



**THE SUNY CHARTER SCHOOLS
INSTITUTE**

*RENEWAL RECOMMENDATION REPORT
MIDDLE VILLAGE PREPARATORY CHARTER
SCHOOL*

Report Date: September 28, 2022

Review Date: March 15, 2022

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Charter Schools Institute
The State University of New York

CONTENTS

1 CHARTER SCHOOL BACKGROUND

4 RENEWAL RECOMMENDATION

5 EXECUTIVE SUMMARY

7 DATA PRESENTATION

22 FISCAL ANALYSIS

27 FUTURE PLANS

28 APPENDICES

A: Charter School Overview

B: Report Information

CHARTER SCHOOL BACKGROUND

MIDDLE VILLAGE PREPARATORY CHARTER SCHOOL

6802 Metropolitan Avenue, Queens, NY | Grades: 6-8 | NYC Community School District 24

The State University of New York Board of Trustees (the “SUNY Trustees”) approved the original charter for Middle Village Preparatory Charter School (“Middle Village”) on October 2, 2012. The charter opened in fall 2013, serving 120 students in 6th grade.

“ MISSION

The mission of the Middle Village is to prepare students for success at a selective college prep high school of their choice. The Middle Village curriculum is a rigorous curriculum designed to meet and surpass the New York State Education Department requirements. Central to the instructional model is a longer school day and increased classroom instructional time that is devoted to curriculum subjects. Students will master skills and attain subject proficiency by the end of the 8th grade. The curriculum of Middle Village includes a requirement that all students study Latin for three years, a key language for building a strong vocabulary and understanding of romance languages such as Spanish and Italian. Mathematics and English language arts are prioritized by allocating twice the amount of instructional time that is customarily devoted to these critical instructional areas. Science, social studies, the arts, physical education and health, along with time allocated for enrichment and extracurricular activities round off the typical daily schedule. It requires that all students take available Regents-level courses, such as Integrated Algebra and Earth Science or Living Environment in 8th grade.

CURRENT CHARTER

Serves: 6th – 8th

Chartered Enrollment:
450

Charter Expiration:
July 31, 2023

PROPOSED FUTURE CHARTER

Serves: 6th – 8th

Chartered Enrollment:
540

Charter Expiration:
July 31, 2028



CHARTER SCHOOL BACKGROUND

KEY DESIGN ELEMENTS

| | |
|----------------------------------|---|
| Focus on high quality teachers; | + |
| Engaging content; | + |
| Data driven decision making; | + |
| Culture of high expectations; | + |
| Focus on relationships; | + |
| More time on task; and, | + |
| Focus on operational excellence. | + |

CHARTER SCHOOL BACKGROUND



NOTEWORTHY

Middle Village prepares its students for success in high school. In 8th grade, students take Regents level coursework for Algebra 1, Environmental Science, U.S. History, and the locally developed World Languages exam for Latin. For the most recent cohort of 8th grade graduates, 97% of students matriculated into a high school program on track for an on time graduation.

SUMMARY OF COVID-19 RESPONSE

During the 2020-21 school year, Middle Village worked diligently to provide a high quality, hybrid learning experience for students. The charter created a rotation schedule to allow for pods of 15 students to be in a classroom at any one point. For English language learners (“ELLs”) and students with disabilities, Middle Village built a schedule for these subgroups to attend in-person four days a week. The schedule was successful for the majority of the school year until the charter went fully remote for the last few months of the year due to increases in COVID-19 cases. Leaders worked closely with teachers to design a hybrid experience that closely monitored student mastery of concepts and skills via the NWEA MAP (“MAP”) assessment as well as other formative assessment tools. Teachers created various structures and methods to provide extra targeted support for students based on assessment results. These extra supports included extensive one on one support, small group instruction, and supplemental programs to give students more practice with English language arts (“ELA”) and mathematics. The charter supported the social and emotional health of families by utilizing its guidance counselors to work with families as needed to provide resources, counseling, and other assistance.

RENEWAL RECOMMENDATION

FULL-TERM RENEWAL

Full-Term Renewal *The Charter Schools Institute (the “Institute”) recommends that the SUNY Trustees’ Charter Schools Committee approve the Application for Charter Renewal of Middle Village Preparatory Charter School for a period of five years with authority to provide instruction to students in 6th – 8th grade in such configuration as set forth in its Application for Charter Renewal, with a projected total enrollment of 540 students. The Institute makes this recommendation based on Middle Village Preparatory Charter School 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*



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 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.²

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

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

EXECUTIVE SUMMARY

EXECUTIVE SUMMARY

During its five year charter term, Middle Village is an academic success having met its key Accountability Plan goals. The information below demonstrates the key findings for the SUNY Trustees and highlights the successes of the charter.

FINDINGS & INFORMATION

Is the charter an academic success?

Middle Village is an academic success having met its key Accountability Plan goals across the charter term. Middle Village's performance on state tests prior to the COVID-19 pandemic exceeded its district comparison, effect size, and comparative growth measures. Middle Village establishes effective teaching strategies that engage students and hold students to rigorous expectations.

Is the charter an effective, viable organization?

Middle Village is an effective, viable organization. The charter's organizational structure allows for distinct lines of accountability as well as an effective operational team that allows the principal and director of curriculum to focus primarily on the academic program. The charter's board has many members with education backgrounds that support the charter in building a high quality educational program.

Is the charter fiscally sound?

Middle Village is fiscally sound based on the evidence collected through renewal review. The charter 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 charter, are the education corporation's plans for the charter reasonable, feasible, and achievable?

Middle Village's plans for a future charter term, if renewed, are reasonable, feasible, and achievable. The charter plans to expand its current enrollment to provide greater access to a high quality program. In deciding on its expansion, the board and leaders thoughtfully plan for a steady increase in chartered enrollment over the next charter term. As a part of the plan, the charter will add more leadership positions to fully support the expansion.

Middle Village leaders establish an environment of high expectations for students and staff members. The charter has effective practices in place to assess students so teachers, in the absence of recent, reliable state testing data, have a clear picture of student achievement and progress to meeting grade level standards. Leaders work closely with teachers to develop the curricular program. When introducing a new text or new way of teaching a concept, leaders

EXECUTIVE SUMMARY

work with teachers to unpack the new material and collaborate to build clear and meaningful experiences for students. The Institute visit team observed consistently high quality teaching and learning. Class lessons demonstrated high levels of student-centered instruction with much of the lesson dominated by student voice. Teachers adeptly facilitated learning by asking higher order thinking questions and giving students opportunities to work together to grapple with concepts.

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 Middle Village Preparatory Charter School a Subsequent Full Term renewal of five years.



A stack of several books is shown, with a pair of glasses resting on top. The entire image has a blue color overlay. A white-outlined box is centered over the books, containing the text 'DP', 'DATA PRESENTATION', and 'PAGES: 8-21'. At the bottom of the image, there are four small white boxes, each containing a letter and a corresponding category name: 'AP ACADEMIC PERFORMANCE', 'CP COMPLIANCE PERFORMANCE', 'CS COMMUNITY SATISFACTION', and 'SD STUDENT DEMOGRAPHICS'.

DP

DATA PRESENTATION

PAGES: 8-21

AP

ACADEMIC
PERFORMANCE

CP

COMPLIANCE
PERFORMANCE

CS

COMMUNITY
SATISFACTION

SD

STUDENT
DEMOGRAPHICS

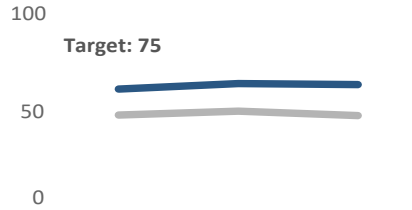


ACADEMIC PERFORMANCE

MIDDLE VILLAGE PREPARATORY CHARTER SCHOOL

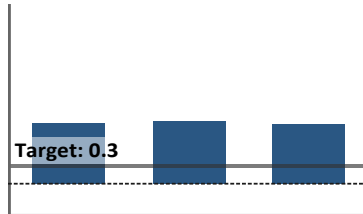
ENGLISH LANGUAGE ARTS ACCOUNTABILITY PLAN GOAL

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



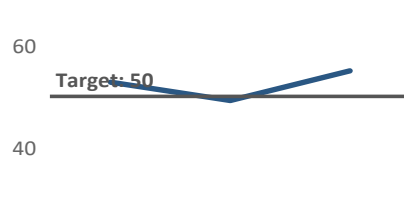
| Test Year | Comp Grades | District % | Charter % |
|-----------|-------------|------------|-----------|
| 2017 | 7-8 | 48 | 61 |
| 2018 | 7-8 | 50 | 64 |
| 2019 | 7-8 | 48 | 64 |

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 |
|-----------|-------------|-------------|
| 2017 | 6-8 | 1.02 |
| 2018 | 6-8 | 1.07 |
| 2019 | 6-8 | 1.00 |

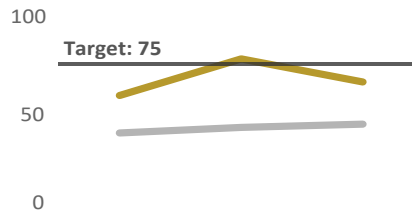
Comparative Growth Measure: Mean Growth Percentile. The charter's unadjusted mean growth percentile for all students in grades 4-8 will be above target of 50 in **ELA**.



| Test Year | Charter Mean Growth |
|-----------|---------------------|
| 2017 | 53.0 |
| 2018 | 49.4 |
| 2019 | 55.2 |

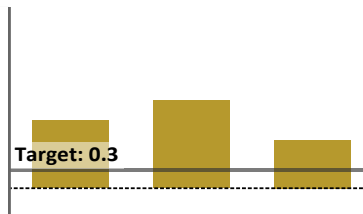
MATHEMATICS ACCOUNTABILITY PLAN GOAL

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



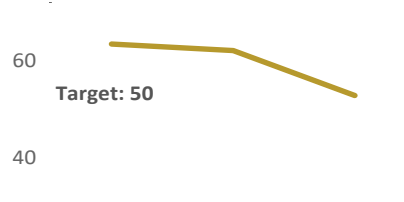
| Test Year | Comp Grades | District % | Charter % |
|-----------|-------------|------------|-----------|
| 2017 | 7 | 42 | 60 |
| 2018 | 7 | 44 | 78 |
| 2019 | 7 | 46 | 67 |

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 |
|-----------|-------------|-------------|
| 2017 | 6-7 | 1.14 |
| 2018 | 6-7 | 1.45 |
| 2019 | 6-7 | 0.82 |

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 | Charter Mean Growth |
|-----------|---------------------|
| 2017 | 63.6 |
| 2018 | 62.3 |
| 2019 | 52.9 |



ACADEMIC PERFORMANCE

MIDDLE VILLAGE PREPARATORY CHARTER SCHOOL



BASELINE INTERNAL ASSESSMENT RESULTS 2020-21 ELA AND MATHEMATICS - NWEA MAP*

| Measure | Subgroup | Target | Tested | Results | Difference from Target |
|----------|----------------------------|--------|--------|---------|------------------------|
| Growth | all students | 50 | 358 | 48 | -2 |
| Equity 1 | Gap closing | 55 | 200 | 56 | 1 |
| Equity 2 | Students with disabilities | 44 | 35 | 22 | -22 |
| Absolute | all students | 75% | 386 | 74% | -1% |

| Measure | Subgroup | Target | Tested | Results | Difference from Target |
|----------|----------------------------|--------|--------|---------|------------------------|
| Growth | all students | 50 | 390 | 41 | -9 |
| Equity 1 | Gap closing | 55 | 143 | 17 | -38 |
| Equity 2 | Students with disabilities | 41 | 24 | 20 | -21 |
| Absolute | all students | 75% | 383 | 63% | -12% |

SPECIAL POPULATIONS PERFORMANCE**

| | 2017 | 2018 | 2019 |
|---|------|------|------|
| Students with Disabilities Enrollment | 62 | 52 | 55 |
| Tested on State Exam | 53 | 46 | 51 |
| Charter Percent Proficient on ELA Exam | 20.8 | 39.1 | 41.2 |
| District Percent Proficient | 9.0 | 14.2 | 13.5 |
| ELL Enrollment | 5 | 9 | 12 |
| Tested on NYSESLAT Exam | 3 | 9 | 10 |
| Charter Percent 'Commanding' or Making Progress | s | 11.1 | 70.0 |

* 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".

ACADEMIC PERFORMANCE



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

During its five year subsequent charter term, Middle Village met its key academic Accountability Plan goals in ELA and mathematics. Notably in 2017-18, the charter exceeded the target for every measure included under its mathematics goal when 78% of students enrolled in at least their second year scored at or above proficiency on the state’s mathematics assessment. In 2020-21, the charter administered the nationally normed NWEA MAP assessment to measure student growth and achievement in the absence of credible state exam results. Middle Village also came close to meeting its science goal and met its Every Student Success Act (“ESSA”) goal.

During 2017-18 and 2018-19, the first two years of the charter’s Accountability Period, Middle Village posted high achievement in ELA and mathematics. The charter’s students enrolled in at least their second year posted proficiency rates that exceeded the district performance by at least 14 percentage points each year in both subjects. In comparison to schools across the state enrolling similar percentages of economically disadvantaged students, Middle Village performed higher than expected to a large degree each year. The charter also posted mean growth percentiles in ELA and mathematics that met or exceeded the target of 50 each year.

As part of its program, the charter administers a Regents science exam and Regents mathematics exam to students in 8th grade in lieu of the typical 8th grade exams. In 2018-19, 94% of Middle Village’s 8th grade students scored at or above proficiency on the Regents mathematics exam. In science, while the charter’s 8th grade students posted proficiency rates that fell under the district performance and the target of 75%, Middle Village grew the performance of its 8th grade class over the term. Notably from 2016-17 to 2018-19, the charter increased the proficiency rate on the science Regents exam by 36 percentage points.

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

Middle Village used the NWEA MAP assessment to monitor the growth and performance of students during this charter term in the absence of reliable state exam results. During 2020-21, the charter's tested students posted rates of achieving the New York State proficiency equivalent of 74% in ELA and 63% in mathematics, coming close to the target of 75%. Notably in ELA, the charter posted a median growth percentile that came close to the target of 50 and exceeded the target of 55 for students that did not meet the proficiency equivalent in the fall.

ACADEMIC PERFORMANCE

BENCHMARK SUMMARY

ASSESSMENT

Middle Village has an assessment system that improves teaching and learning. The charter administers schoolwide assessments, via the NWEA MAP exam, periodically to ascertain student proficiencies in both ELA and mathematics. The charter initiates diagnostic testing when new students enroll at Middle Village. Teachers have access to student achievement levels and skill proficiency data, which they use to design interventions during collaborative planning sessions. During these weekly meetings, teacher leaders coach teachers in analyzing student performance data and developing classroom instructional strategies to respond to student skill gaps. Teachers also use Achieve 3000 to track Lexile growth and Rally books for assessment items on teacher developed exams, which target student growth areas. These exams include content area tests and quizzes as well as mock standardized ELA, mathematics, and high school level Regents exams. Teachers provide students with scores on each assessment as well as an understanding of skills where students are still developing so that students take ownership over learning. Students use teacher feedback and achievement results to focus on improving learning on the skills not yet mastered. The combination of exam administrations, teacher collaboration in developing intervention strategies based on student skill acquisition, and equipping students with their growth areas to create personal goals are connected elements of an assessment system that improves instructional effectiveness and student learning.

CURRICULUM

Middle Village's curricula support teachers in instructional planning. The charter provides a wide range of planning resources and curricular materials for all content areas, and teachers take ownership over the curricular program to build out enriching units of study that connect to students and create a sense of curiosity further engaging students. Middle Village's assistant principal originally supported teachers in writing the curricular program as an in-house program. The charter continuously evolves the curricular program. During each school year, teachers adapt and create units of study to meet the specific needs of each cohort of students. The charter also adds resources to support teachers' planning including EngageNY, Envisions Math, Rally, Coach, and others. Teachers also adapt the ELA curriculum to include new, relevant novels that engage students in current issues related to social justice. When teachers propose new material, leaders work with content teachers to determine how and what to teach from the new resource. For example, an ELA teacher wanted to introduce a new novel into the novel study sequence. The principal sat with the teacher to unpack priority learning points and a sequence of objectives that the ELA course could incorporate. At the end of each school year, leaders convene teachers in a detailed curricula reflection and revision process. Before departing for summer break, teachers ensure that all adaptations to the curricular program are captured on shared drives, and leaders work with teachers to reflect on the impact of the program as a whole and begin to make notes and edits for the next school year.

ACADEMIC PERFORMANCE

PEDAGOGY

High quality instruction is evident throughout Middle Village. Teachers deliver purposeful lessons with clear objectives, and lesson plans reflect a comprehensive structure to engage students in each lesson, which includes introducing new content, incorporating group discussion, and assessing student understanding through independent practice. Each lesson observed had a clear aim, and teachers asked students to demonstrate understanding of the content in multiple ways. Teachers regularly and effectively check for student understanding by asking students to explain reasoning, circulating to observe responses, asking students to participate in turn and talks, and creating time for whole group share outs. Lesson plans include scripted questions, and the Institute observed multiple teachers asking strategic questions to prompt student participation and develop higher order thinking skills. Teachers challenge students to defend reasoning and probe for deeper explanations in student responses. Student work samples reveal alignment of expectations across classrooms and clear rubrics for evaluating student submissions. Although some classrooms would benefit from increased pacing and clearer explanations of concepts, teachers maximize learning time through efficient routines and high expectations for both student behavior and academic performance. In the majority of classrooms, when teachers asked student to move from one part of the lesson to another, nearly all students knew what to do and how to do it in a seamless and safe way. Some classrooms implement effective integrated co-teaching (“ICT”) strategies, and teachers have clear instructional roles in several of the classrooms observed. Leaders recognize an opportunity to improve ICT implementation schoolwide and utilize and vary the different types of ICT models that are the most effective in meeting the needs of both teachers and students.

INSTRUCTIONAL LEADERSHIP

Middle Village has strong instructional leadership. The charter’s principal and assistant principal both manage and coach the teachers. For the 2021-22 school year, the charter hired an external consulting group to provide additional support and coaching as the school hired many new teachers in response to turnover during the COVID-19 period. The consulting group supplements Middle Village’s leadership coaching adding capacity to leaders’ ability to develop teachers. As the charter proposes to increase its enrollment in a future charter term, if renewed, leaders plan to expand the instructional leadership team to include more coaches. The additional leaders will allow for targeted support for teachers, especially those new to the profession. Leaders establish a comprehensive professional development program that develops the competencies and skills of all teachers in multiple interconnected ways. Middle Village’s leaders, with support from the consultant, effectively deliver schoolwide professional development to develop teachers’ pedagogical skills that target the overall instructional foci for teachers. The Institute observed elements and skills from the charter’s professional development sessions during lesson observations and teachers implement the strategies effectively. Teacher leaders effectively use common planning time to train peers in developing instructional strategies based on student performance. Grade level meetings focus on alignment of overall schoolwide initiatives. Classroom observations, conducted by school leaders, provide teachers with areas of strength and improvement. Middle Village has the opportunity to codify its sequence of meetings and effective planning and facilitation strategies to ensure the school is maximizing teacher collaboration time with the analysis of student data and planning for academic interventions.

ACADEMIC PERFORMANCE

AT RISK PROGRAM

Middle Village meets the educational needs of students struggling academically, students with disabilities, and ELLs. As the school enrolls students in 6th grade, the majority of identification procedures rely on students' identification in the New York City Department of Education ("NYCDOE") student information system. If a student is new to the system, then the charter follows specific procedures for each subgroup of students. For ELLs, the enrollment team will give the Home Language Questionnaire and then follow up as needed with a family and student interview. If necessary, the charter administers the New York State Identification Test for English Language Learners ("NYSITELL") to determine a student's ELL status. For students struggling academically, teachers and leaders monitor ongoing assessment data to identify students who need more structured support. The charter then uses its Response to Intervention ("RTI") process to identify tiered interventions, implement, and then monitor progress of students. If students do not make appropriate progress in a six to eight week period, the RTI team will recommend the student for testing for eligibility of special education services. Due to citywide teacher shortages, Middle Village, at the time of the renewal visit, had some vacancies for special education teachers. The charter utilizes its current special education teachers to ensure that students receive all required services and accommodations as outlined in each student's individualized education program ("IEP"), and it offers stipends to ICT teachers who fill in for areas that are not their specifically assigned role.

Middle Village uses a wide range of programming to support student needs. For RTI, the charter implements commercially available remediation and support programs for both ELA and mathematics to provide small group and one-on-one support for students struggling academically. For students with disabilities, the charter offers ICT classrooms with a general education and special education teacher who work collaboratively to meet the needs of students with disabilities. This year, to help mitigate learning loss, leaders prioritize developing teachers' ICT strategies so that students have additional and effective supports from teachers in the classroom. The Institute observed high quality instruction across the school, and leaders continue to develop teachers' ICT implementation to most effectively serve all students. For ELLs, the charter works with an immersion model with individualized support to meet each ELL's needs and language functioning level.

ORGANIZATIONAL CAPACITY

Middle Village works effectively to deliver the educational program. The school is fully enrolled with a substantial waitlist, which is buttressed by targeted student recruitment efforts in the three languages mostly spoken by families in the neighborhood. There is evidence of high expectations in the school's culture where students participate in class activities willingly, speak to each other and staff members respectfully, and adhere to dress code expectations with fidelity. Throughout the pandemic, there has been turnover among staff members. The school is still working to fill staff vacancies. As such, some staff members play multiple roles, which the school leaders are attempting to alleviate by hiring new team members, where possible. The charter also offers stipends to teachers to compensate for the burden of taking on additional responsibilities and work toward keeping staff members satisfied. Teachers have ready access to sufficient resources to support instruction and student achievement goals. To support staff retention, satisfaction, and morale efforts, the education corporation board intentionally sets aside funding to provide financial bonuses to teachers and staff members at the conclusion of each year.

ACADEMIC PERFORMANCE

BOARD OVERSIGHT & GOVERNANCE

Middle Village's board works effectively to achieve the charter's Accountability Plan goals. The board includes members with education backgrounds including NYCDOE school and district leaders. Other members have experience in law, politics, finance, and human resources. The board utilizes two committees, financial oversight and academic excellence, to effectively hone each member's expertise. Each committee works closely to gather information from school based staff members to report to the full board at each board meeting. The academic committee also visits the charter periodically to conduct classroom walkthroughs and hear from teachers. In addition to committee updates, charter leaders present updates at each board meeting that include information regarding the academic program, student achievement data, fiscal information, and other operational data. The board sets clear priorities and is well-attuned to concerns and issues facing the charter. During the COVID-19 period, members are aware of the issues around hiring and teacher retention. To support leaders, the board allocates funds to allow for the charter to distribute stipends to teachers when asked to cover duties outside of the typical role. The board also sets long-term goals for the charter. During the next charter term, if renewed, the board plans to expand the number of seats in each grade gradually. The board monitored trends in the community school district and community overall and determined that it needs to add more seats to its program to both serve more students based on demand and to help alleviate overcrowding in the NYCDOE schools.

COMPLIANCE REPORTING



HAS THE CHARTER 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 including the timely submission of required reporting to the Institute.

MIDDLE VILLAGE PREPARATORY CHARTER SCHOOL

Annual Report

The charter has submitted its annual reports to the Institute and the New York State Education Department (“NYSED”) on time.

FOIL

The charter has an appropriate Freedom of Information Law (“FOIL”) policy except the charter’s website fails to provide a FOIL subject matter list with link. The Institute will follow up with the charter to update the policy prior to the next charter term.

Litigation

The charter subleases the school facility. During the charter term the sublessor and owner were involved in a litigation that threatened the ability of the charter to remain in the facility and, therefore, the charter became a party to the litigation. The education corporation hired effective counsel and the litigation settled. As a result, the charter will remain in the current facility.

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.

At the time of the visit the school was within the allowable limit of uncertified teacher but four of the 10 uncertified teachers did not meet the appropriate qualifications under the Act. Middle Village partners with the NYC Charter School Center to monitor certification for its teachers and offers incentives for attaining and maintaining certification in the form of annual raises, bonuses, and non-compensatory items. The charter has relationships with several local colleges, including Queens College, for recruitment of certified teachers.

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 | EFFECTIVE SCHOOL LEADERSHIP | STRONG FAMILY & COMMUNITY TIES | STRONG FAMILY & COMMUNITY TIES |
|---------------|----------------------|-----------------------------|--------------------------------|--------------------------------|
| 17% | 95% | 95% | 92% | 98% |

Parent Survey Data

The Institute compiled data from the NYCDOE’s 2020-21 family satisfaction survey. The Institute and NYCDOE acknowledge that participation rates for the 2020-21 survey were typically lower due to accessibility issues related to the COVID-19 pandemic. In 2020-21, 17% of families who received the survey responded. Of those families, 95% indicated overall satisfaction with the charter’s educational program.

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. Two families joined the family focus and expressed high levels of satisfaction with the charter’s program. Families appreciated the high levels of communication that Middle Village provided throughout the pandemic especially at the beginning. Both families mentioned that it was difficult to manage the transition to remaining fully at home during the early days of remote learning, but they were thankful that the charter provided them with the equipment and detailed directions about how to manage and access the remote learning program. Throughout the remote and hybrid learning periods, families expressed that leaders and teachers kept lines of communication open and provided support in areas beyond academics. The families also appreciate the high school preparation process and indicated that the charter helped make the high school application process as smooth as possible. One family shared an anecdote about the student’s experience with mathematics. The family reported that the student was struggling in mathematics and did not enjoy the content area and did not get the best grades. To support the student, the family member reported that the teacher worked closely and diligently with the student to work through their frustration and built a love for learning mathematics in the student.

COMMUNITY SATISFACTION

Public Comments

In accordance with the Act, the Institute notified the district in which the charter school is 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 Middle Village’s renewal application on April 6, 2022 by videoconference. Three people spoke in support of the application citing the school’s quality programming, extended day, and family atmosphere. No one spoke in opposition to the application.

Persistence in Enrollment An additional indicator of parent satisfaction is persistence in enrollment. In 2020-21, 94% of Middle Village 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.

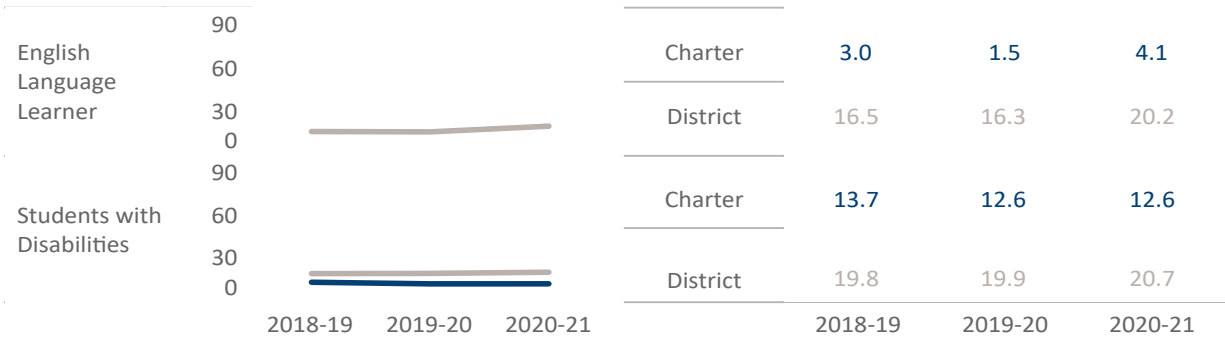
The Institute derived the statistical information on persistence in enrollment from its database. No comparative data from the NYCDOE or the NYSED are available to the Institute to provide either district or statewide context.

STUDENT DEMOGRAPHICS

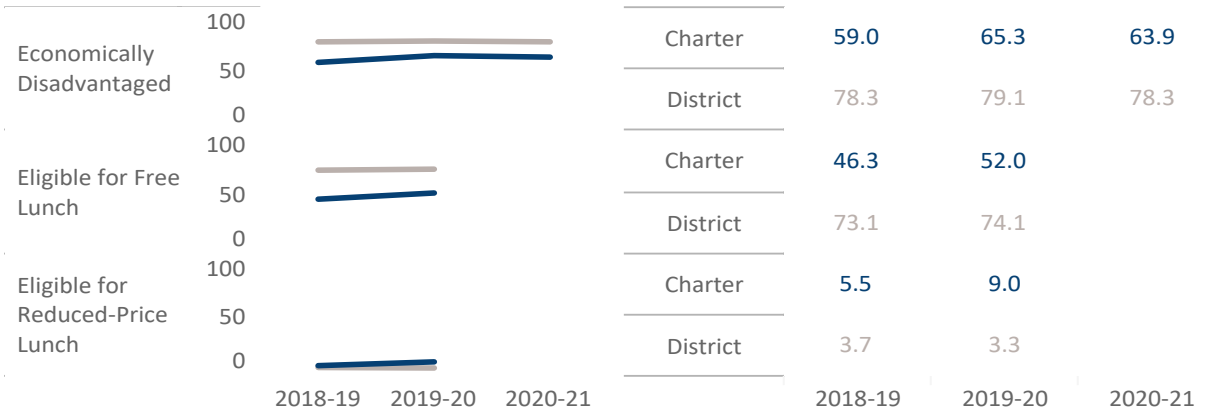
Middle Village Preparatory Charter School

Queens CSD 24

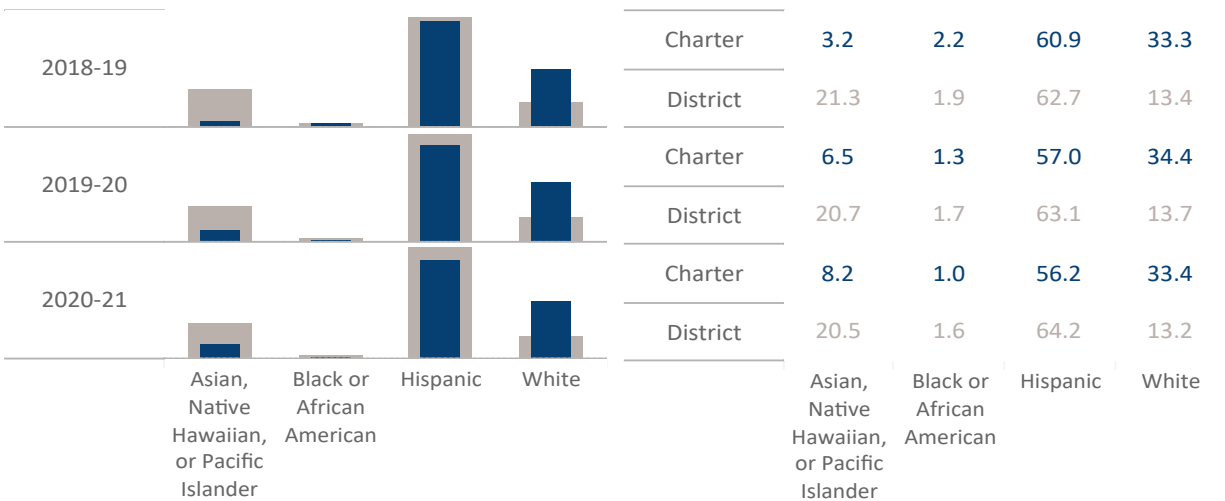
Student Demographics: Special Populations



Student Demographics: Free/Reduced Lunch



Student Demographics: Race/Ethnicity

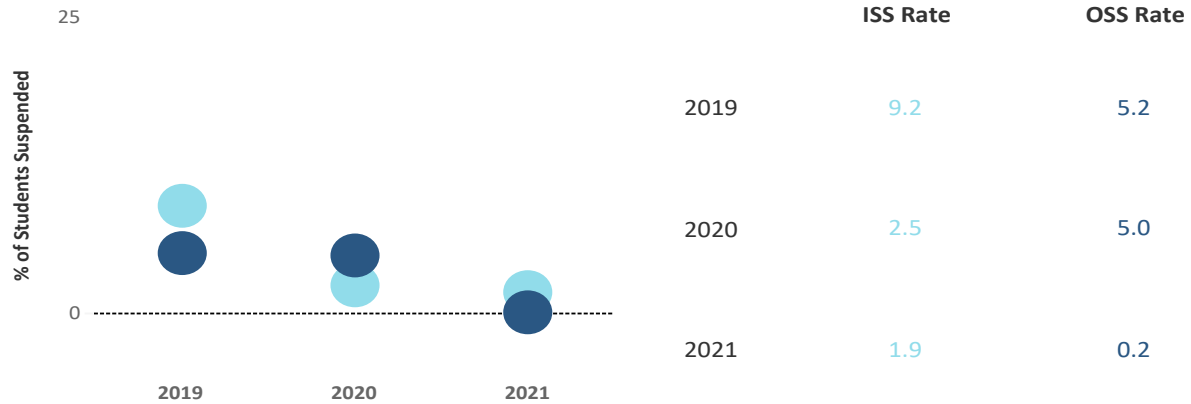


* Data reported in these charts reflect BEDS day enrollment counts as reported by the NYSED.

STUDENT DEMOGRAPHICS

Middle Village Preparatory Charter School

Queens CSD 24



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

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

| | 2019 | 2020 | 2021 |
|---------|------|------|------|
| 2018-19 | 89.7 | | |
| 2019-20 | 87.1 | 0 | 0 |
| 2020-21 | 93.6 | | |

Middle Village Preparatory Charter School's Enrollment and Retention Status: 2020-21

| | | Target | Charter |
|------------|----------------------------|--------|---------|
| enrollment | economically disadvantaged | 84.3 | 63.7 |
| | English language learners | 16.8 | 3.4 |
| | students with disabilities | 15.2 | 12.6 |
| retention | economically disadvantaged | 88.4 | 93.0 |
| | English language learners | 88.0 | 100.0 |
| | students with disabilities | 89.0 | 91.7 |

* Data reported in these charts reflect information 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.

Middle Village makes good faith efforts to meet its enrollment and retention targets. Middle Village worked to increase its ELL population over the charter term, increasing its ELL enrollment by four percent since 2019-20. The charter will use the following efforts to recruit student subgroups in a future charter term:

- Conducting outreach to identified feeder schools in the New York City Community School District (“CSD”) that serve large proportions of economically disadvantaged students, ELLs, and students with disabilities;
- Distributing multi-lingual brochures with information about the charter’s academic program and services to meet at-risk student needs;
- Advertising the charter through web-based platforms, radio stations, and other local businesses and public areas;
- Hosting information sessions for prospective families;
- Liaising with local elementary schools that serve economically disadvantaged students;
- Advertising the charter’s special education program that features the ICT model in classrooms; and,
- Advertising the charter’s ELL program in multiple languages.

FISCAL ANALYSIS

IS THE EDUCATION CORPORATION FISCALLY SOUND?

Middle Village is fiscally sound 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 the education corporation has demonstrated fiscal soundness over the majority of the charter term.³



Middle Village utilizes a limited amount of external financial services including audit preparation, budgeting, and monthly and quarterly financial reporting.



DOES THE CHARTER OPERATE PURSUANT TO A FISCAL PLAN WITH REALISTIC BUDGETS THAT IT MONITORS AND ADJUSTS WHEN APPROPRIATE?

The education corporation operates pursuant to a long-range financial plan in which it 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. | + |
| Board members, charter leadership, and staff members contribute to the budget process, as appropriate. | + |
| 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 board addresses material variances and makes necessary revisions. | + |
| Actual expenses are equal to, or less than, actual revenue with no material exceptions. | + |

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

DOES THE CHARTER MAINTAIN APPROPRIATE INTERNAL CONTROLS AND PROCEDURES?

The education corporation maintains appropriate internal controls and procedures. 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. | + |
| The most recent audit report was free of any significant deficiencies or material weaknesses in internal controls. | + |
| The education corporation's Financial Policies and Procedures manual is reviewed and updated on a regular basis. | MAY 2022 |

DOES THE CHARTER 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 are generally 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. | + |

FISCAL ANALYSIS

DOES THE CHARTER MAINTAIN ADEQUATE FINANCIAL RESOURCES TO ENSURE STABLE OPERATIONS?

The education corporation maintains adequate financial resources 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 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. | + |
| If the education corporation includes philanthropy in its budget, it monitors progress toward its development goals on a periodic basis. | N/A |
| If necessary, the education corporation pursues district state aid intercepts with NYSED to ensure adequate per pupil funding. | N/A |
| 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. | + |
| The education corporation is in compliance with all loan covenants. | N/A |

Middle Village reported operating surpluses in each year of the current charter term. This has contributed to the charter accumulating \$13.2 million in net assets as of June 30, 2021. The charter had 23.7 months of cash on hand to pay liabilities due shortly as of the same date. The charter has funded and maintained a separate escrow account in case of dissolution in the amount required by the SUNY charter agreement.

FISCAL ANALYSIS

MIDDLE VILLAGE PREPARATORY CHARTER SCHOOL

CHARTER INFORMATION

BALANCE SHEET

Opened 2013-14

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

| | 2016 17 | 2017 18 | 2018 19 | 2019 20 | 2020 21 |
|--|------------------|------------------|------------------|-------------------|-------------------|
| Cash and Cash Equivalents - GRAPH 1 | 4,207,259 | 5,779,660 | 3,879,244 | 8,593,040 | 12,330,486 |
| Grants and Contracts Receivable | 188,242 | 176,636 | 72,951 | 142,697 | 98,461 |
| Accounts Receivable | - | - | - | - | - |
| Prepaid Expenses | 46,627 | 34,534 | 290,394 | 912,827 | 371,917 |
| Contributions and Other Receivables | - | - | - | - | - |
| Total Current Assets - GRAPH 1 | 4,442,128 | 5,990,830 | 4,242,589 | 9,648,564 | 12,800,864 |
| Property, Building and Equipment, net | 499,261 | 406,246 | 509,684 | 900,760 | 844,685 |
| Other Assets | 75,070 | 75,095 | 3,837,393 | 75,170 | 75,207 |
| Total Assets - GRAPH 1 | 5,016,459 | 6,472,171 | 8,589,666 | 10,624,494 | 13,720,756 |

| | | | | | |
|--|----------------|----------------|----------------|----------------|----------------|
| Accounts Payable and Accrued Expenses | 367,653 | 365,351 | 386,314 | 394,502 | 515,508 |
| Accrued Payroll and Benefits | - | - | - | - | - |
| Deferred Revenue | 4,009 | - | 7,356 | - | - |
| Current Maturities of Long-Term Debt | - | - | - | - | - |
| Short Term Debt - Bonds, Notes Payable | - | - | - | - | - |
| Other | - | - | - | - | - |
| Total Current Liabilities - GRAPH 1 | 371,662 | 365,351 | 393,670 | 394,502 | 515,508 |
| Deferred Rent/Lease Liability | - | - | - | - | - |
| All other L-T debt and notes payable, net current maturities | - | - | - | - | - |
| Total Liabilities - GRAPH 1 | 371,662 | 365,351 | 393,670 | 394,502 | 515,508 |

| | | | | | |
|---|------------------|------------------|------------------|-------------------|-------------------|
| Without Donor Restrictions | 4,644,797 | 6,106,820 | 8,120,864 | 10,229,992 | 13,205,248 |
| With Donor Restrictions | - | - | 75,132 | - | - |
| Total Net Assets | 4,644,797 | 6,106,820 | 8,195,996 | 10,229,992 | 13,205,248 |
| Total Liabilities and Net Assets | 5,016,459 | 6,472,171 | 8,589,666 | 10,624,494 | 13,720,756 |

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

| | | | | | |
|--------------------------------------|------------------|------------------|------------------|------------------|------------------|
| Resident Student Enrollment | 5,263,281 | 5,613,234 | 6,117,901 | 6,456,644 | 6,538,505 |
| Students with Disabilities | 905,217 | 649,483 | 743,904 | 680,676 | 415,860 |
| Grants and Contracts | | | | | |
| State and local | 160,952 | 168,042 | 1,504,517 | 4,304 | - |
| Federal - Title and IDEA | 99,980 | 189,621 | 127,410 | 133,636 | 226,914 |
| Federal - Other | - | - | - | 93,178 | - |
| Other | 1,000 | - | - | - | - |
| NYC DoE Rental Assistance | 645,382 | 720,000 | - | 1,190,360 | 1,254,208 |
| Food Service/Child Nutrition Program | 199,431 | 135,300 | - | 42,671 | 40,910 |
| Total Operating Revenue | 7,275,243 | 7,475,680 | 8,493,732 | 8,601,469 | 8,476,397 |

Expenses

Regular Education
SPED
Other

Total Program Services

Management and General
Fundraising

Total Expenses - GRAPHS 2, 3 & 4

Surplus / (Deficit) From School Operations

| | | | | | |
|---|------------------|------------------|------------------|------------------|------------------|
| Regular Education | 3,056,177 | 3,708,736 | 4,131,595 | 4,124,222 | 3,970,628 |
| SPED | 1,822,098 | 1,540,914 | 1,741,444 | 1,817,829 | 1,677,717 |
| Other | - | - | - | - | - |
| Total Program Services | 4,878,275 | 5,249,650 | 5,873,039 | 5,942,051 | 5,648,345 |
| Management and General | 617,757 | 793,563 | 728,465 | 757,752 | 593,423 |
| Fundraising | - | - | - | - | - |
| Total Expenses - GRAPHS 2, 3 & 4 | 5,496,032 | 6,043,213 | 6,601,504 | 6,699,803 | 6,241,768 |
| Surplus / (Deficit) From School Operations | 1,779,211 | 1,432,467 | 1,892,228 | 1,901,666 | 2,234,629 |

Support and Other Revenue

Contributions
Fundraising
Miscellaneous Income
Net assets released from restriction

Total Support and Other Revenue

Total Unrestricted Revenue

Total Temporarily Restricted Revenue

Total Revenue - GRAPHS 2 & 3

Change in Net Assets

Net Assets - Beginning of Year - GRAPH 2

Prior Year Adjustment(s)

Net Assets - End of Year - GRAPH 2

| | | | | | |
|---|------------------|------------------|------------------|-------------------|-------------------|
| Contributions | - | - | - | - | - |
| Fundraising | - | - | - | - | - |
| Miscellaneous Income | 11,895 | 29,556 | 196,948 | 132,330 | 740,627 |
| Net assets released from restriction | - | - | - | - | - |
| Total Support and Other Revenue | 11,895 | 29,556 | 196,948 | 132,330 | 740,627 |
| Total Unrestricted Revenue | 7,287,138 | 7,505,236 | 8,690,680 | 8,733,799 | 9,217,024 |
| Total Temporarily Restricted Revenue | - | - | - | - | - |
| Total Revenue - GRAPHS 2 & 3 | 7,287,138 | 7,505,236 | 8,690,680 | 8,733,799 | 9,217,024 |
| Change in Net Assets | 1,791,106 | 1,462,023 | 2,089,176 | 2,033,996 | 2,975,256 |
| Net Assets - Beginning of Year - GRAPH 2 | 2,853,691 | 4,644,797 | 6,106,820 | 8,195,996 | 10,229,992 |
| Net Assets - End of Year - GRAPH 2 | 4,644,797 | 6,106,820 | 8,195,996 | 10,229,992 | 13,205,248 |

FISCAL ANALYSIS

MIDDLE VILLAGE PREPARATORY CHARTER SCHOOL

CHARTER INFORMATION - (Continued)

Functional Expense Breakdown

| | 2016 17 | 2017 18 | 2018 19 | 2019 20 | 2020 21 |
|---|------------------|------------------|------------------|------------------|------------------|
| Personnel Service | | | | | |
| Administrative Staff Personnel | 692,560 | 932,143 | 972,286 | 890,417 | 774,772 |
| Instructional Personnel | 1,765,146 | 1,774,916 | 2,016,943 | 2,181,162 | 2,238,215 |
| Non-Instructional Personnel | 67,435 | 74,345 | 98,314 | 97,178 | 73,750 |
| Personnel Services (Combined) | - | - | - | - | - |
| Total Salaries and Staff | 2,525,141 | 2,781,404 | 3,087,543 | 3,168,757 | 3,086,737 |
| Fringe Benefits & Payroll Taxes | 385,827 | 382,734 | 419,306 | 461,877 | 484,975 |
| Retirement | 64,015 | 74,892 | 86,820 | 141,225 | 126,542 |
| Management Company Fees | - | - | - | - | - |
| Building and Land Rent / Lease / Facility Financing | 720,000 | 738,000 | 1,520,323 | 1,515,372 | 1,515,368 |
| Staff Development | 21,813 | 42,566 | 85,664 | 102,803 | 44,464 |
| Professional Fees, Consultant & Purchased Services | 115,345 | 119,241 | 70,968 | 59,719 | 67,912 |
| Marketing / Recruitment | 36,600 | 111,038 | 105,939 | 61,477 | 42,543 |
| Student Supplies, Materials & Services | 275,869 | 389,428 | 426,840 | 190,292 | 118,981 |
| Depreciation | 299,655 | 285,386 | 263,459 | 283,364 | 402,240 |
| Other | 1,051,767 | 1,118,524 | 534,642 | 714,917 | 352,006 |
| Total Expenses | 5,496,032 | 6,043,213 | 6,601,504 | 6,699,803 | 6,241,768 |

CHARTER ANALYSIS

ENROLLMENT

| | 2016 17 | 2017 18 | 2018 19 | 2019 20 | 2020 21 |
|---|---------|---------|---------|---------|---------|
| Original Chartered Enrollment | 360 | 360 | 450 | 450 | 450 |
| Final Chartered Enrollment (includes any revisions) | 360 | 360 | 450 | 450 | 450 |
| Actual Enrollment - GRAPH 4 | 375 | 386 | 401 | 395 | 406 |
| Chartered Grades | 6-8 | 6-8 | 6-8 | 6-8 | 6-8 |
| 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 |
|---|---------|---------|---------|---------|---------|
| | - | 14,027 | 14,527 | 15,307 | 16,150 |
| Increase over prior year | 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 | 19,381 | 19,347 | 21,203 | 21,776 | 20,862 |
| Other Revenue and Support | 32 | 76 | 492 | 335 | 1,823 |
| TOTAL - GRAPH 3 | 19,413 | 19,423 | 21,694 | 22,111 | 22,685 |

Expenses

| | 2016 17 | 2017 18 | 2018 19 | 2019 20 | 2020 21 |
|--|---------------|---------------|---------------|---------------|---------------|
| Program Services | 12,996 | 13,586 | 14,661 | 15,043 | 13,902 |
| Management and General, Fundraising | 1,646 | 2,054 | 1,818 | 1,918 | 1,461 |
| TOTAL - GRAPH 3 | 14,641 | 15,640 | 16,479 | 16,962 | 15,362 |
| % of Program Services | 88.8% | 86.9% | 89.0% | 88.7% | 90.5% |
| % of Management and Other | 11.2% | 13.1% | 11.0% | 11.3% | 9.5% |
| % of Revenue Exceeding Expenses - GRAPH 5 | 32.6% | 24.2% | 31.6% | 30.4% | 47.7% |
| % of Revenue Expended on Facilities | 9.9% | 9.9% | 17.9% | 17.6% | 17.9% |

Student to Faculty Ratio

| | 2016 17 | 2017 18 | 2018 19 | 2019 20 | 2020 21 |
|--|---------|---------|---------|---------|---------|
| | 8.5 | 14.9 | 14.3 | 12.7 | 15.6 |

Faculty to Admin Ratio

| | 2016 17 | 2017 18 | 2018 19 | 2019 20 | 2020 21 |
|--|---------|---------|---------|---------|---------|
| | 4.4 | 2.4 | 2.8 | 3.4 | 2.9 |

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 | 3.0 | 3.0 | 3.0 | 3.0 | 3.0 |
| | Fiscally Strong | Fiscally Strong | Fiscally Strong | Fiscally Strong | Fiscally Strong |

Working Capital - GRAPH 7

| | 2016 17 | 2017 18 | 2018 19 | 2019 20 | 2020 21 |
|---|-----------|-----------|-----------|-----------|------------|
| Net Working Capital | 4,070,466 | 5,625,479 | 3,848,919 | 9,254,062 | 12,285,356 |
| As % of Unrestricted Revenue | 55.9% | 75.0% | 44.3% | 106.0% | 133.3% |
| Working Capital (Current) Ratio Score | 12.0 | 16.4 | 10.8 | 24.5 | 24.8 |
| Risk (Low \geq 3.0 / Medium 1.4 - 2.9 / High < 1.4) | LOW | LOW | LOW | LOW | LOW |
| Rating (Excellent \geq 3.0 / Good 1.4 - 2.9 / Poor < 1.4) | Excellent | Excellent | Excellent | Excellent | Excellent |

Quick (Acid Test) Ratio

| | 2016 17 | 2017 18 | 2018 19 | 2019 20 | 2020 21 |
|---|-----------|-----------|-----------|-----------|-----------|
| Score | 11.8 | 16.3 | 10.0 | 22.1 | 24.1 |
| Risk (Low \geq 2.5 / Medium 1.0 - 2.4 / High < 1.0) | LOW | LOW | LOW | LOW | LOW |
| Rating (Excellent \geq 2.5 / Good 1.0 - 2.4 / Poor < 1.0) | Excellent | Excellent | Excellent | Excellent | Excellent |

Debt to Asset Ratio - GRAPH 7

| | 2016 17 | 2017 18 | 2018 19 | 2019 20 | 2020 21 |
|--|-----------|-----------|-----------|-----------|-----------|
| Score | 0.1 | 0.1 | 0.0 | 0.0 | 0.0 |
| Risk (Low < 0.50 / Medium 0.51 - .95 / High > 1.0) | LOW | LOW | LOW | LOW | LOW |
| Rating (Excellent < 0.50 / Good 0.51 - .95 / Poor > 1.0) | Excellent | Excellent | Excellent | Excellent | Excellent |

Months of Cash - GRAPH 8

| | 2016 17 | 2017 18 | 2018 19 | 2019 20 | 2020 21 |
|--|-----------|-----------|-----------|-----------|-----------|
| Score | 9.2 | 11.5 | 7.1 | 15.4 | 23.7 |
| Risk (Low > 3 mo. / Medium 1 - 3 mo. / High < 1 mo.) | LOW | LOW | LOW | LOW | LOW |
| Rating (Excellent > 3 mo. / Good 1 - 3 mo. / Poor < 1 mo.) | Excellent | Excellent | Excellent | Excellent | Excellent |

FUTURE PLANS



IF THE SUNY TRUSTEES RENEW THE CHARTER, ARE THE EDUCATION CORPORATION’S PLANS FOR THE CHARTER REASONABLE, FEASIBLE, AND ACHIEVABLE?

Middle Village presents plans for a future charter term, if renewed, that are reasonable, feasible, and achievable. The charter plans to expand its enrollment to serve more students in the next charter term and plans to add more members to its leadership team to support more students and teachers.

MIDDLE VILLAGE PREPARATORY CHARTER SCHOOL

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. Middle Village plans to implement the same core elements of its academic program that has led to success in its current charter term. As the school will increase enrollment, if approved, the charter will add more instructional leaders to support the increase in both students and teachers.

Plans for Board Oversight & Governance. Middle Village’s board members expressed interest in continuing to serve the charter in the upcoming term. The board will continue its committee structure to provide effective oversight of the charter.

Fiscal & Facility Plans. Based on evidence collected through the renewal review, including a review of the 5-year financial plan, Middle Village presents a reasonable and appropriate fiscal plan for the next charter term including school budgets that are feasible and achievable.

Middle Village currently operates its program in privately leased space, and plans to continue operations in this facility during the next charter term as it provides ample space to accommodate the charter’s program and proposed growth.

| | CURRENT | END OF NEXT CHARTER TERM |
|----------------------------|---------|--------------------------|
| Enrollment | 450 | 540 |
| Grade Span | 6-8 | 6-8 |
| Teaching Staff | 24 | 34 |
| Days of Instruction | 192 | 192 |

Middle Village

AX

APPENDICES

PAGES AX 1-6

^A
CO
CHARTER
OVERVIEW

PAGE Ax 1

^B
RI
REPORT
INFORMATION

PAGE Ax 3



MIDDLE VILLAGE PREPARATORY CHARTER SCHOOL BOARD OF TRUSTEES

| | |
|----------------------|-------------------|
| CHAIR | TRUSTEES |
| Josephine Lume | Betty Mayer-Foley |
| VICE CHAIR | Maureen Campbell |
| Serphin R. Maltese | Monica Konopka |
| TREASURER | Gail Giordano |
| Margaret V. Ognibene | |
| SECRETARY | |
| Rosemary DeGennaro | |

CHARTER LEADERS

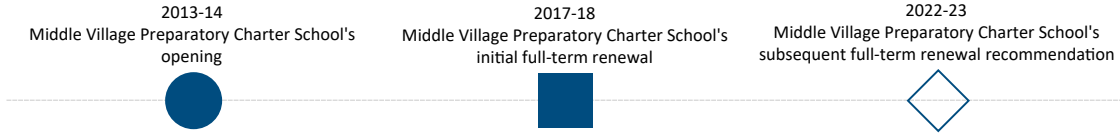
| |
|--|
| PRINCIPAL |
| <i>Nancy Velez, Principal (February 2017 to Present)</i> |
| <i>Ronald Rivera, Principal (2013-14 to 2015-16)</i> |

CHARTER CHARACTERISTICS

| SCHOOL YEAR | CHARTERED ENROLLMENT | ACTUAL ENROLLMENT | ACTUAL AS A PERCENTAGE OF CHARTERED ENROLLMENT | GRADES SERVED |
|-------------|----------------------|-------------------|--|---------------|
| 2017-18 | 360 | 386 | 107% | 6-8 |
| 2018-19 | 450 | 401 | 89% | 6-8 |
| 2019-20 | 450 | 395 | 88% | 6-8 |
| 2020-21 | 450 | 406 | 90% | 6-8 |
| 2021-22 | 450 | 397 | 88% | 6-8 |



TIMELINE OF CHARTER SCHOOL RENEWAL



CHARTER SCHOOL VISIT HISTORY

| SCHOOL YEAR | VISIT TYPE | DATE |
|-------------|--------------------|----------------------|
| 2013-14 | First Year | March 12, 2014 |
| 2015-16 | Evaluation | April 21, 2016 |
| 2017-18 | Initial Renewal | November 8 - 9, 2017 |
| 2021-22 | Subsequent Renewal | March 15, 2022 |

CONDUCT OF THE RENEWAL REVIEW

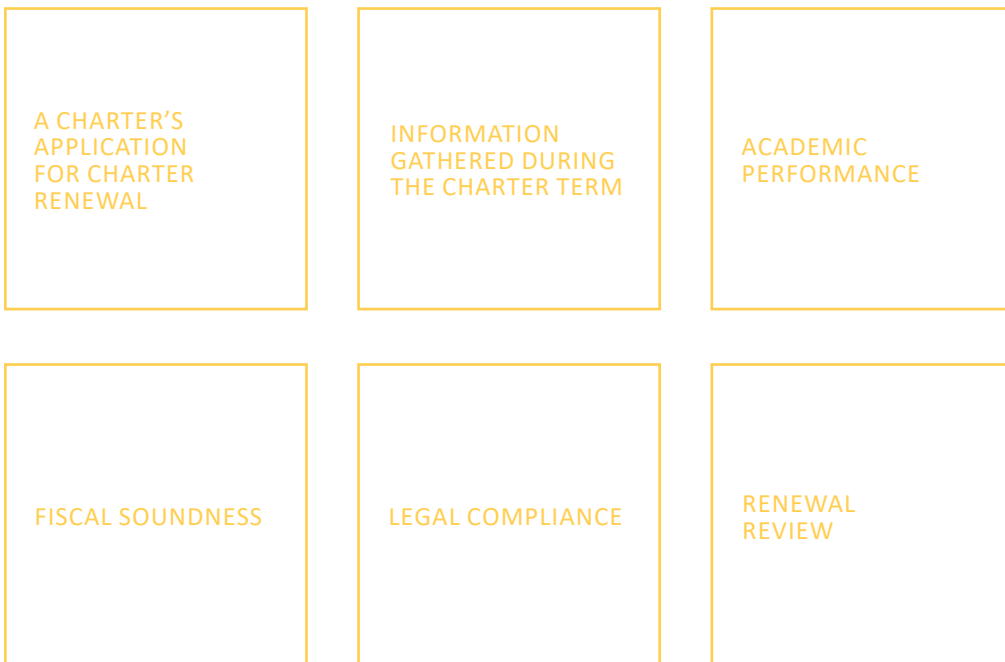
| DATE(S) OF REVIEW | EVALUATION TEAM MEMBERS | TITLE |
|-------------------|-------------------------|--|
| March 15, 2022 | Andrew Kile | Managing Director of School Evaluation |
| | Katy Clayton | School Evaluation Analyst |
| | Michael Lesczinski | Director of Communications |
| | Dr. Carl Watson | External Consultant |

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 school’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



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 CHARTER, ARE THE EDUCATION CORPORATION’S 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 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