



**THE SUNY CHARTER SCHOOLS
INSTITUTE**

*RENEWAL RECOMMENDATION REPORT
NEW WORLD PREPARATORY CHARTER
SCHOOL*

Report Date: September 28, 2022

Review Date: May 19, 2022

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Charter Schools Institute
The State University of New York

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CHARTER SCHOOL BACKGROUND

NEW WORLD PREPARATORY CHARTER SCHOOL

130 Merrill Avenue, Staten Island, New York | Grades: K-1 | NYC Community School District 31
355 Morningstar Road, Staten Island, New York | Grades: 2-3, 6 | NYC Community School District 31
285 Clove Road, Staten Island, New York | Grades: 5, 7-8 | NYC Community School District 31

The State University of New York Board of Trustees (the “SUNY Trustees”) approved the original charter for New World Preparatory Charter School (“New World Prep”) in September 15, 2009. The charter opened in fall 2010, serving 125 students in 6th grade.

“ MISSION

New World Prep provides an exceptional education for students by employing research-based strategies to raise academic achievement through academic rigor and relevance, personalization, focused professional development, and meaningful family engagement and collaboration with the larger community. We build on our nation’s promise of opportunity by exemplifying the role social justice holds in shaping a community of the people, by the people and for the people. Our students will graduate from New World Prep with a strong academic foundation, an awareness of the needs of others, and with the social and emotional readiness needed to succeed in high school and graduate from college.

CURRENT CHARTER

Serves: Kindergarten – 8th

Chartered Enrollment:
794

Charter Expiration:
July 31, 2023

PROPOSED FUTURE CHARTER

Serves: Kindergarten – 8th

Chartered Enrollment:
768

Charter Expiration:
July 31, 2028

KEY DESIGN ELEMENTS

Academic rigor and relevance;



Data-driven instruction;



Comprehensive instructional intervention program;



Personalization: social and emotional learning;



Parent engagement and outreach; and,



Professional development.



CHARTER SCHOOL BACKGROUND



NOTEWORTHY

New World Prep continues to invest in its expansive social emotional programming for students. In response to the pandemic, the charter conducted 103 home visits to provide specific supports for families. In addition, teachers conducted approximately 1,500 social emotional lessons to students across the 2020-21 school year.

SUMMARY OF COVID-19 RESPONSE

New World Prep was well poised to transition to remote learning in March 2020 because the charter implemented a one to one student to laptop ratio prior to the onset of the COVID-19 pandemic. Therefore, students already had access to the tools needed to participate in remote learning. The charter also provided families with internet connectivity. During the 2020-21 school year, New World Prep established a hybrid schedule for students that maximized learning in core subjects. Leaders also implemented double periods for English language arts (“ELA”) and mathematics. New World Prep maintained its advisory periods both in-person and remotely to ensure students continued to focus on and attend to social emotional work.

RENEWAL RECOMMENDATION

FULL-TERM RENEWAL

Full-Term Renewal *The Charter Schools Institute (the “Institute”) recommends the SUNY Trustees’ Charter Schools Committee approve the Application for Charter Renewal of New World Preparatory Charter School for a period of five years with authority 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 768 students. The Institute makes this recommendation based on New World 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, New World Prep is an academic success having met or come close to meeting 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?

New World Prep is an academic success having met or come close to meeting its key Accountability Plan goals across the charter term. New World Prep establishes effective teaching strategies that engage students and hold students to high expectations. New World Prep integrates technology into the majority of its lessons to enhance student learning.

Is the charter an effective, viable organization?

New World Prep is an effective viable organization. The leadership team has clear lines of accountability. The charter's president and operational staff oversee operations responsibilities ensuring the principal and assistant principals focus on delivery of the academic program. Members of the board are deeply tied to the North Shore Staten Island community as many are involved with local community groups, and all members live on Staten Island.

Is the charter fiscally sound?

New World Prep 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?

New World Prep's plans for a future charter term, if renewed, are reasonable, feasible, and achievable. The charter has consistently exceeded its enrollment targets and plans to slightly decrease enrollment, if approved.

New World Prep worked through the current charter term to expand its grade offerings to begin serving elementary students. In its inaugural elementary year, the charter transitioned its Kindergarten and 1st grade students to remote learning at the onset of the COVID-19 pandemic. The charter expanded its social emotional work for its growing Kindergarten – 8th grade program. The charter employed the Morningside 4Rs advisory program for the elementary grades while the middle school grades continued using the RULER system, a social emotional framework produced by Yale University. New World Prep continues to utilize a technology-centric model during lessons to enhance

EXECUTIVE SUMMARY

learning and teaching. The Institute observed consistent use of station teaching, a rotational teaching model where students participate in a variety of stations during a lesson. Teachers design stations that involve small group direct instruction, independent work, and a technology station focused on an adaptive learning program for both mathematics and ELA.

The charter continues to evolve its organizational structure. In preparing to break ground on a new facility, which is slated to open during 2023-24, New World Prep opened three separate facilities to accommodate its growing grade levels during the period of time that the new facility will be built. To manage each site, the charter hired a designated assistant principal. Leaders delegate some schoolwide academic responsibilities to each assistant principal to provide a cohesive experience for students.

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 New World Preparatory Charter School a Full Term Subsequent Renewal of five years.





DP

DATA PRESENTATION

PAGES: 7-20

AP

ACADEMIC
PERFORMANCE

CP

COMPLIANCE
PERFORMANCE

CS

COMMUNITY
SATISFACTION

SD

STUDENT
DEMOGRAPHICS

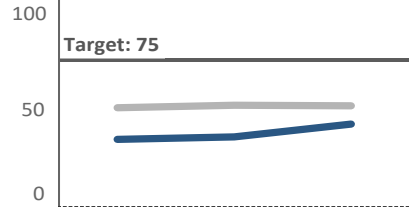


ACADEMIC PERFORMANCE

NEW WORLD PREPARATORY CHARTER SCHOOL

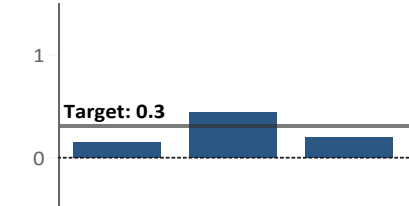
ENGLISH LANGUAGE ARTS ACCOUNTABILITY PLAN GOAL

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



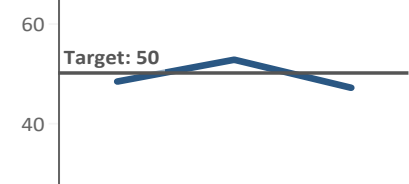
Test Year	Comp Grades	District %	Charter %
2017	7-8	51	35
2018	7-8	52	36
2019	7-8	52	43

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	0.16
2018	6-8	0.44
2019	5-8	0.20

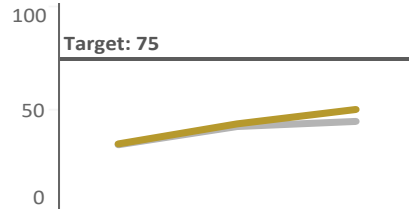
Comparative Growth Measure: Mean Growth Percentile. The charter's unadjusted mean growth percentile for all students in grades 4-8 will be above target of 50 in **ELA**.



Test Year	Charter Mean Growth
2017	48.5
2018	52.9
2019	47.3

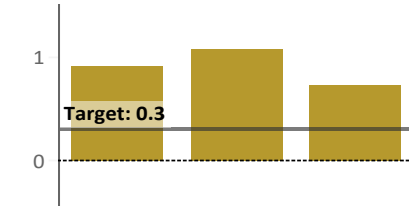
MATHEMATICS ACCOUNTABILITY PLAN GOAL

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



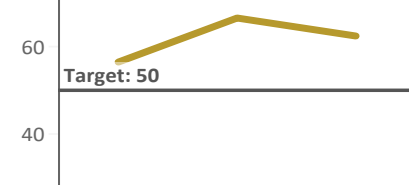
Test Year	Comp Grades	District %	Charter %
2017	7-8	33	33
2018	7-8	42	43
2019	7-8	44	50

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	6-8	0.90
2018	6-8	1.08
2019	5-8	0.72

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	56.5
2018	66.6
2019	62.5

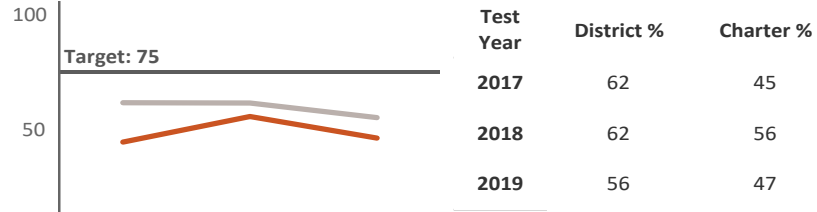


ACADEMIC PERFORMANCE

NEW WORLD PREPARATORY CHARTER SCHOOL

SCIENCE ACCOUNTABILITY PLAN GOAL

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



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

Measure	Subgroup	Target	Tested	Results	Difference from Target
Growth	all students	100%	429	80%	-20%
Equity 1	Gap closing	110%	209	86%	-24%
Equity 2	Students with disabilities	83%	131	81%	-2%
Absolute	2+ students	75%	294	20%	-55%

Measure	Subgroup	Target	Tested	Results	Difference from Target
Growth	all students	100%	425	111%	11%
Equity 1	Gap closing	110%	173	107%	-3%
Equity 2	Students with disabilities	121%	114	92%	-29%
Absolute	2+ students	75%	295	27%	-48%

SPECIAL POPULATIONS PERFORMANCE**

	2017	2018	2019
Students with Disabilities Enrollment	104	96	108
Tested on State Exam	100	95	106
Charter Percent Proficient on ELA Exam	5.0	14.7	9.4
District Percent Proficient	11.4	18.3	16.4
ELL Enrollment	55	46	60
Tested on NYSESLAT Exam	35	46	60
Charter Percent 'Commanding' or Making Progress	5.7	21.7	31.7

* 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, New World Prep met or came close to meeting its key academic Accountability Plan goals in ELA and mathematics. Notably, the charter made strong growth in mathematics achievement increasing its proficiency rate on the state exam by 17 percentage points from 2016-17 to 2018-19. In 2020-21, the charter administered the nationally normed i-Ready assessment to measure student growth and achievement in the absence of credible state exam results. New World Prep made progress towards meeting its science goal during the term 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, New World Prep’s students enrolled in at least their second year posted ELA proficiency rates of 36% and 43%, respectively. Although these rates fell under the district achievement in those years, the charter enrolls a much larger proportion of higher needs students than the district including economically disadvantaged students. In comparison to public schools across the state enrolling similar percentages of economically disadvantaged students, New World Prep performed higher than expected in ELA each year. The charter posted mean growth percentiles in ELA slightly above and just under the target of 50 over those years.

In mathematics, New World Prep posted proficiency rates at or just above the district over the charter term. The charter also exceeded the target for its mathematics effect size measure each year performing higher than expected to a large degree in comparison to demographically similar schools across the state. In alignment with the charter’s increase in absolute achievement in mathematics from 2016-17 to 2018-19, New World Prep also posted very strong mean growth scores exceeding the target of 50 by 17 points in 2017-18.

The charter posted proficiency rates on the state’s science exam that fell under the target of 75% and under the district proficiency rate in 2017-18 and 2018-19. Although the charter did not meet these targets, New World Prep has established an action plan to support its students to pursue an academic track that culminates in taking a science Regents examination in 8th grade. Instructional leaders recognize the opportunity to modify its curricular resources to better prepare students to succeed in science.

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.

ACADEMIC PERFORMANCE

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.

New World Prep used the i-Ready assessment to monitor the growth and achievement of students during this charter term in the absence of reliable state exam results. During 2020-21, the charter's students enrolled in at least their second year posted rates of achieving the New York State proficiency equivalent of 20% in ELA and 27% in mathematics, falling under the target of 75%. In contrast, the charter demonstrated promising growth results for all students and at-risk subgroups in both subjects. Notably in ELA, the charter's students with disabilities posted a median percent progress to annual typical growth that came close to the target and exceeded the growth for all students. In mathematics, all tested students surpassed the target for annual typical growth and students who were below the proficiency equivalent in the fall made comparable growth to their peers.

ACADEMIC PERFORMANCE

BENCHMARK SUMMARY

ASSESSMENT

New World Prep’s assessment system generates actionable data from a variety of valid and reliable assessments that teachers use to meet student needs. The charter uses the national norm referenced i-Ready assessment to identify achievement gaps, identify struggling students, and predict schoolwide performance on state exams in both ELA and mathematics. New World Prep also develops interim assessments and benchmark exams that align to state standards and use modified released state test items. Instructional leaders meet with their coaching caseload bi-weekly in scholar achievement meetings following a common protocol to analyze the available assessment results and develop clear next steps for instruction. In response to the analysis from scholar achievement meetings and the day-to-day review of student information, teachers implement a variety of strategies to adjust instruction to improve learning. Teachers use these data to modify daily lesson plans and unit plans to emphasize standards that large proportions of students struggle with, identify specific students for more targeted intervention, and re-teach specific content. Teachers also implement small group strategies based on assessment results. For example, 5th grade teachers plan stations based on i-Ready diagnostic results. Some teachers also conduct intensive small-group instruction for selected students during lunch or after school. At the leadership level, the principal and assistant principals use the wealth of exam data to evaluate the overall education program and make necessary adjustments.

CURRICULUM

New World Prep provides its educators with a comprehensive curriculum aligned to state standards and across grades that supports teachers in instructional planning. For ELA, the charter utilizes Journeys in the lower elementary grades. In 5th grade, teachers begin with Journeys and transition to EngageNY in preparation for middle school and a cross-curriculum approach. For mathematics, New World Prep utilizes GOMath! for Kindergarten – 6th grade, and for 7th and 8th grade, teachers create the curricular program using a variety of resources focused on big mathematical ideas. To monitor the effectiveness of the curricular program, the charter convenes assistant principals and teachers at all grade levels at the end of each school year to reflect on the curricular programs and best teaching practices. For the 2021-22 school year, the team reflected that students need a wider range of differentiated materials rather than the typical spiral review provided in GOMath!. The assistant principals and grade level mathematics team leads reviewed the program to create a plan to implement in the following school year. For science, the charter utilizes Amplify Science, which features phenomenon-based teaching and learning that aligns to the Next Generation Science Standards. For social studies, elementary utilizes EngageNY and middle school uses Discovery Education.

The charter provides teachers with a comprehensive package of supporting tools including curricular maps, scope and sequence documents, and pacing guides, while leaders support teachers with planning following the Understanding by Design framework. Teachers utilize consistent common planning time meetings to discuss and review upcoming lessons and projects. Further, leaders and teachers agreed that teachers first develop lessons, collaborate with relevant integrated co-teaching (“ICT”) teachers for differentiation, and then

ACADEMIC PERFORMANCE

submit lessons via Google Drive to the respective assistant principal and coach for feedback a week in advance. Teachers described collaboration starts with the lesson planning process and continues beyond submission, as they incorporate feedback by creating extra materials and adjust in the moment during the lesson. This results in an effective system for collaborating that allows teachers to be proactive, advocate for students, and have an open process for giving and accepting feedback.

PEDAGOGY

New World Prep has high quality instruction throughout the charter. A main feature of teaching and learning at the charter is its small group instruction. Classrooms prioritize small group learning with an effective use of technology. In most classrooms, teachers will set students up on laptops on personalized learning programs while another group works directly with teachers on specific skills and content. The charter also implements ICT in many classrooms. The Institute observed low teacher to student ratios across all classrooms. Leaders recognize a need to continue to train teachers' skills to use more variety in ICT models and small group instruction to ensure that teachers are personalizing instruction. New World Prep implements consistent lesson procedures that effectively support student learning. Teachers post clear objectives as well as success criteria so that students are well aware of learning expectations. Teachers implement successful checks for understanding strategies. With consistent small group instruction occurring, teachers easily analyze student understanding in the moment and react appropriately to ensure student mastery of concepts. The charter actively works to improve teachers' abilities to provide students with higher order thinking activities.

INSTRUCTIONAL LEADERSHIP

As New World Prep continues to expand its elementary program, its instructional leadership is evolving with strong systems in place to support teacher development. As the charter is building a new facility, three temporary spaces are in use. To support each site, the charter created assistant principal positions to provide oversight at each site. With the president focused on external affairs, operations, and mentoring the principal, New World Prep establishes a clear organizational chart. The principal serves as the primary instructional leader, and meets consistently with each assistant principal to drive priorities for each site. Each assistant principal leads the grade level teams in weekly student achievement meetings ("SAMs"), which focus on reviewing available student achievement data, curricula, lesson plans, and other areas that focus teachers on ways to improve and develop learning for students. Leaders also implement one on one observation cycles to provide teachers with feedback on lessons. In addition, the principal and respective assistant principal conduct walkthroughs occasionally to understand trends across each site. New World Prep leaders take these data from observations, SAMs, and walkthroughs to determine professional development topics. The charter holds professional development on a weekly basis, and topics focus in on schoolwide priorities as well as needs that arise. Leaders build the schedule so that teachers have common planning time included in the daily schedule, and each grade is led by a grade level leader. These efforts result in high levels of support for teachers.

ACADEMIC PERFORMANCE

AT RISK PROGRAM

New World Prep intentionally leverages its resources and staff members to employ a wide range of supports and is continually developing to meet the educational needs of its at-risk students. The charter utilizes an ICT approach for students with disabilities and English language learners (“ELLs”). For example, in the elementary grade levels, special education teachers co-teach in all content areas, and in 6th – 8th grade, the charter has special education co-teachers in ELA, mathematics, and science. For related services, the charter utilizes district providers for speech, occupational, and physical therapy. The charter has a special education coordinator and student support services coordinator. The charter employs three ELL teachers who focus on specific grade spans. In the late spring of the 2021-22 school year, the charter identified an ELL coordinator to oversee and coordinate the ELL team to ensure compliance and provide development and support to implement research based instructional strategies and implement the Sheltered Instruction Observation Protocol (“SIOP”) model. The charter has a team of six guidance counselors that provide support for specific grade spans.

New World Prep has procedures for identifying students with disabilities, ELLs, and students struggling academically and/or behaviorally. Teachers are aware of each student’s individualized education program (“IEP”), and leaders dedicate grade team meeting time for reviewing IEPs, understanding each component, and providing strategies to support individual students. The charter also uses appropriate and compliant practices for identifying ELLs. New World Prep administers the New York State English as a Second Language Achievement Test (“NYSESLAT”) annually to monitor progress of ELLs.

New World Prep is developing a literacy focused intervention program to meet the needs of its at-risk student population. Teachers cited a literacy block program where at-risk students primarily utilize Houghton Mifflin Harcourt Inventories like System 44 for developing phonics skills and reading comprehension; Read 180 for reading comprehension, communication skills, and literary analysis; and i-Ready in ELA. In 5th and 6th grade, teachers implement Math 180 and i-Ready mathematics in small groups three times a week. Other supports include lunch tutorials for targeted students, after school homework clubs, and the Saturday enrichment academy.

ORGANIZATIONAL CAPACITY

New World Prep establishes a clear, purposeful organizational structure that effectively supports the delivery of the charter’s program. The leadership team has clear lines of accountability and teachers know to whom to go for resources. The charter’s president and operational staff oversee most of the operations responsibilities ensuring that the principal and assistant principals can focus on delivery of the academic program. In alignment with New World Prep’s priority to establish a positive school culture, the charter implements a clear, comprehensive, effective discipline system, which is consistently applied across the program. Teachers regularly provide positive reinforcement to students and incorporate themes and concepts from the charter’s social-emotional learning curriculum into academic lessons. When students do exhibit more challenging

ACADEMIC PERFORMANCE

behaviors, teachers administer a progressive set of consequences with the support of the dean of students, student support services staff, and instructional leaders. Teachers at New World Prep cite the strong positive classroom culture as one reason they remain at the charter and leaders are deeply reflective on strategies to mitigate teacher attrition in order to retain strong staff. In addition to a variety of available leadership roles for classroom teachers, New World Prep invests in substantial financial incentives for teaching staff including tuition reimbursements and stipends for those traveling from outside of Staten Island.

BOARD OVERSIGHT & GOVERNANCE

New World Prep's board works effectively to achieve the charter's Accountability Plan goals. Over the charter term, two of the board's founding members, one a former board chair, passed away. Both members leave a legacy of commitment and dedication to the charter. John Tobin was a founding member and former board chair. His wife joined the board in his place demonstrating the strong dedication and commitment that exists among New World Prep's board members. Denis Kelleher was also a founding board member. His family remains committed to New World Prep through their membership on the Friends of New World Prep Board and through continued philanthropic support for the charter. The board is dedicated to finding new members to expand its expertise. The board also ensures members have close ties to the North Shore community of Staten Island. The board uses an effective committee structure in its operations. Committees meet outside of the full board meetings, and charter leaders provide reports and updates to each respective committee. Then, each committee reports back to the full board with additional presentations from school based staff members. The board has clear priorities that drive its governance and oversight work. The board has clear systems for evaluation and reflection both for the charter president and its self-evaluation. The academic committee is clear about the charter president's strengths and areas for development. The board is also aware of its areas for growth and has clear plans to address each area in a future charter term. New World Prep's board seeks involvement from caregivers and community members and the charter has a strong network of members who are deeply involved with North Shore community organizations. The board includes a member who currently has a child enrolled at New World Prep and recently recruited the leader of a local community partner, El Centro, which promotes the economic advancement of immigrant families.

COMPLIANCE REPORTING



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

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

NEW WORLD PREPARATORY CHARTER SCHOOL

Annual Reports

The charter submitted its annual reports to the Institute and NYSED on time and posted portions of the annual reports on the charter's website in accordance with the charter and the Act. However, the charter has not posted the independent audit section of the annual report for the two most recent school years.

The Institute will ensure compliance prior to the start of the next charter term.

Bylaws

The bylaws require minor edits regarding the appointment of committees.

The Institute will work with the charter to ensure the bylaws are updated accordingly.

FOIL

The charter has an appropriate Freedom of Information Law ("FOIL") policy except it fails to link to the site for the New York State Committee on Open Government as required. The charter's website fails to provide a FOIL subject matter list.

The Institute will follow up with the charter to update the policy prior to the next charter term.

Complaint Policy

The complaint policy needs to clarify the difference between informal and formal complaints, providing a direct option to go to the board of trustees in the case of a formal complaint.

The Institute will ensure compliance prior to the start of the next charter term.

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	TRUST
14%	96%	96%	95.5%	96.5%

Parent Survey Data

The Institute compiled data from the New York City Department of Education’s (“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, 14% of families who received the survey responded. Of those families, 96% indicated overall satisfaction with the charter’s educational program.

Family Focus Group

The Institute asks all charters facing renewal to convene a representative set of parents for a focus group discussion. A representative set includes parents of students in attendance at the charter for multiple years, parents of students new to the charter, parents of students receiving general education services, parents of students with special needs, and parents of ELLs. The 11 caregivers in attendance expressed high levels of satisfaction with the academic experience at New World Prep. Caregivers appreciated how quickly the charter moved to remote learning in March 2020. Participants also discussed how the charter worked to focus on finding mental health services for students and families who needed them.

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 New World Prep’s renewal application on April 6, 2022 by videoconference. Two people spoke in support of the application stating the charter is the better option in the area citing the charter’s quality teaching, culture, and preparation of students for high school and college. No one spoke in opposition to the application. The Institute received two comments from families. One parent relayed that her daughter is doing much better in reading, writing, and mathematics and the charter provides her with confidence allowing her to enjoy and look forward to school. The parent said her daughter speaks of the kindness and patience of teachers. The

COMMUNITY SATISFACTION

parent also cited the charter's supports and sports program in support of the renewal application. A former student described the opportunity New World Prep offered and how it continues to support the student through its connection with alumni. This student was able to earn a full scholarship to La Salle Academy and will be the first in his family to attend college at Cornell University this fall.

Persistence in Enrollment An additional indicator of parent satisfaction is persistence in enrollment. In 2020-21, 92% of New World Prep 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.

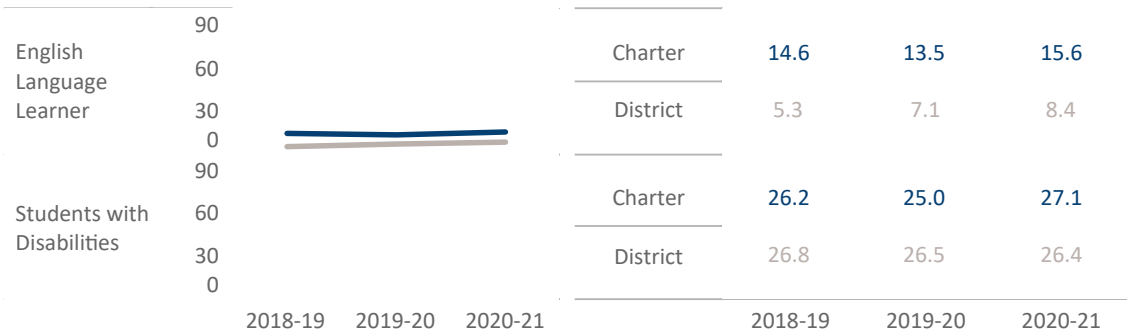
The Institute derived the statistical information on persistence in enrollment from its database. No comparative data from the NYCDOE or the NYSED is available to the Institute to provide either district or statewide context.

STUDENT DEMOGRAPHICS

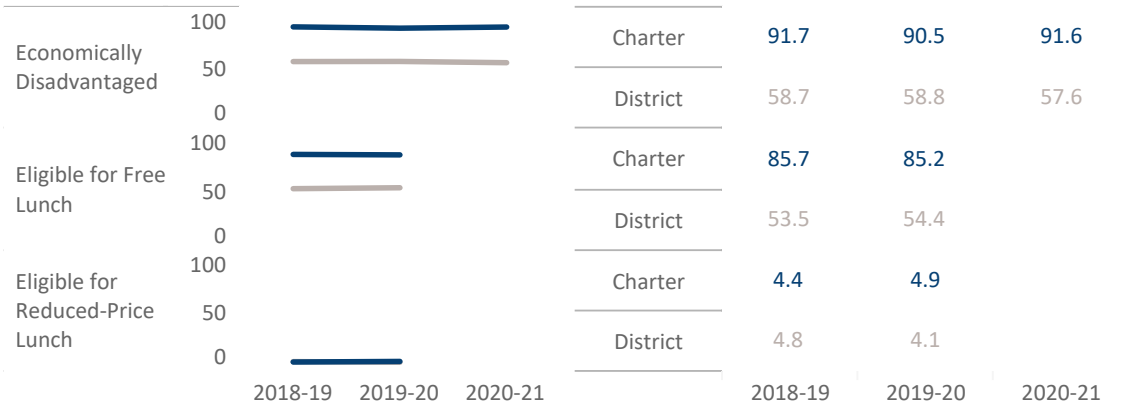
New World Preparatory Charter School

Staten Island CSD 31

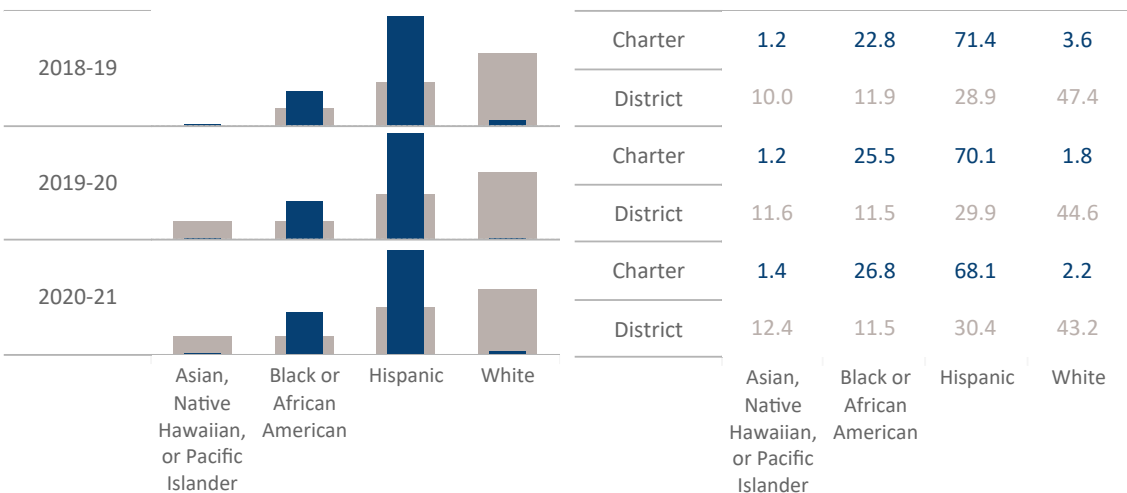
Student Demographics: Special Populations



Student Demographics: Free/Reduced Lunch



Student Demographics: Race/Ethnicity



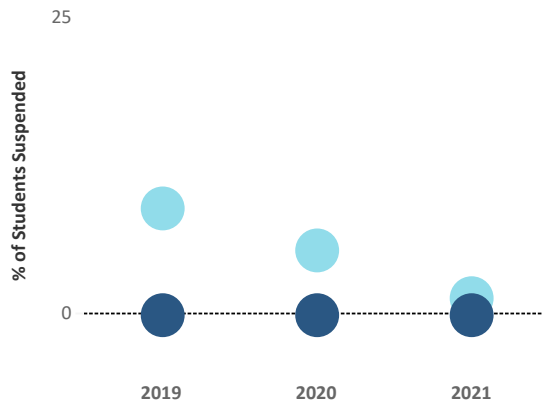
* Data reported in these charts reflect BEDS day enrollment counts as reported by the NYSED except for the charter's 2020-21 ELL enrollment which reflects data reported by the education corporation and validated by the Institute.



STUDENT DEMOGRAPHICS

New World Preparatory Charter School

Staten Island CSD 31



	ISS Rate	OSS Rate
2019	9.0	0.0
2020	5.4	0.0
2021	1.4	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

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

	2019	2020	2021
2018-19	94.1		
2019-20	0	0	0
2020-21	91.7		

New World Preparatory Charter School's Enrollment and Retention Status: 2020-21

		Target	Charter
enrollment	economically disadvantaged	59.5	91.4
	English language learners	6.6	15.6
	students with disabilities	22.5	26.8
retention	economically disadvantaged	96.8	91.4
	English language learners	97.0	95.2
	students with disabilities	97.1	93.0

* 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.

New World Prep makes good faith efforts to meet its enrollment and retention targets. The charter will use the following efforts to recruit student subgroups in a future charter term:

- designing marketing materials that highlight the high quality special education program;
- designing marketing materials that contain a description of the special education and related services that the charter school provides directly and those that are provided by the student’s district of residence or other provider;
- designing marketing materials that describe how special education and ELL students have equal access to all programs and services, including the following: instructional assistance; support services such as guidance and counseling; all school programs including gifted, music, art, and technology programs; and, all after school programs including athletics;
- designating one individual to oversee the provision of special education programs and services; and,
- designing marketing materials that highlight the number of bilingual highly qualified teachers on staff.

FISCAL ANALYSIS

IS THE EDUCATION CORPORATION FISCALLY SOUND?

New World Prep 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

In June 2021, New World closed on a \$52 million tax-exempt bond financing through Build NYC Resource Corporation to construct a new three story facility to accommodate the entire program and administrative offices in one site.

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.	+
Budgets for the next charter term report operating losses in each year, due to non-cash expenditures including depreciation expense. Cash flow adjustments, which add back this expense to net income, show the education corporation will improve its cash position over the next charter term.	

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.	AUGUST 2021

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

New World Prep has reported operating surpluses in each year of the current charter term. These surpluses have resulted in Net Assets growing to \$8.8 million as of June 30, 2021. The charter maintained 8.7 months of cash on hand for the same time period. New World Prep has funded and maintained the required \$75,000 in a separate escrow account in case of dissolution.

FISCAL ANALYSIS

NEW WORLD PREPARATORY CHARTER SCHOOL

CHARTER INFORMATION

BALANCE SHEET

Opened 2010-11

Assets

Current Assets

	2016 17	2017 18	2018 19	2019 20	2020 21
Cash and Cash Equivalents - GRAPH 1	4,020,106	4,104,931	479,280	3,773,895	9,197,689
Grants and Contracts Receivable	168,749	231,083	171,600	297,363	352,385
Accounts Receivable	-	-	-	-	-
Prepaid Expenses	9,608	9,608	550,000	347,567	230,833
Contributions and Other Receivables	1,203	392	-	-	33,333
Total Current Assets - GRAPH 1	4,199,666	4,346,014	1,200,880	4,418,825	9,814,240
Property, Building and Equipment, net	435,153	347,004	4,190,325	4,630,403	8,256,716
Other Assets	75,295	75,332	75,369	75,400	46,682,635
Total Assets - GRAPH 1	4,710,114	4,768,350	5,466,574	9,124,628	64,753,591

Liabilities and Net Assets

Current Liabilities

Accounts Payable and Accrued Expenses	180,328	167,545	346,896	673,806	471,696
Accrued Payroll and Benefits	758,730	772,730	1,026,957	1,471,173	1,504,566
Deferred Revenue	-	35,377	167,505	190,136	249,465
Current Maturities of Long-Term Debt	-	-	-	-	-
Short Term Debt - Bonds, Notes Payable	-	-	-	-	-
Other	223,285	-	-	-	-
Total Current Liabilities - GRAPH 1	1,162,343	975,652	1,541,358	2,335,115	2,225,727
Deferred Rent/Lease Liability	-	-	-	-	-
All other L-T debt and notes payable, net current maturities	-	-	-	1,225,823	53,772,909
Total Liabilities - GRAPH 1	1,162,343	975,652	1,541,358	3,560,938	55,998,636

Net Assets

Without Donor Restrictions	3,472,476	3,717,366	3,849,847	5,563,690	8,754,955
With Donor Restrictions	75,295	75,332	75,369	-	-
Total Net Assets	3,547,771	3,792,698	3,925,216	5,563,690	8,754,955
Total Liabilities and Net Assets	4,710,114	4,768,350	5,466,574	9,124,628	64,753,591

ACTIVITIES

Operating Revenue

Resident Student Enrollment	5,553,884	5,463,678	6,278,166	8,990,301	10,143,060
Students with Disabilities	1,442,182	1,641,594	1,752,330	2,242,015	2,524,612
Grants and Contracts					
State and local	51,782	195,463	235,199	150,303	47,539
Federal - Title and IDEA	267,942	461,226	474,743	515,677	639,886
Federal - Other	-	-	-	-	1,225,823
Other	-	-	-	-	-
NYC DoE Rental Assistance	-	-	-	670,000	1,258,595
Food Service/Child Nutrition Program	-	-	-	-	-
Total Operating Revenue	7,315,790	7,761,961	8,740,438	12,568,296	15,839,515

Expenses

Regular Education	4,785,052	5,336,628	6,085,028	7,850,556	8,961,473
SPED	1,118,562	1,368,344	1,619,706	2,026,315	2,463,717
Other	-	-	-	-	-
Total Program Services	5,903,614	6,704,972	7,704,734	9,876,871	11,425,190
Management and General	775,789	834,073	1,142,731	1,147,163	1,262,192
Fundraising	-	25,442	16,710	27,471	13,041
Total Expenses - GRAPHS 2, 3 & 4	6,679,403	7,564,487	8,864,175	11,051,505	12,700,423
Surplus / (Deficit) From School Operations	636,387	197,474	(123,737)	1,516,791	3,139,092

Support and Other Revenue

Contributions	-	11,696	40,418	46,378	12,000
Fundraising	31,821	-	-	-	-
Miscellaneous Income	6,048	35,757	215,837	75,305	40,173
Net assets released from restriction	-	-	-	-	-
Total Support and Other Revenue	37,869	47,453	256,255	121,683	52,173

Total Unrestricted Revenue	7,353,659	7,809,414	8,996,693	12,689,979	15,891,688
Total Temporally Restricted Revenue	-	-	-	-	-
Total Revenue - GRAPHS 2 & 3	7,353,659	7,809,414	8,996,693	12,689,979	15,891,688

Change in Net Assets

Net Assets - Beginning of Year - GRAPH 2	2,873,515	3,547,771	3,792,698	3,925,216	5,563,690
Prior Year Adjustment(s)	-	-	-	-	-
Net Assets - End of Year - GRAPH 2	3,547,771	3,792,698	3,925,216	5,563,690	8,754,955

FISCAL ANALYSIS

NEW WORLD PREPARATORY CHARTER SCHOOL

CHARTER INFORMATION - (Continued)

Functional Expense Breakdown

	2016 17	2017 18	2018 19	2019 20	2020 21
Personnel Service					
Administrative Staff Personnel	735,382	806,511	899,404	1,014,460	1,122,645
Instructional Personnel	2,628,880	2,966,404	3,252,237	4,720,318	5,765,422
Non-Instructional Personnel	473,526	364,760	724,861	720,652	609,015
Personnel Services (Combined)	-	-	-	-	-
Total Salaries and Staff	3,837,788	4,137,675	4,876,502	6,455,430	7,497,082
Fringe Benefits & Payroll Taxes	751,265	856,689	1,037,749	1,305,470	1,514,592
Retirement	88,900	110,442	110,686	143,382	178,313
Management Company Fees	386,250	432,028	424,413	-	-
Building and Land Rent / Lease / Facility Financing	115,300	115,300	115,300	294,167	686,056
Staff Development	193,861	354,787	320,301	311,160	279,123
Professional Fees, Consultant & Purchased Services	65,008	43,078	102,691	611,562	663,119
Marketing / Recruitment	27,863	18,085	13,620	41,604	59,570
Student Supplies, Materials & Services	288,005	403,530	377,199	409,993	222,337
Depreciation	216,002	239,978	214,676	260,750	292,229
Other	709,161	852,895	1,271,038	1,217,987	1,308,002
Total Expenses	6,679,403	7,564,487	8,864,175	11,051,505	12,700,423

CHARTER ANALYSIS

ENROLLMENT

	2016 17	2017 18	2018 19	2019 20	2020 21
Original Chartered Enrollment	375	375	386	386	386
Final Chartered Enrollment (includes any revisions)	375	375	386	483	534
Actual Enrollment - GRAPH 4	384	376	410	557	630
Chartered Grades	6-8	6-8	5-8	5-8	5-8
Final Chartered Grades (includes any revisions)	-	-	-	K-1, 5-8	K-1, 5-8

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	19,040	20,638	21,310	22,562	25,131
Other Revenue and Support	99	126	625	218	83
TOTAL - GRAPH 3	19,139	20,764	21,935	22,781	25,213
Expenses					
Program Services	15,365	17,827	18,785	17,731	18,127
Management and General, Fundraising	2,019	2,285	2,827	2,109	2,023
TOTAL - GRAPH 3	17,384	20,113	21,612	19,839	20,150
% of Program Services	88.4%	88.6%	86.9%	89.4%	90.0%
% of Management and Other	11.6%	11.4%	13.1%	10.6%	10.0%
% of Revenue Exceeding Expenses - GRAPH 5	10.1%	3.2%	1.5%	14.8%	25.1%
% of Revenue Expended on Facilities	1.6%	1.5%	1.3%	2.3%	4.3%

Student to Faculty Ratio

	2016 17	2017 18	2018 19	2019 20	2020 21
	8.5	7.0	7.5	7.8	6.9

Faculty to Admin Ratio

	2016 17	2017 18	2018 19	2019 20	2020 21
	4.1	5.4	5.2	7.1	8.0

Financial Responsibility Composite Scores - GRAPH 6

Score	2016 17	2017 18	2018 19	2019 20	2020 21
Score	3.0	2.9	1.4	2.6	2.1
Fiscally Strong 1.5 - 3.0 / Fiscally Adequate 1.0 - 1.4 / Fiscally Needs Monitoring < 1.0	Fiscally Strong	Fiscally Strong	Fiscally Adequate	Fiscally Strong	Fiscally Strong

Working Capital - GRAPH 7

	2016 17	2017 18	2018 19	2019 20	2020 21
Net Working Capital	3,037,323	3,370,362	(340,478)	2,083,710	7,588,513
As % of Unrestricted Revenue	41.3%	43.2%	-3.8%	16.4%	47.8%
Working Capital (Current) Ratio Score	3.6	4.5	0.8	1.9	4.4
Risk (Low ≥ 3.0 / Medium 1.4 - 2.9 / High < 1.4)	LOW	LOW	HIGH	MEDIUM	LOW
Rating (Excellent ≥ 3.0 / Good 1.4 - 2.9 / Poor < 1.4)	Excellent	Excellent	Poor	Good	Excellent

Quick (Acid Test) Ratio

	2016 17	2017 18	2018 19	2019 20	2020 21
Score	3.6	4.4	0.4	1.7	4.3
Risk (Low ≥ 2.5 / Medium 1.0 - 2.4 / High < 1.0)	LOW	LOW	HIGH	MEDIUM	LOW
Rating (Excellent ≥ 2.5 / Good 1.0 - 2.4 / Poor < 1.0)	Excellent	Excellent	Poor	Good	Excellent

Debt to Asset Ratio - GRAPH 7

	2016 17	2017 18	2018 19	2019 20	2020 21
Score	0.2	0.2	0.3	0.4	0.9
Risk (Low < 0.50 / Medium 0.51 - .95 / High > 1.0)	LOW	LOW	LOW	LOW	MEDIUM
Rating (Excellent < 0.50 / Good 0.51 - .95 / Poor > 1.0)	Excellent	Excellent	Excellent	Excellent	Good

Months of Cash - GRAPH 8

	2016 17	2017 18	2018 19	2019 20	2020 21
Score	7.2	6.5	0.6	4.1	8.7
Risk (Low > 3 mo. / Medium 1 - 3 mo. / High < 1 mo.)	LOW	LOW	HIGH	LOW	LOW
Rating (Excellent > 3 mo. / Good 1 - 3 mo. / Poor < 1 mo.)	Excellent	Excellent	Poor	Excellent	Excellent

FUTURE PLANS



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

New World Prep presents plans for a future charter term, if renewed, that are reasonable, feasible, and achievable. The charter plans to slightly decrease its enrollment in the next charter term and plans to add a few more members to its staff.

NEW WORLD 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. New World Prep plans to implement the same core elements of its academic program that has led to success in its current charter term. The charter will add a few more staff members to support its students.

Plans for Board Oversight & Governance. New World Prep’s board members expressed interest in continuing to serve the charter in the upcoming term. The board will continue its governance structures to provide effective oversight of the charter.

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

New World Prep currently operates its program across three private facilities. Construction has begun to house the entire New World Prep program in one facility. The new facility is to be completed during the 2022-23 school year and ready for occupancy beginning in 2023-24.

	CURRENT	END OF NEXT CHARTER TERM
Enrollment	794	768
Grade Span	K-8	K-8
Teaching Staff	81	84
Days of Instruction	176	176

New World Prep

AX

APPENDICES

PAGES AX 1-6

CO^A CHARTER OVERVIEW PAGE Ax 1	RI^B REPORT INFORMATION PAGE Ax 3
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NEW WORLD PREPARATORY CHARTER SCHOOL BOARD OF TRUSTEES

CHAIR	TRUSTEES
Angelo Aponte	Alice Tobin
VICE CHAIR	Anavelia Romero
Larry Miraldi	Bernard Lopez
SECRETARY	Carin Guarasci
Rev. Terry Troia	Michael McVey
	Peter Weinman
	Jack Minogue
	Andres Garcia
	John McBeth

CHARTER LEADERS

PRESIDENT/CEO
<i>Eugene Foley, President (July 2015-Present)</i>
<i>Beverly Garcia-Anderson, CEO (July 2014-June 2015)</i>

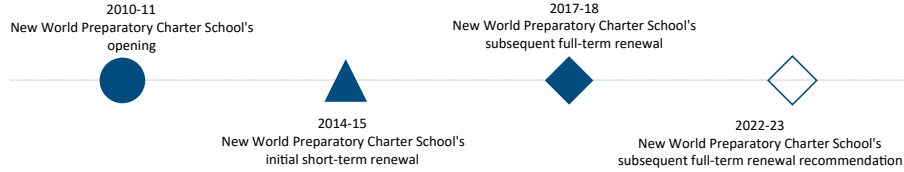
PRINCIPAL
<i>Amanda Ainley, Principal (July 2015-Present)</i>
<i>Jaime Esperon, Principal (July 2010-June 2015)</i>

CHARTER CHARACTERISTICS

SCHOOL YEAR	CHARTERED ENROLLMENT	ACTUAL ENROLLMENT	ACTUAL AS A PERCENTAGE OF CHARTERED ENROLLMENT	GRADES SERVED
2017-18	375	376	100%	6-8
2018-19	386	410	106%	5-8
2019-20	483	557	115%	K-1, 5-8
2020-21	534	630	118%	K-2, 5-8
2021-22	720	680	94%	K-3, 5-8



TIMELINE OF CHARTER SCHOOL RENEWAL



CHARTER SCHOOL VISIT HISTORY

SCHOOL YEAR	VISIT TYPE	DATE
2010-11	First Year	April 14, 2011
2011-12	Evaluation	April 4-5, 2012
2012-13	Informal	February 5, 2013
2012-13	Evaluation	May 2, 2013
2013-14	Evaluation	March 24, 2014
2014-15	Initial Renewal	November 3, 2013
2017-18	Subsequent Renewal	September 18-19, 2017
2021-22	Subsequent Renewal	May 19, 2022

CONDUCT OF THE RENEWAL REVIEW

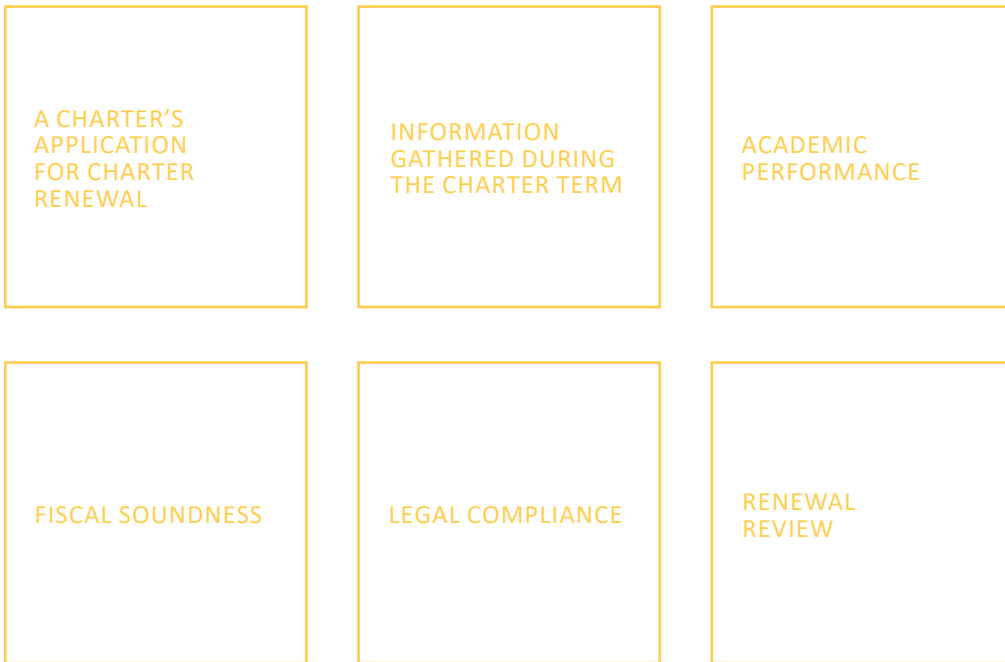
DATE(S) OF REVIEW	EVALUATION TEAM MEMBERS	TITLE
May 19, 2022	Andrew Kile	Managing Director of School Evaluation
	Sinnjinn Bucknell	Director of Performance and Systems
	Saadia Santos	Performance and Systems Analyst
	Amy Proulx	External Consultant

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