

THE SUNY CHARTER SCHOOLS INSTITUTE

*RENEWAL RECOMMENDATION REPORT
LEADERS IN OUR NEIGHBORHOOD
CHARTER SCHOOL (FORMERLY "HYDE
LEADERSHIP CHARTER SCHOOL")*

Report Date: September 7, 2022

Review Date: March 9 - 10, 2022

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Charter Schools Institute
The State University of New York

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CHARTER SCHOOL BACKGROUND

LEADERS IN OUR NEIGHBORHOOD CHARTER SCHOOL

730 Bryant Avenue, Bronx, NY | Grades: K-8 | NYC Community School District 8
830 Hunts Point Avenue, Bronx, NY | Grades: 9-12 | NYC Community School District 8

The New York State Board of Regents (the “Board of Regents”) approved the original charter for Leaders In Our Neighborhood Charter School (“LION”), under the name “Hyde Leadership Charter School”, on behalf of the New York City Schools Chancellor (“NYC Chancellor”) on January 10, 2006. The charter opened in the fall of 2006 initially serving 220 students in Kindergarten and 6th grade. The State University of New York Board of Trustees (the “SUNY Trustees”) approved LION’s application to transfer authorization on June 8, 2017. In March 2022, the SUNY Trustees approved the name change to Leaders In Our Neighborhood Charter School. Families and community members engaged with LION’s leadership to initiate the process for name change and severing its relationship with the Hyde Institute in Maine due to misalignment of core values between the Hyde Institute and the charter.



MISSION

Leaders In Our Neighborhood Charter School’s mission is to develop the character of each student. We unite students, families, and staff in helping each individual achieve their best academically, and in sports, the arts, and service to the community. We believe that passion for learning, self-discovery, leadership, and social conscience are the foundation for success in college and fulfillment in life.

CURRENT CHARTER

Serves: Kindergarten – 12th

Chartered Enrollment:
960

Charter Expiration:
June 30, 2023

PROPOSED FUTURE CHARTER

Serves: Kindergarten – 12th

Chartered Enrollment:
960

Charter Expiration:
June 30, 2028

KEY DESIGN ELEMENTS

Rigorous, standards-based curriculum;



Professional development;



Comprehensive character education program;



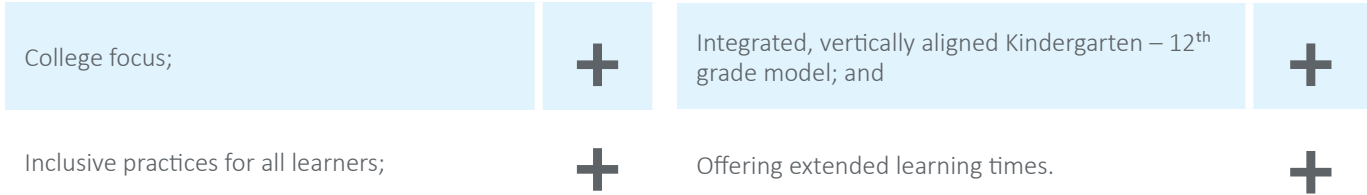
Family-school partnerships;





CHARTER SCHOOL BACKGROUND

KEY DESIGN ELEMENTS CONTINUED



NOTEWORTHY

Character development is a foundation of LION. The charter ensures that all students, families, and staff members have the social emotional support needed for individual wellness. Unique LION practices with specific social emotional supports include weekly school meetings and participation in advisories. These practices are designed to empower all community members to be their best, to support others, and to act with purpose, honesty, and humility.

SUMMARY OF COVID-19 RESPONSE

At the onset of the statewide facility closure related to the COVID-19 pandemic beginning in March 2020, the charter ensured all students and families had access to laptops and internet services, online educational platforms, and supplies needed to continue a rigorous academic program. Teachers used virtual platforms prior to the transition and were prepared to transition to remote learning. The charter provided parents and families with remote training and resources so families could navigate online platforms and support children during remote synchronous academic instruction. During COVID-19 school closures, the charter was a resource for food, clothing, and ensured communication to families regarding local community resources and events. The board development committee focused on working with donors to ensure students had access to the technology they needed to continue participation in the academic and special area online instruction. LION leveraged community resources and ensured families had access to funds for food, electricity, and heat. The charter maintained an elevated level of communication with families through advisory sessions and notified families of community resources.

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 Leaders In Our Neighborhood Charter School for a period of five years with authority to provide instruction to students in Kindergarten – 12th grade in such configuration as set forth in its Application for Charter Renewal with a projected total enrollment of 960 students. The Institute makes this recommendation based on Leaders In Our Neighborhood 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, LION 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?

LION is an academic success. The charter posted strong four-year graduation rates over the term exceeding the district rates and absolute target every year. LION also matriculated high percentages of its graduating classes into two or four year college programs over the term with at least 92% doing so in every year of the term. The charter also enrolls high proportions of at-risk subgroups including students with disabilities and English language learners (“ELLs”). In 2017-18 and 2018-19, the years in the Accountability Period during which state exam results were suitable for analysis, the charter’s students with disabilities posted proficiency rates in English language arts (“ELA”) and mathematics that exceeded their district peers.

Is the charter an effective, viable organization?

LION is an effective, viable organization. The board effectively governs the charter and oversees the leadership team to ensure the successful delivery and support of the instructional program. The board closely monitors academic performance and ensures support and professional growth and development opportunities for teachers and leaders alike.

Is the charter fiscally sound?

LION is fiscally strong based on the fiscal evidence collected through renewal review. The charter has met its fiscal benchmarks throughout the current 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?

LION’s plans for the charter are reasonable, feasible, and achievable. If renewed, LION will continue to deliver the core elements of its established academic program with a new ELA curriculum to support the elementary program’s ELA achievement and align curricula across all programs. The board plans to increase its membership specifically by strategically recruiting diverse community-based members.

EXECUTIVE SUMMARY

LION implements curricula in ELA and mathematics that align to state standards. Teachers create science and social studies curricula, and leaders within each program ensure close alignment between grade levels. Teachers create the curricular materials in 9th – 12th grade and align to standards and the rigor required for Advanced Placement (“AP”) and Regents exams. Leaders create a positive school culture, and most students and staff members demonstrate the core values of LION’s character development program. Staff member retention is strong, and the charter offers pathways to certification for its teachers. LION continues to offer a family based character education model. The charter demonstrates a strong culture supported by effective operations and finances.

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 the charter meets the required criteria for renewal.

The Institute recommends that the SUNY Trustees grant Leaders In Our Neighborhood Charter School a Full Term Subsequent Renewal of five years.





DP

DATA PRESENTATION

PAGES: 7-21

AP

ACADEMIC
PERFORMANCE

CP

COMPLIANCE
PERFORMANCE

CS

COMMUNITY
SATISFACTION

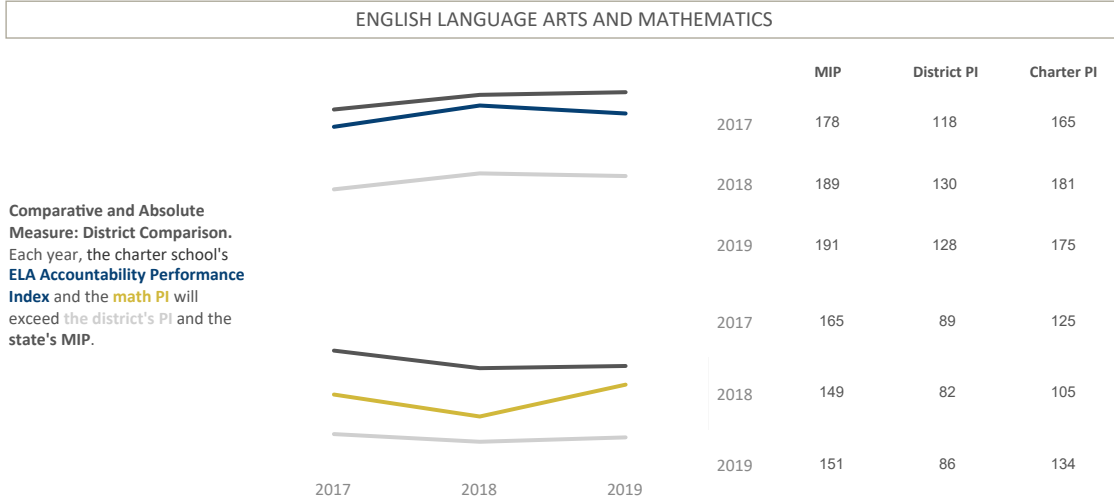
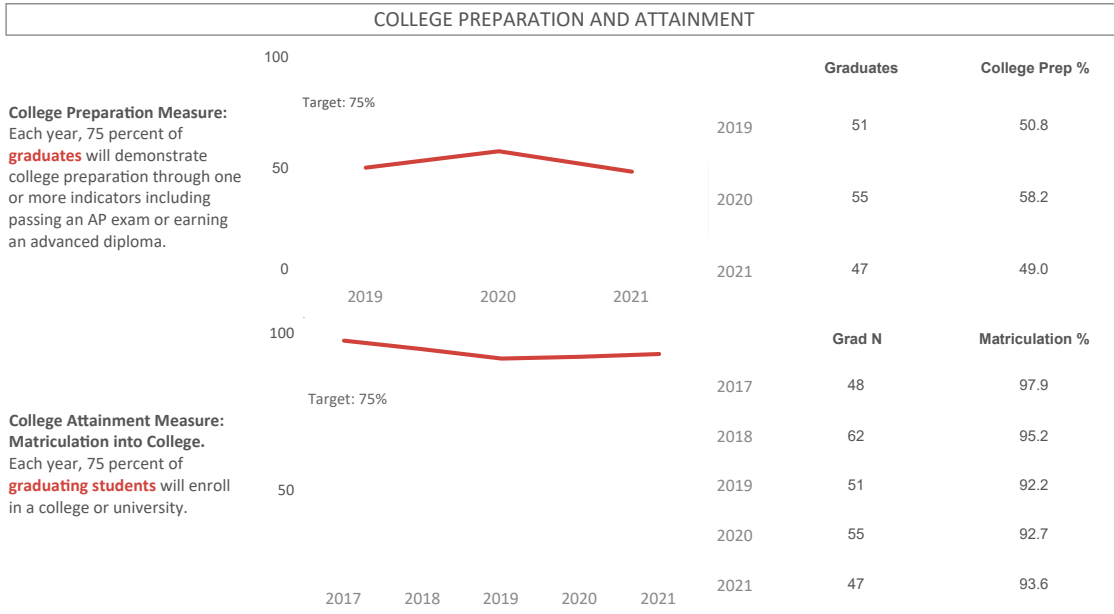
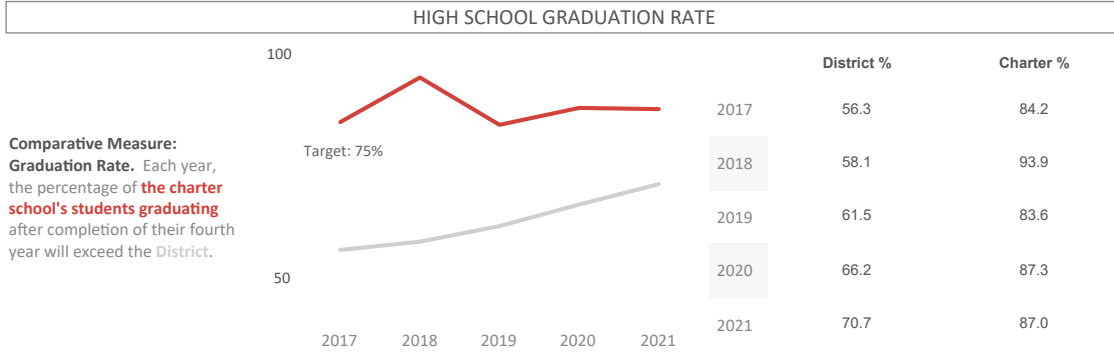
SD

STUDENT
DEMOGRAPHICS



ACADEMIC PERFORMANCE

LEADERS IN OUR NEIGHBORHOOD CHARTER SCHOOL



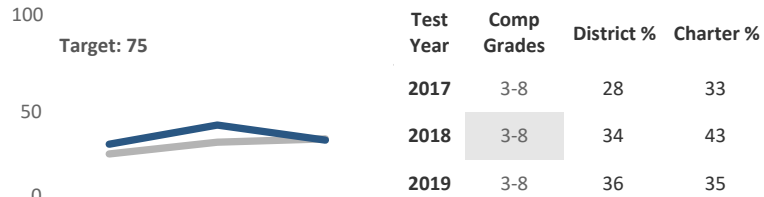


ACADEMIC PERFORMANCE

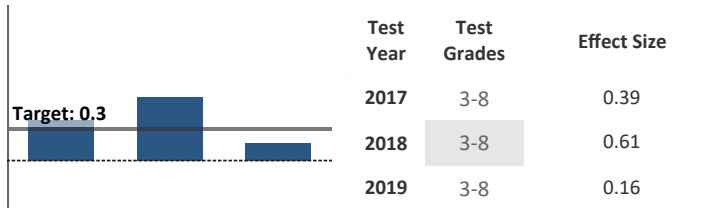
LEADERS IN OUR NEIGHBORHOOD CHARTER SCHOOL

ENGLISH LANGUAGE ARTS ACCOUNTABILITY PLAN GOAL

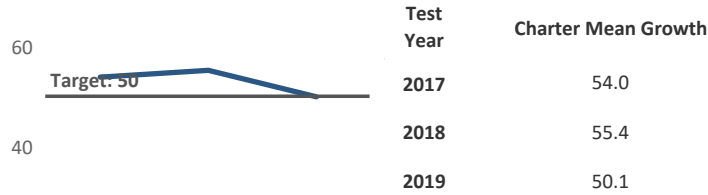
District Comparison. The percentage of students at **the charter** performing at or above proficiency in ELA compared to the district.



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

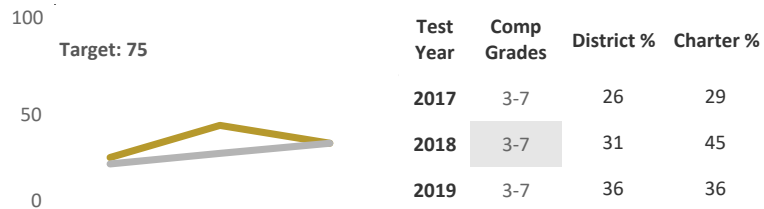


Comparative Growth Measure: Mean Growth Percentile. The charter's unadjusted mean growth percentile for all students in grades 4-8 will be above target of 50 in **ELA**.

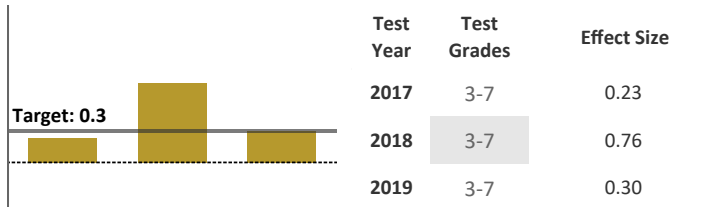


MATHEMATICS ACCOUNTABILITY PLAN GOAL

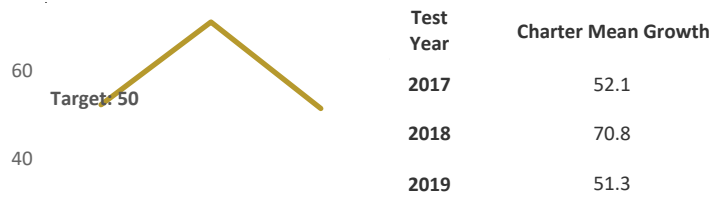
District Comparison. The percentage of students at **the charter** performing at or above proficiency in mathematics compared to the district.



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



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



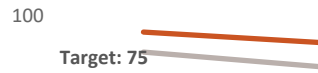


ACADEMIC PERFORMANCE

LEADERS IN OUR NEIGHBORHOOD CHARTER SCHOOL

SCIENCE ACCOUNTABILITY PLAN GOAL

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



Test Year *	District %	Charter %
2018	84	93
2019	78	88

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

Measure	Subgroup	Target	Tested	Results	Difference from Target
Growth	all students	50	413	45	-5
Equity 1	Gap closing	55	299	55	0
Equity 2	Students with disabilities	50	144	59	9
Absolute	2+ students	75%	405	36%	-39%

Measure	Subgroup	Target	Tested	Results	Difference from Target
Growth	all students	50	424	41	-9
Equity 1	Gap closing	55	294	73	18
Equity 2	Students with disabilities	50	145	74	24
Absolute	2+ students	75%	415	41%	-34%

SPECIAL POPULATIONS PERFORMANCE**

	2017	2018	2019
Students with Disabilities Enrollment	216	224	238
Tested on State Exam	103	102	116
Charter Percent Proficient on ELA Exam	12.6	19.6	14.7
District Percent Proficient	7.5	11.5	11.9
ELL Enrollment	94	128	137
Tested on NYSESLAT Exam	94	122	134
Charter Percent 'Commanding' or Making Progress	11.7	32.0	16.4

* 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, LION met or came close to meeting its key Accountability Plan goals of high school graduation, college preparation, ELA, and mathematics. Notably, the charter posted high graduation rates each year with 87% of the 2017 cohort graduating after four years in 2020-21. That year, the charter administered the NWEA MAP assessment to monitor students' achievement and growth in the absence of credible state exam results. LION also met its science, social studies, and ESSA goals over the term.

From 2016-17 to 2020-21, LION met its graduation goal and came close to meeting its college preparation goal. The charter's fourth year Graduation Cohorts graduated at rates that exceeded the absolute target of 75% and the district rate every year. In 2020-21, LION's 87% graduation rate surpassed the absolute target by 12 percentage points and the district by 16 percentage points. LION demonstrates college preparation for its graduates through multiple methods including achieving the college and career readiness benchmark on the SAT, passing an AP exam, and earning the Regents diploma with advanced designation. Notably in 2020-21, 43% of students graduated with an advanced Regents diploma. This distinction requires students to pass eight Regents exams instead of the five required for a Regents diploma. Although the overall rate of graduates demonstrating college preparation fell under the target of 75% over the term, LION posted high rates of college matriculation. From 2016-17 through 2020-21, the charter matriculated at least 92% of its graduates into a college program the year following graduation.

At the elementary and middle school levels, LION charter met or came close to meeting its ELA and mathematics goals over the charter term. In 2017-18, the first year of the charter's Accountability Period, LION exceeded the targets for all comparative and growth measures under its ELA and mathematics goals. Notably, the charter posted exceptionally strong mean growth scores in mathematics exceeding the target by 21 points. In 2018-19, the charter's students enrolled in at least their second year posted proficiency rates that met or fell just under the performance of the district. In comparison to all public schools across the state enrolling similar percentages of economically disadvantaged students, the charter performed slightly higher than expected in ELA and higher than expected to a meaningful degree in mathematics. The charter also continued to exceed the growth target in both subjects. While the charter's absolute achievement on the state's 3rd – 8th grade exams fell under the target during the charter term, LION retains its 8th grade cohorts into the high school program at high rates and the school demonstrates strong high school outcomes. In 2020-21, 72% of the 8th grade cohort persisted into high school at LION.

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:

ACADEMIC PERFORMANCE

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.

During the 2020-21 school year, LION administered the nationally normed NWEA MAP assessment to demonstrate success on its key academic Accountability Plan goals of ELA and mathematics. The charter generated growth and achievement results aligned to the four measures established by the Institute. That year, LION students enrolled in at least their second year posted rates of achieving the New York State proficiency equivalent of 36% and 41% in ELA and mathematics, respectively. While this level of achievement was under the target of 75%, the charter posted high median growth percentiles for students with disabilities and students with low absolute scores in the fall.

ACADEMIC PERFORMANCE

BENCHMARK SUMMARY

ASSESSMENT

LION has a valid and reliable assessment program that improves instructional effectiveness and student learning. The assessment suite includes norm referenced and internally developed formative assessments. The charter administers benchmark tests at the beginning, middle, and end of the school year to monitor attainment of standards and progress toward achievement goals. Teachers consistently administer end-of-unit assessments from the ELA and mathematics curricula, and the charter has data structures and systems that allow teachers to identify student learning needs, adjust instruction, and divide students into intervention groups to mitigate learning loss and close achievement gaps. The charter implements a Response to Intervention (“RTI”) program to offer additional targeted instruction and monitor progress toward meeting student specific goals aligned with the standards. The charter uses data days to closely monitor student progress, and the data days integrate progress monitoring aspects of the RTI program.

CURRICULUM

LION’s curricula support teachers in instructional planning. Across all levels, the charter implements common core aligned curricula in ELA and mathematics. Teachers create the curricula in science and social studies, and leaders ensure close alignment between grade levels. Leaders at the high school level ensure that the 9th – 12th grade course content and trajectory align with AP or Regents standards. The charter provides teachers with scope and sequence documents, which outlines the pacing and content for each subject area. With these materials, teachers know what to teach and when to teach it. During this charter term, the charter systematically reviewed the effectiveness of its ELA curricula in the elementary program and introduced a new ELA curriculum that aligns with the middle and high school levels. Beyond core academic coursework, LION continues to formalize and expand its college access and post-secondary success commitment. The director of college counseling created a CollegEMPOWERMENT curriculum, a program that begins in 9th grade and continues through college graduation, focusing on exposure, exploration, engagement, enrichment, and excellence.

PEDAGOGY

High quality instruction is evident throughout the academic program at LION. Institute team members observed 23 lessons across the charter using the Institute’s observation protocols during the renewal visit. During observations, students engaged in rigorous standards aligned work in most of the classrooms observed. Most teachers post the grade level objective aligned to the charter’s curriculum, and lesson plans are purposeful and include differentiation for students, along with specific groupings based on previous assessment data. Teachers use questions designed to increase engagement, check for understanding, and engage in peer to peer discussions. Teachers regularly use laptops and smartboards to supplement instruction and will ask students to respond to questions on the devices or complete tasks online in advance of the lesson to immediately identify misunderstandings and adjust content delivery. Teachers have weekly opportunities

ACADEMIC PERFORMANCE

to meet with instructional coaches, plan with grade teams, and share best practices within the programs. The charter has the opportunity to increase pacing and urgency, which could accelerate student learning and strengthen the focus on academic achievement. At the high school level, the Institute observed consistently rigorous discussions and questions that teachers facilitated to ensure higher order thinking. For example, in a science lesson, students came to conclusions on difficult concepts on their own because the teacher asked probing questions when students had a difficult time with a problem or question.

INSTRUCTIONAL LEADERSHIP

LION has strong instructional leadership. LION's core senior leadership team remained largely consistent over the course of the current charter term, experiencing only the departure of the long-standing executive director ("ED") at the end of the 2020-21 school year. Following the commitment to grow leaders from within, the instructional leadership team expanded this year and shifted how it designs and delivers support to program leaders, classroom teachers, and staff members. The new ED is the former high school director, and in turn a member of the high school leadership team is now the high school director. To strengthen the instructional leadership team the charter added a chief academic officer ("CAO"), who was the former middle school director, to streamline the curriculum alignment between the elementary, middle school, and high school levels, with a push to better link the student academic experience beginning with kindergarten and through 12th grade. Instructional support includes a cycle of observation and feedback, grade specific meetings, and weekly individual teacher development meetings with instructional coaches to review student data, model and coach development of standards aligned unit and lesson plans, and offer professional development in teacher content area knowledge. Schedules provide ample time for teachers to plan together by grade bands and by content area. While the charter has made teacher development a priority, leaders have the opportunity to offer professional development specific to the integrated co-teaching ("ICT") model including the specific delivery options of parallel, alternative, and station teaching to improve instruction across all classrooms.

AT RISK PROGRAM

LION meets the needs of at-risk students and uses clear procedures for identifying students with disabilities, students struggling academically or behaviorally, and ELLs. LION follows the New York State protocol for identifying and supporting ELLs. The charter administers the home language survey and the New York State Identification Test for English Language Learners ("NYSITELL") to identify ELLs. ELL teachers support identified students using a combination of push in and pull out methods of service delivery. The charter employs an RTI program consisting of three tiers of support. Teachers, along with academic deans, instructional coaches, and leaders, frequently review data to monitor student growth and create smaller targeted intervention groups. An intervention block is part of the daily schedule, and students receive specific instruction to mitigate learning loss and close achievement gaps. If a student does not make expected rates of growth, the charter will increase the level of support and review progress monitoring data. If the student does not respond to more intensive intervention, the charter works with the district committee on special education ("CSE") to seek further evaluation to determine if special education services are warranted. At the high school level, a period of

ACADEMIC PERFORMANCE

language support is offered to ELLs to reinforce access to the curriculum. Across elementary and middle school programs, identified students are offered accelerated learning opportunities within the scheduled intervention block. The charter prioritizes ICT as an instructional model and co-teachers collaborate to plan effective lessons using differentiation and scaffolds to ensure access to the curriculum for all students. LION increased the percentages of enrolled ELLs and students with disabilities each year during the charter term and demonstrates improving academic performance results and growth for these populations with data gathered from internal assessments and MAP. In the next charter term, leaders have the opportunity to focus on developing teacher practices to support at-risk populations with a focus on the effective implementation of the ICT models.

ORGANIZATIONAL CAPACITY

LION's organization works effectively to deliver the academic program. LION establishes an administrative structure that groups academic content under the CAO and operations and back office support under the chief financial and operating officer ("CFO/COO") with both reporting to the ED. LION creates an effective relationship between the operations and academic leaders and communication within the structure is clear and strong. The instructional specialists and academic deans meet regularly with teachers. These meetings are key levers in improving teacher practice. Strong teacher retention rates over the course of the charter, with retention rates from 2020-21 to 2021-22 of 93%, make this evident. Across all programs, staff satisfaction is high. The charter supports teachers with appropriate resources needed to support the achievement of individual teacher goals and the goals of the charter. LION maintains adequate student enrollment and has consistently enrolled at or above its charter enrollment of 960 students during the current charter term. Overall student retention rates have increased year over year during the charter term from 90% retention in 2018-19 to 97% retention in 2020-21. LION exceeded its enrollment and retention targets for economically disadvantaged students, students with disabilities, and ELLs this charter term. Leaders attributed this, in part, to the family and student centered mission of LION.

BOARD OVERSIGHT & GOVERNANCE

LION's board works effectively to achieve the charter's Accountability Plan goals. LION's board consists of 10 seats and is committed to growing the board with additional skills that will support the charter moving into the next charter term. Four trustees have been added to the board since the last renewal and each brings specific skill sets and experience to the board including facilities development and finance; financial planning and management; and, development and fundraising. The board chair and members of the board, in conjunction with the ED, continue to seek to diversify the board and consider this a priority. The board and the ED share a joint vision to eventually own a private facility for the Kindergarten – 8th grade students. The board and ED acknowledge the logistics of this is challenging since it does not want a location that is too far away from the high school facility.

The board has several committees to support the charter including facilities, finance, education and academic, human resources, marketing, and executive committees. These committees work together and report information and findings to the full board in order to support the charter across the domains. The board

ACADEMIC PERFORMANCE

engages in high level conversations about pedagogy, how it thinks about teaching and learning, and how it creates learning communities. During COVID-19 closure periods, the development committee focused on finding donors to ensure students had access to technology and an expanded summer experience, and to fund families in need. The board raises money to ensure students in college can stay in college through mini-grants for college materials and supplies and even extra money to support travel between home and college. The development committee took on a great part of the challenge to support families during the transition to college. LION offers a program where students can donate to the college persistence fund.

The board is thoughtful about spending ESSER funds, evaluating which investments are worthwhile, and determining how they could make the most impactful changes sustainable once funding ends.

The ED informs the board on progress toward meeting the goals of the Accountability Plan at each monthly board meeting. The board establishes clear priorities, objectives, and long-range goals for the charter and the ED communicates and reaches out to share information, seek board insights, and request support as needed. The board is informed, has its pulse on the community, and understands its commitment to families and the community.

The board evaluated its own performance and reported satisfaction with the overall positive results. The board was pleased to identify strong teacher retention as a strength for the charter. The board relayed two areas where it scored low on the board reflection that the board will move to address in the next charter term, which includes the strategic vision and the need for diversity of the board. The board is reflective and thoughtful as to membership and development. The board holds regular meetings in accordance with the Open Meetings Law and meeting minutes reflect that the board regularly reviews, and updates charter policies as needed.

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.

LEADERS IN OUR NEIGHBORHOOD CHARTER SCHOOL

Annual Report

The charter submitted its annual reports to the Institute and NYSED on time. While the charter has the accountability plan progress reports posted to its website, it still needs to post the more recent August 1st submissions and annual audited financial statements in accordance with the charter and the Act. The Institute will ensure compliance prior to the start of the next charter term.

Complaint Policy

The charter's formal complaint policy impermissibly provides for too many steps prior to a complainant bringing a complaint directly to the board. The Institute will ensure the charter updates its policy prior to the start of the next charter term.

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 had 12 teachers over the allowable limit. All uncertified teacher met the appropriate qualifications under the Act. LION has prioritized teacher certification over the charter term. LION provides education stipends to offset tuition costs as well as covering all certification assessment and application process fees. Uncertified teachers consistently meet with division leaders to review progress and are granted paid time off to consult with the New York City Charter Center. LION partners with Teach for America wherein corps members have a Transitional B certification upon the start of employment with the expectation graduate coursework will be completed in two years. LION also partners with New York University's Teacher Residency Program.

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
32%	97%	98%	95%	97%

Parent Survey Data

The Institute compiled data from the New York City Department of Education (“NYCDOE”) 2020-21 family satisfaction survey. In 2020-21, 32% of families who received the survey responded. Of the families who responded, 97% expressed satisfaction with the charter’s program. The Institute and NYCDOE both recognize that response rates for the family survey are lower than previous years due to difficulties presented by the COVID-19 pandemic.

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. A parent focus group of seven parents participated and expressed high levels of satisfaction with the charter.

Parents specifically acknowledge the seamless process of moving to remote instruction and the high level of support and communication students and families received to maintain a rigorous learning experience with minimal academic interruption. Families appreciate the strong social emotional support the charter offers to students, teachers, and families. Members of the focus group appreciate the offerings of parent information sessions that guide parents in understanding the curriculum and how to support their students at home. Families agree that all divisions of the charter have high but attainable expectations and provide rigorous lessons for all students. Families report teachers and staff set good examples for students and student interactions are respectful to teachers, staff members, and each other.

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 LION’s renewal application on April 4, 2022 by videoconference. No one spoke in opposition or favor of the application.

COMMUNITY SATISFACTION

Persistence in Enrollment An additional indicator of parent satisfaction is persistence in enrollment. In 2020-21, 97% of LION 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.

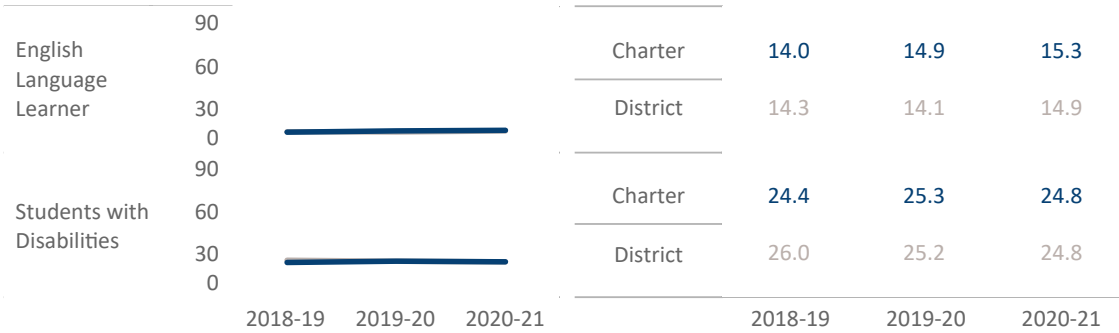
The Institute derived the statistical information on persistence in enrollment from its database. No comparative data from the NYCDOE or the New York State Education Department ("NYSED") is available to the Institute to provide either district or statewide context.

STUDENT DEMOGRAPHICS

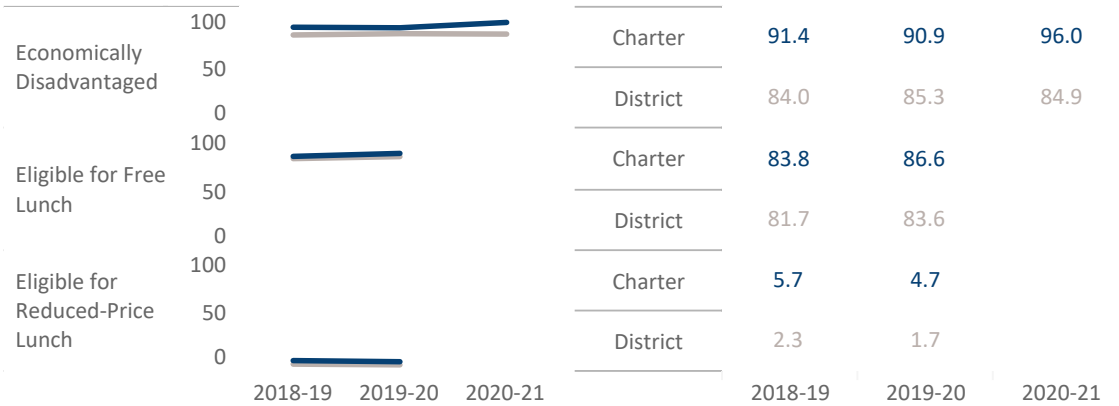
Leaders in Our Neighborhood Charter School

Bronx CSD 8

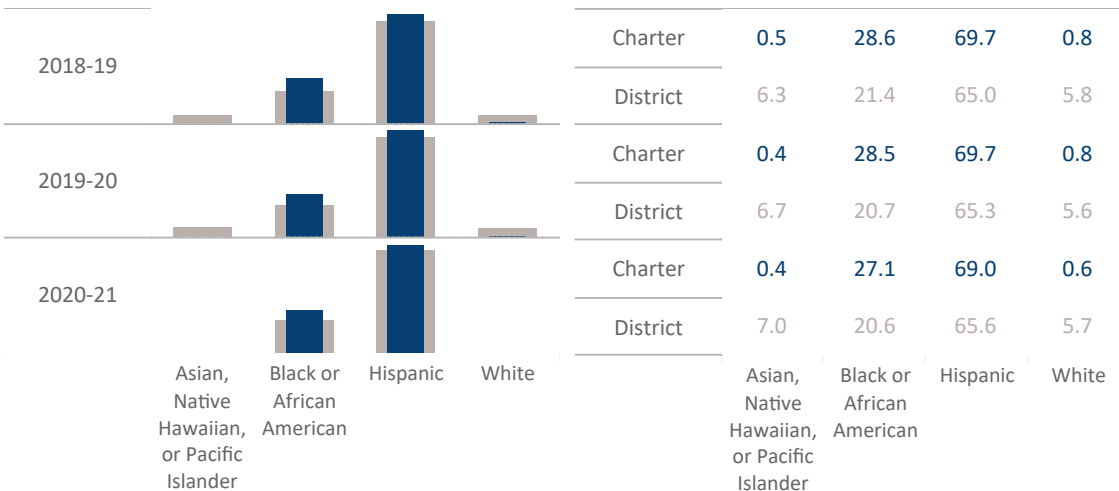
Student Demographics: Special Populations



Student Demographics: Free/Reduced Lunch



Student Demographics: Race/Ethnicity



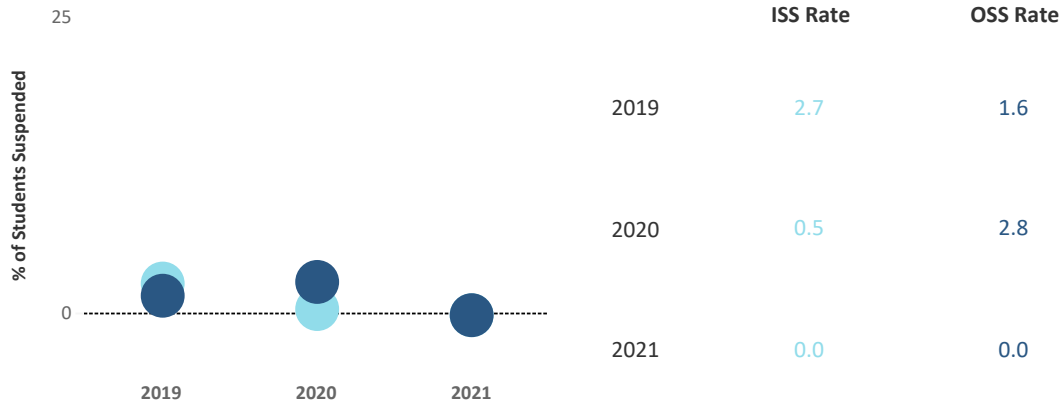
* Data reported in these charts reflect BEDS day enrollment counts as reported by the NYSED.



STUDENT DEMOGRAPHICS

Leaders in Our Neighborhood Charter School

Bronx CSD 8



Year	ISS Rate	OSS Rate
2019	2.7	1.6
2020	0.5	2.8
2021	0.0	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

Year	Persistence in Enrollment (%)	Expulsions (2019)	Expulsions (2020)	Expulsions (2021)
2018-19	90.4			
2019-20	93.7	3	3	0
2020-21	96.6			

Leaders in Our Neighborhood Charter School's Enrollment and Retention Status: 2020-21

		Target	Charter
enrollment	economically disadvantaged	86.6	96.0
	English language learners	12.1	15.0
	students with disabilities	21.1	24.7
retention	economically disadvantaged	90.6	97.6
	English language learners	90.1	98.6
	students with disabilities	91.0	95.7

* 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.

LION meets all its enrollment and retention targets. The charter will continue the following recruitment strategies in the future charter term:

- disseminating all recruitment materials in English and Spanish languages;
- describing ELL and special education services clearly on informational flyers;
- participating in the New York City Charter Center’s common application;
- providing families with bilingual information sessions;
- participating in resource fairs for families located across New York City;
- mailing out information about the charter to families within the district;
- communicating and presenting at local pre-K programs; and,
- partnering with La Peninsular Community Organization, Inc., a not-for-profit comprehensive early childhood program serving Hunts Point, Morris Heights, and Tremont.

FISCAL ANALYSIS

IS THE EDUCATION CORPORATION FISCALLY SOUND?

LION 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



LION terminated its agreement with the Hyde Institute at the end of the 2021-22 fiscal year. The agreement licensed materials, training, and other services. The charter paid an annual fee of \$35,000 for materials and services, and ending the agreement should have no significant financial impact on the charter.



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

Monthly LION board meetings include a detailed fiscal dashboard presentation, which includes financial metrics that align with the benchmarks and metrics in the SUNY Fiscal Dashboard. The charter’s dashboard includes calculations of relevant ratios along with the charter’s status in complying with the bond financing loan covenants.

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.	JANUARY 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.	+

FISCAL ANALYSIS

Bi-monthly enrollment reports to the sending districts and, if applicable, to NYSED including proper documentation regarding the level of special education services provided to students. +

Grant expenditure reports. +

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

The education corporation maintains adequate financial resources 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.	+
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.	+

FISCAL ANALYSIS

LION reported operating surpluses in each year of the current charter term. A one time financial loss occurred in 2019-20 as the result of an interest rate swap agreement tied to bonds on the facility. The swap agreement was meant to mitigate the risk of increases in interest rates associated with the financing. However, low market interest rates in 2019-20 caused the education corporation's fixed rate to be higher than the actual interest rate on the bonds, leading to the charter realizing a higher liability on its financial statements. The charter has accumulated \$4.6 million in net assets as of June 30, 2021, and has 5.0 months of cash on hand to pay liabilities due shortly. The charter has funded and maintained the required \$75,000 in a separate escrow account in case of dissolution.

FISCAL ANALYSIS

Leaders in Our Neighborhood Charter School

CHARTER INFORMATION

BALANCE SHEET

Assets

Current Assets

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

Total Current Assets - GRAPH 1

Property, Building and Equipment, net
Other Assets

Total Assets - GRAPH 1

Liabilities and Net Assets

Current Liabilities

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

Total Current Liabilities - GRAPH 1

Deferred Rent/Lease Liability

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

Total Liabilities - GRAPH 1

Net Assets

Without Donor Restrictions
With Donor Restrictions

Total Net Assets

Total Liabilities and Net Assets

ACTIVITIES

Operating Revenue

Resident Student Enrollment
Students with Disabilities

Grants and Contracts

State and local
Federal - Title and IDEA
Federal - Other
Other
NYC DoE Rental Assistance
Food Service/Child Nutrition Program

Total Operating Revenue

Expenses

Regular Education
SPED
Other

Total Program Services

Management and General
Fundraising

Total Expenses - GRAPHS 2, 3 & 4

Surplus / (Deficit) From School Operations

Support and Other Revenue

Contributions
Fundraising
Miscellaneous Income
Net assets released from restriction

Total Support and Other Revenue

Total Unrestricted Revenue

Total Temporarily Restricted Revenue

Total Revenue - GRAPHS 2 & 3

Change in Net Assets

Net Assets - Beginning of Year - GRAPH 2

Prior Year Adjustment(s)

Net Assets - End of Year - GRAPH 2

Opened 2006-07 (Transfer from NYCDOE to SUNY 2017-18)

	2016 17	2017 18	2018 19	2019 20	2020 21
Cash and Cash Equivalents - GRAPH 1	-	3,758,450	4,959,060	7,839,946	8,720,279
Grants and Contracts Receivable	-	1,219,684	922,158	1,076,871	1,415,659
Accounts Receivable	-	-	-	-	-
Prepaid Expenses	-	269,518	140,212	142,277	100,916
Contributions and Other Receivables	-	-	-	-	-
Total Current Assets - GRAPH 1	-	5,247,652	6,021,430	9,059,094	10,236,854
Property, Building and Equipment, net	-	11,205,203	10,872,069	10,747,072	10,747,744
Other Assets	-	3,075,000	3,075,000	3,075,000	3,075,000
Total Assets - GRAPH 1	-	19,527,855	19,968,499	22,881,166	24,059,598
Accounts Payable and Accrued Expenses	-	250,585	180,460	373,274	462,274
Accrued Payroll and Benefits	-	909,071	1,193,184	947,178	1,150,322
Deferred Revenue	-	-	-	-	80,103
Current Maturities of Long-Term Debt	-	-	-	-	-
Short Term Debt - Bonds, Notes Payable	-	425,000	435,000	451,000	466,000
Other	-	-	-	-	3,682,647
Total Current Liabilities - GRAPH 1	-	1,584,656	1,808,644	1,771,452	5,841,347
Deferred Rent/Lease Liability	-	-	-	-	-
All other L-T debt and notes payable, net current maturities	-	14,089,324	14,170,742	17,694,257	13,599,913
Total Liabilities - GRAPH 1	-	15,673,980	15,979,386	19,465,709	19,441,259
Without Donor Restrictions	-	3,853,875	3,651,613	3,415,457	4,618,339
With Donor Restrictions	-	-	337,500	-	-
Total Net Assets	-	3,853,875	3,989,113	3,415,457	4,618,339
Total Liabilities and Net Assets	-	19,527,855	19,968,499	22,881,166	24,059,598
Resident Student Enrollment	-	14,017,465	14,835,829	15,613,958	15,965,358
Students with Disabilities	-	3,005,921	3,173,267	3,421,310	3,460,410
State and local	-	490,586	526,421	213,784	176,427
Federal - Title and IDEA	-	1,013,260	1,055,554	895,595	929,977
Federal - Other	-	-	-	61,560	620,496
Other	-	-	-	25,477	11,315
NYC DoE Rental Assistance	-	-	-	-	-
Food Service/Child Nutrition Program	-	-	-	21,624	7,891
Total Operating Revenue	-	18,527,232	19,591,071	20,253,308	21,171,874
Regular Education	-	14,282,591	15,278,009	16,248,373	16,244,201
SPED	-	2,188,460	1,677,760	1,928,335	2,141,228
Other	-	-	-	-	-
Total Program Services	-	16,471,051	16,955,769	18,176,708	18,385,429
Management and General	-	1,763,657	2,217,132	2,128,002	2,238,878
Fundraising	-	158,681	221,117	232,103	303,659
Total Expenses - GRAPHS 2, 3 & 4	-	18,393,389	19,394,018	20,536,813	20,927,966
Surplus / (Deficit) From School Operations	-	133,843	197,053	(283,505)	243,908
Contributions	-	365,436	350,988	357,551	405,709
Fundraising	-	68,154	84,143	-	-
Miscellaneous Income	-	238,659	(496,946)	(647,702)	553,265
Net assets released from restriction	-	-	-	-	-
Total Support and Other Revenue	-	672,249	(61,815)	(290,151)	958,974
Total Unrestricted Revenue	-	19,199,481	19,529,256	19,963,157	22,130,848
Total Temporarily Restricted Revenue	-	-	-	-	-
Total Revenue - GRAPHS 2 & 3	-	19,199,481	19,529,256	19,963,157	22,130,848
Change in Net Assets	-	806,092	135,238	(573,656)	1,202,882
Net Assets - Beginning of Year - GRAPH 2	-	3,047,783	3,853,875	3,989,113	3,415,457
Prior Year Adjustment(s)	-	-	-	-	-
Net Assets - End of Year - GRAPH 2	-	3,853,875	3,989,113	3,415,457	4,618,339

FISCAL ANALYSIS

Leaders in Our Neighborhood Charter School

CHARTER INFORMATION - (Continued)

Functional Expense Breakdown

Personnel Service	
Administrative Staff Personnel	
Instructional Personnel	
Non-Instructional Personnel	
Personnel Services (Combined)	
Total Salaries and Staff	
Fringe Benefits & Payroll Taxes	
Retirement	
Management Company Fees	
Building and Land Rent / Lease / Facility Financing	
Staff Development	
Professional Fees, Consultant & Purchased Services	
Marketing / Recruitment	
Student Supplies, Materials & Services	
Depreciation	
Other	
Total Expenses	

	2016 17	2017 18	2018 19	2019 20	2020 21
-	1,288,508	1,391,664	4,251,515	1,561,325	
-	10,573,949	11,809,923	9,477,393	12,868,551	
-	-	-	441,318	-	-
-	-	-	-	-	-
-	11,862,457	13,201,588	14,170,225	14,429,876	
-	1,973,120	2,346,578	2,563,855	2,765,977	
-	434,149	444,270	465,463	507,977	
-	60,000	60,000	35,189	35,000	
-	881,600	446,062	473,331	454,546	
-	312,197	268,822	246,620	204,613	
-	646,923	568,555	480,666	331,906	
-	91,123	75,841	70,434	210,828	
-	584,263	640,203	513,288	372,286	
-	452,573	535,668	494,278	518,239	
-	922,984	806,431	1,023,463	1,096,718	
-	18,221,388	19,394,018	20,536,813	20,927,966	

CHARTER ANALYSIS

ENROLLMENT

Original Chartered Enrollment	
Final Chartered Enrollment (includes any revisions)	
Actual Enrollment - GRAPH 4	
Chartered Grades	
Final Chartered Grades (includes any revisions)	

	2016 17	2017 18	2018 19	2019 20	2020 21
-	940	960	960	960	
-	940	960	960	960	
-	965	968	966	993	
-	K-12	K-12	K-12	K-12	
-	-	-	-	-	

Primary School District: NYC CHANCELLOR'S OFFICE

Per Pupil Funding (Weighted Avg of All Districts)	
Increase over prior year	

-	-	14,527	15,307	16,150
0.0%	0.0%	100.0%	5.1%	5.2%

PER STUDENT BREAKDOWN

Revenue

Operating	
Other Revenue and Support	
TOTAL - GRAPH 3	

-	19,201	20,235	20,956	21,330
-	697	(64)	(300)	966
-	19,897	20,171	20,655	22,296

Expenses

Program Services	
Management and General, Fundraising	
TOTAL - GRAPH 3	
% of Program Services	
% of Management and Other	
% of Revenue Exceeding Expenses - GRAPH 5	
% of Revenue Expended on Facilities	

-	17,070	17,513	18,807	18,522
-	1,992	2,518	2,442	2,561
-	19,062	20,031	21,249	21,084
0.0%	89.5%	87.4%	88.5%	87.9%
0.0%	10.5%	12.6%	11.5%	12.1%
0.0%	4.4%	0.7%	-2.8%	5.7%
#DIV/0!	4.8%	2.3%	2.3%	2.1%

Student to Faculty Ratio

-	9.5	9.4	7.8	7.8
---	-----	-----	-----	-----

Faculty to Admin Ratio

-	6.8	6.9	2.3	2.4
---	-----	-----	-----	-----

Financial Responsibility Composite Scores - GRAPH 6

Score	
Fiscally Strong 1.5 - 3.0 / Fiscally Adequate 1.0 - 1.4 / Fiscally Needs Monitoring < 1.0	

0.0	1.9	1.6	1.1	2.0
N/A	Fiscally Strong	Fiscally Strong	Fiscally Adequate	Fiscally Strong

Working Capital - GRAPH 7

Net Working Capital	
As % of Unrestricted Revenue	
Working Capital (Current) Ratio Score	
Risk (Low ≥ 3.0 / Medium 1.4 - 2.9 / High < 1.4)	
Rating (Excellent ≥ 3.0 / Good 1.4 - 2.9 / Poor < 1.4)	

0	3,662,996	4,212,786	7,287,642	4,395,507
0.0%	19.1%	21.6%	36.5%	19.9%
0.0	3.3	3.3	5.1	1.8
N/A	LOW	LOW	LOW	MEDIUM
N/A	Excellent	Excellent	Excellent	Good

Quick (Acid Test) Ratio

Score	
Risk (Low ≥ 2.5 / Medium 1.0 - 2.4 / High < 1.0)	
Rating (Excellent ≥ 2.5 / Good 1.0 - 2.4 / Poor < 1.0)	

0.0	3.1	3.3	5.0	1.7
N/A	LOW	LOW	LOW	MEDIUM
N/A	Excellent	Excellent	Excellent	Good

Debt to Asset Ratio - GRAPH 7

Score	
Risk (Low < 0.50 / Medium 0.51 - .95 / High > 1.0)	
Rating (Excellent < 0.50 / Good 0.51 - .95 / Poor > 1.0)	

0.0	0.8	0.8	0.9	0.8
N/A	MEDIUM	MEDIUM	MEDIUM	MEDIUM
N/A	Good	Good	Good	Good

Months of Cash - GRAPH 8

Score	
Risk (Low > 3 mo. / Medium 1 - 3 mo. / High < 1 mo.)	
Rating (Excellent > 3 mo. / Good 1 - 3 mo. / Poor < 1 mo.)	

0.0	2.5	3.1	4.6	5.0
N/A	MEDIUM	LOW	LOW	LOW
N/A	Good	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?

LION’s plans for the future are reasonable, feasible, and achievable. The charter is an academic success having met most of its Accountability Plan goals. LION posts high graduation and college matriculation rates every year. The charter plans to meet its Accountability Plan goals in the future charter term.

LEADERS IN OUR NEIGHBORHOOD

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. LION plans to continue to implement the same core elements that have led the charter to meet most of the Accountability Plan goals during the current charter term; these core elements are likely to enable the charter to meet its goals into the future.

Plans for Board Oversight & Governance. The board has 10 seats some of which are filled with founding members. Each member of the board brings a level of expertise to support the charter. The board, in conjunction with the ED, continue to seek to diversify its membership and has set this as a priority for the next charter.

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

LION operates its program in two facilities. Kindergarten – 8th grade is located in NYCDOE colocated space, while the high school is located in a private facility. Both facilities allow LION to meet the educational needs of students, and the charter plans to remain in both facilities throughout the next charter term.

	CURRENT	END OF NEXT CHARTER TERM
Enrollment	960	960
Grade Span	K-12	K-12
Teaching Staff	109	104
Days of Instruction	180	180

LION

Ax

APPENDICES

PAGES AX 1-6

CO^A
CHARTER
OVERVIEW
PAGE Ax 1

RI^B
REPORT
INFORMATION
PAGE Ax 3



LEADERS IN OUR NEIGHBORHOOD BOARD OF TRUSTEES

CHAIR	Herbert B. Fixler
SECRETARY	Herbert Kaplan
TRUSTEES	Deborah Dumont David Schatsky Ruth Jarmul Tony Stoupas Susan Engel Susan Fine Nicholas Ober

CHARTER LEADERS

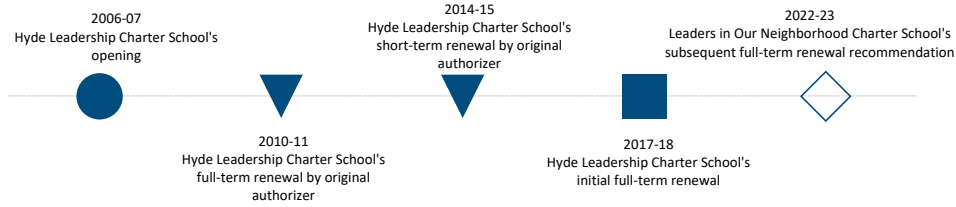
EXECUTIVE DIRECTOR
<i>Celia Sosa (July 2021 - Present)</i>
<i>Thomas Sturtevant (April 2014 to June 2021)</i>
<i>Betsy Olney (2010-11 to 2013-14)</i>
<i>Joanne Goubourn (2006-07 to 2009-10)</i>

CHARTER CHARACTERISTICS

SCHOOL YEAR	CHARTERED ENROLLMENT	ACTUAL ENROLLMENT	ACTUAL AS A PERCENTAGE OF CHARTERED ENROLLMENT	GRADES SERVED
2017-18	940	965	103%	K-12
2018-19	960	968	101%	K-12
2019-20	960	966	101%	K-12
2020-21	960	993	103%	K-12
2021-22	960	948	99%	K-12



TIMELINE OF CHARTER SCHOOL RENEWAL



CHARTER SCHOOL VISIT HISTORY

SCHOOL YEAR	VISIT TYPE	DATE
2017-18	Initial Renewal	September 6, 2017 & October 25, 2017
2021-22	Subsequent Renewal	March 9 – 10, 2022

CONDUCT OF THE RENEWAL REVIEW

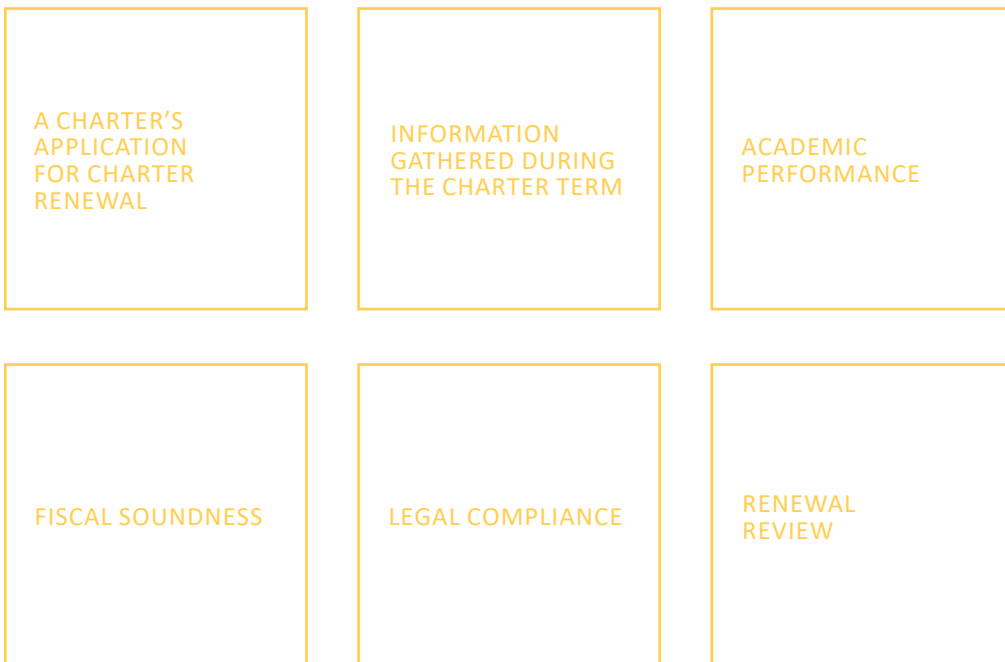
DATE(S) OF REVIEW	EVALUATION TEAM MEMBERS	TITLE
March 9 - 10, 2022	Jacqueline Frey	Senior Analyst
	Katy Clayton	School Evaluation Analyst
	Ryan Schetelick	External Consultant
	Sally Bachofer	External Consultant

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.

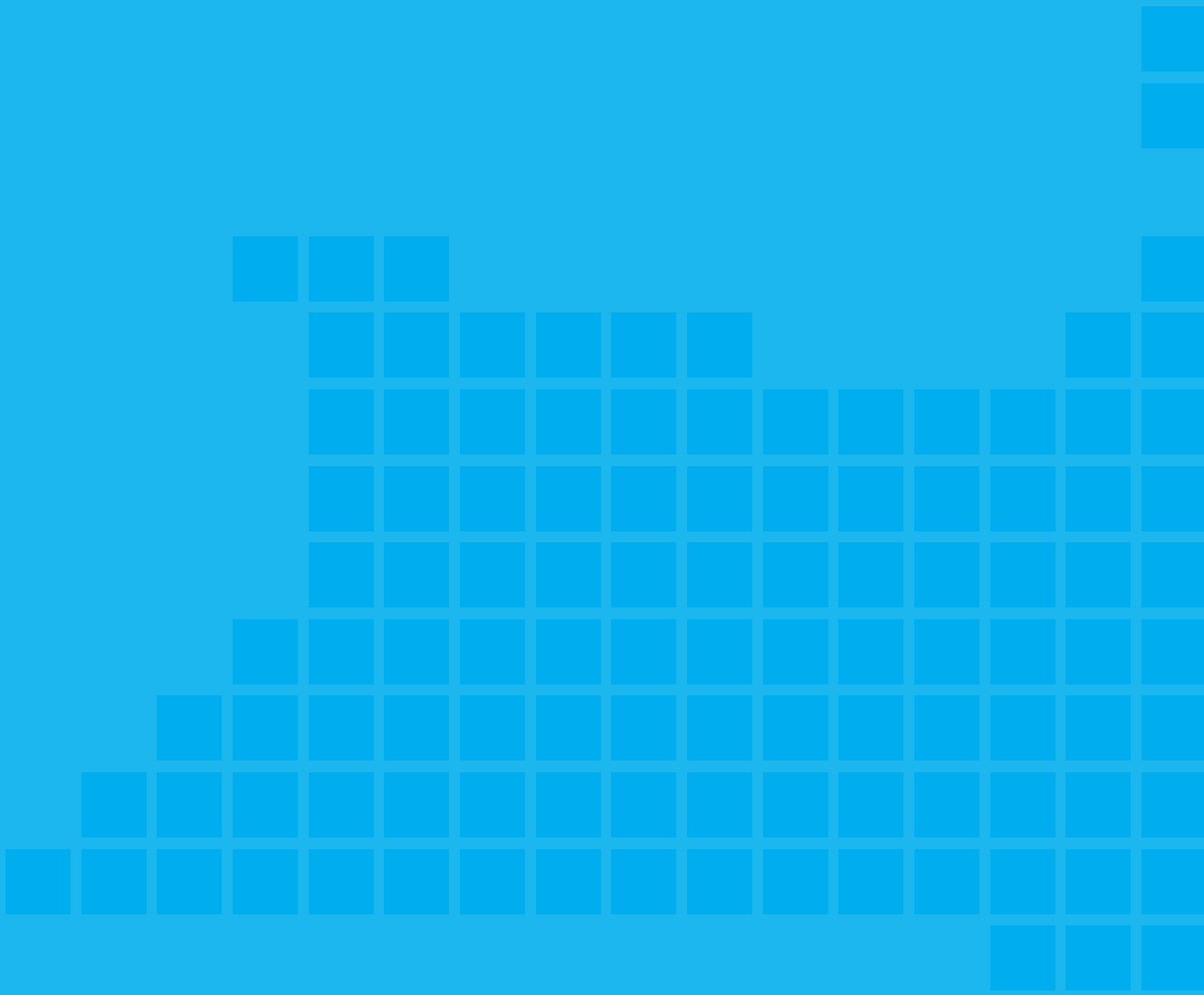
The Institute consistently emphasizes comparative and growth performance over absolute measures in its analysis of goal attainment. Nevertheless, the Institute analyzes every measure included in a charter's Accountability Plan to determine its level of academic success, including the extent to which 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