



SUNY Authorized Charter Schools

Charter Facts

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New Leader Renews Commitment to Serving New York State Children, Advances Vision of Increased Collaboration

SUNY Trustees Appoint Jonas S. Chartock as Executive Director of the Charter Schools Institute



The job description for the new Executive Director of the SUNY Charter Schools Institute called for an individual with a firm belief that charter schools should be excellent, accountable, and autonomous. The ideal candidate was described as having a strong grasp of the issues affecting K-12 education and an

appreciation for effective teaching and learning. In addition to a strong foundation in education, the description called for someone with proven leadership skills, who had demonstrated his/her ability to successfully implement a vision and set a strategic direction for an organization.

“The State University Trustees have been authorizing charter schools for nearly ten years now and we have learned important lessons along the way,” said Edward F. Cox, State University Trustee and member of the Board’s Charter Schools Committee. “We rely on the Institute to put those lessons into practice. We knew we needed

someone to lead this organization who could build on existing successes and set a dynamic vision for the future. We found that individual in Jonas Chartock.”

Mr. Chartock was appointed as Executive Director by unanimous vote of the State University Trustees on May 13, 2008. He joined the office on July 28th.

Mr. Chartock began his career as a teacher through Teach For America in the Compton Unified School District in Compton, California. He later served as Executive Director of Teach For America in Houston, Texas, where he worked to ensure the effectiveness of over 500 first- and second-year teachers and took on a leadership role in the nationwide development of Teach For America. Mr. Chartock’s curiosity about the impact of school choice and the value of high-performing charter schools led to his role as Founding President and Chief Executive Officer of the Charter School Policy Institute (CSPI) in Austin, Texas. CSPI quickly became a first-stop resource—for a broad range of constituencies—for data-driven reports, policy briefs, programs and public forums highlighting what works and what does not work in Texas charter schools.

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The State University of New York and Charter Schools

The New York Charter Schools Act of 1998 granted the Board of Trustees of the State University of New York the power to authorize 100 charters for the purpose of organizing and operating independent and autonomous public charter schools offering instruction in grades K-12. The Charter Schools Institute was created by the Board of Trustees in February 1999 to assist it in carrying out its responsibilities under the Act. Guided by the rigorous standards set by the Board of Trustees, the Institute’s oversight of SUNY authorized charter schools is comprehensive, including: evaluating initial applications for the opening of charter schools; providing technical assistance and guidance to schools where necessary; requiring schools to take remedial action or placing schools on probation; conducting a comprehensive evaluation when a school applies to renew its charter; and reporting to the school and the public on each school’s performance and progress.

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“It was in researching quality charter authorizing practices at CSPI that I was first introduced to the State University Trustees as a charter school authorizer,” said Chartock. “I am incredibly excited by the opportunity to join the Charter Schools Institute and to work in support of high quality public education across New York State.”

Mr. Chartock is an Ed.D. candidate at the University of Texas at Austin, with an anticipated degree date of spring 2009. He holds an Ed.M. in School Leadership from the Harvard University Graduate School of Education; an M.A. in Education: Curriculum and Instruction from Chapman University; and a B.S. in Industrial and Labor Relations from Cornell University’s School of Industrial and Labor Relations.

Q&A with Jonas Chartock

Q. What was it about the position at the Charter Schools Institute that caught your interest?

Even from my vantage point in Texas, I was well aware of SUNY’s reputation as a tough but fair charter school authorizer. Staff from the Charter Schools Institute had led numerous seminars on authorizing policy and practices that I had attended over the years and I had always been impressed with the clarity of SUNY policies and the seriousness with which they took the principles of autonomy in exchange for accountability. That’s definitely what prompted me to take a close look at the job description. I also think that the posting came at the right time for me. I had spent the previous four years on the research side of education, specifically exploring charter school models that work and then sharing that information in a way that would hopefully not only inform an ongoing debate, but have a positive impact on charter schools throughout Texas. I was proud of what we accomplished. Admittedly though, I had a growing desire to move closer to the school level, to play a hands-on role in getting high-quality charter schools up and running. The opportunity to take an organization like the Institute, that already has so many real strengths, to the next level; to build an authorizer-driven research effort in New York; and to lead the charge in upholding the high standards of the SUNY Trustees was one I could not pass up and one I feel very privileged to have.

Q. What are your priorities at the start?

My initial goals were to meet with staff, get up-to-speed on current workload and then start meeting as many people as possible who could talk to me about the charter school movement in New York State, and more broadly about the education reforms that I know are already underway at the state and local levels—from the P-16 Action Plan of the New York State Regents to the recommendations of the State-wide Commission on Higher Education. My plan is to continue these meetings as I begin to visit all SUNY authorized charter schools. This work will set the stage for a serious round of strategic planning at the Institute. I see my role as Executive Director as a vital opportunity to build on existing strengths and explore new opportunities, particularly in the areas of research and collaboration. I am a firm believer that charter schools are an important part of the fabric of public education in the state, and as such look forward to conversations with the Regents, staff of the State Education Department, and district leaders. Lessons learned by charter schools should be shared for the benefit of all schools. I would also like to see SUNY recognized as a go-to source for data and research on New York State charter schools and school choice in general. A common thread to achieving both goals will be exploration of the expertise found at existing SUNY authorized charter schools, SUNY colleges and universities and among broader education communities.

Q. How does the New York charter school landscape compare to that of Texas?

Beyond sheer numbers—Texas currently has considerably more charter schools than New York State—there is a dramatic difference in the types of charter school options offered. At CSPI, we published research describing the three prevailing types of Texas charter schools: the largest number of schools are those labeled as “last chance schools,” which include drop-out recovery and residential treatment programs; second are “high academic focus” schools, which include college preparatory schools; and then a third group of schools features community and specialty schools including programs focused on performing arts. New York, on the other hand, predominantly features the “high academic

focus” charter schools and very few of the other two types. Another difference between New York and Texas is the authorizing model. New York is fortunate to have multiple authorizing groups including two high quality state-wide charter authorizers, SUNY and the NYS Board of Regents, as well as the strong involvement of large districts like New York City through the New York City Schools Chancellor. Texas charters are primarily authorized by the State Board of Education via the Texas Education Agency. While both states offer unique but generally strong application processes, Texas’ ability to shut down failing schools is limited by a lack of agency capacity, litigation, and a relatively weak charter statute, whereas SUNY in particular has successfully engaged in this difficult but necessary work. And finally, I would say that Texas’ ability to collect and analyze student-specific longitudinal data is strong. I understand that this is an area that New York is working to strengthen—an effort to which I would like to see the Institute contribute.



What distinguishes SUNY as a charter school authorizer in New York and nationally?

Many of the characteristics that currently set SUNY apart as a charter authorizer are well-documented. The State University Trustees and the Charter Schools Institute were recognized by the U.S. Department of Education as a high quality charter school authorizer in large measure because of their rigorous new application review process and the seriousness with which they take the idea of giving schools autonomy in exchange for holding them accountable for results. SUNY sets a very high bar for its charter schools, requiring measures for academic accountability that far exceed those of NCLB. SUNY requires absolute measures for performance on state assessments, growth measures to look at the progress of students over time, and comparative measures

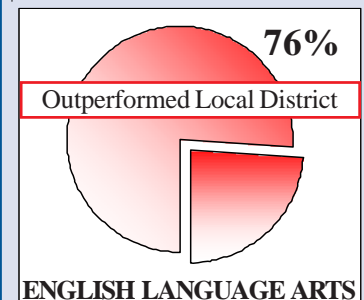
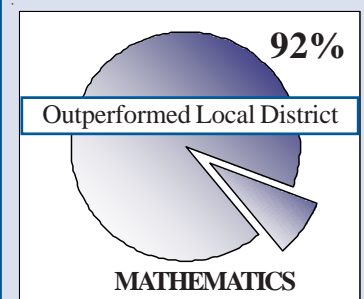
- Please see Q&A, page 7

SUNY Authorized Charter Schools At-A-Glance

- State-wide, there are currently 49 SUNY authorized charter schools collectively serving over 15,000 students.
- Of those 49 schools, 44 (90%) have waiting lists for admission totaling nearly 17,000 additional students.
- Ten additional SUNY authorized charter schools have been approved to open in the fall of 2009.
- To date, four new schools have been approved to open in the fall of 2010. This number will likely grow as a result of a pending January 2009 call for applications.
- SUNY was given 50 new charters to award when the cap on the number of new charter schools allowed in New York was increased. Of those 50, 21 charters have been awarded to date.
- 92% of SUNY authorized charter schools outperformed their local district in the state’s 2007-08 standardized exam in mathematics.
- 76% of SUNY authorized charter schools outperformed their local district in the state’s 2007-08 standardized exam in English language arts.
- Individually, 28 SUNY authorized charter schools exceeded the state-wide average of having at least 81% of students at proficiency (levels 3 & 4) in mathematics.
- Individually, 15 SUNY authorized charter schools exceeded the state-wide average of having at least 69% of students at proficiency (levels 3 & 4) in English language arts.

Visit the Institute’s website at: www.newyorkcharters.org for performance information on all New York State charter schools.

SUNY Authorized Charter School Performance: 2007-08 State Assessments



Forty-Nine SUNY Authorized Charter Schools State-Wide (2008-09)

Includes seven new schools that opened in the fall of 2008 (marked by an asterisk below)

City/Area	School	Grades Offered	Projected Enrollment	Planned Grades (charter term)
Albany	Achievement Academy Charter School	5-8	200	5-8
	Albany Community Charter School	K-3	239	K-4
	Albany Preparatory Charter School	5-8	200	5-8
	Green Tech High Charter School	9	75	9-11
	Henry Johnson Charter School	K-2	206	K-3
	KIPP Tech Valley Charter School	5-8	278	5-8
	New Covenant Charter School	K-6	600	K-6
	Bronx	Bronx Charter School for Better Learning	K-5	342
Bronx Charter School for Excellence		K-5	312	K-5
Bronx Preparatory Charter School		5-12	633	5-12
Carl C. Icahn Charter School		K-8	321	K-8
Carl C. Icahn Charter School Bronx North		K-3	144	K-5
Carl C. Icahn Charter School South Bronx*		K-2	108	K-5
Family Life Academy Charter School		K-5	312	K-5
Grand Concourse Academy Charter School		K-5	370	K-5
Green Dot New York Charter School*	9	115	9-12	
Brooklyn	Achievement First Brownsville Charter School*	K-1	168	5-8
	Achievement First-Bushwick Charter School	K-3, 5-6	504	K-8
	Bedford Stuyvesant Collegiate Charter School*	5	81	5-9
	Brooklyn Excelsior Charter School	K-8	714	K-8
	Community Partnership Charter School	K-5	300	K-5
	Excellence Charter School of Bedford Stuyvesant	K-5	290	K-5
	Kings Collegiate Charter School	5-6	153	5-8
	Leadership Preparatory Charter School	K-3	256	K-4
UFT Charter School	K-4, 6-8	780	K-9	
Buffalo	Buffalo United Charter School	K-8	627	K-8
	King Center Charter School	K-4	109	K-4
	Oracle Charter School	7-12	385	7-12
	South Buffalo Charter School	K-8	669	K-8
	Tapestry Charter School	K-11	426	K-12
Manhattan	Amber Charter School	K-5	423	K-6
	Girls Preparatory Charter School of New York	K-4	219	K-4
	Harbor Science and Arts Charter School	1-8	218	1-8
	Harlem Day Charter School	K-5	240	K-5
	Harlem Link Charter School	K-4	270	K-4
	Harlem Success Academy Charter School 2*	K-1	155	K-5
	Harlem Success Academy Charter School 3*	K-1	155	K-5
	Harlem Success Academy Charter School 4*	K-1	155	K-5
	Harlem Village Academy Charter School	5-10	285	5-12
	KIPP S.T.A.R. College Prep Charter School	5-8	277	5-8
	Leadership Village Academy Charter School	5-8	222	5-9
Sisulu-Walker Charter School of Harlem	2-5	270	K-5	
Queens	Merrick Academy - Queens Public Charter School	K-6	500	K-6
	Our World Neighborhood Charter School	K-8	716	K-8
Rochester	Eugenio Maria de Hostos Charter School	K-6	326	K-6
	True North Rochester Prep. Charter School	5-7	213	5-8
Roosevelt	Roosevelt Children's Academy Charter School	K-8	509	K-8
Troy	Ark Community Charter School	K-6	197	K-6
Wainscott	Child Development Center of the Hamptons	K-8	70	K-8

Additional SUNY Authorized Charter Schools Approved 14 New Schools Scheduled to Open in 2009-10 and 2010-11

As part of budget legislation enacted on April 1, 2007, the New York Charter Schools Act of 1998 was amended, increasing the cap on the number of new charter schools allowed to open in the state from 100 to 200. Of the 100 new charters, 50 were given to the SUNY Board of Trustees to award. The State University Trustees have authorized 21 new schools since the cap increase. Seven schools opened this fall and are listed in the table on page 4, indicated by an asterisk. The remaining schools, highlighted below, plan to open in 2009-10 and 2010-11:

SUNY Authorized Charter Schools Scheduled to Open in 2009/10:

- **The Academy Charter School¹** will serve 168 students in Kindergarten through 2nd grade, growing to serve 336 students in K-5 by the end of its first charter term. Proposed location is the Hempstead Union Free School District. The school will contract with Victory Schools, Inc. Its mission is to offer an exceptional interdisciplinary curriculum in a technology-rich environment that challenges students to explore connections across subjects and use experiential learning to bridge gaps between theory and practice.
- **Achievement First North Crown Heights Charter School** will serve 168 students in Kindergarten and 1st grade, growing to serve 567 students in K-6 by the end of its initial charter term. Proposed location is NYC CSD 16 (Brooklyn). AF North Crown Heights will contract with the non-profit charter management organization Achievement First, Inc. The school's mission is to provide students with the academic and character skills they need to gain admission to top colleges, to succeed in a competitive world, and to serve as the next generation of leaders in their communities.
- **Brooklyn Prospect Charter School** will serve 88 students in 6th grade, growing to serve 352 students in grades 6-9 during the first term of its charter. Proposed location is NYC CSD 15 (Brooklyn). The school's mission is to prepare students for success in the global community by having them participate in a challenging academic curriculum and by immersing them in a culture based upon the core commitments of the International Baccalaureate's (IB) Middle Years Program and, in subsequent charter terms, its Diploma Programme: embracing diversity; recruiting high quality teachers; focusing on success for all students; and academic preparation with a global focus.
- **Carl C. Ichan Charter School Nine¹** will serve 108 students in the Kindergarten through 2nd grade and grow to include 252 students in K-6 during its initial charter term. The school will be located in the South Bronx. Modeled after the Carl C. Ichan Charter School in the Bronx, the school's mission is for students to graduate armed with the skills and knowledge to participate successfully in the most rigorous academic environment and to have a sense of personal and community responsibility.
- **Excellence Charter School for Girls** will serve 116 Kindergarten and 1st grade students in its first year, growing to serve 272 students in K-4 during its first charter term. Proposed location is NYC CSD 16 (Brooklyn). The school will contract with the non-profit charter management organization Uncommon Schools, Inc. Its mission is to prepare students to excel in demanding, college-preparatory high schools and colleges and to contribute to their communities as leaders.
- **Flatbush Collegiate Charter School¹** will serve 78 students in grade 5 during its first year, growing to serve 263 students in grades 5-8 during its first charter term. Proposed location is NYC CSD 23 (Brooklyn). The school will contract with the non-profit charter management organization Uncommon Schools, Inc. Its mission is to prepare each student for college.
- **Girls Preparatory Charter School of East Harlem¹** will serve 144 female students in Kindergarten and 1st grade and grow to serve 390 students in K-4 during its initial charter term. Proposed location is NYC CSD 4 (Manhattan). Modeled after the existing Girls Preparatory Charter School of New York, the school's mission is to prepare New York City's girls to graduate from college and succeed in life.
- **Leadership Preparatory East New York Charter School** will serve 116 students in Kindergarten through 1st grade in its initial year, growing to serve 272 students in K-4 at the end of its first charter term. Proposed location is NYC CSD 19 (Brooklyn). The school will contract with the non-profit charter management organization Uncommon Schools, Inc. Its mission is to prepare students to excel in demanding, college-prep high schools and colleges and to contribute to their communities as leaders.

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SUNY’s Updated Accountability Guidelines Address College Preparation

SUNY accountability plan guidelines for elementary and middle schools have been nationally recognized for their rigor, validity, and comprehensiveness (visit the Institute’s website at: www.newyorkcharters.org/schoolsAccountability.htm for details). However, as SUNY authorized charter schools begin to add grades at the high school level and new charter high schools are approved, the challenge of maintaining effective accountability across all grades has become a priority topic of discussion.

In May, the Institute hosted a “Forum on High School Accountability,” inviting school board members, school leaders and staff with accountability/assessment responsibilities from SUNY authorized charter schools to brainstorm about possible assessments, data collection, and graduation and post-secondary expectations. Staff also consulted with SUNY campus admissions professionals, SUNY’s System-Wide Office of Institutional Research, district superintendents and high school principals.

“Our research and discussions led us to conclude that we should require high schools whose mission includes college prep to commit themselves to measurable outcomes beyond Regents performance, in order to determine if the schools are meeting their stated mission,” said Institute Vice President for Accountability Dr. Ronald C. Miller. “We also determined that we should specifically require measures related to PSAT, SAT, and/or ACT performance because of their general importance for college admissions.” The Institute’s recently revised guidelines for creating a high school accountability plan include for the first time the following college prep goals:

College Prep Goal: Required Measures for All SUNY Authorized Charter High Schools with a College Preparatory Mission

- Each year, the average performance of students in the 10th grade will exceed the state average on the PSAT tests in Critical Reading and Mathematics;
- Each year, the average performance of students in the 12th grade will exceed the state average on the SAT or ACT tests in reading and mathematics;
- Each year, the school will demonstrate *preparation* of its students for college through at least one measure of its own design. Possible measures offered by way of example include:
 - Attainment of Advanced Regents Diplomas
 - Attainment of Honors Regents Diplomas
 - Performance on AP, IB or SAT 2 exams
 - College credits earned during high school
- Each year, as applicable, the school will demonstrate college *attendance or achievement* through at least one measure of its own design. For example:
 - Matriculation into four year colleges in the fall after graduation.
 - Completion of all freshman year course requirements one year after graduation.

“We were particularly pleased with the collaborative process used to develop these new measures and the universal support for rigorous standards,” added Miller. “The high school accountability guidelines are a strong addition to SUNY’s existing accountability program.”

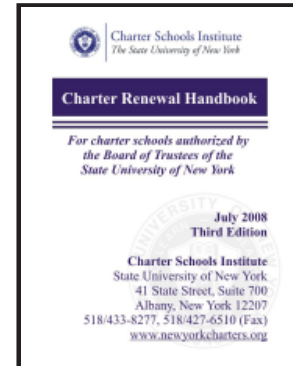
SUNY Enhances Renewal Policies and Benchmarks

Unlike traditional district schools, charter schools must continually demonstrate that they have earned the high privilege of educating New York’s children by applying for, and earning, renewal at the end of each charter term. Per the New York Charter Schools Act of 1998, an initial charter term is limited to a maximum period of five years.

To that end, the Institute recently released the third edition of its *Charter Renewal Handbook*, a comprehensive resource for SUNY authorized charter schools as they prepare and actually apply for renewal. This new version of the Handbook reflects changes to the State University’s key renewal policy documents: 1) the *Practices, Policies, and Procedures for the Renewal of Charter Schools Authorized by the State University Board of Trustees*; and 2) the *State University of New York Charter Renewal Benchmarks*. The changes to these policy documents—designed to provide greater clarity, and where appropriate, specificity—were prompted by experience with the implementation of the 2007 revisions to the Act, as

well as insights gained through the ongoing renewal experiences of both the State University Trustees and the Institute.

The scope of changes made to these key policy documents has refined some of the renewal application content and requests for information, and has added further clarity to the renewal process itself, particularly with respect to the Institute’s focus on the achievement of academic Accountability Plan goals.



The Renewal Handbook is available on the Institute’s website at: www.newyorkcharters.org/schoolsRenewOverview.htm.

Q & A, continued from page 3

that include looking at SUNY charter school performance on state assessments compared to that of similar schools state-wide. Importantly, however, SUNY does not dictate how schools meet these high expectations. SUNY has defined a series of accountability measures and renewal benchmarks that define its expectations, yet recognizes that there is more than one path that leads the way to a successful charter school. SUNY encourages its charter schools to make the most of their autonomy.

Clearly, this emphasis on both data-driven accountability and respect for each school’s autonomy are strengths that we want to build upon and continue to grow.

Q. What don’t people know about SUNY as a charter authorizer?

The Trustees’ expectations for themselves as authorizers—and by extension their expectations for the Institute—are incredibly rigorous and on a continuous upward swing. The Trustees have learned from their experiences and those of other authorizers, and they have put those lessons into practice. For example, the

Trustees’ standards for new application approval have clearly grown more rigorous over time. As a result, today’s approved schools benefit from the lessons learned by those that preceded them. The foundations upon which today’s applicants are building their schools are stronger as a result.

I have also been heartened by the passion of the Trustees and staff for this vitally important work. Far from a bureaucracy, the charter school decisions made at SUNY are made by people who have a true commitment to public education, who believe that every child deserves affordable, high-quality school options, and who understand that students must have a high bar of expectations to work toward.

These qualities are existing strengths that form a strong foundation for the Institute’s future. The opportunities for the Institute to strengthen its service to the students of New York State through high quality authorizing, and to make valuable contributions to the dialogue on public education in this state, are significant. My goal is to move forward collaboratively in a way that recognizes the significant contributions already made by so many.

New Schools, continued from page 5

- **New Roots Charter School¹** will serve 125 9th and 10th grade students, growing to serve 225 students in grades 9-12 during its initial charter term. Proposed location is the Ithaca CSD. The school's mission is to meet the challenges of citizenship, work, and life-long learning in the 21st century through an inter-disciplinary program that is hands-on and community based. Students will develop the knowledge and skills to redesign communities for social, economic, and ecological sustainability.
- **True North Troy Charter School** will serve 78 5th grade students, growing to serve 227 students in grades 5-7 during its initial charter term. Proposed location is the Troy Public School District. The school will contract with the non-profit charter management organization Uncommon Schools, Inc. Its mission is to prepare all students to enter and succeed in college through effort, achievement and the content of their character.

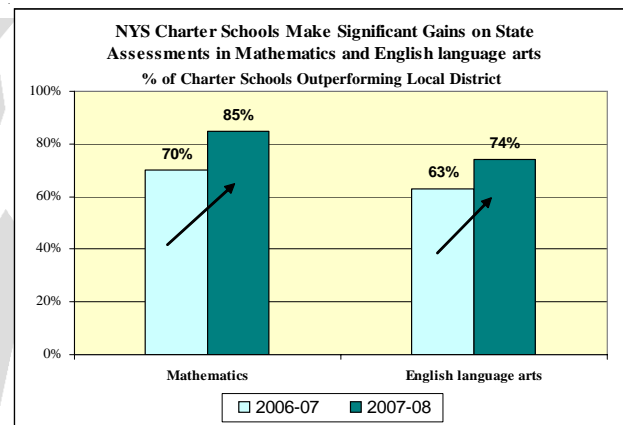
SUNY Authorized Charter Schools Scheduled to Open in 2010/11:

- **Crown Heights Collegiate Charter School¹** will serve 78 students in grade 5 during its first year, growing to serve 263 students in grades 5-8 by the end of its first charter term. Proposed location is NYC CSD 23 (Brooklyn). The school will contract with the non-profit charter management organization Uncommon Schools, Inc. Its mission is to prepare each student for college.
- **East New York Collegiate Charter School¹** will serve 78 students in grade 5 during its first year, growing to serve 263 students in grades 5-8 by the end of its first charter term. Proposed location is NYC CSD 23 (Brooklyn). The school will contract with the non-profit charter management organization Uncommon Schools, Inc. Its mission is to prepare each student for college.
- **Leadership Preparatory Brownsville Charter School** will serve 116 students in Kindergarten through 1st grade in its initial year, growing to serve 223 students in grades K-3 at the end of its initial charter term. Proposed location is NYC CSD 23 (Brooklyn). The school will contract with the non-profit charter management organization Uncommon Schools, Inc. Its mission is to prepare students to excel in demanding, college-prep high schools and colleges and to contribute to their communities as leaders.
- **Leadership Preparatory Flatbush Charter School** will serve 116 students in Kindergarten through 1st grade in its first year, growing to serve 223 students in K-3 grade in its initial charter term. Proposed location is NYC CSD 17 (Brooklyn). The school will contract with the non-profit charter management organization Uncommon Schools, Inc. Its mission is to prepare students to excel in demanding, college-prep high schools and colleges and to contribute to their communities as leaders.

¹ Approved by the State University Trustees on September 16, 2008. Consideration by the NYS Board of Regents is pending.

A Look at the State-Wide Numbers

- This school year (2008-09), there are 115 charter schools operating state-wide, an increase from 96 charter schools last year.
- New York State Charter Schools are serving over 30,000 students this year, the majority of whom are at-risk of academic failure.
- Still, charter schools comprise less than 2% of all public schools in the state.
- The count of 115 charter schools includes 21 new schools, and omits two schools not renewed (closed) by SUNY at the end of the 2007-08 school year.
- Of the 21 new charter schools that opened this year, ten were authorized by the New York City Schools Chancellor, eight were authorized by SUNY, and three were authorized by the Board of Regents.
- Currently there are: 23 charter schools in Western/Central New York, 10 in the Capital District, and 82 in New York City/Long Island.



- The percent of charter schools state-wide that outperformed their local district increased by 16% on the state mathematics assessment, and by 11% on the English language arts assessment as compared to last year.

Visit www.newyorkcharters.org today for detailed profiles on every charter school in New York State.