

***Application for Charter  
Renewal: New Covenant  
Charter School***

***Charter Schools Institute Findings***



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

## **SUNY Renewal Policies**

- **Designed to take into consideration the “growing pains” of a school**
  - Initial Renewal
  - Subsequent Renewal
- **Recognized as national exemplar**
  - Closures of academically underperforming schools
    - Seven of 47 renewal decisions to date
  - Significantly high student achievement by renewed schools

At initial renewal, a school is still putting its systems in place and is still establishing its organization.

At subsequent renewal the program should be firmly established and renewal decisions are based squarely on student achievement.

## **SUNY's Renewal Process**

- **Review of school's history throughout the charter period**
- **Renewal site visit to the school**
- **Preparation of draft report**
  - School given an opportunity to make factual corrections
  - In cases of a non-renewal recommendation, the school can present evidence to the Institute before report issued in final
- **Final report issued**
- **Institute presents report to Trustees' Committee**
- **In cases of a non-renewal recommendation, school can make written and verbal petition to Committee**

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There are multiple steps to the renewal process.

First, we conducted a detailed review of school's history.

We then conduct a visit to the school and prepare a preliminary recommendation report.

SUNY's renewal process provides several due process rights to the school in the event of a non-renewal recommendation; the process is transparent, fair, and thorough.

For example:

- The SUNY Charter Renewal Practices provide that a school has the opportunity to make a presentation to the Institute in response to a preliminary non-renewal recommendation.
- The school also has the opportunity to appeal to the Trustees' Charter School Committee

## **New Covenant Renewal Criteria**

- **Academic, legal and fiscal conditions of the 2009 renewal defined a minimum bar for New Covenant**
- **The Institute found that:**
  - the school met its legal and fiscal conditions and met some, but not all of its academic conditions
    - The school did not meet its English language arts (ELA) conditions and did not meet ELA accountability plan goals
    - The school met its math conditions, but not its overall math accountability plan goals
- **The Charter Schools Committee agreed that New Covenant did not meet all of its academic conditions**

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Last year the Trustees denied the school's application for a full-term 5 year renewal and instead grant the school a one year extension with heavy conditions

If the conditions were met, the school would be considered for subsequent renewal

This is a unique circumstance where the board essentially defined a minimum bar for the renewal of New Covenant

# Institute Findings

- **New Covenant has made progress**
  - Mathematics

**Absolute Measure:** *Each year, 75 percent of all tested students who are enrolled in at least their second year will perform at or above Level 3 on the New York State mathematics exam.*

Grade	School Year			
	2005-06 (Tested: 241)	2006-07 (Tested: 210)	2007-08 (Tested: 218)	2008-09 (Tested: 219)
3	40.8	62.0	68.1	90.5
4	39.7	42.3	77.9	54.4
5	25.7	65.9	75.0	91.7
6	27.3	66.7	67.6	90.0
7	-	-	-	-
8	-	-	-	-
All	36.5	56.7	72.5	79.5

Taking a closer look at the numbers in math first, while performance in the fourth grade did drop, the school made gains on the whole in 2008-09

# Institute Findings

- **New Covenant has made progress**
  - English language arts

**Absolute Measure:** *Each year, 75 percent of all tested students who are enrolled in at least their second year will perform at or above Level 3 on the New York State English language arts exam.*

Results (in percents)				
Grade	School Year			
	2005-06 (Tested: 247)	2006-07 (Tested: 219)	2007-08 (Tested: 225)	2008-09 (Tested: 221)
3	25.6	32.9	36.8	63.5
4	29.4	21.6	50.0	58.0
5	28.3	46.3	60.0	81.6
6	41.8	46.4	55.9	70.0
7	-	-	-	-
8	-	-	-	-
<b>All</b>	<b>30.8</b>	<b>33.3</b>	<b>48.4</b>	<b>67.0</b>

Here in English language arts, the school is also shown to have made gains in 2008-09.

## Institute Findings

- **Why do we find that the school did not come close to meeting its absolute measure in ELA?**
  - 67% proficiency in 2009 puts the school in the 21<sup>st</sup> percentile of all schools statewide
  - To be clear, scoring at 21<sup>st</sup> percentile puts the school in the lowest quartile of schools; generally recognized as an indicator of low performance

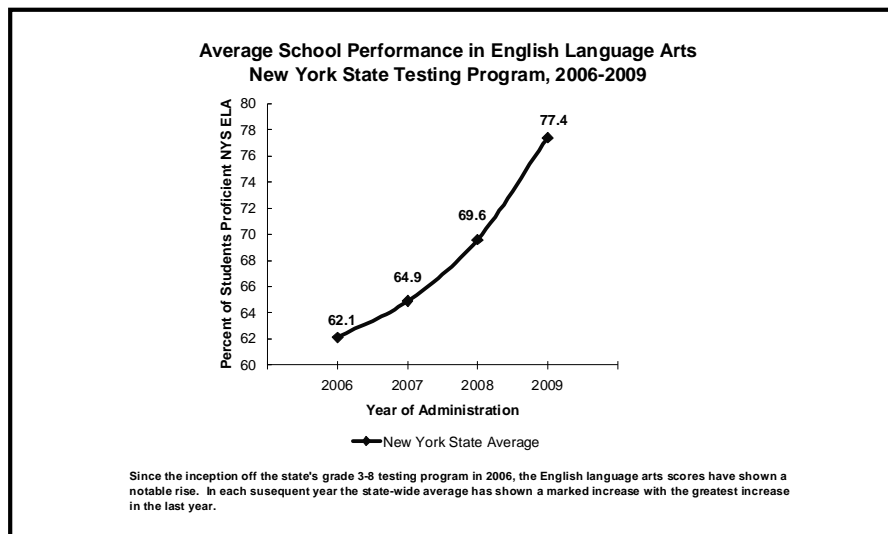
Why do we find that the school did not come close to meeting its absolute measure?

67% proficiency in 2009 puts the school in the 21<sup>st</sup> percentile of all schools statewide.

To be clear, scoring at 21<sup>st</sup> percentile puts the school in the lowest quartile of schools; generally recognized as an indicator of low performance.

That is, 79% of schools around the state scored higher than New Covenant.

# State-wide Context

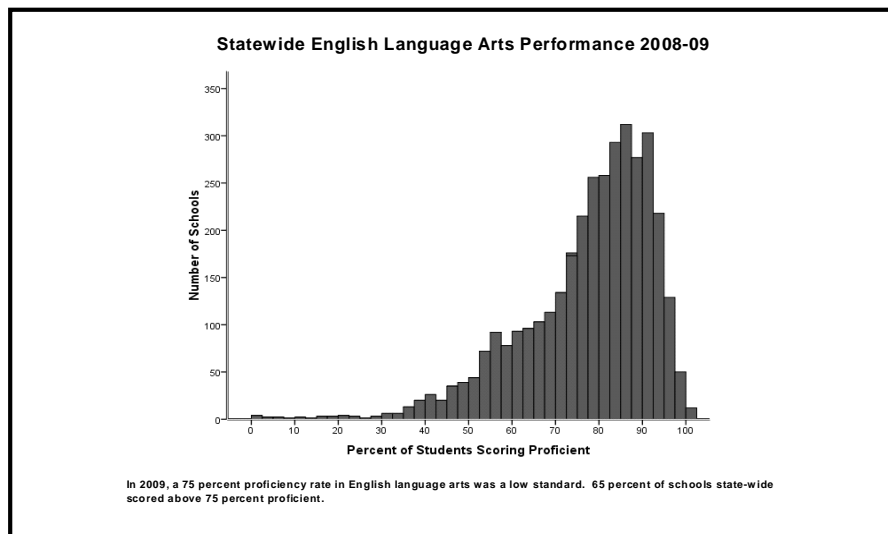


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67 percent proficiency is low because the statewide average in English language arts has increased dramatically over the last three years; in fact increasing by 15%

# State-wide Context



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In SUNY accountability plans, the Institute has long said that schools must meet a mark of 75 percent proficiency.

This is still the case despite the fact that the real value of that 75% mark appears to have weakened.

This is something we'll likely come back to this committee to address in the future because as you can see, more than a ¼ quarter of the bars – representing NYS schools – shown here are above New Covenant's 67%.

## Local Context (elementary schools)

- **On average, New Covenant 3rd and 4th grade students performed lower than:**
  - students enrolled in other Albany charter schools in the same tested grades in English language arts and math
- **On average, New Covenant 3rd and 4th graders performed lower (scored proficient at a lower rate) than:**
  - students enrolled in Albany district schools in the same tested grades on state English language arts and mathematics tests

Aside from being a low performing school statewide, New Covenant does not fare well when compared to the local school district.

Given the particularly large 3<sup>rd</sup> and 4<sup>th</sup> grade population of the school, and the fact that all elementary schools in Albany test through the fourth grade, we looked at New Covenant's tested grade performance to comparable elementary schools.

On average, New Covenant 3rd and 4th grade students performed lower than:

students enrolled in other Albany charter schools in the same tested grades in English language arts and math.

On average, New Covenant 3rd and 4th graders performed lower (scored proficient at a lower rate) than:

students enrolled in Albany district schools in the same tested grades on state English and math.

## Local Context (middle schools)

- **On average, New Covenant 5<sup>th</sup> and 6<sup>th</sup> grade students performed higher than:**
  - students enrolled in other Albany charter schools in the same tested grades in English language arts and math
- **On average, New Covenant 5<sup>th</sup> and 6<sup>th</sup> graders performed higher (scored proficient at a higher rate) than:**
  - students enrolled in Albany district schools in the same tested grades on state English language arts and mathematics tests

In looking at the 5<sup>th</sup> and 6<sup>th</sup> grade compared to local middle schools, we found that:

On average, New Covenant's 5<sup>th</sup> and 6<sup>th</sup> grade students performed higher than students enrolled in other Albany charter schools in the same tested grades in English and math.

It should be noted however, that these two grades have significantly fewer students when compared to those in the elementary grades at New Covenant.

## Local Albany Elementary School Rankings By Grade

4<sup>th</sup> ELA

School	N Tested	% Proficient
New Scotland Elementary School	46	91.3
Thomas S O'Brien Academy Of Science & Technology	59	81.4
Albany School Of Humanities	67	80.6
Arbor Hill Elementary School	41	75.6
Brighter Choice Charter School For Boys	28	75.0
Montessori Magnet School	44	70.4
Pine Hills Elementary School	41	68.3
Giffen Memorial Elementary School	46	65.2
Brighter Choice School For Girls	24	62.5
Eagle Point Elementary School	35	60.0
North Albany Academy	45	60.0
Sheridan Preparatory Academy	57	57.9
Delaware Community School	67	55.2
New Covenant Charter School	105	53.3
Philip J Schuyler Achievement Academy	44	52.3

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Here is a look at the local school rankings in detail.

First, in fourth grade, the school tested nearly twice as many students as most schools in Albany, and ranked near the bottom at 53.3% proficiency

## Local Albany Elementary School Rankings By Grade

3<sup>rd</sup> ELA

School	N Tested	% Proficient
Brighter Choice Charter School For Boys	42	97.6
Albany Community Charter School	32	93.7
Montessori Magnet School	45	88.9
New Scotland Elementary School	67	82.1
Brighter Choice School For Girls	33	75.7
Eagle Point Elementary School	34	70.5
Pine Hills Elementary School	42	69.0
Albany School Of Humanities	68	66.2
New Covenant Charter School	103	62.2
Giffen Memorial Elementary School	54	55.6
Arbor Hill Elementary School	31	54.8
Delaware Community School	66	54.5
North Albany Academy	46	52.1
Philip J Schuyler Achievement Academy	41	51.2
Thomas S O'Brien Academy Of Science & Technology	60	48.3
Sheridan Preparatory Academy	63	46.0

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While the school performs in the middle of the pack at 62% proficiency in 3<sup>rd</sup> grade ELA, it performed significantly lower than all other Elementary CHARTER schools

## **Why do we find that the school did not come close to meeting its effect size measure?**

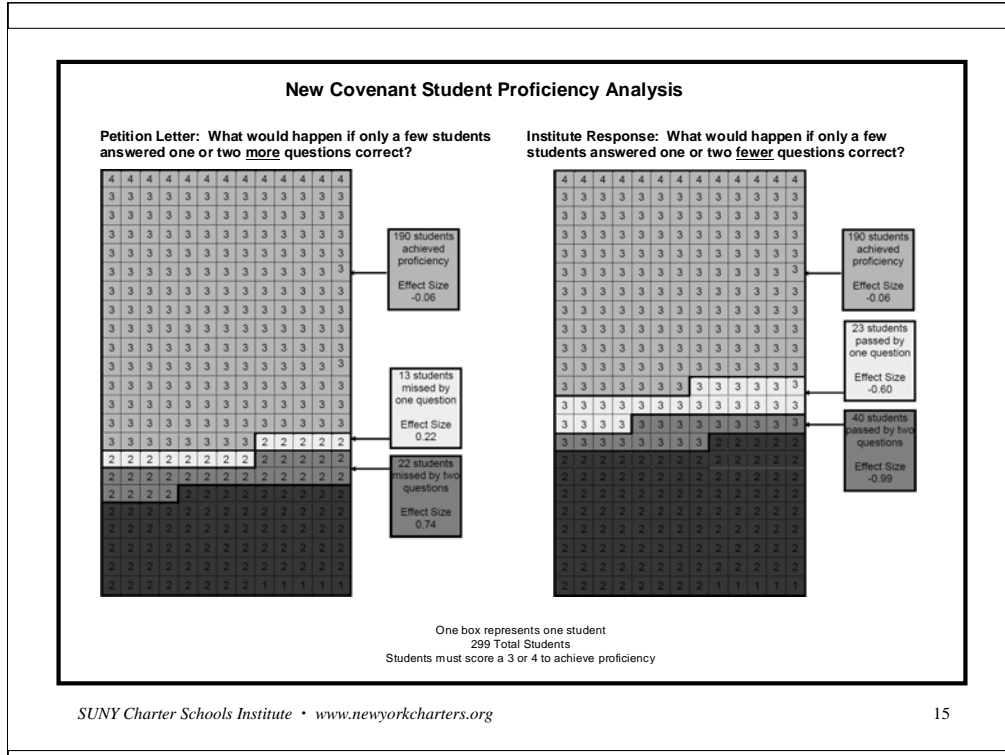
- **The school (-.06 Effect Size) did not meet its effect size measure, meaning it did not score significantly better than predicted (.3 Effect Size)**
- **Nor did the school (-.06 Effect Size) come close to close to better than predicted (0.0 Effect Size)**
- **In other words, the school did worse than predicted, and therefore did not meet the measure**

Our recommendation report also explains that the school did not meet what is called its “effect size measure.” The effect size measure indicates the difference between the predicted and actual performance of students in schools with similar free lunch population. This determination has been fully consistent for all subsequent renewals over time.

The school (-.06 Effect Size) did not meet its effect size measure, meaning it did not score significantly better than predicted (0.3 Effect Size).

Nor did the school (-.06 Effect Size) come close to close to better than predicted (0.0 Effect Size).

In other words, the school did worse than predicted, and therefore did not meet the Effect Size measure.

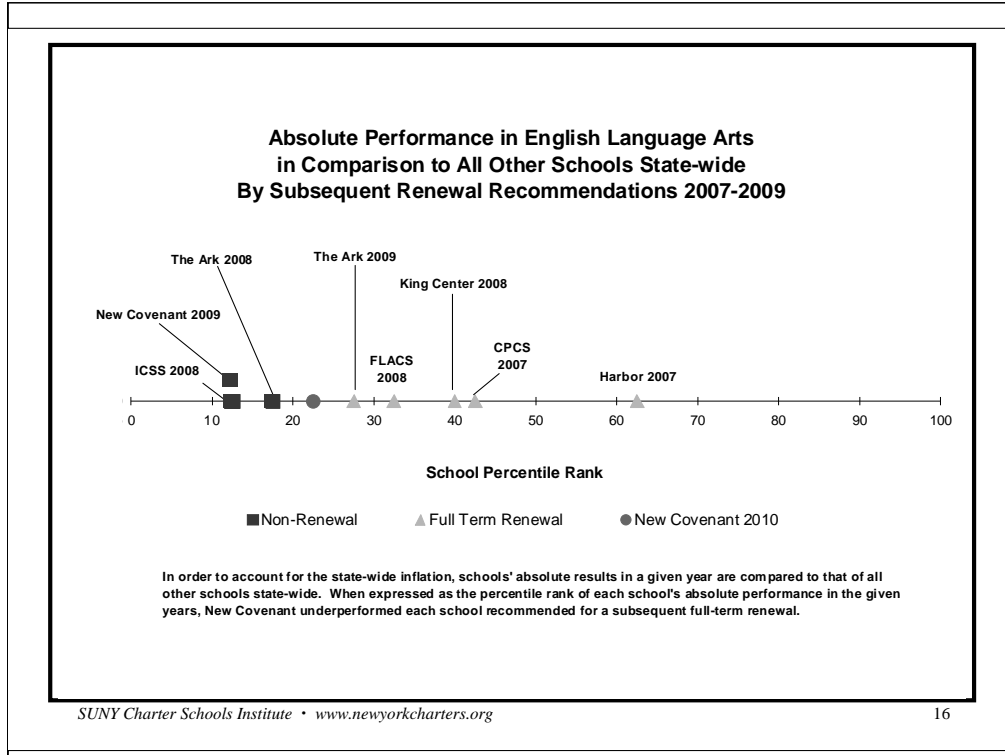


New Covenant's petition to the Charter Schools Committee argued that a number of students only missed proficiency by one or two questions.

Further, if a few students had gotten one or two questions correct, they would have achieved a higher effect size.

However, the Institute analysis found that there were more students who achieved proficiency by answering one or two questions correctly.

In other words, NC had a significant number of students on both sides of the borderline, but if anything, a slight change among these students would more likely lead to the school having a lower effect size than a higher one that meets the standard.



The graph shows the percentile rank of each school that has applied for subsequent renewal in the past.

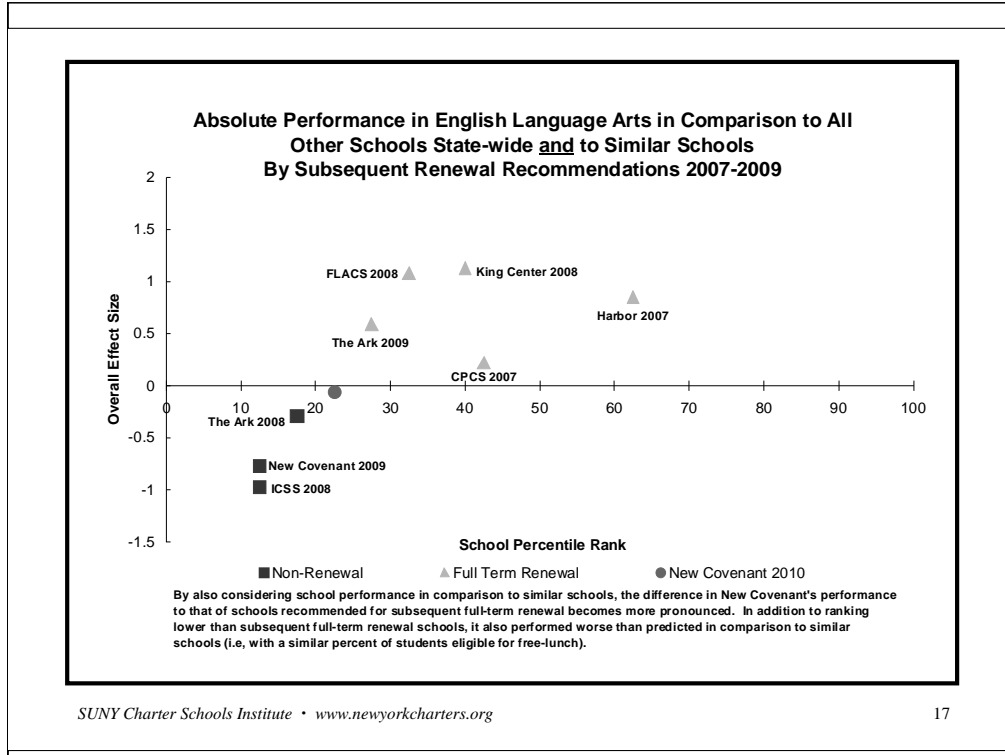
The squares indicates schools recommended for non-renewal.

The circle is New Covenant this year.

The triangles are schools recommended for subsequent renewals.

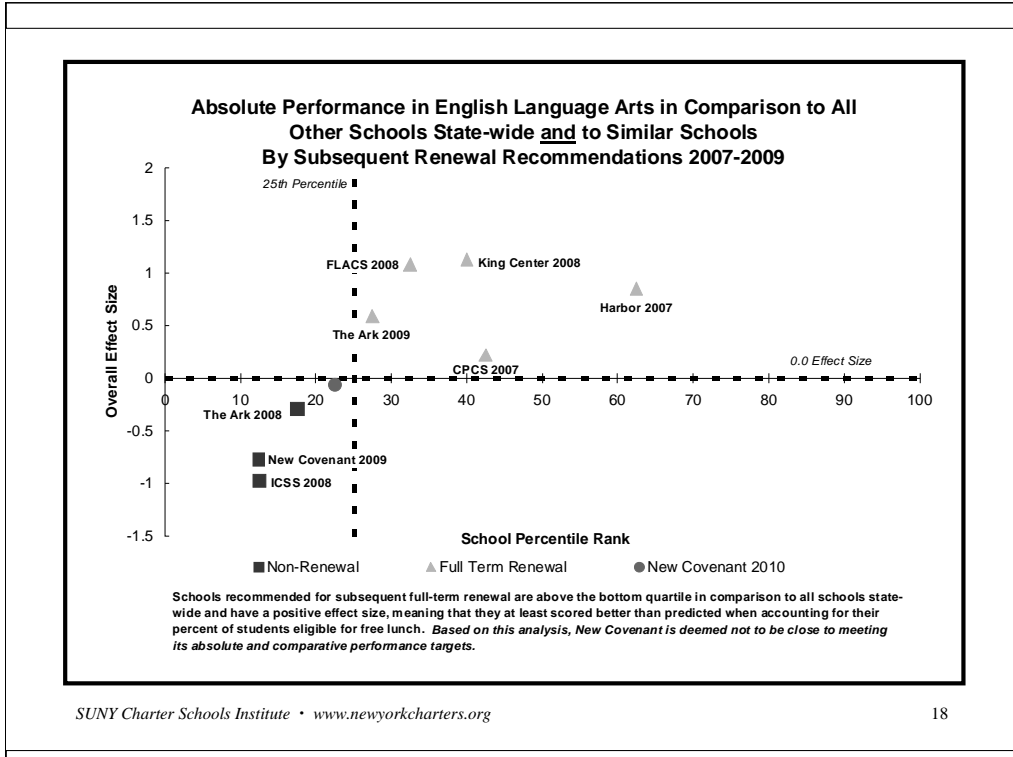
When the Institute attended the presentation at the New Covenant School, the school showed us a graph that included a number of schools that had applied for initial renewal, a different standard by SUNY policies that applies only to schools that have been in operation for 5 or fewer years.

When you consider the previous graph showing statewide gains, this puts the proficiency rate of New Covenant into further context.

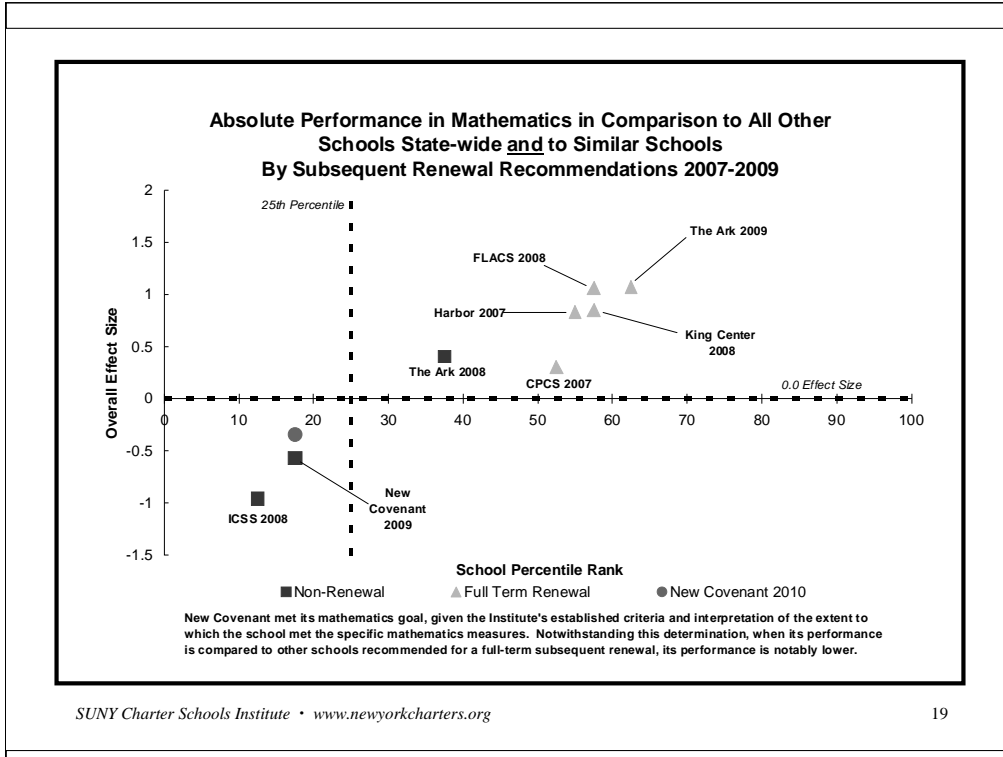


Here, another axis has been added. You can see the same schools listed, with proficiency displayed horizontally, and also the effect size (the extent to which a school has outperformed demographically schools state-wide – something New Covenant has not done).

New Covenant is not just to the left or at a lower proficiency level than all other subsequently renewed schools, but also at a lower effect size.



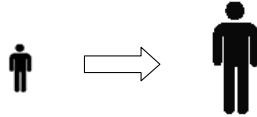
This is the same graph as the previous one, but it shows the line marking the 25<sup>th</sup> percentile. Again, falling within the lowest quartile is indicative of an underperforming school.



This last graph is looking at mathematics where the school actually fell to the 18<sup>th</sup> percentile and performed worse than predicted.

However, for consistency sake, the Institute gave the school the credit for meeting the 75% proficiency level, thereby discounting the low effect size.

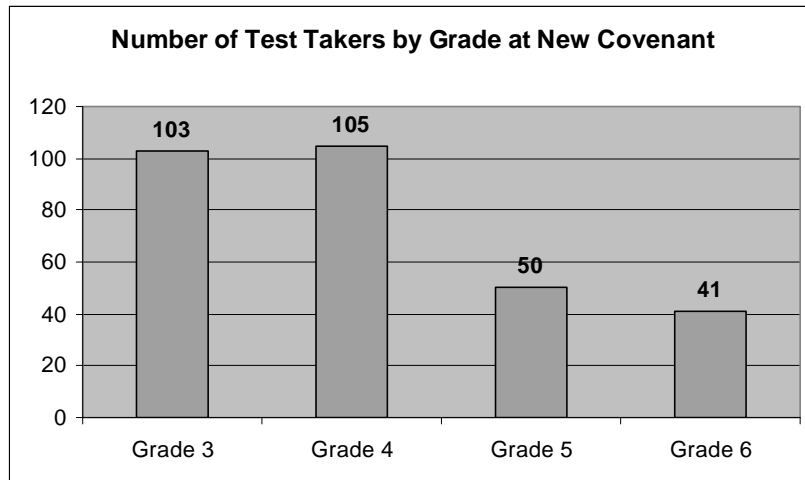
## **What is the context of New Covenant's recent growth in student performance?**



We next looked at the context of New Covenant's recent growth in student performance as the Charter School Committee wanted to get a sense of whether or not the growth would be sustainable over time.

## New Covenant Cohort Size

- The majority of New Covenant students are in grades K-4

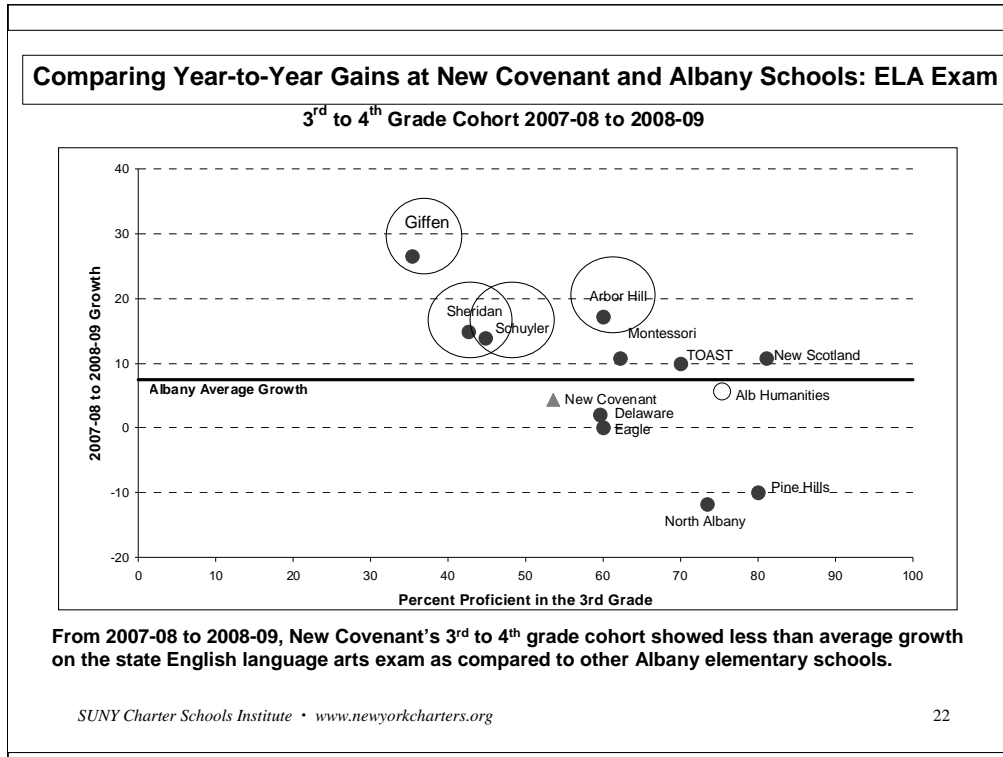


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As you can see, New Covenant has the fewest students in grades 5 and 6. This is important to note as we review the performance of student cohorts.

As you will see our investigation focuses on grades 3 and 4 because they represent more than twice as many students as the other two tested grades, and the students who had been in the 5th and 6th grades in 2008-09 will have all graduated or left the school by next fall.



We looked at New Covenant's progress in comparison to that of Albany elementary schools which serve students in the same grades.

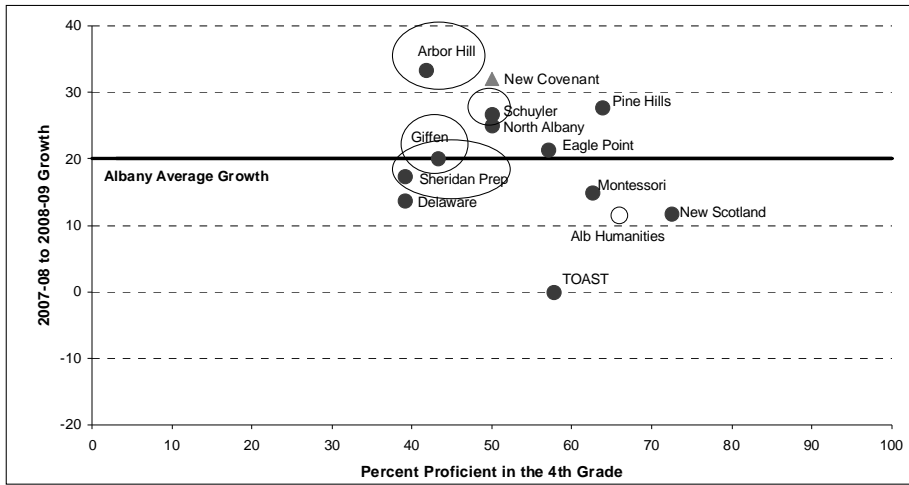
New Covenant showed less than average growth in two of the three cohorts on the state English language arts exam.

Let's look at the three same-student cohorts. The first we see here is:

From 2007-08 to 2008-09, New Covenant's 3rd to 4th grade cohort showed less than average growth on the state English language arts exam as compared to other Albany elementary schools.

**Comparing Year-to-Year Gains at New Covenant and Albany Schools: ELA Exam**

**4<sup>th</sup> to 5<sup>th</sup> Grade Cohort 2007-08 to 2008-09**

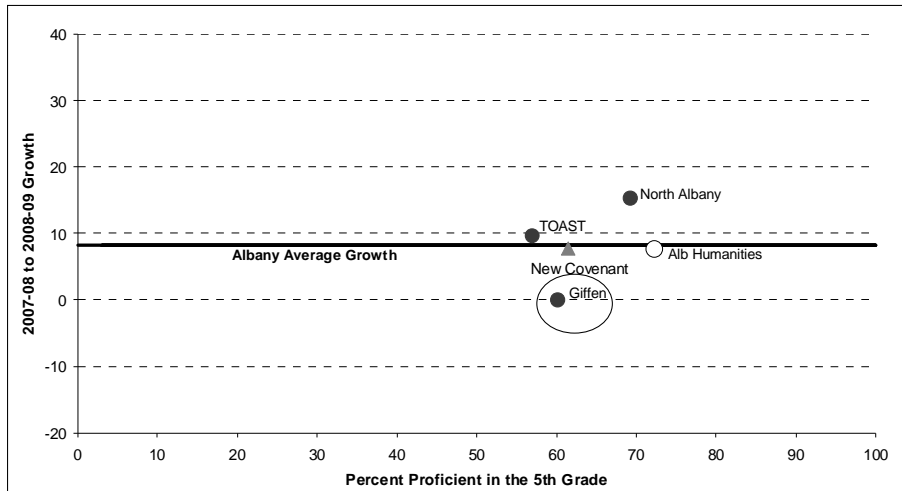


**From 2007-08 to 2008-09, New Covenant's 4<sup>th</sup> to 5<sup>th</sup> grade cohort showed more than average growth on the state English language arts exam as compared to other Albany elementary schools.**

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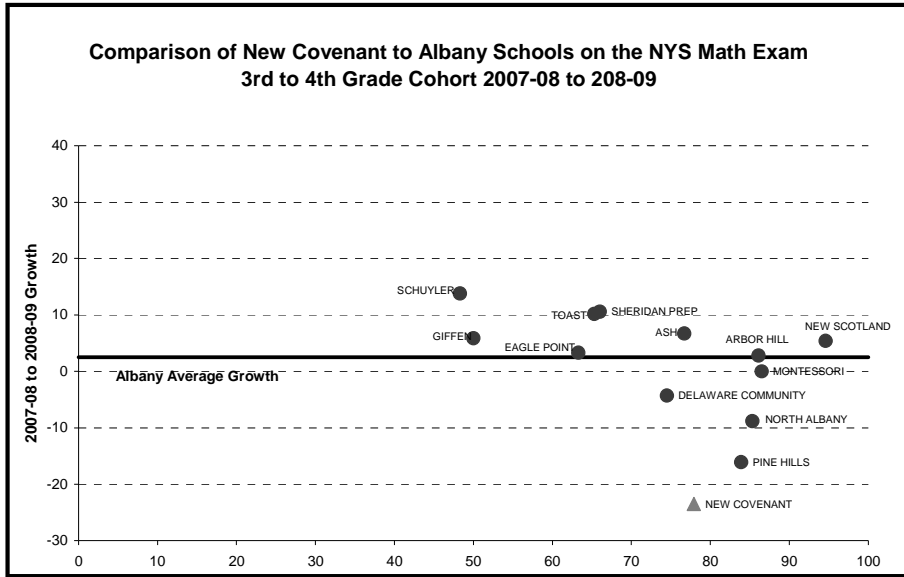
**Comparing Year-to-Year Gains at New Covenant and Albany Schools: ELA Exam**

**5<sup>th</sup> to 6<sup>th</sup> Grade Cohort 2007-08 to 2008-09**



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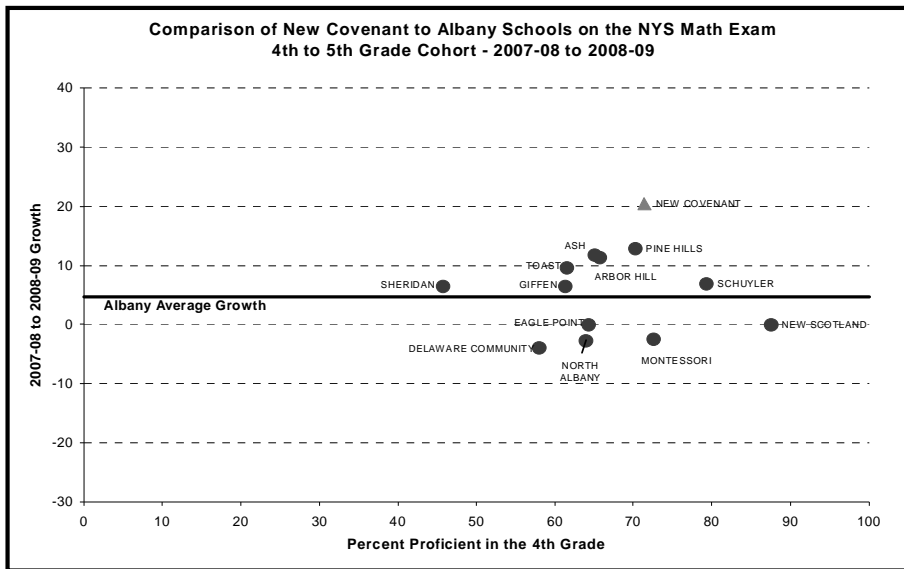
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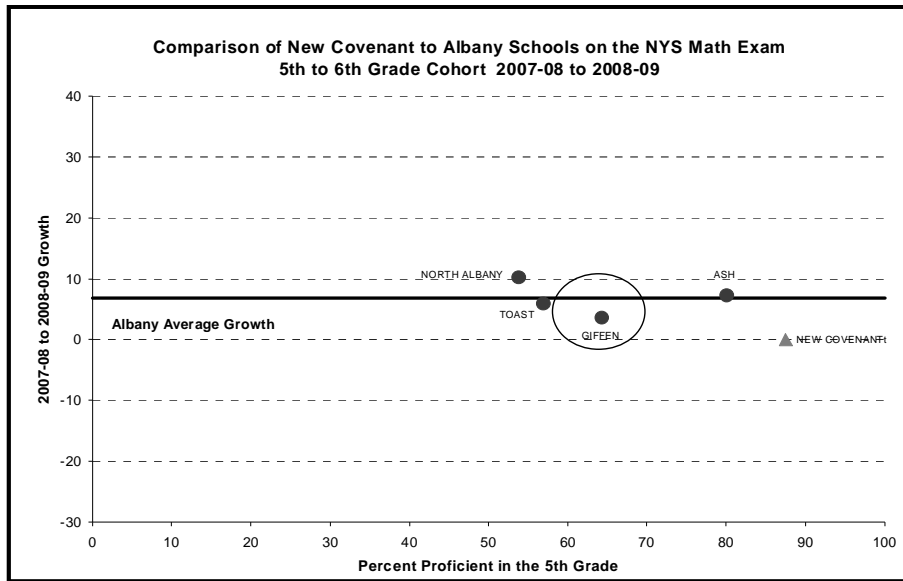
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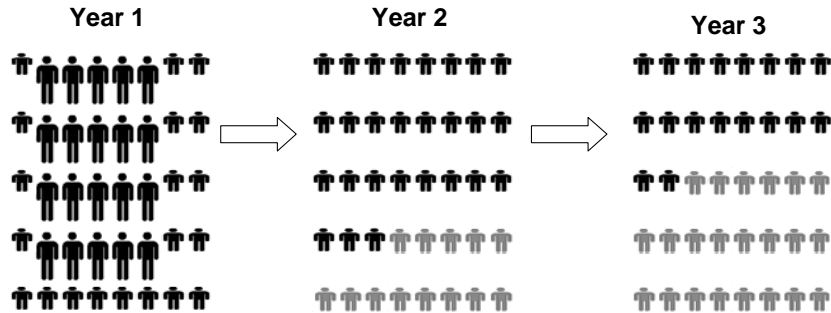
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## Growth Given Year to Year Student Turnover

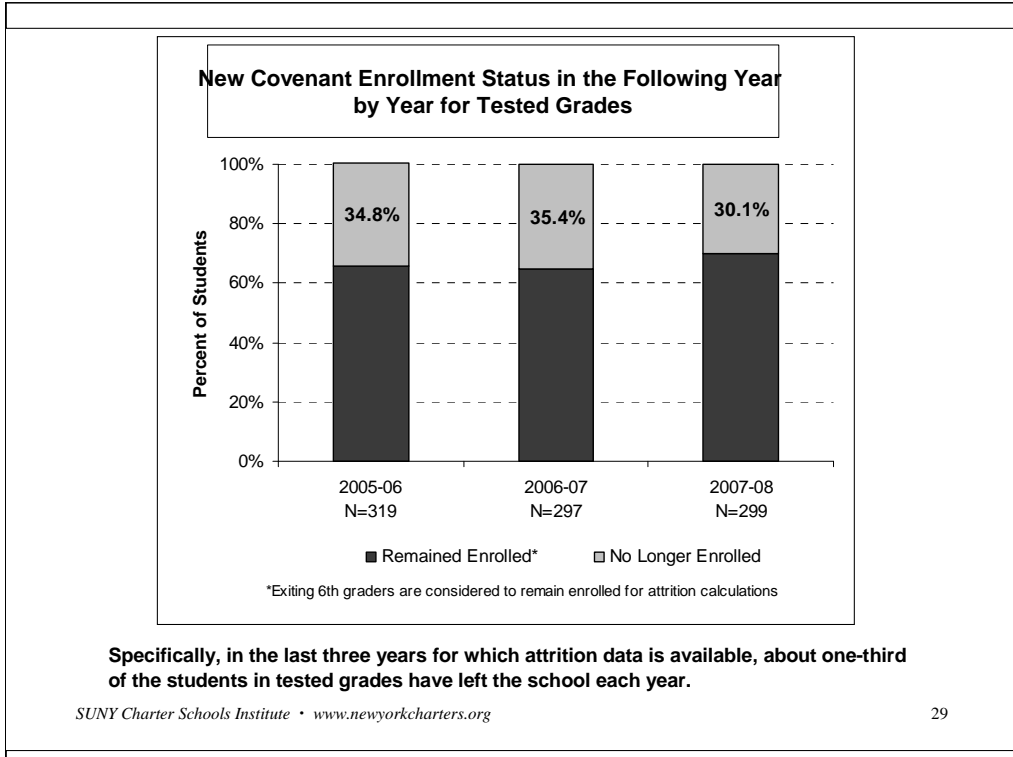


Nearly a third of all students enrolled at New Covenant in one year do not re-enroll in the following year. As a result, reported year to year progress in each grade does not necessarily represent the impact of the school's educational program on individual students who remain in the school.

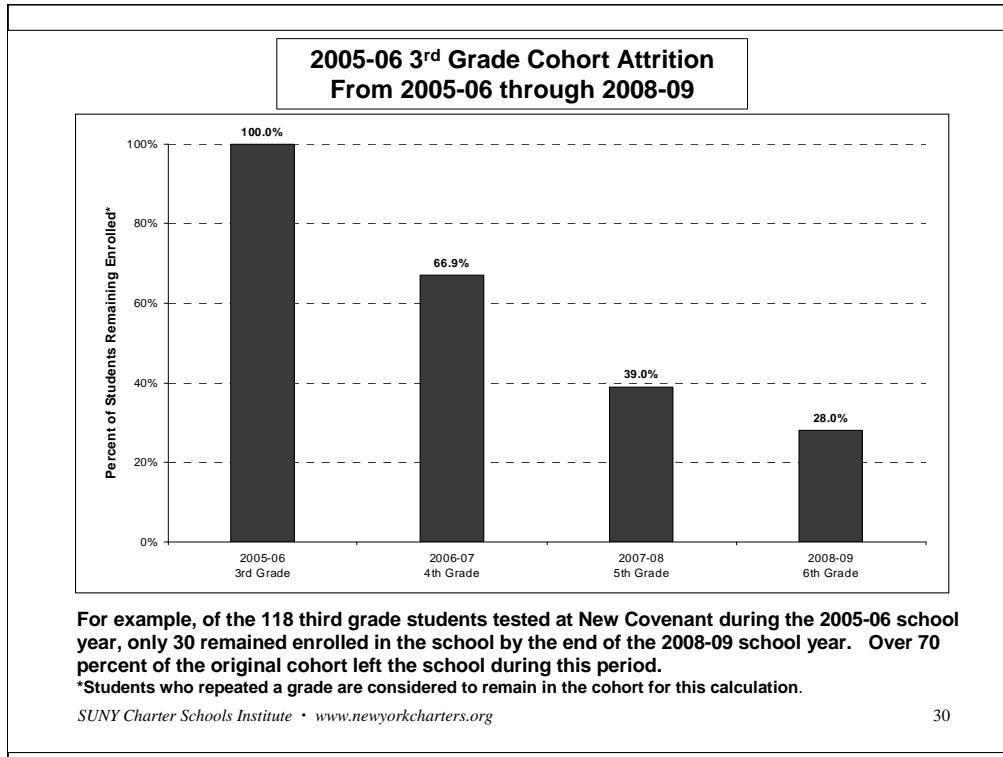
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By only comparing overall grade level performance in successive grades from year to year as New Covenant does, changes in the composition of the student population may mask actual changes in performance. i.e., all of 3rd grade in 2005 and all of 4th grade in 2006, etc.



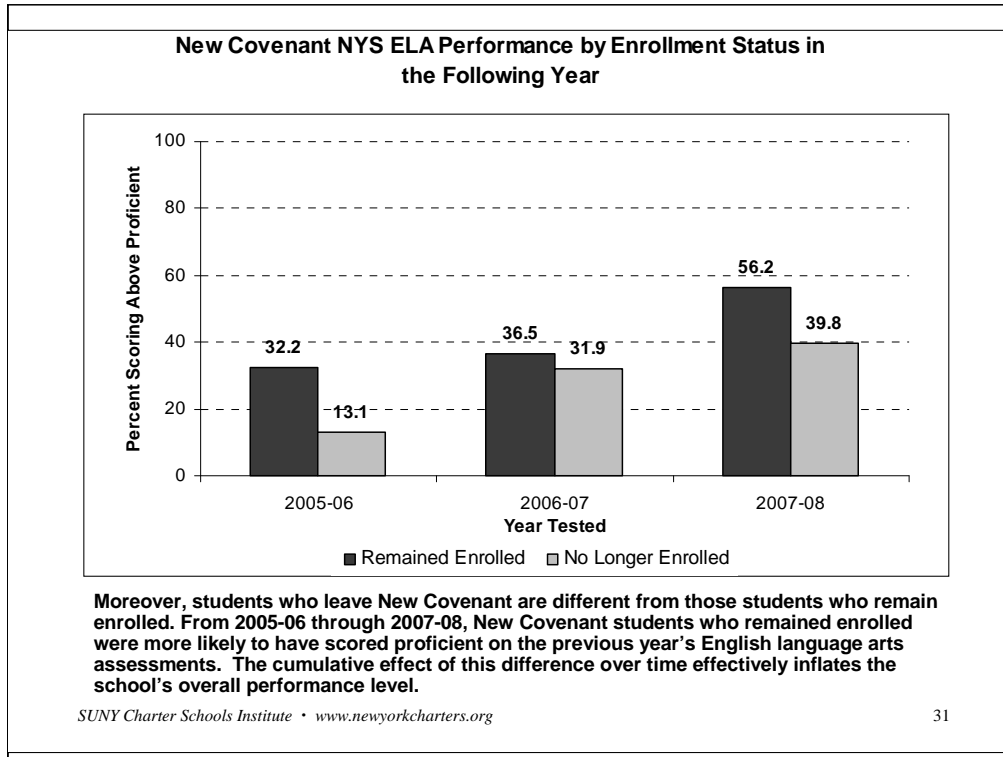
In fact, nearly 1/3 of all students enrolled at NC in one year do not re-enroll in the following year.



As an example, of the 118 third grade students tested at New Covenant during the 2005-06 school year, only 30 remained enrolled in the school by the end of the 2008-09 school year.

Over 70 percent of the original cohort left the school during this period.

Given this attrition rate, the institute has concluded that NC has had limited impact on sustaining student growth over time, to the extent that these students remain at the school over their elementary careers – a trend that continued during the management by Victory Schools.



Moreover, students who leave New Covenant are different from those students who remain enrolled.

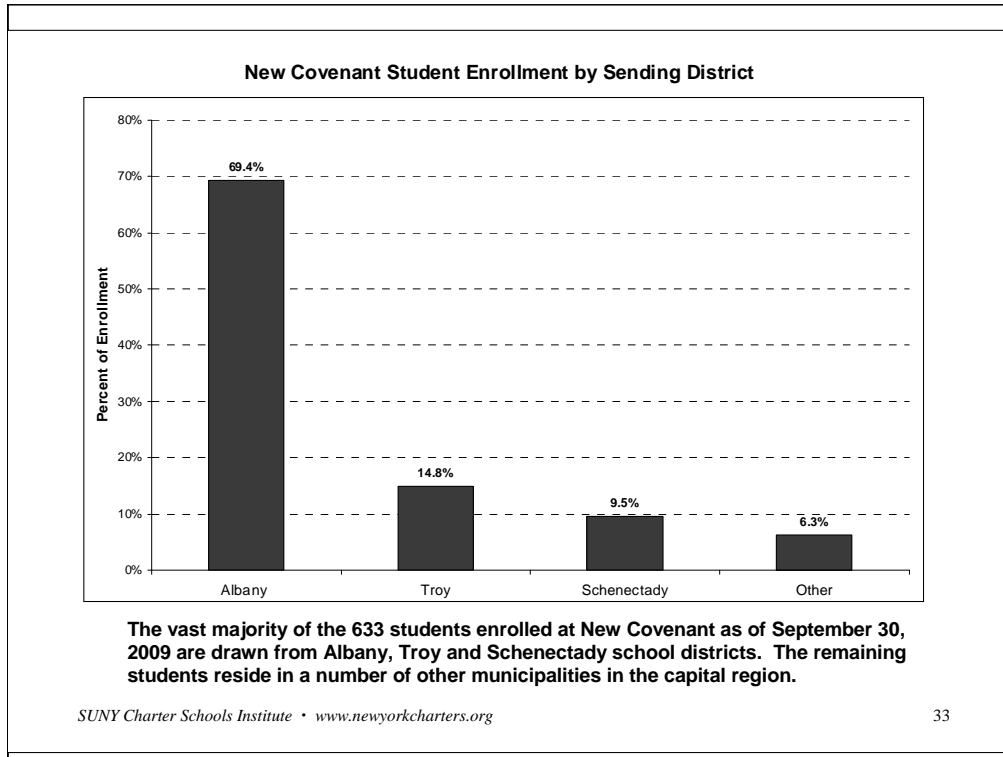
From 2005-06 through 2007-08, New Covenant students who remained enrolled were more likely to have scored proficient on the previous year's English language arts assessments.

The Institute found that the cumulative effect of this difference overtime effectively inflates the school's overall performance level.

# How similar are New Covenant's students to those attending schools in the surrounding districts?



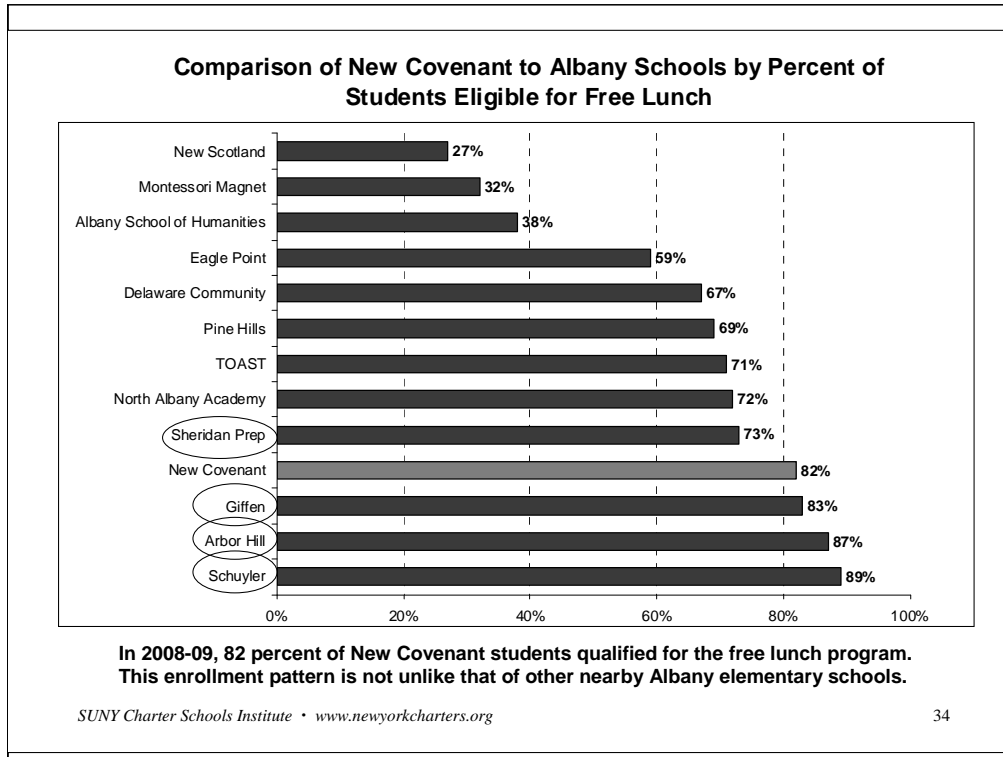
How similar are New Covenant's students to those attending schools in the surrounding districts?



Students attending New Covenant live in eleven different school districts in the capital region.

However, the vast majority of the 633 students enrolled at New Covenant as of September 30, 2009 are drawn from the Albany, Troy and Schenectady school districts, with the largest percentage coming from Albany.

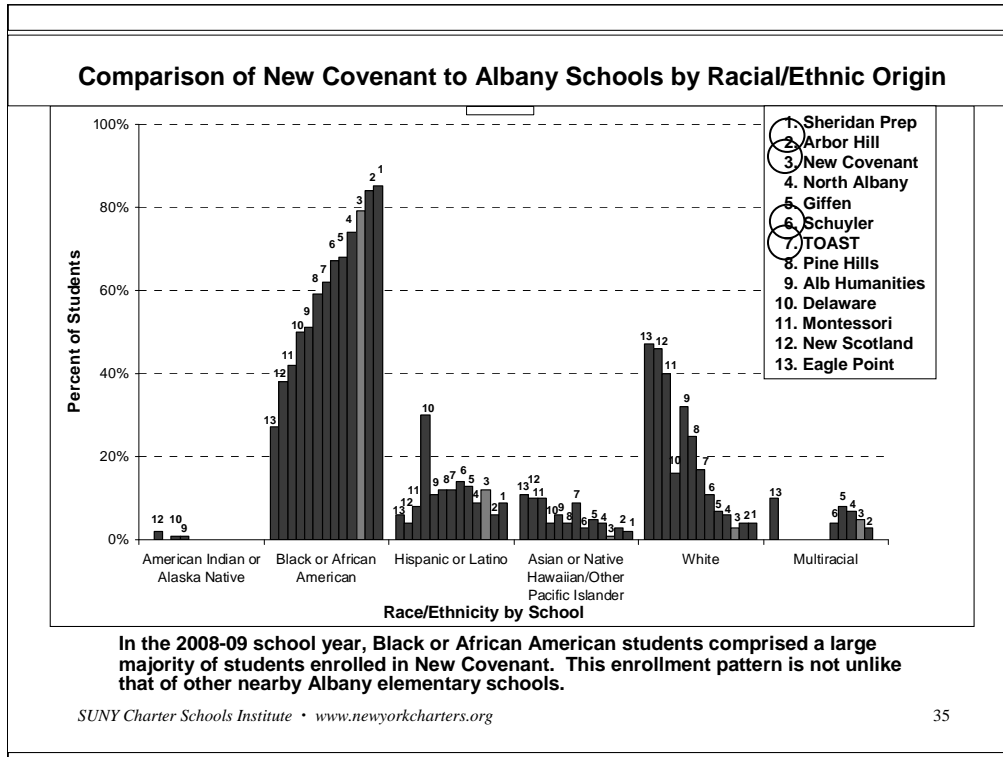
Because almost 70 percent of New Covenant's students do reside in Albany, we focused on that district when comparing New Covenant's demographic characteristics.



In 2008-09, 82 percent of New Covenant students were eligible to receive free lunch.

This enrollment pattern is similar to the four district schools which the majority of New Covenant students would be zoned to attend, according to an analysis conducted by the District: namely Arbor Hill, Giffen, Sheridan Prep and Schuyler.

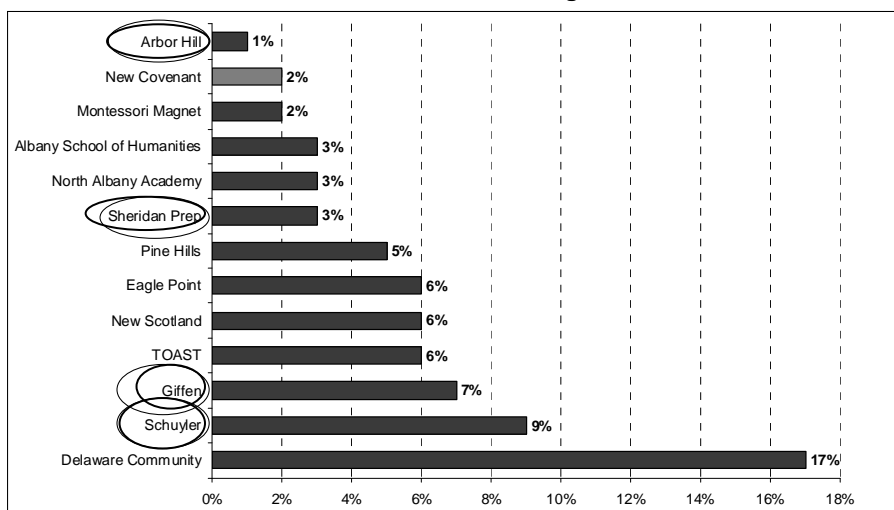
As we go through these slides, we have tried to consistently highlight those four schools for your convenience. You will also see later that we also have schools identified by Schenectady and Troy as those to which the majority of New Covenant students would be zoned to attend.



Black or African American students comprised a large majority of students enrolled in New Covenant, also not unlike our four focus schools which are numbers:

- 1 – Sheridan Prep
- 2 – Arbor Hill
- New Covenant is 3
- 4 – is Giffen and
- 5 is Schuyler Prep

**Comparison of New Covenant to Albany Schools by Percent of Students Classified as Limited English Proficient**

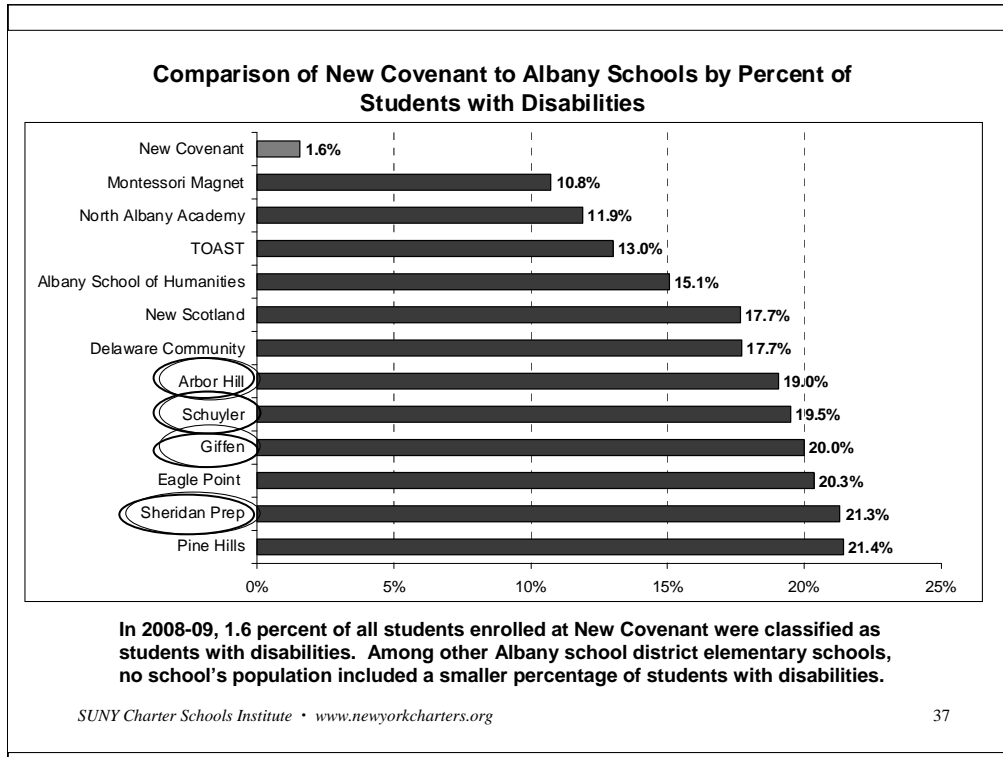


**In 2008-09, 2 percent of New Covenant students were classified as Limited English Proficient. This enrollment pattern is not unlike that of other nearby Albany elementary schools.**

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Two percent of New Covenant students were classified as Limited English Proficient, here New Covenant is in the lower range, but not unlike the schools the majority of students are zoned to attend.



In 2008-09, less than two percent of students enrolled at New Covenant were classified as having a disability.

This pattern is in contrast to other Albany schools, which all had markedly larger percents of students with disabilities.

We will explore New Covenant's services to students with disabilities in more detail in a few moments.

## Services to Students with Disabilities

- **New Covenant**
  - Provides a comprehensive special education program in comparison to other charter schools
  - Maintains viable working relationships with districts
- **There is no evidence that New Covenant refers students to district CSEs at a high rate to push out students**
- **There is no evidence that New Covenant is failing to appropriately refer students**
- **There is no current evidence that the Albany District is excessively requiring highly restrictive settings not available at New Covenant**

Institute staff made a visit to New Covenant Charter School to review special education records.

While New Covenant has a comparatively small special education population in relation to other Albany schools, the Institute found a comprehensive program in place at the school relative to those offered at other charter schools.

## **New Covenant Fiscal Health**

- **If not for its Management Company waiving fees and the bondholder forbearance, the school would risk closure due to fiscal instability**
- **New Covenant completed the FY 2009 and each year of the charter period in deteriorating and unstable financial condition**
- **Total net assets decreased by over \$1 million last year and by almost \$5.5 million over the charter period**
- **Decrease in cash of over \$300k in FY 09 and over \$700k during the last three years**

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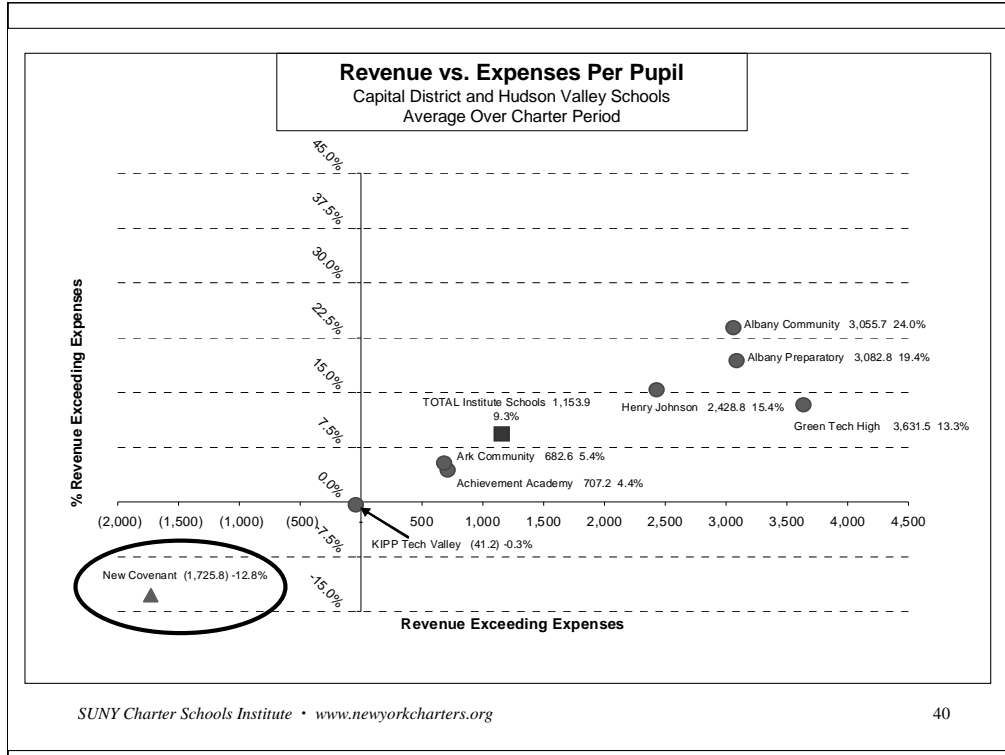
New Covenant claims to be the recipient of no philanthropic support.

However, if it were not for its Management Company waiving fees, and a forbearance by the bondholders, the school would face a significant cash short-fall and risk closure due to fiscal instability.

New Covenant completed the FY 2009 school year in deteriorating and unstable financial condition, a trend that has continued each year of the current and immediately previous charter period.

Total net assets decreased by over \$1 million and the school finished the year with total net assets of NEGATIVE \$5,841,888.

In addition, the school saw a decrease in cash of over \$300k in FY 09 and over \$700k during the last three years.

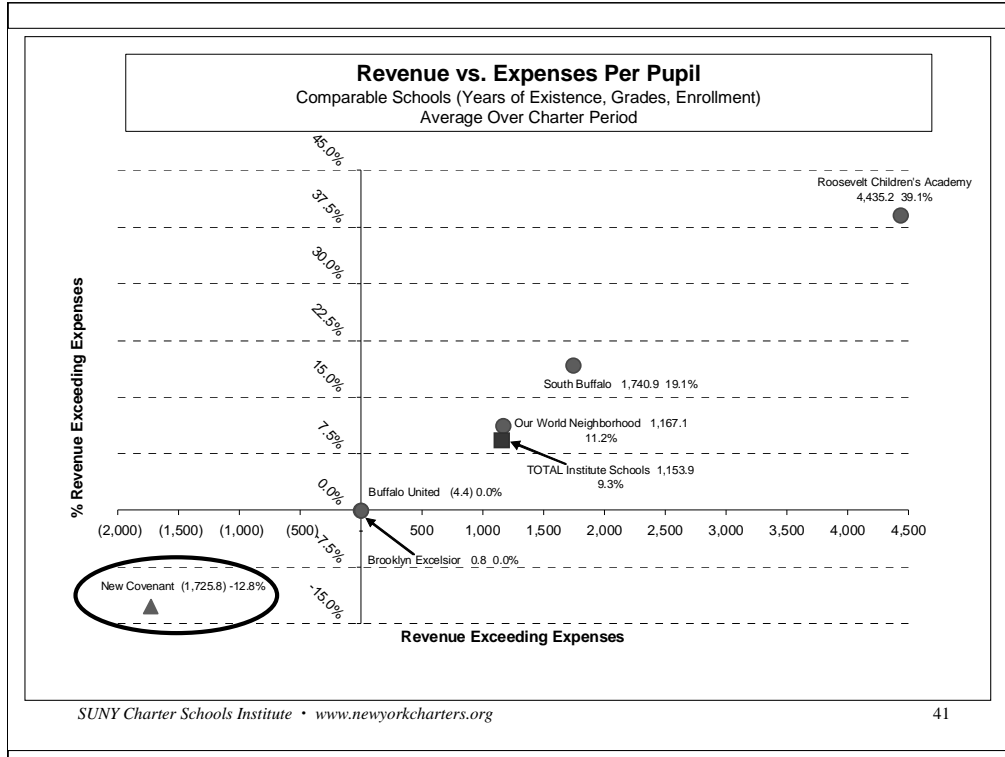


So, going through each of these indicators....

New Covenant's *expenses have exceeded revenue* on average over the last five years by over \$1,700 or 12.8% per student .

On this measure, New Covenant vastly underperforms every other SUNY authorized charter school in the state.

Here we are looking at New Covenant's performance compared to other Albany area charter schools.



We also looked at how New Covenant compared to similar schools. Schools open for the same length of time that are also making facility payments, with similar enrollments, and grades served.

In each case, albeit to varying degrees, unlike New Covenant, revenue exceeded expenses

# Financial Responsibility Composite Score

**A financial composite score has been calculated for the school using the ratio methodology developed by the USDOE to determine whether private not-for-profit colleges, universities and schools are financially responsible enough to participate in federal loan programs.**

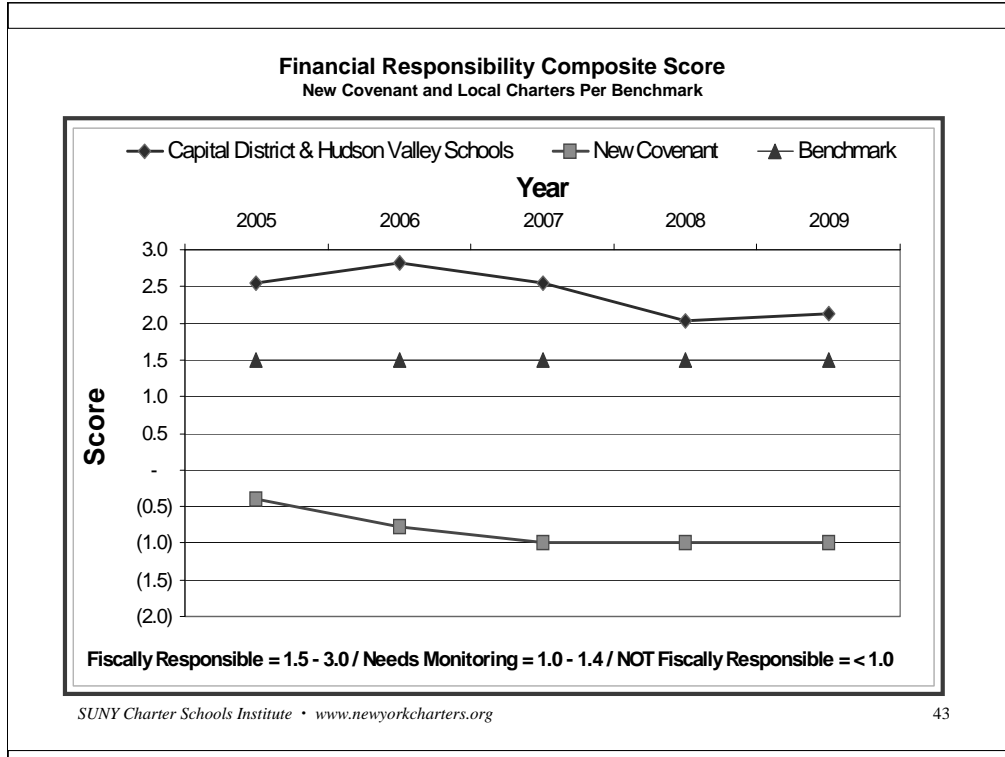
$$\text{Primary Reserve Ratio} = \frac{\text{Expendable Net Assets}}{\text{Total Expenses}}$$

$$\text{Equity Ratio} = \frac{\text{Modified Net Assets}}{\text{Modified Assets}}$$

$$\text{Net Income Ratio} = \frac{\text{Change in Unrestricted Net Assets}}{\text{Total Unrestricted Revenue}}$$

When we talk about Financial Responsibility Composite Score, we are using a methodology developed by the USDOE to determine whether private non-for-profit colleges, universities and schools are financial responsible enough to participate in federal loan programs.

Here, we look at the primary reserve ratio, the equity ratio, and the net income ratio.



New Covenant's Composite score on average over the last five years is a negative 0.8, placing it in the Not Fiscally Responsible category.

Again, New Covenant underperforms every other SUNY authorized charter school on this measure.

# Working Capital & Debt Ratio

**Working Capital indicates if a school has enough short-term assets to cover its immediate liabilities/short term debt**

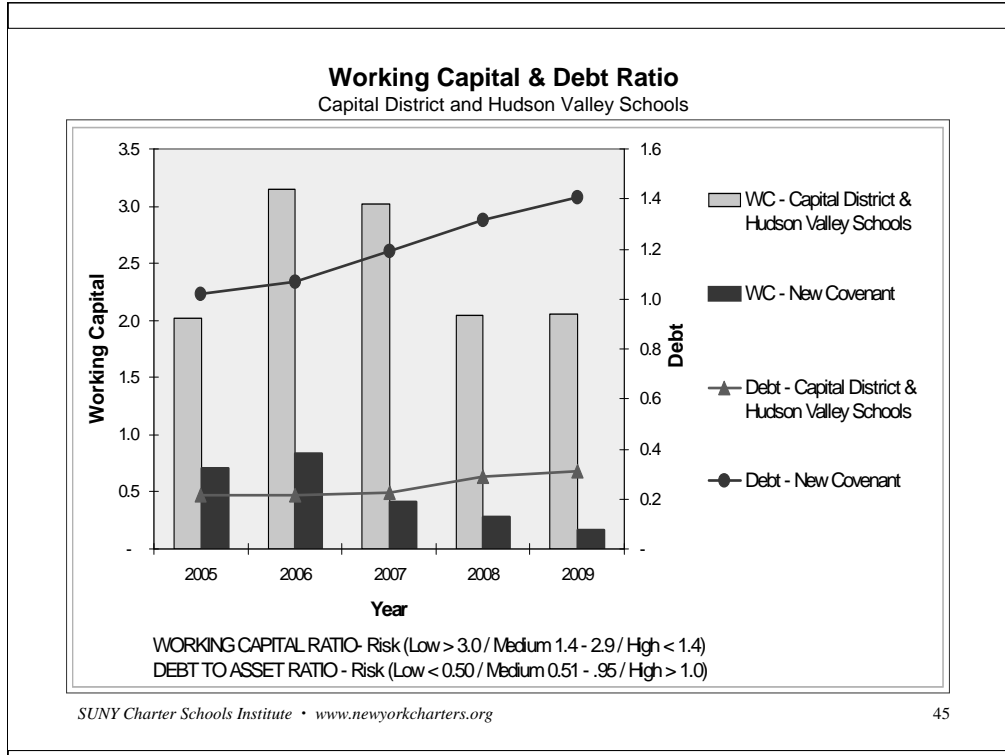
$$\text{Working Capital Ratio} = \frac{\text{Current Assets}}{\text{Current Liabilities}}$$

**A ratio indicates what proportion of debt a school has relative to its assets**

$$\text{Debt Ratio} = \frac{\text{Total Liabilities}}{\text{Total Assets}}$$

Next, Working Capital indicates if a school has enough short-term assets to cover its immediate liabilities/short term debt

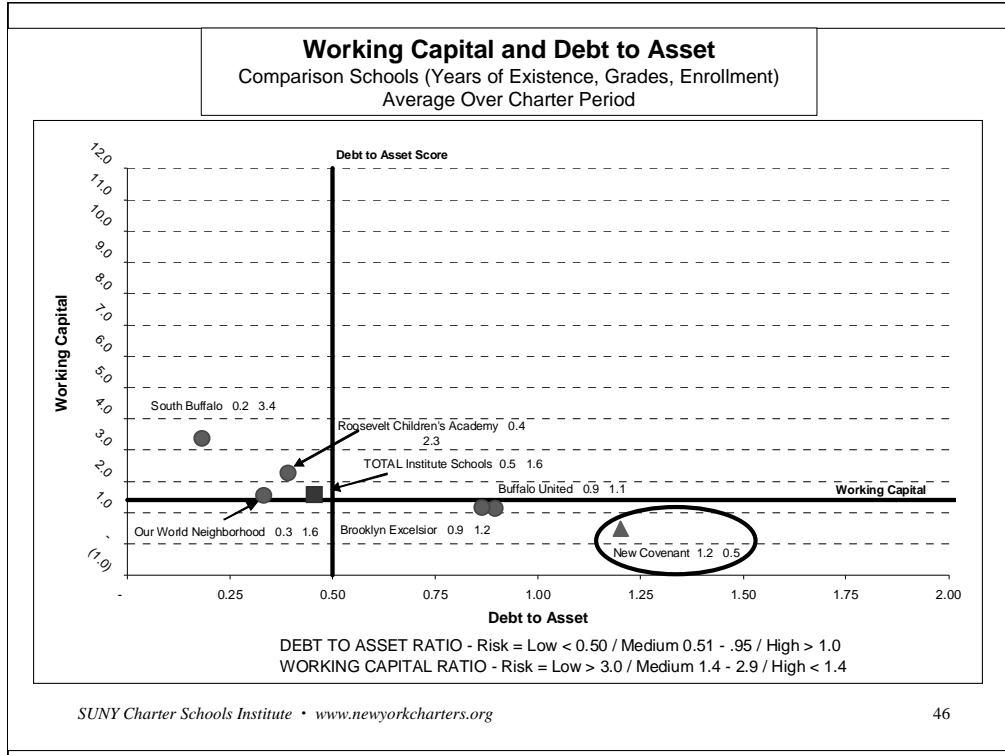
A ratio indicates what proportion of debt a school has relative to its assets



New Covenant's working capital score on average over the last five years is a 0.5 and their debt to asset score is 1.2.

The schools scores demonstrate that there is a high risk associated with the school in both categories.

Again, New Covenant falls at the very bottom of all SUNY authorized charter schools on this measure as we see on the next slide.



Comparisons were once again made with other comparable schools

Working capital ranged from 1.1 to 3.4 and debt to asset ranged from 0.2 to 0.9.

Again the range is broad with a few schools demonstrating high risk in the working capital benchmark, though not to the extent of New Covenant.

## **New Covenant Fiscal Health**

- **New Covenant is Not Fiscally Sound**
  - Total net assets have decreased in each of the last five years
  - The school ended FY 2008-09 with Net Assets of (\$5.8) million
  - The school has insufficient reserves

Our conclusion, therefore, is that New Covenant is Not Fiscally Sound.

## **Bondholder Forbearance**

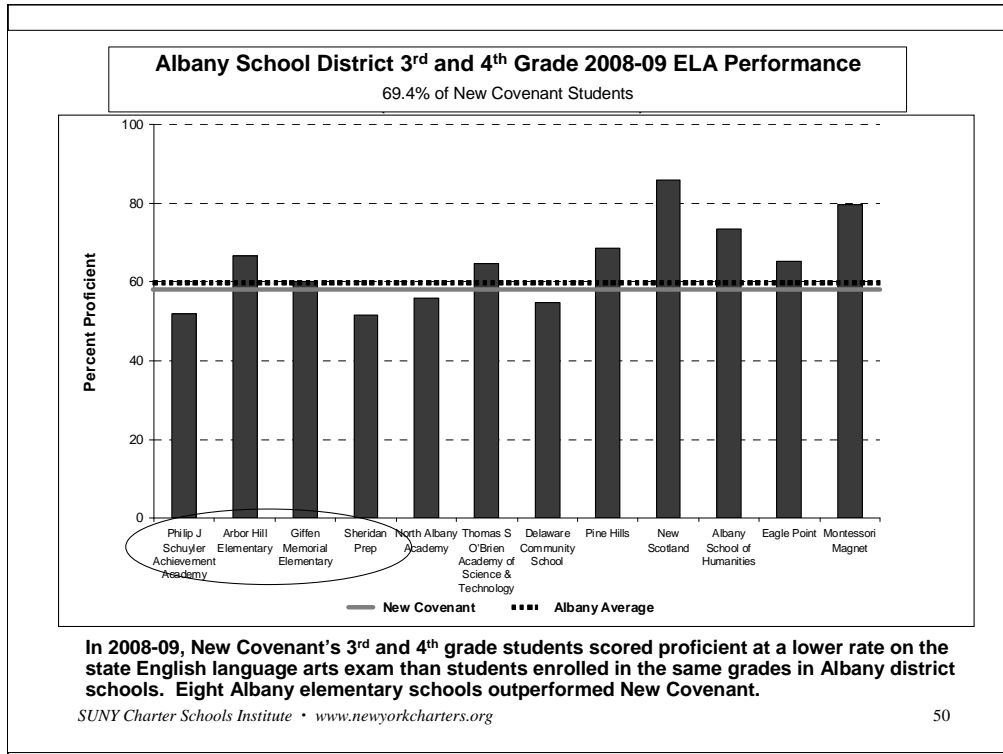
- **New Covenant received a tax-exempt and taxable civic facility revenue bond through the City of Albany's Industrial Development Authority in May 2005**
  - Interest rate of 5-9%
  - The school has a yearly obligation to make principal and interest payments in the approximate amount of \$1.3 million
  - This amount has been reduced to \$950k for the 2010 year as part of the forbearance agreement that is currently in place

A brief overview of the school's facility bonds appears here.

**How does New Covenant's  
performance compare to those  
schools its students would attend  
should the school close?**



The Institute also evaluated New Covenant's performance as compared to the district schools its students would be zoned to attend.

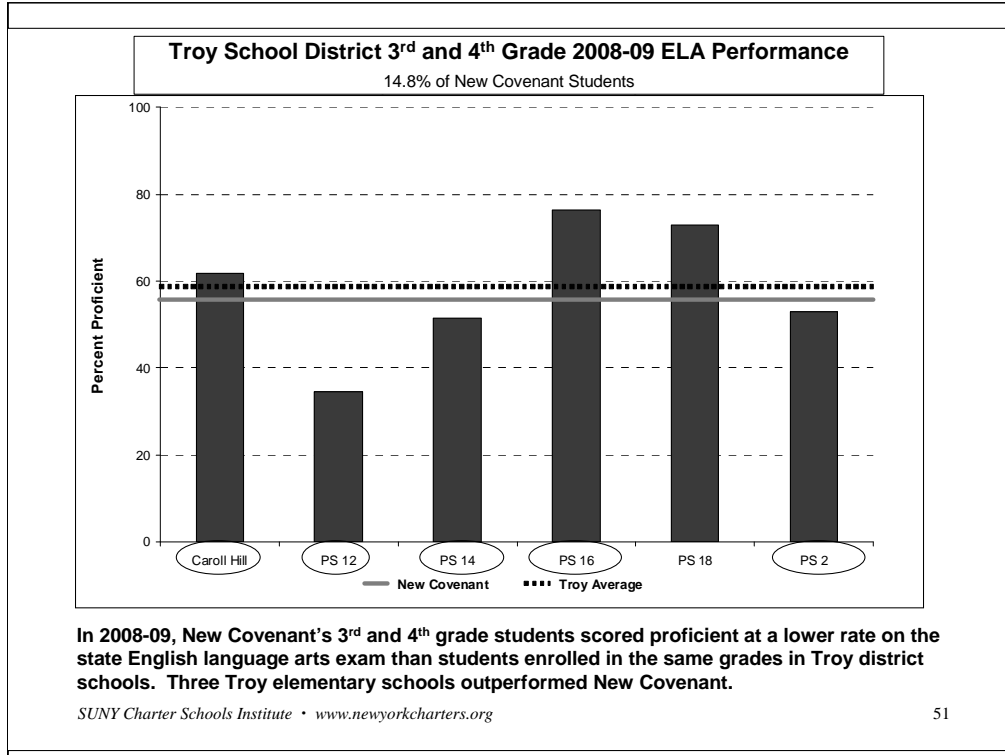


In order to determine the potential success of New Covenant students in their home districts, we compared New Covenant's performance on the 2008-09 English language arts exam to that of the districts.

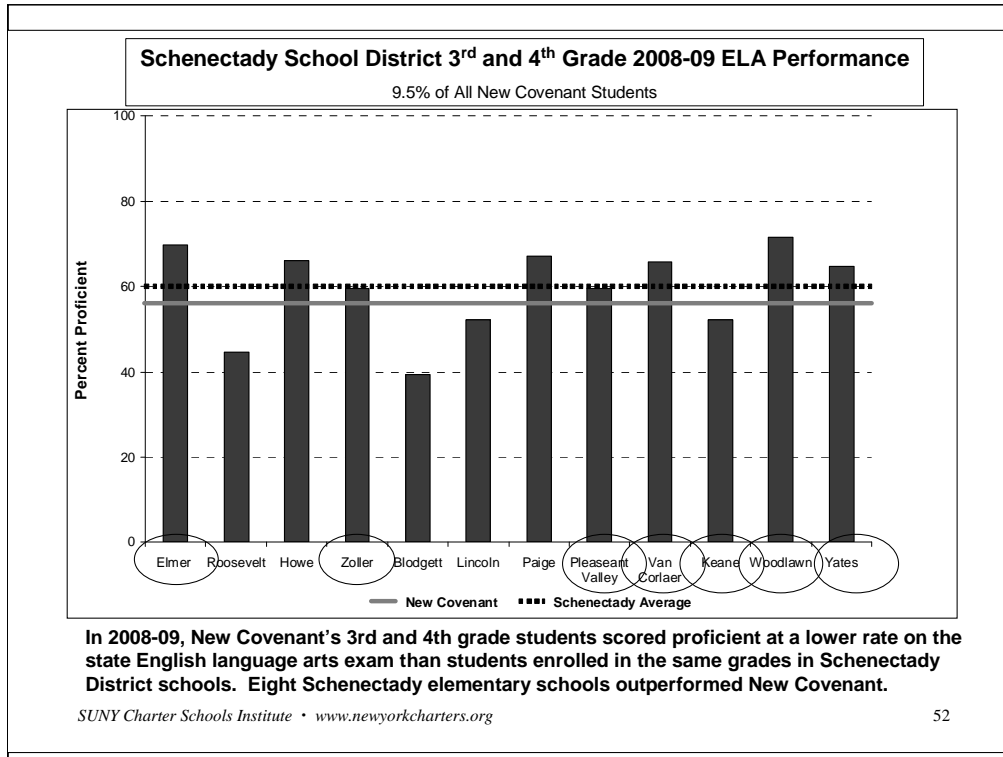
In 2008-09, New Covenant's 3<sup>rd</sup> and 4<sup>th</sup> grade students scored proficient at a lower rate on the state English Language Arts exams than students enrolled in the same grades in Albany.

At the same time, in 2008-09, New Covenant's 5<sup>th</sup> and 6<sup>th</sup> grade students scored proficient at a higher rate on the state English Language Arts exams than students enrolled in the same grades in Albany.

Again, we are focusing on grades three and four because they represent more than twice as many students as the other two tested grades, and the students who had been in the 5<sup>th</sup> and 6<sup>th</sup> grades in 2008-09 will have all graduated or left the school by next fall.

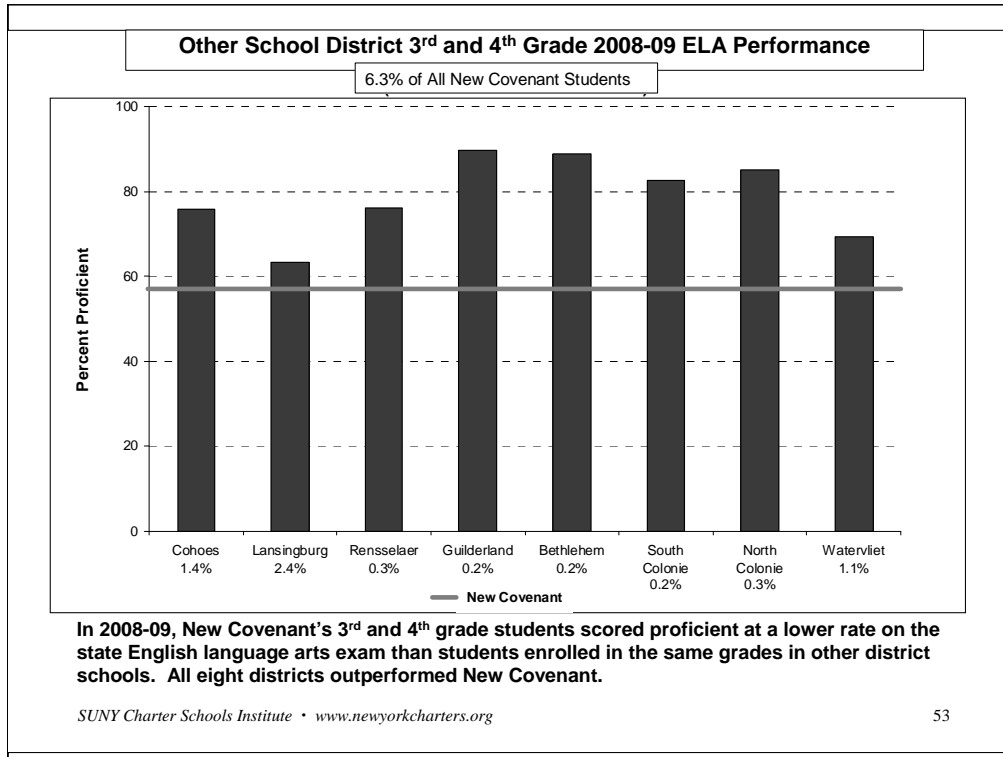


In looking specifically at Troy City Schools and the 90 New Covenant students from Troy who attend NC: In 2008-09, 3<sup>rd</sup> and 4<sup>th</sup> grade students on average scored proficient at a lower rate on the state English Language Arts exams than students enrolled in the same grades in Troy City Schools.



In 2008-09, New Covenant's 3rd and 4th grade students on average scored proficient at a lower rate on the state English Language Arts exams than students enrolled in the same grades in Schenectady City Schools.

We recall a particular concern at our last meeting from a New Covenant parent from Schenectady. We have circled the schools that the majority of New Covenant students would be zoned to attend per an analysis by the District; the majority of those schools outperformed New Covenant. And that district does have a comprehensive range of services for at-risk students.



In 2008-09, New Covenant's 3<sup>rd</sup> and 4<sup>th</sup> grade students scored proficient at a lower rate on the state English language arts exam than students enrolled in the same grades in other district schools.

All eight districts outperformed New Covenant.

## **District Transition Plans**

- **Every district is able to readily welcome New Covenant students in the event of the school's closure**
- **Albany and Schenectady have magnet school options**
- **In the vast majority of cases, groups of New Covenant students would return together with some existing schoolmates to district schools**
  - Based on current address info, only 1 student in Schenectady would return to a school with no other New Covenant students

Every district communicated to the Institute that they'd readily welcome New Covenant students in the event of the school's closure. I have personally spoken with each superintendent, and am confident they will be prepared to attend to the needs of New Covenant's students if asked to do so.

Albany and Schenectady have magnet school options which provide choice.

In the vast majority of cases, groups of New Covenant students would return together with some existing schoolmates to district schools

## District Transition Plans

- **Albany would receive the largest number of students**
- **The district has established a task force to ensure the smooth transition of students**
- **Highlights of Albany transition plan include:**
  - New Covenant families will have the option to select any district school, not only the one they are zoned to attend, on a space available basis
  - The September 2010 re-opening of Arbor Hill Elementary School facility
  - Elementary schools in three of the four communities where New Covenant students are zoned to attend feature on-site health centers
- **Letters indicating District commitment were received from the Schenectady Superintendent and Troy Assistant Superintendent**

Given the significant number of Albany of students at NC who reside in Albany, we've highlighted components of the district's transition plan here. It was also mailed to you in a separate binder...

Notably 3 of the 4 schools that the majority of NC students are zoned to attend feature on-site health centers.

## Charter Schools

- **There will be two new charter middle schools opening in Albany next year. In combination with existing charter middle schools in Albany and Troy, there will be 353 seats available in fifth grade.**
- **Existing Albany and Troy charter schools have some availability in other grades:**
  - kindergarten (153);
  - first grade (16);
  - second grade (9);
  - third grade (8); and
  - sixth grade (74).

In terms of charter school space availability, contrary to statement provided by New Covenant, there are seats available.