

# THE SUNY CHARTER SCHOOLS INSTITUTE

*RENEWAL RECOMMENDATION REPORT  
COMMUNITY PARTNERSHIP CHARTER  
SCHOOL EDUCATION CORPORATION'S  
AUTHORITY TO OPERATE:*

*BEGINNING WITH CHILDREN CHARTER  
SCHOOL II*

*COMMUNITY PARTNERSHIP CHARTER  
SCHOOL*

**Report Date: March 9, 2022**

**Review Date: November 8 –10, 2021**

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

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## EDUCATION CORPORATION BACKGROUND

# COMMUNITY PARTNERSHIP CHARTER SCHOOL EDUCATION CORPORATION

### “ MISSION

*Beginning with Children Charter School II is a nurturing community that fosters a love of learning and the development of character for students in Kindergarten – 8<sup>th</sup> grades. Our students achieve academic excellence and are prepared to succeed in top performing high schools and colleges. Beginning with Children II students develop and use G.R.I.T. (Good Judgment, Resilience, Integrity, and Teamwork) for personal and community improvement.*

*Community Partnership Charter School, serving pre-Kindergarten through 8<sup>th</sup> grade, is a supportive community that nurtures the talent of the future leaders of tomorrow. Our rigorous academic program teaches students to creatively solve complex problems and explore and develop their own special talents through learning opportunities in and outside of the classroom. Our graduates are well-rounded, engaged students who recognize the importance of perseverance, collaboration, and team work.*

### CURRENT EDUCATION CORPORATION SNAPSHOT

First School Opened:  
2000-01

Serves: Kindergarten – 8<sup>th</sup>

Total Number of Charters:  
2

Chartered Enrollment:  
905

### PROPOSED FUTURE EDUCATION CORPORATION SNAPSHOT

Serves: Kindergarten – 12<sup>th</sup>

Total Number of Charters:  
2

Proposed Future Charter Enrollment:  
1,292

Information about each charter is found below in the Charter School Background section of this report

### KEY DESIGN ELEMENTS

An intensive, longer school day and school year that results in no less than 20% more time on task than New York City Department of Education (“NYCDOE”) schools;



An emphasis on the development of writing, literacy, and mathematics skills, devoting at least 50% of the academic time to these subjects;



At least two teachers in the classroom for Kindergarten – 5<sup>th</sup> grade at all times;



Social studies, science, music, art, technology, and physical education as core subjects taught by specialists;



## EDUCATION CORPORATION BACKGROUND

### KEY DESIGN ELEMENTS CONTINUED

Assessment to drive curriculum and staff development, which is responsive to individual student needs;



Saturday enrichment academy for at-risk students in order to ensure their classroom success;



Leadership team members assigned to specific teachers to support literacy and mathematics instruction, data management, and classroom culture and discipline;



Development of a fully inclusionary intervention model provided primarily in the context of the regular classroom;



Electives for students in 3<sup>rd</sup> – 8<sup>th</sup> grade supporting the study of interesting careers and subjects such as digital animation and literary magazine writing;



Dynamic community partnerships that support enrichment programs that teach students to become life-long learners and active citizens; and,



An afterschool program that provides academic enrichment programs, utilizes best practices, and aligns with the regular school day;



Parent/guardian involvement at all levels of the school community.



## EDUCATION CORPORATION BACKGROUND

### EDUCATION CORPORATION BACKGROUND

Community Partnership Charter School Education Corporation (“Community Partnership Schools” or the “education corporation”) is a not-for-profit charter school education corporation with authority to operate two charter schools, Community Partnership Charter School (“Community Partnership”) and Beginning with Children Charter School II (“BWC II”). The New York Charter Schools Act of 1998 (as amended, the “Act”) allows authorizers to grant charter school education corporations the authority to operate more than one school through the approval of new schools or through merger with one or more education corporations. Effective October 1, 2014, BWC II merged into Community Partnership, which was renamed “Community Partnership Charter School Education Corporation.” Community Partnership Schools partners with the Beginning with Children Foundation, Inc. (the “network”), a New York not-for-profit corporation founded in 1990 by Joe and Carol Reich with a mission to improve educational opportunities for underserved children. On March 17, 2021, the SUNY Trustees approved a revision for Community Partnership Schools to grow BWC II to high school grades and serve students from both charters at the high school level. The education corporation has a fee based memorandum of understanding with the network to provide services in leadership support, strategic planning, curriculum and assessments, teacher recruitment and development, family engagement, business services, compliance, technology, public relations, board development, and board evaluation. The Beginning with Children Foundation, Inc., supported Beginning with Children Charter School (“BWC”) until 2013. BWC, authorized by the New York City Schools Chancellor (“NYC Chancellor”), converted from a district school to a charter school in 2001, and the NYC Chancellor did not renew BWC when its charter term ended in 2016.



### NOTEWORTHY

With the support of the network’s Beginning with Children Legacy Network, students who graduate from BWC II or Community Partnership have the opportunity to participate in a wide range of college and career supports through high school and college. Of the participants, 95% graduate from high school on time and go to college. Students go on to two- and four-year colleges and universities including SUNY, Brown University, Howard University, New York University, Vanderbilt University, and Yale University. Over the past five years, the network has had five students participate in the Posse Scholarship, a competitive scholarship that offers high

school students a wide range of supports to navigate the college going process. Two students also received Questbridge Scholarships, scholarships that support high school seniors who have shown strong academic performance and face financial challenges, to Brown University and Columbia University in 2021.

## EDUCATION CORPORATION BACKGROUND

### SUMMARY OF COVID-19 RESPONSE

In 2020-21, Community Partnership Schools made a commitment to families to offer hybrid and remote learning options. Approximately 50% of students remained remote for that school year, and the remaining students attended in-person learning in a hybrid fashion. The education corporation utilized its private facility to provide three or four days of in-person learning to all elementary level students who wanted to attend in-person classes. The education corporation, working closely with the network, set three main priorities for the 2020-21 school year including: focusing on grade level content; prioritizing the needs of the youngest and most at-risk students; and, attending to student trauma. The education corporation focused on ensuring students met grade level standards through its hybrid and remote models and specifically focused on mathematics. To support the learning of the youngest and most at-risk students, the education corporation encouraged families of these students to participate in in-person hybrid learning. The charters also increased support for social emotional learning, which continues into the current school year. Based on formal surveys and informal conversations with families, the education corporation recognizes the high levels of trauma that families are facing through the COVID-19 pandemic. Therefore, the charters are prioritizing social and emotional learning for students with additional support and new strategies including the implementation of dedicated time for instruction as well as time during team meetings to discuss specific student issues.

# RENEWAL RECOMMENDATION

## FULL-TERM RENEWAL

**Renewal through 2026-27** *The SUNY Charter Schools Institute (the “Institute”) recommends that the State University of New York Board of Trustees (the “SUNY Trustees”) Charter Schools Committee approve the applications for charter renewal and renew Community Partnership Charter School Education Corporation’s authority to operate:*

- *Beginning with Children Charter School II; and,*
- *Community Partnership Charter School.*

*If each charter is renewed, Community Partnership Charter School Education Corporation will be granted the authority to continue to operate each charter for a period of five years with the authority to provide instruction to students in such configuration as set forth in each charter’s Application for Renewal. The Institute makes this recommendation based on each charter meeting the criteria for renewal set forth in 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 (“SUNY Renewal Policies”).<sup>1</sup>*

*The Institute further recommends that the SUNY Trustees renew for a full term of five years the provisional charter of Community Partnership Charter School Education Corporation, the New York not-for-profit charter school education corporation with the authority to operate the two charters listed above.*

The Table below presents more information about the schools.

CHARTER	PROJECTED GRADES FOR END OF NEXT CHARTER TERM	PROJECTED ENROLLMENT FOR END OF NEXT CHARTER TERM	RENEWAL TYPE
BWC II	K-12	882	Subsequent Renewal
Community Partnership	K-8	410	Subsequent Renewal

1. SUNY Renewal Policies (p. 14) are available on the [Institute’s website](#).

## RENEWAL RECOMMENDATION

To earn a **Subsequent Full-Term Renewal**, a charter must demonstrate that it has met or come close to meeting its academic Accountability Plan goals.

### REQUIRED FINDINGS

In addition to making a recommendation based on a determination of whether each charter has met the SUNY Trustees' specific renewal criteria, the Institute makes the following findings required by the Act:

- 1: each charter, as described in the Application for Charter Renewal, meets the requirements of the Act and all other applicable laws, rules, and regulations;
- 2: the education corporation can demonstrate the ability to operate each charter in an educationally and fiscally sound manner in the next charter term; and,
- 3: given the programs each will offer, the structure, and the purpose, approving each charter to operate for another five years is likely to improve student learning and achievement and materially further the purposes of the Act.<sup>2</sup>

As part of the corporate charter renewal review process and as required by Education Law §2851(4), the Institute reviewed the progress of each of the education corporation's operating charters in achieving the educational objectives set forth in their terms of operation in the education corporation's charter agreement. The Institute also reviewed detailed financial statements that disclosed the costs of administration, instruction, and other spending categories at each charter operated by the education corporation. The Institute reviewed the annual reports, indications of parent and student satisfaction, and organizational capacity for each of the charters. Finally, the Institute reviewed the governance structure and finances of the education corporation. Elements of the foregoing constitute the Corporate Renewal Application. Based on this review and other information submitted to the Institute and in its files, the Institute makes the following findings required by the Act:

- 4: the charter school education corporation, as described in the Corporate Renewal Application, meets the requirements of the Act and all other applicable laws, rules, and regulations;
- 5: the education corporation can demonstrate the ability to operate its charters in an educationally and fiscally sound manner in the next charter term; and,
- 6: approving the education corporation to operate for another five years is likely to improve student learning and achievement and materially further the purposes of the Act.

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

## EXECUTIVE SUMMARY

### EXECUTIVE SUMMARY

During their five year charter terms, BWC II and Community Partnership are academic successes having met or come close to meeting their key Accountability Plan goals. The table below discusses the key findings for the SUNY Trustees and highlights the successes of the charters.

### FINDINGS & INFORMATION

#### ***Is the education corporation an academic success?***

Community Partnership Schools is an academic success. Both charters met or came close to meeting their Accountability Plan goals over the current charter term. Community Partnership specifically made turnaround efforts from the end of the last charter term into the current charter term to address weak performance in a previous charter term. By adjusting structures, including leadership teams, Community Partnership demonstrated improved results ahead of the COVID-19 pandemic. BWC II continues to demonstrate student academic success.

#### ***Is the education corporation an effective, viable organization?***

Community Partnership Schools is an effective, viable organization. Both charters have back office support from the network in addition to academic supports. The network also provides substantial support to graduates of both programs through the Beginning with Children Legacy Network. Over the current charter term, the network worked closely with both charters to align practices that allow for effective and aligned operations. The Community Partnership Schools' board (the "board") works effectively through a committee structure to provide oversight and governance to both charters.

#### ***Is the education corporation fiscally sound?***

Community Partnership Schools is fiscally sound based on the evidence collected through renewal review. The education corporation has met its fiscal benchmarks and presents a reasonable fiscal plan for the next charter term.

#### ***If the SUNY Trustees renew the education corporation's authority to operate the charter schools, are its plans for the charters reasonable, feasible, and achievable?***

Community Partnership Schools' plans to operate BWC II and Community Partnership are reasonable, feasible, and achievable, if renewed. BWC II will launch a high school program during the next charter term that was previously approved by the SUNY Trustees and will serve graduating 8<sup>th</sup> grade students from both charters. Network and charter leaders have clear priorities for the next charter term to continue implementing the effective elements of the elementary and middle school programs and leveraging the programs and supports already offered by the network to students who graduated from both charters' middle school programs. The network and board have established robust planning teams to implement the launch of the high school program in fall 2022.

## EXECUTIVE SUMMARY

Community Partnership Schools implements an effective educational program to improve student achievement. Recognizing a need to more closely align the educational programs at both charters during the previous renewals, the network increased its support by adding the managing director of teaching and learning position. Network leaders recognize areas of improvement such as more collaboration between sites and more alignment with the curricular program. Leaders recognize the importance of these efforts with the launch of a high school program and plan to continue aligning elements like the curricular programs between both elementary and middle school programs. Over the charter term, network leaders and the board made strong efforts to turn around the academic programming at Community Partnership. With new leadership in place, the charter demonstrated increased performance when state tests were available. The Institute also observed strong elements of teaching and learning that demonstrate closer alignment of program between both charters.

Based on the Institute's review of the education corporation's performance across each of its charters as posted over the charter term; a review of the Applications for Charter Renewal submitted by the education corporation for each of its charters; a review of academic, organizational, governance, and financial documentation; and, a renewal review of each of the charter's academic program, the Institute finds that the education corporation and each charter within it meets the required criteria for renewal.

The Institute recommends that the SUNY Trustees grant both BWC II and Community Partnership a Subsequent Renewal of five years and further recommends the SUNY Trustees renew the provisional charter of Community Partnership Charter School Education Corporation for a full term of five years.



## CHARTER SCHOOL BACKGROUND

# BEGINNING WITH CHILDREN CHARTER SCHOOL II

215 Heyward Street Brooklyn, NY 11206 | Grades: K-5 | NYC Community School District 14  
11 Bartlett Street Brooklyn, NY 11206 | Grades: 6-8 | NYC Community School District 14

The SUNY Trustees approved the original charter for BWC II on June 15, 2011. The charter opened its doors in fall 2012, serving 100 students in Kindergarten – 1<sup>st</sup> grade.

### PROGRAM

BWC II implements the core elements outlined in the Education Corporation Benchmark Summary, found in this report, based on the Institute’s renewal review.

BWC II continues to prioritize grade level standards and content while also being purposeful about supports for mitigating learning loss due to COVID-19. Leaders and teachers are aware of those priorities and have implemented practices to improve the program’s supports for students in need of academic interventions. The charter has restructured the middle school program’s special education team to provide better academic supports through the special education program. The middle school program schedule also includes daily enrichment and intervention blocks to ensure teachers have appropriate and timely data and opportunities for closing gaps in learning. The charter also introduced more formalized data protocols in both the middle and elementary programs to ensure alignment across grades and content areas as well as across charters. Leaders work to ensure that data tracking is consistent at every level in order to monitor student learning more effectively and identify areas of support. The managing director of teaching and learning provides direct support and coaching to charter leaders.

### CURRENT CHARTER

*Serves: Kindergarten – 8<sup>th</sup>*

*Chartered Enrollment:  
460*

*Charter Expiration:  
July 31, 2022*

### PROPOSED FUTURE CHARTER

*Serves: Kindergarten – 12<sup>th</sup>*

*Chartered Enrollment:  
882*

*Charter Expiration:  
July 31, 2027*

### CHARTER LEADERS

#### ELEMENTARY PRINCIPAL

*Mike Ferrara, Co-Principal (2017-18 to Present)*  
*Yvette Ferrara, Co-Principal (2017-18 to Present)*  
*Esosa Ogbahon (2012-13 to 2016-17)*

#### MIDDLE SCHOOL PRINCIPAL

*Edwin Santiago (2019-20 to Present)*  
*Esosa Ogbahon (2017-18 to 2018-19)*

## CHARTER SCHOOL BACKGROUND

### CHARTER CHARACTERISTICS

SCHOOL YEAR	CHARTERED ENROLLMENT	ACTUAL ENROLLMENT	ACTUAL AS A PERCENTAGE OF CHARTERED ENROLLMENT	GRADES SERVED
2017-18	360	352	98%	K-6
2018-19	410	403	98%	K-7
2019-20	460	448	97%	K-8
2020-21	460	480	104%	K-8
2021-22	460	476	103%	K-8

### NOTEWORTHY

In planning to launch the education corporation high school program in fall 2022, the network hired three founding high school staff members in addition to identifying the founding high school principal. The four team members currently split time between both charters to begin engaging with the future 9<sup>th</sup> grade students and understand the culture, needs, and academic performance of the rising cohort.

## CHARTER SCHOOL BACKGROUND

# COMMUNITY PARTNERSHIP CHARTER SCHOOL

241 Emerson Place, Brooklyn, New York | Grades: K-5 | NYC Community School District 13  
114 Kosciuszko Street, Brooklyn, New York | Grades: 6-8 | NYC Community School District 13

The SUNY Trustees approved the original charter for Community Partnership on January 21, 2000. The charter opened its doors in fall 2000, serving 100 students in Kindergarten – 1<sup>st</sup> grade.

### PROGRAM

Community Partnership implements the core elements outlined in the Education Corporation Benchmark Summary, found in this report, based on the Institute’s renewal review.

Community Partnership demonstrated effective improvement and development of its program over the current charter term. At the time of the charter’s previous renewal, student achievement results lagged behind BWC II. The Community Partnership Schools’ board tasked the network with demonstrating improvement and set clear benchmarks that both the network and charter needed to meet with student achievement at the forefront. Both the network and charter had leadership turnover, with a successful Community Partnership Schools’ leader promoted to managing director of teaching and learning. With a new leader in place during this charter term, the charter prioritizes improving school culture and data driven teaching practices, which demonstrated improved results for student learning. Though the COVID-19 pandemic hindered further improvement efforts, the charter had strong leaders to transition into remote learning.

### PRE-KINDERGARTEN PROGRAM

Community Partnership also participates in the NYCDOE’s Universal pre-Kindergarten program and serves one classroom of pre-Kindergarten students at its elementary program site. The Institute conducts annual oversight activities for all Universal pre-Kindergarten programs at SUNY authorized charter schools. The Institute finds that the Community Partnership pre-Kindergarten program is high quality and meets all program requirements. Over the hybrid learning period, the pre-Kindergarten program engaged families in a four-part virtual workshop series that provided families with strategies to support pre-Kindergarten aged children through the pandemic. Program leaders also held weekly town halls to share with families various academic activities and engagement strategies.

### CURRENT CHARTER

*Serves: Kindergarten – 8<sup>th</sup>*

*Chartered Enrollment:  
445*

*Charter Expiration:  
July 31, 2022*

### PROPOSED FUTURE CHARTER

*Serves: Kindergarten – 8<sup>th</sup>*

*Chartered Enrollment:  
410*

*Charter Expiration:  
July 31, 2027*

## CHARTER SCHOOL BACKGROUND

### CHARTER LEADERS

#### PRINCIPAL

#### ELEMENTARY

*Derrick Dunlap (2018-19 to Present)*

*Jubilee Mosley (2015-16 to 2017-18)*

*Adjowah Scott (2014-15)*

*Melanie Byron (2003-04 to 2013-14)*

#### MIDDLE SCHOOL

*Janna Tsimprea (2019-20 to Present)*

*Esosa Ogbahon (2018-19)*

*Nicole Barzey (2016-17 to 2017-18)*

*Denniston Reid (March 2016 to June 2016)*

*Rose-Anne Gonzalez (August 2015 to March 2016)*

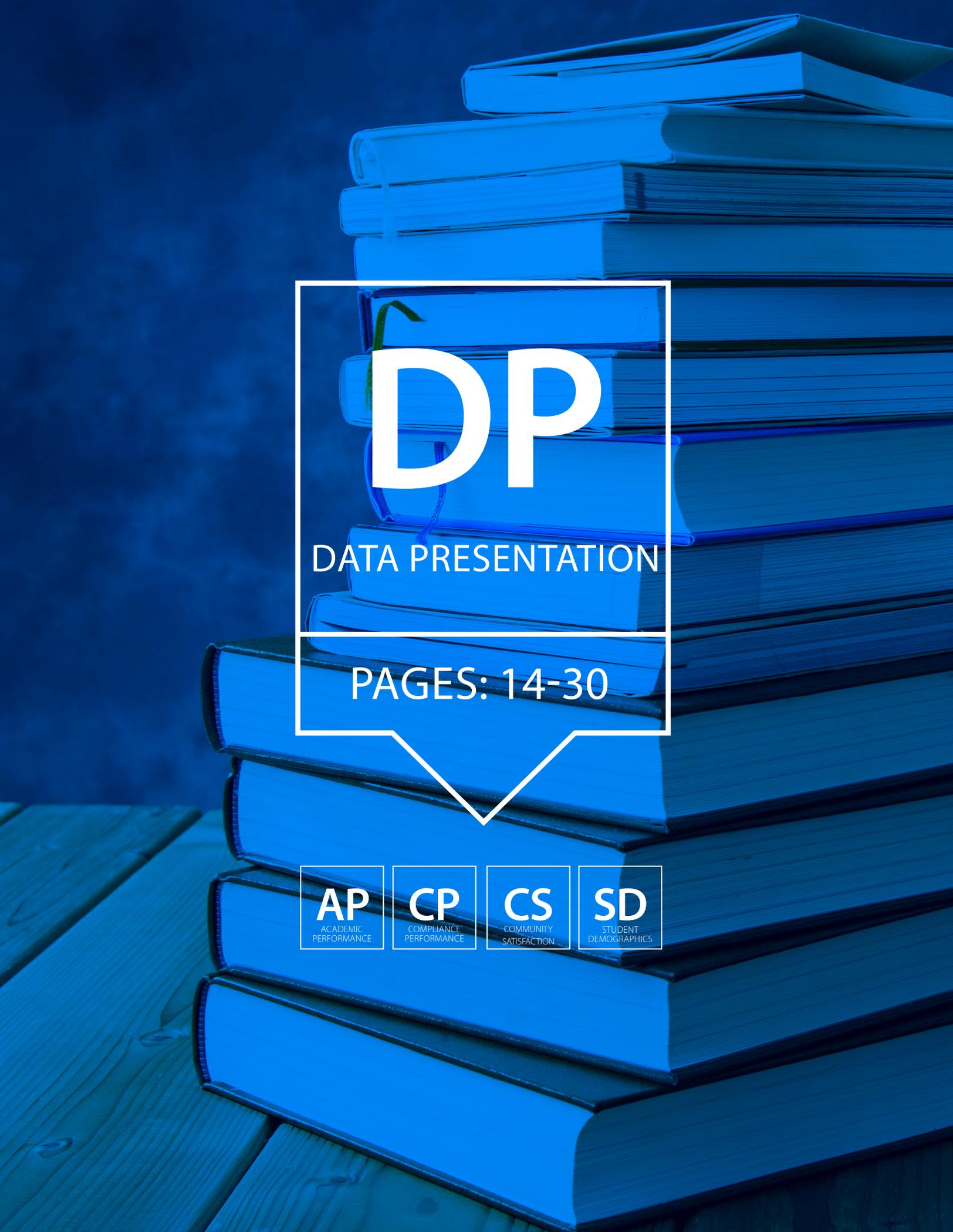
*Keisha Rattray (2011-12 to 2013-14)*

### CHARTER CHARACTERISTICS

SCHOOL YEAR	CHARTERED ENROLLMENT	ACTUAL ENROLLMENT	ACTUAL AS A PERCENTAGE OF CHARTERED ENROLLMENT	GRADES SERVED
2017-18	445	371	83%	K-8
2018-19	445	381	86%	K-8
2019-20	445	370	83%	K-8
2020-21	445	367	82%	K-8
2021-22	445	385	87%	K-8

### NOTEWORTHY

In 2018-19, the most recent year with credible state exam data, 95% of the charter's 4<sup>th</sup> grade students scored at or above proficient on the state science exam with 64% scoring at Level 4, the highest possible level.



DP

DATA PRESENTATION

PAGES: 14-30

AP

ACADEMIC  
PERFORMANCE

CP

COMPLIANCE  
PERFORMANCE

CS

COMMUNITY  
SATISFACTION

SD

STUDENT  
DEMOGRAPHICS

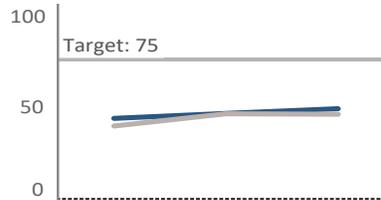


# ACADEMIC PERFORMANCE

## COMMUNITY PARTNERSHIP CHARTER SCHOOL EDUCATION CORPORATION: AGGREGATE ELA AND MATHEMATICS PERFORMANCE FOR ALL CHARTERS

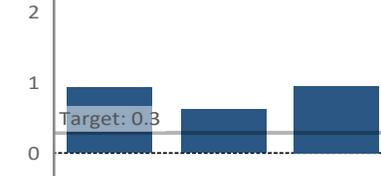
### Community Partnership Charter School Education Corporation EDUCATION CORPORATION AGGREGATE ENGLISH LANGUAGE ARTS PERFORMANCE

**Composite District Comparison.\*** The chart shows the percentage of students enrolled in at least their second year at **the education corporation's charters** performing at or above proficiency in comparison to that of students in the same tested grades in those charters' local districts.



Test Year	District %	Ed.Corp. %
2017	40	44
2018	46	46
2019	46	49

**Effect Size.** Charters are expected to exceed the predicted level of performance by an effect size of 0.3 or above. The chart shows a weighted average effect size for **all education corporation charters** administering state exams.



Test Year	Ed. Corp. Weighted Effect Size
2017	0.94
2018	0.63
2019	0.96

**Mean Growth Percentile.** The chart shows the unadjusted mean growth percentile for all students in grades 4-8 among **all education corporation charters**.



Test Year	Ed. Corp. Mean Growth Percentile
2017	53.6
2018	49.3
2019	49.3

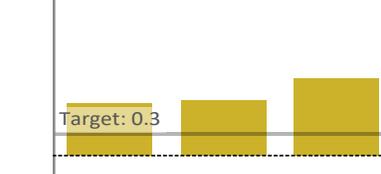
### EDUCATION CORPORATION AGGREGATE MATHEMATICS PERFORMANCE

**Composite District Comparison.\*** The chart shows the percentage of students enrolled in at least their second year at **the education corporation's charters** performing at or above proficiency in comparison to that of students in the same tested grades in those charters' local districts.



Test Year	District %	Ed.Corp. %
2017	35	43
2018	41	48
2019	42	57

**Effect Size.** Charters are expected to exceed the predicted level of performance by an effect size of 0.3 or above. The chart shows a weighted average effect size for **all education corporation charters** administering state exams.



Test Year	Ed. Corp. Weighted Effect Size
2017	0.70
2018	0.77
2019	1.05

**Mean Growth Percentile.** The chart shows the unadjusted mean growth percentile for all students in grades 4-8 among **all education corporation charters**.



Test Year	Ed. Corp. Mean Growth Percentile
2017	49.6
2018	52.6
2019	55.0

\* The composite district comparison is a weighted proficiency rate including all comparison grades from Districts/New York City Community School Districts ("CSDs") in which a charter in the education corporation is located. The data reflect results for all charters in the education corporation that have produced New York State exam results.

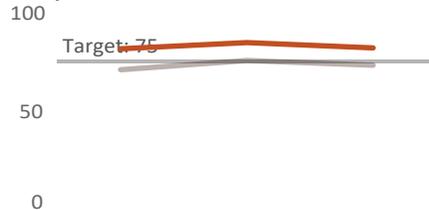


# ACADEMIC PERFORMANCE

## COMMUNITY PARTNERSHIP CHARTER SCHOOL EDUCATION CORPORATION: AGGREGATE SCIENCE PERFORMANCE FOR ALL CHARTERS

### Community Partnership Charter School Education Corporation EDUCATION CORPORATION AGGREGATE SCIENCE PERFORMANCE

**Composite District Comparison.** The chart shows the percentage of students enrolled in at least their second year at the education corporation performing at or above proficiency in comparison to that of students in the same tested grades in those charters' local districts.



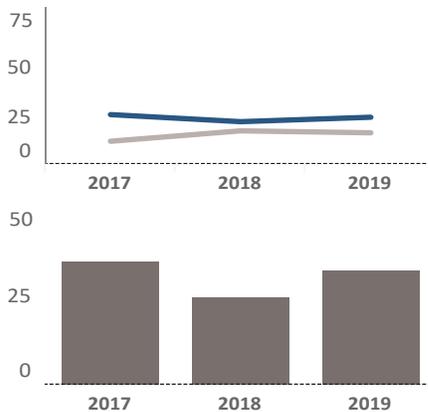
Test Year	District %	Ed.Corp. %
2017	71	81
2018	76	85
2019	73	82

### BASELINE INTERNAL ASSESSMENT RESULTS 2020-21 ELA AND MATHEMATICS - I-READY\*

Measure	Subgroup	Target	BWC II		Community Partnership		
			Tested	Results	Target	Tested	Results
Growth	All students	100%	307	174%	100%	208	157%
Equity 1	Gap closing	110%	125	183%	110%	86	163%
Equity 2	Students with disabilities	175%	69	165%	151%	50	117%
Absolute	2+ students	75%	291	36%	75%	193	36%

Measure	Subgroup	Target	BWC II		Community Partnership		
			Tested	Results	Target	Tested	Results
Growth	All students	100%	306	128%	100%	210	115%
Equity 1	Gap closing	110%	94	133%	110%	83	173%
Equity 2	Students with disabilities	127%	69	128%	115%	49	121%
Absolute	2+ students	75%	290	34%	75%	196	26%

### AGGREGATE PERFORMANCE OF STUDENTS WITH DISABILITIES AND ELLS FOR EDUCATION CORPORATION\*\*



Ed. Corp. Enrollment Receiving Mandated Academic Services	122	147	158
Tested on State Exam	82	100	103
Ed. Corp. Percent Proficient on ELA Exam	25.6	22.0	24.3
Composite District Percent Proficient	12.0	17.3	16.3
Ed. Corp. ELL Enrollment	71	70	67
Tested on NYSESLAT Exam	58	69	66
Ed. Corp. Percent 'Commanding' or Making Progress on NYSESLAT	34.5	24.6	31.8

\* For description of internal assessments, see section 1A.  
\*\*The academic outcome data about the performance of students receiving special education services and ELLs above is not tied to separate goals in a charter's formal Accountability Plan. The NYSESLAT, the New York State English as a Second Language Achievement Test, is a standardized state exam. "Making Progress" is defined as moving up at least one level of proficiency. Student scores fall into five categories/proficiency levels: Entering; Emerging; Transitioning; Expanding; and, Commanding.

## ACADEMIC PERFORMANCE



### HAS THE EDUCATION CORPORATION MET OR COME CLOSE TO MEETING ITS ACADEMIC ACCOUNTABILITY PLAN GOALS?

Both Community Partnership Schools charters met or came close to meeting their key academic Accountability Plan goals over the charter term. In each year with available state exam data, the education corporation posted aggregate proficiency rates in English language arts (“ELA”) and mathematics that exceeded the composite district performance and posted aggregate effect sizes above the target of 0.3. In the absence of data suitable for analysis in 2020-21, Community Partnership Schools used the nationally normed i-Ready assessment to demonstrate student achievement and progress. The education corporation also posted science results above the absolute and comparative targets each year, and its charters remained in good standing according to the state’s accountability system.

From 2016-17 to 2018-19, the three years during which credible state exam results are available, both charters met or came close to meeting their ELA and mathematics goals during the majority of years. BWC II posted proficiency rates that exceeded the district in both subjects in every year. The charter also posted effect sizes above the target of 0.3 each year indicating that the charter performed higher than expected to a large degree compared to demographically similar schools across the state. Although the charter’s mean growth percentiles were not consistently above the target of 50, BWC II’s absolute performance remained high. Community Partnership posted proficiency rates lower than the district performance each year in ELA and during the first two years of the Accountability Period in mathematics. In comparison to schools across the state enrolling similar percentages of economically disadvantaged students, the charter performed slightly higher than expected each year. Notably, Community Partnership posted mean growth percentiles at or above the target of 50 in both subjects every year.

Given the absence of reliable and credible performance data from the state’s ELA and mathematics assessments for 3<sup>rd</sup> – 8<sup>th</sup> grade students in 2019-20 and 2020-21, the Institute worked with charters and testing experts to develop a set of performance measures for use with internal and nationally normed assessments. The measures provide a guidepost for schools and the general public to understand performance growth and grade level proficiency in ELA and mathematics. This year, the measures serve to establish a baseline for future analyses of school performance. The measures are:

1. Growth Measure: Each year, students grow at the normed rate according to the beginning of year baseline score.
2. Equity Measure 1: Each year, the median growth of students with low initial absolute achievement is greater than the target.
3. Equity Measure 2: Each year, the median growth of students with disabilities, English language learners, and/or other disadvantaged student groups is greater than the median growth of the charter’s general education students.
4. Absolute Measure: Each year, 75 percent of 3<sup>rd</sup> through 8<sup>th</sup> grade students who are enrolled in at least their second year will perform at or above the equivalent of grade level standards.

## ACADEMIC PERFORMANCE

Community Partnership Schools administered the i-Ready assessment to monitor student growth and achievement in 2020-21. That year, the percentage of students enrolled in at least their second year at BWC II scoring at or above the proficiency equivalent was 36% in ELA and 34% in mathematics. At Community Partnership, the rate was 36% in ELA and 26% in mathematics. Although these absolute results fell below the target of 75%, both charters demonstrated high growth for all students in both subjects. In 2020-21, the charters' median percent progress to annual typical growth for all students and students who scored far below proficiency in the fall exceeded the targets in both ELA and mathematics. Notably, students with disabilities at both charters posted growth results that surpassed their general education peers in mathematics.

## ACADEMIC PERFORMANCE

### BENCHMARK SUMMARY

#### ASSESSMENT

Community Partnership Schools has an assessment system that improves instructional effectiveness and student learning. The charters regularly administer a combination of valid and reliable norm-referenced assessments and internally developed formative assessments to monitor student progress and mastery of standards across all grades. The charters administer the Fountas and Pinnell Benchmark Assessment System (“F&P”) to track student progress, identify students for small group reading instruction, and make appropriate curricular adjustments. Teachers across charters and grades use and modify summative assessments from Eureka Math and Math Fishtank for daily exit tickets, mid and end of unit assessments, and quizzes. To assess writing in 1<sup>st</sup> – 5<sup>th</sup> grade, the charters administer the Writing Performance Assessment by Teachers College Reading and Writing Project. In the absence of the New York State tests due to COVID-19, Community Partnership Schools began administering the NWEA MAP assessments for students in 3<sup>rd</sup> – 8<sup>th</sup> grade in June 2020 to monitor student progress toward mastery of standards and evaluate the curricular program. In 2021-22, the charters began administering i-Ready across all grades to track student performance on grade level standards throughout the school year.

Community Partnership Schools has a robust data analysis system across both charters to analyze assessment results and provide actionable information to all stakeholders throughout the school year. Charter leaders review and analyze data from all content areas and departments weekly. Leaders share and discuss data analysis with grade team leads who then disseminate the data to teachers. Leaders across both charters discuss and share higher level trends at network-wide leadership team meetings held twice a month. Teachers in all grades use data from formative assessments, such as quick checks for understanding, daily and weekly exit tickets, and quizzes, to quickly adjust instruction and monitor student progress toward meeting targeted goals across classrooms. To close gaps and mitigate learning loss, teachers use data from Khan Academy and i-Ready assessments, which teachers administer daily during enrichment and intervention blocks. Leaders and teachers review data consistently to ensure ongoing regrouping of students that addresses students’ targeted needs and effective evaluation of students’ academic progress.

#### CURRICULUM

Community Partnership Schools has a curricular framework that supports teachers in knowing what to teach and when to teach it. Curricular materials are rigorous, aligned to New York state standards, and support teachers in instructional planning. Teachers have access to supporting curricular materials such as curricular maps, pacing guides, and lesson plans for effective instruction. Teachers also participate in curricular professional development at the network level with network leaders and curricular consultants to share resources and help plan purposeful lessons. Co-teachers and grade level teams at each individual charter have clear systems in place to plan and collaborate on the curricular program. Network leaders recognize an opportunity to cultivate more collaboration across charters to more closely align the charter’s implementation of the curricular programs.

## ACADEMIC PERFORMANCE

Two years into the charter term, the charters transitioned to Match Fishtank for middle school program ELA and mathematics to increase the quality of teaching materials and provide more support to teachers in delivering rigorous instruction. Community Partnership Schools introduced Eureka Math this year in the lower grades for its fluency component and differentiated problem sets to support teachers in teaching grade level content while still providing remedial help to students. Teachers use the tools from the Eureka Math curriculum to address concept development gaps while still teaching grade level content. The lower school program also uses Wilson Foundations and Teachers College Reading and Writing Project in addition to Match Fishtank and Eureka Math for its critical foundational literacy skills such as reading fluency, phonics, spelling, handwriting, and comprehension strategies.

In response to learning gaps accrued during the COVID-19 pandemic, leadership teams across charters have adjusted pacing calendars to focus on grade level content for all students. In addition, leaders build clear structures to provide supports for students not ready to access grade level material by increasing mathematics professional development supports, adding curricular materials aligned to grade level standards, and increasing tutoring opportunities for our students. The charters prepared and supported teachers through the curricular shifts with targeted professional development, coaching, and support with lesson planning.

### PEDAGOGY

High quality instruction is evident at Community Partnership Schools. Teachers deliver purposeful lessons with clear objectives aligned to state standards. Teachers frequently refer to the lesson objective and often prompt students to re-state lesson objectives throughout the class. For example, in many classes, students were asked not only to read the objective, but to reflect on strategic questions that relate student thinking back to the day's objective throughout the class period. Teachers deliver most lessons through a gradual release model that maximizes learning time. Teachers often plan lessons in content teams, grade level teams, or with co-teachers. In many classrooms, the Institute observed teachers implement purposeful and differentiated plans for multiple groups of students. As a result, both students and teachers know what to do and when to do it.

Many teachers implement strategies such as cold call, turn and talk, and stop and jot to check student understanding in addition to using formative assessments. In some classrooms, the Institute observed teachers circulating and recording notes on student performance, or responding to student work live while students worked independently in an online platform. However, Community Partnership Schools has the opportunity to improve teachers' ability to check for understanding to gather meaningful data during lessons and pivot instruction based on student understanding. Network and charter leadership recognize a need to create more opportunities for teachers from both charters to collaborate and share best practices around checks for understanding.

Teachers at Community Partnership Schools continue to develop strategies to challenge students with questions and activities that develop depth of understanding and higher order thinking. In one humanities class, students defended their answers after the teacher provided students with turn and talk discussions, during which both teachers circulated, listened, and collected data on student responses. In another instance,

## ACADEMIC PERFORMANCE

co-teachers observed answers that students displayed on white boards and took notes on trends. Then, teachers utilized the data to inform a turn and talk that prompted students to discuss work with peers. In other classrooms, however, teachers missed opportunities to build higher order thinking skills and only called on a few students to respond to fact-based questions.

Across BWC II and Community Partnership, the Institute observed a culture of academic focus, achievement, and college preparation. Most teachers utilize effective classroom management strategies and routines to create a consistent focus on academic achievement and maximize learning time. The Institute observed teachers tracking student behavior on Class Dojo, a program that facilitates communication between teachers and families about instructional content and student behavior. In a lower grade class, one teacher followed a particularly rigorous class discussion of the objective with a brain break where students danced along to a mathematics themed song. Teachers also utilize engagement strategies such as narrating positive behavior and clear transitions.

### INSTRUCTIONAL LEADERSHIP

Community Partnership Schools has strong instructional leadership both at the network level and at each charter. Four of the five current principals come from within the teaching ranks of Community Partnership Schools, and all are dedicated to the charters. At the Community Partnership elementary program, the board of trustees hired a new principal in June 2018 and set milestones for school performance at the time of hiring in order to improve the academic performance. The principal and staff members have achieved notable progress in meeting the school's Accountability Plan goals.

Community Partnership Schools' network and school leadership establishes an environment of high expectations for student success. With a sense of urgency, the instructional leaders of each charter lead the teaching staff in implementing a robust student achievement data system that monitors the delivery of the curriculum and student progress in intervention programs. The interventions address the learning gaps of the charters' large at-risk population and mitigate the learning loss during the pandemic. Further, the network runs an after-school college readiness program for its middle school program graduates in order to help prepare students for college. Leaders' high expectations resulted in both charters performing significantly higher than similar public schools statewide according to family income and student economic disadvantage from the most recently available state testing data.

Each charter has a clear instructional leadership structure, comprising principals, assistant principals, academic deans, and teacher coaches, that systematically supports teachers. Leaders frequently and regularly observe classroom instruction concentrating on lesson delivery and the evaluation of informal student assessments. The leaders coach the teachers with informal feedback at one-on-one meetings and through email. The charters have a mentor teacher program for new staff members in which mentors provide informal coaching and support the lesson planning of their assigned staff members. Based on individual observations and coaching, leaders identify future schoolwide professional development topics.

## ACADEMIC PERFORMANCE

Community Partnership Schools leaders provide opportunities and guidance for principals to adopt curriculum and develop assessment systems. The network and instructional leaders meet weekly to share best practices, program implementation challenges, recruitment strategies, student data refinements, and online instructional resources. Within the charters, leaders provide opportunities and guidance for teachers to plan curriculum and instruction at weekly schoolwide meetings. Grade team leads facilitate weekly grade level meetings to evaluate student achievement data, review curricular units, and plan lessons.

Instructional leaders implement an ongoing network-wide and school-specific professional development program that focuses on using student achievement data, at-risk student interventions, curriculum delivery, and lesson planning. Charter staff members participate in a summer program to establish a common understanding of the curriculum, instruction, and the network's intervention program. Six times a year, teachers attend extended professional development sessions dedicated to reviewing student performance, identifying gaps in the curriculum, and creating plans for reteaching.

Through annual principal evaluations and using a well-understood evaluation protocol with clear criteria, Community Partnership Schools holds principals accountable for student achievement. The evaluation process includes personal goal setting opportunities and next steps for professional growth. Network leaders' evaluation of principals includes an emphasis on Accountability Plan student performance data and the use of achievement results in charters' instructional programs. School leaders in turn evaluate teachers by conducting a number of regularly scheduled formal observations, using a protocol with a clear set of criteria for rating the effectiveness of lesson delivery. These observations contribute to identifying teachers with leadership potential and to instituting teacher professional improvement plans.

### AT RISK PROGRAM

Community Partnership Schools meets the educational needs of at-risk students. Both charters follow specific protocols and procedures for identifying each sub-group of students. To identify students struggling academically, the charters implement a Response to Intervention ("RTI") process in which teachers and leaders review student academic performance data, then refer students for review. During review cycles, teachers work with leaders to identify specific interventions based on a three tier system with supports increasing as the tiers increase. If students do not make progress through the RTI process, then the charters will refer students for assessment by the district committee on special education to determine if the student is eligible for special education services. For English language learners ("ELLs"), the charters review available information from the NYCDOE if a student has been enrolled in a New York City district school, or, if the student is new to the system, the charters give a home language questionnaire at the time of enrollment. Leaders then conduct an interview if the survey indicates a student speaks a language other than English at home. Based on the results of the interview, the charter administers the New York State Identification Test for English Language Learners ("NYSITELL").

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The charters' special education programs work effectively to provide required academic services to students with disabilities. Each site has a special education coordinator who oversees compliance and quality of programming provided to students. Each charter implements an integrated co-teaching ("ICT") model as well as provides special education teacher support services ("SETSS") and related services. Special education teachers thoroughly review each student's individualized education program ("IEP") and share goals and other accommodations with general education teachers. During the renewal review, the Institute observed effective ICT strategy implementation such as the use of parallel teaching, alternate teaching, and one-teach, one-assist. In the majority of ICT classrooms, both teachers had a clear purpose for supporting students. Special education teachers are ultimately responsible for reviewing and reporting on student IEPs, and, at both charters, they work closely with general education teachers. Through common planning time and grade or content team meetings, teachers discuss specific strategies and needs to ensure that students with disabilities receive high quality support. Leaders review the needs and performance of students with disabilities on an ongoing basis and plan out specific professional development strategies to share best practices for the special education program.

Community Partnership Schools' ELL program is effective in supporting ELLs' English language acquisition. Each charter employs an appropriate number of ELL teachers based on ELL enrollment, and the charters support ELL teachers with ELL leads at each site who support with compliance and observing teachers. After close analysis of ELL achievement at the beginning of the 2021-22 school year, the charters recognized a trend that ELLs did not lose much learning but students did not make much progress throughout the remote learning period. To address the lack of progress, the charters implement many procedures and processes to support ELL learning. The charters are implementing i-Ready in Spanish to support learners as well as piloting the WIDA assessment, a test that assesses ELLs' English language acquisition progress. The education corporation is mindful of sharing resources between both charters, and some ELL teachers work at multiple sites in the education corporation. By doing this, both ELL and general education teachers have multiple resources and perspectives to support with building English language acquisition skills and strategies.

### ORGANIZATIONAL CAPACITY

Community Partnership Schools works effectively to deliver the educational program. With ongoing collaboration and coordination between network leaders and charter principals, as well as between network and charter operations staff, the network has established an administrative structure with staff members, operational systems, policies, and procedures that allow the charters to carry out the academic programs. With a network staff providing a full range of support services, including operations, human resources, communications, community outreach, and middle school alumni college readiness, the network effectively supports student recruitment, provides an abundance of instructional resources, addresses technology needs, spearheads high school planning, and, in general, responds to the exigencies of the pandemic including re-arranging school facilities, supplying enhanced technology to remote learners, and providing support to families.

## ACADEMIC PERFORMANCE

Community Partnership Schools establishes distinct lines of accountability with clearly defined roles and responsibilities. Within its reporting structure, network instructional leaders supervise the principals, who act as the rating officers of their respective staff members. Non-academic network staff members act as coordinators and a support structure for their non-academic school counterparts. Teachers know where to go for support in each charter.

The charters retain an experienced and dedicated staff. Notwithstanding staffing pressures because COVID-19 vaccine mandates and pandemic employment dislocations, 80 percent of the education corporation's teachers returned this year; a large majority are in at least their fifth year of teaching and have an overall average of three years of experience at the charters. The staff retention is partially attributable to opportunities for teacher's personal and professional growth through an active leadership pipeline. Four of five Community Partnership Schools' principals were internal promotions. The current mentor teachers provide teachers new to the profession with coaching opportunities. Grade team leaders act as curriculum and assessment resources for their peer teachers. This school year, Community Partnership Schools hired three founding high school level teachers to serve as 8<sup>th</sup> grade content teachers at both charters in addition to identifying the founding high school principal from current personnel. This personnel move strategically allows the founding 9<sup>th</sup> grade teachers to build relationships and gain a clear understanding of student performance and needs ahead of the founding of the high school program.

Community Partnership Schools maintains adequate student enrollment. Throughout the charter period, BWC II has experienced strong demand, while Community Partnership has faced enrollment challenges in some grades. In response, the network now has a communications and marketing director to support charters' student recruitment efforts including family outreach to strengthen the transition between elementary and middle school programs. As a result of the enhanced recruitment efforts, Community Partnership has increased its enrollment by almost 20 percent at the middle school program this current school year as compared to last school year. Overall, notwithstanding the challenges presented by the COVID-19 pandemic, 89 percent of the students currently enrolled in 1<sup>st</sup> – 8<sup>th</sup> grade returned from the previous school year. Further, demand is likely to benefit from a full Kindergarten – 12<sup>th</sup> grade program with the opening of the Community Partnership Schools' high school program. Community Partnership Schools has procedures in place to monitor schools' progress toward meeting enrollment and retention targets for special education students, ELLs, and students who qualify for free and reduced price lunch (i.e, economically disadvantaged) and adjusts its recruitment efforts accordingly. In addition to general recruitment efforts, the charters, with the network, worked to engage in comprehensive community outreach including approaching parents in homeless shelters and parents with children in bilingual pre-school programs as well as parents of children with special needs. The charters provide school information that emphasizes both the academic program and social-emotional support services for students and families.

Community Partnership Schools regularly monitors and evaluates the charters' programs and makes changes if necessary. The network utilizes formal assessments to monitor the performance of at-risk students, the scope of the curriculum in addressing state learning standards, and charters' overall academic performance. The

## ACADEMIC PERFORMANCE

network also disaggregates data to pinpoint grade levels and skill areas that need special attention. Because of the network's concern for using clear and consistent metrics to track student growth for the entire year, it actively conducts due diligence to identify valid and reliable assessment programs. As a result of current monitoring, the network has emphasized particular grade levels that need additional support and ELA skill areas for special focus.

### BOARD OVERSIGHT & GOVERNANCE

The Community Partnership Schools' board works effectively to achieve each charter's Accountability Plan goals. Board members have a wide range of experiences and skills and are self-reflective about needs to round out membership. As the board recently applied to expand to high school programming for both charters, the board is actively seeking members with high school level experience as well as leadership experience to help provide oversight of the education corporation's expansion. The board also recognizes a need to recruit an individual with marketing experience to help with recruitment efforts. The Community Partnership Schools' board works effectively with a committee structure. The executive committee, in efforts to monitor issues with the ongoing COVID-19 pandemic, meets on a weekly basis with charter leadership to provide any additional support. The finance and academic committees meet on a monthly basis and review reporting in the respective areas, ask questions, and then prepare a report to the full board. At the time of the renewal review, the board just formed a high school committee as a planning committee to support network and charter based leaders with planning the formation of the high school, which is slated to open in fall 2022.

The Community Partnership Schools board is active in its oversight of both charters. Over the remote learning period, members observed classrooms virtually to gain an understanding of the issues and successes that occurred during remote learning periods. Charter leaders present at academic committee meetings, and board members have a rotational schedule to visit each site and speak with each principal. The board regularly reviews data dashboards for each charter including information on enrollment, academic performance, and other co-academic factors. Based on observations, discussions with network and charter leaders, and data reviews, the board sets clear priorities on an annual basis. For 2021-22, the board prioritizes academic programming, social emotional learning, safety of students, staff members, and families, supporting the morale of staff members, and utilizing technology based tools to enhance learning. An additional priority the board focuses on this year with the network is building the high school program. During the 2019-20 school year, the board and network began engaging consultants to get a clear and thorough understanding of developing a high school program. The high school planning committee developed a clear understanding of the curricular arc needed to build a full 9<sup>th</sup> – 12<sup>th</sup> grade program. The Institute acknowledges that the BWC II revision application to expand to high school grades was thorough and detailed giving the Institute the confidence in the network and education corporation's ability to successfully launch the program in fall 2022.

## ACADEMIC PERFORMANCE

At the education corporation's last renewal, the SUNY Trustees expressed concern with the performance of Community Partnership's academic performance. Afterward, the board worked closely with the network to develop a turnaround plan to correct the course of Community Partnership. The board was intentional with setting clear, specific, and tangible benchmarks for network staff members to support the charter. The board then monitored these benchmarks closely and implemented many other changes to support the turnaround efforts of the charter. This included looking closely at staffing at the charter and bringing in new leadership to lead turnarounds.

The Institute observed effective teaching and learning in Community Partnership classrooms as a result of the charter's efforts to improve overall systems. The board utilizes annual retreats to deep dive into charter issues and develop priorities. The plan for the 2021-22 retreat will be to continue planning for the high school launch and to analyze student achievement results to clearly understand any learning loss that took place as a result of the COVID-19 pandemic, and then to develop clear milestones and action plans for the education corporation and network to focus on for the next few years.

The board also closely monitors the memorandum of understanding between the education corporation and the Beginning with Children Foundation, Inc. The board works closely with the chief schools officer and managing director of teaching and learning on behalf of the network. The board also engages regularly with each principal. Through these reporting structures, the board gains a strong understanding of the support provided by the network as well as areas for increased support. The board and network have an effective working relationship and the board has clear mechanisms in place to hold the network accountable.

The board materially and substantially implements, maintains, and abides by adequate and appropriate policies, systems, and processes to ensure the effective governance and oversight of the charters. The board demonstrates a clear understanding of its role in holding the charters' leadership accountable for high academic achievement and fiscal soundness as well as the partner organization accountable for the programming and services it provides to ensure a continually beneficial relationship between the charter and the partner organization. The board received regular reports from the finance, governance, and academic committees as well as individual reports from each of the elementary and middle school sites. Minutes reflect the board properly convenes executive sessions and takes action therein. The board manages conflicts of interest in a transparent manner in accordance with applicable laws. Through the legal committee, the board regularly review policies and handbooks. The parent teacher council provides regular reporting. In addition to academic progress, during the pandemic, the board received detailed information regarding remote/in-person learning participation, school achievement goals, school climate goals, student enrollment, technology, student recruitment, and staff retention and recruitment. Meetings are held in accordance with the Open Meetings Law and meetings minutes clearly reflect school business. Minutes reflect the board implements a comprehensive code of ethics and conflicts of interest policy in accordance with applicable law.

## COMPLIANCE REPORTING



### HAS THE EDUCATION CORPORATION SUBSTANTIALLY COMPLIED WITH APPLICABLE LAWS, RULES AND REGULATIONS, AND PROVISIONS OF ITS CHARTER?

*The education corporation substantially complies with applicable laws, rules and regulations, and provisions of its charter. During the current charter term, the education corporation demonstrates a clear record of compliance with the terms of its charter including the timely submission of required reporting to the Institute.*

#### BEGINNING WITH CHILDREN CHARTER SCHOOL II

##### **Teacher Certification**

The Act allows charters to hire up to 15 uncertified faculty members contingent upon those teachers meeting certain requirements including: two years of Teach for America experience; three years of teaching experience; status as a higher education professor; exceptional experience in a subject; or, teaching science, technology, engineering, and mathematics (STEM) or career and technical education courses.

BWC II is within the limit of uncertified teachers allowed by the Act. Two of those teachers do not meet the Act's additional criteria. The charter works with the New York City Charter School Center providing each teacher one-to-one consultation and tracking. The charter also provide a tuition assistance program for teachers pursuing graduate level credits and certification testing.

#### COMMUNITY PARTNERSHIP CHARTER SCHOOL

##### **Complaints**

The Institute received one formal complaint alleging the education corporation engaged in offensive and discriminatory questioning during a job interview. The Institute did not find evidence of discrimination and the complainant did not have standing as the individual was not the job applicant.

##### **Teacher Certification**

Community Partnership employs two uncertified teachers more than allowed by the Act. Two of those teachers do not meet the additional criteria. The charter also works with the New York City Charter School Center providing each teacher one-to-one consultation and tracking. The charter also provides a tuition assistance program for teachers pursuing graduate level credits and certification testing.

## COMMUNITY SATISFACTION

To report on parent satisfaction with the charter’s program, the Institute used satisfaction survey data, information gathered from a focus group of parents representing a cross section of students, and data regarding persistence in enrollment.

### PARENT SATISFACTION: SURVEY RESULTS

RESPONSE RATE <b>28%</b>	OVERALL SATISFACTION <b>98%</b>	TRUST <b>99%</b>	EFFECTIVE SCHOOL LEADERSHIP <b>99%</b>	STRONG FAMILY & COMMUNITY TIES <b>97%</b>
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#### ***Parent Survey Data***

The Institute compiled data from the NYCDOE’s annual family survey. The NYCDOE survey measures a variety of areas to gauge family satisfaction, such as trust, leadership, and communication. The Institute and NYCDOE recognize that participation rates over the COVID-19 pandemic have been lower than previous years. In 2019-20, across both charters, 28% of families responded to the survey. Of those respondents, 98% indicated satisfaction with the programs at both BWC II and Community Partnership.

#### ***Parent Focus Group***

The Institute asks all charters facing renewal to convene a representative set of parents for a focus group discussion. A representative set includes parents of students in attendance at the charter for multiple years, parents of students new to the charter, parents of students receiving general education services, parents of students with special needs, and parents of ELLs. The 15 family members in attendance from both charters expressed high levels of satisfaction with communication and programming at BWC II and Community Partnership. Families shared that both charters have effective communication systems in place to keep them well-informed about student achievement. Families also appreciate the Beginning with Children Legacy Network that provides supports to students in high school and college. Families also mentioned that during the remote and hybrid learning periods that they felt the charters took every precaution possible and did an excellent job of transferring the academic program to a remote environment. Families also appreciated having a ‘quarantine cafe,’ which provided a forum for families to come together and express various needs and served as a method for supporting families’ social emotional well being.

#### ***Public Comments***

In accordance with the Act, the Institute notified the district in which the charters are located regarding the Application for Charter Renewal. The full text of any written comments received from the district appears below, which also includes a summary of any public comments.

The NYCDOE held its required hearing on BWC II’s renewal application on October 28, 2021 by videoconference. Eight people spoke in support of the application. The Community Partnership Schools’ board chair spoke to the 20 year history of the charter and its focus on creative problem solving connecting students to the world outside the

## COMMUNITY SATISFACTION

classroom. The board chair stated the charter looks to continue supports through a new high school program as well as support for students through college through academic and career access programs. Staff spoke to the supportive yet rigorous environment created for students as evidenced by academic outcomes. No one spoke in opposition.

The NYCDOE held its required hearing on Community Partnership's renewal application on October 28, 2021 by videoconference. Three people spoke in support of the application. The Community Partnership Schools' board chair spoke to the history of the charter and its focus on creative problem solving connecting students to the world outside the classroom. The charter looks to continue supports with the offering of a high school program and supports to alumni through continued academic and career access programs. Staff spoke to the supportive yet rigorous environment created for students as evidenced by academic outcomes. Staff spoke to the collaboration and support between the campuses creating a community where staff and students want to be and thrive. Parents spoke of the caring and attentive staff that focus students to do great things with their lives. No one spoke in opposition.

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**Persistence in Enrollment** An additional indicator of parent satisfaction is persistence in enrollment. In 2020-21, 89% of Community Partnership Schools' students returned from the previous year. Student persistence data from previous years of the charter term is available in student demographics section of the report.

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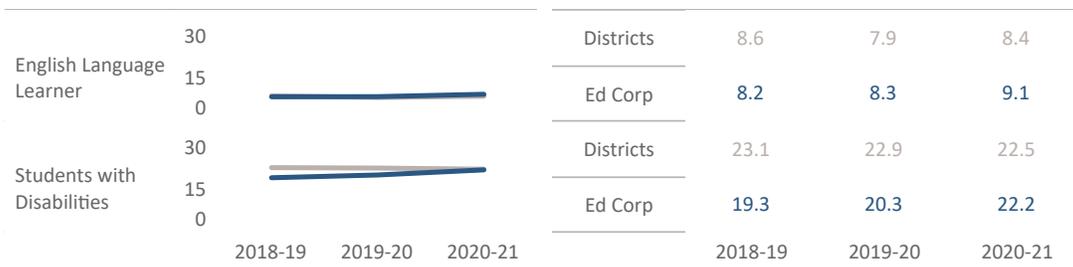
*The Institute derived the statistical information on persistence in enrollment from its database. No comparative data from the NYCDOE or the New York State Education Department ("NYSED") is available to the Institute to provide either district or statewide context.*



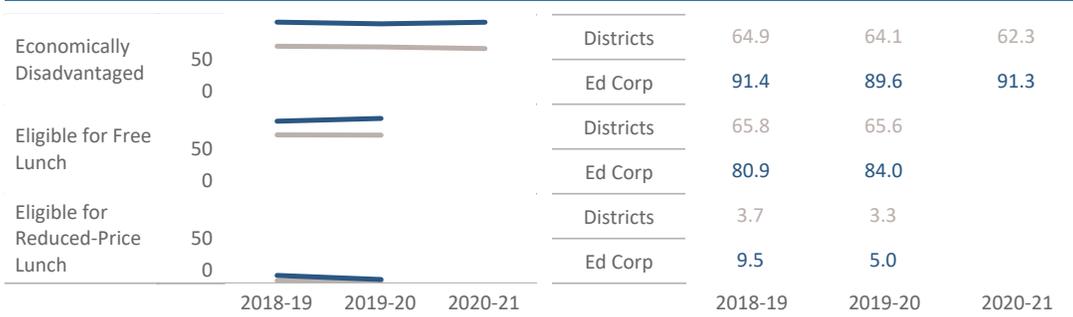
# STUDENT DEMOGRAPHICS

## Community Partnership Charter School Education Corporation Aggregate Education Corporation Enrollment and Persistence

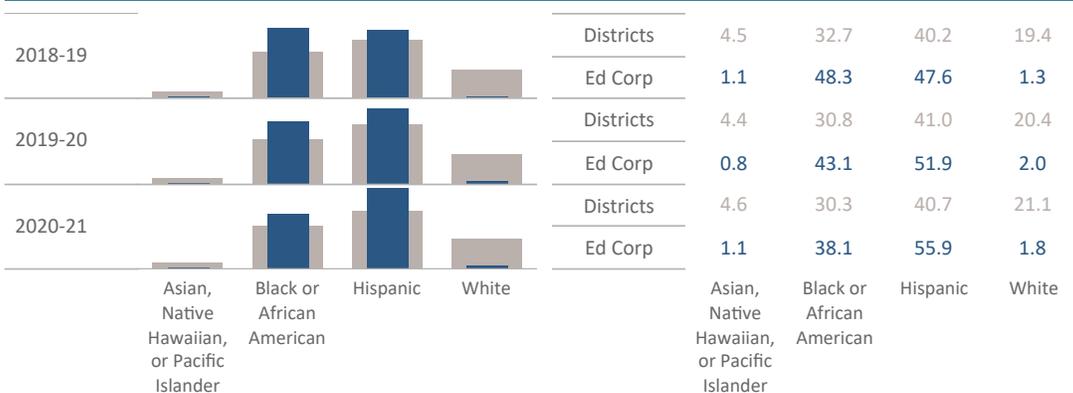
### Aggregate Education Corporation Demographics: Special Populations



### Aggregate Education Corporation Demographics: Free/Reduced Lunch



### Aggregate Education Corporation Demographics: Race/Ethnicity



### Aggregate Education Corporation Persistence in Enrollment

2018-19	2018-19	84.1
2019-20	2019-20	83.3
2020-21	2020-21	89.3

\* Data reported in these charts reflect BEDS day enrollment counts as reported by the NYSED except for the charter's 2020-21 ELL enrollment which reflects data reported by the education corporation and validated by the Institute.

## STUDENT DEMOGRAPHICS

### ENROLLMENT AND RETENTION TARGETS

As required by Education Law § 2851(4)(e), a charter must include in its renewal application information regarding the efforts it will put in place to meet or exceed SUNY’s enrollment and retention targets for students with disabilities, ELLs, and students who are eligible applicants for the federal Free and Reduced Price Lunch (“FRPL”) program. The Institute examines each charter’s progress toward meeting or coming close to meeting its targets over the charter term as well as the efforts it has and will put in place to meet or continue to meet those targets.

Community Partnership Schools makes good faith efforts to meet its enrollment and retention targets for both BWC II and Community Partnership. Working with network leadership, the charters will use the following efforts to recruit subgroups of students:

- Mailing out information about both charters’ programs and supports for economically disadvantaged students, ELLs, and students with disabilities;
- Utilizing web-based resources to advertise the charters and their programming;
- Canvassing local businesses, employment centers, child care centers, and apartment complexes;
- Holding family events, such as book fairs, in the charters’ respective communities;
- Hosting family educational workshops for families with children from birth to five (called the Panther Cubs Program) to engage families with educational workshops and build awareness of both BWC II and Community Partnership as educational options in families’ respective neighborhoods; and,
- Translating all promotional materials into predominant languages other than English in the charters’ community, which include Spanish, Haitian Creole, Mandarin, and French.



## FISCAL ANALYSIS

### IS THE EDUCATION CORPORATION FISCALLY SOUND?

*Community Partnership Charter School Education Corporation is fiscally sound as are its charters, Beginning with Children Charter School II and Community Partnership Charter School, based on the Institute’s review of the fiscal evidence collected through the renewal review. The SUNY Fiscal Dashboard presents color-coded tables and charts indicating that each charter up for renewal and the education corporation have demonstrated fiscal soundness over the majority of the charter term.<sup>3</sup> The fiscal dashboard for each charter and the merged education corporation can be found at the end of this section. The discussion that follows relates mainly to the Community Partnership Charter School Education Corporation because a charter is not a legally distinct fiscal entity.*



Community Partnership Schools has adequate financial resources to ensure stable operations. Effective October 1, 2014, the two charters merged with Community Partnership being the surviving entity. In addition to analyzing the soundness of each charter, the Institute analyzed the soundness of the not-for-profit education corporation granted the authority to operate the charters and finds it too is fiscally sound.

The partner organization, Beginning with Children Foundation, Inc., supports Community Partnership Schools in the area of academic program, fiscal management and operational support, human resources, technology, and public relations under the terms of a memorandum of understanding that reflects an 11% fee over the charter term. The financial model is intended to ensure that all fully enrolled schools are financially sustainable, operating the school’s program solely through public funding.



### DOES THE EDUCATION CORPORATION OPERATE THE CHARTERS PURSUANT TO A FISCAL PLAN WITH REALISTIC BUDGETS THAT THE EDUCATION CORPORATION MONITORS AND ADJUSTS WHEN APPROPRIATE?

***The education corporation operates pursuant to a long-range financial plan in which the education corporation creates realistic budgets that it monitors and adjusts when appropriate. The following elements are generally present:***

INDICATORS	EVIDENT?
The education corporation has clear budgetary objectives for the charters and budget preparation procedures.	+

3. 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.

“+” : This indicator is generally present.

“-” : This indicator is generally not present.

“P” : The education corporation is progressing toward this indicator being present.

“N/A” : This indicator is not applicable.

## FISCAL ANALYSIS

Education corporation board members, charter management, and staff members contribute to the charter budget process, as appropriate. **+**

The education corporation frequently compares its long-range fiscal plan for the charters to actual progress and adjusts it to meet changing conditions. **+**

The education corporation routinely analyzes budget variances for the charters; the education corporation board addresses material variances and makes necessary revisions. **+**

Actual charter expenses are equal to, or less than, actual charter revenue with no material exceptions. **-**

During the current charter term, the education corporation reported net operating losses in three of the four years. This is due to the losses at Community Partnership caused by low enrollment, which the education corporation is addressing. BWC II reported operating surpluses in each year of the current charter term. These losses have been offset by accumulated surpluses from the initial charter term. However, these losses are beginning to deplete unrestricted net assets and the education corporation will need to generate surpluses in the next charter term to remain fiscally strong.

### DOES THE EDUCATION CORPORATION MAINTAIN APPROPRIATE INTERNAL CONTROLS AND PROCEDURES?

*The education corporation maintains appropriate internal controls and procedures, which the charters implement. The following elements are generally present:*

INDICATORS	EVIDENT?
The education corporation has a history of sound fiscal policies, procedures and practices, and maintains appropriate internal controls at the charters.	<b>+</b>
The most recent education corporation audit report, which covers fiscal operations for the charters, was free of any significant deficiencies or material weaknesses in internal controls.	<b>+</b>
The education corporation reviews and updates its Financial Policies and Procedures manual, which covers the charters, on a regular basis.	<b>DECEMBER 2021</b>

## FISCAL ANALYSIS

### DOES THE EDUCATION CORPORATION COMPLY WITH FINANCIAL REPORTING REQUIREMENTS?

*The education corporation complies with financial reporting requirements by providing the SUNY Trustees and NYSED with required financial reports that are on time, complete, and follow generally accepted accounting principles. The following reports, which include information about the charters, have generally been filed in a timely, accurate, and complete manner:*

INDICATORS	EVIDENT?
Annual financial statement audit reports, including federal Single Audit report, if applicable.	+
Annual budgets.	+
Un-audited quarterly reports of income, expenses, and enrollment.	+
Bi-monthly enrollment reports to the sending districts and, if applicable, to NYSED including proper documentation regarding the level of special education services provided to students.	+
Grant expenditure reports.	+

### DOES THE EDUCATION CORPORATION MAINTAIN ADEQUATE FINANCIAL RESOURCES TO ENSURE STABLE OPERATIONS?

*The education corporation maintains adequate financial resources for the charters to ensure stable operations. Critical financial needs of the charters are not dependent on variable income (grants, donations and fundraising). The following elements are generally present:*

INDICATORS	EVIDENT?
The education corporation maintains sufficient cash on hand to pay current bills of the charters and those that are due shortly.	+
The education corporation maintains adequate liquid reserves to fund expenses, including those of the charters, in the event of income loss (generally 30 days).	+

## FISCAL ANALYSIS

The education corporation prepares and monitors cash flow projections for the charters.	<b>+</b>
If the education corporation includes philanthropy in its budget for the charters, it monitors progress toward its development goals on a periodic basis.	<b>+</b>
If necessary, the education corporation pursues district state aid intercepts with NYSED to ensure adequate per pupil funding for the charter.	<b>N/A</b>
The education corporation accumulates unrestricted net assets that are equal to or exceed two percent of each charters' operating budget for the upcoming year.	<b>+</b>
The education corporation is in compliance with all loan covenants related to the charters.	<b>N/A</b>

The education corporation benefits from a combined balance sheet, which is a combination of each charter's assets and liabilities. In order to track the operations of any individual charter within a merged education corporation, the Institute tracks each individual charter's revenues and expenses in order to report operating surpluses or deficits. As of June 30, 2021, the education corporation fiscal dashboard reflects the merged entity as fiscally strong with \$2.9 million in net assets and 2.2 months of cash on hand to pay liabilities due shortly. The education corporation's Working Capital Ratio reflected a high risk rating as of June 30, 2021 due to the timing of long term debt maturities. However, Community Partnership Schools applied for debt forgiveness and received approval subsequent to the audit in August 2021. Therefore, the debt will no longer have a negative impact on the calculation of working capital. Community Partnership Schools has funded and maintained the required \$150,000 in a separate escrow account in case of dissolution of either charter.

## FISCAL ANALYSIS

### BEGINNING WITH CHILDREN CHARTER SCHOOL II

NOTE: Effective 2014-15, the charter merged finances with the education corporation, "Community Partnership Charter School Education Corporation." Accordingly, see the education corporation report containing the "Balance Sheet" for all charters merged into the education corporation.

#### CHARTER INFORMATION

#### BALANCE SHEET

##### 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

Deferred Rent/Lease Liability  
All other L-T debt and notes payable, net current maturities

##### Total Liabilities - GRAPH 1

##### Net Assets

Without Donor Restrictions  
With Donor Restrictions

##### 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  
NYC DoE Rental Assistance  
Food Service/Child Nutrition Program

##### Total Operating Revenue

##### Expenses

Regular Education  
SPED  
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 Temporally 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

	MERGED	MERGED	MERGED	MERGED	Opened 2012-13 MERGED
	2016 17	2017 18	2018 19	2019 20	2020 21
Cash and Cash Equivalents - GRAPH 1	-	-	-	-	-
Grants and Contracts Receivable	-	-	-	-	-
Accounts Receivable	-	-	-	-	-
Prepaid Expenses	-	-	-	-	-
Contributions and Other Receivables	-	-	-	-	-
<b>Total Current Assets - GRAPH 1</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>
Property, Building and Equipment, net	-	-	-	-	-
Other Assets	-	-	-	-	-
<b>Total Assets - GRAPH 1</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>
Accounts Payable and Accrued Expenses	-	-	-	-	-
Accrued Payroll and Benefits	-	-	-	-	-
Deferred Revenue	-	-	-	-	-
Current Maturities of Long-Term Debt	-	-	-	-	-
Short Term Debt - Bonds, Notes Payable	-	-	-	-	-
Other	-	-	-	-	-
<b>Total Current Liabilities - GRAPH 1</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>
Deferred Rent/Lease Liability	-	-	-	-	-
All other L-T debt and notes payable, net current maturities	-	-	-	-	-
<b>Total Liabilities - GRAPH 1</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>
Without Donor Restrictions	-	-	-	-	-
With Donor Restrictions	-	-	-	-	-
<b>Total Net Assets</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>
<b>Total Liabilities and Net Assets</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>
Resident Student Enrollment	4,221,369	5,231,815	6,387,790	7,337,499	7,751,600
Students with Disabilities	473,278	604,246	788,930	1,071,284	1,106,964
State and local	-	-	157,250	190,654	224,404
Federal - Title and IDEA	180,888	217,393	45,235	56,344	65,882
Federal - Other	-	-	15,019	62,314	178,207
Other	-	-	-	-	-
NYC DoE Rental Assistance	-	-	383,215	665,791	763,751
Food Service/Child Nutrition Program	-	-	-	-	-
<b>Total Operating Revenue</b>	<b>4,875,535</b>	<b>6,053,454</b>	<b>7,777,439</b>	<b>9,383,886</b>	<b>10,090,808</b>
Regular Education	4,395,366	5,375,574	5,282,612	5,721,317	6,260,381
SPED	1,185,985	1,220,788	2,424,468	2,907,761	3,091,320
Other	-	-	-	-	-
<b>Total Program Services</b>	<b>5,581,351</b>	<b>6,596,363</b>	<b>7,707,080</b>	<b>8,629,078</b>	<b>9,351,701</b>
Management and General	320,936	514,018	566,350	572,900	728,253
Fundraising	50,590	66,982	69,456	82,548	85,249
<b>Total Expenses - GRAPHS 2, 3 &amp; 4</b>	<b>5,952,877</b>	<b>7,177,362</b>	<b>8,342,886</b>	<b>9,284,526</b>	<b>10,165,203</b>
<b>Surplus / (Deficit) From School Operations</b>	<b>(1,077,342)</b>	<b>(1,123,908)</b>	<b>(565,447)</b>	<b>99,360</b>	<b>(74,395)</b>
Contributions	852,610	858,354	542,775	377,985	350,750
Fundraising	-	9,467	-	-	-
Miscellaneous Income	12,361	-	62,034	62,471	12
Net assets released from restriction	-	-	-	-	-
<b>Total Support and Other Revenue</b>	<b>864,971</b>	<b>867,821</b>	<b>604,809</b>	<b>440,456</b>	<b>350,762</b>
Total Unrestricted Revenue	5,740,506	6,921,275	8,382,248	9,824,342	10,441,570
Total Temporally Restricted Revenue	-	-	-	-	-
<b>Total Revenue - GRAPHS 2 &amp; 3</b>	<b>5,740,506</b>	<b>6,921,275</b>	<b>8,382,248</b>	<b>9,824,342</b>	<b>10,441,570</b>
<b>Change in Net Assets</b>	<b>(212,371)</b>	<b>(256,087)</b>	<b>39,362</b>	<b>539,816</b>	<b>276,367</b>
<b>Net Assets - Beginning of Year - GRAPH 2</b>	<b>94,029</b>	<b>(118,342)</b>	<b>453,656</b>	<b>493,018</b>	<b>1,032,834</b>
Prior Year Adjustment(s)	-	-	-	-	-
<b>Net Assets - End of Year - GRAPH 2</b>	<b>(118,342)</b>	<b>(374,429)</b>	<b>493,018</b>	<b>1,032,834</b>	<b>1,309,201</b>

# FISCAL ANALYSIS

## BEGINNING WITH CHILDREN CHARTER SCHOOL II

NOTE: Effective 2014-15, the charter merged finances with the education corporation, "Community Partnership Charter School Education Corporation." Accordingly, see the education corporation report containing the "Balance Sheet" for all charters merged into the education corporation.

### CHARTER INFORMATION - (Continued)

#### Functional Expense Breakdown

	2016 17	2017 18	2018 19	2019 20	2020 21
Personnel Service					
Administrative Staff Personnel	320,858	591,264	711,628	848,534	899,145
Instructional Personnel	2,750,020	3,142,476	3,760,363	4,316,671	4,744,575
Non-Instructional Personnel	7,375	69,054	114,224	96,050	127,812
Personnel Services (Combined)	-	-	-	-	-
<b>Total Salaries and Staff</b>	<b>3,078,253</b>	<b>3,802,794</b>	<b>4,586,215</b>	<b>5,261,255</b>	<b>5,771,532</b>
Fringe Benefits & Payroll Taxes	606,321	768,719	857,827	967,472	1,055,303
Retirement	55,933	52,483	66,854	68,756	86,929
Management Company Fees	505,899	669,820	694,556	825,476	852,488
Building and Land Rent / Lease / Facility Financing	928,381	922,919	985,320	1,089,320	1,014,000
Staff Development	33,684	64,909	62,220	48,984	39,612
Professional Fees, Consultant & Purchased Services	196,667	133,862	151,190	119,812	185,962
Marketing / Recruitment	61,271	30,799	68,302	47,330	106,126
Student Supplies, Materials & Services	214,838	361,738	429,993	252,645	406,317
Depreciation	17,331	25,058	22,648	19,025	14,948
Other	254,299	344,263	417,760	584,451	631,986
<b>Total Expenses</b>	<b>5,952,877</b>	<b>7,177,362</b>	<b>8,342,886</b>	<b>9,284,526</b>	<b>10,165,203</b>

### CHARTER ANALYSIS

#### ENROLLMENT

	2016 17	2017 18	2018 19	2019 20	2020 21
Original Chartered Enrollment	300	360	410	460	460
Final Chartered Enrollment (includes any revisions)	300	360	410	460	460
Actual Enrollment - GRAPH 4	290	352	403	448	480
Chartered Grades	K-5	K-6	K-7	K-8	K-8
Final Chartered Grades (includes any revisions)	-	-	-	-	-

#### Primary School District: NYC CHANCELLOR'S OFFICE

Per Pupil Funding (Weighted Avg of All Districts)	2016 17	2017 18	2018 19	2019 20	2020 21
Increase over prior year	-	14,027	14,527	15,307	16,150
	0.0%	100.0%	3.4%	5.1%	5.2%

#### PER STUDENT BREAKDOWN

Revenue	2016 17	2017 18	2018 19	2019 20	2020 21
Operating	16,812	17,197	19,299	20,946	21,023
Other Revenue and Support	2,983	2,465	1,501	983	731
<b>TOTAL - GRAPH 3</b>	<b>19,795</b>	<b>19,663</b>	<b>20,800</b>	<b>21,929</b>	<b>21,753</b>
Expenses	2016 17	2017 18	2018 19	2019 20	2020 21
Program Services	19,246	18,740	19,124	19,261	19,483
Management and General, Fundraising	1,281	1,651	1,578	1,463	1,695
<b>TOTAL - GRAPH 3</b>	<b>20,527</b>	<b>20,390</b>	<b>20,702</b>	<b>20,724</b>	<b>21,178</b>
% of Program Services	93.8%	91.9%	92.4%	92.9%	92.0%
% of Management and Other	6.2%	8.1%	7.6%	7.1%	8.0%
<b>% of Revenue Exceeding Expenses - GRAPH 5</b>	<b>-3.6%</b>	<b>-3.6%</b>	<b>0.5%</b>	<b>5.8%</b>	<b>2.7%</b>
<b>% of Revenue Expended on Facilities</b>	<b>19.0%</b>	<b>15.2%</b>	<b>12.7%</b>	<b>11.6%</b>	<b>10.0%</b>

#### Student to Faculty Ratio

2016 17	2017 18	2018 19	2019 20	2020 21
5.4	8.4	9.8	10.9	8.6

#### Faculty to Admin Ratio

2016 17	2017 18	2018 19	2019 20	2020 21
13.5	6.0	8.2	8.2	5.1

#### Financial Responsibility Composite Scores - GRAPH 6

Score	2016 17	2017 18	2018 19	2019 20	2020 21
Fiscally Strong 1.5 - 3.0 / Fiscally Adequate 1.0 - 1.4 / Fiscally Needs Monitoring < 1.0	0.0	0.0	0.0	0.0	0.0
	N/A	N/A	N/A	N/A	N/A

#### Working Capital - GRAPH 7

Net Working Capital	2016 17	2017 18	2018 19	2019 20	2020 21
0	0	0	0	0	0
As % of Unrestricted Revenue	0.0%	0.0%	0.0%	0.0%	0.0%
Working Capital (Current) Ratio Score	0.0	0.0	0.0	0.0	0.0
Risk (Low ≥ 3.0 / Medium 1.4 - 2.9 / High < 1.4)	N/A	N/A	N/A	N/A	N/A
Rating (Excellent ≥ 3.0 / Good 1.4 - 2.9 / Poor < 1.4)	N/A	N/A	N/A	N/A	N/A

#### Quick (Acid Test) Ratio

Score	2016 17	2017 18	2018 19	2019 20	2020 21
0.0	0.0	0.0	0.0	0.0	0.0
Risk (Low ≥ 2.5 / Medium 1.0 - 2.4 / High < 1.0)	N/A	N/A	N/A	N/A	N/A
Rating (Excellent ≥ 2.5 / Good 1.0 - 2.4 / Poor < 1.0)	N/A	N/A	N/A	N/A	N/A

#### Debt to Asset Ratio - GRAPH 7

Score	2016 17	2017 18	2018 19	2019 20	2020 21
0.0	0.0	0.0	0.0	0.0	0.0
Risk (Low < 0.50 / Medium 0.51 - .95 / High > 1.0)	N/A	N/A	N/A	N/A	N/A
Rating (Excellent < 0.50 / Good 0.51 - .95 / Poor > 1.0)	N/A	N/A	N/A	N/A	N/A

#### Months of Cash - GRAPH 8

Score	2016 17	2017 18	2018 19	2019 20	2020 21
0.0	0.0	0.0	0.0	0.0	0.0
Risk (Low > 3 mo. / Medium 1 - 3 mo. / High < 1 mo.)	N/A	N/A	N/A	N/A	N/A
Rating (Excellent > 3 mo. / Good 1 - 3 mo. / Poor < 1 mo.)	N/A	N/A	N/A	N/A	N/A

## FISCAL ANALYSIS

### COMMUNITY PARTNERSHIP CHARTER SCHOOL

NOTE: Effective 2014-15, the charter merged finances with the education corporation, "Community Partnership Charter School Education Corporation." Accordingly, see the education corporation report containing the "Balance Sheet" for all charters merged into the education corporation.

#### CHARTER INFORMATION

#### BALANCE SHEET

##### 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

Deferred Rent/Lease Liability

All other L-T debt and notes payable, net current maturities

##### Total Liabilities - GRAPH 1

##### Net Assets

Without Donor Restrictions  
With Donor Restrictions

##### 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  
NYC DoE Rental Assistance  
Food Service/Child Nutrition Program

##### Total Operating Revenue

##### Expenses

Regular Education  
SPED  
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 Temporally 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

	MERGED	MERGED	MERGED	MERGED	Opened 2000-01 MERGED
	2016 17	2017 18	2018 19	2019 20	2020 21
Cash and Cash Equivalents - GRAPH 1	-	-	-	-	-
Grants and Contracts Receivable	-	-	-	-	-
Accounts Receivable	-	-	-	-	-
Prepaid Expenses	-	-	-	-	-
Contributions and Other Receivables	-	-	-	-	-
<b>Total Current Assets - GRAPH 1</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>
Property, Building and Equipment, net	-	-	-	-	-
Other Assets	-	-	-	-	-
<b>Total Assets - GRAPH 1</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>
Accounts Payable and Accrued Expenses	-	-	-	-	-
Accrued Payroll and Benefits	-	-	-	-	-
Deferred Revenue	-	-	-	-	-
Current Maturities of Long-Term Debt	-	-	-	-	-
Short Term Debt - Bonds, Notes Payable	-	-	-	-	-
Other	-	-	-	-	-
<b>Total Current Liabilities - GRAPH 1</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>
Deferred Rent/Lease Liability	-	-	-	-	-
All other L-T debt and notes payable, net current maturities	-	-	-	-	-
<b>Total Liabilities - GRAPH 1</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>
Without Donor Restrictions	-	-	-	-	-
With Donor Restrictions	-	-	-	-	-
<b>Total Net Assets</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>
<b>Total Liabilities and Net Assets</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>
Resident Student Enrollment	5,675,766	5,533,093	6,291,594	6,210,716	6,094,826
Students with Disabilities	606,014	822,259	825,635	1,099,603	1,067,534
State and local	300,000	297,211	304,803	311,099	269,791
Federal - Title and IDEA	254,426	322,110	257,567	254,826	255,723
Federal - Other	-	-	-	-	148,900
Other	-	-	-	-	-
NYC DoE Rental Assistance	-	-	-	-	-
Food Service/Child Nutrition Program	-	-	-	-	-
<b>Total Operating Revenue</b>	<b>6,836,206</b>	<b>6,974,673</b>	<b>7,679,599</b>	<b>7,876,244</b>	<b>7,836,774</b>
Regular Education	4,888,247	4,914,879	5,630,252	5,149,155	5,368,958
SPED	1,837,993	1,768,910	1,981,205	2,460,589	2,399,552
Other	-	-	-	-	-
<b>Total Program Services</b>	<b>6,726,240</b>	<b>6,683,789</b>	<b>7,611,457</b>	<b>7,609,744</b>	<b>7,768,510</b>
Management and General	463,062	620,161	694,655	624,550	620,323
Fundraising	75,699	71,847	84,969	86,760	85,249
<b>Total Expenses - GRAPHS 2, 3 &amp; 4</b>	<b>7,265,001</b>	<b>7,375,797</b>	<b>8,391,081</b>	<b>8,321,054</b>	<b>8,474,082</b>
<b>Surplus / (Deficit) From School Operations</b>	<b>(428,795)</b>	<b>(401,124)</b>	<b>(711,482)</b>	<b>(444,810)</b>	<b>(637,308)</b>
Contributions	15,189	2,287	12,494	24,791	100,500
Fundraising	-	-	-	-	-
Miscellaneous Income	14,353	12,198	62,989	62,692	911
Net assets released from restriction	-	-	-	-	-
<b>Total Support and Other Revenue</b>	<b>29,542</b>	<b>14,485</b>	<b>75,483</b>	<b>87,483</b>	<b>101,411</b>
Total Unrestricted Revenue	6,865,748	6,989,158	7,755,082	7,963,727	7,938,185
Total Temporally Restricted Revenue	-	-	-	-	-
<b>Total Revenue - GRAPHS 2 &amp; 3</b>	<b>6,865,748</b>	<b>6,989,158</b>	<b>7,755,082</b>	<b>7,963,727</b>	<b>7,938,185</b>
<b>Change in Net Assets</b>	<b>(399,253)</b>	<b>(386,639)</b>	<b>(635,999)</b>	<b>(357,327)</b>	<b>(535,897)</b>
<b>Net Assets - Beginning of Year - GRAPH 2</b>	<b>4,775,888</b>	<b>4,368,547</b>	<b>3,151,789</b>	<b>2,515,790</b>	<b>2,158,463</b>
Prior Year Adjustment(s)	-	-	-	-	-
<b>Net Assets - End of Year - GRAPH 2</b>	<b>4,376,635</b>	<b>3,981,908</b>	<b>2,515,790</b>	<b>2,158,463</b>	<b>1,622,566</b>

# FISCAL ANALYSIS

## COMMUNITY PARTNERSHIP CHARTER SCHOOL

NOTE: Effective 2014-15, the charter merged finances with the education corporation, "Community Partnership Charter School Education Corporation." Accordingly, see the education corporation report containing the "Balance Sheet" for all charters merged into the education corporation.

### CHARTER INFORMATION - (Continued)

#### Functional Expense Breakdown

	2016 17	2017 18	2018 19	2019 20	2020 21
Personnel Service	481,180	590,706	896,194	579,759	646,523
Administrative Staff Personnel	3,943,354	3,967,938	4,150,896	4,461,361	4,623,067
Instructional Personnel	81,375	43,355	87,439	129,094	116,331
Non-Instructional Personnel	-	-	-	-	-
Personnel Services (Combined)	4,505,909	4,601,999	5,134,529	5,170,214	5,385,921
<b>Total Salaries and Staff</b>	4,505,909	4,601,999	5,134,529	5,170,214	5,385,921
Fringe Benefits & Payroll Taxes	966,337	1,064,988	1,233,697	1,309,226	1,255,585
Retirement	49,299	53,394	75,863	78,940	90,225
Management Company Fees	756,994	718,472	849,690	867,597	852,487
Building and Land Rent / Lease / Facility Financing	-	-	-	-	-
Staff Development	113,884	96,304	76,992	49,956	78,045
Professional Fees, Consultant & Purchased Services	311,809	338,949	366,691	242,193	181,192
Marketing / Recruitment	101,330	75,122	55,257	57,257	72,618
Student Supplies, Materials & Services	260,816	253,813	391,143	295,178	331,294
Depreciation	39,708	21,230	14,368	10,381	9,024
Other	158,915	151,528	192,851	240,111	217,691
<b>Total Expenses</b>	<b>7,265,001</b>	<b>7,375,797</b>	<b>8,391,081</b>	<b>8,321,054</b>	<b>8,474,082</b>

### CHARTER ANALYSIS

#### ENROLLMENT

	2016 17	2017 18	2018 19	2019 20	2020 21
Original Chartered Enrollment	450	445	445	445	445
Final Chartered Enrollment (includes any revisions)	450	445	445	445	445
Actual Enrollment - <b>GRAPH 4</b>	379	371	381	370	367
Chartered Grades	K-8	K-8	K-8	K-8	K-8
Final Chartered Grades (includes any revisions)	-	-	-	-	-

#### Primary School District: NYC CHANCELLOR'S OFFICE

Per Pupil Funding (Weighted Avg of All Districts)	2016 17	2017 18	2018 19	2019 20	2020 21
Increase over prior year	-	14,027	14,527	15,307	16,150
	0.0%	100.0%	3.4%	5.1%	5.2%

#### PER STUDENT BREAKDOWN

Revenue	2016 17	2017 18	2018 19	2019 20	2020 21
Operating	18,037	18,800	20,156	21,287	21,354
Other Revenue and Support	78	39	198	236	276
<b>TOTAL - GRAPH 3</b>	<b>18,115</b>	<b>18,839</b>	<b>20,355</b>	<b>21,524</b>	<b>21,630</b>
Expenses	2016 17	2017 18	2018 19	2019 20	2020 21
Program Services	17,747	18,016	19,978	20,567	21,168
Management and General, Fundraising	1,422	1,865	2,046	1,922	1,923
<b>TOTAL - GRAPH 3</b>	<b>19,169</b>	<b>19,881</b>	<b>22,024</b>	<b>22,489</b>	<b>23,090</b>
% of Program Services	92.6%	90.6%	90.7%	91.5%	91.7%
% of Management and Other	7.4%	9.4%	9.3%	8.5%	8.3%
<b>% of Revenue Exceeding Expenses - GRAPH 5</b>	<b>-5.5%</b>	<b>-5.2%</b>	<b>-7.6%</b>	<b>-4.3%</b>	<b>-6.3%</b>
<b>% of Revenue Expended on Facilities</b>	<b>0.0%</b>	<b>0.0%</b>	<b>0.0%</b>	<b>0.0%</b>	<b>0.0%</b>

#### Student to Faculty Ratio

	2016 17	2017 18	2018 19	2019 20	2020 21
Student to Faculty Ratio	6.8	6.6	6.5	5.9	5.9

#### Faculty to Admin Ratio

	2016 17	2017 18	2018 19	2019 20	2020 21
Faculty to Admin Ratio	8.0	7.0	5.9	6.3	6.2

#### Financial Responsibility Composite Scores - GRAPH 6

Score	2016 17	2017 18	2018 19	2019 20	2020 21
Fiscally Strong 1.5 - 3.0 / Fiscally Adequate 1.0 - 1.4 / Fiscally Needs Monitoring < 1.0	0.0	0.0	0.0	0.0	0.0
	N/A	N/A	N/A	N/A	N/A

#### Working Capital - GRAPH 7

Net Working Capital	2016 17	2017 18	2018 19	2019 20	2020 21
Net Working Capital	0	0	0	0	0
As % of Unrestricted Revenue	0.0%	0.0%	0.0%	0.0%	0.0%
Working Capital (Current) Ratio Score	0.0	0.0	0.0	0.0	0.0
Risk (Low ≥ 3.0 / Medium 1.4 - 2.9 / High < 1.4)	N/A	N/A	N/A	N/A	N/A
Rating (Excellent ≥ 3.0 / Good 1.4 - 2.9 / Poor < 1.4)	N/A	N/A	N/A	N/A	N/A

#### Quick (Acid Test) Ratio

Score	2016 17	2017 18	2018 19	2019 20	2020 21
Quick (Acid Test) Ratio	0.0	0.0	0.0	0.0	0.0
Risk (Low ≥ 2.5 / Medium 1.0 - 2.4 / High < 1.0)	N/A	N/A	N/A	N/A	N/A
Rating (Excellent ≥ 2.5 / Good 1.0 - 2.4 / Poor < 1.0)	N/A	N/A	N/A	N/A	N/A

#### Debt to Asset Ratio - GRAPH 7

Score	2016 17	2017 18	2018 19	2019 20	2020 21
Debt to Asset Ratio	0.0	0.0	0.0	0.0	0.0
Risk (Low < 0.50 / Medium 0.51 - .95 / High > 1.0)	N/A	N/A	N/A	N/A	N/A
Rating (Excellent < 0.50 / Good 0.51 - .95 / Poor > 1.0)	N/A	N/A	N/A	N/A	N/A

#### Months of Cash - GRAPH 8

Score	2016 17	2017 18	2018 19	2019 20	2020 21
Months of Cash	0.0	0.0	0.0	0.0	0.0
Risk (Low > 3 mo. / Medium 1 - 3 mo. / High < 1 mo.)	N/A	N/A	N/A	N/A	N/A
Rating (Excellent > 3 mo. / Good 1 - 3 mo. / Poor < 1 mo.)	N/A	N/A	N/A	N/A	N/A

## FISCAL ANALYSIS

### COMMUNITY PARTNERSHIP CHARTER SCHOOL EDUCATION CORPORATION (COMBINED)

#### CHARTER INFORMATION

##### BALANCE SHEET

##### Assets

	2016 17	2017 18	2018 19	2019 20	2020 21
<b>Current Assets</b>					
Cash and Cash Equivalents - GRAPH 1	1,153,323	560,524	694,146	3,724,007	3,382,922
Grants and Contracts Receivable	313,714	485,581	309,665	511,738	644,667
Accounts Receivable	350,131	287,642	16,810	21,373	11,979
Prepaid Expenses	11,906	-	12,403	15,693	23,344
Contributions and Other Receivables	-	-	-	-	-
<b>Total Current Assets - GRAPH 1</b>	<b>1,829,074</b>	<b>1,333,747</b>	<b>1,033,024</b>	<b>4,272,811</b>	<b>4,062,912</b>
Property, Building and Equipment, net	115,290	81,607	55,855	36,953	19,256
Other Assets	3,570,692	3,688,857	3,668,531	2,746,733	2,615,656
<b>Total Assets - GRAPH 1</b>	<b>5,515,056</b>	<b>5,104,211</b>	<b>4,757,410</b>	<b>7,056,497</b>	<b>6,697,824</b>

##### Liabilities and Net Assets

##### Current Liabilities

Accounts Payable and Accrued Expenses	37,937	104,611	47,039	25,891	22,997
Accrued Payroll and Benefits	897,553	970,535	1,075,036	1,185,558	1,199,634
Deferred Revenue	-	-	-	-	-
Current Maturities of Long-Term Debt	-	-	-	1,024,700	2,315,000
Short Term Debt - Bonds, Notes Payable	-	-	-	-	-
Other	329,360	423,618	626,525	338,749	228,424
<b>Total Current Liabilities - GRAPH 1</b>	<b>1,264,850</b>	<b>1,498,764</b>	<b>1,748,600</b>	<b>2,574,898</b>	<b>3,766,055</b>
Deferred Rent/Lease Liability	-	-	-	-	-
All other L-T debt and notes payable, net current maturities	-	-	-	1,290,300	-
<b>Total Liabilities - GRAPH 1</b>	<b>1,264,850</b>	<b>1,498,764</b>	<b>1,748,600</b>	<b>3,865,198</b>	<b>3,766,055</b>

##### Net Assets

Without Donor Restrictions	4,250,206	3,605,447	1,658,810	3,191,299	2,931,769
With Donor Restrictions	-	-	1,350,000	-	-
<b>Total Net Assets</b>	<b>4,250,206</b>	<b>3,605,447</b>	<b>3,008,810</b>	<b>3,191,299</b>	<b>2,931,769</b>
<b>Total Liabilities and Net Assets</b>	<b>5,515,056</b>	<b>5,104,211</b>	<b>4,757,410</b>	<b>7,056,497</b>	<b>6,697,824</b>

##### ACTIVITIES

##### Operating Revenue

Resident Student Enrollment	9,897,135	10,764,908	12,679,384	13,548,215	13,846,426
Students with Disabilities	1,079,292	1,426,505	1,614,565	2,170,887	2,174,498
<b>Grants and Contracts</b>					
State and local	300,000	297,211	462,053	501,753	494,195
Federal - Title and IDEA	435,314	539,503	302,802	311,170	321,605
Federal - Other	-	-	15,019	62,314	327,107
Other	-	-	-	-	-
NYC DoE Rental Assistance	-	-	383,215	665,791	763,751
Food Service/Child Nutrition Program	-	-	-	-	-
<b>Total Operating Revenue</b>	<b>11,711,741</b>	<b>13,028,127</b>	<b>15,457,038</b>	<b>17,260,130</b>	<b>17,927,582</b>

##### Expenses

Regular Education	9,283,613	10,290,453	10,912,864	10,870,472	11,629,339
SPED	3,023,978	2,989,698	4,405,673	5,368,351	5,490,872
Other	-	-	-	-	-
<b>Total Program Services</b>	<b>12,307,591</b>	<b>13,280,152</b>	<b>15,318,537</b>	<b>16,238,822</b>	<b>17,120,211</b>
Management and General	783,998	1,134,179	1,261,005	1,197,450	1,348,576
Fundraising	126,289	138,829	154,425	169,308	170,498
<b>Total Expenses - GRAPHS 2, 3 &amp; 4</b>	<b>13,217,878</b>	<b>14,553,160</b>	<b>16,733,967</b>	<b>17,605,580</b>	<b>18,639,285</b>
<b>Surplus / (Deficit) From School Operations</b>	<b>(1,506,137)</b>	<b>(1,525,033)</b>	<b>(1,276,929)</b>	<b>(345,450)</b>	<b>(711,703)</b>

##### Support and Other Revenue

Contributions	867,799	860,641	555,269	402,776	451,250
Fundraising	-	9,467	-	-	-
Miscellaneous Income	26,714	12,198	125,023	125,163	923
Net assets released from restriction	-	-	-	-	-
<b>Total Support and Other Revenue</b>	<b>894,513</b>	<b>882,306</b>	<b>680,292</b>	<b>527,939</b>	<b>452,173</b>

Total Unrestricted Revenue	12,606,254	13,910,433	16,137,330	17,788,069	18,379,755
Total Temporarily Restricted Revenue	-	-	-	-	-
<b>Total Revenue - GRAPHS 2 &amp; 3</b>	<b>12,606,254</b>	<b>13,910,433</b>	<b>16,137,330</b>	<b>17,788,069</b>	<b>18,379,755</b>

<b>Change in Net Assets</b>	<b>(611,624)</b>	<b>(642,727)</b>	<b>(596,637)</b>	<b>182,489</b>	<b>(259,530)</b>
<b>Net Assets - Beginning of Year - GRAPH 2</b>	<b>4,869,917</b>	<b>4,250,205</b>	<b>3,605,445</b>	<b>3,008,808</b>	<b>3,191,297</b>
Prior Year Adjustment(s)	-	-	-	-	-
<b>Net Assets - End of Year - GRAPH 2</b>	<b>4,258,293</b>	<b>3,607,478</b>	<b>3,008,808</b>	<b>3,191,297</b>	<b>2,931,767</b>

# FISCAL ANALYSIS

## COMMUNITY PARTNERSHIP CHARTER SCHOOL EDUCATION CORPORATION (COMBINED)

### CHARTER INFORMATION - (Continued)

#### Functional Expense Breakdown

	2016 17	2017 18	2018 19	2019 20	2020 21
Personnel Service					
Administrative Staff Personnel	802,038	1,181,969	1,607,822	1,428,293	1,545,668
Instructional Personnel	6,693,374	7,110,414	7,911,259	8,778,031	9,367,642
Non-Instructional Personnel	88,750	112,409	201,663	225,144	244,143
Personnel Services (Combined)	-	-	-	-	-
<b>Total Salaries and Staff</b>	<b>7,584,162</b>	<b>8,404,793</b>	<b>9,720,744</b>	<b>10,431,469</b>	<b>11,157,453</b>
Fringe Benefits & Payroll Taxes	1,572,658	1,833,706	2,091,524	2,276,699	2,310,888
Retirement	105,232	105,877	142,717	147,696	177,154
Management Company Fees	1,262,893	1,388,292	1,544,246	1,693,073	1,704,975
Building and Land Rent / Lease / Facility Financing	928,381	922,919	985,320	1,089,320	1,014,000
Staff Development	147,568	161,212	139,212	98,940	117,657
Professional Fees, Consultant & Purchased Services	508,476	472,811	517,881	362,005	367,154
Marketing / Recruitment	162,601	105,921	123,559	104,587	178,744
Student Supplies, Materials & Services	475,654	615,550	821,136	547,823	737,611
Depreciation	57,039	46,287	37,016	29,407	23,972
Other	413,214	495,791	610,611	824,561	849,677
<b>Total Expenses</b>	<b>13,217,878</b>	<b>14,553,160</b>	<b>16,733,967</b>	<b>17,605,580</b>	<b>18,639,285</b>

### CHARTER ANALYSIS

#### ENROLLMENT

	2016 17	2017 18	2018 19	2019 20	2020 21
Original Chartered Enrollment	750	805	855	905	905
Final Chartered Enrollment (includes any revisions)	750	805	855	905	905
Actual Enrollment - <b>GRAPH 4</b>	669	723	784	818	847
Chartered Grades	-	-	-	-	-
Final Chartered Grades (includes any revisions)	-	-	-	-	-

#### Primary School District:

Per Pupil Funding (Weighted Avg of All Districts)	2016 17	2017 18	2018 19	2019 20	2020 21
Increase over prior year	0.0%	0.0%	0.0%	0.0%	0.0%

#### PER STUDENT BREAKDOWN

##### Revenue

	2016 17	2017 18	2018 19	2019 20	2020 21
Operating	17,506	18,020	19,716	21,100	21,166
Other Revenue and Support	1,337	1,220	868	645	534
<b>TOTAL - GRAPH 3</b>	<b>18,843</b>	<b>19,240</b>	<b>20,583</b>	<b>21,746</b>	<b>21,700</b>

##### Expenses

	2016 17	2017 18	2018 19	2019 20	2020 21
Program Services	18,397	18,368	19,539	19,852	20,213
Management and General, Fundraising	1,361	1,761	1,805	1,671	1,793
<b>TOTAL - GRAPH 3</b>	<b>19,758</b>	<b>20,129</b>	<b>21,344</b>	<b>21,523</b>	<b>22,006</b>
% of Program Services	93.1%	91.3%	91.5%	92.2%	91.9%
% of Management and Other	6.9%	8.7%	8.5%	7.8%	8.1%
<b>% of Revenue Exceeding Expenses - GRAPH 5</b>	<b>-4.6%</b>	<b>-4.4%</b>	<b>-3.6%</b>	<b>1.0%</b>	<b>-1.4%</b>
<b>% of Revenue Expended on Facilities</b>	<b>7.9%</b>	<b>7.1%</b>	<b>6.4%</b>	<b>6.3%</b>	<b>5.7%</b>

#### Student to Faculty Ratio

2016 17	2017 18	2018 19	2019 20	2020 21
6.1	7.4	7.8	7.9	7.2

#### Faculty to Admin Ratio

2016 17	2017 18	2018 19	2019 20	2020 21
10.0	6.5	6.7	6.9	5.6

#### Financial Responsibility Composite Scores - GRAPH 6

Score	2016 17	2017 18	2018 19	2019 20	2020 21
Fiscally Strong 1.5 - 3.0 / Fiscally Adequate 1.0 - 1.4 / Fiscally Needs Monitoring < 1.0	2.4	2.1	1.9	2.1	1.8
	Fiscally Strong				

#### Working Capital - GRAPH 7

	2016 17	2017 18	2018 19	2019 20	2020 21
Net Working Capital	564,224	(165,017)	(715,576)	1,697,913	296,857
As % of Unrestricted Revenue	4.5%	-1.2%	-4.4%	9.5%	1.6%
Working Capital (Current) Ratio Score	1.4	0.9	0.6	1.7	1.1
Risk (Low $\geq$ 3.0 / Medium 1.4 - 2.9 / High < 1.4)	MEDIUM	HIGH	HIGH	MEDIUM	HIGH
Rating (Excellent $\geq$ 3.0 / Good 1.4 - 2.9 / Poor < 1.4)	Good	Poor	Poor	Good	Poor

#### Quick (Acid Test) Ratio

Score	2016 17	2017 18	2018 19	2019 20	2020 21
Risk (Low $\geq$ 2.5 / Medium 1.0 - 2.4 / High < 1.0)	1.4	0.9	0.6	1.7	1.1
Rating (Excellent $\geq$ 2.5 / Good 1.0 - 2.4 / Poor < 1.0)	Good	Poor	Poor	Good	Good

#### Debt to Asset Ratio - GRAPH 7

Score	2016 17	2017 18	2018 19	2019 20	2020 21
Risk (Low < 0.50 / Medium 0.51 - .95 / High > 1.0)	0.2	0.3	0.4	0.5	0.6
Rating (Excellent < 0.50 / Good 0.51 - .95 / Poor > 1.0)	LOW	LOW	LOW	MEDIUM	MEDIUM
	Excellent	Excellent	Excellent	Good	Good

#### Months of Cash - GRAPH 8

Score	2016 17	2017 18	2018 19	2019 20	2020 21
Risk (Low > 3 mo. / Medium 1 - 3 mo. / High < 1 mo.)	1.0	0.5	0.5	2.5	2.2
Rating (Excellent > 3 mo. / Good 1 - 3 mo. / Poor < 1 mo.)	MEDIUM	HIGH	HIGH	MEDIUM	MEDIUM
	Good	Poor	Poor	Good	Good



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

*Community Partnership Schools is an academic success. Both charters met or came close to meeting their Accountability Plan goals with Community Partnership demonstrating improvements since the previous renewal. The network continues to support the charters from an operational and academic standpoint. The education corporation's plans to expand to high school grades is thorough and will likely result in a strong academic program for high school level students.*

#### COMMUNITY PARTNERSHIP CHARTER SCHOOL EDUCATION CORPORATION

**Plans for the Charter's Structure.** The education corporation has provided all of the key structural elements for a charter renewal and those elements are reasonable, feasible, and achievable.

**Plans for the Educational Program.** Community Partnership Schools plans to continue implementing the elements of its educational program that led to success in its current charter terms. The network is closely analyzing these successful elements to ensure alignment between both charters. For example, by 2022-23, both charters will implement the same ELA and mathematics curricular programs that demonstrate effectiveness for student learning. During the next charter term, if renewed, BWC II will expand to a high school program and plans to enroll 8<sup>th</sup> grade students from both charters.

**Plans for Board Oversight & Governance.** The Community Partnership Schools' board plans to maintain its current membership and recruit members with high school and marketing experience. The board recognizes its charge to continue its effective oversight and governance of both charters and the network to ensure that the high school program is launched and built successfully.

**Fiscal Plans.** Based on evidence collected through the renewal review, including a review of the 5-year financial plan, Community Partnership Schools presents a reasonable and appropriate fiscal plan for the next charter term including education corporation and school budgets that are feasible and achievable.

## FUTURE PLANS

### BEGINNING WITH CHILDREN CHARTER SCHOOL II

**Plans for the Educational Program.** BWC II will expand its program to serve high school level students from both BWC II and Community Partnership.

**Facility Plans.** BWC II currently operates its elementary program in NYCDOE co-located space, and its middle school program in privately leased space. The charter plans to remain in both spaces during the next charter term as they have the necessary amenities to house the programs for the foreseeable future. In March 2021, the charter was approved to add high school grades beginning in fall 2022. The charter has not yet identified a facility for the high school.

	CURRENT	END OF NEXT CHARTER TERM
<i>Enrollment</i>	460	882
<i>Grade Span</i>	K-8	K-12
<i>Teaching Staff</i>	57	91
<i>Days of Instruction</i>	179	179

### COMMUNITY PARTNERSHIP CHARTER SCHOOL

**Plans for the Educational Program.** Community Partnership will continue to implement the core elements of the academic program that led to improved success over the current charter term, if renewed. With support from the network, the charter will implement more opportunities for collaboration across itself and BWC II.

**Facility Plans.** Community Partnership currently operates its program in two NYCDOE co-located spaces. The charter plans to remain in these facilities during the next charter term.

	CURRENT	END OF NEXT CHARTER TERM
<i>Enrollment</i>	445	410
<i>Grade Span</i>	K-8	K-8
<i>Teaching Staff</i>	46	51
<i>Days of Instruction</i>	179	179

Community Partnership Charter  
School Education Corporation

# Ax

## APPENDICES

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COMMUNITY PARTNERSHIP CHARTER SCHOOLS EDUCATION CORPORATION BOARD OF TRUSTEES WITH AUTHORITY TO OPERATE BEGINNING WITH CHILDREN CHARTER SCHOOL II AND COMMUNITY PARTNERSHIP CHARTER SCHOOL

**CHAIR**

Joan Walrond

**VICE CHAIR**

Travis Baird

**TREASURER**

Gunnar Millier

**SECRETARY**

Rebecca Baneman

**TRUSTEES**

Sonia Gulardo-Ortiz

Amy Kolz

Sharon Madison

Rebecca Spotts

Mitch Protass

Tomomi Uetani

Patricia Stallings

BEGINNING WITH CHILDREN FOUNDATION BOARD OF TRUSTEES

**CHAIR**

Nancy Lewson Kurz

**VICE CHAIR**

Marshall R. King

**TREASURER**

Chris Gaulin

**SECRETARY**

Kofi Kankam

**TRUSTEES**

Eric Hoffman

Michelle Brooks

Mychal Harrison

Deborah Goldfarb

NETWORK LEADERS

*Amy Kolz, Chief Schools Officer*

*Esosa Ogbahon, Managing Director of Teaching and Learning*



CHARTER VISIT HISTORY

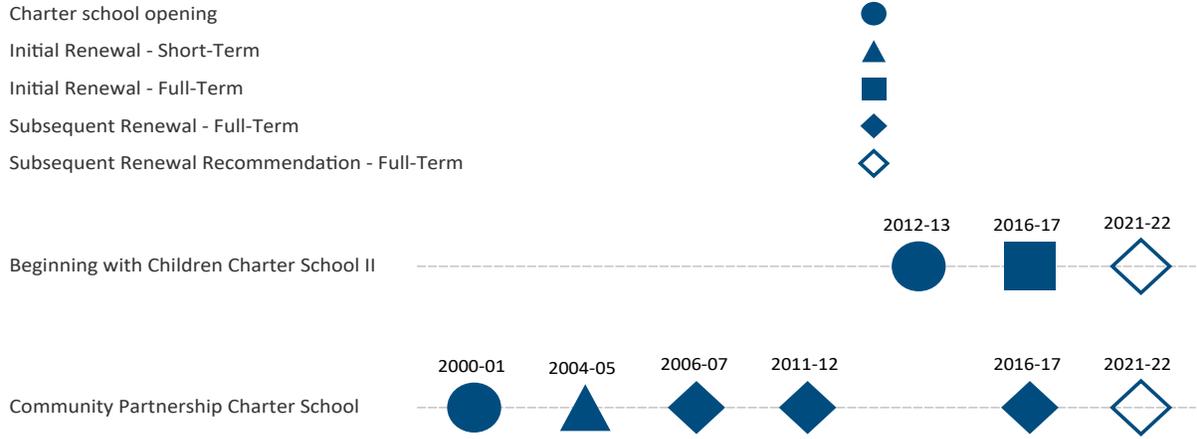
SCHOOL YEAR	VISIT TYPE	DATE
<b>2000-01</b>	Community Partnership - First Year	MAY 21, 2001
<b>2001-02</b>	Community Partnership - Evaluation	MAY 17, 2002
<b>2002-03</b>	Community Partnership - Evaluation	March 17-18, 2003
<b>2004-05</b>	Community Partnership - Initial Re- newal	September 29, 2004
<b>2006-07</b>	Community Partnership - Subsequent Renewal	October 2006
<b>2008-09</b>	Community Partnership - Evaluation	April 21, 2009
<b>2011-12</b>	Community Partnership - Subsequent Renewal	September 20, 2011
<b>2012-13</b>	BWC II - First Year	April 4, 2013
<b>2014-15</b>	BWC II - Evaluation	May 21, 2015
<b>2016-17</b>	BWC II - Initial Renewal; Community Partnership - Subsequent Renewal	November 17-18, 2016; October 31-November 1, 2016
<b>2021-22</b>	Community Partnership Schools - Subsequent Renewal	November 8-10, 2021

CONDUCT OF THE RENEWAL REVIEW

DATE(S) OF REVIEW	EVALUATION TEAM MEMBERS	TITLE
<b>November 8-10, 2021</b>	Andrew Kile	Managing Director of School Evaluation
	Vickie Masséus	School Evaluation Analyst
	Erin Allen	Senior Analyst
	Ron Miller	External Consultant



## EDUCATION CORPORATION TIMELINE OF CHARTER RENEWAL





EDUCATION CORPORATION CHARTER CHARACTERISTICS

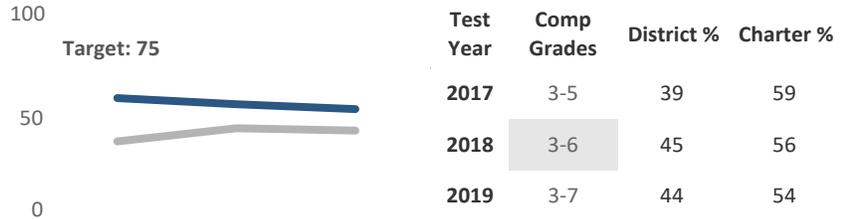
CHARTER	LOCAL DISTRICT	CO LOCATED	CHARTERED ENROLLMENT	GRADE SPAN
Beginning with Children Charter School II	Brooklyn CSD 14	Co-located/ Private	460	K-8
Community Partnership Charter School	Brooklyn CSD 13	Co-located	445	K-8



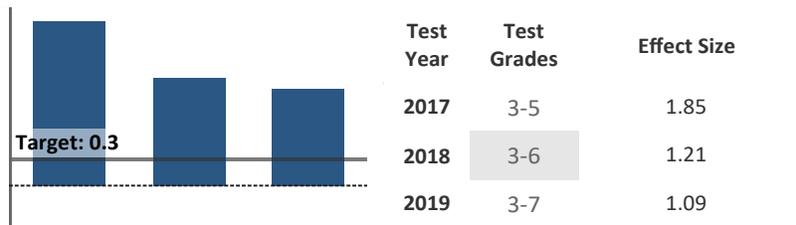
BEGINNING WITH CHILDREN CHARTER SCHOOL II

ENGLISH LANGUAGE ARTS ACCOUNTABILITY PLAN GOAL

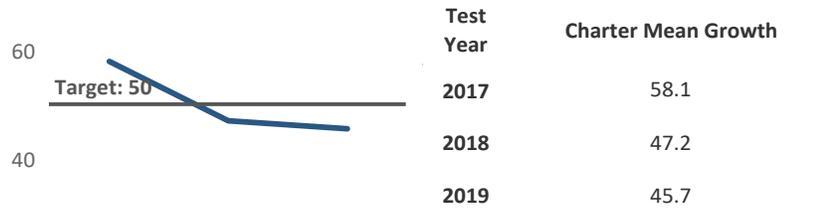
**District Comparison.** The percentage of students at **the charter** performing at or above proficiency in ELA compared to the district.



**Effect Size.** The chart shows charter's effect size above its predicted level of performance in **ELA** according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State.

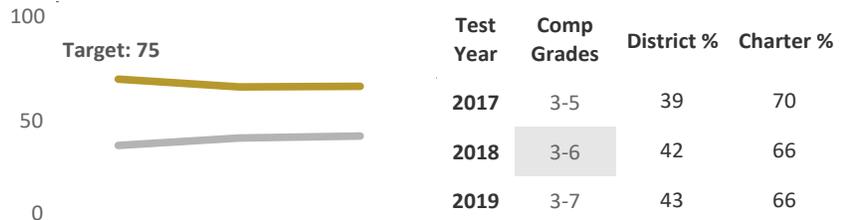


**Comparative Growth Measure: Mean Growth Percentile.** The charter's unadjusted mean growth percentile for all students in grades 4-8 will be above target of 50 in **ELA**.

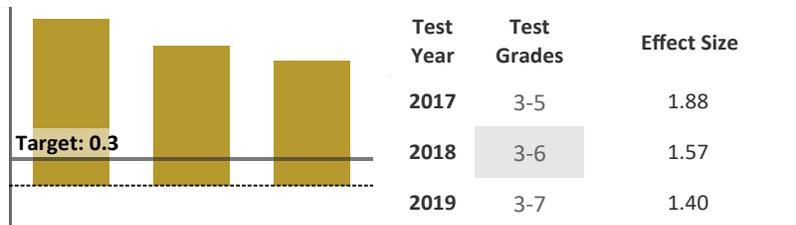


MATHEMATICS ACCOUNTABILITY PLAN GOAL

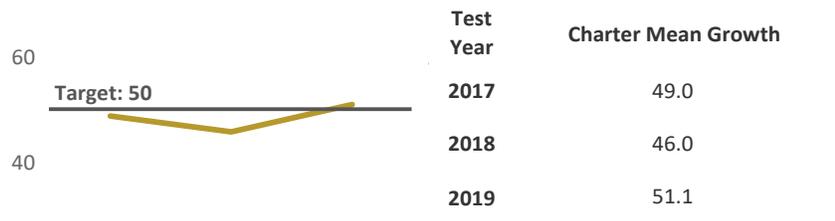
**District Comparison.** The percentage of students at **the charter** performing at or above proficiency in mathematics compared to the district.



**Effect Size.** The chart shows charter's effect size above its predicted level of performance in **mathematics** according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State.



**Comparative Growth Measure: Mean Growth Percentile.** The charter's unadjusted mean growth percentile for all students in grades 4-8 will be above target of 50 in **mathematics**.





BEGINNING WITH CHILDREN CHARTER SCHOOL II



**BASELINE INTERNAL ASSESSMENT RESULTS 2020-21 ELA AND MATHEMATICS - I-READY\***

Measure	Subgroup	Target	Tested	Results	Difference from Target
Growth	All students	100%	307	174%	74%
Equity 1	Gap closing	110%	125	183%	73%
Equity 2	Students with disabilities	175%	69	165%	-10%
Absolute	2+ students	75%	291	36%	-39%

Measure	Subgroup	Target	Tested	Results	Difference from Target
Growth	All students	100%	306	128%	28%
Equity 1	Gap closing	110%	94	133%	23%
Equity 2	Students with disabilities	127%	69	128%	1%
Absolute	2+ students	75%	290	34%	-41%

**SPECIAL POPULATIONS PERFORMANCE\*\***

	2017	2018	2019
Students with Disabilities Enrollment	56	73	82
Tested on State Exam	28	47	51
Charter Percent Proficient on ELA Exam	57.1	31.9	31.4
District Percent Proficient	10.0	16.2	13.9
ELL Enrollment	61	60	57
Tested on NYSESLAT Exam	48	60	56
Charter Percent 'Commanding' or Making Progress	35.4	21.7	33.9

\* For description of internal assessments, see section 1A.  
 \*\* The academic outcome data about the performance of students receiving special education services and English language learners ("ELLs") above is not tied to separate goals in the charter school's formal Accountability Plan. The NYSESLAT, the New York State English as a Second Language Achievement Test, is a standardized state exam. "Making Progress" is defined as moving up at least one level of proficiency. Student scores fall into five categories/proficiency levels: Entering; Emerging; Transitioning; Expanding; and, Commanding. In order to comply with Family Educational Rights and Privacy Act regulations on reporting education outcome data, the Institute does not report assessment results for groups containing five or fewer students and indicates this with an "s".



COMMUNITY PARTNERSHIP CHARTER SCHOOL

**ENGLISH LANGUAGE ARTS ACCOUNTABILITY PLAN GOAL**

**District Comparison.** The percentage of students at **the charter** performing at or above proficiency in ELA compared to the district.

**Effect Size.** The chart shows charter's effect size above its predicted level of performance in **ELA** according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State.

**Comparative Growth Measure: Mean Growth Percentile.** The charter's unadjusted mean growth percentile for all students in grades 4-8 will be above target of 50 in **ELA**.

Test Year	Comp Grades	District %	Charter %
2017	3-8	40	34
2018	3-8	47	38
2019	3-8	48	43

Test Year	Test Grades	Effect Size
2017	3-8	0.44
2018	3-8	0.18
2019	3-8	0.82

Test Year	Charter Mean Growth
2017	51.6
2018	50.8
2019	52.8

**MATHEMATICS ACCOUNTABILITY PLAN GOAL**

**District Comparison.** The percentage of students at **the charter** performing at or above proficiency in mathematics compared to the district.

**Effect Size.** The chart shows charter's effect size above its predicted level of performance in **mathematics** according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State.

**Comparative Growth Measure: Mean Growth Percentile.** The charter's unadjusted mean growth percentile for all students in grades 4-8 will be above target of 50 in **mathematics**.

Test Year	Comp Grades	District %	Charter %
2017	3-8	32	25
2018	3-8	39	33
2019	3-8	42	47

Test Year	Test Grades	Effect Size
2017	3-8	0.03
2018	3-8	0.11
2019	3-8	0.70

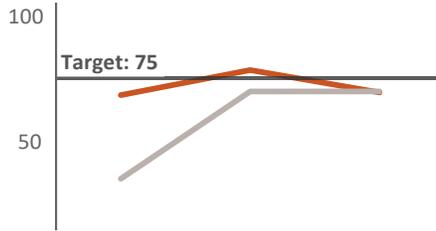
Test Year	Charter Mean Growth
2017	49.9
2018	57.4
2019	58.7



COMMUNITY PARTNERSHIP CHARTER SCHOOL

**SCIENCE ACCOUNTABILITY PLAN GOAL**

**Science: Comparative Measure.**  
 The percentage of students at **the charter** in at least their second year performing at or above proficiency in science will exceed **the district**.



Test Year	District %	Charter %
2017	36	69
2018	70	79
2019	70	70

**BASELINE INTERNAL ASSESSMENT RESULTS 2020-21 ELA AND MATHEMATICS - I-READY\***

Measure	Subgroup	Target	Tested	Results	Difference from Target
Growth	All students	100%	208	157%	57%
Equity 1	Gap closing	110%	86	163%	53%
Equity 2	Students with disabilities	151%	50	117%	-35%
Absolute	2+ students	75%	193	36%	-39%

Measure	Subgroup	Target	Tested	Results	Difference from Target
Growth	All students	100%	210	115%	15%
Equity 1	Gap closing	110%	83	173%	63%
Equity 2	Students with disabilities	115%	49	121%	6%
Absolute	2+ students	75%	196	26%	-49%

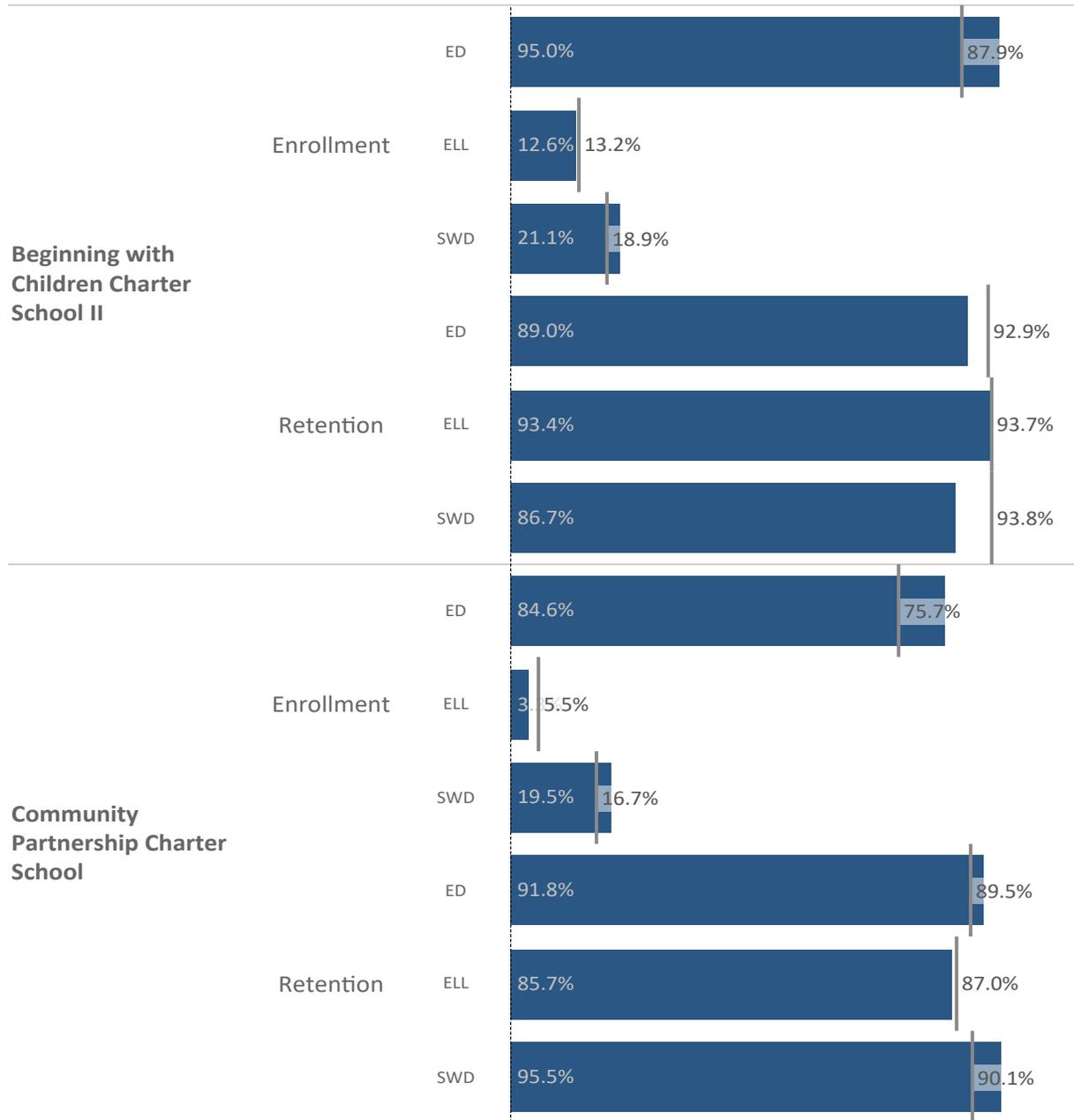
**SPECIAL POPULATIONS PERFORMANCE\*\***

	2017	2018	2019
Students with Disabilities Enrollment	66	74	76
Tested on State Exam	54	53	52
Charter Percent Proficient on ELA Exam	9.3	13.2	17.3
District Percent Proficient	13.3	18.3	18.8
ELL Enrollment	10	10	10
Tested on NYSESLAT Exam	10	9	10
Charter Percent 'Commanding' or Making Progress	30.0	44.4	20.0

\* For description of internal assessments, see section 1A.

\*\* The academic outcome data about the performance of students receiving special education services and English language learners ("ELLs") above is not tied to separate goals in the charter school's formal Accountability Plan. The NYSESLAT, the New York State English as a Second Language Achievement Test, is a standardized state exam. "Making Progress" is defined as moving up at least one level of proficiency. Student scores fall into five categories/proficiency levels: Entering; Emerging; Transitioning; Expanding; and, Commanding. In order to comply with Family Educational Rights and Privacy Act regulations on reporting education outcome data, the Institute does not report assessment results for groups containing five or fewer students and indicates this with an "s".

ENROLLMENT AND RETENTION TARGETS



The chart illustrates the **current enrollment and retention percentages** against the **enrollment and retention targets** for each operating charter in the education corporation. As required by Education Law § 2851(4)(e), a charter 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, ELLs, and FRPL students. This analysis is based on the most recent enrollment and retention data supplied to the Institute by the education corporation.



**Suspensions: Community Partnership Charter Schools's out of school suspension rate and in school suspension rate.**



Data suitable for comparison are not available. The percentage rate shown here is calculated using the method employed by the NYCDOE: the total the number of students receiving an out of school suspension at any time during the school year is divided by the total enrollment, then multiplied by 100.

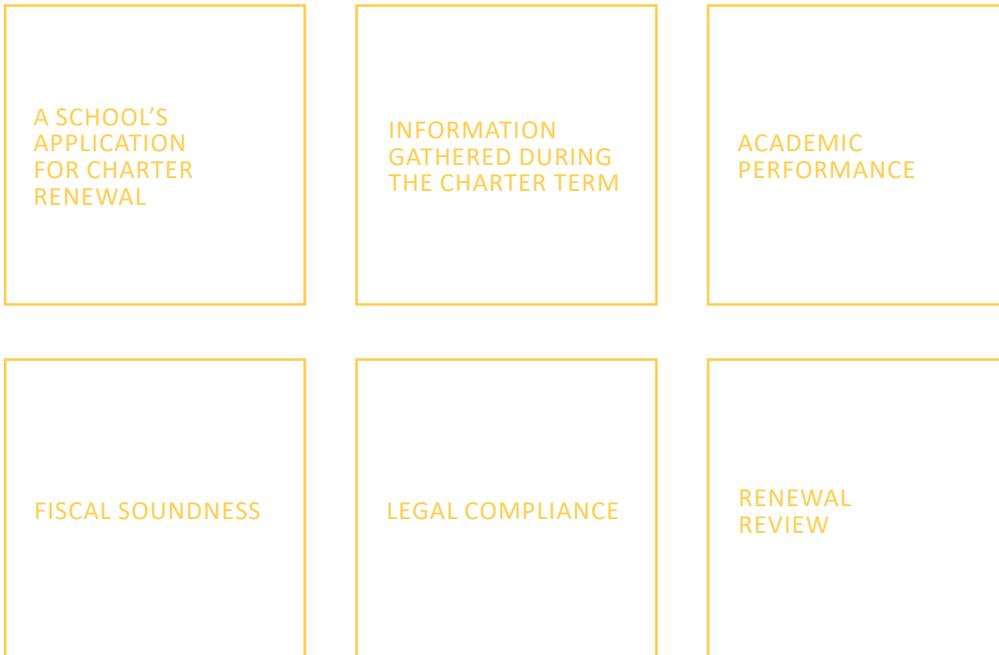
**During the most recent school year, the education corporation expelled 0 students.**

The sections below contain general information about the SUNY Trustees’ and Institute’s approach to renewal.

### REPORT FORMAT

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 the education corporation’s Applications for Charter Renewal for all schools under renewal consideration during the current school year, and more broadly, details the merits of the schools’ cases 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”).<sup>1</sup>

### THE INSTITUTE MAKES ALL RENEWAL RECOMMENDATIONS BASED ON



***Based on these elements, the Institute is confident in the education corporation’s capacity to ensure that each school within the education corporation, and especially the charter schools under renewal consideration during this school year, continues to produce high student achievement results.***

This renewal report presents the evidence for and merits of the renewal recommendations for three schools operating under a single education corporation. The evidence supporting the renewal recommendation for each charter is presented under a single cover when multiple schools operate under one education corporation and the academic program at each charter is substantively the same both in design and in implementation. Most

1. Revised September 4, 2013 and available on the [Institute’s website](#).

importantly, the Institute presents the evidence for multiple charters under a single cover when the academic program at each charter has produced a track record of meeting or coming close to meeting the academic goals in each school's Accountability Plan. The Institute uses multiple measures to determine the education corporation demonstrates capacity throughout the charter term to support its charters in meeting or coming close to meeting their Accountability Plan goals and that it is likely to do so in a subsequent charter term.

## REPORT FORMAT



For a high performing education corporation, the renewal recommendation report compiles the evidence below using the **State University of New York Charter Renewal Benchmarks** (the "SUNY Renewal Benchmarks"),<sup>2</sup> which specify in detail what a successful charter should be able to demonstrate at the time of the renewal review. For the purposes of multiple charters within the education corporation under renewal consideration at the same time, the Institute slightly modifies the questions below to reflect the capacity of the education corporation and the supports it provides to its charters. The Institute uses the four interconnected renewal questions below for framing benchmark statements to determine if an education corporation has made an adequate case for renewal for each of its charters.

## RENEWAL QUESTIONS

**IS EACH CHARTER AN ACADEMIC SUCCESS?**

**IS EACH CHARTER AN EFFECTIVE, VIABLE ORGANIZATION?**

**IS EACH CHARTER FISCALLY SOUND?**

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

Because the education corporation implements a replicated program across all of its sites, and that program posts an overall record of high academic performance, the Institute confirms that each charter under renewal consideration implements the replicated program through classroom visits, interviews, and document reviews. For charters under renewal consideration, the Institute completes compliance related checks and meets with charter school leaders, teachers, and families. The Institute also meets with members of the education corporation board of trustees.

In this report, information about the education corporation and the academic program found across all its charters precedes information regarding each individual charter renewal, which includes student performance information, copies of any school district comments on the Applications for Charter Renewal, and the SUNY Fiscal Dashboard information for each charter. The appendices that follow offer statistical information on each charter in the education corporation and the SUNY Fiscal Dashboard information for the education corporation.

*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](#).*

*2. Version 5.0, May 2012, are available on the [Institute's website](#).*



## IS THE CHARTER AN ACADEMIC SUCCESS? THE INFORMATION BELOW HIGHLIGHTS THE INSTITUTE'S AND SUNY TRUSTEES' APPROACH TO ACCOUNTABILITY PLANS FOR EACH SUNY AUTHORIZED CHARTER.

At the beginning of the Accountability Period,<sup>3</sup> the charter developed and adopted an Accountability Plan that set academic goals for performance in the key subjects of ELA and mathematics, as well as science and the federal Every Student Succeeds Act ("ESSA"). High school Accountability Plans also include goals for High School Graduation, College Preparation, and Social Studies. For each goal in the Accountability Plan, specific outcome measures define the level of performance necessary to meet that goal. The Institute examines results for all required Accountability Plan measures to determine goal attainment. The Act requires charters be held "accountable for meeting measurable student achievement results"<sup>4</sup> and states the educational programs at a charter school must "meet or exceed the student performance standards adopted by the board of regents"<sup>5</sup> for other public schools. SUNY's required accountability measures rest on performance as measured by statewide assessments. Historically, SUNY's required measures include measures that present schools':

ABSOLUTE PERFORMANCE, I.E., WHAT PERCENTAGE OF STUDENTS SCORE AT A CERTAIN PROFICIENCY ON STATE EXAMS?

COMPARATIVE PERFORMANCE, I.E., HOW DID THE CHARTER DO AS COMPARED TO SCHOOLS IN THE DISTRICT AND SCHOOLS THAT SERVE SIMILAR POPULATIONS OF ECONOMICALLY DISADVANTAGED STUDENTS?

GROWTH PERFORMANCE, I.E., HOW MUCH DID THE CHARTER GROW STUDENT PERFORMANCE AS COMPARED TO THE GROWTH OF SIMILARLY SITUATED STUDENTS?

Absolute, comparative, and growth achievement provide a basis for triangulating charter performance within each academic goal area. Furthermore, every SUNY authorized charter school may propose additional, mission aligned goals and measures of success when crafting its Accountability Plan. The final Accountability Plan adopted by the education corporation's board and approved by the Institute is included in the charter and frames the analysis of the charter's student achievement results.

The Institute consistently emphasizes comparative and growth performance over absolute measures in its analysis of goal attainment. Nevertheless, the Institute analyzes every measure included in a charter's Accountability Plan to determine its level of academic success, including the extent to which each charter has established and maintained a record of high performance and demonstrated progress toward meeting its academic Accountability Plan goals throughout the charter term. Whether or not a charter includes additional measures in its Accountability Plan, the Institute considers all available evidence of charter performance at the time of renewal.

3. 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 charter in a subsequent charter term, the Accountability Period covers the final year of the previous charter term and ends with the school year prior to the final year of the current charter term. In this renewal report, the Institute uses "charter term" and "Accountability Period" interchangeably.

4. Education Law § 2850(2)(f).

5. Education Law § 2854(1)(d).



State assessment data in ELA, mathematics, and science in 3<sup>rd</sup>- 8<sup>th</sup> grade form the basis of data required to analyze the required accountability measures for elementary and middle schools. These data were not available in 2019-20 following the state’s cancellation of all state exams during the start of the COVID-19 pandemic. Although schools participated in state assessments in ELA and mathematics in 2020-21, the participation rates that year were inconsistent. The resulting data is not sufficiently reliable or credible for cogent analyses of charter academic performance. In response, the Institute provided all SUNY authorized charter schools a framework for the analysis of norm-referenced and internally developed exam data. To every extent possible, the Institute attempted to maintain a consistent framework of examining absolute, comparative, and growth performance. During 2019-20 and 2020-21, charters reported data on a variety of norm-referenced and internally developed assessments to demonstrate student academic success. This renewal report contemplates charter performance during the pandemic through the lenses of absolute and growth performance on norm-referenced and internally developed ELA, mathematics, and science assessments along with high school completion and college readiness data.



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