19,500	16,250	-	-
<b>Total Direct Student Expenses</b>	<b>1,095,265</b>	<b>1,334,847</b>	<b>1,456,281</b>	<b>2,000,000</b>
<i>Direct Student Expenses per Student</i>	<i>4,372</i>	<i>2,793</i>	<i>2,240</i>	
<b>Office Administration Expenses</b>				
Supplies	6,023	38,583	30,000	40,000
Office Furniture	647	-	-	-
Printing & Copying	19,297	63,184	54,001	70,000

**Hansberry College Prep**  
**Statement of Activities**

Fiscal Year	2013A	2014A	2015P	2016P
Postage & Delivery	1,943	3,357	7,000	10,000
Telecommunications	530	105	2,000	2,000
Professional Services	8,473	2,607	6,000	6,000
Total Office Administration Expenses	36,913	107,835	99,001	108,000
<i>Office Admin Expenses per Student</i>	147	226	152	152
Occupancy Expenses				
Rent	171,028	181,670	171,028	171,028
Building Maintenance & Repairs (network)	7,313	23,125	32,500	32,500
Building Maintenance & Repairs (campus)	23,295	15,536	5,500	5,500
Contracted Maintenance Services (network)	40,634	108,844	120,650	120,650
Fire Protection/Security Contracted Maintenance	8,455	3,403	11,000	11,000
Other Facility Services	1,936	-	4,950	4,950
Contracted Maintenance Services (campus)	-	-	-	-
Utilities Expense	52,083	96,107	98,000	98,000
CPS Facility Fee	-	-	-	-
Total Occupancy Expenses	304,744	428,685	443,628	443,628
<i>Occupancy Expenses per Student</i>	1,217	897	683	683
Other Expenses				
Insurance	42,071	39,703	43,045	43,045
Depreciation	453,255	721,971	732,504	732,504
Amortization	-	12,355	18,532	18,532
Interest Expense	-	702,217	506,099	506,099
Other Misc.	5,735	962	206,028	206,028
Scholarship	-	-	-	-
Right Angle, A Noble Network Program	-	-	-	-
Network Scholarship & Events	-	-	-	-
Total Other Expenses	501,061	1,477,208	1,506,208	1,506,208
<i>Other Expenses per Student</i>	2,000	3,090	2,317	2,317
Total Program Services	3,468,694	6,185,550	8,242,978	10,448,800
<i>Total Program Services per Student</i>	13,847	12,940	12,682	12,682
Supporting Services				
Management and General				
Academic	-	-	-	-
Alumni Affairs	-	-	-	-
Facilities	-	-	-	-
Finance	-	-	-	-
Health, Fitness, and Athletics	-	-	-	-
General Administration	-	-	-	-
Government Affairs	-	-	-	-
Human Resources	-	-	-	-
Information Technology	-	-	-	-
Talent	-	-	-	-
Noble Day Care	-	-	-	-
Noble Network Education Foundation	-	-	-	-
Right Angle, A Noble Network Program	-	-	-	-
Total Management and General	-	-	-	-
Fundraising				

**Hansberry College Prep**  
**Statement of Activities**

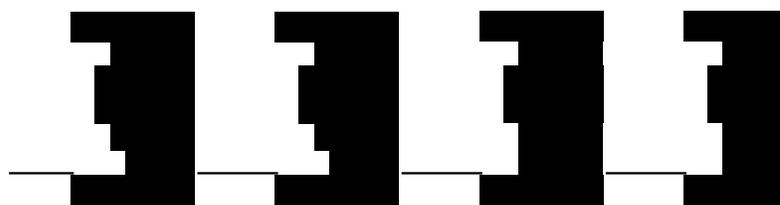
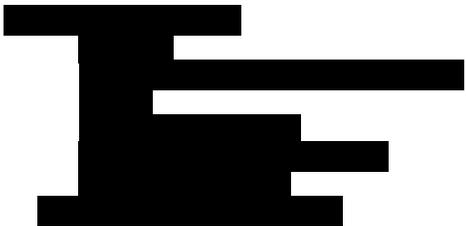
<b>Fiscal Year</b>	<b>2013A</b>	<b>2014A</b>	<b>2015P</b>	<b>2016P</b>
Development				
General Administration				
Right Angle, A Noble Network Program				
Total Fundraising	-	-	-	-
Total Supporting Services	-	-	-	-
<i>Total Supporting Services per Student</i>	-	-	-	-
<b>Total Expenses</b>				
<i>Total Expenses per Student</i>	13,847	12,940	12,682	
<b>Net Surplus/(Deficit)</b>	<b>519,319</b>	<b>(188,290)</b>	<b>140,395</b>	<b>210,000</b>
<i>Net Surplus/(Deficit) per Student</i>	2,073	(394)	216	
Net Surplus/(Deficit) before Philanthropy	(471,095)	(789,566)	(477,775)	(1,000,000)
<i>Net Surplus/(Deficit) before Philanthropy per Student</i>	(1,881)	(1,652)	(735)	

**DRW College Prep**  
Statement of Activities

Fiscal Year	2013A	2014A	2015P	2016
Number of Teachers	12	24	36	44
Number of Students	222	413	575	700
Student/Teacher Ratio:	18.5	17.2	16.0	15.9
<b>Revenues</b>				
<b>State and Local Revenues</b>				
CPS Per Capita	1,680,521	3,280,188	4,935,779	5,904,7
Small Schools Supplement	-	-	-	-
Non - CPS Facility Supplement	166,125	309,750	431,250	525,0
Contributed Goods & Services	66,604	66,822	-	-
SGSA Chapter 1 (Includes STLS)	165,412	324,530	432,216	531,4
State ELL (TBE/TPI)	-	-	-	-
Start Up & Expansion Funds	363,388	169,812	134,945	-
Community Schools	-	-	-	-
SPED	191,595	407,219	475,268	584,3
Social Security Reimbursements	21,776	-	-	-
<b>Total State and Local Revenues</b>	<b>2,655,421</b>	<b>4,558,321</b>	<b>6,409,458</b>	<b>7,545,5</b>
<i>State and Local Revenues per Student</i>	<i>11,988</i>	<i>11,037</i>	<i>11,147</i>	<i>10,7</i>
<b>Federal Revenues</b>				
NCLB Title I	34,992	234,318	230,737	283,5
Title I (SES)	-	29	-	-
Title II	-	45,240	58,075	71,4
Title III (ELL)	-	750	656	3
National School Lunch Program	121,446	223,970	337,936	368,0
MCJROTC	-	-	-	-
SPED (IDEA)	-	-	-	-
Gear Up	-	-	-	-
E-Rate	34,750	57,166	31,412	42,3
<b>Total Federal Revenues</b>	<b>191,188</b>	<b>561,473</b>	<b>658,816</b>	<b>765,6</b>
<i>Federal Revenues per Student</i>	<i>863</i>	<i>1,359</i>	<i>1,146</i>	<i>1,0</i>
<b>Campus Revenues</b>				
School Fees	50,725	69,246	120,000	146,0
Uniform Fees	17,095	20,111	50,000	60,8
Summer School Fees	-	5,780	22,000	26,7
Night School Fees	7,010	5,486	5,000	6,0
Campus Fundraising	-	-	-	-
<b>Total Campus Revenues</b>	<b>74,830</b>	<b>100,623</b>	<b>197,000</b>	<b>239,8</b>
<i>Campus Revenues per Student</i>	<i>338</i>	<i>244</i>	<i>343</i>	<i>3</i>
<b>Philanthropy</b>				
Private Fundraising and Grants	69,800	26,230	-	-
Transfer of Funds from CMO	131,394	192,438	191,057	177,7
DOE Charter Schools Program Grant	236,882	149,209	402,192	-
<b>Total Philanthropy</b>	<b>438,076</b>	<b>367,877</b>	<b>593,249</b>	<b>177,7</b>
<i>Philanthropy per Student</i>	<i>1,978</i>	<i>891</i>	<i>1,032</i>	<i>2</i>

**DRW College Prep**  
**Statement of Activities**

<b>Fiscal Year</b>	<b>2013A</b>	<b>2014A</b>	<b>2015P</b>	<b>2016</b>
<b>Other Revenues</b>				
Investment Income	-	-	-	-
Net Realized/Unrealized Gain on Investments	-	-	-	-
NNST Fee	(212,121)	(421,082)	(627,139)	(736,300)
Transfer of Funds to Right Angle	-	(15,000)	(15,000)	-
Special Projects/Fundraisers	-	-	-	-
Charitable Donations	-	-	-	-
Other Revenues	1,278	3,125	-	-
Right Angle, A Noble Network Program	-	-	-	-
Noble Day Care	-	-	-	-
<b>Total Other Revenues</b>	<b>(210,843)</b>	<b>(432,957)</b>	<b>(642,139)</b>	<b>(736,300)</b>
<i>Other Revenues per Student</i>	<i>(952)</i>	<i>(1,048)</i>	<i>(1,117)</i>	<i>(1,048)</i>
<b>Total Revenues</b>	<b>3,148,672</b>	<b>5,155,336</b>	<b>7,216,384</b>	<b>7,992,400</b>
<i>Total Revenues per Student</i>	<i>14,215</i>	<i>12,483</i>	<i>12,550</i>	<i>11,400</i>
<b>Expenses</b>				
<b>Program Services</b>				
<b>Direct Student Expenses</b>				
Educational Materials	98,001	139,977	272,320	324,800
Instruction Equipment	16,103	19,422	35,000	41,700
Technology (network)	60,089	105,271	125,368	149,500
Technology (campus)	175,916	41,449	154,619	184,400
E-Rate Technology	16,321	43,636	50,836	82,400
Food Program	119,008	266,648	325,000	387,700
Classroom Furniture (network)	215,425	30,411	175,000	208,700
Classroom Furniture (campus)	464	90	10,000	11,900
Transportation	11,868	20,533	60,000	71,500
Sports Activities	65,360	65,271	85,000	101,400
Music Program	-	5,524	10,000	11,900
Field Studies	34,110	38,040	50,000	59,600
Extra Curricular Activities	19,545	41,245	18,000	21,400
Uniforms	28,125	42,684	50,000	59,600
Summer School	1,970	19,141	20,000	23,800
Night School	9,700	11,225	25,000	29,800
Graduation Expenses	-	-	-	10,000
Other Expenses	1,412	353	8,000	9,500
Contributed Goods & Services	13,000	39,000	5,000	5,900
<b>Total Direct Student Expenses</b>	<b>886,417</b>	<b>929,923</b>	<b>1,479,143</b>	<b>1,796,400</b>
<i>Direct Student Expenses per Student</i>	<i>4,002</i>	<i>2,252</i>	<i>2,572</i>	<i>2,500</i>



**DRW College Prep**  
**Statement of Activities**

<b>Fiscal Year</b>	<b>2013A</b>	<b>2014A</b>	<b>2015P</b>	<b>2016</b>
<i>Personnel Expenses per Student</i>	<i>6,919</i>	<i>6,375</i>	<i>6,575</i>	<i>6,7</i>
Office Administration Expenses				
Supplies	8,892	10,684	15,000	17,8
Office Furniture	-	1,236	5,000	5,9
Printing & Copying	18,087	45,319	60,000	71,5
Postage & Delivery	4,484	5,504	9,000	10,7
Telecommunications	-	-	-	-
Professional Services	-	-	-	-
Total Office Administration Expenses	<u>31,463</u>	<u>62,744</u>	<u>89,000</u>	<u>106,1</u>
<i>Office Admin Expenses per Student</i>	<i>142</i>	<i>152</i>	<i>155</i>	<i>1</i>
Occupancy Expenses				
Rent	82,116	247,088	256,587	130,4
Building Maintenance & Repairs (network)	2,970	16,024	31,500	30,8
Building Maintenance & Repairs (campus)	-	-	5,000	4,9
Contracted Maintenance Services (network)	200,797	373,043	664,270	650,9
Fire Protection/Security Contracted Maintenance	-	1,573	3,250	3,1
Other Facility Services	5,213	5,747	8,950	8,7
Contracted Maintenance Services (campus)	-	-	-	-
Utilities Expense	-	-	-	-
CPS Facility Fee	-	-	-	-
Total Occupancy Expenses	<u>291,096</u>	<u>643,475</u>	<u>969,557</u>	<u>829,1</u>
<i>Occupancy Expenses per Student</i>	<i>1,314</i>	<i>1,558</i>	<i>1,686</i>	<i>1,1</i>
Other Expenses				
Insurance	6,762	11,306	11,982	14,2
Depreciation	80,137	102,771	128,380	132,5
Amortization	-	-	-	-
Interest Expense	-	-	-	-
Other Misc.	175	830	175,311	210,6
Scholarship	-	-	5,000	5,9
Right Angle, A Noble Network Program	-	-	-	-
Network Scholarship & Events	-	-	-	-
Total Other Expenses	<u>87,074</u>	<u>114,907</u>	<u>320,673</u>	<u>363,4</u>
<i>Other Expenses per Student</i>	<i>393</i>	<i>278</i>	<i>558</i>	<i>5</i>
Total Program Services	2,828,511	4,383,923	6,638,780	7,792,7
<i>Total Program Services per Student</i>	<i>12,770</i>	<i>10,615</i>	<i>11,546</i>	<i>11,1</i>
Supporting Services				
Management and General				
Academic	-	-	-	-
Alumni Affairs	-	-	-	-
Facilities	-	-	-	-
Finance	-	-	-	-
Health, Fitness, and Athletics	-	-	-	-
General Administration	-	-	-	-
Government Affairs	-	-	-	-

**DRW College Prep**  
**Statement of Activities**

<b>Fiscal Year</b>	<b>2013A</b>	<b>2014A</b>	<b>2015P</b>	<b>2016</b>
Human Resources	-	-	-	-
Information Technology	-	-	-	-
Talent	-	-	-	-
Noble Day Care				
Noble Network Education Foundation				
Right Angle, A Noble Network Program				
<b>Total Management and General</b>	-	-	-	-
Fundraising				
Development				
General Administration				
Right Angle, A Noble Network Program				
<b>Total Fundraising</b>	-	-	-	-
<b>Total Supporting Services</b>	-	-	-	-
<i>Total Supporting Services per Student</i>	-	-	-	-
<b>Total Expenses</b>				
<i>Total Expenses per Student</i>	12,770	10,615	11,546	11,111
<b>Net Surplus/(Deficit)</b>	<b>320,161</b>	<b>771,413</b>	<b>577,604</b>	<b>199,600</b>
<i>Net Surplus/(Deficit) per Student</i>	1,445	1,868	1,005	2,000
Net Surplus/(Deficit) before Philanthropy	(117,915)	403,536	(15,645)	21,911
<i>Net Surplus/(Deficit) before Philanthropy per Student</i>	(532)	977	(27)	211

**Baker College Prep**  
**Statement of Activities**

Fiscal Year	2013A	2014A	2015P	2016
Number of Teachers	0	11	18	28
Number of Students	0	108	275	450
Student/Teacher Ratio:	0.0	9.8	15.3	16.1
<b>Revenues</b>				
<b>State and Local Revenues</b>				
CPS Per Capita	-	839,969	2,359,535	3,802,600
Small Schools Supplement	-	-	-	-
Non - CPS Facility Supplement	-	-	-	-
Contributed Goods & Services	-	595,590	400,000	392,000
SGSA Chapter 1 (Includes STLS)	-	78,389	200,252	330,900
State ELL (TBE/TPI)	-	-	-	-
Start Up & Expansion Funds	623,196	115,343	185,635	160,200
Community Schools	-	-	-	-
SPED	-	217,043	440,600	728,100
Social Security Reimbursements	-	-	-	-
<b>Total State and Local Revenues</b>	<b>623,196</b>	<b>1,846,335</b>	<b>3,586,022</b>	<b>5,414,000</b>
<i>State and Local Revenues per Student</i>	<i>#DIV/0!</i>	<i>17,096</i>	<i>13,040</i>	<i>12,000</i>
<b>Federal Revenues</b>				
NCLB Title I	-	48,479	110,151	182,000
Title I (SES)	-	412	-	-
Title II	-	16,640	27,775	45,900
Title III (ELL)	-	-	257	400
National School Lunch Program	-	47,483	85,309	140,900
MCJROTC	-	-	-	-
SPED (IDEA)	-	-	-	-
Gear Up	-	-	-	-
E-Rate	-	14,949	15,023	27,200
<b>Total Federal Revenues</b>	<b>-</b>	<b>127,963</b>	<b>238,515</b>	<b>396,500</b>
<i>Federal Revenues per Student</i>	<i>#DIV/0!</i>	<i>1,185</i>	<i>867</i>	<i>880</i>
<b>Campus Revenues</b>				
School Fees	-	23,984	52,736	86,200
Uniform Fees	64	13,509	18,158	29,700
Summer School Fees	-	-	4,000	6,500
Night School Fees	-	4,130	4,000	6,500
Campus Fundraising	-	-	-	-
<b>Total Campus Revenues</b>	<b>64</b>	<b>41,623</b>	<b>78,894</b>	<b>129,000</b>
<i>Campus Revenues per Student</i>	<i>#DIV/0!</i>	<i>385</i>	<i>287</i>	<i>287</i>
<b>Philanthropy</b>				
Private Fundraising and Grants	-	3,875	-	-
Transfer of Funds from CMO	-	50,323	91,375	114,200
DOE Charter Schools Program Grant	-	350,716	402,192	-
<b>Total Philanthropy</b>	<b>-</b>	<b>404,914</b>	<b>493,567</b>	<b>114,200</b>
<i>Philanthropy per Student</i>	<i>#DIV/0!</i>	<i>3,749</i>	<i>1,795</i>	<i>254</i>
<b>Other Revenues</b>				
Investment Income	-	-	-	-
Net Realized/Unrealized Gain on Investments	-	-	-	-

**Baker College Prep**  
**Statement of Activities**

<b>Fiscal Year</b>	<b>2013A</b>	<b>2014A</b>	<b>2015P</b>	<b>2016</b>
NNST Fee		(110,113)	(299,936)	(473,333)
Transfer of Funds to Right Angle		-	-	-
Special Projects/Fundraisers		-	-	-
Charitable Donations		-	-	-
Other Revenues		770	-	-
Right Angle, A Noble Network Program		-	-	-
Noble Day Care		-	-	-
<b>Total Other Revenues</b>	-	(109,344)	(299,936)	(473,333)
<i>Other Revenues per Student</i>	<i>#DIV/0!</i>	(1,012)	(1,091)	(1,091)
<b>Total Revenues</b>	<b>623,260</b>	<b>2,311,491</b>	<b>4,097,062</b>	<b>5,580,600</b>
<i>Total Revenues per Student</i>	<i>#DIV/0!</i>	21,403	14,898	12,400
<b>Expenses</b>				
<b>Program Services</b>				
<b>Direct Student Expenses</b>				
Educational Materials	523	46,476	70,000	112,200
Instruction Equipment	-	4,669	1,000	1,600
Technology (network)	1,172	107,092	122,172	195,900
Technology (campus)	400	77,554	69,783	111,900
E-Rate Technology	-	27,362	24,313	52,900
Food Program	-	49,884	20,000	32,000
Classroom Furniture (network)	-	177,930	175,000	119,900
Classroom Furniture (campus)	-	1,313	1,000	1,600
Transportation	-	78,675	12,500	20,000
Sports Activities	-	36,445	25,000	40,000
Music Program	-	1,381	1,500	2,400
Field Studies	-	24,315	10,000	16,000
Extra Curricular Activities	-	10,027	10,000	16,000
Uniforms	7,193	29,640	20,000	32,000
Summer School	-	-	9,000	14,400
Night School	-	12,000	10,000	16,000
Graduation Expenses	-	-	-	-
Other Expenses	3,211	12,231	-	-
Contributed Goods & Services	-	39,650	-	-
<b>Total Direct Student Expenses</b>	<b>12,499</b>	<b>736,642</b>	<b>581,268</b>	<b>785,300</b>
<i>Direct Student Expenses per Student</i>	<i>#DIV/0!</i>	6,821	2,114	1,700
<b>Office Administration Expenses</b>				
Supplies	349	24,620	9,000	14,400
Office Furniture	-	28,043	7,800	12,500
Printing & Copying	671	11,623	10,000	16,000

**Baker College Prep**  
**Statement of Activities**

Fiscal Year	2013A	2014A	2015P	2016
Postage & Delivery	23	5,122	3,000	4,800
Telecommunications	(200)	160	-	-
Professional Services	-	-	-	-
<b>Total Office Administration Expenses</b>	<b>843</b>	<b>69,568</b>	<b>29,800</b>	<b>47,700</b>
<i>Office Admin Expenses per Student</i>	<i>#DIV/0!</i>	<i>644</i>	<i>108</i>	<i>1,000</i>
<b>Occupancy Expenses</b>				
Rent		544,030	400,000	392,000
Building Maintenance & Repairs (network)		119,484	55,000	53,900
Building Maintenance & Repairs (campus)		39,350	-	-
Contracted Maintenance Services (network)		7,691	20,700	20,200
Fire Protection/Security Contracted Maintenance		-	1,500	1,400
Other Facility Services		-	8,750	8,500
Contracted Maintenance Services (campus)		-	-	-
Utilities Expense		-	-	-
CPS Facility Fee		103,400	285,551	279,800
<b>Total Occupancy Expenses</b>	<b>-</b>	<b>813,955</b>	<b>771,501</b>	<b>756,000</b>
<i>Occupancy Expenses per Student</i>	<i>#DIV/0!</i>	<i>7,537</i>	<i>2,805</i>	<i>1,000</i>
<b>Other Expenses</b>				
Insurance		5,377	6,282	10,000
Depreciation	1,342	25,448	54,266	55,600
Amortization		-	-	-
Interest Expense		-	-	-
Other Misc.		171,143	90,017	145,800
Scholarship		-	5,000	7,600
Right Angle, A Noble Network Program		-	-	-
Network Scholarship & Events		-	-	-
<b>Total Other Expenses</b>	<b>1,342</b>	<b>201,968</b>	<b>155,565</b>	<b>219,200</b>
<i>Other Expenses per Student</i>	<i>#DIV/0!</i>	<i>1,870</i>	<i>566</i>	<i>4,000</i>
<b>Total Program Services</b>	<b>165,816</b>	<b>3,483,256</b>	<b>3,770,410</b>	<b>5,210,600</b>
<i>Total Program Services per Student</i>	<i>#DIV/0!</i>	<i>32,252</i>	<i>13,711</i>	<i>11,500</i>
<b>Supporting Services</b>				
<b>Management and General</b>				
Academic		-	-	-
Alumni Affairs	-	-	-	-
Facilities		-	-	-
Finance		-	-	-
Health, Fitness, and Athletics	-	-	-	-
General Administration		-	-	-
Government Affairs		-	-	-
Human Resources		-	-	-
Information Technology		-	-	-
Talent	-	-	-	-
Noble Day Care		-	-	-
Noble Network Education Foundation		-	-	-
Right Angle, A Noble Network Program		-	-	-
<b>Total Management and General</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>
<b>Fundraising</b>				

**Baker College Prep**  
**Statement of Activities**

<b>Fiscal Year</b>	<b>2013A</b>	<b>2014A</b>	<b>2015P</b>	<b>2016</b>
Development				
General Administration				
Right Angle, A Noble Network Program				
Total Fundraising	-	-	-	-
Total Supporting Services	-	-	-	-
<i>Total Supporting Services per Student</i>	<i>#DIV/0!</i>	-	-	-
<b>Total Expenses</b>				
<i>Total Expenses per Student</i>	<i>#DIV/0!</i>	32,252	13,711	11,5
<b>Net Surplus/(Deficit)</b>	<b>457,444</b>	<b>(1,171,765)</b>	<b>326,652</b>	<b>369,9</b>
<i>Net Surplus/(Deficit) per Student</i>	<i>#DIV/0!</i>	(10,850)	1,188	8
Net Surplus/(Deficit) before Philanthropy	457,444	(1,576,679)	(166,915)	255,7
<i>Net Surplus/(Deficit) before Philanthropy per Student</i>	<i>#DIV/0!</i>	(14,599)	(607)	5

**Butler College Prep**  
**Statement of Activities**

Fiscal Year	2013A	2014A	2015P	2016
Number of Teachers	0	10	21	28
Number of Students	0	101	300	450
Student/Teacher Ratio:	0.0	10.1	14.3	16.1
<b>Revenues</b>				
<b>State and Local Revenues</b>				
CPS Per Capita	-	812,537	2,596,773	3,822,500
Small Schools Supplement	-	-	-	-
Non - CPS Facility Supplement	-	-	-	-
Contributed Goods & Services	-	430,102	400,000	400,000
SGSA Chapter 1 (Includes STLS)	-	74,470	223,155	338,000
State ELL (TBE/TPI)	-	-	-	-
Start Up & Expansion Funds	623,196	106,800	160,290	160,290
Community Schools	-	-	-	-
SPED	-	136,517	434,688	658,500
Social Security Reimbursements	-	-	-	-
<b>Total State and Local Revenues</b>	<b>623,196</b>	<b>1,560,426</b>	<b>3,814,906</b>	<b>5,379,400</b>
<i>State and Local Revenues per Student</i>	<i>#DIV/0!</i>	<i>15,450</i>	<i>12,716</i>	<i>11,950</i>
<b>Federal Revenues</b>				
NCLB Title I	-	45,805	120,582	182,600
Title I (SES)	-	-	-	-
Title II	-	16,640	30,300	45,900
Title III (ELL)	-	-	-	-
National School Lunch Program	-	44,519	45,454	68,800
MCJROTC	-	-	-	-
SPED (IDEA)	-	-	-	-
Gear Up	-	-	-	-
E-Rate	-	13,980	16,389	27,200
<b>Total Federal Revenues</b>	<b>-</b>	<b>120,945</b>	<b>212,725</b>	<b>324,600</b>
<i>Federal Revenues per Student</i>	<i>#DIV/0!</i>	<i>1,197</i>	<i>709</i>	<i>720</i>
<b>Campus Revenues</b>				
School Fees	-	27,091	80,468	120,700
Uniform Fees	-	9,750	28,960	43,400
Summer School Fees	-	-	5,000	7,500
Night School Fees	-	2,320	5,000	7,500
Campus Fundraising	-	1,914	5,000	7,500
<b>Total Campus Revenues</b>	<b>-</b>	<b>41,076</b>	<b>124,429</b>	<b>186,600</b>
<i>Campus Revenues per Student</i>	<i>#DIV/0!</i>	<i>407</i>	<i>415</i>	<i>415</i>
<b>Philanthropy</b>				
Private Fundraising and Grants	-	4,001,775	-	-
Transfer of Funds from CMO	-	47,061	99,682	114,200
DOE Charter Schools Program Grant	-	243,112	402,192	-
<b>Total Philanthropy</b>	<b>-</b>	<b>4,291,948</b>	<b>501,874</b>	<b>114,200</b>
<i>Philanthropy per Student</i>	<i>#DIV/0!</i>	<i>42,495</i>	<i>1,673</i>	<i>254</i>
<b>Other Revenues</b>				
Investment Income	-	-	-	-
Net Realized/Unrealized Gain on Investments	-	-	-	-

**Butler College Prep**  
**Statement of Activities**

<b>Fiscal Year</b>	<b>2013A</b>	<b>2014A</b>	<b>2015P</b>	<b>2016</b>
NNST Fee		(102,976)	(327,203)	(473,300)
Transfer of Funds to Right Angle		-	-	-
Special Projects/Fundraisers		-	-	-
Charitable Donations		-	-	-
Other Revenues		203	-	-
Right Angle, A Noble Network Program		-	-	-
Noble Day Care		-	-	-
<b>Total Other Revenues</b>	<b>-</b>	<b>(102,773)</b>	<b>(327,203)</b>	<b>(473,300)</b>
<i>Other Revenues per Student</i>	<i>#DIV/0!</i>	<i>(1,018)</i>	<i>(1,091)</i>	<i>(1,091)</i>
<b>Total Revenues</b>	<b>623,196</b>	<b>5,911,620</b>	<b>4,326,730</b>	<b>5,531,600</b>
<i>Total Revenues per Student</i>	<i>#DIV/0!</i>	<i>58,531</i>	<i>14,422</i>	<i>12,200</i>
<b>Expenses</b>				
<b>Program Services</b>				
<b>Direct Student Expenses</b>				
Educational Materials	-	32,101	70,000	102,900
Instruction Equipment	-	7,647	10,000	14,700
Technology (network)	2,412	99,466	117,552	172,800
Technology (campus)	-	64,567	75,000	110,200
E-Rate Technology	-	15,027	26,523	52,900
Food Program	-	50,266	40,000	58,800
Classroom Furniture (network)	-	155,895	175,000	244,300
Classroom Furniture (campus)	-	2,760	10,000	14,700
Transportation	-	10,586	20,000	29,400
Sports Activities	-	66,972	15,000	22,000
Music Program	-	-	-	-
Field Studies	87	19,431	25,000	36,700
Extra Curricular Activities	-	2,500	7,500	11,000
Uniforms	-	40,269	25,000	36,700
Summer School	-	-	10,000	14,700
Night School	-	2,000	5,000	7,300
Graduation Expenses	-	-	-	-
Other Expenses	325	6,055	-	-
Contributed Goods & Services	-	26,000	-	-
<b>Total Direct Student Expenses</b>	<b>2,824</b>	<b>601,542</b>	<b>631,575</b>	<b>929,500</b>
<i>Direct Student Expenses per Student</i>	<i>#DIV/0!</i>	<i>5,956</i>	<i>2,105</i>	<i>2,000</i>
<b>Office Administration Expenses</b>				
Supplies	1,074	18,701	20,000	29,400
Office Furniture	160	18,966	15,127	22,200

**Butler College Prep**  
**Statement of Activities**

Fiscal Year	2013A	2014A	2015P	2016
Printing & Copying	2,549	9,836	15,000	22,000
Postage & Delivery	1,061	3,618	5,000	7,300
Telecommunications	55	540	1,080	1,500
Professional Services	-	-	-	-
<b>Total Office Administration Expenses</b>	<b>4,899</b>	<b>51,660</b>	<b>56,207</b>	<b>82,600</b>
<i>Office Admin Expenses per Student</i>	<i>#DIV/0!</i>	<i>511</i>	<i>187</i>	<i>1,100</i>
<b>Occupancy Expenses</b>				
Rent		399,476	400,000	400,000
Building Maintenance & Repairs (network)		49,911	55,000	53,900
Building Maintenance & Repairs (campus)		58,474	-	-
Contracted Maintenance Services (network)		6,489	20,700	20,200
Fire Protection/Security Contracted Maintenance		-	1,500	1,400
Other Facility Services		-	8,750	8,500
Contracted Maintenance Services (campus)		-	-	-
Utilities Expense		-	-	-
CPS Facility Fee		100,444	287,583	281,800
<b>Total Occupancy Expenses</b>	<b>-</b>	<b>614,794</b>	<b>773,533</b>	<b>766,000</b>
<i>Occupancy Expenses per Student</i>	<i>#DIV/0!</i>	<i>6,087</i>	<i>2,578</i>	<i>1,100</i>
<b>Other Expenses</b>				
Insurance		5,641	6,282	9,200
Depreciation	1,342	23,730	54,894	67,700
Amortization		-	-	-
Interest Expense		-	-	-
Other Misc.		178,528	97,638	144,500
Scholarship		-	-	-
Right Angle, A Noble Network Program		-	-	-
Network Scholarship & Events		-	-	-
<b>Total Other Expenses</b>	<b>1,342</b>	<b>207,898</b>	<b>158,814</b>	<b>221,500</b>
<i>Other Expenses per Student</i>	<i>#DIV/0!</i>	<i>2,058</i>	<i>529</i>	<i>4,000</i>
<b>Total Program Services</b>	<b>169,509</b>	<b>3,106,439</b>	<b>3,960,738</b>	<b>5,424,900</b>
<i>Total Program Services per Student</i>	<i>#DIV/0!</i>	<i>30,757</i>	<i>13,202</i>	<i>12,000</i>
<b>Supporting Services</b>				
<b>Management and General</b>				
Academic		-	-	-
Alumni Affairs	-	-	-	-
Facilities		-	-	-
Finance		-	-	-
Health, Fitness, and Athletics	-	-	-	-
General Administration		-	-	-
Government Affairs		-	-	-
Human Resources		-	-	-
Information Technology		-	-	-
Talent	-	-	-	-
Noble Day Care		-	-	-
Noble Network Education Foundation		-	-	-
Right Angle, A Noble Network Program		-	-	-
<b>Total Management and General</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>

**Butler College Prep**  
**Statement of Activities**

<b>Fiscal Year</b>	<b>2013A</b>	<b>2014A</b>	<b>2015P</b>	<b>2016</b>
Fundraising				
Development				
General Administration				
Right Angle, A Noble Network Program				
Total Fundraising	-	-	-	-
Total Supporting Services	-	-	-	-
<i>Total Supporting Services per Student</i>	<i>#DIV/0!</i>	-	-	-
<b>Total Expenses</b>				
<i>Total Expenses per Student</i>	<i>#DIV/0!</i>	30,757	13,202	12,000
<b>Net Surplus/(Deficit)</b>	<b>453,687</b>	<b>2,805,181</b>	<b>365,993</b>	<b>106,700</b>
<i>Net Surplus/(Deficit) per Student</i>	<i>#DIV/0!</i>	27,774	1,220	2,000
Net Surplus/(Deficit) before Philanthropy	453,687	(1,486,766)	(135,881)	(7,500)
<i>Net Surplus/(Deficit) before Philanthropy per Student</i>	<i>#DIV/0!</i>	(14,720)	(453)	(750)

**The ITW David Speer Academy**  
**Statement of Activities**

Fiscal Year	2013A	2014A	2015	2016
Number of Teachers		0	15	3
Number of Students		0	270	54
Student/Teacher Ratio:			18.0	18.0
<b>Revenues</b>				
<b>State and Local Revenues</b>				
CPS Per Capita		-	2,340,455	4,500,000
Small Schools Supplement		-	-	-
Non - CPS Facility Supplement		-	202,500	400,000
Contributed Goods & Services		-	-	-
SGSA Chapter 1 (Includes STLS)		-	200,840	400,000
State ELL (TBE/TPI)		-	2,211	-
Start Up & Expansion Funds		665,538	291,810	1,000,000
Community Schools		-	-	-
SPED		-	229,894	400,000
Social Security Reimbursements		-	-	-
<b>Total State and Local Revenues</b>		<b>665,538</b>	<b>3,267,710</b>	<b>6,000,000</b>
<i>State and Local Revenues per Student</i>		<i>#DIV/0!</i>	<i>12,103</i>	
<b>Federal Revenues</b>				
NCLB Title I		-	108,386	200,000
Title I (SES)		-	-	-
Title II		-	27,270	-
Title III (ELL)		-	3,018	-
National School Lunch Program		-	132,481	200,000
MCJROTC		-	-	-
SPED (IDEA)		-	-	-
Gear Up		-	-	-
E-Rate		-	14,750	-
<b>Total Federal Revenues</b>		<b>-</b>	<b>285,905</b>	<b>500,000</b>
<i>Federal Revenues per Student</i>		<i>#DIV/0!</i>	<i>1,059</i>	
<b>Campus Revenues</b>				
School Fees		-	74,368	100,000
Uniform Fees		-	14,806	-
Summer School Fees		-	-	-
Night School Fees		-	2,929	-
Campus Fundraising		-	-	-
<b>Total Campus Revenues</b>		<b>-</b>	<b>92,103</b>	<b>100,000</b>
<i>Campus Revenues per Student</i>		<i>#DIV/0!</i>	<i>341</i>	
<b>Philanthropy</b>				
Private Fundraising and Grants		15,650,387	-	-
Transfer of Funds from CMO		-	89,714	100,000
DOE Charter Schools Program Grant		42,799	402,192	-
<b>Total Philanthropy</b>		<b>15,693,186</b>	<b>491,906</b>	<b>100,000</b>
<i>Philanthropy per Student</i>		<i>#DIV/0!</i>	<i>1,822</i>	
<b>Other Revenues</b>				
Investment Income		-	-	-
Net Realized/Unrealized Gain on Investments		-	-	-

**The ITW David Speer Academy**  
**Statement of Activities**

<b>Fiscal Year</b>	<b>2013A</b>	<b>2014A</b>	<b>2015</b>	<b>2016</b>
NNST Fee		-	(294,483)	(500,000)
Transfer of Funds to Right Angle		-	-	-
Special Projects/Fundraisers		-	-	-
Charitable Donations		-	-	-
Other Revenues		-	-	-
Right Angle, A Noble Network Program		-	-	-
Noble Day Care		-	-	-
<b>Total Other Revenues</b>		-	(294,483)	(500,000)
		<i>Other Revenues per Student</i>	(1,091)	
<b>Total Revenues</b>		<b>16,358,724</b>	<b>3,843,141</b>	<b>6,400,000</b>
		<i>Total Revenues per Student</i>	14,234	
<b>Expenses</b>				
<b>Program Services</b>				
<b>Direct Student Expenses</b>				
Educational Materials		-	100,000	100,000
Instruction Equipment		-	97,080	97,080
Technology (network)		64,854	267,812	267,812
Technology (campus)		54,400	151,446	151,446
E-Rate Technology		-	23,871	23,871
Food Program		-	160,860	160,860
Classroom Furniture (network)		-	400,000	400,000
Classroom Furniture (campus)		-	15,000	15,000
Transportation		-	20,000	20,000
Sports Activities		-	58,515	58,515
Music Program		-	-	-
Field Studies		-	5,000	5,000
Extra Curricular Activities		-	15,000	15,000
Uniforms		28,658	11,000	11,000
Summer School		-	-	-
Night School		-	8,000	8,000
Graduation Expenses		-	-	-
Other Expenses		-	-	-
Contributed Goods & Services		-	-	-
<b>Total Direct Student Expenses</b>		-	1,333,584	1,333,584
		<i>Direct Student Expenses per Student</i>	4,939	
<b>Personnel Expenses</b>				
		<i>Personnel Expenses per Student</i>	7,270	
<b>Office Administration Expenses</b>				
Supplies		380	10,000	10,000
Office Furniture		-	-	-
Printing & Copying		-	30,000	30,000

**The ITW David Speer Academy**  
**Statement of Activities**

<b>Fiscal Year</b>	<b>2013A</b>	<b>2014A</b>	<b>2015</b>	<b>2016</b>
Postage & Delivery		-	4,000	
Telecommunications		1,489	-	
Professional Services		-	-	
<b>Total Office Administration Expenses</b>		<b>1,869</b>	<b>44,000</b>	
<i>Office Admin Expenses per Student</i>		<i>#DIV/0!</i>	<i>163</i>	
<b>Occupancy Expenses</b>				
Rent		17,949	178,978	
Building Maintenance & Repairs (network)		1,498	125,000	
Building Maintenance & Repairs (campus)		-	10,000	
Contracted Maintenance Services (network)		-	35,650	
Fire Protection/Security Contracted Maintenance		-	17,900	
Other Facility Services		-	48,950	
Contracted Maintenance Services (campus)		-	-	
Utilities Expense		-	95,000	
CPS Facility Fee		-	-	
<b>Total Occupancy Expenses</b>		<b>19,447</b>	<b>511,478</b>	
<i>Occupancy Expenses per Student</i>		<i>#DIV/0!</i>	<i>1,894</i>	
<b>Other Expenses</b>				
Insurance		761	15,000	
Depreciation		-	278,811	
Amortization		-	-	
Interest Expense		-	65,607	
Other Misc.		703	83,262	
Scholarship		-	-	
Right Angle, A Noble Network Program		-	-	
Network Scholarship & Events		-	-	
<b>Total Other Expenses</b>		<b>1,464</b>	<b>442,681</b>	
<i>Other Expenses per Student</i>		<i>#DIV/0!</i>	<i>1,640</i>	
<b>Total Program Services</b>		<b>234,828</b>	<b>4,294,762</b>	
<i>Total Program Services per Student</i>		<i>#DIV/0!</i>	<i>15,907</i>	
<b>Supporting Services</b>				
<b>Management and General</b>				
Academic		-	-	
Alumni Affairs		-	-	
Facilities		-	-	
Finance		-	-	
Health, Fitness, and Athletics		-	-	
General Administration		-	-	
Government Affairs		-	-	
Human Resources		-	-	
Information Technology		-	-	
Talent		-	-	
Noble Day Care		-	-	
Noble Network Education Foundation		-	-	
Right Angle, A Noble Network Program		-	-	
<b>Total Management and General</b>		<b>-</b>	<b>-</b>	
<b>Fundraising</b>				

**The ITW David Speer Academy**  
**Statement of Activities**

<b>Fiscal Year</b>	<b>2013A</b>	<b>2014A</b>	<b>2015</b>	<b>2016</b>
Development				
General Administration				
Right Angle, A Noble Network Program				
Total Fundraising		-	-	
Total Supporting Services		-	-	
<i>Total Supporting Services per Student</i>		<i>#DIV/0!</i>	<i>0</i>	
<b>Total Expenses</b>				
<i>Total Expenses per Student</i>		<i>#DIV/0!</i>	<i>15,907</i>	
<b>Net Surplus/(Deficit)</b>		<b>16,123,895</b>	<b>(451,621)</b>	<b>(6,123,895)</b>
<i>Net Surplus/(Deficit) per Student</i>		<i>#DIV/0!</i>	<i>(1,673)</i>	
Net Surplus/(Deficit) before Philanthropy		430,710	(943,527)	(7,123,895)
<i>Net Surplus/(Deficit) before Philanthropy per Student</i>		<i>#DIV/0!</i>	<i>(3,495)</i>	

**The Noble Academy**  
**Statement of Activities**

Fiscal Year	2013A	2014A	2015P	2016
Number of Teachers		0	9	37
Number of Students		0	200	600
Student/Teacher Ratio:			22.2	16.2
<b>Revenues</b>				
<b>State and Local Revenues</b>				
CPS Per Capita		-	1,733,670	5,101,000
Small Schools Supplement		-	-	-
Non - CPS Facility Supplement		-	150,000	450,000
Contributed Goods & Services		-	-	-
SGSA Chapter 1 (Includes STLS)		-	148,770	450,000
State ELL (TBE/TPI)		-	1,638	4,000
Start Up & Expansion Funds		612,818	175,360	131,000
Community Schools		-	-	-
SPED		-	170,292	515,000
Social Security Reimbursements		-	-	-
<b>Total State and Local Revenues</b>		<b>612,818</b>	<b>2,379,730</b>	<b>6,654,000</b>
<i>State and Local Revenues per Student</i>		<i>#DIV/0!</i>	<i>11,899</i>	<i>11,090</i>
<b>Federal Revenues</b>				
NCLB Title I		-	80,286	243,000
Title I (SES)		-	-	-
Title II		-	20,200	61,000
Title III (ELL)		-	2,134	6,000
National School Lunch Program		-	98,134	297,000
MCJROTC		-	-	-
SPED (IDEA)		-	-	-
Gear Up		-	-	-
E-Rate		-	10,926	36,000
<b>Total Federal Revenues</b>		<b>-</b>	<b>211,680</b>	<b>644,000</b>
<i>Federal Revenues per Student</i>		<i>#DIV/0!</i>	<i>1,058</i>	<i>1,073</i>
<b>Campus Revenues</b>				
School Fees		-	55,088	165,000
Uniform Fees		3,606	19,400	58,000
Summer School Fees		-	-	-
Night School Fees		-	2,170	6,000
Campus Fundraising		-	-	-
<b>Total Campus Revenues</b>		<b>3,606</b>	<b>76,658</b>	<b>229,000</b>
<i>Campus Revenues per Student</i>		<i>#DIV/0!</i>	<i>383</i>	<i>382</i>
<b>Philanthropy</b>				
Private Fundraising and Grants		-	-	-
Transfer of Funds from CMO		-	66,455	152,000
DOE Charter Schools Program Grant		151,815	402,192	152,000
<b>Total Philanthropy</b>		<b>151,815</b>	<b>468,647</b>	<b>152,000</b>
<i>Philanthropy per Student</i>		<i>#DIV/0!</i>	<i>2,343</i>	<i>253</i>
<b>Other Revenues</b>				
Investment Income		-	-	-
Net Realized/Unrealized Gain on Investments		-	-	-

**The Noble Academy**  
**Statement of Activities**

<b>Fiscal Year</b>	<b>2013A</b>	<b>2014A</b>	<b>2015P</b>	<b>2016</b>
NNST Fee		-	(218,135)	(631,000)
Transfer of Funds to Right Angle		-	-	-
Special Projects/Fundraisers		-	-	-
Charitable Donations		-	-	-
Other Revenues		-	-	-
Right Angle, A Noble Network Program		-	-	-
Noble Day Care		-	-	-
<b>Total Other Revenues</b>		-	(218,135)	(631,000)
	<i>Other Revenues per Student</i>	<i>#DIV/0!</i>	<i>(1,091)</i>	<i>(1,091)</i>
<b>Total Revenues</b>		<b>768,239</b>	<b>2,918,580</b>	<b>7,050,000</b>
	<i>Total Revenues per Student</i>	<i>#DIV/0!</i>	<i>14,593</i>	<i>11,250</i>
<b>Expenses</b>				
<b>Program Services</b>				
<b>Direct Student Expenses</b>				
Educational Materials		6,833	102,900	190,000
Instruction Equipment		-	6,611	40,000
Technology (network)		21,699	155,175	126,000
Technology (campus)		2,574	77,346	68,000
E-Rate Technology		-	17,682	70,000
Food Program		-	107,200	317,000
Classroom Furniture (network)		168,709	175,000	129,000
Classroom Furniture (campus)		-	-	-
Transportation		-	10,300	48,000
Sports Activities		-	54,000	69,000
Music Program		-	-	9,000
Field Studies		1,016	26,500	96,000
Extra Curricular Activities		-	20,300	30,000
Uniforms		12,706	29,500	52,000
Summer School		-	14,000	21,000
Night School		-	6,400	21,000
Graduation Expenses		-	-	-
Other Expenses		-	-	8,000
Contributed Goods & Services		-	-	-
<b>Total Direct Student Expenses</b>	-	<b>213,538</b>	<b>802,914</b>	<b>1,302,000</b>
	<i>Direct Student Expenses per Student</i>	<i>#DIV/0!</i>	<i>4,015</i>	<i>2,100</i>
<b>Office Administration Expenses</b>				
Supplies		-	9,000	21,000
Office Furniture		-	600	2,000
Printing & Copying		-	21,200	54,000

**The Noble Academy**  
**Statement of Activities**

<b>Fiscal Year</b>	<b>2013A</b>	<b>2014A</b>	<b>2015P</b>	<b>2016</b>
Postage & Delivery		1,402	2,800	7
Telecommunications		-	200	
Professional Services		24,753	-	2
<b>Total Office Administration Expenses</b>		<b>26,155</b>	<b>33,800</b>	<b>90</b>
<i>Office Admin Expenses per Student</i>		<i>#DIV/0!</i>	169	
<b>Occupancy Expenses</b>				
Rent		-	381,300	880
Building Maintenance & Repairs (network)		-	100,000	80
Building Maintenance & Repairs (campus)		-	8,200	30
Contracted Maintenance Services (network)		-	40,150	140
Fire Protection/Security Contracted Maintenance		-	11,200	15
Other Facility Services		-	86,950	5
Contracted Maintenance Services (campus)		-	-	5
Utilities Expense		-	50,000	96
CPS Facility Fee		-	-	
<b>Total Occupancy Expenses</b>		<b>-</b>	<b>677,800</b>	<b>1,251</b>
<i>Occupancy Expenses per Student</i>		<i>#DIV/0!</i>	3,389	2
<b>Other Expenses</b>				
Insurance		-	10,000	16
Depreciation		-	10,000	176
Amortization		-	-	
Interest Expense		-	-	
Other Misc.		-	61,674	182
Scholarship		-	-	
Right Angle, A Noble Network Program		-	-	
Network Scholarship & Events		-	-	
<b>Total Other Expenses</b>		<b>-</b>	<b>81,674</b>	<b>375</b>
<i>Other Expenses per Student</i>		<i>#DIV/0!</i>	408	
<b>Total Program Services</b>		<b>278,896</b>	<b>2,988,748</b>	<b>7,191</b>
<i>Total Program Services per Student</i>		<i>#DIV/0!</i>	14,944	11
<b>Supporting Services</b>				
<b>Management and General</b>				
Academic		-	-	
Alumni Affairs		-	-	
Facilities		-	-	
Finance		-	-	
Health, Fitness, and Athletics	-	-	-	
General Administration		-	-	
Government Affairs		-	-	
Human Resources		-	-	
Information Technology		-	-	
Talent	-	-	-	
Noble Day Care		-	-	
Noble Network Education Foundation		-	-	
Right Angle, A Noble Network Program		-	-	
<b>Total Management and General</b>		<b>-</b>	<b>-</b>	<b>-</b>

Fundraising

**The Noble Academy**  
**Statement of Activities**

<b>Fiscal Year</b>	<b>2013A</b>	<b>2014A</b>	<b>2015P</b>	<b>2016</b>
Development		-	-	
General Administration		-	-	
Right Angle, A Noble Network Program		-	-	
Total Fundraising		-	-	
Total Supporting Services		-	-	
<i>Total Supporting Services per Student</i>		<i>#DIV/0!</i>	-	
<b>Total Expenses</b>				
<i>Total Expenses per Student</i>		<i>#DIV/0!</i>	14,944	11,000
<b>Net Surplus/(Deficit)</b>		<b>489,343</b>	<b>(70,168)</b>	<b>(140,000)</b>
<i>Net Surplus/(Deficit) per Student</i>		<i>#DIV/0!</i>	(351)	
Net Surplus/(Deficit) before Philanthropy		337,528	(538,815)	(293,000)
<i>Net Surplus/(Deficit) before Philanthropy per Student</i>		<i>#DIV/0!</i>	(2,694)	

**Campus 17 - Mansueto**  
**Statement of Activities**

Fiscal Year	2013A	2014P	2015P	2016P
	Number of Teachers Number of Students Student/Teacher Ratio:			
<b>Revenues</b>				
State and Local Revenues				
CPS Per Capita				
Small Schools Supplement				
Non - CPS Facility Supplement				
Contributed Goods & Services				
SGSA Chapter 1 (Includes STLS)				
State ELL (TBE/TPI)				
Start Up & Expansion Funds				44
Community Schools				
SPED				
Social Security Reimbursements				
Total State and Local Revenues			-	44
			<i>#DIV/0!</i>	<i>#DIV/0!</i>
<i>State and Local Revenues per Student</i>				
Federal Revenues				
NCLB Title I				
Title I (SES)				
Title II				
Title III (ELL)				
National School Lunch Program				
MCJROTC				
SPED (IDEA)				
Gear Up				
E-Rate		-	-	
Total Federal Revenues			-	-
			<i>#DIV/0!</i>	<i>#DIV/0!</i>
<i>Federal Revenues per Student</i>				
Campus Revenues				
School Fees				
Uniform Fees				
Summer School Fees				
Night School Fees				
Campus Fundraising				
Total Campus Revenues			-	-
			<i>#DIV/0!</i>	<i>#DIV/0!</i>
<i>Campus Revenues per Student</i>				
Philanthropy				
Private Fundraising and Grants				17,40
Transfer of Funds from CMO				
DOE Charter Schools Program Grant				
Total Philanthropy			-	17,40
			<i>#DIV/0!</i>	<i>#DIV/0!</i>
<i>Philanthropy per Student</i>				
Other Revenues				
Investment Income				
Net Realized/Unrealized Gain on Investments				



**Campus 17 - Mansueto**  
**Statement of Activities**

Fiscal Year	2013A	2014P	2015P	2016P
<b>Postage &amp; Delivery</b>				
Telecommunications				
Professional Services				
Total Office Administration Expenses			-	
<i>Office Admin Expenses per Student</i>			#DIV/0!	#DIV/0!
<b>Occupancy Expenses</b>				
Rent				
Building Maintenance & Repairs (network)				
Building Maintenance & Repairs (campus)				
Contracted Maintenance Services (network)				
Fire Protection/Security Contracted Maintenance				
Other Facility Services				
Contracted Maintenance Services (campus)				
Utilities Expense				
CPS Facility Fee				
Total Occupancy Expenses			-	
<i>Occupancy Expenses per Student</i>			#DIV/0!	#DIV/0!
<b>Other Expenses</b>				
Insurance				
Depreciation				
Amortization				
Interest Expense				
Other Misc.			-	
Scholarship				
Right Angle, A Noble Network Program				
Network Scholarship & Events				
Total Other Expenses			-	
<i>Other Expenses per Student</i>			#DIV/0!	#DIV/0!
Total Program Services			-	17
<i>Total Program Services per Student</i>			#DIV/0!	#DIV/0!
<b>Supporting Services</b>				
<b>Management and General</b>				
Academic				
Alumni Affairs	-	-	-	
Facilities				
Finance				
Health, Fitness, and Athletics	-	-	-	
General Administration				
Government Affairs				
Human Resources				
Information Technology				
Talent	-	-	-	
Noble Day Care				
Noble Network Education Foundation				
Right Angle, A Noble Network Program				
Total Management and General			-	
<b>Fundraising</b>				

**Campus 17 - Mansueto**  
**Statement of Activities**

<b>Fiscal Year</b>	<b>2013A</b>	<b>2014P</b>	<b>2015P</b>	<b>2016P</b>
Development				
General Administration				
Right Angle, A Noble Network Program				
Total Fundraising			-	
Total Supporting Services			-	
<i>Total Supporting Services per Student</i>			<i>#DIV/0!</i>	<i>#DIV/0!</i>
<b>Total Expenses</b>			-	
<i>Total Expenses per Student</i>			<i>#DIV/0!</i>	<i>#DIV/0!</i>
<b>Net Surplus/(Deficit)</b>			-	<b>17,677</b>
<i>Net Surplus/(Deficit) per Student</i>			<i>#DIV/0!</i>	<i>#DIV/0!</i>
Net Surplus/(Deficit) before Philanthropy			-	27,000
<i>Net Surplus/(Deficit) before Philanthropy per Student</i>			<i>#DIV/0!</i>	<i>#DIV/0!</i>

**Campus 18 - Lavin (Bernick) at St. Jerome**  
 Statement of Activities

Fiscal Year	2013A	2014P	2015P	2016P
Number of Teachers				0
Number of Students				0
Student/Teacher Ratio:				
<b>Revenues</b>				
State and Local Revenues				
CPS Per Capita				
Small Schools Supplement				
Non - CPS Facility Supplement				
Contributed Goods & Services		-	-	
SGSA Chapter 1 (Includes STLS)				
State ELL (TBE/TPI)				
Start Up & Expansion Funds				47
Community Schools		-	-	
SPED				
Social Security Reimbursements			-	
Total State and Local Revenues				47
				<i>#DIV/0</i>
<i>State and Local Revenues per Student</i>				
Federal Revenues				
NCLB Title I				
Title I (SES)				
Title II				
Title III (ELL)				
National School Lunch Program				
MCJROTC				
SPED (IDEA)				
Gear Up				
E-Rate		-	-	
Total Federal Revenues				
				<i>#DIV/0</i>
<i>Federal Revenues per Student</i>				
Campus Revenues				
School Fees				
Uniform Fees				
Summer School Fees				
Night School Fees				
Campus Fundraising				
Total Campus Revenues				
				<i>#DIV/0</i>
<i>Campus Revenues per Student</i>				
Philanthropy				
Private Fundraising and Grants				
Transfer of Funds from CMO				
DOE Charter Schools Program Grant				
Total Philanthropy				
				<i>#DIV/0</i>
<i>Philanthropy per Student</i>				
Other Revenues				
Investment Income				
Net Realized/Unrealized Gain on Investments				

**Campus 18 - Lavin (Bernick) at St. Jerome**  
**Statement of Activities**

Fiscal Year	2013A	2014P	2015P	2016P
NNST Fee				
Transfer of Funds to Right Angle				
Special Projects/Fundraisers				
Charitable Donations				
Other Revenues				
Right Angle, A Noble Network Program				
Noble Day Care				
Total Other Revenues				
	<i>Other Revenues per Student</i>			#DIV/0
<b>Total Revenues</b>				<b>41</b>
	<i>Total Revenues per Student</i>			#DIV/0
<b>Expenses</b>				
Program Services				
Direct Student Expenses				
Educational Materials				
Instruction Equipment				
Technology (network)				
Technology (campus)				
E-Rate Technology				
Food Program				
Classroom Furniture (network)				
Classroom Furniture (campus)				
Transportation				
Sports Activities				
Music Program				
Field Studies				
Extra Curricular Activities				
Uniforms				
Summer School				
Night School				
Graduation Expenses				
Other Expenses				
Contributed Goods & Services				
Total Direct Student Expenses	-	-	-	
	<i>Direct Student Expenses per Student</i>			#DIV/0
[REDACTED]				
Office Administration Expenses				
Supplies				
Office Furniture				
Printing & Copying				

**Campus 18 - Lavin (Bernick) at St. Jerome**  
**Statement of Activities**

Fiscal Year	2013A	2014P	2015P	2016P
Postage & Delivery				
Telecommunications				
Professional Services				
Total Office Administration Expenses				
<i>Office Admin Expenses per Student</i>				<i>#DIV/</i>
Occupancy Expenses				
Rent				13
Building Maintenance & Repairs (network)				2
Building Maintenance & Repairs (campus)				2
Contracted Maintenance Services (network)				9
Fire Protection/Security Contracted Maintenance				1
Other Facility Services				
Contracted Maintenance Services (campus)				
Utilities Expense				9
CPS Facility Fee				
Total Occupancy Expenses				39
<i>Occupancy Expenses per Student</i>				<i>#DIV/</i>
Other Expenses				
Insurance				
Depreciation				
Amortization				
Interest Expense				
Other Misc.				-
Scholarship				
Right Angle, A Noble Network Program				
Network Scholarship & Events				
Total Other Expenses				
<i>Other Expenses per Student</i>				<i>#DIV/</i>
Total Program Services				50
<i>Total Program Services per Student</i>				<i>#DIV/</i>
Supporting Services				
Management and General				
Academic				
Alumni Affairs	-	-	-	
Facilities				
Finance				
Health, Fitness, and Athletics	-	-	-	
General Administration				
Government Affairs				
Human Resources				
Information Technology				
Talent	-	-	-	
Noble Day Care				
Noble Network Education Foundation				
Right Angle, A Noble Network Program				
Total Management and General				
Fundraising				

**Campus 18 - Lavin (Bernick) at St. Jerome**  
 Statement of Activities

Fiscal Year	2013A	2014P	2015P	2016P
Development				
General Administration				
Right Angle, A Noble Network Program				
Total Fundraising				
Total Supporting Services				
<i>Total Supporting Services per Student</i>				<i>#DIV/</i>
<b>Total Expenses</b>				
<i>Total Expenses per Student</i>				<i>#DIV/</i>
<b>Net Surplus/(Deficit)</b>				<b>(15)</b>
<i>Net Surplus/(Deficit) per Student</i>				<i>#DIV/</i>
Net Surplus/(Deficit) before Philanthropy				(15)
<i>Net Surplus/(Deficit) before Philanthropy per Student</i>				<i>#DIV/</i>

**Campus 19 - Lutz at St. Turibius**  
**Statement of Activities**

Fiscal Year	2013A	2014P	2015P	2016
Number of Teachers				0
Number of Students				0
Student/Teacher Ratio:				
<b>Revenues</b>				
State and Local Revenues				
CPS Per Capita				
Small Schools Supplement				
Non - CPS Facility Supplement				
Contributed Goods & Services				
SGSA Chapter 1 (Includes STLS)				
State ELL (TBE/TPI)				
Start Up & Expansion Funds				373
Community Schools				
SPED				
Social Security Reimbursements				
Total State and Local Revenues				373
				<i>#DIV/0</i>
<i>State and Local Revenues per Student</i>				
Federal Revenues				
NCLB Title I				
Title I (SES)				
Title II				
Title III (ELL)				
National School Lunch Program				
MCJROTC				
SPED (IDEA)				
Gear Up				
E-Rate		-	-	
Total Federal Revenues				-
				<i>#DIV/0</i>
<i>Federal Revenues per Student</i>				
Campus Revenues				
School Fees				
Uniform Fees				
Summer School Fees				
Night School Fees				
Campus Fundraising				
Total Campus Revenues				-
				<i>#DIV/0</i>
<i>Campus Revenues per Student</i>				
Philanthropy				
Private Fundraising and Grants				
Transfer of Funds from CMO				
DOE Charter Schools Program Grant				
Total Philanthropy				-
				<i>#DIV/0</i>
<i>Philanthropy per Student</i>				
Other Revenues				
Investment Income				
Net Realized/Unrealized Gain on Investments				

**Campus 19 - Lutz at St. Turibius**  
**Statement of Activities**

Fiscal Year	2013A	2014P	2015P	2016
NNST Fee				
Transfer of Funds to Right Angle				
Special Projects/Fundraisers				
Charitable Donations				
Other Revenues				
Right Angle, A Noble Network Program				
Noble Day Care				
Total Other Revenues				
	<i>Other Revenues per Student</i>			#DIV/0
<b>Total Revenues</b>				<b>373,</b>
	<i>Total Revenues per Student</i>			#DIV/0
<b>Expenses</b>				
Program Services				
Direct Student Expenses				
Educational Materials				
Instruction Equipment				
Technology (network)				
Technology (campus)				
E-Rate Technology				
Food Program				
Classroom Furniture (network)				
Classroom Furniture (campus)				
Transportation				
Sports Activities				
Music Program				
Field Studies				
Extra Curricular Activities				
Uniforms				
Summer School				
Night School				
Graduation Expenses				
Other Expenses				
Contributed Goods & Services		-	-	-
Total Direct Student Expenses	-	-	-	-
	<i>Direct Student Expenses per Student</i>			#DIV/0
[REDACTED]				
	<i>Personnel Expenses per Student</i>			#DIV/0
Office Administration Expenses				
Supplies				5
Office Furniture				
Printing & Copying				1

**Campus 19 - Lutz at St. Turibius**  
**Statement of Activities**

Fiscal Year	2013A	2014P	2015P	2016
Postage & Delivery				1
Telecommunications				
Professional Services				
Total Office Administration Expenses				7
<i>Office Admin Expenses per Student</i>				<i>#DIV/0</i>
Occupancy Expenses				
Rent				457
Building Maintenance & Repairs (network)				9
Building Maintenance & Repairs (campus)				7
Contracted Maintenance Services (network)				32
Fire Protection/Security Contracted Maintenance				3
Other Facility Services				1
Contracted Maintenance Services (campus)				
Utilities Expense				33
CPS Facility Fee				
Total Occupancy Expenses				545
<i>Occupancy Expenses per Student</i>				<i>#DIV/0</i>
Other Expenses				
Insurance				
Depreciation				
Amortization				
Interest Expense				
Other Misc.				-
Scholarship				
Right Angle, A Noble Network Program				
Network Scholarship & Events				
Total Other Expenses				-
<i>Other Expenses per Student</i>				<i>#DIV/0</i>
Total Program Services				715
<i>Total Program Services per Student</i>				<i>#DIV/0</i>
Supporting Services				
Management and General				
Academic				
Alumni Affairs	-	-	-	
Facilities				
Finance				
Health, Fitness, and Athletics	-	-	-	
General Administration				
Government Affairs				
Human Resources				
Information Technology				
Talent	-	-	-	
Noble Day Care				
Noble Network Education Foundation				
Right Angle, A Noble Network Program				
Total Management and General				-
Fundraising				

**Campus 19 - Lutz at St. Turibius**  
 Statement of Activities

Fiscal Year	2013A	2014P	2015P	2016
Development				
General Administration				
Right Angle, A Noble Network Program				
Total Fundraising				
Total Supporting Services				
<i>Total Supporting Services per Student</i>				<i>#DIV/0</i>
<b>Total Expenses</b>				
<i>Total Expenses per Student</i>				<i>#DIV/0</i>
<b>Net Surplus/(Deficit)</b>				<b>(341,000)</b>
<i>Net Surplus/(Deficit) per Student</i>				<i>#DIV/0</i>
Net Surplus/(Deficit) before Philanthropy				(341,000)
<i>Net Surplus/(Deficit) before Philanthropy per Student</i>				<i>#DIV/0</i>

**Campus 20 - CPS facility**  
**Statement of Activities**

Fiscal Year	2013A	2014P	2015P	2016P
-------------	-------	-------	-------	-------

Number of Teachers  
 Number of Students  
 Student/Teacher Ratio:

Revenues

- State and Local Revenues
  - CPS Per Capita
  - Small Schools Supplement
  - Non - CPS Facility Supplement
  - Contributed Goods & Services
  - SGSA Chapter 1 (Includes STLS)
  - State ELL (TBE/TPI)
  - Start Up & Expansion Funds
  - Community Schools
  - SPED
  - Social Security Reimbursements
- Total State and Local Revenues

*State and Local Revenues per Student*

- Federal Revenues
  - NCLB Title I
  - Title I (SES)
  - Title II
  - Title III (ELL)
  - National School Lunch Program
  - MCJROTC
  - SPED (IDEA)
  - Gear Up
  - E-Rate
- Total Federal Revenues

*Federal Revenues per Student*

- Campus Revenues
  - School Fees
  - Uniform Fees
  - Summer School Fees
  - Night School Fees
  - Campus Fundraising
- Total Campus Revenues

*Campus Revenues per Student*

- Philanthropy
  - Private Fundraising and Grants
  - Transfer of Funds from CMO
  - DOE Charter Schools Program Grant
- Total Philanthropy

*Philanthropy per Student*

- Other Revenues
  - Investment Income
  - Net Realized/Unrealized Gain on Investments

**Campus 20 - CPS facility**  
**Statement of Activities**

Fiscal Year	2013A	2014P	2015P	2016P
<ul style="list-style-type: none"> <li>NNST Fee</li> <li>Transfer of Funds to Right Angle</li> <li>Special Projects/Fundraisers</li> <li>Charitable Donations</li> <li>Other Revenues</li> <li>Right Angle, A Noble Network Program</li> <li>Noble Day Care</li> <li>Total Other Revenues</li> </ul>				
	<i>Other Revenues per Student</i>			
<b>Total Revenues</b>				
	<i>Total Revenues per Student</i>			
Expenses				
<ul style="list-style-type: none"> <li>Program Services <ul style="list-style-type: none"> <li>Direct Student Expenses <ul style="list-style-type: none"> <li>Educational Materials</li> <li>Instruction Equipment</li> <li>Technology (network)</li> <li>Technology (campus)</li> <li>E-Rate Technology</li> <li>Food Program</li> <li>Classroom Furniture (network)</li> <li>Classroom Furniture (campus)</li> <li>Transportation</li> <li>Sports Activities</li> <li>Music Program</li> <li>Field Studies</li> <li>Extra Curricular Activities</li> <li>Uniforms</li> <li>Summer School</li> <li>Night School</li> <li>Graduation Expenses</li> <li>Other Expenses</li> <li>Contributed Goods &amp; Services</li> <li>Total Direct Student Expenses</li> </ul> </li> </ul> </li> </ul>				
	<i>Direct Student Expenses per Student</i>			
<ul style="list-style-type: none"> <li>Personnel Expenses <ul style="list-style-type: none"> <li>Salaries</li> <li>Contractual Services &amp; Stipends</li> <li>Bonus</li> <li>Employee Benefits</li> <li>Professional Development</li> <li>Staff Recruitment</li> <li>Total Personnel Expenses</li> </ul> </li> </ul>				
	<i>Personnel Expenses per Student</i>			
<ul style="list-style-type: none"> <li>Office Administration Expenses <ul style="list-style-type: none"> <li>Supplies</li> <li>Office Furniture</li> <li>Printing &amp; Copying</li> </ul> </li> </ul>				

**Campus 20 - CPS facility**  
**Statement of Activities**

Fiscal Year	2013A	2014P	2015P	2016P
-------------	-------	-------	-------	-------

- Postage & Delivery
- Telecommunications
- Professional Services
- Total Office Administration Expenses

*Office Admin Expenses per Student*

- Occupancy Expenses
  - Rent
  - Building Maintenance & Repairs (network)
  - Building Maintenance & Repairs (campus)
  - Contracted Maintenance Services (network)
  - Fire Protection/Security Contracted Maintenance
  - Other Facility Services
  - Contracted Maintenance Services (campus)
  - Utilities Expense
  - CPS Facility Fee
- Total Occupancy Expenses

*Occupancy Expenses per Student*

- Other Expenses
  - Insurance
  - Depreciation
  - Amortization
  - Interest Expense
  - Other Misc.
  - Scholarship
  - Right Angle, A Noble Network Program
  - Network Scholarship & Events
- Total Other Expenses

*Other Expenses per Student*

Total Program Services

*Total Program Services per Student*

- Supporting Services
  - Management and General
    - Academic
    - Alumni Affairs
    - Facilities
    - Finance
    - Health, Fitness, and Athletics
    - General Administration
    - Government Affairs
    - Human Resources
    - Information Technology
    - Talent
    - Noble Day Care
    - Noble Network Education Foundation
    - Right Angle, A Noble Network Program
  - Total Management and General

Health, Fitness, and Athletics	-	-	-
Talent	-	-	-

Fundraising

**Campus 20 - CPS facility**  
 Statement of Activities

Fiscal Year	2013A	2014P	2015P	2016P
Development				
General Administration				
Right Angle, A Noble Network Program				
Total Fundraising				
Total Supporting Services				
	<i>Total Supporting Services per Student</i>			
<b>Total Expenses</b>				
	<i>Total Expenses per Student</i>			
<b>Net Surplus/(Deficit)</b>				
	<i>Net Surplus/(Deficit) per Student</i>			
Net Surplus/(Deficit) before Philanthropy				
	<i>Net Surplus/(Deficit) before Philanthropy per Student</i>			

**Campus 21 - Private Lease**  
**Statement of Activities**

Fiscal Year	2013A	2014P	2015P	2016
-------------	-------	-------	-------	------

Number of Teachers  
 Number of Students  
 Student/Teacher Ratio:

- Revenues
  - State and Local Revenues
    - CPS Per Capita
    - Small Schools Supplement
    - Non - CPS Facility Supplement
    - Contributed Goods & Services
    - SGSA Chapter 1 (Includes STLS)
    - State ELL (TBE/TPI)
    - Start Up & Expansion Funds
    - Community Schools
    - SPED
    - Social Security Reimbursements
  - Total State and Local Revenues

*State and Local Revenues per Student*

- Federal Revenues
  - NCLB Title I
  - Title I (SES)
  - Title II
  - Title III (ELL)
  - National School Lunch Program
  - MCJROTC
  - SPED (IDEA)
  - Gear Up
  - E-Rate
  - Total Federal Revenues

*Federal Revenues per Student*

- Campus Revenues
  - School Fees
  - Uniform Fees
  - Summer School Fees
  - Night School Fees
  - Campus Fundraising
  - Total Campus Revenues

*Campus Revenues per Student*

- Philanthropy
  - Private Fundraising and Grants
  - Transfer of Funds from CMO
  - DOE Charter Schools Program Grant
  - Total Philanthropy

*Philanthropy per Student*

- Other Revenues
  - Investment Income



**Campus 21 - Private Lease**  
**Statement of Activities**

Fiscal Year	2013A	2014P	2015P	2016
Office Furniture				
Printing & Copying				
Postage & Delivery				
Telecommunications				
Professional Services				
Total Office Administration Expenses				
<i>Office Admin Expenses per Student</i>				
Occupancy Expenses				
Rent				
Building Maintenance & Repairs (network)				
Building Maintenance & Repairs (campus)				
Contracted Maintenance Services (network)				
Fire Protection/Security Contracted Maintenance				
Other Facility Services				
Contracted Maintenance Services (campus)				
Utilities Expense				
CPS Facility Fee				
Total Occupancy Expenses				
<i>Occupancy Expenses per Student</i>				
Other Expenses				
Insurance				
Depreciation				
Amortization				
Interest Expense				
Other Misc.				
Scholarship				
Right Angle, A Noble Network Program				
Network Scholarship & Events				
Total Other Expenses				
<i>Other Expenses per Student</i>				
Total Program Services				
<i>Total Program Services per Student</i>				
Supporting Services				
Management and General				
Academic				
Alumni Affairs				
Facilities				
Finance				
Health, Fitness, and Athletics	-	-	-	
General Administration				
Government Affairs				
Human Resources				
Information Technology				
Talent	-	-	-	
Noble Day Care				
Noble Network Education Foundation				
Right Angle, A Noble Network Program				

**Campus 21 - Private Lease**  
 Statement of Activities

Fiscal Year	2013A	2014P	2015P	2016
Total Management and General				
Fundraising				
Development				
General Administration				
Right Angle, A Noble Network Program				
Total Fundraising				
Total Supporting Services				
	<i>Total Supporting Services per Student</i>			
<b>Total Expenses</b>				
	<i>Total Expenses per Student</i>			
<b>Net Surplus/(Deficit)</b>				
	<i>Net Surplus/(Deficit) per Student</i>			
Net Surplus/(Deficit) before Philanthropy				
	<i>Net Surplus/(Deficit) before Philanthropy per Student</i>			

**Campus 22 - CPS facility**  
**Statement of Activities**

Fiscal Year	2013A	2014P	2015P	2016P
-------------	-------	-------	-------	-------

Number of Teachers  
 Number of Students  
 Student/Teacher Ratio:

Revenues

- State and Local Revenues
  - CPS Per Capita
  - Small Schools Supplement
  - Non - CPS Facility Supplement
  - Contributed Goods & Services
  - SGSA Chapter 1 (Includes STLS)
  - State ELL (TBE/TPI)
  - Start Up & Expansion Funds
  - Community Schools
  - SPED
  - Social Security Reimbursements
- Total State and Local Revenues

*State and Local Revenues per Student*

- Federal Revenues
  - NCLB Title I
  - Title I (SES)
  - Title II
  - Title III (ELL)
  - National School Lunch Program
  - MCJROTC
  - SPED (IDEA)
  - Gear Up
  - E-Rate
- Total Federal Revenues

*Federal Revenues per Student*

- Campus Revenues
  - School Fees
  - Uniform Fees
  - Summer School Fees
  - Night School Fees
  - Campus Fundraising
- Total Campus Revenues

*Campus Revenues per Student*

- Philanthropy
  - Private Fundraising and Grants
  - Transfer of Funds from CMO
  - DOE Charter Schools Program Grant
- Total Philanthropy

*Philanthropy per Student*

- Other Revenues
  - Investment Income
  - Net Realized/Unrealized Gain on Investments

**Campus 22 - CPS facility**  
**Statement of Activities**

Fiscal Year	2013A	2014P	2015P	2016P
NNST Fee				
Transfer of Funds to Right Angle				
Special Projects/Fundraisers				
Charitable Donations				
Other Revenues				
Right Angle, A Noble Network Program				
Noble Day Care				
Total Other Revenues				
	<i>Other Revenues per Student</i>			
<b>Total Revenues</b>				
	<i>Total Revenues per Student</i>			
Expenses				
Program Services				
Direct Student Expenses				
Educational Materials				
Instruction Equipment				
Technology (network)				
Technology (campus)				
E-Rate Technology				
Food Program				
Classroom Furniture (network)				
Classroom Furniture (campus)				
Transportation				
Sports Activities				
Music Program				
Field Studies				
Extra Curricular Activities				
Uniforms				
Summer School				
Night School				
Graduation Expenses				
Other Expenses				
Contributed Goods & Services				
Total Direct Student Expenses				
	<i>Direct Student Expenses per Student</i>			
Personnel Expenses				
Salaries				
Contractual Services & Stipends				
Bonus				
Employee Benefits				
Professional Development				
Staff Recruitment				
Total Personnel Expenses				
	<i>Personnel Expenses per Student</i>			
Office Administration Expenses				
Supplies				
Office Furniture				
Printing & Copying				

**Campus 22 - CPS facility**  
**Statement of Activities**

Fiscal Year	2013A	2014P	2015P	2016P
-------------	-------	-------	-------	-------

Postage & Delivery  
 Telecommunications  
 Professional Services  
 Total Office Administration Expenses

*Office Admin Expenses per Student*

Occupancy Expenses  
 Rent  
 Building Maintenance & Repairs (network)  
 Building Maintenance & Repairs (campus)  
 Contracted Maintenance Services (network)  
 Fire Protection/Security Contracted Maintenance  
 Other Facility Services  
 Contracted Maintenance Services (campus)  
 Utilities Expense  
 CPS Facility Fee  
 Total Occupancy Expenses

*Occupancy Expenses per Student*

Other Expenses  
 Insurance  
 Depreciation  
 Amortization  
 Interest Expense  
 Other Misc.  
 Scholarship  
 Right Angle, A Noble Network Program  
 Network Scholarship & Events  
 Total Other Expenses

*Other Expenses per Student*

Total Program Services

*Total Program Services per Student*

Supporting Services  
 Management and General  
 Academic  
 Alumni Affairs  
 Facilities  
 Finance  
 Health, Fitness, and Athletics  
 General Administration  
 Government Affairs  
 Human Resources  
 Information Technology  
 Talent  
 Noble Day Care  
 Noble Network Education Foundation  
 Right Angle, A Noble Network Program  
 Total Management and General

Fundraising

**Campus 22 - CPS facility**  
 Statement of Activities

<b>Fiscal Year</b>	<b>2013A</b>	<b>2014P</b>	<b>2015P</b>	<b>2016P</b>
Development				
General Administration				
Right Angle, A Noble Network Program				
Total Fundraising				
Total Supporting Services				
	<i>Total Supporting Services per Student</i>			
<b>Total Expenses</b>				
	<i>Total Expenses per Student</i>			
<b>Net Surplus/(Deficit)</b>				
	<i>Net Surplus/(Deficit) per Student</i>			
Net Surplus/(Deficit) before Philanthropy				
	<i>Net Surplus/(Deficit) before Philanthropy per Student</i>			

**Campus 23 - Private Lease**  
**Statement of Activities**

Fiscal Year	2013A	2014P	2015P	2016
	Number of Teachers Number of Students Student/Teacher Ratio:			
Revenues				
State and Local Revenues				
CPS Per Capita				
Small Schools Supplement				
Non - CPS Facility Supplement				
Contributed Goods & Services				
SGSA Chapter 1 (Includes STLS)				
State ELL (TBE/TPI)				
Start Up & Expansion Funds				
Community Schools				
SPED				
Social Security Reimbursements				
Total State and Local Revenues				
	<i>State and Local Revenues per Student</i>			
Federal Revenues				
NCLB Title I				
Title I (SES)				
Title II				
Title III (ELL)				
National School Lunch Program				
MCJROTC				
SPED (IDEA)				
Gear Up				
E-Rate				
Total Federal Revenues				
	<i>Federal Revenues per Student</i>			
Campus Revenues				
School Fees				
Uniform Fees				
Summer School Fees				
Night School Fees				
Campus Fundraising				
Total Campus Revenues				
	<i>Campus Revenues per Student</i>			
Philanthropy				
Private Fundraising and Grants				
Transfer of Funds from CMO				
DOE Charter Schools Program Grant				
Total Philanthropy				
	<i>Philanthropy per Student</i>			



**Campus 23 - Private Lease**  
**Statement of Activities**

Fiscal Year	2013A	2014P	2015P	2016
<i>Personnel Expenses per Student</i>				
Office Administration Expenses				
Supplies				
Office Furniture				
Printing & Copying				
Postage & Delivery				
Telecommunications				
Professional Services				
Total Office Administration Expenses				
<i>Office Admin Expenses per Student</i>				
Occupancy Expenses				
Rent				
Building Maintenance & Repairs (network)				
Building Maintenance & Repairs (campus)				
Contracted Maintenance Services (network)				
Fire Protection/Security Contracted Maintenance				
Other Facility Services				
Contracted Maintenance Services (campus)				
Utilities Expense				
CPS Facility Fee				
Total Occupancy Expenses				
<i>Occupancy Expenses per Student</i>				
Other Expenses				
Insurance				
Depreciation				
Amortization				
Interest Expense				
Other Misc.			-	-
Scholarship				
Right Angle, A Noble Network Program				
Network Scholarship & Events				
Total Other Expenses				
<i>Other Expenses per Student</i>				
Total Program Services				
<i>Total Program Services per Student</i>				
Supporting Services				
Management and General				
Academic				
Alumni Affairs				
Facilities				
Finance				
Health, Fitness, and Athletics		-	-	-
General Administration				
Government Affairs				

**Campus 23 - Private Lease**  
**Statement of Activities**

<b>Fiscal Year</b>	<b>2013A</b>	<b>2014P</b>	<b>2015P</b>	<b>2016</b>
Human Resources				
Information Technology				
Talent	-	-	-	-
Noble Day Care				
Noble Network Education Foundation				
Right Angle, A Noble Network Program				
<b>Total Management and General</b>				
<b>Fundraising</b>				
Development				
General Administration				
Right Angle, A Noble Network Program				
<b>Total Fundraising</b>				
<b>Total Supporting Services</b>				
	<i>Total Supporting Services per Student</i>			
<b>Total Expenses</b>				
	<i>Total Expenses per Student</i>			
<b>Net Surplus/(Deficit)</b>				
	<i>Net Surplus/(Deficit) per Student</i>			
Net Surplus/(Deficit) before Philanthropy				
	<i>Net Surplus/(Deficit) before Philanthropy per Student</i>			

**Campus 25 - CPS**  
**Statement of Activities**

Fiscal Year	2013A	2014P	2015P	2016
-------------	-------	-------	-------	------

Number of Teachers  
 Number of Students  
 Student/Teacher Ratio:

Revenues

- State and Local Revenues
  - CPS Per Capita
  - Small Schools Supplement
  - Non - CPS Facility Supplement
  - Contributed Goods & Services
  - SGSA Chapter 1 (Includes STLS)
  - State ELL (TBE/TPI)
  - Start Up & Expansion Funds
  - Community Schools
  - SPED
  - Social Security Reimbursements
- Total State and Local Revenues

*State and Local Revenues per Student*

- Federal Revenues
  - NCLB Title I
  - Title I (SES)
  - Title II
  - Title III (ELL)
  - National School Lunch Program
  - MCJROTC
  - SPED (IDEA)
  - Gear Up
  - E-Rate
- Total Federal Revenues

*Federal Revenues per Student*

- Campus Revenues
  - School Fees
  - Uniform Fees
  - Summer School Fees
  - Night School Fees
  - Campus Fundraising
- Total Campus Revenues

*Campus Revenues per Student*

- Philanthropy
  - Private Fundraising and Grants
  - Transfer of Funds from CMO
  - DOE Charter Schools Program Grant
- Total Philanthropy

*Philanthropy per Student*

- Other Revenues
  - Investment Income
  - Net Realized/Unrealized Gain on Investments

**Campus 25 - CPS**  
**Statement of Activities**

Fiscal Year	2013A	2014P	2015P	2016
<ul style="list-style-type: none"> <li>NNST Fee</li> <li>Transfer of Funds to Right Angle</li> <li>Special Projects/Fundraisers</li> <li>Charitable Donations</li> <li>Other Revenues</li> <li>Right Angle, A Noble Network Program</li> <li>Noble Day Care</li> <li>Total Other Revenues</li> </ul>				
	<i>Other Revenues per Student</i>			
<b>Total Revenues</b>				
	<i>Total Revenues per Student</i>			
Expenses				
<ul style="list-style-type: none"> <li>Program Services <ul style="list-style-type: none"> <li>Direct Student Expenses <ul style="list-style-type: none"> <li>Educational Materials</li> <li>Instruction Equipment</li> <li>Technology (network)</li> <li>Technology (campus)</li> <li>E-Rate Technology</li> <li>Food Program</li> <li>Classroom Furniture (network)</li> <li>Classroom Furniture (campus)</li> <li>Transportation</li> <li>Sports Activities</li> <li>Music Program</li> <li>Field Studies</li> <li>Extra Curricular Activities</li> <li>Uniforms</li> <li>Summer School</li> <li>Night School</li> <li>Graduation Expenses</li> <li>Other Expenses</li> <li>Contributed Goods &amp; Services</li> <li>Total Direct Student Expenses</li> </ul> </li> </ul> </li> </ul>				
	<i>Direct Student Expenses per Student</i>			
<ul style="list-style-type: none"> <li>Personnel Expenses <ul style="list-style-type: none"> <li>Salaries</li> <li>Contractual Services &amp; Stipends</li> <li>Bonus</li> <li>Employee Benefits</li> <li>Professional Development</li> <li>Staff Recruitment</li> <li>Total Personnel Expenses</li> </ul> </li> </ul>				
	<i>Personnel Expenses per Student</i>			
<ul style="list-style-type: none"> <li>Office Administration Expenses <ul style="list-style-type: none"> <li>Supplies</li> <li>Office Furniture</li> <li>Printing &amp; Copying</li> </ul> </li> </ul>				

**Campus 25 - CPS**  
**Statement of Activities**

Fiscal Year	2013A	2014P	2015P	2016
-------------	-------	-------	-------	------

- Postage & Delivery
- Telecommunications
- Professional Services
- Total Office Administration Expenses

*Office Admin Expenses per Student*

- Occupancy Expenses
  - Rent
  - Building Maintenance & Repairs (network)
  - Building Maintenance & Repairs (campus)
  - Contracted Maintenance Services (network)
  - Fire Protection/Security Contracted Maintenance
  - Other Facility Services
  - Contracted Maintenance Services (campus)
  - Utilities Expense
  - CPS Facility Fee
- Total Occupancy Expenses

*Occupancy Expenses per Student*

- Other Expenses
  - Insurance
  - Depreciation
  - Amortization
  - Interest Expense
  - Other Misc.
  - Scholarship
  - Right Angle, A Noble Network Program
  - Network Scholarship & Events
- Total Other Expenses

*Other Expenses per Student*

Total Program Services

*Total Program Services per Student*

- Supporting Services
  - Management and General
    - Academic
    - Alumni Affairs
    - Facilities
    - Finance
    - Health, Fitness, and Athletics
    - General Administration
    - Government Affairs
    - Human Resources
    - Information Technology
    - Talent
    - Noble Day Care
    - Noble Network Education Foundation
    - Right Angle, A Noble Network Program
  - Total Management and General

Health, Fitness, and Athletics	-	-	-
Talent	-	-	-

Fundraising

**Campus 25 - CPS**  
**Statement of Activities**

<b>Fiscal Year</b>	<b>2013A</b>	<b>2014P</b>	<b>2015P</b>	<b>2016</b>
Development				
General Administration				
Right Angle, A Noble Network Program				
Total Fundraising				
Total Supporting Services				
	<i>Total Supporting Services per Student</i>			
<b>Total Expenses</b>				
	<i>Total Expenses per Student</i>			
<b>Net Surplus/(Deficit)</b>				
	<i>Net Surplus/(Deficit) per Student</i>			
Net Surplus/(Deficit) before Philanthropy				
	<i>Net Surplus/(Deficit) before Philanthropy per Student</i>			

**Campus 25 - Lease**  
**Statement of Activities**

Fiscal Year	2013A	2014P	2015P	2016
-------------	-------	-------	-------	------

Number of Teachers  
 Number of Students  
 Student/Teacher Ratio:

Revenues

- State and Local Revenues
  - CPS Per Capita
  - Small Schools Supplement
  - Non - CPS Facility Supplement
  - Contributed Goods & Services
  - SGSA Chapter 1 (Includes STLS)
  - State ELL (TBE/TPI)
  - Start Up & Expansion Funds
  - Community Schools
  - SPED
  - Social Security Reimbursements
- Total State and Local Revenues

*State and Local Revenues per Student*

- Federal Revenues
  - NCLB Title I
  - Title I (SES)
  - Title II
  - Title III (ELL)
  - National School Lunch Program
  - MCJROTC
  - SPED (IDEA)
  - Gear Up
  - E-Rate
- Total Federal Revenues

*Federal Revenues per Student*

- Campus Revenues
  - School Fees
  - Uniform Fees
  - Summer School Fees
  - Night School Fees
  - Campus Fundraising
- Total Campus Revenues

*Campus Revenues per Student*

- Philanthropy
  - Private Fundraising and Grants
  - Transfer of Funds from CMO
  - DOE Charter Schools Program Grant
- Total Philanthropy

*Philanthropy per Student*

- Other Revenues
  - Investment Income
  - Net Realized/Unrealized Gain on Investments



**Campus 25 - Lease**  
**Statement of Activities**

Fiscal Year	2013A	2014P	2015P	2016
Postage & Delivery				
Telecommunications				
Professional Services				
Total Office Administration Expenses				
<i>Office Admin Expenses per Student</i>				
Occupancy Expenses				
Rent				
Building Maintenance & Repairs (network)				
Building Maintenance & Repairs (campus)				
Contracted Maintenance Services (network)				
Fire Protection/Security Contracted Maintenance				
Other Facility Services				
Contracted Maintenance Services (campus)				
Utilities Expense				
CPS Facility Fee				
Total Occupancy Expenses				
<i>Occupancy Expenses per Student</i>				
Other Expenses				
Insurance				
Depreciation				
Amortization				
Interest Expense				
Other Misc.				-
Scholarship				
Right Angle, A Noble Network Program				
Network Scholarship & Events				
Total Other Expenses				
<i>Other Expenses per Student</i>				
Total Program Services				
<i>Total Program Services per Student</i>				
Supporting Services				
Management and General				
Academic				
Alumni Affairs				
Facilities				
Finance				
Health, Fitness, and Athletics	-	-		-
General Administration				
Government Affairs				
Human Resources				
Information Technology				
Talent	-	-		-
Noble Day Care				
Noble Network Education Foundation				
Right Angle, A Noble Network Program				
Total Management and General				
Fundraising				

**Campus 25 - Lease**  
**Statement of Activities**

<b>Fiscal Year</b>	<b>2013A</b>	<b>2014P</b>	<b>2015P</b>	<b>2016</b>
Development				
General Administration				
Right Angle, A Noble Network Program				
Total Fundraising				
Total Supporting Services				
	<i>Total Supporting Services per Student</i>			
<b>Total Expenses</b>				
	<i>Total Expenses per Student</i>			
<b>Net Surplus/(Deficit)</b>				
	<i>Net Surplus/(Deficit) per Student</i>			
Net Surplus/(Deficit) before Philanthropy				
	<i>Net Surplus/(Deficit) before Philanthropy per Student</i>			



### BACKGROUND

The Noble Network is the highest performing charter operator in the City of Chicago. Noble serves low-income students with 16 non-selective campuses throughout the City, preparing them for college success and exemplary lives. Over the past 15 years, Noble has evolved from a single school, through successful replication, to a network of schools serving over 10,000 students. With growth to some of the most challenged areas in Chicago, our performance has consistently improved. We believe:

1. Through scholarship, honor and discipline, low-income students can attain a college degree and a life of economic means for themselves and for future generations.
2. Low-income students too often lack access to a quality education.

As a nation, we have not made meaningful progress in addressing the opportunity gap between low-income students and their peers. This effect of income inequality on educational attainment is most clearly summarized by our national college graduation rates.

*College Graduation Rates by Income Quartile<sup>1</sup>*

<i>Quartile</i>	<i>Family Income</i>	<i>College Attainment (4yr)</i>
Highest Quartile	Over \$105,000.	71%
Second Quartile	\$63,000 - \$105,000.	30%
Third Quartile	\$33,000 - \$63,000.	15%
Lowest Quartile	Less than \$33,000.	10%

Chicago is a stark example of this national problem. Chicago is a highly segregated city; low-income communities have high minority populations and low rates of college graduation. To date, Chicago’s educational system has failed to provide a means for low-income minority students to obtain a college degree, use it as a lever to improve their lives, strengthen their community, and contribute to Chicago’s overall economic prosperity.

- A freshman in the Chicago public school system has an estimated 8% chance of college graduation if s/he is Black or Hispanic.<sup>2</sup>

Noble exists to dramatically alter these odds.

### OUR STUDENTS

Our student population is 89% low-income, 98% minority, and 81% first generation college students. Noble ‘doubles down’ on the current generation, serving students who too often begin high school behind grade level and preparing them for college. Noble’s current college graduation rate is more than 3X the national average for low income students, 33%. This is on par with the national rate for the

second highest income quartile. Our goal is to raise this to a rate on par with the highest income quartile.

**MISSION**

*Noble prepares low-income students with the scholarship, discipline and honor necessary for college success and exemplary lives.*

**THEORY OF CHANGE**

The critical measure of our long-term impact will always begin and end with the students we serve. Above any other competing priority, we prioritize the design, practice, and constant improvement of a best-in-nation education for the students who walk through the doors of our schools each day. As a result of this investment, our students earn college degrees and choice-filled lives, with a commitment to improving the lives of future generations and those around them.

**IMPACT STATEMENT**

*Community Revitalization*

In creating this positive multi-generational change, we hope to disrupt the cycle of poverty in the communities we serve. This is the surest path to revitalization of the City of Chicago.

*Education Reform*

In practice and codification of what makes us excellent, we build impact and influence that will change education in the City of Chicago. Through sharing, we affect change on a national scale. We close the opportunity gap with the students we serve, proving that such results are possible. This raises expectations, forces competition in the markets we serve, and increases accountability to low-income students and families.

**2020 VISION**

---

Our vision for 2020 is not just to maintain high performance relative to other high school options, but to attain better results that we have ever achieved, for as many students as we can reach. To do this, our five-year focus will center on:

- I. BEST IN INDUSTRY PERFORMANCE**
- II. ENDURING ORGANIZATIONAL HEALTH**
- III. DISCIPLINED GROWTH**

## I. BEST IN INDUSTRY PERFORMANCE

---

While our lowest performance metrics have always far exceeded the alternatives for our students, we are not satisfied with high performance relative to District schools, or even the State average. Today, we are Chicago's highest performing high school operator. In 2020, our goal is to be best in industry at preparing our students for college success and exemplary lives. We define this goal with three key areas:

### COLLEGE

---

Our goal is to achieve college graduation rates on par with the highest income quartile. If we are successful, we will have achieved the best results in our field.

**College Goal** 75% of our students obtain a college degree within 6 years of their Noble graduation.

The College Team drives our performance in this area, focusing on:

- Sophisticated matching to ensure our students enroll in colleges in which they can thrive.
- College completion curriculum to develop skills associated with increased persistence and to demystify the application process and college experience.
- An alumni coordinator at each campus to assist our college students in overcoming any obstacles that might impede their graduation from college.

We have allocated additional resources to build relationships with targeted colleges. In addition to paving the way for Noble applicants, this will enable us to give these colleges feedback on how best to support Noble alumni in reaching graduation.

### ACADEMICS

---

Instruction is the core business of the Noble Network. Our instruction is grounded in unwavering high expectations for student achievement and student conduct.

#### *Academics Goal*

Our average ACT score is 22, and we achieve an average of 7 points of growth.  
25% of our seniors have at least one 3+ Advanced Placement exam score.  
We reach 10% above the State average on the Common Core exams.  
All schools receive an average of 95% on our internal audits of school culture.

In order to meet our academic goals, we work to:

- Foster a culture of innovation.
- Ensure a common language for academic excellence, rooted in standards aligned to college criteria.
- Measure campus performance with transparent, actionable data.
- Promote a healthy balance of quality collaboration and competitive drive.

The Academics team has integrated the Common Core into the Noble standards and assessments, and continues to support school leaders in increasing academic rigor.

## HEALTH AND FITNESS

To best position our students for achievement, we are committed to assisting our students in living healthy lives.

### *Health & Fitness Goal*

90% of students pass the health and fitness requirements.

We are working to:

- Provide rigorous physical education and health instruction.
- Use transparent, actionable data to drive improvement in student outcomes.

We have implemented common standards and assessments, and will continue to work towards improved health and fitness outcomes.

In addition to the existing strategies from our Academics, College, and Health and Fitness teams, we will employ three strategies to drive best in industry results.

### 1. DEFINED PERFORMANCE

To ensure we meet our goals, it is critical that we clearly define high performance. Defined performance metrics allow us to hold ourselves accountable to results, identify areas in need of support, and grow in a way that supports our continued high performance.

### PATH FORWARD

We anchor our goals in our students achieving college success and exemplary lives. Some variation in performance is expected – it is important that our team has room to develop and innovate without undo concern of a performance dip.

- We have clear goals with set performance indicators (see Exhibit 1. Key Performance Indicators).
- We set a Network minimum ACT score, EPAs growth rate, and college graduation rate to ensure we prioritize our continued performance above growth (see Exhibit 2. Green-Lighting Criteria).

### 2. TALENT

*Obsessing over top talent, hiring top talent, autonomy for top talent.*

This phrase describes the critical focus the Noble model places on high performing talent. It is our most important lever in accomplishing our mission of providing students with an excellent education. We cannot achieve our goals without sufficient top talent.

While we have robust information on student performance, we do not yet have the same insight into talent. The implications of this are key; it is critical that we understand how effective we are in recruiting

and retaining high performers. We are currently working to identify and analyze performance across our organization.

<b>Talent Goals</b>	<p>We fill every predicted opening by the end of the school year.</p> <p>We have 5 Noble-quality candidates per opening.</p> <p>We retain 85% of our high-performers.</p>
---------------------	---

While not goals themselves, there are key symptoms associated with success in the goals listed above:

<b>Indicator</b>	<b>Description of Success</b>
Diversity	Our teams possess the diverse perspectives necessary to identify optimal solutions.
Culture	We have a strong, healthy organizational culture which leads to high performance and retention. It is service-oriented and 'coop-etive.'

### Talent Pool & Velocity of Hiring

With our assertive growth, our need for talented hires has grown in tandem. If we reach 20 schools, we will need to more than double the number of applications received in 2013. To ensure that we are securing the necessary hires, we have the goal of filling every predicted opening by the end of the school year.

<b>Number of Schools</b>	<b>Applications Received</b>			<b>Applications Needed</b>			
	10	Δ	15	Δ	20	Δ	25
<i>School Hires</i>	101	+77%	179	+73%	310	+15%	358
<i>Applications</i>	2,562	-10%	2,303	+145%	5,636	+15%	6,509

*Projections assume steady pace expansion.*

More important than the size of the pool, we are focused on increasing the number of Noble-quality applicants per opening, as defined by our candidate rubric. Our goal is to secure 5 of these high quality applicants per opening.

### Talent Retention

A certain degree of attrition is healthy and expected. Today, our overall retention is 76%. While we do not yet have the data on where high performers fall in this, our current performance is below goal, with a significant spread across the Network. Our ability to retain Noble-quality talent has implications for our future recruitment needs. Our investment in analysis of performance across the Network will guide our actions in this area.

<b>Campuses SY10-13</b>	<b>All Staff</b>		<b>Instructional</b>	
	<i>Min</i>	<i>Max</i>	<i>Min</i>	<i>Max</i>
% Retained after 4 years	21%	75%	14%	100%
% Retained after 3 years	27%	75%	14%	100%
% Retained after 2 years	35%	88%	29%	100%
% Retained after 1 year	35%	100%	40%	100%
% Retained in first year	60%	100%	58%	100%

## PATH FORWARD

- Retention indicators without performance data are of limited use. Not only is some degree of attrition natural, we want to retain only those whose performance is high enough for Noble students. Once we are able to assess performance across the Network, we will identify our effectiveness in retaining our high performers.
- Insight into our retention of high performers will allow us to:
  - Refine our goal of retaining 85% of high-performers.
  - Refine the ways we seek to improve retention, including our compensation strategy.

### Compensation Strategy & Financial Implications

Personnel expense is a significant percentage of total revenue.

Indicator	2013	2020
Total dollars spent on personnel	\$61,413,195	\$138,857,513
% of revenue spent on personnel	47%	55.9%
Total revenue per pupil	\$14,901	\$13,396
Per pupil spending on personnel	\$6,950	\$7,492

Our analysis of the recruitment and retention of our high performers will have implications for our compensation strategy. Currently, Noble uses salary and bonus pay to compensate staff. Salaries and bonuses for school based staff are set by the principal, though the Human Resources team monitors the range of compensation. In updating our recruitment and retention plans, we will include an analysis of the financial implications of our retention and recruitment, as well as the projected expense of keeping pace with the rising cost of living in Chicago.

<i>Indicator</i>	<i>2013 Performance</i>
Range of Teacher Base Salary	\$33,000 – 79,139
Range of Campus Staff Base Salary	\$21,860 – 108,446
Average Campus Staff Base Salary	\$50,002
Average Campus Staff Bonus	\$5,140

### Diversity

Hiring the candidate that will deliver the best results for the students we serve is core to the Noble model. Noble is committed to diversity for two reasons:

1. Diverse perspectives are essential for optimal results.
2. Our commitment to diversity in our staff and leadership team is an extension of the same belief we reflect to the students we serve: race and income should place no limit on what an individual can accomplish. They place no limit on what our students can accomplish, and they place no limits on how far one can progress in their career at Noble.

Diversity is emphasized in our search for candidates, but our assessment of candidates is based solely on performance.

Indicator	June 2013
Minority Principals	46% (69% in 2014)
Minority Teachers	26%
Female: Male Principals	54:46
Female: Male Teachers	63:37

Indicator	June 2013
Minority Chiefs	0%
Minority Staff Members	61%
Female: Male Chiefs	25:75
Female: Male Staff Members	65:35

## PATH FORWARD

We ensure our actions are in line with our stated commitment by:

- Setting the expectation that our leadership team will use best efforts to emphasize diversity in the search for candidates. Assessment and hiring will continue to be based solely on performance.
- Continuing to refine our talent strategy to identify and prioritize recruitment channels that will yield a deep, diverse talent pool.

### Culture & ‘Coop-etition’

We seek a balance of ‘coop-etition,’ cooperation and competition, at Noble. Teacher hiring is the largest barrier to ‘coop-etition’ as it is both a key lever for success and an extremely large expenditure of time for our principals. Aspects of our hiring system are currently centralized – we have a common database of applicants, common demonstrations and common notice of offers made. Hiring decisions themselves are decentralized. We use a system of rules around shared aspects of the hiring process, particularly around shared information and shared time with candidates. Having to share information and candidate time is a significant burden on principals but one that exists to ensure top talent is not lost to the Network as a whole.

### Optimal Team Growth

For school based staff, Noble principals make decisions regarding staff hiring, evaluation and compensation. Agency for school leaders in human capital decisions is key to our ability to attract and retain top talent. The Chiefs team plays a similar role in making hiring, development, and compensation decisions for the Support Team. The Support Team is particularly affected by our organizational growth, with workloads increasing in scope and complexity. Through the use of technology and the benefits of economies of scale, we seek to keep this proportional growth as low as possible. Chiefs currently use a process where each team proposes their budget and the new hires they see as necessary, and those hires are debated and vetted by the leadership team as a whole. This is in line the Noble values to avoid bloat and wasted expense.

## Talent Development

Our approach to our 'talent bench' is critical. If we do not identify, match, communicate with and develop top talent, we risk:

1. losing individuals that are an appropriate match for a Noble role, and
2. moving Noble talent to new/advanced roles for which they are inappropriately matched, in which they become unsuccessful.

On the Support Team, Chiefs manage identifying and assessing their teams' career objectives, as well as the match to Noble opportunities. We have used mentoring and partner programs to meet principal development needs. Principals ultimately decide on how best to meet teacher development needs.

We now partner with Relay Graduate School of Education to provide teacher development, particularly focusing on our alumni that are interested in education careers.

### PATH FORWARD

- If we face limitations on hiring Noble-quality talent or if we struggle to meet our academic performance benchmarks, we will consider investment in additional teacher development.

## 3. STUDENT RETENTION

Noble's graduation rate is best in class at 90% according to Illinois State guidelines. Despite this, we view each student we lose as an opportunity to improve.

*Retention Goal*

90% of students are retained annually.

We are committed to constantly pushing to improve our ability to serve each Noble student. We are currently researching techniques to reduce attrition. By investing in retention now, we work to avoid this group increasing with projected growth in 2020.

### PATH FORWARD

- We will pilot initiatives aimed at improving student retention, exploring ways to increase freshman readiness, and decrease the percentage of students repeating a school grade.

## II. ENDURING ORGANIZATIONAL HEALTH

## 4. ORGANIZATIONAL STRUCTURE

To achieve our goals, there is nothing more important than how we make decisions, support our team members, and drive performance outcomes. A successful leadership team structure will emphasize:

- A single servant leader at the helm, with a sustainable number of reports.
- A lean leadership team that assists in decision making.
- Principals and Chiefs teams that replicate this structure.
- Each leader providing their team with autonomy as well as any needed support and development.
- Each leader holding team members accountable to clear, measurable outcomes that are aligned to our organizational vision.

### PATH FORWARD

- The Board supports our re-organization, advising us to tier into these changes.

#### *Lead Principals*

- We will designate Lead Principals to provide a group of principals with management to outcomes as well as support and development as needed.
- In addition to providing accountability and support, this approach will create leadership opportunities for our experienced talent.

#### *Cohesive Teams with a Single Leader*

- A single leader for each team will assist with team cohesion.

### 2014-15 IMPLEMENTATION STEPS

#### *Move to Lead Principals Model*

By 7/1/2014, we will begin the Lead Principal hiring process. At the latest, Lead Principals will be instated by 1/1/2015.

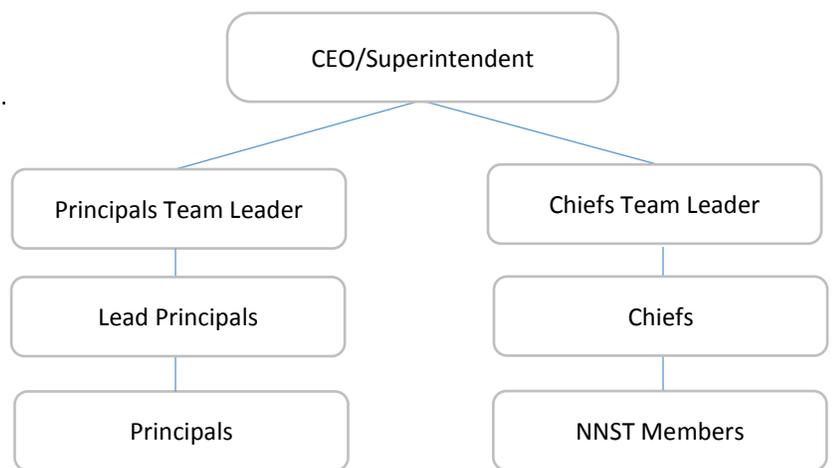
#### *One Cohesive Chiefs Team*

We move to a single leader of the Chiefs Team. By 7/1/2014, a single leader will manage the Chiefs team.

### 2015-16 IMPLEMENTATION STEPS

#### *Move to Single Leaders for Each Team*

We complete the transition to single servant leaders for each team. At the latest, we complete implementation of this structure by 1/1/2016.



## FINANCIAL STRATEGY

The Noble Network’s goal is to deliver quality education on a financially sustainable basis. This includes 1) offering Noble education on public funds and 2) securing sufficient financial resources to meet our growth goals – today and in the future.

Our financial strategy will:

- Enable Noble schools to provide a high quality education on public dollars alone.
- Reflect any needed investments in schools or the Support Team in preparation for growth.
- Set an optimal debt position.
- Ensure flexibility to respond to various facilities financing scenarios.

Our objective is financial sustainability, with each campus covering capital expense and achieving a net surplus before philanthropic support. In 2013, in aggregate, we are reaching this goal. With an operating budget of over \$100MM, we do not face an operating gap and can cover our obligations and Support Team expense on public funds alone, at a lower per pupil cost than the District. Six of our existing campuses are only sustainable if occupancy expense is equalized.

### Defining Financial Health

Network Financial Health Indicators	
Cash reserves	Greater than \$15M
CMO administrative cost	8% of Network revenue
Liquidity (CA/CL)	Sustain current ratio greater than 1:3
Net asset ratio	Sustain net assets greater than 30% of total
Enrollment	We are within 10% of enrollment targets
Public funding	Proportional increase with cost of living increase

Though our financial model reflects sustainability – a surplus each year through 2020 – we face significant challenges. The increasing difficulty involved with procuring Noble-quality facilities is a key concern. While we are well-positioned today, we remain vulnerable to public funding fluctuation, as the vast majority of our funding comes from public sources. Given this, it is critical that we strategically manage our debt position and cash reserves.

Sources	2013	2020
State and Local Revenues	78%	85%
Federal Revenues	11%	9%
Private Funds and Grants	5%	2%
Other Revenues	6%	4%

Uses	2013	2020
Program Services	73%	88%
Capital Expenditures	17%	3%
Support Team Services	8%	7%
Debt Repayment	1%	1%
Other	1%	1%

### Financial Projections

Revenues are expected to double, moving from \$107M in FY2013 to \$248M in FY2020.

<b>Indicator</b>	<b>2013</b>	<b>2020</b>
Total Revenue	\$107M	\$248M
Total Expenses	\$91M	\$232M
Cash Reserves	\$11M	\$54M
Outstanding Debt	\$43M	\$49M
Total Net Assets	\$50M	\$185M
Liquidity (CA/CL)	Less than 3:1	Greater than 3:1
CMO Admin. Cost	8%	7%

We have committed to maintaining growth in total net assets and debt service coverage, and increasing total cash from \$11MM at FYE2013 to \$79MM at FYE2020. In 2013, Noble issued \$20MM tax-exempt bonds, largely for capital expenditures.

## **Growth**

### School Operating Model

Each new campus will maintain a school model that is both effective and economical. Each new campus is expected to be operationally sustainable; able to pay occupancy expense and Support Team charges and maintain an operating reserve. Ramp up deficits are expected due to initial capital expenses, such as furniture and equipment, and administrative staff expense without the full student capacity over which to amortize the expense. Most campuses hit the break-even point by year 4.

### Campus Autonomy and Centralized Support

Principal agency in resource allocation is key to our ability to attract and retain top talent in our school leader roles. Each campus has a set pool of revenue, largely from public funds allocated based on the details of the student population. Support Team expenses and occupancy expenses are equalized and deducted. Principals have discretion over the remaining pool over funds. The Finance team relies on principals to set an appropriate budget, trading off incentivizing the lowest possible spend for locating decision-making with those closest to the students we serve.

### Support Team Model

As Noble grows, the effective provision of support services to each school will require an increase in Support Team staff, though we seek to benefit from economies of scale and minimize staff increases. In 2013, the equalized Support Team fee to campuses was 8% of revenue. In 2020 this will be reduced to 7%, or \$970 per pupil.

### Facilities Financing

Noble will house its school in facilities that meet its curricular and co-curricular needs. The recent CPS teacher strike and unprecedented CPS school closings have led to profound challenges to securing a facility approved to open as a charter school. Previously, our options were to wait for buildings from CPS, or submit our own facility for CPS approval. In 2013, our search was limited to private facilities, most of which had not been used as high schools. Occupancy for leased property costs an average of \$530K per year.

We receive a \$750 per student facility supplement, to assist in offsetting initial capital expenditures associated with private facilities. Noble seeks to keep ongoing occupancy expense below \$1,500. per pupil. FY2013 occupancy expense, without capital expenditure, was 7% of total revenue, \$8M or \$1,024 per pupil. In FY2020, this expense will be \$18M, 7% of total revenue or \$973 per pupil.

#### *Long-Term Obligation*

Our long-term obligations are another ramification of facility challenges and the necessity of private buildings. Our vulnerability to fluctuation in public funding leads us to seek to limit long term obligations.

#### Philanthropy

Largely due to our high performance, Noble has substantial access to philanthropy. Philanthropic dollars are essential for our continued growth, especially in light of the dearth of public buildings and the high cost of private facilities. Noble raised over \$40M in the last five years through private funds and competitive government grants. Our philanthropic goal for the next five years is \$60M.

Historically, we have opened a Noble school and then accepted a naming gift from a donor for a fraction of the opening expense. Recently, we have secured philanthropic gifts that cover the cost of opening – a critical pivot considering initial capital expenditures. Changing our approach to fundraising will meaningfully impact our ability to grow going forward.

### **Sensitivity Analyses**

#### Sensitivity to Public Funding Cuts

With 89% of our funds coming from the government, we are vulnerable to a cut in public funding. With Chicago Public Schools facing a \$665M budget gap and Illinois State facing a \$6.1B budget gap at FYE2013, a funding cut is a top concern. Noble has received small cuts in funding in the past, which we have been able to sustain without effecting school programming. As Noble expenses are largely variable, and its current student/teacher is low, we can absorb modest funding reductions before having to cut fixed expenses. Even without a funding cut, public revenues must keep pace with cost of living increase for us to remain financially sustainable.

#### Sensitivity to Facility Supplement

CPS has not indicated any plans to abolish their facility supplement. Total non-CPS facility supplement in FY2013 was \$4M. In FY2020, it is projected to increase to \$9M, which represents 4% of our revenues before philanthropy.

#### Sensitivity to Federal Funds

Federal funds are driven largely by the percentage of poverty in the student population served. Our recent initiatives may decrease our low-income population to some degree, though we are committed to retaining a minimum of 75% low-income population in new schools. Our exposure is a reduction of \$2M, if we decrease from our current 90% low-income population to 75% low-income population (1% of revenue).

## THE NOBLE BRAND

The Noble brand is rooted in the high performance of our open enrollment schools in preparing low-income students for college and exemplary lives. Noble is perceived as ‘best in class’ not just compared with CPS but relative to all other charter operators. Our commitment to continually driving higher performance is the primary mechanism by which we protect and forward our brand. We receive political, community, and philanthropic support not because of our size but because we achieve excellence. We have communicated our performance with key metrics. In recent years, we have moved from an emphasis on ACT and high school graduation to a focus on college graduation. These metrics are currently the cornerstone of our brand and the foundation of fundraising efforts.

### 5. COMMUNICATIONS STRATEGY

Though there is ample evidence that we have a premium brand, there is more we can do to:

1. understand how we are perceived by students, communities, potential hires and partners.
2. communicate who we are, what we do, and the quality education we offer students every day.

#### PATH FORWARD

- We will invest in an assessment of how students, communities, potential hires and partners perceive Noble. We will develop a comprehensive marketing strategy.

### 6. THREAT ASSESSMENT

Noble faces threats to our brand and our continued success. The threat of a public funding cut, charter cap, media and legal challenge and further restriction on growth are top concerns. The most effective defense is concerted advocacy and prepared response. Noble’s External Affairs team is point on our advocacy on these fronts, managing relationships with City Hall, the State, CPS, philanthropic and community players and coordinating efforts internally as well as with our Board and partner organizations.

By developing a threat assessment, we improve our ability to protect Noble from factors that would damage our performance, health, and capacity for growth. By developing a defined strategy for how to most effectively navigate these threats, we position our organization for success.

#### PATH FORWARD

- We will develop an assessment of the probability of a public funding cut, charter cap, media/legal challenge or restriction on charter growth.
- We will develop a defined strategy for how to most effectively navigate these threats.

### III. DISCIPLINED GROWTH

#### 7. MARKET RESEARCH

Though there is ample evidence that there is sizable demand for a Noble education, we can do more to understand the demand for a Noble seat, both locally and nationally.

#### PATH FORWARD

- We will invest in an assessment of the demand for a Noble seat and its variation across the City, including a projected saturation point.
- We will research the market in other regions, in preparation for any circumstances that would incent us to expand outside of Chicago.

#### 8. GROWTH STRATEGY

We grow to fulfill our mission and impact as many students as possible, without compromising our ability to serve current Noble students. The need for quality schools is so massive that we believe Noble’s growth, while maintaining quality results, is imperative. Because of our high performance, we have received sufficient support for aggressive expansion. Our expansion has required a significant portion of Noble financial and political resources, and leadership team time.

#### PATH FORWARD

- We will put quality first, only opening schools that will have Noble-quality performance.
- We will not expand unless we meet our definition of high performance.
- We will not open new schools unless we are confident that we can continue to perform at the highest level across the Network.
- Subject to our high performance, we will grow at the maximum of what we can afford, as constrained by sustainable funding, talent, demand and political authorization.

#### Green-Lighting Process

We will use the following criteria to ensure each proposed replication is in line with our values:

	NO	YES
<b>Performance</b>		
• We achieve the minimum average ACT score.	<20	≥20
• We achieve the minimum average ACT growth.	<5.2	≥5.2
• We achieve the minimum average college graduation rate, post-Class of '10.	<30%	≥30%

<b>Talent</b> <ul style="list-style-type: none"> <li>We have sufficient Noble-quality hires per open position.</li> <li>We retain the minimum percentage of school-based staff annually.</li> </ul>	<3 <75%	≥3 ≥75%
<b>Enrollment</b> <ul style="list-style-type: none"> <li>We predict sufficient demand to meet our enrollment target threshold.</li> </ul>	<90%	≥90%
<b>Student Population</b> <ul style="list-style-type: none"> <li>We predict a sufficient free/reduced lunch percentage.</li> </ul>	<80%	≥80%
<b>Financials</b> <i>Campus Proposed</i> <ul style="list-style-type: none"> <li>The campus proposed is within our range for occupancy cost per pupil.</li> <li>The campus proposed is within our range for capital expenditures.</li> <li>At scale, the campus will pay for all expenses on public funds.</li> <li>The proposed campus will not reduce the budget of any existing campus.</li> </ul> <i>Overall Network Indicators</i> <ul style="list-style-type: none"> <li>We maintain sufficient cash reserves.</li> <li>We maintain a sufficient liquidity ratio.</li> <li>We maintain our current amount of net assets percentage.</li> <li>We keep administrative costs to a sufficiently low percentage of revenue.</li> </ul>	>\$1500 No No No  <\$15M <1:3 <30% >10%	≤\$1500 Yes Yes Yes  ≥\$15M ≥1:3 ≥30% ≤10%
<b>Leadership</b> We have the school leadership needed to manage the school successfully.	No	Yes

Over the last fifteen years, our performance has improved with growth. While the Noble Network has been growing at approximately two schools per year, the context of expansion has changed vastly from year to year. Though our approach must be flexible enough to address these changing conditions, by articulating our preferences for how and where to grow, we can best capitalize on opportunity.

To ensure optimal growth Noble will:

- Ensure consistently high quality performance in all Noble schools.
- Ensure mission-aligned top quality hires.
- Provide ample support and resources to schools.
- Focus our growth to meet the needs of low-income students.
- Follow financial parameters to ensure sufficient resources in the future.

### Growth in Chicago

While we have not yet conducted the market research proposed in this plan, we assume sufficient demand to fill 25 schools in the City of Chicago by 2020. This assumes that 15% of the high school market is not a saturation point.

We have concentrated resources in Chicago to support us in accomplishing our goals, including a local and supportive Board, a network of philanthropic and political support, and a premium brand. Expansion elsewhere would require substantial investment in infrastructure. Given finite resources, we can reach

more students by staying in Chicago. We have committed to fundamentally improving the odds for low-income students in Chicago. Accomplishing our 2020 goals will allow us to expand from a position of strength. Growing in Chicago in the short-term will allow us to shore up our high-need areas, avoiding potential problems under stress of regional or national growth.

#### PATH FORWARD

- We will continue on course, maximizing growth in Chicago, prioritizing quality first.
- We are currently investing in assessing the market outside of Chicago.
- If we cannot grow in Chicago due to insufficient funding, talent, facilities or political authorization, we will pursue growth in another region.

### School Location

The highest poverty areas in Chicago are associated with the worst crime and violence. While our enrollment is not wholly determined by the population in the geographic areas surrounding a Noble campus, the location of a school influences enrollment. Families may prefer to send students to a school perceived to be in a safe area, even if they live in one of the most beleaguered areas in Chicago. While we have not conducted an economic analysis of the areas surrounding our schools, we believe that a Noble school has a long-term, positive benefit on a community, and can act as an anchor for neighborhoods struggling with hardship.

#### PATH FORWARD

- We will seek opportunities to positively impact high-need areas.

### School Clusters

There are benefits to clustering schools from a facilities perspective. Principals of cluster schools had a positive experience when we generated demand first, with subsequent replications receiving enrollment overflow. When we did not generate an initial surplus of demand, principals of cluster schools were challenged in meeting enrollment targets.

#### PATH FORWARD

- We will seek to cluster schools in areas where we have established an enrollment surplus.

### Growth in High Schools

We are the only high-performing operator in Chicago's high school space, meeting a unique need for Chicago public students. With finite resources, opening middle schools would require making trade-offs with high school expansion. While working in lower grade levels would mean higher high school scores, we have not found this necessary to meet our performance targets. We have not found opening feeder

middle schools necessary to aid high school enrollment. Instead, we have prioritized developing strategic partnerships with existing feeder middle schools.

## PATH FORWARD

- We will continue to open high schools.

### Diversification of Openings

As we grow, diversified offerings, such as a STEM school, will assist us in attracting students and meeting our enrollment goals. Specialized offerings may be required to best support and reengage struggling students as well as to push the upper boundaries of student achievement. We will pursue diverse offerings if they augment our ability to meet students' needs and interests. If we project that this will shift the student demographic we attract, we will adjust our efforts to recruit our target population.

### Facilities

The nature of available facilities changes significantly each year. CPS facilities are the least expensive option while private options often have steep initial capital expenditures and long-term obligations. CPS co-locations are the least expensive, but may be perceived as less safe. Steep capital expenditures have ramifications for our capital campaign and debt position. The implication is that if we do not receive CPS buildings or an influx of private capital or take a less conservative debt position, we will have to slow our pace of growth.

### Possible Emphasis in Facilities Procurement

#### *Public Schools on Public Dollars*

- Wait for CPS buildings with the understanding that we will have limited control over locations.

#### *Turn-Arounds and Phase-Outs*

- Seek situations like PowerHouse, offering to fix the City's lowest performing schools over a four year period, phasing into a Noble school.

#### *Private Sites on Philanthropic Dollars*

- Pursue construction or rehabilitation of private property, with the understanding that we will move forward only if we have philanthropic support to sufficiently cover capital expenditures.

#### *Predatory*

- Purposefully target low performing charters and aggressively move to occupy those buildings.

### Key Indicators for Facilities Procurement

#### *Demographics*

- Percentage of ethnic backgrounds and percentage of income ranges
- Trend: Percentage of projected population change
- Transience: Percentage of population renting

<i>Performance</i>	<ul style="list-style-type: none"> <li>• Number of other high performing high schools in the area</li> </ul>
<i>Utilization</i>	<ul style="list-style-type: none"> <li>• Utilization of current high schools in the area</li> <li>• Number of unfilled high-performing seats</li> <li>• Number of primary school feeders in the area</li> </ul>
<i>Noble Specific Demand</i>	<ul style="list-style-type: none"> <li>• Number of Noble applicants/enrollees currently traveling to Noble schools</li> <li>• Trend: Percent change per year in Noble applicants/enrollees by community area</li> </ul>

## 9. STUDENT RECRUITMENT

Providing as many low-income students as possible with a Noble-quality education is our top priority.

<b><i>Recruitment Goal</i></b>	<p style="text-align: center;"><b>We meet at least 90% of enrollment targets.</b></p> <p style="text-align: center;"><b>At least 80% of our students have free/reduced lunch status.</b></p>
--------------------------------	--

Given Noble’s open enrollment policy, we cannot mandate a percentage of free/reduced lunch (FRL) students. There is evidence that low-income students are best served in an environment with a degree of ethnic and socioeconomic diversity. As an open enrollment network, we will need to closely manage marketing and recruiting efforts to ensure that we enroll our target population.

Student recruitment is a significant pain point for our South Side and Far West Side campuses. Because public funds are allocated per pupil, missed enrollment targets have significant financial implications. In 2012, the enrollment gap doubled. In terms of per pupil funding, this represented \$2.1M. In 2014, we will introduce centralized support for student recruitment.

### PATH FORWARD

- Our Director of Student Recruitment will develop a defined student recruitment strategy.
- We are prepared for the implications of a change in FRL on federal dollars (Title 1, E-Rate etc.).

## 10. THOUGHT LEADERSHIP

While Noble has always been an open-source organization, we have not yet proactively pursued thought leadership opportunities. By sharing Noble practice with other players in the education space, we

contribute to the larger education reform movement. Distinct from growth through replication, we can grow our impact through thought leadership.

Noble tools, methods, and experiences can assist other players in the education space. Sharing practice with local schools may be an important way to establish political goodwill. While the driver of these initiatives is to further our mission, they also have the potential to significantly increase our brand awareness and generate revenue. These initiatives will require an investment of both financial expense and time of Noble talent; it is important that we balance this with our commitment to the students we currently serve in Noble campuses.

## PATH FORWARD

- We will identify Noble tools, methods and experiences valuable to other players in the education space, and conduct a cost-benefit analysis of the options.
- If appropriate, we will identify the best Noble talent to execute these initiatives.

### Potential Opportunities

- *Shared Tools:* The Noble College Bot is the predictive modeling tool we use to match students to their best fit colleges. While sharing this tool might increase local competition for seats at a few select colleges, it would have a palpable, national impact on college counseling for low-income students.
- *Published Work & Presentation:* The experiences of Noble school leaders are diverse and instructive. Facilitating a Noble principal publishing work on hiring or academic rigor could have a significant return. A public event or speaker series might have a similar effect.
- *Leadership Incubator:* Chicago charter operators have already approached us to assist in developing successful principals. Proactively offering to meet this need could be positive for both Noble and our education partners.

### ENDNOTES

1. College Attainment and Income: Mortenson, Tom. "Bachelor's Degree Attainment by Age 24 by Family Income Quartiles, 1970 to 2011." <http://www.postsecondary.org>. Underlying data sources: Current Population Survey, U.S. data for 2011 compiled with assistance of Kurt Bauman, Chief, Education and Social Stratification Branch, U.S. Census Bureau.
2. Chicago Public Schools' College Graduation: Chicago Consortium on School Research "From High School to the Future" report, 2006 (based on 98/99 HS completer cohort). This report made the front page of the Chicago Tribune with the erroneous number of 6%. After additional work with some state universities, the CCSR researchers restated the number as 8%.

## Performance

*Noble schools are high performing, preparing our students for college and exemplary lives.*

- College Graduation: Our college results are on par with the highest income quartile, 75%.
- Academics:
  - ACT: Noble achieves a 22 on the ACT and 7 points of growth.
  - AP: 25% of our seniors will have at least one 3+ AP exam score.
  - Common Core: We reach 10% above the State average.
- School Culture: Noble campuses receive 95%+ on culture audits.
- Health & Fitness: 90% of students pass the fitness requirements.
- Retention: We retain 90% of our students annually.

## Scope

*Noble's concentrated impact in Chicago fundamentally changes public education in this City with national implications. Growth is contingent on our performance and organizational health.*

- Market Share: 15%+ of Chicago's public high schools are Noble schools.
- Growth Rate: Noble is able to maintain its current pace of growth, 2 schools per year.

## Talent

*We have sustainable Noble-quality talent to equip our schools to be successful.*

- Talent Pool: We fill every predicted opening by the end of the school year.
- Hiring Velocity: We have 5 Noble-quality candidates per open position.
- Retention: We retain 85% of our highest performers.

## Finance

*We maintain sufficient financial resources for sustainability and growth.*

- Sustainability: At scale, each existing campus is sustainable on public dollars if occupancy expenses are equalized. At scale, each new campus is sustainable on public dollars.
- Administrative Expense: Administrative expense is less than 10% of revenue.
- Cash Reserves: We have sufficient cash reserves to meet our covenants, \$15M+.
- Net Asset Ratio: We sustain net assets greater than 30% of total.
- Liquidity (CL/CA): We sustain a ratio greater than 1:3.

## External Affairs

*We have sufficient political, community and philanthropic support to achieve our goals.*

- Authorization: We are approved by CPS to maintain our pace of growth.
- Funding: We maintain current funding levels.
- Philanthropy: We raise \$60M from philanthropic sources.

## Student Recruitment and Enrollment

*We have sufficient demand to fill our schools and meet our funding and growth goals.*

- Target Population: Our student population is at least 80% free/lunch.
- Demand: Noble has sufficient demand to meet 90%+ of enrollment.

To grow and fulfill our mission without compromising our service to current students, we will prioritize continued performance and enduring organizational health.

	NO	YES
<b>Performance</b> <ul style="list-style-type: none"> <li>We achieve the minimum average ACT score.</li> <li>We achieve the minimum average ACT growth.</li> <li>We achieve the minimum average college graduation rate, post-Class of '10.</li> </ul>	<p>&lt;20</p> <p>&lt;5.2</p> <p>&lt;30%</p>	<p>≥20</p> <p>≥5.2</p> <p>≥30%</p>
<b>Talent</b> <ul style="list-style-type: none"> <li>We have sufficient Noble-quality hires per open position.</li> <li>We retain the minimum percentage of school-based staff annually.</li> </ul>	<p>&lt;3</p> <p>&lt;75%</p>	<p>≥3</p> <p>≥75%</p>
<b>Enrollment</b> <ul style="list-style-type: none"> <li>We predict sufficient demand to meet our enrollment target threshold.</li> </ul>	<p>&lt;90%</p>	<p>≥90%</p>
<b>Student Population</b> <ul style="list-style-type: none"> <li>We predict a sufficient free/reduced lunch percentage.</li> </ul>	<p>&lt;80%</p>	<p>≥80%</p>
<b>Financials</b> <p><i>Campus Proposed</i></p> <ul style="list-style-type: none"> <li>The campus proposed is within our range for occupancy cost per pupil.</li> <li>The campus proposed is within our range for capital expenditures.</li> <li>At scale, the campus will pay for all expenses on public funds.</li> <li>The proposed campus will not reduce the budget of any existing campus.</li> </ul> <p><i>Overall Network Indicators</i></p> <ul style="list-style-type: none"> <li>We maintain sufficient cash reserves.</li> <li>We maintain a sufficient liquidity ratio.</li> <li>We maintain our current amount of net assets percentage.</li> <li>We keep administrative costs to a sufficiently low percentage of revenue.</li> </ul>	<p>&gt;\$1500</p> <p>No</p> <p>No</p> <p>No</p> <p>&lt;\$15M</p> <p>&lt;1:3</p> <p>&lt;30%</p> <p>&gt;10%</p>	<p>≤\$1500</p> <p>Yes</p> <p>Yes</p> <p>Yes</p> <p>≥\$15M</p> <p>≥1:3</p> <p>≥30%</p> <p>≤10%</p>
<b>Leadership</b> <p>We have the school leadership needed to manage the school successfully.</p>	<p>No</p>	<p>Yes</p>

To grow and fulfill our mission without compromising our service to current students, we will prioritize continued performance and enduring organizational health.

	NO	YES
<b>Performance</b> <ul style="list-style-type: none"> <li>We achieve the minimum average ACT score.</li> <li>We achieve the minimum average ACT growth.</li> <li>We achieve the minimum average college graduation rate, post-Class of '10.</li> </ul>	<p>&lt;20</p> <p>&lt;5.2</p> <p>&lt;30%</p>	<p>≥20</p> <p>≥5.2</p> <p>≥30%</p>
<b>Talent</b> <ul style="list-style-type: none"> <li>We have sufficient Noble-quality hires per open position.</li> <li>We retain the minimum percentage of school-based staff annually.</li> </ul>	<p>&lt;3</p> <p>&lt;75%</p>	<p>≥3</p> <p>≥75%</p>
<b>Enrollment</b> <ul style="list-style-type: none"> <li>We predict sufficient demand to meet our enrollment target threshold.</li> </ul>	<p>&lt;90%</p>	<p>≥90%</p>
<b>Student Population</b> <ul style="list-style-type: none"> <li>We predict a sufficient free/reduced lunch percentage.</li> </ul>	<p>&lt;80%</p>	<p>≥80%</p>
<b>Financials</b> <p><i>Campus Proposed</i></p> <ul style="list-style-type: none"> <li>The campus proposed is within our range for occupancy cost per pupil.</li> <li>The campus proposed is within our range for capital expenditures.</li> <li>At scale, the campus will pay for all expenses on public funds.</li> <li>The proposed campus will not reduce the budget of any existing campus.</li> </ul> <p><i>Overall Network Indicators</i></p> <ul style="list-style-type: none"> <li>We maintain sufficient cash reserves.</li> <li>We maintain a sufficient liquidity ratio.</li> <li>We maintain our current amount of net assets percentage.</li> <li>We keep administrative costs to a sufficiently low percentage of revenue.</li> </ul>	<p>&gt;\$1500</p> <p>No</p> <p>No</p> <p>No</p> <p>&lt;\$15M</p> <p>&lt;1:3</p> <p>&lt;30%</p> <p>&gt;10%</p>	<p>≤\$1500</p> <p>Yes</p> <p>Yes</p> <p>Yes</p> <p>≥\$15M</p> <p>≥1:3</p> <p>≥30%</p> <p>≤10%</p>
<b>Leadership</b> <p>We have the school leadership needed to manage the school successfully.</p>	<p>No</p>	<p>Yes</p>



# NOBLE

## Admission and Enrollment Policy

Noble campuses are tuition free and are open to all students regardless of race, ethnicity, religion, gender, socioeconomic status or disability status. It is the intention of Noble to reflect the community it serves. As part of our recruitment strategies, we will reach out to as many elementary schools and community organizations as possible, focusing in the local community of each campus.

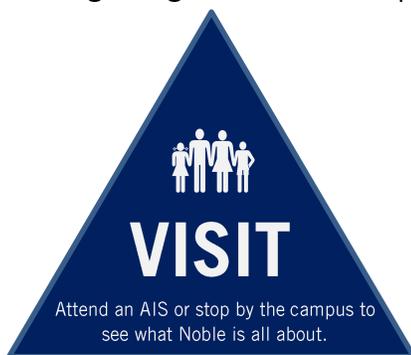
## Application Process

Noble's application process adheres to the following guidelines:

- Students must be in 8<sup>th</sup> grade in order to submit an application.
- Student test scores, grades, or special need information are not used in any way as part of the admissions process or lottery.
- If demand exceeds open seats, a blind lottery is held after the application deadline.
- All 8th grade students interested in applying for enrollment at a Noble campus must submit an application by the deadline. This includes siblings of current Noble campus students.
- Student must successfully complete 8th grade and be a resident of the City of Chicago to be eligible for admission to any Noble campus.

## Application Distribution

Noble campuses will begin to hold Admission Information Sessions (AIS) during the fall and winter months. Admission Information Sessions are designed to allow families the opportunity to visit/tour the campus, meet the principals and students, and learn about academics, enrichment, sports and summer college programs at the campus. This is also an opportunity to have all questions answered regarding Noble and that specific campus. Applications are distributed at the end of each session.



Admission Information Sessions are highly recommended so that you can see and learn about Noble for yourself. There are several sessions scheduled before the application deadline. However,

if you cannot attend a scheduled session, you may also contact the campus and obtain an application at the school, by personal delivery or mail.

## Application Deadline and Lottery Procedure

Students are required to complete an application and submit it by the deadline in order to participate in the lottery for enrollment. No application will be withheld from the lottery as long as they have students name, home address, and at least one parent or guardian listed.

Complete applications are to be returned to their respective campuses by the deadline provided. If applications are received after the deadline, those applicants will be placed on the campus' waitlist in the order they were received.

If demand exceeds open seats, a blind lottery is held after the application deadline. Student test scores, grades, or special need information are not used in any way as part of the admissions process or lottery. The lottery is open to the public and conducted by drawing participants' names from a rolling bin. Enrollment is offered to the first names drawn, until all enrollment spots are filled. Waitlist numbers are assigned in the same manner until all names have been pulled from the bin.

It is highly encouraged that students apply to multiple campuses. Based on the application received for the 14-15 school year, below are the ratios of seats per application received at our high demand campuses:

<b>Campus Name</b>	<b>Applications Received</b>	<b>Ratio of seat per Applicant</b>
Noble Street College Prep	800	1:4
Muchin College Prep	1100	1:5
UIC College Prep	1542	1:6

## Sibling and Neighborhood Boundary Policy

As long as the application is submitted by the deadline provided, siblings of current Noble students who reside in the same household and have the same legal guardian as the current Noble students are exempted from the lottery for that specific campus. Preference is also given to those students, who live within the neighborhood boundary for the following campuses: Chicago Bulls College Prep, ITW David Speer Academy, Gary Comer College Prep and UIC College Prep.

## After Lottery Procedures

For students who submitted an application by the deadline, the legal guardian will receive one letter from our central office with the admission results for the Noble campuses. Notification letters are mailed 2 weeks after lotteries are held. This letter must be returned to secure a students' enrollment/waitlist spot. Students who participate in the lottery and are not selected will be provided with a waitlist number, families will be contacted via phone and/or mail if the child's name is reached on the waitlist. It is extremely important that you notify the enrollment office if any of your contact information changes.

Students who missed the application deadline may be added to the general waitlist. If a campus has space available for enrollment the Lottery Waitlist takes priority over the general list.

You may contact the Office of Enrollment at any time during the application process with any questions or concerns.

Noble Office of Enrollment

P: 773-278-6895

F: 773-632-2033

[enrollment@noblenetwork.org](mailto:enrollment@noblenetwork.org)

## Budget Narrative File(s)

---

\* **Mandatory Budget Narrative Filename:**

[Add Mandatory Budget Narrative](#)

[Delete Mandatory Budget Narrative](#)

[View Mandatory Budget Narrative](#)

---

To add more Budget Narrative attachments, please use the attachment buttons below.

[Add Optional Budget Narrative](#)

[Delete Optional Budget Narrative](#)

[View Optional Budget Narrative](#)

**Budget Narrative**

**FEDERAL FUNDS**

The following programmatic expenses associated with the expansion and replication of two existing and eight new Noble campuses will be covered by the federal grant if our application is funded. Noble’s fiscal year (FY) runs from July 1 to June 30, and this five-year request would align with Noble’s FY16 beginning on July 1, 2015 and concluding in FY20 on June 30, 2020. Given Noble’s sixteen years of operation, we have significant historic expenditures for our campuses at all stages in their growth to pull from. This wealth of information informs our budget projections and five-year strategic plan, allowing us to have a realistic understanding of the full range of costs for future planned campuses. Further, given that Noble recently closed out our first-ever five-year federal Replication and Expansion grant from 2010, our team has gained significant experience in understanding federal spending requirements and restrictions tied to the Charter School Programs.

The timing of this federal grant is opportune because our district is able to offer no support in the expansion of high quality charter models. Chicago Public Schools (CPS), facing a budget crisis - an estimated structural deficit of \$1 billion due in large part to unfunded pension liabilities. The Chicago Teachers Pension Fund recently rejected a request by CPS to put off a \$500 million payment due in 2016. To account for some of these gaps CPS eliminated 1,400 positions to cut \$200 million in expenses. Just this week Chicago Public Schools released only 15 percent of expected payments to charter operators with instructions that total amounts of disbursements would be announced at a later point. CPS also announced that going forward all start-up, incubation and expansion (ISE) funds for charters would be eliminated. These funds provide an average of \$700,000 annually to support campus growth and expansion. The late notification that these funds are being withheld, coupled with their absence in future years, will

Noble Network of Charter Schools  
Charter School Program (M) –Replication and Expansion

deepen the financial challenges for the coming year that we are already working to mitigate. Given that this federal grant provides up to \$800,000 in replication and expansion funds per campus, we have maxed out this amount over the course of the five-year requested project period. This will allow Noble to direct much-needed funds to campuses as soon as possible over the coming years when CPS ISE funds are unavailable. Federal support for our replication and expansion could not come at a more crucial time as we do not have the benefit of expansion funds from the district that have supported our growth in the past.

The chart below outlines the campuses included in this grant and when they will be eligible for grant funds over the five-year project period. Please note that Noble does not have an Indirect Cost Rate Agreement.

<b>Campuses</b>	<b>FY16</b>	<b>FY17</b>	<b>FY18</b>	<b>FY19</b>	<b>FY20</b>
<b>Butler College Prep</b>	Expansion	Expansion	-	-	-
<b>The Noble Academy</b>	Expansion	Expansion	Expansion	-	-
<b>Campus 17</b>	-	-	-	Expansion	Expansion
<b>Campus 18</b>	-	Replication	Replication	Replication	Replication
<b>Campus 19</b>	-	-	Replication	Replication	Replication
<b>Campus 20</b>	-	-	Replication	Replication	Replication
<b>Campus 21</b>	-	-	-	Replication	Replication
<b>Campus 22</b>	-	-	-	Replication	Replication
<b>Campus 23</b>	-	-	-	-	Replication
<b>Campus 24</b>	-	-	-	-	Replication

**Personnel**

Our personnel expenses covered by federal funds include only the [REDACTED] percent of grant funds outlined in the RFP as allowable for the entity’s oversight and management of the schools supported by the grant. Because our CMO (support) team drives the creation and expansion of our model, this is a reasonable and relevant expense tied to the work outlined in our proposal. This amounts to [REDACTED] annually for a total of [REDACTED] over the five-year project period, which is equivalent to [REDACTED] percent of the total requested funds tied to direct campus expenses.

**Fringe Benefits**

Noble has not included any expenses for fringe benefits to be covered by federal funds.

**Travel**

*Project Director’s Conference* - Noble has included \$2,500 per year for each year of the grant to cover the cost of two staff members to travel to Washington D.C. for the annual Project Directors conference. This cost covers travel, lodging and food and is based on past travel expenses to Washington D.C. for similar Department of Education conferences. This expense totals \$12,500 over the five-year project period.

**Equipment**

*Technology* – This cost line represents technology purchases required for the expansion and replication of Noble campuses to ensure they have the technology needed to support their academic programs. Technology purchases are among the largest expenses for new and expanding campuses and may include: student and staff laptop and desktop computers, computer carts, smart boards, projectors, audio visual equipment, bell systems, and related accessories and licensures. On average a new campus spends \$120,000 on technology annually. We have included a portion of that annual expense for our expansion campuses and will be doing some advance purchasing of technology for the new campuses opened in FY20 to make the best use of expansion support as they continue to grow after the grant concludes. The remaining technology expenses will be covered by non-federal funds.

<b>Campuses</b>	<b>FY16</b>	<b>FY17</b>	<b>FY18</b>	<b>FY19</b>	<b>FY20</b>	<b>Total</b>
<b>Butler</b>	\$90,000	\$90,000	-	-	-	<b>\$180,000</b>
<b>The Noble Academy</b>	\$90,000	\$90,000	\$90,000	-	-	<b>\$270,000</b>
<b>Campus 17</b>	-	-	-	\$90,000	\$90,000	<b>\$180,000</b>
<b>Campus 18</b>	-	\$90,000	\$90,000	\$90,000	\$90,000	<b>\$360,000</b>
<b>Campus 19</b>	-	-	\$100,000	\$115,000	\$115,000	<b>\$330,000</b>
<b>Campus 20</b>	-	-	\$100,000	\$115,000	\$115,000	<b>\$330,000</b>
<b>Campus 21</b>	-	-	-	\$120,000	\$120,000	<b>\$240,000</b>

Noble Network of Charter Schools  
Charter School Program (M) –Replication and Expansion

<b>Campus 22</b>	-	-	-	\$120,000	\$120,000	<b>\$240,000</b>
<b>Campus 23</b>	-	-	-	-	\$300,000	<b>\$300,000</b>
<b>Campus 24</b>	-	-	-	-	\$300,000	<b>\$300,000</b>
<b>Total</b>	<b>\$180,000</b>	<b>\$270,000</b>	<b>\$380,000</b>	<b>\$650,000</b>	<b>\$1,250,000</b>	<b>\$2,730,000</b>

*Furniture* – Furniture is another major expense for new and expanding campuses. Campuses average \$220,000 annually in furniture expenses. We have included a portion of those annual expenses, as shown per campus, in the chart below. Again, campuses opening in FY20 will purchase furniture in bulk to save money and prepare for their next three years of growth. The remaining furniture expenses will be covered by non-federal funds. Furniture purchases will include student and staff desks, chairs, tables, lab stations, stools, bookshelves, file cabinets, lockers, lunchroom tables and chairs, and kitchen appliances and equipment needed to outfit new campuses and those serving increased numbers of students.

<b>Campuses</b>	<b>FY16</b>	<b>FY17</b>	<b>FY18</b>	<b>FY19</b>	<b>FY20</b>	<b>Total</b>
<b>Butler</b>	\$75,000	\$75,000	-	-	-	<b>\$150,000</b>
<b>The Noble Academy</b>	\$75,000	\$75,000	\$75,000	-	-	<b>\$225,000</b>
<b>Campus 17</b>	-	-	-	\$75,000	\$75,000	<b>\$150,000</b>
<b>Campus 18</b>	-	\$75,000	\$75,000	\$75,000	\$75,000	<b>\$300,000</b>
<b>Campus 19</b>	-	-	\$120,000	\$100,000	\$100,000	<b>\$320,000</b>
<b>Campus 20</b>	-	-	\$120,000	\$100,000	\$100,000	<b>\$320,000</b>
<b>Campus 21</b>	-	-	-	\$200,000	\$200,000	<b>\$400,000</b>
<b>Campus 22</b>	-	-	-	\$200,000	\$200,000	<b>\$400,000</b>
<b>Campus 23</b>	-	-	-	-	\$395,000	<b>\$395,000</b>
<b>Campus 24</b>	-	-	-	-	\$395,000	<b>\$395,000</b>
<b>Total</b>	<b>\$150,000</b>	<b>\$225,000</b>	<b>\$390,000</b>	<b>\$750,000</b>	<b>\$1,540,000</b>	<b>\$3,055,000</b>

*Enrichment Equipment* – This line item includes the cost of supplies for enrichment activities and courses such as physical education, band, choir and theatre. Expenses may include weight room equipment, sports equipment, instruments, sheet music, instrument cases, scripts and other expenses tied to enrichment courses. We have budgeted \$8,000 annually per campus for

Noble Network of Charter Schools  
Charter School Program (M) –Replication and Expansion

enrichment equipment as outlined in the chart below, with the exception of \$15,000 budgeted for each the two campuses opening in FY20. Noble will cover any expenses for enrichment equipment that exceed annual campus allotments.

<b>Campuses</b>	<b>FY16</b>	<b>FY17</b>	<b>FY18</b>	<b>FY19</b>	<b>FY20</b>	<b>Total</b>
<b>Butler</b>	\$8,000	\$8,000	-	-	-	<b>\$16,000</b>
<b>The Noble Academy</b>	\$8,000	\$8,000	\$8,000	-	-	<b>\$24,000</b>
<b>Campus 17</b>	-	-	-	\$8,000	\$8,000	<b>\$16,000</b>
<b>Campus 18</b>	-	\$8,000	\$8,000	\$8,000	\$8,000	<b>\$32,000</b>
<b>Campus 19</b>	-	-	\$8,000	\$8,000	\$8,000	<b>\$24,000</b>
<b>Campus 20</b>	-	-	\$8,000	\$8,000	\$8,000	<b>\$32,000</b>
<b>Campus 21</b>	-	-	-	\$8,000	\$8,000	<b>\$16,000</b>
<b>Campus 22</b>	-	-	-	\$8,000	\$8,000	<b>\$16,000</b>
<b>Campus 23</b>	-	-	-	-	\$15,000	<b>\$15,000</b>
<b>Campus 24</b>	-	-	-	-	\$15,000	<b>\$15,000</b>
<b>Total</b>	<b>\$16,000</b>	<b>\$24,000</b>	<b>\$32,000</b>	<b>\$48,000</b>	<b>\$78,000</b>	<b>\$3,055,000</b>

**Supplies**

*Educational Supplies* – This line includes educational supplies for students which may include: textbooks, software, calculators, workbooks, lab equipment, videos and other instructional tools that are a sunk cost for any new campus and will be used for years to come. Based on historic spending on educational supplies, campuses normally spend \$75,000 annually per grade, with this expense growing accordingly with each passing year and each new grade served. The remainder of educational supply expenses will be covered by non-federal funds.

<b>Campuses</b>	<b>FY16</b>	<b>FY17</b>	<b>FY18</b>	<b>FY19</b>	<b>FY20</b>	<b>Total</b>
<b>Butler</b>	\$15,000	\$15,000	-	-	-	<b>\$30,000</b>
<b>The Noble Academy</b>	\$15,000	\$15,000	\$15,000	-	-	<b>\$45,000</b>
<b>Campus 17</b>	-	-	-	\$15,000	\$15,000	<b>\$30,000</b>
<b>Campus 18</b>	-	\$15,000	\$15,000	\$15,000	\$15,000	<b>\$60,000</b>
<b>Campus 19</b>	-	-	\$60,000	\$15,000	\$15,000	<b>\$90,000</b>
<b>Campus 20</b>	-	-	\$60,000	\$15,000	\$15,000	<b>\$90,000</b>
<b>Campus 21</b>	-	-	-	\$60,000	\$60,000	<b>\$120,000</b>
<b>Campus 22</b>	-	-	-	\$60,000	\$60,000	<b>\$120,000</b>
<b>Campus 23</b>	-	-	-	-	\$75,000	<b>\$75,000</b>

Noble Network of Charter Schools  
Charter School Program (M) –Replication and Expansion

<b>Campus 24</b>	-	-	-	-	\$75,000	<b>\$75,000</b>
<b>Total</b>	<b>\$30,000</b>	<b>\$45,000</b>	<b>\$150,000</b>	<b>\$180,000</b>	<b>\$330,000</b>	<b>\$735,000</b>

**Contractual**

Noble has not included any contractual expenses to be covered by federal funds.

**Other Expenses**

*Student and staff recruitment* – We have allocated \$5,000 per campus per year to support recruiting expenses for students and staff, with the exception of \$8,000 allocated to both new campuses opening in FY20. These expenses may include advertisements, material creation and printing, application creation and printing and other related expenditures to recruit a full student body and founding staff. Campuses mainly utilize print and radio ads, bill boards, and advertisement on public transportation, but have also used television advertisements and direct mailings in the past to promote the opening of a new high school both within the local community and throughout the City of Chicago. They also incur significant printing expenses for flyers, FAQ sheets, applications and other recruitment materials distributed to students and staff. A total of \$115,000 will be spent over the project period on the recruitment of hundreds of new staff members and upwards of 5,000 new students.

<b>Campuses</b>	<b>FY16</b>	<b>FY17</b>	<b>FY18</b>	<b>FY19</b>	<b>FY20</b>	<b>Total</b>
<b>Butler</b>	\$5,000	\$5,000	-	-	-	<b>\$10,000</b>
<b>The Noble Academy</b>	\$5,000	\$5,000	\$5,000	-	-	<b>\$15,000</b>
<b>Campus 17</b>	-	-	-	\$5,000	\$5,000	<b>\$10,000</b>
<b>Campus 18</b>	-	\$5,000	\$5,000	\$5,000	\$5,000	<b>\$20,000</b>
<b>Campus 19</b>	-	-	\$5,000	\$5,000	\$5,000	<b>\$15,000</b>
<b>Campus 20</b>	-	-	\$5,000	\$5,000	\$5,000	<b>\$15,000</b>
<b>Campus 21</b>	-	-	-	\$5,000	\$5,000	<b>\$10,000</b>
<b>Campus 22</b>	-	-	-	\$5,000	\$5,000	<b>\$10,000</b>
<b>Campus 23</b>	-	-	-	-	\$8,000	<b>\$8,000</b>
<b>Campus 24</b>	-	-	-	-	\$8,000	<b>\$8,000</b>
<b>Total</b>	<b>\$10,000</b>	<b>\$15,000</b>	<b>\$20,000</b>	<b>\$30,000</b>	<b>\$46,000</b>	<b>\$121,000</b>

Noble Network of Charter Schools  
Charter School Program (M) –Replication and Expansion

*Professional Development* - Prior to the start of every academic year, new and returning staff attend multiple weeks of professional development engaged in a variety of professional development, team building and planning activities, which often includes an intensive planning retreat. Campuses spend \$7,000 on average per year on professional development.

<b>Campuses</b>	<b>FY16</b>	<b>FY17</b>	<b>FY18</b>	<b>FY19</b>	<b>FY20</b>	<b>Total</b>
<b>Butler</b>	\$7,000	\$7,000	-	-	-	<b>\$14,000</b>
<b>The Noble Academy</b>	\$7,000	\$7,000	\$7,000	-	-	<b>\$21,000</b>
<b>Campus 17</b>	-	-	-	\$7,000	\$7,000	<b>\$14,000</b>
<b>Campus 18</b>	-	\$7,000	\$7,000	\$7,000	\$7,000	<b>\$28,000</b>
<b>Campus 19</b>	-	-	\$5,000	\$7,000	\$7,000	<b>\$21,000</b>
<b>Campus 20</b>	-	-	\$5,000	\$7,000	\$7,000	<b>\$21,000</b>
<b>Campus 21</b>	-	-	-	\$7,000	\$7,000	<b>\$14,000</b>
<b>Campus 22</b>	-	-	-	\$7,000	\$7,000	<b>\$14,000</b>
<b>Campus 23</b>	-	-	-	-	\$7,000	<b>\$7,000</b>
<b>Campus 24</b>	-	-	-	-	\$7,000	<b>\$7,000</b>
<b>Total</b>	<b>\$14,000</b>	<b>\$21,000</b>	<b>\$28,000</b>	<b>\$42,000</b>	<b>\$56,000</b>	<b>\$121,000</b>

**NON-FEDERAL FUNDS**

The following program expenses will be covered by Noble and are not included in the federal budget for the program. While many more expenses are involved in the replication and expansion of a campus than those listed below, the expenses noted are most directly tied to our campuses and among our largest expenses. This list is not exhaustive, but meant to demonstrate the significant expenses associated with expansion and replication as well as Noble’s commitment to securing all resources necessary for this growth.

**Personnel**

*Principals* – Program expenses include the full salary for each principal intern who participates in our year-long Principal Internship Program in the year prior to campus opening for new schools. This internship provides crucial hands on experience, exploration of Noble’s model, mentorship from an established and successful Noble principal and significant time devoted to

planning and student and staff recruitment. With an annual average starting salary of [REDACTED] for a principal intern, a total of [REDACTED] in principal salaries (for [REDACTED] interns per year) is included in for each year of the project period except for year five when we only anticipate having [REDACTED] intern. The expense will total [REDACTED] over the five-year project period given our anticipated need for principal interns tied to our projected growth. However, this expense is funded through foundation support and is not included among federal expenses for the grant.

*Principal Mentor Stipends* – Each principal who acts as a mentor for our principal interns will receive [REDACTED] as compensation for their time and efforts mentoring new principals in their planning year. This will total [REDACTED] in principal mentor stipends over the grant period for the principals who will mentor new campus leaders during their planning year.

**Fringe Benefits**

*Benefits* - Noble’s fringe benefits are calculated as [REDACTED] of total salary expenses for all personnel salaries tied to related grant activities, excluding principal mentor stipends. Fringe benefits average [REDACTED] for years one through four and [REDACTED] in year five, for a total of [REDACTED] over the grant period.

**Equipment**

*Technology* – Noble will cover all technology costs per campus not covered by federal funds. While we are showing \$0 in additional budgeted funds for new campuses opened in FY19 and FY20, we do expect some additional technology expenses.

<b>Campuses</b>	<b>FY16</b>	<b>FY17</b>	<b>FY18</b>	<b>FY19</b>	<b>FY20</b>	<b>Total</b>
<b>Butler</b>	\$30,000	\$30,000	-	-	-	<b>\$60,000</b>
<b>The Noble Academy</b>	\$30,000	\$30,000	\$30,000	-	-	<b>\$90,000</b>
<b>Campus 17</b>	-	-	-	\$30,000	\$30,000	<b>\$60,000</b>
<b>Campus 18</b>	-	\$30,000	\$30,000	\$30,000	\$30,000	<b>\$120,000</b>
<b>Campus 19</b>	-	-	\$20,000	\$5,000	\$5,000	<b>\$30,000</b>
<b>Campus 20</b>	-	-	\$20,000	\$5,000	\$5,000	<b>\$30,000</b>

Noble Network of Charter Schools  
Charter School Program (M) –Replication and Expansion

<b>Campus 21</b>	-	-	-	\$0	\$0	<b>\$0</b>
<b>Campus 22</b>	-	-	-	\$0	\$0	<b>\$0</b>
<b>Campus 23</b>	-	-	-	-	\$0	<b>\$0</b>
<b>Campus 24</b>	-	-	-	-	\$0	<b>\$0</b>
<b>Total</b>	<b>\$60,000</b>	<b>\$90,000</b>	<b>\$100,000</b>	<b>\$70,000</b>	<b>\$70,000</b>	<b>\$390,000</b>

*Furniture* – Noble will cover all furniture costs per campus not covered by federal funds. Based on budget projections, we expect additional furniture expenditures reflect the chart below.

<b>Campus</b>	<b>FY16</b>	<b>FY17</b>	<b>FY18</b>	<b>FY19</b>	<b>FY20</b>	<b>Total</b>
<b>Butler</b>	\$145,000	\$145,000	-	-	-	<b>\$290,000</b>
<b>The Noble Academy</b>	\$145,000	\$145,000	\$145,000	-	-	<b>\$435,000</b>
<b>Campus 17</b>	-	-	-	\$145,000	\$145,000	<b>\$290,000</b>
<b>Campus 18</b>	-	\$145,000	\$145,000	\$145,000	\$145,000	<b>\$580,000</b>
<b>Campus 19</b>	-	-	\$100,000	\$120,000	\$120,000	<b>\$340,000</b>
<b>Campus 20</b>	-	-	\$100,000	\$120,000	\$120,000	<b>\$340,000</b>
<b>Campus 21</b>	-	-	-	\$20,000	\$20,000	<b>\$40,000</b>
<b>Campus 22</b>	-	-	-	\$20,000	\$20,000	<b>\$40,000</b>
<b>Campus 23</b>	-	-	-	-	\$0	<b>\$0</b>
<b>Campus 24</b>	-	-	-	-	\$0	<b>\$0</b>
<b>Total</b>	<b>\$290,000</b>	<b>\$435,000</b>	<b>\$490,000</b>	<b>\$570,000</b>	<b>\$570,000</b>	<b>\$2,355,000</b>

**Supplies**

*Educational Supplies* – Noble will cover all educational supplies not paid for by federal funds.

The educational supplies covered by Noble are outlined in the chart below; we expect this would be the figures listed would be the minimum amount covered by Noble.

<b>Campus</b>	<b>FY16</b>	<b>FY17</b>	<b>FY18</b>	<b>FY19</b>	<b>FY20</b>	<b>Total</b>
<b>Butler</b>	\$60,000	\$60,000	-	-	-	<b>\$120,000</b>
<b>The Noble Academy</b>	\$60,000	\$60,000	\$60,000	-	-	<b>\$180,000</b>
<b>Campus 17</b>	-	-	-	\$60,000	\$60,000	<b>\$120,000</b>
<b>Campus 18</b>	-	\$60,000	\$60,000	\$60,000	\$60,000	<b>\$240,000</b>
<b>Campus 19</b>	-	-	\$15,000	\$60,000	\$60,000	<b>\$135,000</b>
<b>Campus 20</b>	-	-	\$15,000	\$60,000	\$60,000	<b>\$135,000</b>
<b>Campus 21</b>	-	-	-	\$15,000	\$15,000	<b>\$30,000</b>
<b>Campus 22</b>	-	-	-	\$15,000	\$15,000	<b>\$30,000</b>
<b>Campus 23</b>	-	-	-	-	\$0	<b>\$0</b>
<b>Campus 24</b>	-	-	-	-	\$0	<b>\$0</b>

Noble Network of Charter Schools  
Charter School Program (M) –Replication and Expansion

<b>Total</b>	<b>\$120,000</b>	<b>\$180,000</b>	<b>\$150,000</b>	<b>\$270,000</b>	<b>\$270,000</b>	<b>\$990,000</b>
--------------	------------------	------------------	------------------	------------------	------------------	------------------

**Contractual**

*Website development* - Each campus spend an average of \$1,500 for the purchase of their website domain and the development of a campus website that will provide a host of resources and information to families. This will total \$15,000 over the project period to provide an online presence for schools and resources for perspective and current students and families.

**Other Expenses**

*KIPP Fisher Fellowship Program* – It costs Noble [REDACTED] per principal per year to participate in KIPP’s Fisher Fellowship Program. This expense has been subsidized by other funding sources, possibly even support from the U.S. Department of Education for KIPP’s program, so we will not be including the expense in our federal funds budget to avoid payment duplication for the same expense.

**U.S. DEPARTMENT OF EDUCATION  
SUPPLEMENTAL INFORMATION  
FOR THE SF-424**

**1. Project Director:**

Prefix: Ms.	First Name: Sara	Middle Name:	Last Name: Kandler	Suffix:
----------------	---------------------	--------------	-----------------------	---------

Address:

Street1:	1 North State Street
Street2:	Floor 7L
City:	Chicago
County:	
State:	IL: Illinois
Zip Code:	60602
Country:	USA: UNITED STATES

Phone Number (give area code)	Fax Number (give area code)
[REDACTED]	312-348-1899

Email Address:  
[REDACTED]

**2. Novice Applicant:**

Are you a novice applicant as defined in the regulations in 34 CFR 75.225 (and included in the definitions page in the attached instructions)?  
 Yes  No  Not applicable to this program

**3. Human Subjects Research:**

a. Are any research activities involving human subjects planned at any time during the proposed Project Period?

Yes  No

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

Yes Provide Exemption(s) #:  1  2  3  4  5  6

No Provide Assurance #, if available:

c. If applicable, please attach your "Exempt Research" or "Nonexempt Research" narrative to this form as indicated in the definitions page in the attached instructions.

[REDACTED]	Add Attachment	Delete Attachment	View Attachment
------------	----------------	-------------------	-----------------

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

OMB Number: 1894-0008  
Expiration Date: 04/30/2014

Name of Institution/Organization

Noble Network of Charter Schools

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						
2. Fringe Benefits						
3. Travel	2,500.00	2,500.00	2,500.00	2,500.00	2,500.00	12,500.00
4. Equipment	346,000.00	519,000.00	802,000.00	1,448,000.00	2,868,000.00	5,983,000.00
5. Supplies	30,000.00	45,000.00	150,000.00	180,000.00	330,000.00	735,000.00
6. Contractual	0.00	0.00	0.00	0.00	0.00	0.00
7. Construction	0.00	0.00	0.00	0.00	0.00	0.00
8. Other	24,000.00	36,000.00	48,000.00	72,000.00	102,000.00	282,000.00
9. Total Direct Costs (lines 1-8)						
10. Indirect Costs*	0.00	0.00	0.00	0.00	0.00	0.00
11. Training Stipends	0.00	0.00	0.00	0.00	0.00	0.00
12. Total Costs (lines 9-11)						

**\*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  %.

Name of Institution/Organization Noble Network of Charter Schools	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						
2. Fringe Benefits						
3. Travel	0.00	0.00	0.00	0.00	0.00	0.00
4. Equipment	350,000.00	525,000.00	590,000.00	640,000.00	640,000.00	2,745,000.00
5. Supplies	120,000.00	180,000.00	150,000.00	270,000.00	270,000.00	990,000.00
6. Contractual	3,000.00	3,000.00	3,000.00	3,000.00	3,000.00	15,000.00
7. Construction	0.00	0.00	0.00	0.00	0.00	0.00
8. Other	26,000.00	26,000.00	26,000.00	26,000.00	26,000.00	130,000.00
9. Total Direct Costs (lines 1-8)						
10. Indirect Costs	0.00	0.00	0.00	0.00	0.00	0.00
11. Training Stipends	0.00	0.00	0.00	0.00	0.00	0.00
12. Total Costs (lines 9-11)						

**SECTION C - BUDGET NARRATIVE (see instructions)**