THE SUNY CHARTER SCHOOLS INSTITUTE

RENEWAL RECOMMENDATION REPORT
ELMWOOD VILLAGE CHARTER SCHOOL HERTEL

Report Date: March 9, 2022

Review Date: October 13, 2021

SUNY Charter Schools Institute
H. Carl McCall SUNY Building
353 Broadway
Albany, NY 12246

518.445.4250
www.newyorkcharters.org

SUNY Charter Schools Institute
The State University of New York

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353 Broadway
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CB CHARTER BACKGROUND

CHARTER SCHOOL BACKGROUND

ELMWOOD VILLAGE CHARTER SCHOOL HERTEL

665 Hertel Avenue, Buffalo | **Grades: K-6** | **Buffalo City School District**

MISSION

The Elmwood Village Charter Schools will provide a stimulating and engaging learning environment that recognizes student capability, fosters their connectedness to their immediate and broader communities, and offers them ways to contribute to school life. EVCS believes that all children can and will learn at high levels when provided with the right learning conditions.

CURRENT CHARTER

Serves: Kindergarten – 6th

Chartered Enrollment: 350

Charter Expiration: July 31, 2022

PROPOSED FUTURE CHARTER

Serves: Kindergarten – 8th

Chartered Enrollment: 450

Charter Expiration: July 31, 2027

KEY DESIGN ELEMENTS

Small, K-8 community: Elmwood Village Charter School Hertel is chartered for 350 students in grades K-6 in the 2021-2022 school year. It is expanding toward terminal enrollment number of 450 students in K-8 at its full capacity;	+
Low Student-Teacher Ratio: each classroom has a low student-teacher ratio with one certified teacher and a teaching assistant in each classroom as well as a special education teacher at each grade level;	+
Community alliances: students interact with community leaders, institutions, and artists;	+
Longer daily schedule and school year: the longer school day provides Elmwood Hertel students with hours equal to approximately one extra day of instruction per week compared to the district of location. The school year has at least 185 days of instruction compared to 180 days in the district of location;	+
More time on task: the charter provides extended periods for the core subjects (English language arts and math) along with tutoring and enrichment opportunities; and,	+
Interdisciplinary curriculum: Elmwood Hertel emphasizes cross-curricular educational development where it shows the connection between different fields of knowledge through theme-based and project-focused instruction.	+

CHARTER SCHOOL BACKGROUND

EDUCATION CORPORATION BACKGROUND

The State University of New York Board of Trustees ("the SUNY Trustees") approved the original charter for Elmwood Village Charter School Hertel ("Elmwood Hertel") on April 13, 2016. On March 8, 2017, the SUNY Trustees approved the merger of the New York State Board of Regents authorized Elmwood Village Charter School Days Park ("Elmwood Days Park") into Elmwood Hertel forming a single education corporation renamed Elmwood Village Charter Schools ("EVCS"). The merger became effective on July 1, 2017. Elmwood Hertel opened in the fall of 2017 with 150 students in Kindergarten – 2nd grade.

NOTEWORTHY

Elmwood Hertel partnered with a Buffalo community organization, BestSelf Behavioral Health, Inc., to establish a learning hub during the facility closure due to the COVID-19 pandemic. Approximately 100 children of first responders and essential workers attended school on site five days a week to participate in the charter's remote learning activities and were supervised by the partner organization's staff members. The program also offered in person related physical, occupational, and speech therapy, and counseling services for students with disabilities.

SUMMARY OF COVID-19 RESPONSE

Elmwood Hertel transitioned to fully remote instruction followed by an in-person hybrid option during the 2020-21 school year. The charter distributed Chromebook devices, iPads, and mobile hotspots to ensure that families and students had access to the educational programming. Teachers participated in professional development focused on remote learning strategies, integration of online platforms, and transition of the curricular program to a remote environment. The charter implemented a ticketing system for requests and troubleshooting related to technology and developed an attendance tracking system to monitor students' academic engagement through completion of assignments and regular check-ins with teachers and staff. These efforts contributed to high student engagement throughout the remote instruction period.

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RENEWAL RECOMMENDATION

FULL-TERM RENEWAL

Full-Term Renewal *The Charter Schools Institute (the "Institute") recommends that the Charter Schools Committee of the SUNY Trustees approve the Application for Charter Renewal of Elmwood Village Charter School Hertel and renew Elmwood Village Charter Schools' authority to operate the charter for a period of five years to provide instruction to students in Kindergarten – 8th grade in such configuration as set forth in its Application for Charter Renewal, with a projected total enrollment of 450 students. The Institute makes this recommendation based on Elmwood Village Charter School Hertel meeting the criteria for charter 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 (the "SUNY Renewal Policies").*[1]

The Institute further recommends that the SUNY Trustees renew for a full term of five years the provisional charter of Elmwood Village Charter Schools, the New York not-for-profit charter school education corporation with the authority to operate two charters including Elmwood Village Charter School Hertel.

To earn a ***Initial Full-Term Renewal***, a charter must either:

- have compiled a strong and compelling record of meeting or coming close to meeting its academic Accountability Plan goals, and have in place at the time of the renewal review an educational program that, as assessed using the Qualitative Education Benchmarks,[2] is generally effective; or,
- have made progress toward meeting its academic Accountability Plan goals and have in place at the time of the renewal review an education program that, as assessed using the Qualitative Education Benchmarks, is particularly strong and effective.

1. *SUNY Renewal Policies (p. 12) are available on the Institute's website.*
2. *The Qualitative Education Benchmarks are a subset of the State University of New York Charter Renewal Benchmarks ("SUNY Renewal Benchmarks") which are available on the Institute's website.*

RENEWAL RECOMMENDATION

REQUIRED FINDINGS

In addition to making a recommendation based on a determination of whether the charter has met the SUNY Trustees' specific renewal criteria, the Institute makes the following findings required by the New York Charter Schools Act of 1998 (as amended, the "Act"):

1: the 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 the charter in an educationally and fiscally sound manner in the next charter term; and,

3: given the programs it will offer, its structure, and its purpose, approving the charter to operate for another five years is likely to improve student learning and achievement and materially further the purposes of the Act.[3]

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.

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

EXECUTIVE SUMMARY

EXECUTIVE SUMMARY

During its five year charter term, Elmwood Hertel is an academic success having come close to meeting its key Accountability Plan goals. The table below demonstrates the key findings for the SUNY Trustees and highlights the successes of the charter.

FINDINGS & INFORMATION

Is the charter an academic success?

Elmwood Hertel is an academic success. The charter came close to meeting its key Accountability Plan goals in 2018-19, the only year in which it enrolled students in testing grades prior to the interruption caused by the COVID-19 pandemic. The charter continues to demonstrate success during the COVID-19 pandemic with high achievement on nationally normed assessments.

Is the charter an effective, viable organization?

Elmwood Hertel is an effective, viable organization. The charter has supports in place for instructional leaders and teachers to ensure a smooth operation of the educational program.

Is the charter fiscally sound?

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

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

Elmwood Hertel's plans for the charter are reasonable, feasible, and achievable. The charter will continue to grow its full Kindergarten – 8th grade program, replicating the effective elements from the Elmwood Days Park successful middle school program.

Elmwood Hertel is an academic success and has in place a particularly strong and effective program. The charter revised its organizational structure to add new positions at both the education corporation level and the charter level that enhance an already robust leadership structure and effective supports for teachers. The departmentalization of operational duties and the addition of an assistant principal have ensured that leaders can focus effectively on instruction, interventions, and outcomes.

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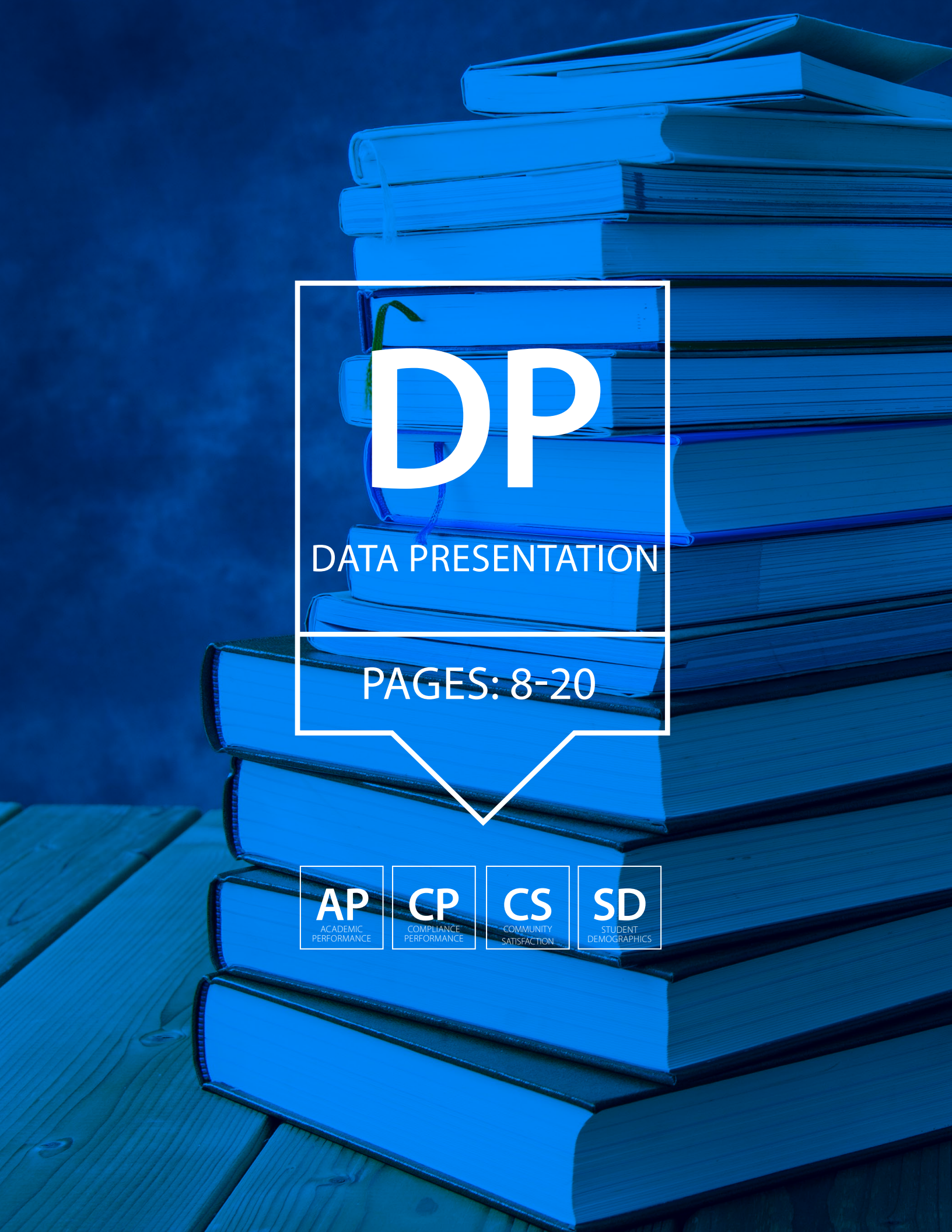
EXECUTIVE SUMMARY

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

The Institute recommends that the SUNY Trustees grant Elmwood Village Charter School Hertel an Initial Renewal of five years and further recommend the SUNY Trustees renew the provisional charter of Elmwood Village Schools for a full term of five years.

Elmwood Hertel



DP

DATA PRESENTATION

PAGES: 8-20

AP ACADEMIC PERFORMANCE

CP COMPLIANCE PERFORMANCE

CS COMMUNITY SATISFACTION

SD STUDENT DEMOGRAPHICS

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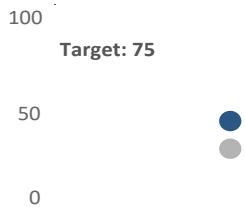
ELMWOOD VILLAGE CHARTER SCHOOL HERTEL

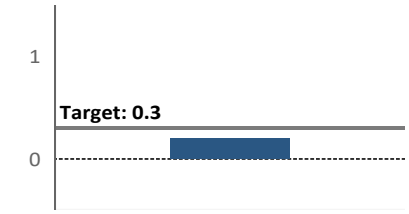
ENGLISH LANGUAGE ARTS ACCOUNTABILITY PLAN GOAL

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



Test Year	Comp Grades	District %	Charter %
2019	3	32	46

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.



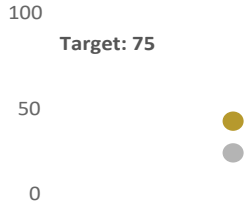
Test Year	Test Grades	Effect Size
2019	3	0.19

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**.

NA

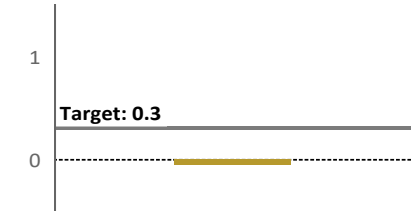
MATHEMATICS ACCOUNTABILITY PLAN GOAL

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



Test Year	Comp Grades	District %	Charter %
2019	3	28	44

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.



Test Year	Test Grades	Effect Size
2019	3	-0.06

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**.

NA

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ELMWOOD VILLAGE CHARTER SCHOOL HERTEL

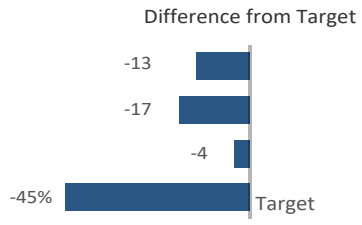
SCIENCE ACCOUNTABILITY PLAN GOAL

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.

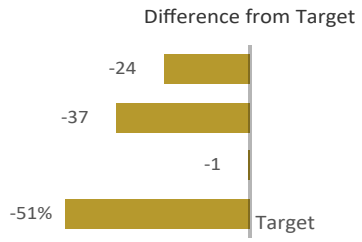
NA

BASELINE INTERNAL ASSESSMENT RESULTS 2020-21 ELA AND MATHEMATICS - STAR*

Measure	Subgroup	Target	Tested	Results
Growth	All students	50	147	37
Equity 1	Gap closing	55	7	38
Equity 2	Economically disadvantaged	37	118	34
Absolute	2+ students	75%	142	31%



Measure	Subgroup	Target	Tested	Results
Growth	All students	50	142	27
Equity 1	Gap closing	55	7	18
Equity 2	Economically disadvantaged	27	115	26
Absolute	2+ students	75%	139	24%



SPECIAL POPULATIONS PERFORMANCE**

	2018	2019
Students with Disabilities Enrollment	21	43
Tested on State Exam	0	13
Charter Percent Proficient on ELA Exam	NA	23.1
District Percent Proficient		16.7
ELL Enrollment	10	10
Tested on NYSESLAT Exam	9	10
Charter Percent 'Commanding' or Making Progress	0.0	30.0

* 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".

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HAS THE CHARTER MET OR COME CLOSE TO MEETING ITS ACADEMIC ACCOUNTABILITY PLAN GOALS?

Elmwood Hertel first enrolled students in state testing grades during 2018-19. That year, the charter posted proficiency rates exceeding the district in both English Language Arts ("ELA") and mathematics. Thereafter, the COVID-19 pandemic interrupted the administration of New York State assessments. The charter has not yet had the opportunity to assess its 4th grade students in science as a result. Elmwood Hertel replicates the strong academic program at Elmwood Village Day's Park's ("Elmwood Days Park") middle school program that has demonstrated a consistent record of high achievement. From 2016-17 to 2018-19, Elmwood Days Park's students enrolled in at least their second year outperformed the district in both ELA and mathematics each year.

In 2018-19, Elmwood Hertel came close to meeting its ELA and mathematics goals. The charter posted proficiency rates that exceeded the district by 14 percentage points in ELA and 16 percentage points in mathematics. In comparison to schools across the state enrolling similar percentages of economically disadvantaged students, the charter performed slightly higher than expected in ELA. In mathematics, the charter school's effect size was under zero, indicating that it performed slightly lower than expected. The charter did not enroll students in 4th grade until 2019-20, and therefore did not yet produce mean growth percentiles to evaluate performance against its growth measure targets.

Given the absence of reliable and credible performance data from the state's ELA and mathematics assessments for 3rd – 8th 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 3rd through 8th grade students who are enrolled in at least their second year will perform at or above the equivalent of grade level standards.

ACADEMIC PERFORMANCE

In the absence of state exam data suitable for analysis in 2020-21, Elmwood Village Hertel used the nationally-normed STAR assessment to measure student achievement and growth in 3rd – 5th grade. The charter established an achievement target of the 60th percentile on the end of year administration for its students. In 2020-21, 31% of students enrolled in at least their second year achieved the standard in ELA and 24% achieved the standard in mathematics. In alignment with its intentionally diverse design, the charter disaggregates its assessment data to pay particular attention to any disparities in growth between economically disadvantaged students and the general population. That year, economically disadvantaged students posted mean growth percentiles in both subjects at or just under the mean growth percentile of all students.

BENCHMARK SUMMARY

ASSESSMENT

Elmwood Hertel has an assessment system that improves instructional effectiveness and student learning. The charter administers STAR assessments, exit tickets, and interim assessments that align to state standards in both ELA and mathematics. Charter leaders and teachers use assessment results to identify student needs, make adjustments to classroom instruction, and monitor student progress and achievement. Grade level teams meet weekly during common planning time to examine student work, analyze data, share observations, and make adjustments to instructional plans based on the evidence before them. Charter leaders use assessment results to evaluate teacher effectiveness and to adjust professional development and coaching strategies. The charter regularly communicates with parents and guardians about student progress toward academic achievement.

CURRICULUM

Elmwood Hertel's curriculum supports teachers in knowing what to teach and when to teach it. The charter's ELA curriculum is aligned to New York State Next Generation Learning Standards and promotes rigorous critical thinking and discussions through the careful selection of novels, plays, short stories, and nonfiction texts. In Kindergarten – 3rd grade, teachers utilize Really Great Reading and McGraw-Hill Wonders. In 4th – 8th grade, instruction is centered around the whole-class novel selected from the Reading Reconsidered curriculum from Teach Like a Champion. For mathematics, the charter shifted from Everyday Math to Zearn for Kindergarten – 6th grade. Teachers in grades 7th – 8th grade use EngageNY modules and internally developed resources to build mathematics units and lessons aligned to New York State Next Generation Learning Standards. Under the direction of the director of curriculum and instruction, teachers participate in grade level and/or subject level teams to create a year-long curriculum maps and pacing guides for each subject every August. During the school year, teachers and administrators meet in grade level teams to ensure instruction aligns across classrooms and articulates across grade levels in all subject areas. The charter's selections of high quality curricular materials and careful monitoring of instruction contribute to its particularly strong and effective program.

PEDAGOGY

High quality instruction is evident throughout Elmwood Hertel. Lessons include a clear objective that leads to purposeful activities. Teachers engage students in work that develops a deep understanding of concepts, and students make connections between their classroom learning and the real world. In most of the classrooms observed during the renewal visit, teachers modeled explicit strategies and expectations followed by opportunities for discussions and collaboration between students. Students asked questions, solved problems,

applied skills learned, and demonstrated their thinking and reasoning through activities aligned to the lesson objective. During independent work times in most lessons observed, teachers actively circulated the classroom to conference with students and ensure they understood concepts. During lessons, teachers utilized a wide range of strategies to differentiate and support student learning including the use of small group instruction.

INSTRUCTIONAL LEADERSHIP

Elmwood Hertel has strong instructional leadership consisting of the principal, assistant principal, director of curriculum and instruction, and instructional coaches. This cadre of instructional leaders provides careful oversight of teachers' planning, instructional delivery, and assessment of student understanding. During two weeks in August each year, the director of curriculum and instruction leads teachers in grade level and/or subject level teams to create a year-long curriculum maps and pacing guides for each subject. Leaders examine weekly plans for detailed information about concepts, skills, differentiation, and formative and summative assessment. Instructional leaders meet weekly with grade level teams meet during common planning time to examine student work, analyze data, share observations, and make adjustments to instructional plans based on the evidence before them. Instructional leaders provide teachers with sustained, systemic, and effective coaching and feedback aimed at improving teachers' instructional effectiveness. These coaching and observation cycles form the foundation of an effective system that holds teachers accountable for quality instruction and student achievement.

AT RISK PROGRAM

Elmwood Hertel has programs to meet the educational needs of students struggling academically, students with disabilities, and ELLs. The charter has clear identification processes and works closely with teachers to implement interventions through the response to intervention ("RTI") process. In the first intervention stage, teachers have an informal 'kid talk' with the grade team and coaches to determine specific classroom strategies and interventions for students struggling academically. After approximately two to four weeks, the team reconvenes and if the student has not made progress, the team reports to the student support team ("SST"). The SST consists of leaders, teachers, and special education teachers. The team determines specific interventions at the tier 2 level and then continues to the tier 3 level if the student does not show progress. If after tier 3 interventions, if a student does not make progress, then the team will refer the student for evaluation by the district committee on special education ("CSE"). The charter utilizes a wide range of commercially available interventions to meet student needs including Leveled Literacy Intervention, Really Great Reading, and Do the Math. Tier 3 utilizes similar programs with more intensity at a one-on-one level. In addition to special education teachers who provide interventions, the charter employs academic intervention specialists and a learning specialist to support students struggling academically. For students with disabilities, the charter implements an integrated co-teaching ("ICT") model across each grade and the Institute observed effective use of co-teaching models to support students during the visit. During the COVID-19 school closure period starting in March 2020, the charter pivoted quickly to provide teletherapy sessions to students requiring related services within a week of the charter transitioning to remote learning. For ELLs, the school uses

appropriate identification procedures utilizing a home language survey and the New York State Identification Test for English Language Learners (NYSITELL). The ELL teacher works closely with general education teachers to provide support through an immersive English language program. The ELL teacher pushes in to general education classrooms to provide individual support to ELLs.

The charter has effective progress monitoring systems in place that support at-risk programs. Teachers review assessment and observation data regularly to identify students struggling academically for inclusion in the RTI process. Special education teachers work closely with general education teachers to monitor individualized education program ("IEP") goals for students with disabilities. The ELL teacher meets regularly with classroom teachers during grade team meetings to provide updates regarding ELL student progress. Leaders closely monitor student data to understand the progress of at-risk students. Leaders deliver purposeful professional development to support the at-risk program. During pre-service training in the summer ahead of a school year, the charter delivers sessions that help all teachers understand student needs. Throughout the year, the charter provides teachers with ongoing training to support with delivering interventions.

ORGANIZATIONAL CAPACITY

Elmwood Hertel has clear operational procedures and an organizational structure that effectively supports the delivery of the academic program. During the charter term, EVCS partnered with an organizational consultant to review the structure of its various positions and propose an improved organizational chart. As a result of this work, EVCS created a central office to unify processes across campuses and eliminate confusion over roles and duties at individual campuses. The positions of business manager, accounts coordinator, student records and admissions coordinator, communications lead, human resources manager, operations manager, and data manager were added at the education corporation level, and an assistant principal position was added at the charter level at Elmwood Hertel. The restructuring of the organizational chart departmentalizes operational duties under the director of operations and frees up the principals to be instructional leaders. Additionally, EVCS has begun to develop a framework of priorities and goals that align to the charter's accountability goals and the academic and organizational goals of both charters.

BOARD OVERSIGHT & GOVERNANCE

Elmwood Village Charter School's board works effectively to meet each charter's Accountability Plan goals. Over the current charter term, the board expanded its membership and recruited new members. Board members request and receive academic, behavioral, discipline, and fiscal information on the charters that allows them to provide sufficient oversight. The board added an academic excellence committee in 2018-19 to place a strong focus on reviewing instructional outcomes on a regular basis with the instructional leadership team. Board members also worked with the data manager to refine a data dashboard with critical metrics around student growth, test, suspension, and behavior data.

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H. Carl McCall SUNY Building
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COMPLIANCE REPORTING

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

The education corporation substantially complied 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.

ELMWOOD VILLAGE CHARTER SCHOOL HERTEL

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. The charter is in compliance with the allowable amount of uncertified teachers. The charter does employ four teachers who do not meet the necessary requirements for uncertified teachers under the Act, but those teachers are in the process of becoming certified.
Fingerprints	The charter employs one individual who has not been fingerprinted. The charter has added that employee to their supervision policy and will conduct the proper background check required under the Act.

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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	OVERALL SATISFACTION	ACADEMICS	CULTURE	COMMUNICATION
53%	95%	89%	86%	87%

Parent Survey Data

The Institute compiled data from the school's 2020-21 family satisfaction survey. In 2020-21, 53% of families who received the survey responded. Of the families who responded, 95% expressed satisfaction with the school's program. The Institute recognizes that the charter's response rate is lower than previous years due to difficulties in distributing and collecting responses due to COVID-19 during the 2020-21 school year.

Parent Focus Group

The Institute asks all schools 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 school for multiple years, parents of students new to the school, parents of students receiving general education services, parents of students with special needs, and parents of ELLs. The Institute met with three Elmwood Hertel families during the renewal visit. Families expressed high levels of satisfaction with the charter program and also appreciated the efforts the charter makes to support with the transitions to fully remote, hybrid, and in-person learning.

Public Comments

In accordance with the Act, the Institute notified the district in which the charter school is located regarding the school's 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 Buffalo City School District held its required hearing on Elmwood Hertel's renewal application on October 6, 2021 by videoconference. Charter leaders provided an overview powerpoint presentation as to the academic programs, mission, social emotional learning, and responsive classroom model. The presentation also provided data regarding student outcomes and demographics. The Buffalo Board of Trustees asked questions regarding programming during the pandemic, student and teacher demographics, students suspension, and teacher retention. The charter reported during the hearing that students generally are from the city school district, class size is capped

at 26, and the school only had one suspension last year. The charter also report teacher retention at 81% and one of the five charter-wide goals for the year is to hire more diversity within the teaching staff. A member of the Buffalo board stated that she has been monitoring the charter over the years and is pleased with its high achievement.

Persistence in Enrollment An additional indicator of parent satisfaction is persistence in enrollment. In 2020-21, 94% of Elmwood Hertel students returned from the previous year. Student persistence data from previous years of the charter term are available in student demographics section of the report. 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.

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

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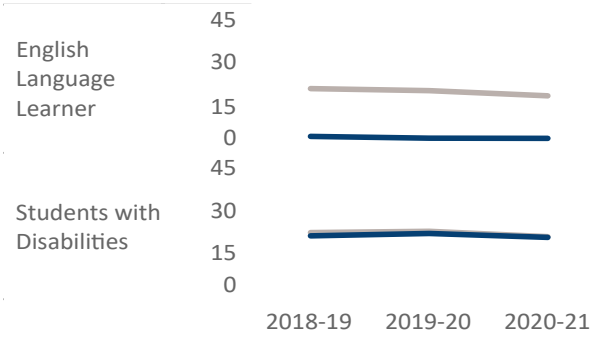
STUDENT DEMOGRAPHICS

Elmwood Village Charter School Hertel

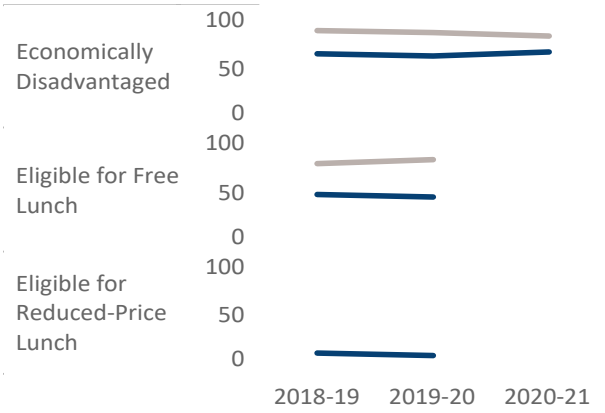
Buffalo City School District

Student Demographics: Special Populations



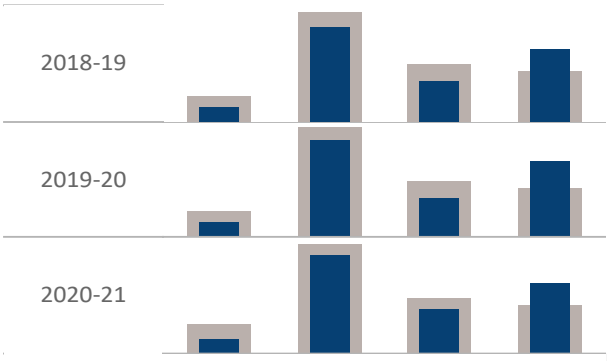
	2018-19	2019-20	2020-21
District	21.4	20.7	18.9
Charter	5.0	4.4	4.3
District	22.5	23.0	21.1
Charter	21.4	22.2	20.9

Student Demographics: Free/Reduced Lunch



	2018-19	2019-20	2020-21
Charter	65.2	63.1	66.9
District	87.0	85.1	81.9
Charter	48.8	46.4	
District	77.4	81.1	
Charter	15.4	13.1	
District	0.3	0.0	

Student Demographics: Race/Ethnicity



	Asian, Native Hawaiian, or Pacific Islander	Black or African American	Hispanic	White
Charter	6.0	36.8	15.9	28.4
District	10.0	42.3	22.3	19.7
Charter	5.6	38.1	15.5	29.8
District	10.3	43.1	22.1	18.9
Charter	5.6	38.1	16.9	27.2
District	11.5	42.3	21.8	18.8

** 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.*

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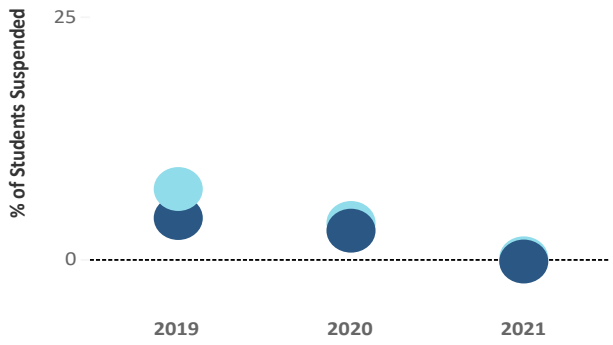
STUDENT DEMOGRAPHICS

Elmwood Village Charter School Hertel



Buffalo City School District

	ISS Rate	OSS Rate
2019	7.5	4.5
2020	4.0	3.2
2021	0.3	0.0

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

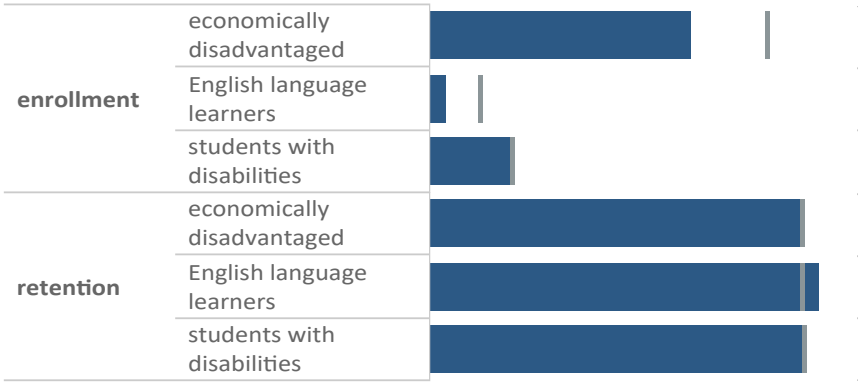
Persistence in Enrollment: The percentage of students eligible to return from previous year who did return

2018-19	86.5
2019-20	91.0
2020-21	94.0

Expulsions: The number of students expelled from the charter each year

2019	2020	2021
0	0	0

Elmwood Village Charter School Hertel's Enrollment and Retention Status: 2020-21



	Target	Charter School
economically disadvantaged	86.4	66.9
English language learners	12.6	4.3
students with disabilities	21.1	20.9
economically disadvantaged	95.3	96.2
English language learners	95.3	100.0
students with disabilities	95.4	96.4

** Data reported in these charts reflect information reported by the education corporation and validated by the Institute.*

ENROLLMENT AND RETENTION TARGETS

As required by Education Law § 2851(4)(e), a charter must include in it 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.

Elmwood Hertel makes good faith efforts to meet its enrollment and retention targets. Leaders are aware of the targets and adjust recruiting methods as necessary. The charter's recruitment strategies for all three subgroups include:

- reaching out to operators of pre-schools and daycare centers that have a high percentage of students with limited English proficiency;
- conducting outreach to local worship communities with high percentages of congregants with limited English proficiency;
- a description of services provided for ELLs in all advertisements and recruitment materials;
- reaching out to social service agencies that serve immigrant and refugee populations in the city;
- distributing brochures and applications in English, Spanish, Burmese, Arabic, and Bengali that include descriptions of special education services offered by the school;
- advertising in the annual Special Education Edition of WNY Family Magazine, and highlighting services offered by EVCS;
- reaching out to operators of pre-schools, after-school programs, and daycare centers that offer early intervention services;
- directing recruitment materials toward areas of the city with a higher than average percentage of families living in poverty;
- advertising in parenting magazines that are made available for free in pediatricians' offices and grocery stores throughout the city; and,
- reaching out to operators of pre-schools, daycare centers, and after-school programs in areas of the city with a higher than average percentage of families living in poverty.

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IS THE EDUCATION CORPORATION FISCALLY SOUND?

Elmwood Village Charter Schools is fiscally sound as is its school, Elmwood Hertel, 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 Elmwood Hertel and the education corporation have demonstrated fiscal soundness over the majority of the charter term.[4] The fiscal dashboard for Elmwood Hertel and the merged education corporation can be found at the end of this section. The discussion that follows relates mainly to the Elmwood Village Charter Schools education corporation because a school is not a legally distinct fiscal entity.

Elmwood Hertel opened in 2017-18 authorized by SUNY. Effective July 1, 2017, the education corporation merged with Elmwood Days Park with Elmwood Hertel being the surviving entity and renamed Elmwood Village Charter Schools. In addition to analyzing the fiscal soundness of Elmwood Hertel, the Institute analyzed the soundness of EVCS, the not-for-profit education corporation granted the authority to operate the charter, and finds it too has adequate financial resources to ensure stable operations.

Operating multiple charters allows for efficiencies associated with operations and capacity to share programs and resources in the areas of academic program, fiscal management, operational support, human resources, technology, and public relations.

DOES THE EDUCATION CORPORATION OPERATE 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 and budget preparation procedures for the charter.	+
Education corporation board members, leadership, and staff members contribute to the budget process for the charter, as appropriate.	+

4. 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.

The education corporation frequently compares its long-range fiscal plan for the charter to actual progress and adjusts it to meet changing conditions.	+
The education corporation routinely analyzes budget variances for the charter; the education corporation board addresses material variances and makes necessary revisions	+
Actual expenses are equal to, or less than, actual revenue with no material exceptions.	+

DOES THE CHARTER MAINTAIN APPROPRIATE INTERNAL CONTROLS AND PROCEDURES?

The education corporation maintains appropriate internal controls and procedures, which the charter implements. 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 charter.	+
The most recent education corporation audit report, which covers the fiscal operations of the charter, was free of any significant deficiencies or material weaknesses in internal controls.	+
The education corporation reviews and updates its Financial Policies and Procedures manual, which covers the charter, on a regular basis.	**AUGUST 2019**

DOES THE CHARTER COMPLY WITH FINANCIAL REPORTING REQUIREMENTS?

The education corporation has complied 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 charter will 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 CHARTER MAINTAIN ADEQUATE FINANCIAL RESOURCES TO ENSURE STABLE OPERATIONS?

The education corporation maintains adequate financial resources for the charter to ensure stable operations. Critical financial needs of the charter 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 for the charter and those that are due shortly.	+
The education corporation maintains adequate liquid reserves to fund expenses in the event of income loss (generally 30 days).	+
The education corporation prepares and monitors cash flow projections for the charter.	+
If the education corporation includes philanthropy in its budget for the charter, the education corporation monitors progress toward its development goals on a periodic basis.	+
If necessary, the education corporation pursues district state aid intercepts with NYSED to ensure adequate per pupil funding for the charter.	+
The education corporation accumulates unrestricted net assets that are equal to or exceed two percent of the charter's operating budget for the upcoming year.	+

FISCAL ANALYSIS

The education corporation is in compliance with all loan covenants related to the charter.	**N/A**

Elmwood Hertel reported operating losses in three out of four years of its initial charter term. However, the losses were offset against accumulated surpluses of Elmwood Days Park operated by the merged education corporation. The fiscal dashboard reflects the merged education corporation as a fiscally strong entity with $11.6 million in net assets and 6 months of cash on hand to pay liabilities due shortly as of June 30, 2021. The education corporation benefits from a combined balance sheet which is a combination of individual charters' 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 to report operating surpluses or deficits. EVCS has funded and maintained the required $150,000 in a separate dissolution account as per the SUNY charter agreement.

ELMWOOD VILLAGE CHARTER SCHOOL HERTEL

NOTE: Effective 2017-18, the charter merged finances with the education corporation, "Elmwood Village Charter Schools." Accordingly, see the education corporation report containing the "Balance Sheet" for all charters merged into the education corporation.

CHARTER INFORMATION

BALANCE SHEET					Opened 2017-18
Assets	MERGED	MERGED	MERGED	MERGED	
Current Assets	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	-	-	-	-	-
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	-	1,928,438	2,711,060	3,391,930	3,936,447
Students with Disabilities	-	91,117	192,164	321,547	418,461
Grants and Contracts					
State and local	-	200,000	290,830	-	-
Federal - Title and IDEA	-	60,762	93,541	90,944	768,932
Federal - Other	-	190,554	-	-	-
Other	-	-	-	-	602,450
NYC DoE Rental Assistance	-	-	-	-	-
Food Service/Child Nutrition Program	-	-	-	-	-
Total Operating Revenue	-	2,470,871	3,287,595	3,804,421	5,726,290
Expenses					
Regular Education	-	1,458,879	2,012,137	2,158,049	2,535,130
SPED	-	321,818	446,422	525,139	639,100
Other	-	278,128	559,558	672,231	594,465
Total Program Services	-	2,058,825	3,018,117	3,355,419	3,768,695
Management and General	-	629,700	680,382	1,051,495	1,141,583
Fundraising	-	-	4,465	-	-
Total Expenses - GRAPHS 2, 3 & 4	-	2,688,525	3,702,964	4,406,914	4,910,278
Surplus / (Deficit) From School Operations	-	(217,654)	(415,369)	(602,493)	816,012
Support and Other Revenue					
Contributions	-	125,061	34,328	446,293	22,517
Fundraising	-	4,491	-	1,023	4,405
Miscellaneous Income	-	18,180	76,895	56,441	5,937
Net assets released from restriction	-	-	-	-	-
Total Support and Other Revenue	-	147,732	111,223	503,757	32,859
Total Unrestricted Revenue	-	2,618,603	3,364,490	4,276,100	5,799,038
Total Temporally Restricted Revenue	-	-	34,328	32,078	(39,889)
Total Revenue - GRAPHS 2 & 3	-	2,618,603	3,398,818	4,308,178	5,759,149
Change in Net Assets	-	(69,922)	(304,146)	(98,736)	848,871
Net Assets - Beginning of Year - GRAPH 2	-	403,334	333,412	912,514	813,778
Prior Year Adjustment(s)	-	-	883,242	-	-
Net Assets - End of Year - GRAPH 2	-	333,412	912,508	813,778	1,662,649

ELMWOOD VILLAGE CHARTER SCHOOL HERTEL

NOTE: Effective 2017-18, the charter merged finances with the education corporation, "Elmwood Village Charter Schools." 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	-	273,977	342,495	565,690	565,620
Instructional Personnel	-	832,553	1,294,651	1,503,778	1,767,555
Non-Instructional Personnel	-	109,472	191,108	266,504	374,246
Personnel Services (Combined)	-	-	-	-	-
Total Salaries and Staff	-	1,216,002	1,828,254	2,335,972	2,707,421
Fringe Benefits & Payroll Taxes	-	321,055	463,980	592,169	694,081
Retirement	-	78,377	127,267	123,875	222,711
Management Company Fees	-	-	-	-	-
Building and Land Rent / Lease / Facility Financing	-	111,730	140,304	132,179	82,484
Staff Development	-	25,578	38,181	53,998	20,386
Professional Fees, Consultant & Purchased Services	-	206,066	145,322	217,535	213,600
Marketing / Recruitment	-	6,190	7,031	10,067	2,525
Student Supplies, Materials & Services	-	136,215	120,166	223,740	114,188
Depreciation	-	222,432	277,133	299,073	331,087
Other	-	364,880	550,861	418,306	521,795
Total Expenses	-	2,688,525	3,698,499	4,406,914	4,910,278

CHARTER ANALYSIS

ENROLLMENT	2016_17	2017_18	2018_19	2019_20	2020_21
Original Chartered Enrollment	-	150	200	250	300
Final Chartered Enrollment (includes any revisions)	-	150	200	250	300
Actual Enrollment - **GRAPH 4**	-	148	200	253	303
Chartered Grades	-	K-2	K-3	K-4	K-4
Final Chartered Grades (includes any revisions)	-	-	-	-	-
Primary School District: BUFFALO CITY SD					
Per Pupil Funding (Weighted Avg of All Districts)	-	-	13,005	13,185	13,378
Increase over prior year	0.0%	0.0%	100.0%	1.4%	1.4%
PER STUDENT BREAKDOWN					
Revenue					
Operating		- 16,660	16,423	15,038	18,880
Other Revenue and Support		- 996	556	1,991	108
TOTAL - GRAPH 3	-	17,656	16,979	17,029	18,988
Expenses					
Program Services		- 13,882	15,077	13,263	12,425
Management and General, Fundraising		- 4,246	3,421	4,156	3,764
TOTAL - GRAPH 3		- 18,128	18,498	17,419	16,189
% of Program Services	0.0%	76.6%	81.5%	76.1%	76.8%
% of Management and Other	0.0%	23.4%	18.5%	23.9%	23.2%
% of Revenue Exceeding Expenses - **GRAPH 5**	0.0%	-2.6%	-8.2%	-2.2%	17.3%
% of Revenue Expended on Facilities	#DIV/0!	4.5%	4.3%	3.5%	1.4%
Student to Faculty Ratio	-	5.8	6.1	7.8	7.6
Faculty to Admin Ratio	-	3.0	7.3	2.7	4.0
Financial Responsibility Composite Scores - GRAPH 6					
Score	0.0	0.0	0.0	0.0	0.0
Fiscally Strong 1.5 - 3.0 / Fiscally Adequate 1.0 - 1.4 / Fiscally Needs Monitoring < 1.0	N/A	N/A	N/A	N/A	N/A
Working Capital - GRAPH 7					
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	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	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	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

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H. Carl McCall SUNY Building
353 Broadway
Albany, NY 12246

ELMWOOD VILLAGE CHARTER SCHOOLS (COMBINED)

CHARTER INFORMATION

		MERGED	MERGED	MERGED	MERGED
	2016 17	2017 18	2018 19	2019 20	2020 21
BALANCE SHEET					
Assets					
Current Assets					
Cash and Cash Equivalents - **GRAPH 1**	-	3,664,809	4,520,182	5,935,211	5,766,025
Grants and Contracts Receivable	-	239,971	245,409	106,841	506,862
Accounts Receivable	-	-	-	497,748	480,031
Prepaid Expenses	-	56,307	39,940	36,175	191,873
Contributions and Other Receivables	-	-	-	-	-
Total Current Assets - GRAPH 1	-	3,961,087	4,805,531	6,575,975	6,944,791
Property, Building and Equipment, net	-	11,612,544	11,163,964	11,365,578	12,254,694
Other Assets	-	100,000	150,000	150,000	150,000
Total Assets - GRAPH 1	-	15,673,631	16,119,495	18,091,553	19,349,485
Liabilities and Net Assets					
Current Liabilities					
Accounts Payable and Accrued Expenses	-	379,624	141,526	418,718	268,208
Accrued Payroll and Benefits	-	736,739	1,082,807	996,331	1,296,568
Deferred Revenue	-	121,168	3,438	-	-
Current Maturities of Long-Term Debt	-	440,562	454,955	472,141	294,522
Short Term Debt - Bonds, Notes Payable	-	-	-	-	-
Other	-	-	-	-	-
Total Current Liabilities - GRAPH 1	-	1,678,093	1,682,726	1,887,190	1,859,298
Deferred Rent/Lease Liability	-	-	-	-	-
All other L-T debt and notes payable, net current maturities	-	6,566,328	6,140,452	7,144,397	5,866,475
Total Liabilities - GRAPH 1	-	8,244,421	7,823,178	9,031,587	7,725,773
Net Assets					
Without Donor Restrictions	-	7,429,210	8,111,989	8,993,560	11,574,677
With Donor Restrictions	-	-	184,328	66,406	49,035
Total Net Assets	-	7,429,210	8,296,317	9,059,966	11,623,712
Total Liabilities and Net Assets	-	15,673,631	16,119,495	18,091,553	19,349,485
ACTIVITIES					
Operating Revenue					
Resident Student Enrollment	-	7,341,681	8,759,083	9,395,180	9,764,168
Students with Disabilities	-	690,772	813,500	1,118,972	1,253,608
Grants and Contracts					
State and local	-	200,000	290,830	-	-
Federal - Title and IDEA	-	248,190	93,541	233,866	2,261,573
Federal - Other	-	190,554	195,055	-	-
Other	-	-	-	-	844,201
NYC DoE Rental Assistance	-	-	-	-	-
Food Service/Child Nutrition Program	-	-	-	-	-
Total Operating Revenue	-	8,671,197	10,152,009	10,748,018	14,123,550
Expenses					
Regular Education	-	5,045,148	5,685,976	5,631,052	6,163,936
SPED	-	1,054,890	1,339,587	1,456,213	1,648,374
Other	-	651,855	1,013,904	1,429,652	1,280,128
Total Program Services	-	6,751,893	8,039,467	8,516,917	9,092,438
Management and General	-	1,679,432	1,885,328	2,336,467	2,522,743
Fundraising	-	-	4,465	-	-
Total Expenses - GRAPHS 2, 3 & 4	-	8,431,325	9,929,260	10,853,384	11,615,181
Surplus / (Deficit) From School Operations	-	239,872	222,749	(105,366)	2,508,369
Support and Other Revenue					
Contributions	-	197,373	246,767	493,206	45,035
Fundraising	-	29,735	15,801	26,130	4,405
Miscellaneous Income	-	292,418	381,790	349,679	5,937
Net assets released from restriction	-	-	-	-	-
Total Support and Other Revenue	-	519,526	644,358	869,015	55,377
Total Unrestricted Revenue	-	9,190,723	10,762,039	11,584,955	14,196,298
Total Temporally Restricted Revenue	-	-	34,328	32,078	(17,371)
Total Revenue - GRAPHS 2 & 3	-	9,190,723	10,796,367	11,617,033	14,178,927
Change in Net Assets	-	759,398	867,107	763,649	2,563,746
Net Assets - Beginning of Year - GRAPH 2	-	6,669,811	7,429,204	8,296,317	9,059,966
Prior Year Adjustment(s)	-	-	-	-	-
Net Assets - End of Year - GRAPH 2	-	7,429,209	8,296,311	9,059,966	11,623,712

ELMWOOD VILLAGE CHARTER SCHOOLS (COMBINED)

CHARTER INFORMATION - (Continued)

Functional Expense Breakdown

	2016_17	2017_18	2018_19	2019_20	2020_21
Personnel Service					
Administrative Staff Personnel	-	746,241	848,462	1,113,736	1,207,313
Instructional Personnel	-	3,219,419	3,859,726	4,126,231	4,584,264
Non-Instructional Personnel	-	312,043	438,663	623,339	821,739
Personnel Services (Combined)	-	-	-	-	-
Total Salaries and Staff	-	4,277,703	5,146,851	5,863,306	6,613,316
Fringe Benefits & Payroll Taxes	-	1,150,969	1,350,974	1,575,249	1,774,914
Retirement	-	339,309	483,097	453,442	549,159
Management Company Fees	-	-	-	-	-
Building and Land Rent / Lease / Facility Financing	-	554,995	553,426	541,846	280,621
Staff Development	-	58,616	137,103	102,935	46,271
Professional Fees, Consultant & Purchased Services	-	373,170	305,283	431,911	426,012
Marketing / Recruitment	-	10,085	16,670	21,261	5,050
Student Supplies, Materials & Services	-	324,015	293,208	388,730	241,368
Depreciation	-	549,599	595,648	635,574	688,835
Other	-	792,864	1,042,535	839,130	989,635
Total Expenses	-	8,431,325	9,924,795	10,853,384	11,615,181

CHARTER ANALYSIS

ENROLLMENT

	2016_17	2017_18	2018_19	2019_20	2020_21
Original Chartered Enrollment	-	575	650	700	750
Final Chartered Enrollment (includes any revisions)	-	575	650	700	750
Actual Enrollment - **GRAPH 4**	-	570	648	703	750
Chartered Grades	-	-	-	-	-
Final Chartered Grades (includes any revisions)	-	-	-	-	-
Primary School District:					
Per Pupil Funding (Weighted Avg of All Districts)	-	-	-	-	-
Increase over prior year	0.0%	0.0%	0.0%	0.0%	0.0%

PER STUDENT BREAKDOWN

Revenue					
Operating		- 15,213	15,672	15,298	18,844
Other Revenue and Support		- 911	995	1,237	74
TOTAL - GRAPH 3	-	16,125	16,666	16,535	18,917
Expenses					
Program Services		- 11,846	12,410	12,122	12,131
Management and General, Fundraising		- 2,946	2,917	3,326	3,366
TOTAL - GRAPH 3		- 14,792	15,328	15,448	15,497
% of Program Services	0.0%	80.1%	81.0%	78.5%	78.3%
% of Management and Other	0.0%	19.9%	19.0%	21.5%	21.7%
% of Revenue Exceeding Expenses - GRAPH 5	0.0%	9.0%	8.7%	7.0%	22.1%
% of Revenue Expended on Facilities	#DIV/0!	6.4%	5.5%	5.0%	2.0%

Student to Faculty Ratio	-	6.3	6.8	8.1	7.5
Faculty to Admin Ratio	-	4.3	7.9	3.6	4.8

Financial Responsibility Composite Scores - GRAPH 6

Score	0.0	2.9	3.0	3.0	3.0
Fiscally Strong 1.5 - 3.0 / Fiscally Adequate 1.0 - 1.4 / Fiscally Needs Monitoring < 1.0	N/A	Fiscally Strong	Fiscally Strong	Fiscally Strong	Fiscally Strong

Working Capital - GRAPH 7

Net Working Capital	0	2,282,994	3,122,805	4,688,785	5,085,493
As % of Unrestricted Revenue	0.0%	24.8%	29.0%	40.5%	35.8%
Working Capital (Current) Ratio Score	0.0	2.4	2.9	3.5	3.7
Risk (Low ≥ 3.0 / Medium 1.4 - 2.9 / High < 1.4)	N/A	MEDIUM	MEDIUM	LOW	LOW
Rating (Excellent ≥ 3.0 / Good 1.4 - 2.9 / Poor < 1.4)	N/A	Good	Good	Excellent	Excellent

Quick (Acid Test) Ratio

Score	0.0	2.3	2.8	3.5	3.6
Risk (Low ≥ 2.5 / Medium 1.0 - 2.4 / High < 1.0)	N/A	MEDIUM	LOW	LOW	LOW
Rating (Excellent ≥ 2.5 / Good 1.0 - 2.4 / Poor < 1.0)	N/A	Good	Excellent	Excellent	Excellent

Debt to Asset Ratio - GRAPH 7

Score	0.0	0.5	0.5	0.5	0.4
Risk (Low < 0.50 / Medium 0.51 - .95 / High > 1.0)	N/A	MEDIUM	MEDIUM	MEDIUM	LOW
Rating (Excellent < 0.50 / Good 0.51 - .95 / Poor > 1.0)	N/A	Good	Good	Good	Excellent

Months of Cash - GRAPH 8

Score	0.0	5.2	5.5	6.6	6.0
Risk (Low > 3 mo. / Medium 1 - 3 mo. / High < 1 mo.)	N/A	LOW	LOW	LOW	LOW
Rating (Excellent > 3 mo. / Good 1 - 3 mo. / Poor < 1 mo.)	N/A	Excellent	Excellent	Excellent	Excellent

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

Elmwood Hertel's plans for the future are reasonable, feasible, and achievable. The charter continues to demonstrate academic success. The charter organization evolves as the charter grows, and leaders have clear plans for continuing its growth.

ELMWOOD VILLAGE CHARTER SCHOOL HERTEL

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. Elmwood Hertel will continue to implement the same core elements of its academic program that allowed the charter to meet its key Accountability Plan goals over the current charter term.

Plans for Board Oversight & Governance. The board engaged in expanding its membership during the current charter term and plans to focus on ensuring a smooth transition under the new board chair.

Fiscal & Facility Plans. Based on evidence collected through the renewal review, including a review of the five-year financial plan, Elmwood Village Charter Schools presents a reasonable and appropriate fiscal plan for the next charter term including education corporation and charter budgets that are feasible and achievable.

Elmwood Village Charter Schools owns the Elmwood Hertel building through financing. Elmwood Village Charter Schools has developed a space plan for renovations to the current facility during the next charter term. The space plan will renovate the empty building on the Hertel campus to house the charter's music and dance programs, and will retrofit current building spaces to accommodate an increased number of related service providers, wellness rooms, and additional student services.

	CURRENT	END OF NEXT CHARTER TERM
Enrollment	350	450
Grade Span	K-6	K-8
Teaching Staff	35	41
Days of Instruction	185	185

Elmwood Hertel

Ax

APPENDICES

PAGES Ax 1-13

CO A	EO B	RI C
CHARTER OVERVIEW	ED CORP OVERVIEW	REPORT INFORMATION
PAGE Ax 1	PAGE Ax 3	PAGE Ax 10

ELMWOOD VILLAGE CHARTER SCHOOLS BOARD OF TRUSTEES

CHAIR

Jennifer Bernacki-Smith

VICE CHAIR

Matthew Ryan

TREASURER

Ed Castine

TRUSTEES

Pamela Pollock
Jacob Piorkowski
Mimi Barnes-Coppola
Kathy Franklin Adams
Joshua Pennel
Lacole Brumfield
Anna Sotelo-Peryea
Kenneth Gholston

CHARTER SCHOOL LEADERS

PRINCIPAL

Elizabeth Fisher, Principal (July 2020-Present)
Kathy Jamil, Principal (November 2016-July 2020)

CHARTER CHARACTERISTICS

SCHOOL YEAR	CHARTERED ENROLLMENT	ACTUAL ENROLLMENT	ACTUAL AS A PERCENTAGE OF CHARTERED ENROLLMENT	GRADES SERVED
2017-18	150	148	99%	K-2
2018-19	200	200	100%	K-3
2019-20	250	253	101%	K-4
2020-21	300	302	101%	K-5
2021-22	350	341	97%	K-6

TIMELINE OF CHARTER RENEWAL

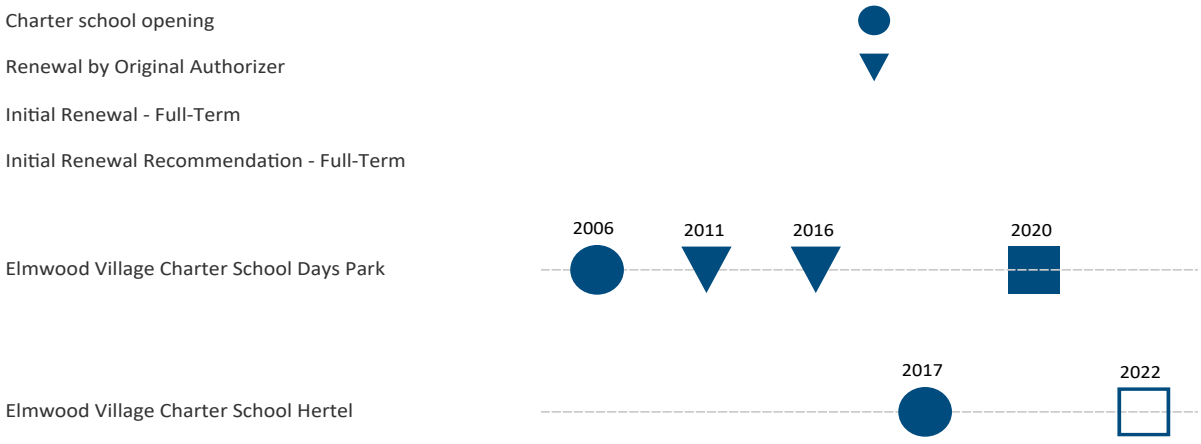
CHARTER SCHOOL VISIT HISTORY

SCHOOL YEAR	VISIT TYPE	DATE
2017-18	First Year Visit	May 10, 2018
2021-22	Initial Renewal Review	October 13, 2021

CONDUCT OF THE RENEWAL REVIEW

DATE(S) OF REVIEW	EVALUATION TEAM MEMBERS	TITLE
October 21, 2021	Vickie Masséus	School Evaluation Analyst
	Andrew Kile	Managing Director of School Evaluation

EDUCATION CORPORATION TIMELINE OF CHARTER RENEWAL

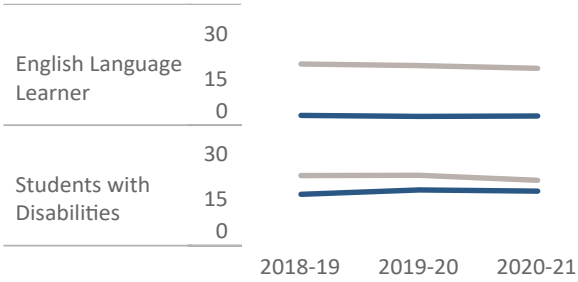


EDUCATION CORPORATION CHARTER CHARACTERISTICS

CHARTER	LOCAL DISTRICT	CO LOCATED	CHARTERED ENROLLMENT	GRADE SPAN
Elmwood Village Charter School Days Park	Buffalo City SD	No	450	K-8
Elmwood Village Charter School Hertel	Buffalo City SD	No	350	K-6

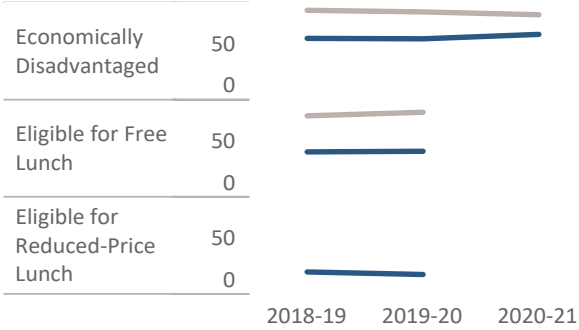
Elmwood Village Charter Schools Aggregate Education Corporation Enrollment and Persistence

Aggregate Education Corporation Demographics: Special Populations



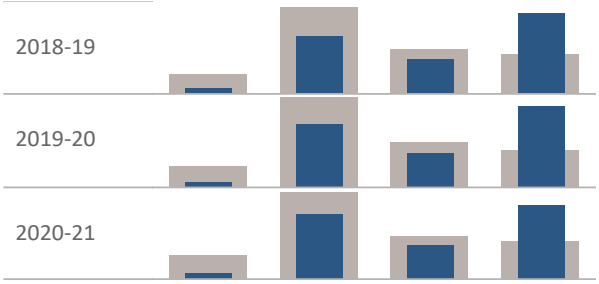
	2018-19	2019-20	2020-21
Districts	20.1	19.6	18.6
Ed Corp	2.6	2.3	2.4
Districts	23.1	23.2	21.5
Ed Corp	16.8	18.3	17.9

Aggregate Education Corporation Demographics: Free/Reduced Lunch



	2018-19	2019-20	2020-21
Districts	86.1	84.4	81.5
Ed Corp	57.1	56.6	61.2
Districts	77.4	81.1	
Ed Corp	40.2	40.8	
Districts	0.3	0.0	
Ed Corp	16.5	13.8	

Aggregate Education Corporation Demographics: Race/Ethnicity



	Asian, Native Hawaiian, or Pacific Islander	Black or African American	Hispanic	White
Districts	9.7	43.2	22.2	19.3
Ed Corp	2.6	28.6	17.2	40.2
Districts	10.2	43.5	22.1	18.8
Ed Corp	2.6	30.7	16.7	39.2
Districts	11.4	42.6	21.9	18.7
Ed Corp	2.8	31.9	16.8	37.0

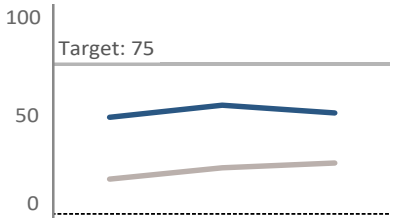
Aggregate Education Corporation Persistence in Enrollment

2018-19	2018-19	91.6
2019-20	2019-20	90.3
2020-21	2020-21	90.1

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

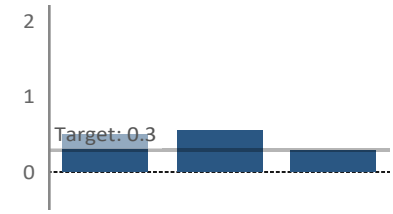
ELMWOOD VILLAGE SCHOOLS:
AGGREGATE ENGLISH LANGUAGE ARTS AND MATHEMATICS PERFORMANCE FOR ALL SCHOOLS

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.**



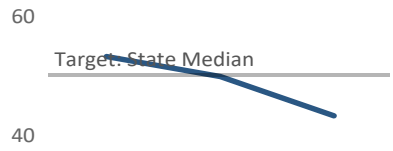
Test Year	District %	Ed.Corp. %
2017	18	49
2018	23	55
2019	26	51

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	0.50
2018	0.54
2019	0.28

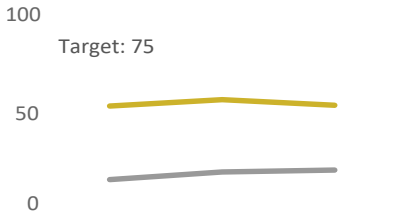
Mean Growth Percentile. The chart shows the unadjusted mean growth percentile for all students in grades 4-8 among **all education corporation charters**.



Test Year	Ed. Corp. Mean Growth Percentile
2017	53.3
2018	49.9
2019	43.3

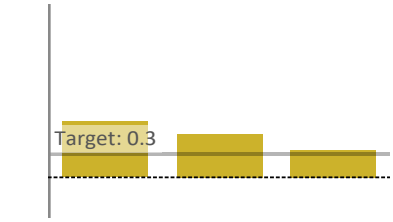
EDUCATION CORPORATION AGGREGATE MATHEMATICS PERFORMANCE

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	17	54
2018	21	57
2019	22	54

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.



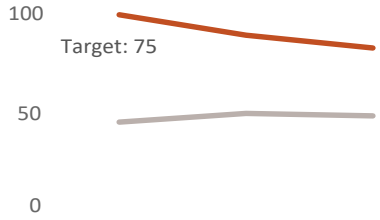
Test Year	Ed. Corp. Weighted Effect Size
2017	0.70
2018	0.55
2019	0.34

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	55.7
2018	54.3
2019	52.6

ELMWOOD VILLAGE CHARTER SCHOOLS: AGGREGATE SCIENCE PERFORMANCE FOR ALL SCHOOLS

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.**



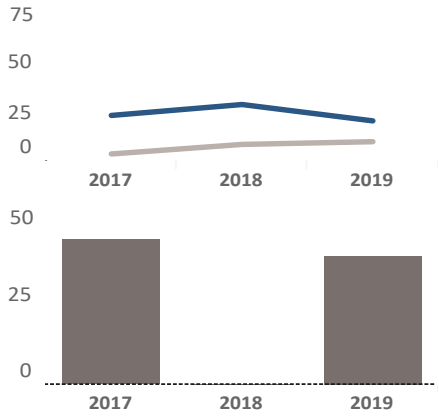
Test Year	District %	Ed.Corp. %
2017	46	98
2018	50	88
2019	49	82

BASELINE INTERNAL ASSESSMENT RESULTS 2020-21 ELA AND MATHEMATICS - STAR*

		Elmwood Days Park			Elmwood Hertel		
Measure	Subgroup	Target	Tested	Results	Target	Tested	Results
Growth	All students	50%	281	49%	50%	147	37%
Equity 1	Gap closing	55%	44	52%	55%	7	38%
Equity 2	Economically disadvantaged	49%	184	45%	37%	118	34%
Absolute	2+ students	75%	256	30%	75%	142	31%

		Elmwood Days Park			Elmwood Hertel		
Measure	Subgroup	Target	Tested	Results	Target	Tested	Results
Growth	All students	50%	278	43%	50%	142	27%
Equity 1	Gap closing	55%	40	54%	55%	7	18%
Equity 2	Economically disadvantaged	43%	182	40%	27%	115	26%
Absolute	2+ students	75%	254	41%	75%	139	24%

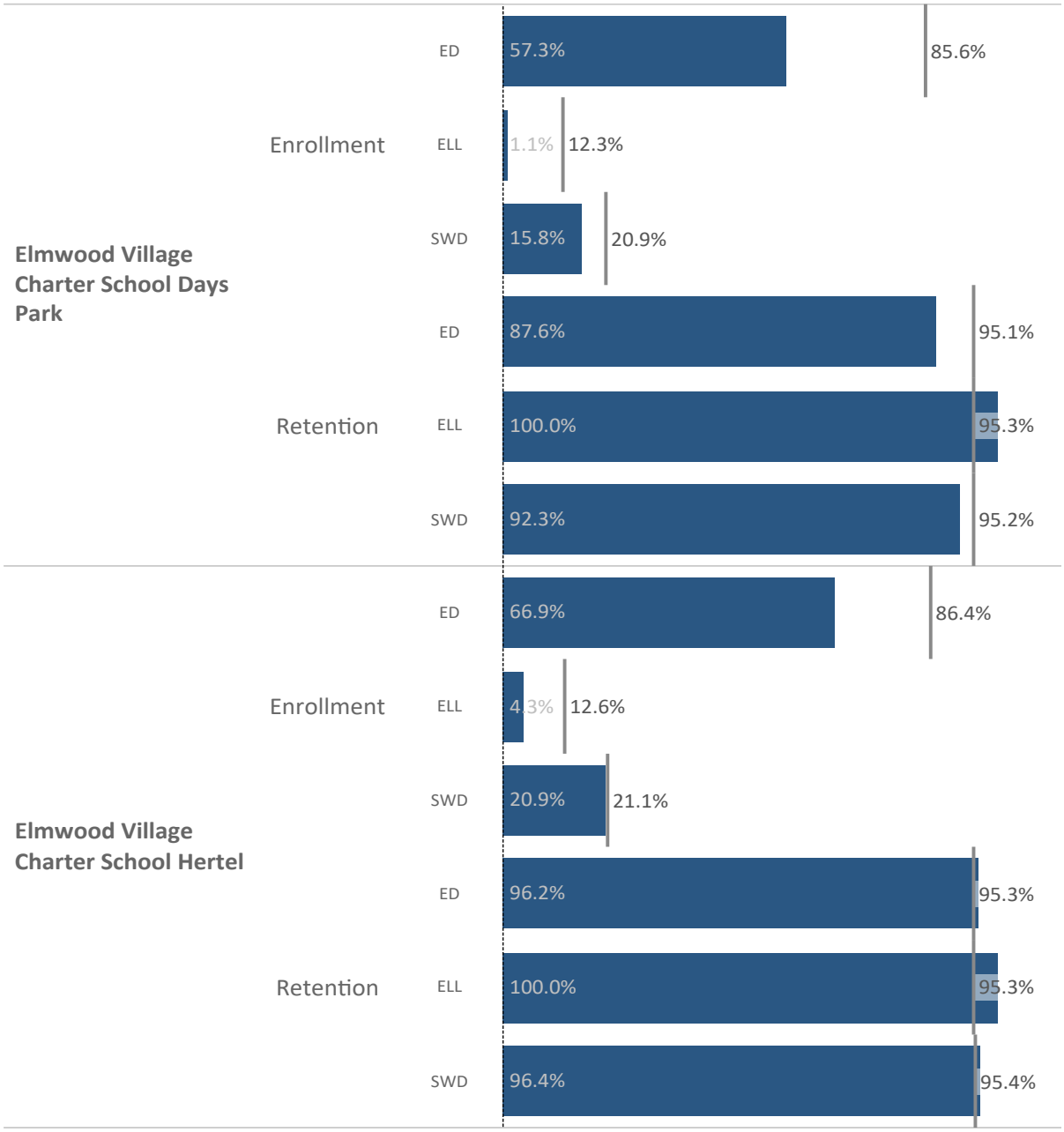
AGGREGATE PERFORMANCE OF STUDENTS WITH DISABILITIES AND ELLS FOR EDUCATION CORPORATION**



Ed. Corp. Enrollment Receiving Mandated Academic Services	60	87	109
Tested on State Exam	39	49	59
Ed. Corp. Percent Proficient on ELA Exam	23.1	28.6	20.3
District Percent Proficient	3.7	8.5	9.8
Ed. Corp. ELL Enrollment	5	17	17
Tested on NYSESLAT Exam	5	16	17
Ed. Corp. Percent 'Commanding' or Making Progress on NYSESLAT	40.0	0.0	35.3

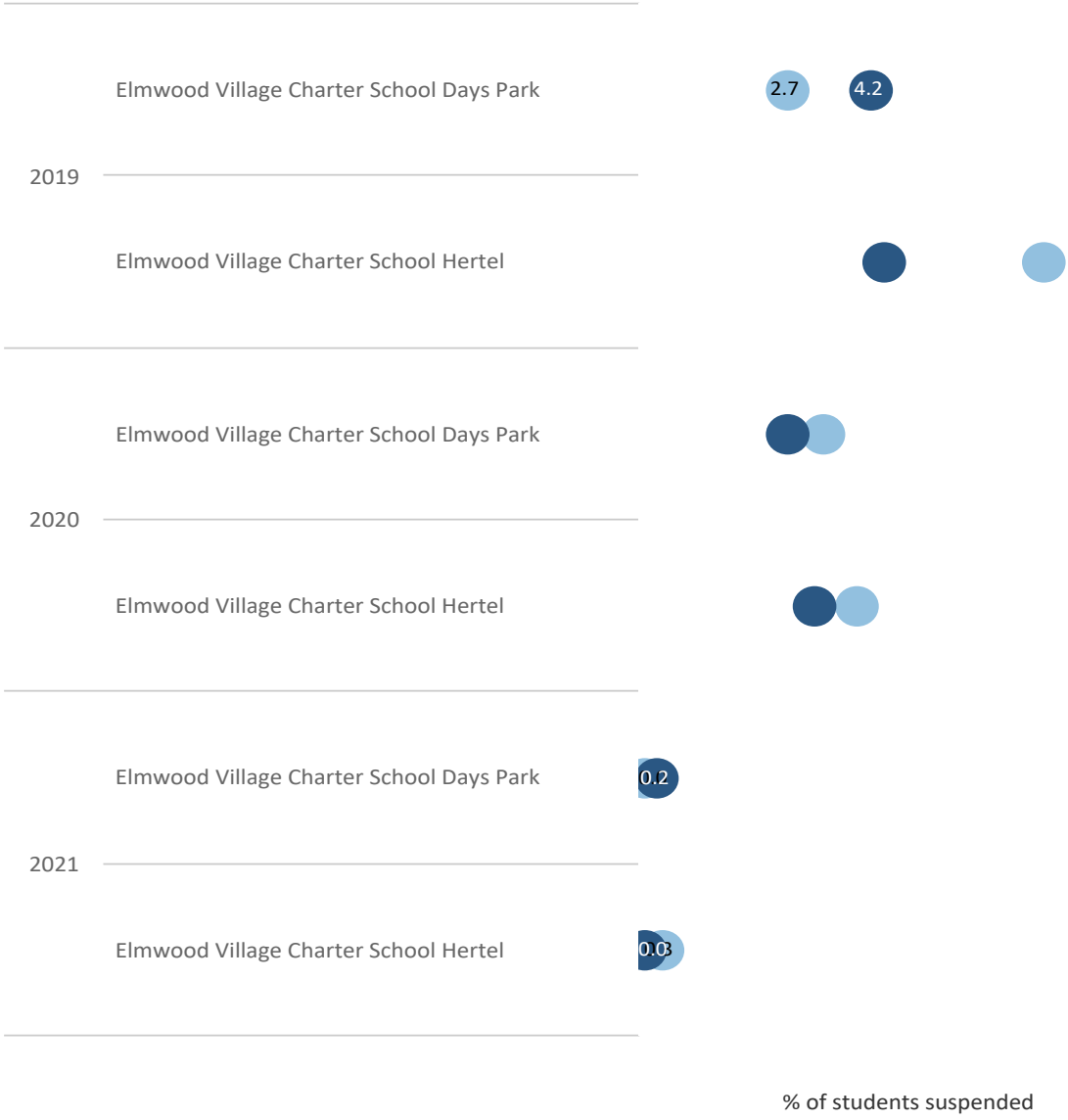
* For description of internal assessments, see section 1A.
**The academic outcome data about the performance of students receiving special education services and ELLs above is not tied to separate goals in a charter's formal Accountability Plan. The NYSESLAT, the New York State English as a Second Language 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.

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 network.

Suspensions: Elmwood Village 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 a charter's Application for Charter Renewal, and more broadly, details the merits of a charter's case for renewal. The Institute has created and issued this report pursuant to the ***Policies for the Renewal of Not-For-Profit Charter School Education Corporations and Charter Schools Authorized by the Board of Trustees of the State University of New York*** (the "SUNY Renewal Policies").[1]

THE INSTITUTE MAKES ALL RENEWAL RECOMMENDATIONS BASED ON

- A CHARTER'S APPLICATION FOR CHARTER RENEWAL
- INFORMATION GATHERED DURING THE CHARTER TERM
- ACADEMIC PERFORMANCE
- FISCAL SOUNDNESS
- LEGAL COMPLIANCE
- RENEWAL REVIEW

Most importantly, the Institute analyzes the charter's record of academic performance and the extent to which it has met its academic Accountability Plan goals.

1. Revised September 4, 2013 and available on the Institute's website.

REPORT FORMAT

This renewal recommendation report compiles evidence using the ***State University of New York Charter Renewal Benchmarks*** (the "SUNY Renewal Benchmarks"),[2] which specify in detail what a successful charter school should be able to demonstrate at the time of the renewal review. The Institute uses the four interconnected renewal questions below for framing benchmark statements to determine if a charter has made an adequate case for renewal.

RENEWAL QUESTIONS

IS THE CHARTER AN ACADEMIC SUCCESS?

IS THE CHARTER AN EFFECTIVE, VIABLE ORGANIZATION?

IS THE CHARTER FISCALLY SOUND?

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

This report contains appendices that provide additional statistical and organizationally related information including a statistical charter overview, copies of any school district comments on the Application for Charter Renewal, and the SUNY Fiscal Dashboard information for the charter. If applicable, the appendices also include additional information about the education corporation, its charters and student achievement of those charters.

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,[3] 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"[4] and states the educational programs at a charter school must "meet or exceed the student performance standards adopted by the board of regents"[5] 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 3rd-8th 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 are 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.

SUNY Charter Schools Institute
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