



Renewal Recommendation Report New Hope Academy Charter School

Report Date: January 23, 2015

Visit Date: October 1-2, 2014

State University of New York
41 State Street, Suite 700
Albany, New York 12207

518-445-4250
518-427-6510 (fax)
www.newyorkcharters.org



Charter Schools Institute
The State University of New York

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INTRODUCTION

This report is the primary means by which the SUNY Charter Schools Institute (the “Institute”) transmits to the State University of New York Board of Trustees (the “SUNY Trustees”) its findings and recommendations regarding a school’s Application for Charter Renewal, and more broadly, details the merits of a school’s case for renewal. The Institute has created and issued this report pursuant to the *Policies for the Renewal of Not-For-Profit Charter School Education Corporations and Charter Schools Authorized by the Board of Trustees of the State University of New York* (the “SUNY Renewal Policies”) (revised September 4, 2013 and available at: <http://www.newyorkcharters.org/wp-content/uploads/SUNY-Renewal-Policies.pdf>).

Additional information about the SUNY renewal process and an overview of the requirements for renewal under the New York Charter Schools Act of 1998 (as amended, the “Act”) are available on the Institute’s website at: <http://www.newyorkcharters.org/operate/existing-schools/renewal/>.

SCHOOL BACKGROUND AND EXECUTIVE SUMMARY

NEW HOPE ACADEMY CHARTER SCHOOL

BACKGROUND

Opened in September 2010, the New Hope Academy Charter School (“New Hope”) is now in its fifth year of operation. New Hope’s mission states:

New Hope Academy Charter School’s (NHACS’) mission is to provide a safe, structured and quality learning community where our students’ creativity and potential will flourish. We will employ a committed and well equipped staff whose excellence in teaching and high academic and behavioral expectations will promote the excellence we know our community’s children can achieve. We will enhance the learning experience of our students by integrating science and technology into core subject areas, the arts, and various enrichment programs. Our students will leave NHACS with a solid foundation in science and technology, providing them with a head-start in our increasingly technological society and with a clear understanding of the seamless integration of science and technology into their everyday lives. Our school’s culture will treat every child as ‘gifted’ and will celebrate, nurture and enrich the gifts and talents our children possess.

Victory Schools, Inc. (“Victory”), a national educational services provider, supplies contracted services to the school. New Hope remains an independent, not-for-profit education corporation.

The school currently serves 381 students in grades K-5 in a facility where it is co-located with two organizations, one a Catholic high school and the other an early childhood center, at 475 East 57th Street, Brooklyn, in New York City Community School District (“CSD”) 18.

EXECUTIVE SUMMARY

Over the course of the charter term, New Hope established a downward trajectory as measured by state assessments. The school did not meet any of its Accountability Plan goals or measures in the last year and has struggled to design, implement and sustain the leadership and program necessary to earn renewal of its charter. Statewide, New Hope ranked in the 33rd percentile, meaning 67 percent of schools with testing grades throughout the state performed higher than New Hope in English language arts (“ELA”). In mathematics, the school ranked in the 21st percentile, meaning roughly 80 percent of schools with math testing grades statewide performed better than New Hope at helping students reach state standards for academic performance. The Institute determined the school’s program in place at the time of the renewal review was weak and consistent with the school’s diminishing results on state assessments.

New Hope was founded as a mid-size, community-based charter school. The school’s board of trustees (the “board”) contracted with Victory to manage the academic, organizational and

SCHOOL BACKGROUND AND EXECUTIVE SUMMARY

financial aspects of the school. As reflected in a July 2013 charter revision request, the board scaled back its agreement with Victory during the school's second year in operation, contracting with Victory to provide back office services. In place of management company oversight of the academic program, the school expanded its instructional leadership structure by hiring three leaders to implement the school's academic program. While the school has retained the same executive director since the creation of the role in August 2013, unfortunately, over the last six months, the school has had three different individuals serve as principal. The lack of strong instructional leadership in the last half of the charter term, combined with significant turnover of staff and in this final charter year, resulted in a poor academic program on the ground.

Because one of the principals resigned just prior to the Institute's renewal visit on October 1 & 2, 2014, Institute staff carefully analyzed the data gathered at the first visit and determined that a second visit to the school was warranted. Institute staff felt it was important to make a second visit to the school to determine if the improvements the executive director indicated in October that the school was going to put in place during the 2014-2015 school year were minimally established and potentially effective. During the second visit to the school on December 12, 2014, no additional data indicating the improvement to the school's instructional program were in evidence. Data gathered during both renewal visits to the school indicate the academic program is inadequate in multiple and material respects as noted below.

- New Hope teachers lack instructional materials of sufficient type and rigor to assist students in meeting state standards.
- New Hope teachers do not receive sufficient professional development to ensure effective instruction across all classrooms.
- Staff and instructional leadership turnover is high and a barrier to establishing a strong and sustainable instructional program.
- New Hope does not meet the needs of at-risk students.

Four members of New Hope's seven member board were founding board members. The school's executive director was a founding board member at the school who stepped down in August 2013 to support the school in preparing for the renewal review. The Institute found the school to be in good financial standing. While the school was on a corrective action plan in the fifth year of the charter for failing to fingerprint employees as required, the board worked to meet all the terms of that plan. The school's board has, since the Institute's first visit in October, contracted with consultants to advise and assist them in conducting an analysis of the program and advise them as to what to do to improve it. New Hope's executive director and new principal noted during the supplemental visit in December that one consultant's program analysis catalyzed changes in school-wide priorities but did not provide the Institute with the report. School leaders described numerous initiatives such as the addition of an early morning math drill that the school either implemented subsequent to the October visit or planned to implement at a later point in the school year. These initiatives, as described, are insufficient in both breadth and depth to engender confidence that school would be able to meet or come close to meeting its academic Accountability Plan goals with the additional time a short-term renewal would provide.

SCHOOL BACKGROUND AND EXECUTIVE SUMMARY

Consistent with the SUNY Renewal Policies, the Institute notified New Hope of its preliminary recommendation for non-renewal with a letter soliciting factual corrections to its Draft Renewal Recommendation Report on December 17, 2014. The Institute also informed the school of an opportunity, should the preliminary recommendation not change after considering the school's factual corrections, to request that the Institute appear at the school to hear a presentation opposing the Institute's non-renewal recommendation. New Hope chose not to avail itself of this opportunity, opting instead to rely on its factual corrections.

RENEWAL RECOMMENDATION

RECOMMENDATION: NON-RENEWAL

The SUNY Charter Schools Institute recommends that the SUNY Trustees deny the Application for Charter Renewal of the New Hope Academy Charter School and not allow the school to provide any instruction beyond the last calendar date in the 2014-15 school year.

To earn a Short-Term Renewal, a school must either:

- (a) have compiled a mixed or limited record of educational achievement in meeting its academic Accountability Plan goals, but have in place and in operation at the time of the renewal inspection visit (i) an academic program of sufficient strength and effectiveness, as assessed using the Qualitative Education Benchmarks,¹ which will likely result in the school's being able to meet or come close to meeting those goals with the additional time that renewal would permit, and (ii) a governing board and organizational structures with a demonstrated capacity to meet the school's academic Accountability Plan goals and to operate the school in an educationally and fiscally sound fashion; or,
- (b) have compiled an overall record of meeting its academic Accountability Plan goals but, at the time of the renewal inspection visit, have in place an educational program that, as assessed using the Qualitative Education Benchmarks, is inadequate in multiple and material respects.²

Where a school fails to meet the criteria for any other type of renewal, the charter shall not be renewed; the charter will be terminated upon its expiration and the education corporation will be dissolved.

¹ The Qualitative Education Benchmarks are a subset of the *State University of New York Charter Renewal Benchmarks* (version 5.0, the "SUNY Renewal Benchmarks"), available at: <http://www.newyorkcharters.org/wp-content/uploads/SUNY-Renewal-Benchmarks.pdf>.

² SUNY Renewal Policies at pp. 12-13.

RENEWAL RECOMMENDATION

REQUIRED FINDINGS

In addition to making a recommendation based on a determination of whether the school has met the SUNY Trustees' specific renewal criteria, in order to renew a school, the Institute must make the following findings required by the Act:

- the school, as described in the Application for Charter Renewal meets the requirements of the Act and all other applicable laws, rules and regulations;
- the education corporation can demonstrate the ability to operate the school in an educationally and fiscally sound manner in the next charter term; and,
- given the programs it will offer, its structure and its purpose, approving the school to operate for another five years is likely to improve student learning and achievement and materially further the purposes of the Act.³

With respect to New Hope, the Institute cannot make the required findings, especially those related to student learning and achievement during a subsequent charter term.

As required by Education Law § 2851(4)(e), a school must include in its renewal application information regarding the efforts it has, and will, put in place to meet or exceed SUNY's enrollment and retention targets for students with disabilities, English language learners ("ELLs"), and students who are eligible applicants for the federal Free and Reduced Price Lunch ("FRPL") program. SUNY⁴ and the Board of Regents finalized the methodology for setting targets in October 2012, and the Institute communicated specific targets or proposed targets for each school in July 2013.

Given the date the school was originally chartered, it does not have statutory targets. However, in accordance with the Act, the Institute, acting on behalf of the SUNY Trustees, considered the school's plans for meeting its future enrollment and retention targets during the next charter term prior to making a final recommendation.

CONSIDERATION OF SCHOOL DISTRICT COMMENTS

In accordance with the Act, the Institute notified the school district in which the charter school is located regarding the school's application for charter renewal. The New York City Department of Education (the "NYCDOE") facilitated a public hearing on the renewal in accordance with the Act on October 29, 2014. During this hearing, 15 speakers, including members of the school's staff, spoke in favor of the renewal application. These comments do not constitute district comments, and the NYCDOE did not provide its own comments on the school's Application for Charter Renewal.

³ See New York Education Law § 2852(2).

⁴ SUNY Trustees' Charter Schools Committee resolution dated October 2, 2012.

REPORT FORMAT

The Institute makes the foregoing non-renewal recommendation based on the school's Application for Charter Renewal, evaluation visits conducted and information gathered during the charter term and a renewal evaluation visit conducted near the end of the current charter term. Additionally, the Institute has reviewed the strength and fiscal health of the not-for-profit education corporation with the authority to operate the school. Most importantly, the Institute analyzes the school's record of academic performance and the extent to which it has met its academic Accountability Plan goals. This renewal recommendation report compiles the evidence below using the SUNY Renewal Benchmarks, which specify in detail what a successful school should be able to demonstrate at the time of the renewal review. The Institute uses the four interconnected renewal questions below for framing benchmark statements to determine if a school has made an adequate case for renewal.

1. Is the school an academic success?
2. Is the school an effective, viable organization?
3. Is the education corporation fiscally sound?
4. If the SUNY Trustees renew the education corporation's authority to operate the school, are its plans for the school reasonable, feasible and achievable?

The report's Appendix provides a School Overview, copies of any school district comments on the Application for Charter Renewal, the SUNY Fiscal Dashboard information for the school, and, if applicable, its education corporation and additional evidence on student achievement contained in the School Performance Summaries.

RENEWAL BENCHMARK CONCLUSIONS

IS THE SCHOOL AN ACADEMIC SUCCESS?

New Hope is not an academic success. Over the charter term, the school's performance declined such that it fails to meet or come close to meeting its Accountability Plan goals in ELA and mathematics, and has not compiled a mixed record of meeting its Accountability Plan goals. As assessed using the Qualitative Education Benchmarks, the academic program in place at the time of the renewal review is not sufficiently strong and effective, and is unlikely to improve student learning or result in the school being able to meet or come close to meeting Accountability Plan goals in the time a Short-Term renewal would permit.

At the outset of the Accountability Period,⁵ or charter term, the school developed and adopted an Accountability Plan that set academic goals in the key subjects of ELA and mathematics. The Institute examines results for five required Accountability Plan measures to determine ELA and math goal attainment. Because the Act requires charters be held "accountable for meeting measurable student achievement results"⁶ and states the educational programs at a charter school must "meet or exceed the student performance standards adopted by the board of regents"⁷ for other public schools, SUNY's required accountability measures rest on performance as measured by state wide assessments. Historically, SUNY's required measures include measures that present schools':

- absolute performance, i.e., what percentage of students score at or above proficiency on state exams?;
- comparative performance, i.e., how did the school perform as compared to schools in the district and schools that serve similar populations of economically disadvantaged students?; and,
- growth performance, i.e., how well did the school do in catching students up – and then keeping them up to grade level proficiency?

Every SUNY authorized charter school has the opportunity to propose additional measures of success when crafting its Accountability Plan. New Hope did not propose or include any additional measures of success in the Accountability Plan it adopted.

Because of testing changes made by the state, the Institute has since 2009 consistently de-emphasized the two absolute measures under each goal in schools' Accountability Plans. The Institute continues to focus primarily on the two comparative measures and the growth measure for each goal while also considering any additional evidence the school presents using additional measures identified in its Accountability Plan. The Institute identifies the required measures (absolute proficiency, absolute Annual Measurable Objective attainment,⁸ comparison to local

⁵ Because the SUNY Trustees make a renewal decision before student achievement results for the final year of a charter term become available, the Accountability Period ends with the school year prior to the final year of the charter term. For a school in an initial charter term, the Accountability Period covers the first four years the school provides instruction to students.

⁶ Education Law § 2850(2)(f).

⁷ Education Law § 2854(1)(d).

⁸ While the state has recalibrated the absolute Annual Measurable Objective due to changes in the state testing program, the Institute reports on and considers only the 2013-14 results, not on those for 2012-13.

RENEWAL BENCHMARK CONCLUSIONS

district, comparison to demographically similar schools, and student growth) in the Performance Summaries appearing in the Appendix at the end of this report.

The Accountability Plan also includes science and No Child Left Behind Act (“NCLB”) goals. For each goal in the Accountability Plan, specific outcome measures define the level of performance necessary to meet that goal. Please note that for schools located in New York City, the Institute uses the CSD as the local school district.

Academic Attainment

Academic Summary

New Hope’s first 3rd grade cohort began generating limited comparative quantitative data in ELA and mathematics during 2011-12. During 2012-13, the school’s first 4th grade cohort began generating comparative growth data allowing for a more comprehensive analysis of the school’s overall performance. Notwithstanding New Hope having met its Accountability Plan goals in ELA and mathematics based on the limited comparative data generated by the school’s first 3rd grade cohort during 2011-12, the school’s performance declined consistently since that year in both content areas. Although the school met its ELA goal during the first year for which data are available, the school’s ELA performance declined precipitously and it failed to meet its ELA goal during 2013-14. Similarly, the school managed to meet its mathematics goal during 2011-12. After that year, the school fell short of meeting its mathematics goal in both 2012-13 and 2013-14.

The school met its science goal during 2012-13 and 2013-14 (the two years for which data are available). During 2012-13, the 98 percent of the school’s 4th grade students were proficient on the state’s science exam exceeding CSD 18’s proficiency rate of 87 percent. During 2013-14, the school’s science proficiency dropped precipitously to 78 percent. 2013-14 data for CSD 18 are not yet available. The school met its NCLB goal throughout the Accountability Period.

New Hope’s statewide ranking in ELA places it in the 33rd percentile, meaning 67 percent of schools performed better than New Hope. In math, New Hope scored in the 21st percentile, meaning it scored lower than roughly 80 percent of schools statewide.

Comparative Measures

During the first year in which the school served students for which there are state wide assessments, New Hope outperformed its local school district in ELA. Since that year, the school’s performance relative to the district declined consistently. Importantly during 2013-14, the district outperformed the school. The district’s overall ELA proficiency rate increased while the school’s ELA proficiency rate continued to decline. Although the school outperformed the local district in mathematics during 2011-12 (the only year during which the school met its mathematics goal), the district has outperformed the school during each subsequent year. During 2012-13, the district’s math proficiency rate exceeded the school’s by 10 percentage points. In 2013-14, the district bested the school’s mathematics performance by 8 percentage points.

RENEWAL BENCHMARK CONCLUSIONS

Effect Size

The Institute calculates an effect size measure that allows it to compare how well New Hope performed relative to all the other schools in the state serving the same grades with students that are comparably economically situated. New Hope's ELA performance was higher than expected to a meaningful degree during 2011-12 and 2012-13. During 2013-14 and concomitant with the school's ELA performance falling below that of the local district, the school performed lower than expected. In mathematics, the school posted consistent declines in comparative effect size performance in each year during the charter term. During 2011-12, the school's mathematics performance was higher than expected. Since that year, and concomitant with the school's mathematics performance falling below that of the district, the school's achievement was lower than expected.

It is important to note that this measure is a comparison measure and therefore not dependent on any changes in New York's assessment system. It compares all schools in the state serving students in the same grades and with similar enrollment rates of economically disadvantaged students to the performance of New Hope. As such, the measure, and the school's performance on the measure, is not relative to the test, but relative to how strongly New Hope performs in improving student learning compared to other schools' performance in improving student learning.

Growth

The growth measure provides an opportunity to see how the school performs in catching students up to performing academically at grade level or at or above "proficiency." It also provides a look at how well a school does at keeping students proficient, or on grade level, every year. For a student who is proficient, keeping up to grade level means students should make one year's progress in one year's time. For a student below grade level, in order to reach proficiency, the school must help the student grow *more* than one grade level every year in order to catch up.

The Institute uses the state's mean growth percentiles as a measure of a school's comparative year-to-year growth in student performance on the state's ELA and mathematics exams. The measure compares a school's growth in assessment scores to the growth in assessment scores of the subset of students throughout the state who performed identically on the previous year's assessments. According to this measure, median year-over-year growth statewide is at the 50th percentile. This means that to signal the school's ability to help students make one year's worth of growth in one year's time the expected percentile performance is 50. To signal a school is catching students who were previously below grade level up to grade level proficiency, the school must post a percentile performance that exceeds 50. A percentile performance below 50 indicates that students are losing ground, not catching up or keeping up with grade level proficiencies.

During 2012-13, the first year for which growth percentiles are available at New Hope, the school's 4th grade posted year-over-year ELA growth in the 53rd percentile and exceeded the state median. During 2013-14, however, the school's growth on the state's ELA exam fell by 8 percentile points to the 45th percentile and below the state's median. The school's decline in year-over-year ELA growth coincides with its decline in comparative performance as measured by comparison to the

RENEWAL BENCHMARK CONCLUSIONS

local district and by the school's ELA effect size. Also during 2012-13, 67 percent of schools statewide performed better than New Hope in mathematics. In 2013-14, the school posted a modest increase in year-over-year growth when its score increased to the 39th percentile. This modest increase in growth did not allow the school to meet the measure, nor did it improve the school's comparative performance in mathematics relative to the district or to demographically similar schools statewide.

RENEWAL BENCHMARK CONCLUSIONS

DESCRIPTION	ENGLISH LANGUAGE ARTS ACCOUNTABILITY PLAN GOAL	MATHEMATICS ACCOUNTABILITY PLAN GOAL																
<p>Comparative Measure: District Comparison.</p> <p>Each year, the percent of students enrolled at the school in at least their second year performing at or above proficiency in ELA and mathematics will be greater than that of students in the same tested grades in the local school district.</p>	<table border="1"> <caption>ELA District Comparison Data</caption> <thead> <tr> <th>Year</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>2012</td> <td>55</td> </tr> <tr> <td>2013</td> <td>30</td> </tr> <tr> <td>2014</td> <td>24</td> </tr> </tbody> </table>	Year	Percentage	2012	55	2013	30	2014	24	<table border="1"> <caption>Mathematics District Comparison Data</caption> <thead> <tr> <th>Year</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>2012</td> <td>67</td> </tr> <tr> <td>2013</td> <td>22</td> </tr> <tr> <td>2014</td> <td>18</td> </tr> </tbody> </table>	Year	Percentage	2012	67	2013	22	2014	18
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<p>Comparative Measure: Effect Size.</p> <p>Each year, the school will exceed its predicted level of performance by an Effect Size of 0.3 or above in ELA and mathematics according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State.</p>	<table border="1"> <caption>ELA Effect Size Data</caption> <thead> <tr> <th>Year</th> <th>Effect Size</th> </tr> </thead> <tbody> <tr> <td>2012</td> <td>0.60</td> </tr> <tr> <td>2013</td> <td>1.02</td> </tr> <tr> <td>2014</td> <td>-0.87</td> </tr> </tbody> </table> <p>Performance Standard: 0.3</p>	Year	Effect Size	2012	0.60	2013	1.02	2014	-0.87	<table border="1"> <caption>Mathematics Effect Size Data</caption> <thead> <tr> <th>Year</th> <th>Effect Size</th> </tr> </thead> <tbody> <tr> <td>2012</td> <td>1.02</td> </tr> <tr> <td>2013</td> <td>-0.98</td> </tr> <tr> <td>2014</td> <td>-1.48</td> </tr> </tbody> </table> <p>Performance Standard: 0.3</p>	Year	Effect Size	2012	1.02	2013	-0.98	2014	-1.48
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<p>Comparative Growth Measure: Mean Growth Percentile.</p> <p>Each year, the school's unadjusted mean growth percentile for all tested students in grades 4-8 will be above the state's unadjusted median growth percentile in ELA and mathematics.</p>	<table border="1"> <caption>ELA Mean Growth Percentile Data</caption> <thead> <tr> <th>Year</th> <th>Mean Growth Percentile</th> </tr> </thead> <tbody> <tr> <td>2013</td> <td>53.0</td> </tr> <tr> <td>2014</td> <td>44.9</td> </tr> </tbody> </table> <p>State Median: 50</p>	Year	Mean Growth Percentile	2013	53.0	2014	44.9	<table border="1"> <caption>Mathematics Mean Growth Percentile Data</caption> <thead> <tr> <th>Year</th> <th>Mean Growth Percentile</th> </tr> </thead> <tbody> <tr> <td>2013</td> <td>33.2</td> </tr> <tr> <td>2014</td> <td>39.2</td> </tr> </tbody> </table> <p>State Median: 50</p>	Year	Mean Growth Percentile	2013	33.2	2014	39.2				
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RENEWAL BENCHMARK CONCLUSIONS

Instructional Leadership. With little stability in the personnel or structure of instructional leadership over the course of the charter, New Hope has failed to establish the systems necessary to ensure students benefit from high quality instruction that will prepare them to meet state performance standards. The instructional leadership in place at the time of the renewal visit was insufficient to develop the pedagogical skills and competencies of its largely inexperienced teaching staff. Despite poor performance on state assessments, leaders have not infused a sense of urgency to improve student outcomes and have not communicated clear school-wide student achievement goals. The frequent turnover of both school leaders and teachers suggests New Hope relied on an ineffective hiring process and did not clearly communicate responsibilities and performance expectations for the first four years of the term. In the final year of its charter, the school has established a more complete, multi-step and multi-reviewer hiring process.

- The school lacks clear student achievement goals and expectations. School leaders report communicating expectations for quality instruction through regular informal observations and feedback for teachers, but teachers are unclear about the standards of performance to which leaders will hold them accountable.
- At least 36 teachers left the school between 2012-13 and the start of the current school year. With this significant teacher turnover throughout the charter term, New Hope's leaders struggled to identify its teaching team's strengths and weaknesses and develop effective strategies to improve instructional effectiveness. Illustrating this point, only four classroom teachers and specialists currently on staff were at the school when it posted stronger performance early in the term.
- New Hope's instructional leadership structure has changed in each of the last three years of the charter term. The school's poor performance on its Accountability Plan goals and measures indicate the school has not organized itself for academic success in the past. As such, some changes, such as recently creating a director of operations position to handle the day-to-day administrative functions of the school, would presumably allow the principal and assistant principal to focus fully on improving the quality of instruction. However, two principals resigned between August and October of the current school year thus indicating the school has not succeeded in attracting, retaining and supporting the instructional leadership required for student success. New Hope filled two key vacancies subsequent to the renewal visit with the hiring of a principal and a director of operations. New Hope also hired a second assistant principal between the Institute's October and December visits.
- An assistant principal and two newly appointed mentor teachers comprised the instructional leadership team in place at the time of the renewal visit;⁹ the executive director does not take an active role in teaching and learning. At the time of the renewal visit on October 1-2, 2014, the second principal of this school year had just resigned, a majority of classroom teachers were new to the school, and the Institute team found the current instructional leadership team insufficient to develop the pedagogical skills of all teachers. The addition of two instructional leaders following the initial renewal visit, while providing increased structural capacity, did not change this assessment.

⁹ New Hope hired its third principal of the 2014-15 school year shortly after the October renewal visit. The Institute visited the school for a second time on December 12, 2014.

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- The school's new assistant principal had begun to implement some coaching procedures through informal teacher observations followed up with timely feedback. The assistant principal reported doing daily classroom walkthroughs to identify teachers requiring more frequent and targeted coaching to strengthen perceived deficiencies, and school leaders report establishing a schedule of minimum observations across the school late in the fall. The school assigned two mentor teachers to support teachers at the primary and upper grade levels, respectively; the mentors have several dedicated periods each week to review teachers' lesson plans, monitor lesson implementation and model instructional techniques.
- Through two common planning and two team meeting periods per week, instructional leaders provide opportunities for teachers to collaborate on planning daily lessons. The assistant principal and an external ELA consultant attend these meetings regularly to provide support in curriculum development and assessment data analysis; however, this planning and guidance did not result in high quality instruction, as evident from classroom observations.
- Professional development activities are generally interrelated with classroom practice; the assistant principal reports supplementing or frontloading specific professional development topics based on observations and teacher-identified needs. For example, the school delivered a workshop on differentiation of instruction to meet individual student needs earlier in the school year than originally planned due to an observed weakness in lesson planning to meet the needs of all students. The assistant principal follows up on some professional development topics by examining their implementation in the classroom. These efforts, however, are new to the current school year, and the effectiveness has yet to be determined.
- Instructional leaders plan to conduct teacher evaluations with clear criteria three times per year; however, the majority of new teachers report being unaware of the format or exact standards for performance. Over the course of the charter term, the school has not used student performance data to make hiring or termination decisions.
- The executive director indicates that the school holds teachers accountable for quality instruction and mission alignment by putting teachers, when needed, on professional improvement plans or by declining to renew contracts for the following year. Given the considerable turnover, and the school's inability to provide a record of prior years' teacher evaluations, reviewers were unable to confirm this assertion.

Following the October 2014 renewal visit, New Hope hired a new principal and a second assistant principal. The Institute did not find during its subsequent visit to the school that these hires materially affected the findings above.

Curriculum and Assessment. New Hope persists in using curriculum materials that do not prepare students to demonstrate mastery on statewide assessments. While the school's commercial curricula assist teachers in instructional planning to some extent, these materials do not align fully to state performance standards. New Hope has not instituted an assessment system that improves instructional effectiveness and student learning.

RENEWAL BENCHMARK CONCLUSIONS

- The school relies on commercial products to provide a curriculum framework that provides an underlying structure that partially aligns to state standards and across grades. These commercial products include scopes and sequences and pacing guides that provide a bridge between the curriculum framework and lesson plans. Teachers know what to teach and when to teach it based on these documents and discussions during common planning times.
- The school insufficiently examines the effectiveness of its curricula. Beginning in the spring of 2014, a former principal and other instructional leaders began a review of the school's curricula. Due to perceived lack of fidelity of implementation, school leaders decided to continue the use of existing materials in all core subjects. Current school leaders upheld this decision despite the school's poor performance on the 2013-14 state ELA and math assessments.
- As communicated to Institute staff during a 2012-13 school evaluation visit, New Hope leaders recognized that supplements would be necessary to ensure the curriculum aligns with state standards. In the resultant evaluation report the Institute found New Hope did "not yet have a systematic process for selecting, developing and reviewing its curriculum documents." At the time of the renewal visit, New Hope leaders had not provided teachers with sufficient supplemental materials. According to school leaders, the school plans to supplement the ELA curriculum with texts for all grades and to supplement to the math curriculum by using manipulatives to develop differentiated activities. The school's plans to provide professional development to support teachers in implementing new materials and strategies in the classroom were unclear at the time of the renewal visit.
- New Hope does not adhere to an established calendar to administer numerous baseline, interim and end-of-year assessments. At the time of the renewal visit in October, the school had yet to administer most of its school-wide baseline assessments. This delay had a direct impact on instruction in that teachers lacked important information necessary for determining individual student learning needs and grouping students for instruction.
- The school does not have valid and reliable processes for scoring and analyzing assessments and student work products. Prior to the renewal visit, teachers did not exchange student papers with other teachers or meet in grade level teams to identify exemplars in order to set a consistent standard for student performance. Additionally, New Hope had no school-wide writing rubric available to all teachers nor did the visit team observe any activities for writing assignments that are designed to meet high rigor set forth in standards or rubrics. Subsequent to the renewal visit, New Hope addressed writing standards in two professional development sessions.
- New Hope makes some assessment data accessible to school stakeholders. During "Data Boot Camp" sessions held three times per year, school leaders share the results of various commercial benchmark tests with teachers in order to facilitate teachers' analysis of that data. School leaders regularly share student performance data with board members during monthly board meetings, though it is unclear how data is effectively gathered, analyzed and shared when baseline assessments are not administered at the beginning of the year.
- Teachers nominally use assessment results to meet students' needs. Some teachers group students according to needs highlighted in analyses of the previous year's assessment

RENEWAL BENCHMARK CONCLUSIONS

results. However, most teachers have yet to adjust student grouping and classroom instruction because the school has yet to administer most baseline assessments. Additionally, most teachers interviewed were unable to accurately describe the school’s referral procedures for securing additional interventions for academically struggling students and are unclear what supports are available.

- The school regularly communicates to parents/guardians about their students’ progress and growth. The school issues three report cards and three progress reports annually. Many teachers also share their personal phone numbers and email addresses with parents to enhance communications between teachers and parents.

Pedagogy. Instruction at New Hope does not prepare students to meet grade level performance standards. Teacher-designed instruction focuses on building students’ foundational skills rather than challenging them with activities to develop and consistently deploy the skills and knowledge necessary to meet the demands of state standards. As shown in the chart below, during the renewal visit, Institute team members conducted 23 classroom observations following a defined protocol used in all school renewal visits.

CLASSROOM OBSERVATION METHODOLOGY: NUMBER OF OBSERVATIONS

		GRADE						Total
		K	1	2	3	4	5	
CONTENT AREA	ELA		1	1	2	2	4	10
	Math	1		3	1	2	3	10
	Writing							
	Science			2				2
	Soc Stu							
	Specials					1		1
	Total	1	1	6	3	5	7	23

- Most teachers deliver purposeful lessons aligned to the school’s curriculum (20 out of 23 classrooms observed). However, at the time of the visit, the school’s commercial curriculum materials did not align to state standards resulting in learning objectives and activities that were basic and reflect below-grade-level expectations. For example, in a 2nd grade classroom, students spent approximately 20 minutes subtracting single digit numbers without further extension activities. Teachers communicate clear objectives to students, often displaying learning objectives and standards within the classroom. Because of the school’s reliance on a commercially developed curriculum, within units, lessons consistently build on skills and knowledge acquired in previous instruction. Notwithstanding, lesson activities and written work assignments fail to provide grade appropriate challenges.

RENEWAL BENCHMARK CONCLUSIONS

- A minority of teachers were observed regularly and effectively using techniques to check for student understanding (11 out of 23 classrooms observed). Teachers typically question individual student volunteers, with limited use of cold calling and whole class questioning techniques effectively allowing some students to opt out of learning. Where teachers did circulate to monitor students' work products, many did not give tailored feedback about the quality of student work or adjust instruction based on the perceived level of student understanding. Some teachers perform cursory checks to see that students were on-task but did not communicate expectations for accuracy or content.
- Very few teachers included opportunities in their lessons to challenge students with questions and activities that develop depth of understanding and higher-order thinking and problem solving skills (4 out of 23 classrooms observed). Instruction is generally basic and foundational with a focus on recall and confirmatory questions, which many teachers ask and answer themselves. Teachers rarely required students defend or elaborate on their responses or to apply newly learned concepts to real life situations. In a notably rare exception, a 1st grade teacher facilitated whole class discourse and then required students to respond to an open-ended writing prompt by identifying the similarities between a non-fiction text and a folk tale. This level of rigor was absent in the majority of classrooms.
- Fewer than half of observed teachers create and maintain classroom environments with consistent focus on academic achievement (10 out of 23 classrooms observed). A minority of teachers maximize learning time through attention to pacing and effective use of clear directions and/or transitional routines. Across the school, a significant percentage of students passively opt out of lesson activities without repercussions while multiple adults monitor the classroom.

Institute staff conducted eight observations during a second visit in December conducted as a follow-up to the October renewal visit and found the quality of instruction to be consistent with the above information.

At-Risk Students. Despite having staff and programs in place, New Hope does not adequately address the educational needs of at-risk students. A high volume of need strains the capacity of at-risk staff to provide individualized interventions, and classroom teachers have not been adequately equipped to support struggling students and students with disabilities within the general education program. Classroom teachers were generally unaware of the content of their students' individualized education programs ("IEPs") and communicated no knowledge of their rate of progress towards their IEP goals. New Hope reported no enrolled ELLs, however state data indicates ELL students are enrolled at the school. The school was not able to provide any information to determine if a data reporting discrepancy or if turnover in key leadership positions combined with significant staff turnover may have translated into a lack of consistent tracking of student needs.

- The school has procedures for identifying students in need of academic intervention services based on state exam scores, but has not effectively communicated to classroom teachers across the school a clear procedure for escalating student supports; therefore, the special education coordinator and the special education teacher make ad hoc

RENEWAL BENCHMARK CONCLUSIONS

determinations of need. The special education coordinator refers students who do not demonstrate sufficient progress toward grade level proficiency after several cycles of intervention for special education evaluation.

- Over the course of the charter term, the number of students with disabilities and at-risk students at New Hope has increased significantly, resulting in the need for additional staffing to serve them. Currently, the school has a full time special education coordinator, a special education teacher and three academic intervention specialists to provide a tiered intervention system for the school's 13 students with disabilities (who are not identified solely for related services such as speech therapy) and approximately 90 students who receive mandated academic supports due to their scores on state ELA and math exams. The at-risk staff provides student supports through a combination of two push-in and pull-out periods per week in group settings. The high volume of student need strains the capacity of the current staffing structure, resulting in large group sizes of up to eight students and limited ability to accelerate the frequency or level of individualized intervention for students that fail to demonstrate adequate academic progress.
- New Hope has not ensured that all classroom teachers are aware of students' special needs and how best to address them within the general education setting. Some teachers reported receiving occasional co-teaching supports in the classroom when at-risk staff push-in to work with groups of students. Some teachers reported not knowing if any students in their classes have disabilities, which suggests that the school's limited training on using strategies to support struggling students and students with disabilities within the general education program is insufficient to help teachers meet students' needs.
- The school does not currently have a systematic process to monitor the progress and success of at-risk students. The special education teacher tracks each student's progress toward meeting IEP goals on a weekly basis while academic intervention teachers utilize self-developed templates to track students' progress towards personal goals. These individual efforts, however, do not tie in to a clear procedure for sharing progress data with other staff or school leaders.
- New Hope has not developed a means to evaluate the effectiveness of academic interventions. While the school administers a variety of school-wide assessments to all enrolled students, leaders do not disaggregate the performance data of at-risk students from the general education population to review their comparative levels of performance or make changes to intervention programs.
- The school does not provide scheduled opportunities for coordination between classroom teachers and at-risk program staff. While teachers report frequent informal contact to discuss students' progress, this depends on teachers' availability during the day and personal initiative.
- The school administers the home language information survey to all new entrants to identify potential ELLs; however, the school continues to report enrolling no ELLs during this charter term. In contradiction to the school's report, New York State records indicate the school enrolled at least three ELLs during each year in the charter term. The school did not confirm the accuracy of this information citing a lack of institutional knowledge caused by staff turnover.

RENEWAL BENCHMARK CONCLUSIONS

		2011-12	2012-13	2013-14
Enrollment (N) Receiving Mandated Academic Services		(18)	(23)	(32)
	Tested on State Exams (N)	(6)	(9)	(17)
RESULTS	Percent Proficient on ELA Exam	0	11.1	0
	Percent Proficient Statewide	15.5	5.0	5.2

		2011-12	2012-13	2013-14
ELL Enrollment (N)		(4)	(3)	(3)
	Tested on NYSESLAT ¹⁰ Exam (N)	(0)	(0)	(0)
RESULTS	Percent 'Proficient' or Making Progress ¹¹ on NYSESLAT	N/A	N/A	N/A

¹⁰ New York State English as a Second Language Achievement Test, a standardized state exam.

¹¹ Defined as moving up at least one level of proficiency. Student scores fall into four categories/proficiency levels: Beginning; Intermediate; Advanced; and, Proficient.

RENEWAL BENCHMARK CONCLUSIONS

IS THE SCHOOL AN EFFECTIVE, VIABLE ORGANIZATION?

New Hope is not an effective and viable organization. The school's board has not carried out its oversight responsibilities allowing student achievement to suffer. The school organization has not supported the delivery of an effective educational program that improves student learning and has not acted with urgency to make changes. During the current charter term, the board has generally abided by its by-laws but has not been in general and substantial compliance with the terms of its charter, applicable state and federal law, rules and regulations.

ORGANIZATIONAL STRUCTURE

Board Oversight. The New Hope board has not put sufficient attention on student achievement and its efforts have not produced results sufficient to support the school in meeting, or coming close to meeting, its Accountability Plan goals. Throughout the course of the charter, the education corporation has not worked effectively to achieve the school's mission and provide adequate oversight of the total educational program. Recognizing a lack of legal, finance and fundraising experience, the board engaged several new members during the final year of the current charter term. Seven members, including four founding members, currently serve on the board.

In July of 2013, New Hope sought a revision to its charter changing its relationship with Victory from providing full management services to choosing from a menu of services. New Hope decided to secure Victory only for financial and human resources services. However, the school was not originally designed to have the board and leadership handle all academic, operations and technology responsibilities. While the board added an executive director above the principal to assist in its transition, leadership and teacher turnover, declining academic outcomes, and ineffective teacher supports reflect that the board lacked capacity to oversee the resulting changes in its program.

- The New Hope board has lacked a variety of skills and expertise necessary to provide adequate oversight of the total educational program and has not worked effectively to achieve the school's mission. The board only recently engaged counsel and added members with specific legal and financial experience.
- Board members do not effectively use their skill sets to ensure the school's success in meeting its Accountability Plan goals. For example, one board member is an experienced bilingual teacher with special interest in ELL students but the school does not appropriately identify ELL students or provide an ELL program.
- The board has not effectively held Victory or school leadership accountable for academic results throughout the charter term. While the board has decided to no longer contract with Victory for educational services, the board still does not assess and hold current leadership accountable for high quality educational programming and student learning outcomes.

Organizational Capacity. New Hope lacks the capacity to deliver an effective educational program. Significant leader and teacher turnover demonstrate the school's inability to attract and retain high quality staff. In its 5th year, the school has struggled to recruit teaching staff, with a significant

RENEWAL BENCHMARK CONCLUSIONS

amount of hiring taking place only shortly before the start of the school year, or in some cases, after the commencement of instruction. School leaders have been slow to make significant changes to school programs and staffing based on student achievement outcomes.

- The school has not established a stable administrative structure and, at the time of the October 2014 renewal visit, was operating with vacancies in the key administrative roles of principal and director of operations. The school indicates they have since filled both roles. As such, multiple positions that would report to these open roles temporarily report to the school's executive director and assistant principal, creating hazy lines of accountability.
- New Hope has had great difficulty retaining instructional leaders and developing an organizational structure capable of effectively supporting the educational program. The founding principal left the school following its 1st year of operation. While a second principal stayed with the school for three years, New Hope experienced turnover in other instructional leadership roles such as assistant principal and instructional coach / staff developer. During this time, the board hired an executive director to free the principal to focus solely on teaching and learning. The executive director has not changed since the position was first introduced in 2013, but the role is not designed as an instructional leader. Therefore, teachers have not had consistent, coherent support such that they are able to provide high quality instruction.
- The school has also experienced significant teacher turnover throughout the charter term, and has not been able to retain high quality staff. Notably, in its 5th year of operation, only 35 percent of teachers (7 of 20) worked at the school for any part of the previous school year. Of those seven, three started partway through the previous year. In its 5th year, the school has struggled to recruit teaching staff, with a significant amount of hiring taking place only shortly before the start of the school year, or in some cases after the school year began. Despite the high turnover, the school has not developed a clear strategy for retaining teachers.
- At the time of the renewal visit, the school employed an adequate number of teachers in the majority of core courses, but had multiple teaching vacancies. Most notably, New Hope did not have a full time elementary science teacher, hindering its ability to carry out the focus on science the school lists as a key design element of its program.
- New Hope reports maintaining adequate enrollment with 371 students on its waiting list.¹²
- Throughout the life of the charter, the school has consistently applied the Positive Behavioral Interventions and Supports behavioral protocol and emphasized a set of six character traits to create a safe learning environment with few major disciplinary infractions. One notable exception was a 2013 inappropriate sexual touching incident involving six girls with two being the aggressors that resulted in out of school suspension and counseling for all involved students.
- Throughout the charter term, school leaders have been slow to make significant and effective changes to school programs and staffing based on student achievement

¹² Source: Application for Charter Renewal.

RENEWAL BENCHMARK CONCLUSIONS

outcomes. For example, after poor performance on the New York State mathematics assessment in the 3rd year of the charter term, the school’s response was limited to hiring a part-time math coach. In spite of this effort, the school’s performance on the mathematics assessment further declined in its 4th year. In its 5th year of operation, at the time of the renewal visit, the school had not hired a math coach or made any other modification to the math program to address poor student achievement.

- As evidence of the school’s struggle to act with urgency and effectiveness, three weeks after the Institute’s original renewal visit in October, the school finalized professional development plans and began to provide additional instructional support to students in mathematics.
- The school does not have a formal process in place to monitor its progress toward meeting enrollment and retention targets for students with disabilities, ELLs and students who qualify for free or reduced price lunch. The school reports enrolling no identified ELLs but reports having actively conducted outreach to recruit ELL students. Further confusion exists as, noted earlier in this report, the school reports no ELLs and state data indicate at least three ELL students attend New Hope.
- The school maintains an adequate amount, if not type as noted earlier, of instructional materials and delivers a school-wide technology program through well-stocked computer labs, iPad carts and SMART boards.

As noted previously, New Hope hired a new principal and a second assistant principal between the October renewal visit and the Institute’s December on-site follow-up. Two classroom teachers left the school during the same time period, which suggests no change in the school’s ability to attract and retain high quality staff.

FAITHFULNESS TO CHARTER & PARENT SATISFACTION

As part of their initial application and their Application for Charter Renewal, schools identify the Key Design Elements that reflect their mission and distinguish the school. The table below reflects the intended Key Design Elements and indicates for each if the school is implementing the element as included in the school’s charter.

Key Design Elements	Evident?
Interdisciplinary projects or reports (individual or classroom based) that highlight the concepts learned in science or technology will be required;	-
Annual year end science fairs to showcase student work;	+
Victory, SUNY Downstate Medical Center and Medgar Evers College support teachers on a continuous basis to ensure that the curriculum appropriately infuses technology in lesson plans; and,	-
Enrichment activities infused into coursework at all levels through teacher created activities, inquiry-based learning, and web-based activities. Specific programs will include: character and leadership development, a mentoring program, and a debate program.	-

RENEWAL BENCHMARK CONCLUSIONS

Parent Satisfaction. The Institute compiled data from the NYCDOE’s 2013-14 NYC School Survey. The NYCDOE distributes the survey to families each year to compile data about school culture, instruction, and systems for improvement. Results from 2013-14 indicate parents/guardians and students are satisfied with the school.

2013-14
Response Rate: 58%
Instructional Core: 93%
Systems for Improvement: 92%
School Culture: 95%

Persistence in Enrollment. The Institute derived the following statistical information from its database. The Institute cannot access comparable data from the state or local school district so is unable to provide a comparison with other public schools.

	2011-12	2012-13	2013-14
Percent of Eligible Students Returning From Previous Year ¹³	88.9	92.9	91.9

COMPLIANCE

Governance. The board has not implemented, maintained or abided by adequate and appropriate policies, systems and processes and procedures to ensure the effective governance and oversight of the school as evidenced by its staff turnover and academic results. The board does not demonstrate a clear understanding of its role in holding the school leadership accountable for academic results and general compliance with applicable laws and its charter. While the board demonstrates an understanding of fiscal soundness, it has not demonstrated an understanding of appropriate hires and resources to ensure school leadership is accountable for academic results.

- It is unclear if the board has avoided creating conflicts of interest due to poor meeting minutes.
- The board has materially complied with the terms of its by-laws.
- The board successfully sought and implemented a charter amendment to change its relationship with its educational management organization, Victory.
- The board receives reports on fiscal and academic performance and keeps close tabs on the school’s overall fiscal health.

¹³ The Institute calculated these statistics using the school’s 2011-12, 2012-13 and 2013-14 BEDS reports.

RENEWAL BENCHMARK CONCLUSIONS

- The board has lacked outside legal counsel or legal expertise on the board to effectively monitor its legal obligations under its charter and applicable federal and state laws until the final year of its current charter term.

Legal Requirements. Legally, all charter schools in New York are formed as not-for-profit education corporations. As such, when evaluating New Hope's compliance with legal and regulatory requirements the Institute references the school as an education corporation. In the case of New Hope, the education corporation does not generally and substantially comply with applicable state and federal laws, rules and regulations and the provisions of its charter.

- **Code of Ethics.** At the time of the renewal visit, the education corporation's Code of Ethics did not conform to the current requirements of the New York General Municipal Law and it had not been distributed to trustees, officers and staff.
- **Complaints.** The school has generated few informal complaints regarding student discipline. No formal complaints required review by the Institute.
- **ELL Program.** The school failed to have in place a functioning and effective ELL program constituting a violation of federal law and regulations. Notwithstanding staff turnover, at a minimum, the school should have been able to identify whether or not it had ELLs at a particular point in time, and it could not. The school's enrollment of few, if any, identified ELLs does not defend its non-compliance or contradictory state reporting.
- **Fingerprinting.** At the beginning of this school year, New Hope failed to fingerprint / Livescan a significant number of staff members and have in place appropriate policies for conditional appointments in violation of New York Education Law and its Charter Agreement. The Institute placed the education corporation on a corrective plan for this serious violation of law in September of 2014, which the school materially satisfied by the time of the renewal visit.
- **Open Meetings Law.** The school's Open Meetings Policy lacked sufficient detail to evidence compliance with the New York Open Meetings Law. Board meeting minutes lacked any detail as to resolutions and board decisions to evidence open and transparent governance of the education corporation or compliance with the Open Meetings Law.
- **Section 504 and IDEA.** School leadership lacked the ability to clearly define a process for referral and/or identification of students under Section 504 of the Rehabilitation Act of 1973 and the federal Individuals with Disabilities Education Act.
- **Violations.** As noted above, the Institute issued one violation letter to the school during its charter term as to the school's fingerprinting of staff members and put the school on an immediate corrective plan. The education corporation took steps to satisfy the requirements of that plan.

RENEWAL BENCHMARK CONCLUSIONS

IS THE EDUCATION CORPORATION FISCALLY SOUND?

Based on evidence collected through the renewal review, New Hope's fiscal soundness has improved over the charter term and qualifies as fiscally sound. The education corporation has managed a tight cash flow and has limited to adequate financial resources to ensure stable operations. New Hope engages in effective budgeting practices and routinely conducts monitoring of revenues and expenses. The SUNY Fiscal Dashboard, a multi-year financial data analysis for SUNY authorized schools, appears below in the Appendix.

Victory supports New Hope in the areas of human resources and fiscal operations under the terms of a service agreement. New Hope's financial model is intended to ensure that a fully enrolled school is financially sustainable, operating the education corporation program solely through public funding.

Budgeting and Long-Range Planning. New Hope has demonstrated capable budgeting and long range planning throughout the charter term. The finance committee of the board works closely with New Hope's head of school/principal, Victory's accounting staff in both developing the annual budget and monitoring the actual-to-budget on a monthly basis.

- New Hope's development of annual budgets includes input and analysis from the school's leadership team, Victory and the board finance committee.
- The education corporation also develops and maintains a five year projected budget that is updated every year based on actual and forecasted enrollment, staffing, revenues and expenditures.
- Victory prepares monthly financial reports that include a current balance sheet, operating income or loss, a budget-versus-actual-expenditure report, and personnel expenditure projections. Victory reviews these reports with the chair of the finance committee on a monthly basis to ensure fiscal compliance and responsibility. The finance committee and school leaders subsequently review and analyze these reports prior to presentation to the full board for their consideration.
- The education corporation budgeted enrollment at 394 for 2014-15 while actual enrollment is at 381. Best practices call for the budgets to be on the conservative side of the actual enrollment. Therefore, New Hope should have revised the budget downward to accommodate the lower enrollment.

Internal Controls. Overall, New Hope generally established and maintained appropriate fiscal policies, procedures and controls. However, the Institute found the school's financial policy and procedures manual had not been updated since 2009-10 and found many areas in need of updating, which indicates a lack of oversight by the board. Written policies address key issues including financial reporting, revenues, procurement, expenditures, payroll, banking, capital assets, and record retention. The school recently stated that it is now working with Victory to update the manual.

RENEWAL BENCHMARK CONCLUSIONS

- The education corporation has accurately recorded and appropriately documented transactions in accordance with established policies. These policies are comprehensive but need to be reviewed and updated annually by the board. Areas that need further development and updates include level of authorization, petty cash, credit card policy, cell phone usage, after school and summer program and segregation of duties.
- The education corporation ensured that key staff members receive appropriate professional development in operations and financial management. However, having an updated and all-inclusive Financial Policy and Procedures Manual is a key component to ensuring strong internal controls.
- The education corporation's most recent audit reports of internal controls related to financial reporting and compliance with laws, regulations and grants, disclosed no material weaknesses.

Financial Reporting. New Hope has complied with financial reporting requirements by providing the SUNY Trustees and the New York State Education Department ("NYSED") with required financial reports that are generally on time, complete and follow generally accepted accounting principles.

- The education corporation presents its annual financial statements in accordance with generally accepted accounting principles (GAAP) and the independent audits of those statements have received unqualified opinions.
- The education corporation has generally filed key reports timely and accurately including: audit reports, budgets, cash-flow statements, un-audited reports of revenues, expenses and enrollment, and grant expenditure reports.

Financial Condition. New Hope has improved to adequate in terms of financial resources to ensure stable operations, and has demonstrated improved financial responsibility composite scores.

- The education corporation has posted improved composite-score ratings on the SUNY Fiscal Dashboard indicating a move upward from fiscally needs monitoring to a fiscally adequate level of stability over the charter contract term.¹⁴
- The education corporation has maintained low days of cash over the charter term, the 2013-14 fiscal year ended with only 18 days of cash on hand to cover current liabilities and those coming due shortly; the Institute recommends a minimum of 30 days of cash on hand to sustain fiscal stability.
- The board is diligent about conscientiously pacing expenditures such as facilities maintenance and improvement projects.

¹⁴ The composite score assists in measuring the financial health of an education corporation using a blended score that measures the education corporation's performances on key financial indicators. The blended score offsets financial strengths against areas where there may be financial weaknesses.

RENEWAL BENCHMARK CONCLUSIONS

- The board made an informed decision for the need of a summer program and the associated cost affecting the financial bottom line.
- SUNY authorized charter agreements have changed to include a required \$75,000 Dissolution Reserve Fund for the purpose of covering legal and administrative costs associated with the closure/dissolution of a school to be funded, at a minimum, by reserving twenty-five thousand dollars (\$25,000) per year during the first three (3) years of the charter term. The fund must be held separately and identifiable in financial statements and the notes to the financials as the Dissolution Reserve Fund.

The SUNY Fiscal Dashboard, provided in the Appendix, presents color-coded tables and charts indicating that New Hope has demonstrated fiscal soundness over the course of its charter term.¹⁵

¹⁵ The U.S. Department of Education has established fiscal criteria for certain ratios or information with high – medium – low categories, represented in the table as green – gray – red. The categories generally correspond to levels of fiscal risk, but must be viewed in the context of each education corporation and the general type or category of school.

RENEWAL BENCHMARK CONCLUSIONS

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

New Hope has not established an academic program that will likely result in the school's being able to meet or come close to meeting its Accountability Plan goals and does not have the organizational capacity to support an effective educational program. Because of this, its plans for the next charter term are not reasonable, feasible and achievable.

APPENDIX: SCHOOL OVERVIEW

Mission Statement

The mission of New Hope Academy Charter School is to provide a safe, structured and quality learning community where our students' creativity and potential will flourish. The school enhances the learning experience of its students by integrating science and technology into core subject areas, the arts and various enrichment programs. The school's culture treats every child as "gifted."

Board of Trustees

Board Member Name ¹⁶	Position
Bishop Orlando Findlayter	Chair
Xiomara Flowers	Secretary
Raymond L. Thomas	Treasurer
Pastor Hugh Hall	Trustee
Terrence Brummell	Trustee
Keith Szczepanski	Trustee
Dana Generasi	Trustee

School Characteristics

School Year	Proposed Enrollment	Actual Enrollment ¹⁷	Proposed Grades	Actual Grades
2010-11	168	170	K-2	K-2
2011-12	240	242	K-3	K-3
2012-13	288	311	K-4	K-4
2013-14	336	364	K-5	K-5
2014-15	402	381	K-5	K-5

¹⁶ Source: The Institute's Board records at the time of the Renewal Review.

¹⁷ Source: The Institute's Official Enrollment Binder. (Figures may differ slightly from New York State Report Cards, depending on date of data collection.)

APPENDIX: SCHOOL OVERVIEW

Student Demographics

	2011-12		2012-13		2013-14 ¹⁸
	% of School Enrollment ¹⁹	% of NYC CSD 18 Enrollment	% of School Enrollment	% of NYC CSD 18 Enrollment	% of School Enrollment
Race/Ethnicity					
American Indian or Alaska Native	0	0	0	0	1
Black or African American	98	91	99	91	98
Hispanic	1	6	1	6	1
Asian, Native Hawaiian, or Pacific Islander	0	1	0	0	0
White	0	2	0	1	1
Multiracial	0	0	0	0	0
Students with Disabilities	13	--	7	15	9
English Language Learners	2	2	1	5	1
Eligible for Free Lunch	76	70	60	71	-- ²⁰
Eligible for Reduced-Price Lunch	8	9	8	8	--
Economically Disadvantaged	77	-- ²¹	89	86	51

¹⁸ The Institute derived the 2013-14 Students with Disabilities, ELL and Economically Disadvantaged statistics from the school's October 2013 student enrollment report to NYSED (2013-14 BEDS Report). District data are not yet available. Because NYSED releases data up to a full year after the conclusion of any one school year, the data presented in this table may differ from current information reported by the school and included in this report.

¹⁹ Source: 2012-13 School Report Card, NYSED.

²⁰ School FRPL enrollment data for 2013-14 and district Economically Disadvantaged enrollment data are not available.

²¹ District Students with Disabilities information for 2011-12 are not available.

APPENDIX: SCHOOL OVERVIEW

School Leaders

School Year(s)	Name(s) and Title(s)
2010-11	Kellie McLauren, Principal
2011-12 to 2012-13	Keishea Allen, Principal
July 2013 to June 2014	Judith Rapley-Waterman, Executive Director and Keishea Allen, Principal
August 2014	Judith Rapley-Waterman, Executive Director and Patricia Nugent, Principal
September 2014	Judith Rapley-Waterman, Executive Director and Gregory Wright, Principal
November 2014 to Present	Judith Rapley-Waterman, Executive Director and Sharon Wells, Principal

School Visit History

School Year	Visit Type	Evaluator (Institute/External)	Date
2010-11	First Year Visit	Institute	March 24, 2011
2012-13	Evaluation Visit	Institute	March 19-20, 2013
2014-15	Initial Renewal Visit	Institute	October 1-2, 2014

Conduct of the Renewal Visit

Date(s) of Visit	Evaluation Team Members	Title
October 1-2, 2014	Heather Wendling	Senior Analyst
	Sean Fitzsimons	Director of New Applications
	Adam Aberman	External Consultant

APPENDIX: FISCAL DASHBOARD



New Hope Academy Charter School

SCHOOL INFORMATION

FINANCIAL POSITION

Assets

Current Assets

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

Total Current Assets - GRAPH 1

Property, Building and Equipment, net

Other Assets

Total Assets - GRAPH 1

Liabilities and Net Assets

Current Liabilities

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

Total Current Liabilities - GRAPH 1

L-T Debt and Notes Payable, net current maturities

Total Liabilities - GRAPH 1

Net Assets

Unrestricted	
Temporarily restricted	

Total Net Assets

Total Liabilities and Net Assets

ACTIVITIES

Operating Revenue

Resident Student Enrollment	
Students with Disabilities	

Grants and Contracts

State and local	
Federal - Title and IDEA	
Federal - Other	
Other	
Food Service/Child Nutrition Program	

Total Operating Revenue

Expenses

Regular Education	
SPED	
Regular Education & SPED (combined)	
Other	

Total Program Services

Management and General	
Fundraising	

Total Expenses - GRAPHS 2, 3 & 4

Surplus / (Deficit) From School Operations

Support and Other Revenue

Contributions	
Fundraising	
Miscellaneous Income	
Net assets released from restriction	

Total Support and Other Revenue

Total Unrestricted Revenue

Total Temporarily Restricted Revenue

Total Revenue - GRAPHS 2 & 3

Change in Net Assets

Net Assets - Beginning of Year - GRAPH 2

Prior Year Adjustment(s)

Net Assets - End of Year - GRAPH 2

	Opened 2010-11				
	2009-10	2010-11	2011-12	2012-13	2013-14
Assets					
Current Assets					
Cash and Cash Equivalents - GRAPH 1	-	(53,207)	17,914	91,738	260,190
Grants and Contracts Receivable	-	164,135	224,233	66,527	226,720
Accounts Receivable	-	155,528	46,984	-	-
Prepaid Expenses	-	747	234	62,086	21,124
Contributions and Other Receivables	-	-	7,842	-	-
Total Current Assets - GRAPH 1	-	267,203	297,207	220,351	508,034
Property, Building and Equipment, net	-	300,076	607,323	549,282	628,000
Other Assets	-	20,000	29,000	40,140	40,140
Total Assets - GRAPH 1	-	587,279	933,530	809,773	1,176,174
Liabilities and Net Assets					
Current Liabilities					
Accounts Payable and Accrued Expenses	-	60,698	180,746	195,846	128,138
Accrued Payroll and Benefits	-	162,082	145,368	252,936	326,667
Deferred Revenue	-	2,732	7,629	-	-
Current Maturities of Long-Term Debt	-	-	-	-	-
Short Term Debt - Bonds, Notes Payable	-	-	-	-	-
Other	-	259,528	491,002	176,186	90,241
Total Current Liabilities - GRAPH 1	-	485,040	824,745	624,968	545,046
L-T Debt and Notes Payable, net current maturities	-	-	-	-	-
Total Liabilities - GRAPH 1	-	485,040	824,745	624,968	545,046
Net Assets					
Unrestricted	-	102,239	108,785	184,805	631,128
Temporarily restricted	-	-	-	-	-
Total Net Assets	-	102,239	108,785	184,805	631,128
Total Liabilities and Net Assets	-	587,279	933,530	809,773	1,176,174
ACTIVITIES					
Operating Revenue					
Resident Student Enrollment	-	2,300,943	3,260,452	4,197,888	4,933,540
Students with Disabilities	-	10,910	25,569	88,980	50,121
Grants and Contracts					
State and local	-	419,076	101,414	16,836	-
Federal - Title and IDEA	-	106,401	10,892	205,574	409,238
Federal - Other	-	-	310,741	-	-
Other	-	-	-	-	-
Food Service/Child Nutrition Program	-	75,012	98,932	119,944	239,937
Total Operating Revenue	-	2,912,342	3,808,000	4,629,222	5,632,836
Expenses					
Regular Education	-	2,174,711	3,232,882	3,595,366	4,088,794
SPED	-	39,706	38,129	269,368	418,956
Regular Education & SPED (combined)	-	-	-	-	-
Other	-	-	-	-	-
Total Program Services	-	2,214,417	3,271,011	3,864,734	4,507,750
Management and General	-	601,579	539,384	631,913	771,248
Fundraising	-	-	-	-	-
Total Expenses - GRAPHS 2, 3 & 4	-	2,815,996	3,810,395	4,496,647	5,278,998
Surplus / (Deficit) From School Operations	-	96,346	(2,395)	132,575	353,838
Support and Other Revenue					
Contributions	-	-	-	-	-
Fundraising	-	3,500	-	-	-
Miscellaneous Income	-	2,393	8,939	28,445	7,485
Net assets released from restriction	-	-	-	-	-
Total Support and Other Revenue	-	5,893	8,939	28,445	7,485
Total Unrestricted Revenue	-	2,918,235	3,404,784	4,470,572	5,640,321
Total Temporarily Restricted Revenue	-	-	412,155	187,095	-
Total Revenue - GRAPHS 2 & 3	-	2,918,235	3,816,939	4,657,667	5,640,321
Change in Net Assets	-	102,239	6,544	161,020	361,323
Net Assets - Beginning of Year - GRAPH 2	-	-	102,239	108,785	269,805
Prior Year Adjustment(s)	-	-	-	-	-
Net Assets - End of Year - GRAPH 2	-	102,239	108,783	269,805	631,128

APPENDIX: FISCAL DASHBOARD



New Hope Academy Charter School

SCHOOL INFORMATION - (Continued)

Functional Expense Breakdown

	2009-10	2010-11	2011-12	2012-13	2013-14
Personnel Service	-	239,513	215,059	384,256	528,516
Administrative Staff Personnel	-	717,493	1,193,964	1,447,502	1,699,037
Instructional Personnel	-	101,449	147,365	142,733	236,074
Non-Instructional Personnel	-	-	-	-	-
Personnel Services (Combined)	-	-	-	-	-
Total Salaries and Staff	-	1,058,455	1,556,388	1,974,491	2,463,627
Fringe Benefits & Payroll Taxes	-	221,019	356,457	397,578	511,866
Retirement	-	1,263	7,510	5,397	17,333
Management Company Fees	-	340,200	482,208	280,000	291,200
Building and Land Rent / Lease	-	425,370	423,000	400,233	406,608
Staff Development	-	107,030	74,596	62,644	40,629
Professional Fees, Consultant & Purchased Services	-	46,658	36,645	43,207	85,456
Marketing / Recruitment	-	25,238	20,554	32,056	3,433
Student Supplies, Materials & Services	-	214,248	274,914	294,902	291,273
Depreciation	-	90,304	187,045	259,338	245,822
Other	-	286,211	391,078	746,801	921,751
Total Expenses	-	2,815,995	3,810,395	4,496,647	5,278,998

SCHOOL ANALYSIS

ENROLLMENT

	2009-10	2010-11	2011-12	2012-13	2013-14
Chartered Enroll	-	168	240	288	336
Revised Enroll	-	-	-	-	-
Actual Enroll - GRAPH 4	-	170	242	311	364
Chartered Grades	Planning	K-2	K-3	K-4	K-5
Revised Grades	-	-	-	-	-

Primary School District: New York City

Per Pupil Funding (Weighted Avg of All Districts)	2009-10	2010-11	2011-12	2012-13	2013-14
Increase over prior year	0.0%	8.7%	0.0%	0.0%	0.0%

PER STUDENT BREAKDOWN

	2009-10	2010-11	2011-12	2012-13	2013-14	Average - 5 Yrs. OR Charter Term
Revenue						
Operating	-	17,131	15,757	14,885	15,456	15,807
Other Revenue and Support	-	35	37	91	21	46
TOTAL - GRAPH 3	-	17,166	15,794	14,976	15,477	15,853
Expenses						
Program Services	-	13,026	13,535	12,427	12,369	12,839
Management and General, Fundraising	-	3,539	2,232	2,032	2,116	2,480
TOTAL - GRAPH 3	-	16,565	15,767	14,459	14,485	15,319
% of Program Services	0.0%	78.6%	85.8%	85.9%	85.4%	84.0%
% of Management and Other	0.0%	21.4%	14.2%	14.1%	14.6%	16.0%
% of Revenue Exceeding Expenses - GRAPH 5	0.0%	3.6%	0.2%	3.6%	6.8%	3.5%

Student to Faculty Ratio

	2009-10	2010-11	2011-12	2012-13	2013-14
Student to Faculty Ratio	-	10.6	9.7	11.1	10.1

Faculty to Admin Ratio

	2009-10	2010-11	2011-12	2012-13	2013-14
Faculty to Admin Ratio	-	5.3	8.3	5.6	5.1

Financial Responsibility Composite Scores - GRAPH 6

Score	2009-10	2010-11	2011-12	2012-13	2013-14	Target
Score	0.0	0.7	0.1	0.8	1.8	1.0
Fiscally Strong 1.5 - 3.0 / Fiscally Adequate 1.0 - 1.4 / Fiscally Needs Monitoring < 1.0	N/A	Fiscally Needs Monitoring	Fiscally Needs Monitoring	Fiscally Needs Monitoring	Fiscally Strong	Fiscally Adequate

Working Capital - GRAPH 7

	2009-10	2010-11	2011-12	2012-13	2013-14	Target
Net Working Capital	0	(217,837)	(527,538)	(404,617)	(37,012)	(296,751)
As % of Unrestricted Revenue	0.0%	-7.5%	-15.5%	-9.1%	-0.7%	-8.2%
Working Capital (Current) Ratio Score	0.0	0.6	0.4	0.4	0.9	0.5
Risk (Low > 3.0 / Medium 1.4 - 2.9 / High < 1.4)	N/A	HIGH	HIGH	HIGH	HIGH	HIGH
Rating (Excellent > 3.0 / Good 1.4 - 2.9 / Poor < 1.4)	N/A	Poor	Poor	Poor	Poor	Poor

Quick (Acid Test) Ratio

	2009-10	2010-11	2011-12	2012-13	2013-14	Target
Score	0.0	0.5	0.4	0.3	0.9	0.5
Risk (Low > 2.5 / Medium 1.0 - 2.4 / High < 1.0)	N/A	HIGH	HIGH	HIGH	HIGH	HIGH
Rating (Excellent > 2.5 / Good 1.0 - 2.4 / Poor < 1.0)	N/A	Poor	Poor	Poor	Poor	Poor

Debt to Asset Ratio - GRAPH 7

	2009-10	2010-11	2011-12	2012-13	2013-14	Target
Score	0.0	0.8	0.9	0.8	0.5	0.7
Risk (Low < 0.50 / Medium 0.51 - .95 / High > 1.0)	N/A	MEDIUM	MEDIUM	MEDIUM	MEDIUM	MEDIUM
Rating (Excellent < 0.50 / Good 0.51 - .95 / Poor > 1.0)	N/A	Good	Good	Good	Good	Good

Months of Cash - GRAPH 8

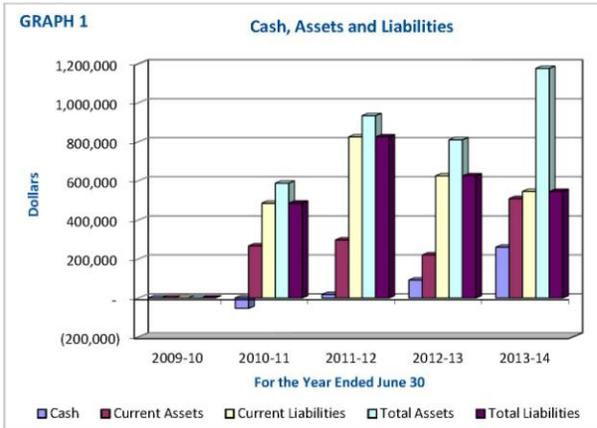
	2009-10	2010-11	2011-12	2012-13	2013-14	Target
Score	0.0	-0.2	0.1	0.2	0.6	0.2
Risk (Low > 3 mo. / Medium 1 - 3 mo. / High < 1 mo.)	N/A	HIGH	HIGH	HIGH	HIGH	HIGH
Rating (Excellent > 3 mo. / Good 1 - 3 mo. / Poor < 1 mo.)	N/A	Poor	Poor	Poor	Poor	Poor

APPENDIX: FISCAL DASHBOARD

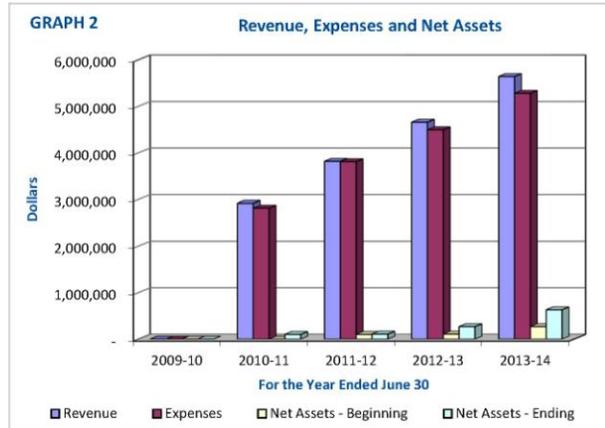


Charter Schools Institute
The State University of New York

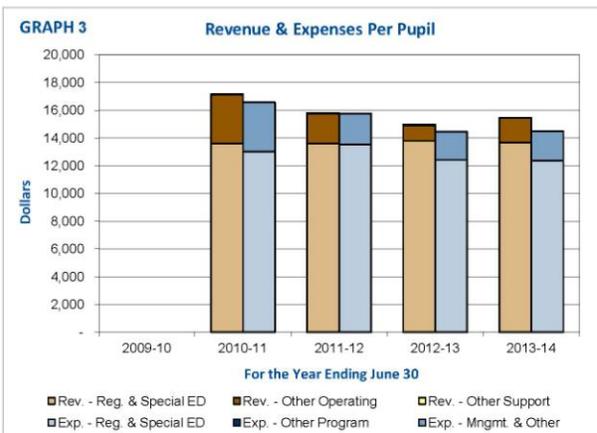
New Hope Academy Charter School



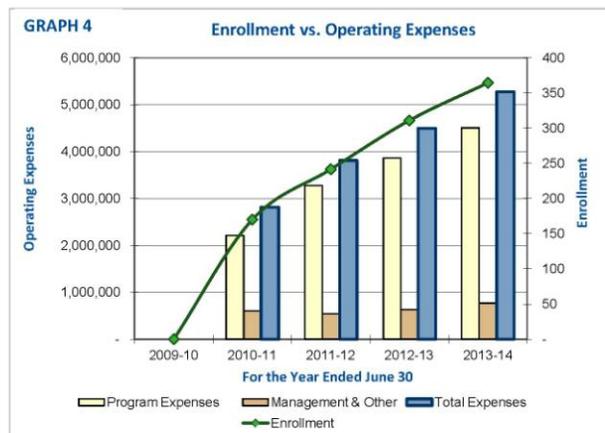
This chart illustrates total revenue and expenses each year and the relationship those subsets have on the increase/decrease of net assets on a year-to-year basis. Ideally subset 1, revenue, will be taller than subset 2, expenses, and as a result subset 3, net assets - beginning, will increase each year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



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



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



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

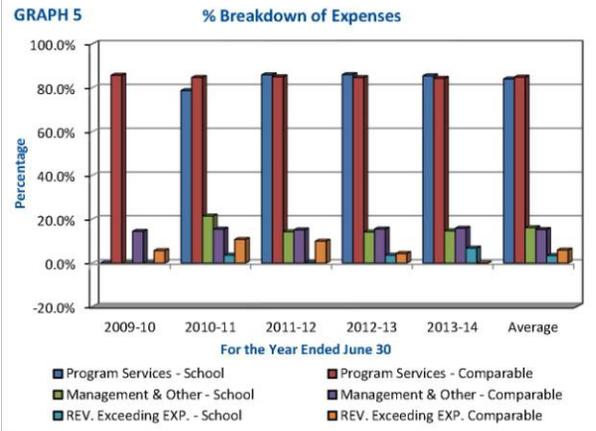
APPENDIX: FISCAL DASHBOARD



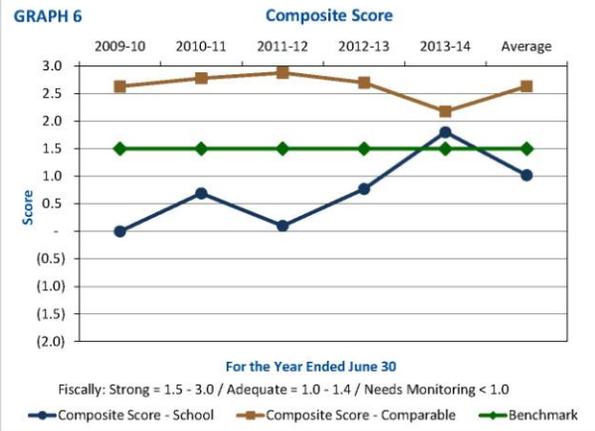
New Hope Academy Charter School

Comparable School, Region or Network: New York City & Long Island Schools

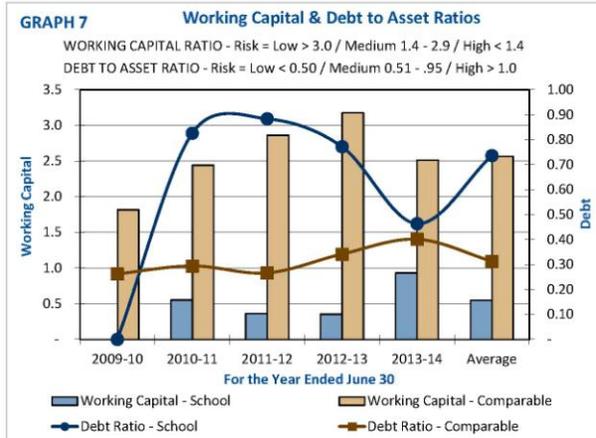
* Average = Average - 5 Yrs. OR Charter Term



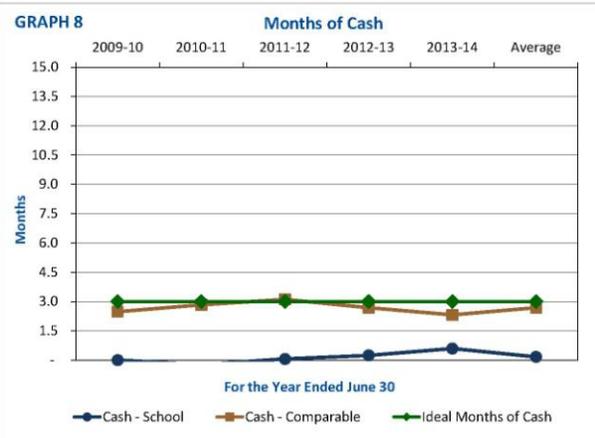
This chart illustrates the percentage expense breakdown between program services and management & others as well as the percentage of revenues exceeding expenses. Ideally the percentage expense for program services will far exceed that of the management & other expense. The percentage of revenues exceeding expenses should not be negative. Similar caution, as mentioned on GRAPH 3, should be used in comparing schools.



This chart illustrates a school's composite score based on the methodology developed by the United States Department of Education (USDOE) to determine whether private not-for-profit colleges and universities are financially strong enough to participate in federal loan programs. These scores can be valid for observing the fiscal trends of a particular school and used as a tool to compare the results of different schools.



This chart illustrates Working Capital and Debt to Asset Ratios. W/C indicates if a school has enough short-term assets to cover its immediate liabilities/short term debt. Debt to Asset indicates what proportion of debt a school has relative to its assets. The measure gives an idea to the leverage of the school along with the potential risks the school faces in terms of its debt-load.



This chart illustrates how many months of cash the school has in reserves. This metric is to measure solvency – the school's ability to pay debts and claims as they come due. This gives some idea of how long a school could continue its ongoing operating costs without tapping into some other, non-cash form of financing in the event that revenues were to cease flowing to the school.

APPENDIX: PERFORMANCE SUMMARIES

SCHOOL PERFORMANCE SUMMARY: English Language Arts New Hope Academy Charter School



	2011-12 Grades Served: K-3			MET	2012-13 Grades Served: K-4			MET	2013-14 Grades Served: K-5			MET			
	Grades	All Students % (N)	2+ Years Students % (N)		Grades	All Students % (N)	2+ Years Students % (N)		Grades	All Students % (N)	2+ Years Students % (N)				
ABSOLUTE MEASURES 1. Each year 75 percent of students who are enrolled in at least their second year will perform at proficiency on the New York State exam.	3	51.1 (45)	54.8 (42)	NO	3	31.4 (51)	32.6 (46)	NA	3	22.2 (81)	23.6 (72)	NA			
	4	(0)	(0)		4	26.0 (50)	27.8 (36)		4	20.0 (50)	20.0 (40)				
	5	(0)	(0)		5	(0)	(0)		5	18.6 (43)	17.5 (40)				
	6	(0)	(0)		6	(0)	(0)		6	(0)	(0)				
	7	(0)	(0)		7	(0)	(0)		7	(0)	(0)				
	8	(0)	(0)		8	(0)	(0)		8	(0)	(0)				
	All	51.1 (45)	54.8 (42)		All	28.7 (101)	30.5 (82)		All	20.7 (174)	21.1 (152)				
2. Each year the school's aggregate Performance Level Index on the State exam will meet the Annual Measurable Objective set forth in the State's NCLB accountability system.	Grades	PI	AMO	YES	Grades	PLI	AMO		Grades	PI	AMO	NA			
	3	140	135		3-4	88	3-5		79	89					
COMPARATIVE MEASURES 3. Each year the percent of students enrolled in at least their second year and performing at proficiency will be greater than that of students in the same grades in the local district.	Comparison: Brooklyn District 18			YES	Comparison: Brooklyn District 18			YES	Comparison: Brooklyn District 18			NO			
	Grades	School	District		Grades	School	District		Grades	School	District				
	3	54.8	45.7		3-4	30.5	21.1		3-5	21.1	23.6				
4. Each year the school will exceed its predicted percent of students at proficiency on the state exam by at least a small Effect Size (at least 0.3) based on its percentage of Economically Disadvantaged students.	% ED	Actual	Predicted	Effect Size	YES	% ED	Actual	Predicted	Effect Size	YES	% ED	Actual	Predicted	Effect Size	NO
	75.5	51.1	41.4	0.60		93.1	28.7	16.8	1.02		52.0	20.7	32.2	-0.87	
GROWTH MEASURE 5. Each year, the school's unadjusted mean growth percentile will meet or exceed the state's unadjusted median growth percentile.	Grades	School	State		Grades	School	State	YES	Grades	School	State	NO			
	4				4	53.0			4	40.6					
	5				5	0.0			5	49.7					
	6				6	0.0			6	0.0					
	7				7	0.0			7	0.0					
	8				8	0.0			8	0.0					
	All		50.0		All	53.0	50.0		All	44.9	50.0				

APPENDIX: PERFORMANCE SUMMARIES

SCHOOL PERFORMANCE SUMMARY: Mathematics

New Hope Academy Charter School



	2011-12 Grades Served: K-3			MET	2012-13 Grades Served: K-4			MET	2013-14 Grades Served: K-5			MET			
	Grades	All Students % (N)	2+ Years Students % (N)		Grades	All Students % (N)	2+ Years Students % (N)		Grades	All Students % (N)	2+ Years Students % (N)				
<u>ABSOLUTE MEASURES</u> 1. Each year 75 percent of students who are enrolled in at least their second year will perform at proficiency on the New York State exam.	3	66.7 (45)	66.7 (42)	NO	3	13.7 (51)	13.0 (46)	NA	3	25.9 (81)	27.8 (72)	NA			
	4	(0)	(0)		4	10.0 (50)	11.1 (36)		4	18.0 (50)	17.5 (40)				
	5	(0)	(0)		5	(0)	(0)		5	2.3 (43)	2.5 (40)				
	6	(0)	(0)		6	(0)	(0)		6	(0)	(0)				
	7	(0)	(0)		7	(0)	(0)		7	(0)	(0)				
	8	(0)	(0)		8	(0)	(0)		8	(0)	(0)				
	All	66.7 (45)	66.7 (42)		All	11.9 (101)	12.2 (82)		All	17.8 (174)	18.4 (152)				
2. Each year the school's aggregate Performance Level Index on the State exam will meet the Annual Measurable Objective set forth in the State's NCLB accountability system.	Grades	PI	AMO	YES	Grades	PLI	AMO		Grades	PI	AMO	NA			
	3	158	148		3-4	77	3-5		76	86					
<u>COMPARATIVE MEASURES</u> 3. Each year the percent of students enrolled in at least their second year and performing at proficiency will be greater than that of students in the same grades in the local district.	Comparison: Brooklyn District 18			YES	Comparison: Brooklyn District 18			NO	Comparison: Brooklyn District 18			NO			
	Grades	School	District		Grades	School	District		Grades	School	District				
	3	66.7	49.1		3-4	12.2	22.3		3-5	18.4	26.3				
4. Each year the school will exceed its predicted percent of students at proficiency on the State exam by at least a small Effect Size (at least 0.3) based on its percentage of Economically Disadvantaged students.	% ED	Actual	Predicted	Effect Size	YES	% ED	Actual	Predicted	Effect Size	NO	% ED	Actual	Predicted	Effect Size	NO
	75.5	66.7	48.8	1.02		93.1	11.9	21.4	-0.58		52.0	17.8	42.7	-1.48	
<u>GROWTH MEASURE</u> 5. Each year, the school's unadjusted mean growth percentile will meet or exceed the state's unadjusted median growth percentile.	Grades	School	State		Grades	School	State		Grades	School	State	NO			
	4				4	33.2			4	43.9					
	5				5	0.0			5	33.9					
	6				6	0.0			6	0.0					
	7				7	0.0			7	0.0					
	8				8	0.0			8	0.0					
	All				All	33.2	50.0		All	39.2	50.0				