



# SUMMARY OF FINDINGS AND RECOMMENDATIONS

PROPOSAL TO ESTABLISH  
NEXT GENERATION CHARTER SCHOOL



# EXECUTIVE SUMMARY

The applicants submitted the proposal to establish Next Generation Charter School (“Next Gen”) to the SUNY Charter Schools Institute (the “Institute”) on February 8, 2024, in response to the Institute’s [2024 Request for Proposals \(the “RFP”\)](#), released on behalf of the SUNY Trustees on December 6, 2023. The Institute makes copies of applications [available on its website](#).

Next Gen will open in August 2026 in a private facility in New York Community School District (“CSD”) 12 in the Bronx, with 156 students in Kindergarten – 1<sup>st</sup> grades, and grow to serve 468 students in Kindergarten – 5<sup>th</sup> grades during its first charter term. Next Gen will fill all seats that become available due to attrition in all grades. The school will replicate the highly effective instructional program implemented at Nuasin Next Generation Charter School (“Nuasin”), which is authorized by the New York City Schools Chancellor (the “NYC Schools Chancellor”). As applicable, information regarding the renewal history, academic performance, and student discipline for the existing schools is presented in Appendix B.

After a thorough review process consistent with the New York Charter Schools Act of 1998 (the “Act”), the Institute finds that the proposal for Next Gen rigorously demonstrates the criteria detailed in the Institute’s 2024 RFP, which align with the Act.

Based on the proposal, as amended by the applicant, and the foregoing:

The Institute recommends that the SUNY Trustees approve the proposal to establish Next Generation Charter School.

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# FINDINGS

Based on the comprehensive review of the proposal and interviews of the applicant and the education corporation board of trustees, the Institute makes the following findings.

1. The charter school described in the proposal meets the requirements of the Act and other applicable laws, rules, and regulations as reflected in (among other things):
  - the inclusion of appropriate policies and procedures for the provision of services and programs for students with disabilities and English language learners (“ELLs”);
  - the required policies for addressing the issues related to student discipline, personnel matters, and health services;
  - an admissions policy that complies with the Act and federal law;
  - the inclusion of the by-laws for the operation of the education corporation’s board of trustees; and,
  - the inclusion of an analysis of the projected fiscal and programmatic impact of the schools on surrounding public and private schools.
2. The applicant has demonstrated the ability to operate the school in an educationally and fiscally sound manner as reflected in (among other things):
  - an educational program that meets or exceeds the state performance standards;
  - a culture of self-evaluation and accountability at both the administrative and board level;
  - the student achievement goals articulated by the applicant;
  - appropriate rosters of educational personnel;
  - a sound mission statement;
  - a comprehensive assessment plan;
  - sound start-up, first-year, and five-year budget plans;
  - a plan to acquire comprehensive general liability insurance to include any vehicles, employees, and property;
  - evidence of adequate community support for, and interest in, the charter school sufficient to allow the school to reach anticipated enrollment;
  - descriptions of programmatic and independent fiscal audits, with fiscal audits occurring at least annually;
  - school calendar and school day schedule that provide at least as much instruction time during the school year as required of other public schools; and,
  - methods and strategies for serving students with disabilities in compliance with federal laws and regulations.
3. Granting the proposal is likely to: a) have a significant educational benefit to the students expected to attend the proposed charter school; b) improve student learning and achievement; and, c) materially further the purposes of the Act. This finding is supported by (among other things):
  - a demonstrated need in the community and detailed plan for how the proposed charter will use the existing program as a foundation while tailoring to the specific and unique needs of CSD 12;
  - a track record of positive student academic outcomes at the existing school;
  - selection of research-based curricula that align with the proposed key design elements;
  - a sound and comprehensive assessment system;

- an asset-based perspective and comprehensive approach to supporting struggling students through a well-developed response to intervention (“RTI”) process and programming to support students with disabilities and English language learners (“ELLs”); and,
  - a clearly articulated personnel model that creates economies of scale by sharing positions across the existing and proposed school.
4. The proposed charter school would meet or exceed enrollment and retention targets, as prescribed by the SUNY Trustees, of students with disabilities, ELLs, and students who are eligible applicants for the federal Free and Reduced Price Lunch (“FRPL”) program as required by Education Law § 2852(9-a)(b)(i).
  5. The applicant has conducted public outreach for the school, in conformity with a thorough and meaningful public review process prescribed by the SUNY Trustees, to solicit community input regarding the proposed charter school and to address comments received from the impacted community concerning the educational and programmatic needs of students in conformity with Education Law § 2852(9-a)(b)(ii).
  6. The Institute has determined that the proposal rigorously demonstrates the criteria and best satisfies the objectives contained within the RFP, and, therefore, is a “qualified application” within the meaning of Education Law § 2852(9-a)(d) that should be submitted to the New York State Board of Regents (the “Board of Regents”) for approval.

The Institute developed the RFP “in a manner that facilitate[d] a thoughtful review of charter school applications, consider[ed] the demand for charter schools by the community, and s[ought] to locate charter schools in a region or regions where there may be a lack of alternatives and access to charter schools would provide new alternatives within the local public education system that would offer the greatest educational benefit to students,” in accordance with Education Law § 2852(9-a)(b). The Institute also posted the draft RFP for public comment and responded to same.

The Institute conducted a rigorous evaluation of the proposal under consideration including academic and fiscal soundness, and legal reviews. In addition, the Institute engaged independent consultants to evaluate the proposal based on the criteria set forth in the RFP. Pursuant to its protocols, the Institute conducted an interview with the founding team, including the applicant, the proposed board of trustees, and key Next Gen leadership. Trustee Joseph Belluck, Chairman of the SUNY Trustees’ Charter Schools Committee, also met with the founding team.

Amendments to the Act in 2015 restricted the total number of charter schools the SUNY Trustees and the Board of Regents may approve to open in New York City. Currently, nine charters remain available to be granted in New York City by the SUNY Trustees or the Board of Regents.

## BACKGROUND & DESCRIPTION

Nuasin opened its doors in August 2010 under its former name of Metropolitan Lighthouse Charter School, under authorization of the NYC Schools Chancellor. In 2021, the Nuasin board of trustees decided to cease its relationship with its prior charter management organization (“CMO”), and became an independently-managed charter school, adopting the name Nuasin Next Generation Charter School. The

school currently serves 673 students in Kindergarten – 12<sup>th</sup> grade in private space in CSD 9 in the Bronx. Nuasin was awarded a full term five year renewal in May 2022, and at the same time was approved to increase its chartered enrollment from 676 students to 1,151 students over its current charter term. Nuasin is authorized to operate through June 30, 2027.

The applicants seek to open Next Gen in CSD 12 based on Nuasin’s existing track record of success, and significant community need and demand. In 2017-18, CSD 12’s overall proficiency rates on state exams were 31% in ELA and 30% in mathematics, compared to 52% in ELA and 63% in mathematics at Nuasin. As a school that is committed to supporting and building relationships with the families and communities it serves with a focus on creating a strong school culture and community, Next Gen will provide a high-quality option for the families of CSD 12.

## MISSION, PHILOSOPHY, AND KEY DESIGN ELEMENTS

The Next Gen mission states:

*We believe in the unlimited talent and intellectual potential of our scholars. We provide a rigorous progressive educational program that focuses on deep exploration, thoughtful questioning, problem solving and critical thinking. We empower and facilitate the development of our scholars with the skills they need to excel and achieve excellence in their postsecondary paths and contribute to their broader communities to ultimately change the world.*

Next Gen will implement the following key design elements:

- **Intentional Time on Instruction:** Next Gen staff will focus every minute on developing students’ understanding and critical thinking. Every moment in school will be spent making sure each student is growing socio-emotionally, academically, and intellectually for college and beyond.
- **A Rigorous, Inquiry-based Approach to Teaching and Learning:** Next Gen will provide students a rigorous standards-based, vertically-aligned Kindergarten – 5<sup>th</sup> grade curriculum that emphasizes curiosity through hands-on exploration, conceptual understanding and critical thinking while supporting the development of transferable skills.
- **Data Driven Instruction for All:** Next Gen will use data as a consistent tool to understand, respond, and serve its students. School leaders and teachers will use data as a lever to identify each student’s skills and to plan differentiated instruction to support mastery of standards by all students.
- **A Schoolwide Focus on Social-Emotional Learning:** Next Gen will empower the whole child through social emotional learning (“SEL”). The school will support scholars’ SEL through class circles, advisory, and other differentiated programming that will emphasize developing skills for self-advocacy, communication, mindfulness, and inclusion.
- **Restorative Practice:** Next Gen will foster a whole-school culture of dignity, respect, warmth and understanding, built on restorative practices as a philosophy of growth. Missteps, miscommunications, and disagreements will be used as opportunities to utilize restorative practices to help students grow and further develop a sense of understanding, empathy and accountability.
- **Family and Community Partnership:** The school believes its partnership with families and community are the foundation of serving students. An integral component of Next Gen’s design is the academic culmination and artistic performance events that allow families and community to observe, appreciate, and support students’ work.

- **College Readiness Model:** Next Gen believes that all of its students can attend and excel at elite collegiate institutions, and prepares them for that reality from Kindergarten. The school’s college-readiness program supports alignment from Kindergarten through college graduation with the skills needed to gain college acceptance, to excel and to graduate from elite institutions.

## CALENDAR AND SCHEDULE

Next Gen will offer 185 days of instruction each year. The first day of instruction for the 2026 school year will be on or around August 31, 2026, and the last day will be on or around June 24, 2027. Subsequent school years will follow a similar calendar. The school day will begin each morning at 7:45 A.M. and end at 3:35 P.M. Next Gen will provide students with more than 1,142 hours of instruction per year, which exceeds the requirements of 900 instructional hours for 1<sup>st</sup> – 6<sup>th</sup> grade mandated by Education Law § 2851(2)(n) and 8 NYCRR § 175.5.

## ACADEMIC PROGRAM

Next Gen will replicate the effective academic program currently in place at Nuasin, which offers a progressive educational program focused on leveraging each student’s unique talents by fostering deep exploration, thoughtful questioning, relentless curiosity, and critical thinking. Since becoming an independently managed charter school, Nuasin has developed a rigorous, standards-aligned curriculum based on a combination of proven commercial and open source resources. School leaders chose curricula based on the criteria that they must be evidence-based, meet the diverse needs of its school community, and be aligned with New York state standards as well as the school’s mission and key design elements. Since identifying and implementing the new curricula, Nuasin has achieved significant growth in overall proficiency on state ELA and mathematics exams, outpacing the average growth of schools in its district and across the state.

In keeping with the school’s key design elements, students at all levels will engage in experiential learning activities that emphasize curiosity through hands-on exploration, conceptual understanding, and critical thinking while supporting the development of transferable skills.

### **English Language Arts (“ELA”) (Reading and Writing)**

Next Gen’s ELA program will combine several effective curricula with the aim of developing strong foundational reading skills. The early elementary program includes a science of reading aligned component, with students in Kindergarten – 2<sup>nd</sup> grade receiving daily phonics instruction from the Wilson Foundations curriculum. In upper elementary, after students establish strong phonics skills, ELA lessons draw on the Lavinia Group’s Close Reading for Meaning curriculum, which focuses on building the comprehension skills students need to find the literal and deeper meaning of texts across genres. In addition, students across Kindergarten – 5<sup>th</sup> grade receive daily guided reading instruction using Fountas and Pinnell (“F&P”) materials in small targeted groups.

### **Mathematics**

Next Gen’s mathematics program will use Open Up Math as the core curricular source for all grade levels. Open Up Math is an inquiry-based curriculum which engages students to foster deep conceptual understanding of mathematics ideas. Additionally, Kindergarten – 5<sup>th</sup> grade students complete daily number stories, a curriculum which encourages students to implement and explain their own mathematical strategies to solve realistic problems using number sense and algebraic thinking.

### **Science**

Next Gen will use Bring Science Alive! as its core science curriculum, as it is aligned to the rigorous Next Generation Science Standards. This curriculum, developed by the Teachers Curriculum Institute, is designed to foster and sustain students' curiosity by leveraging hands-on exploration and inquiry-based learning where in lessons introduce real-world problems that support students in understanding core scientific principles.

### **Social Studies**

Integrated with ELA lessons, Next Gen offers social studies for Kindergarten – 5<sup>th</sup> grades that draws on the Insight Humanities curriculum. The school chose Insight Humanities as its multicultural, project-based design integrated well with the school's key design elements and approach to teaching. The lessons offer an inclusive range of materials that provide rich introductions to historical events and various cultures and viewpoints.

### **At-Risk**

Next Gen will employ a robust Response to Intervention ("RTI") program to identify and support struggling students. Leaders and teachers regularly review academic data to identify students who may need additional support and monitor progress for students already receiving additional interventions. Struggling students may receive a variety of supports such as additional small-group instruction, push-in support from an additional at-risk teacher, or action plans for positive behavioral support. Next Gen will offer Integrated-Co Teaching ("ICT") classes and Special Education Teacher Support Services ("SETSS"), as well as all related services to support students with identified disabilities. ELL services are delivered by teachers who are certified according to NYS certification requirements. Instruction will be delivered primarily in English using ELL instructional strategies aligned to language acquisition and common core standards.

## EXISTING SCHOOL PERFORMANCE

Please see Appendix B for information about the existing schools' academic performance.

## SCHOOL CULTURE AND DISCIPLINE

Next Gen's approach to school culture is based in its three core values of self-advocacy, rigor, and community. The school aims to extend the established culture at Nuasin, promoting joy and the importance of being a family, while extending the impact of teamwork and promoting service to the broader community. It will employ a robust array of routines, traditions, rules, behavior management techniques, disciplinary codes, safety procedures, a dress code, incentives, and other practices in order to meet its vision, drawing from the success of Nuasin, while developing a distinct and resonant culture at Next Gen.

To achieve this school culture, Next Gen will use the evidence-based positive behavior interventions and supports, a system which emphasizes the use of incentives to recognize actions and behaviors that contribute to a safe and productive school climate. Next Gen will also implement daily Advisory Circle classes, a dedicated time for teachers to deliver social-emotional learning lessons. Finally, the school implements an innovative "house" system where each student and staff member is part of one of four houses; each house represents a subculture and value its members are charged to cultivate and share across the school, such as friendship, love, and courage.

## ORGANIZATIONAL CAPACITY

Next Gen will mirror the dual leadership structured in place at Nuasin, wherein the principal serves as key academic leader, and the managing director of operations leads operational oversight. This shared leadership structure allows the principal to focus on the academic program and teacher oversight while the school director manages operations and finance. The school-based leadership team will benefit from the additional support of an assistant principal, dean of culture, and manager of operations. In addition to school-based leadership, the executive director will provide overall oversight of both schools in the areas of strategic planning, development, and board relations. The executive director will report directly to the board of trustees.

To maximize resources across the two schools, several positions will also be shared between Nuasin and Next Gen over the first charter term, including a director of school culture, director of scholar services, director of college readiness, ELL coordinator, and manager of data. Collectively, these positions will provide ample support to manage Next Gen's at risk programming, data systems, and operations. The staffing plan demonstrates a thoughtful and strategic approach to growth that provides an appropriate number of staff to operate the new school effectively while maintaining the program at Nuasin.

## GOVERNANCE

The by laws of Next Gen indicate that the education corporation board will consist of no fewer than 5 and no more than 15 voting members. The proposed members of the board of trustees are set forth below:

### **1. Aaron Bothner, Board Chair**

Aaron Bothner is a vice president in the real estate division and acquisitions group of Wafra, Inc. where he is responsible for sourcing potential deals and overseeing all aspects of acquisition deals. He became a Nuasin trustee in June 2017 and has served as the Board's chairperson since September 2019.

### **2. Khari Shabazz, Vice-Chair**

Khari Shabazz is a managing director at the Lavinia Group and founder of Obsidian International, LLC consulting with two decades of experience in K-12 education. Khari joined the Nuasin board because of a profound belief that all children deserve a world-class education regardless of where they live, economic status, gender, race, or ethnicity.

### **3. John Scott, Treasurer**

John is a Director in Capital One's Commercial Bank Legal Department and helps manage the Commercial Bank's litigation portfolio. John is based in New York, was born and raised in the Bronx and maintains deep community ties throughout the Bronx. John has almost 20 years of experience advising corporate clients and financial institutions in a broad range of litigation-related matters.

### **4. Jessica Boulet, Secretary**

Jessica Boulet serves as legislative council to the legislative division of the New York City Council, and previously served in other legal roles in various policy positions. Jessica joined the Board of Trustees because she supports Nuasin's community-centered approach to empowering scholars and families.

### **5. Nnamdi Orakwue, Trustee**

Nnamdi Orakwue founded Cocolevio based on the need for unique coordination of technical, financial, and business competencies in modern technology investments such as Cloud, Big Data, and IoT. Nnamdi has held various executive positions at Dell and IBM, culminating in his most recent role as the Vice President and General Manager of Dell Cloud Group.

### **6. Shantá Pressley, Trustee**

Shantá is a former financial consultant with experience in regulation and compliance. She is the CEO and founder of her family's culinary collection. Shantá joined the Nuasin Board in October 2019.

### **7. Diahann Billings-Burford, Trustee**

Diahann Billings-Burford, who has spent her career working in and lifting up diverse communities, is CEO of RISE. During the past decade, Billings-Burford has held senior positions in New York City government and subsequently at Time Warner.

## FACILITIES

Next Gen plans to locate its program in CSD 12 and has identified a potential private site. The potential facility is currently occupied by an existing charter school which is building a permanent location, and given its existing use as a charter school, would serve as a viable incubation site for Next Gen to launch while identifying a permanent space. Next Gen has engaged and is working with Jones Lang LaSalle, Inc. to identify potential long term facilities, and to identify other potential incubation sites should the planned site be unavailable. The board and founding team have experience successfully identifying and renovating private sites, having done so in the existing K-12 building in which Nuasin operates.

## FISCAL IMPACT

The fiscal impact of Next Gen on the district is summarized below.

Charter Year	A. Expected Number of Students	B. Basic Charter School Per Pupil Aid	C. Projected Per Pupil Revenue (AxB)	D. Other District Revenue (SPED, Food Service, Grants, etc.)	E. Total Project Funding from District to Charter School (C+D)	F. New York City School District Budget	G. Projected District Impact (E/F)
Year 1 (2026-27)	156	18,340	2,861,040	321,519	3,182,559	39,400,000,000	0.008%
Year 5 (2030-31)	468	18,340	8,583,120	1,064,799	9,647,919	39,400,000,000	0.02%

The Institute finds that the fiscal impact of the proposed school on the district, including charter, district, and nonpublic schools in the same geographical area will be minimal.

The Institute reviewed the school’s proposed startup and fiscal plans and supporting evidence for each year of the proposed charter term, as well as the education corporation’s strategic growth plans, and finds the budgets and fiscal plans are sound and sufficient startup funds will be available to the new charter school.

The Institute analyzed the existing education corporation and finds it fiscally strong as reflected in the fiscal dashboard included in Appendix C.

## NOTIFICATION & PUBLIC COMMENTS

The Institute notified the district as well as public and nonpublic schools in the same geographic area of the proposed school about receipt of the proposal, and posted a public notice on the Institute’s website for public review. The district scheduled a public hearing pertaining to the proposed school for May 8, 2024. The Institute carefully reviews and considers all district and public comments received prior to finalizing its recommendation. Any district comments and a summary of public comments is provided in Appendix A.

## PREFERENCE SCORING

Education Law § 2852(9-a)(c) requires authorizers to establish a scoring rubric and grant priority to applications meeting both statutory and authorizer standards. The purpose of the preference criteria is to prioritize proposals in the event that the number of proposals meeting the SUNY Trustees' requirements exceeds the maximum number of charters to be issued. The RFP identified the minimum eligibility requirements and mandated preference criteria required by Education Law § 2852(9-a)(c), as described in greater detail below, as well as SUNY's additional criteria. The Next Gen proposal met the eligibility requirements, as evidenced by the following:

- the proposal was sufficiently complete, i.e., it included a Transmittal and Summary form, Proposal Summary, and responses to all RFP requests as prescribed by the Institute;
- the proposal included a viable plan to meet the enrollment and retention targets established by the SUNY Trustees for students with disabilities, ELLs, and students who are eligible to participate in the FRPL program (as detailed in Request 5); and,
- the proposal provided evidence of public outreach that conforms to the Act and the process prescribed by the SUNY Trustees for the purpose of soliciting and incorporating community input regarding the proposed charter school and its academic program (as detailed in Request 4).

As Next Gen's proposal submission met the eligibility criteria, the Institute's evaluation continued with a full review of the proposal, an interview of the application team and proposed board of trustees, and requests for clarification and/or amendments to the proposal. The review process then continued with an evaluation of the proposal in relation to the 9 Preference Criteria contained in the RFP for which proposals can earn credit as described in the RFP's Preference Scoring Guidance. The Preference Criteria, in addition to eligibility criteria and the overall high standards established by the SUNY Trustees, include the mandatory objectives set forth in Education Law §§ 2852(9-a)(c)(i)-(viii).

Pursuant to the RFP, in compliance with the requirements for new charter applications set forth in Education Law § 2852(9-a)(b)(i-ii), (g), the Institute recommends the SUNY Trustees approve the application for one new charter as proposed. Next Generation Charter School earned a score of 27.75 preference points out of a maximum of 39.

## CONCLUSION & RECOMMENDATIONS

Based on its review and findings, the Institute recommends that the SUNY Trustees approve the proposal to establish Next Generation Charter School to open in August 2026.

# APPENDIX A:

## SUMMARY OF PUBLIC COMMENTS RECEIVED

### SUMMARY OF PUBLIC COMMENTS RECEIVED DURING THE SUNY PUBLIC COMMENT PERIOD THROUGH JULY 10, 2024

On or about March 7, 2024, in accordance with Education Law § 2857(1), the Institute notified the district as well as public and private schools in the same geographic area of the proposed school about receipt of the proposal to establish Next Gen. The notice reminded the district that the New York State Commissioner of Education's regulations require the school district to hold a public hearing within 30 days of the notice for each new charter application. A redacted copy of the Next Gen proposal was also posted on the [Institute's website](#) for public review.

The district scheduled a hearing pertaining to the proposed school for May 8, 2024 and provided the Institute a summary of comments made. Two members of the leadership team and two principals presented a presentation about the current school and the proposed school. They emphasized its community-based approach and shared its mission of cultivating the unlimited talent and intellectual potential of students and its three foundational pillars which are rigor, self-advocacy, and community. The presentation explained Nuasun's diverse by design model and one of the leadership team members shared she is from the Bronx and is excited by the opportunity to serve that community. The team also highlighted the students' 40% growth in math proficiency and 42% growth in English language arts proficiency from 2015 to 2023. Finally, the team shared the school's progressive pedagogy approach and its culture built on restorative practices, family engagement, proactive social emotional learning work, and their "house" system for students. Three trustees from the current school's board, and all proposed trustees of the new school's board, spoke in support of the application and mentioned the leadership's intentionality for the new school, vision, recruitment, passion for making sure students are prepared, and the educational opportunities and results of the current school. Two community partners and two other school employees spoke in support of the application and praised the school's mission and purpose, guidance of students, culture, focus on self-advocacy, and the excellence of the teachers. Seven parents spoke in support of the application and specifically mentioned they want other students and families to have the same opportunities their students have such as the passionate teachers, diverse environment, acceptance of students from different backgrounds, safety, joy of going to school, extra support when needed, social and emotional support, and the ability to continue challenging students that are already performing at or above grade level. No one spoke in opposition of the application.

The applicants provided evidence of support for the proposed school in the form of letters from a variety of individuals and organizations including Ade Rasul, Executive Director of the Woodycrest Center for Human Development; 14 residents of the proposed district; and seven former and current parents of students at Nuasin. The Institute has received no direct comments in opposition to the application.

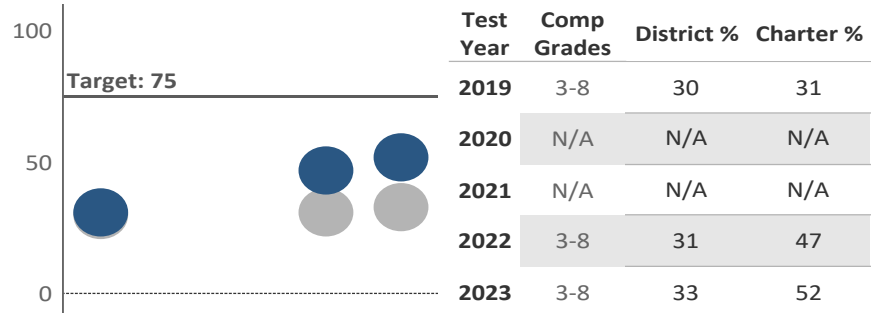
# APPENDIX B: EXISTING SCHOOL PERFORMANCE

## Nuasin Next Generation Charter School

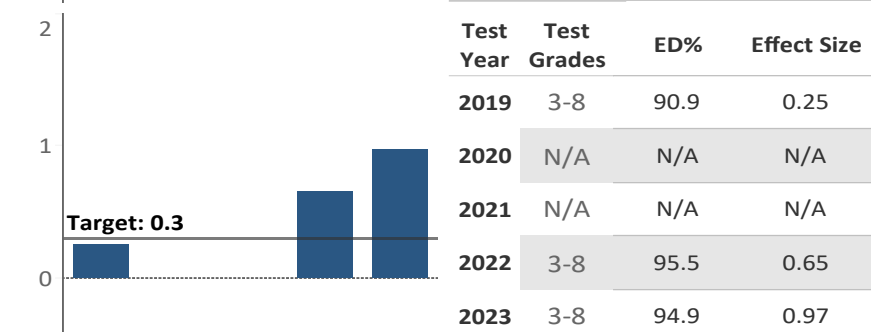
Bronx CSD 9

### 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**.

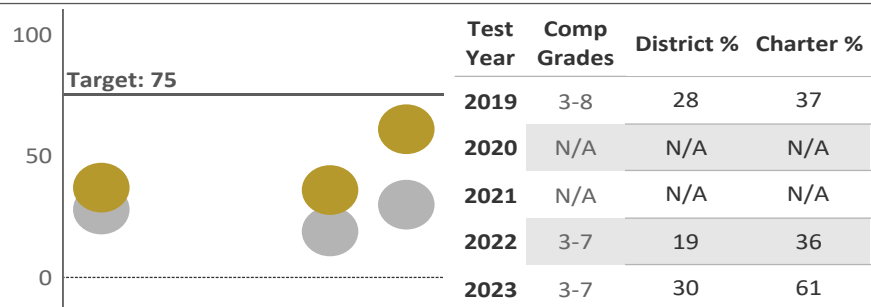


**Effect Size.** The chart shows charter's effect size above its predicted level of performance in **ELA** according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State.

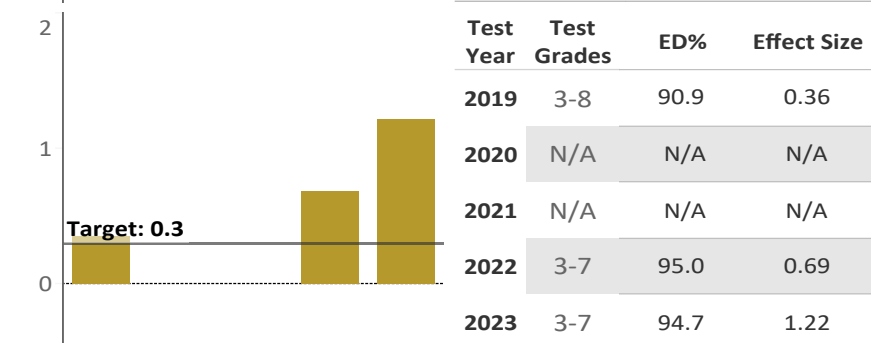


### MATHEMATICS ACCOUNTABILITY PLAN GOAL

**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.



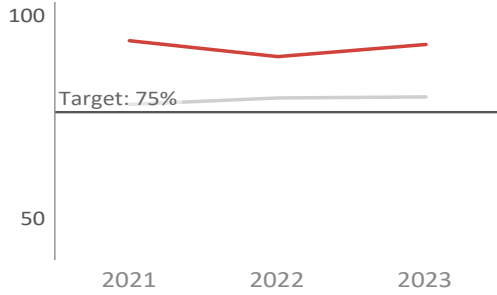
# APPENDIX B: EXISTING SCHOOL PERFORMANCE

Nuasin Next Generation Charter School

Bronx CSD 9

## HIGH SCHOOL GRADUATION RATE

**Comparative Measure: Graduation Rate.** The percentage of **the charter school's students graduating** after completion of their fourth year compared to the **District**.

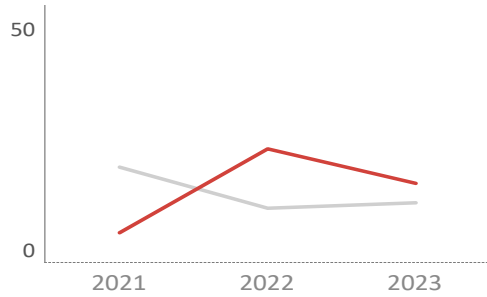


**District %**      **Charter %**

2021	76.9	92.0
2022	78.4	88.2
2023	78.7	91.1

## COLLEGE PREPARATION AND ATTAINMENT

**College Preparation Measure:** The percentage of **graduates** earning an advanced diploma compared to the **District**.



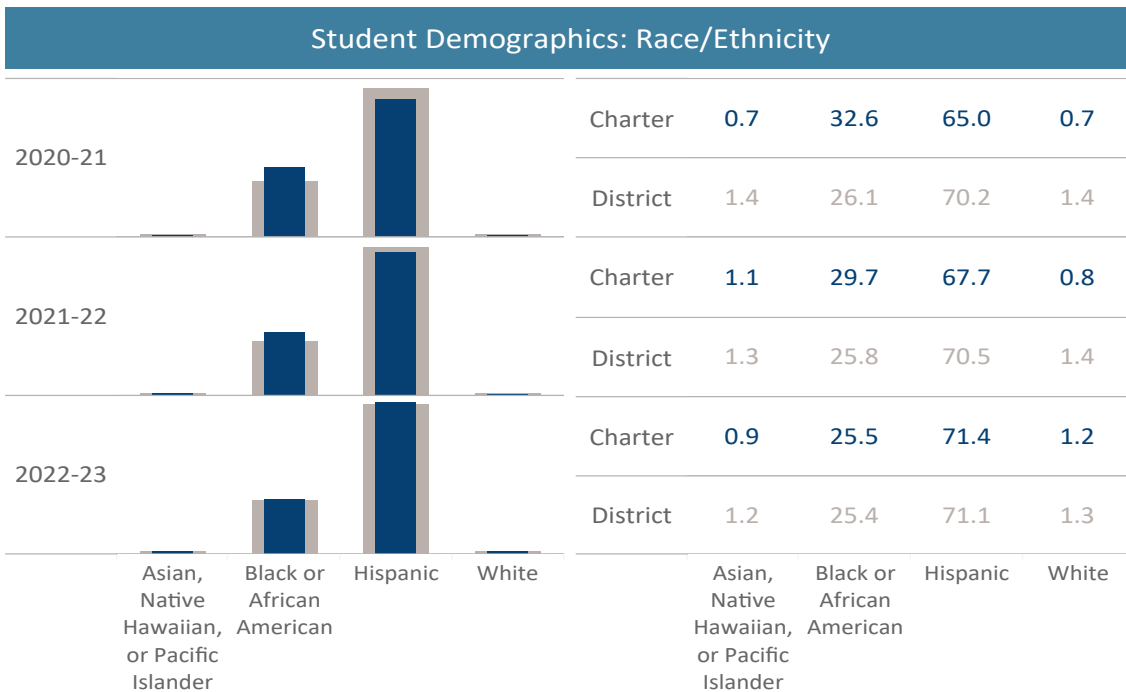
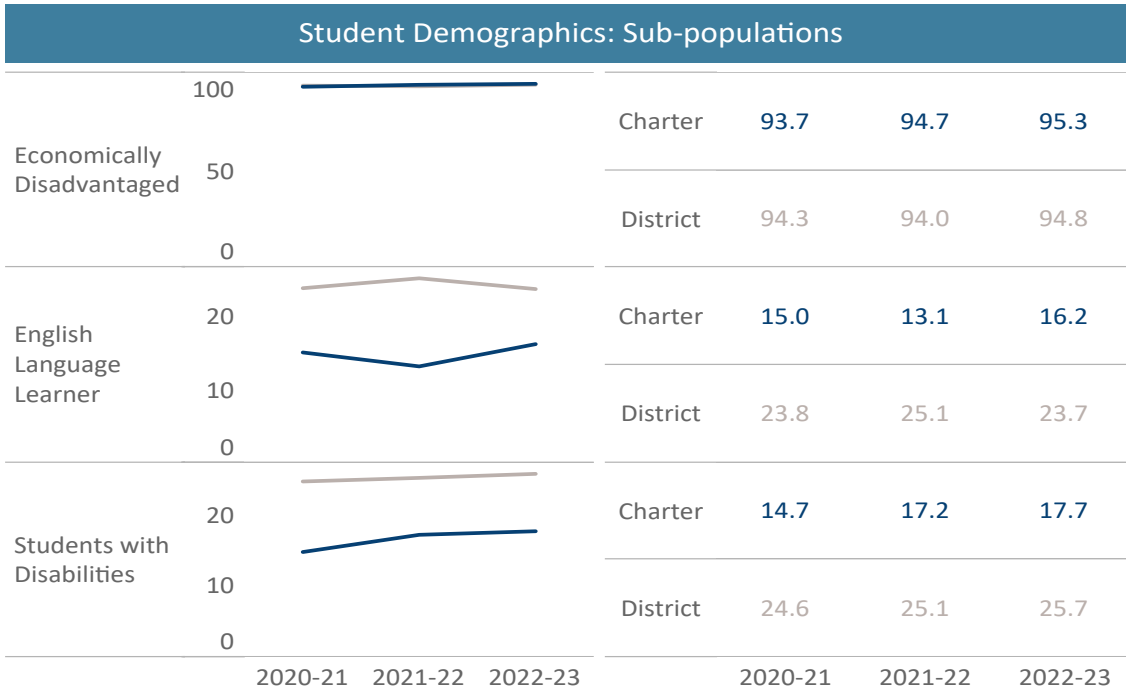
**District %**      **Charter %**

2021	20.5	6.5
2022	11.8	24.4
2023	12.9	17.1

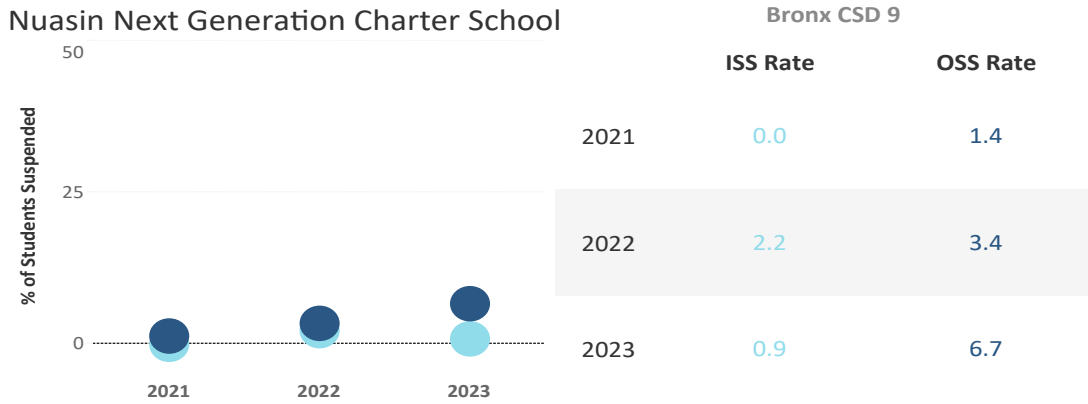
# APPENDIX B: EXISTING SCHOOL PERFORMANCE

## Nuasin Next Generation Charter School

## Bronx CSD 9

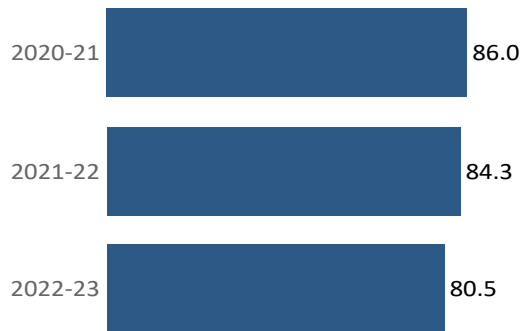


# APPENDIX B: EXISTING SCHOOL PERFORMANCE



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

	2021	2022	2023
Expulsions	0	0	0

# APPENDIX C: FISCAL DASHBOARD

## Nuasin Next Generation Charter Schools

### 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**

	2018-19	2019-20	2020-21	2021-22	2022-23
Cash and Cash Equivalents - <b>GRAPH 1</b>	5,751,420	4,936,045	6,190,327	5,936,793	5,719,821
Grants and Contracts Receivable		283,915	604,476	1,253,600	1,164,550
Accounts Receivable	164,744				
Prepaid Expenses	45,168	46,494	154,502	102,885	121,853
Contributions and Other Receivables					
<b>Total Current Assets - GRAPH 1</b>	<b>5,961,332</b>	<b>5,266,454</b>	<b>6,949,305</b>	<b>7,293,278</b>	<b>7,006,224</b>
Property, Building and Equipment, net	24,685,497	27,041,546	26,824,398	27,205,386	26,725,572
Other Assets	4,143,987	4,164,973	4,332,587	4,237,560	4,755,280
<b>Total Assets - GRAPH 1</b>	<b>34,790,816</b>	<b>36,472,973</b>	<b>38,106,290</b>	<b>38,736,224</b>	<b>38,487,076</b>

#### 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**

Accounts Payable and Accrued Expenses	332,836	396,605	647,031	567,885	424,633
Accrued Payroll and Benefits	709,768	934,428	629,024	933,013	833,246
Deferred Revenue	164,668				179,200
Current Maturities of Long-Term Debt		838,504	355,000	370,000	390,000
Short Term Debt - Bonds, Notes Payable					
Other					36,293
<b>Total Current Liabilities - GRAPH 1</b>	<b>1,207,272</b>	<b>2,169,537</b>	<b>1,631,055</b>	<b>1,870,898</b>	<b>1,863,372</b>
Deferred Rent/Lease Liability					33,263
All other L-T debt and notes payable, net current maturities	28,001,732	27,951,261	26,941,324	26,551,120	26,140,916
<b>Total Liabilities - GRAPH 1</b>	<b>29,209,004</b>	<b>30,120,798</b>	<b>28,572,379</b>	<b>28,422,018</b>	<b>28,037,551</b>

#### Net Assets

Without Donor Restrictions  
With Donor Restrictions

##### Total Net Assets

##### Total Liabilities and Net Assets

Without Donor Restrictions	5,581,812	6,352,175	9,533,911	10,314,206	10,449,525
With Donor Restrictions					
<b>Total Net Assets</b>	<b>5,581,812</b>	<b>6,352,175</b>	<b>9,533,911</b>	<b>10,314,206</b>	<b>10,449,525</b>
<b>Total Liabilities and Net Assets</b>	<b>34,790,816</b>	<b>36,472,973</b>	<b>38,106,290</b>	<b>38,736,224</b>	<b>38,487,076</b>

#### ACTIVITIES

##### Operating Revenue

Resident Student Enrollment  
Students with Disabilities  
**Grants and Contracts**  
State and local  
Federal - Title and IDEA  
Federal - Other  
Other  
NYC DoE Rental Assistance  
Food Service/Child Nutrition Program

##### Total Operating Revenue

Resident Student Enrollment	9,063,189	11,035,874	11,845,229	12,083,467	13,024,244
Students with Disabilities					
<b>Grants and Contracts</b>					
State and local		572,411			49,724
Federal - Title and IDEA					
Federal - Other	462,089	1,528,862	958,946	2,382,127	2,619,423
Other					242,377
NYC DoE Rental Assistance			1,714,950	1,712,440	1,711,058
Food Service/Child Nutrition Program					
<b>Total Operating Revenue</b>	<b>9,525,278</b>	<b>13,137,147</b>	<b>14,519,125</b>	<b>16,178,034</b>	<b>17,646,826</b>

##### Expenses

Regular Education  
SPED  
Other

##### Total Program Services

Management and General  
Fundraising

##### Total Expenses - **GRAPHS 2, 3 & 4**

Regular Education	7,973,374	9,338,752	9,033,989	11,327,580	13,197,100
SPED	1,924,553	1,831,664	1,801,264	1,806,346	1,697,797
Other					
<b>Total Program Services</b>	<b>9,897,927</b>	<b>11,170,416</b>	<b>10,835,253</b>	<b>13,133,926</b>	<b>14,894,897</b>
Management and General	1,220,129	1,525,270	1,709,181	2,219,409	2,695,292
Fundraising					
<b>Total Expenses - GRAPHS 2, 3 &amp; 4</b>	<b>11,118,056</b>	<b>12,695,686</b>	<b>12,544,434</b>	<b>15,353,335</b>	<b>17,590,189</b>

##### Surplus / (Deficit) From School Operations

	(1,592,778)	441,461	1,974,691	824,699	56,637
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##### Support and Other Revenue

Contributions  
Fundraising  
Miscellaneous Income  
Net assets released from restriction

##### Total Support and Other Revenue

Contributions		53,309	43,187		
Fundraising	1,355,762				
Miscellaneous Income	312,087	275,693	1,163,858	(44,404)	78,682
Net assets released from restriction					
<b>Total Support and Other Revenue</b>	<b>1,667,849</b>	<b>329,002</b>	<b>1,207,045</b>	<b>(44,404)</b>	<b>78,682</b>

##### Total Unrestricted Revenue

##### Total Temporarily Restricted Revenue

##### Total Revenue - **GRAPHS 2 & 3**

Total Unrestricted Revenue	10,731,038	11,937,287	13,052,274	12,039,063	13,152,650
Total Temporarily Restricted Revenue					
<b>Total Revenue - GRAPHS 2 &amp; 3</b>	<b>10,731,038</b>	<b>11,937,287</b>	<b>13,052,274</b>	<b>12,039,063</b>	<b>13,152,650</b>

#### ## Change in Net Assets

##### Net Assets - Beginning of Year - **GRAPH 2**

Prior Year Adjustment(s)

##### Net Assets - End of Year - **GRAPH 2**

Net Assets - Beginning of Year - <b>GRAPH 2</b>	75,071	770,463	3,181,736	780,295	135,319
Prior Year Adjustment(s)	-	-	-	-	-
<b>Net Assets - End of Year - GRAPH 2</b>	<b>5,581,812</b>	<b>6,352,275</b>	<b>9,533,911</b>	<b>10,314,206</b>	<b>10,449,525</b>

# APPENDIX C: FISCAL DASHBOARD

## CHARTER INFORMATION - (Continued)

### Functional Expense Breakdown

Personnel Service
Administrative Staff Personnel
Instructional Personnel
Non-Instructional Personnel
Personnel Services (Combined)
<b>Total Salaries and Staff</b>
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

2018-19	2019-20	2020-21	2021-22	2022-23
5,074,709	5,817,709	6,194,594	8,065,088	9,781,801
<b>5,074,709</b>	<b>5,817,709</b>	<b>6,194,594</b>	<b>8,065,088</b>	<b>9,781,801</b>
941,901	1,003,632	1,191,475	1,489,355	1,932,703
482,144	923,156	382,654		
944,969	1,627,515	1,148,695	1,254,730	1,119,955
171,941	309,930	284,231	450,423	513,865
727,855	776,019	1,214,239	1,221,852	1,560,014
81,605	43,121	31,406	369,539	317,034
633,076	615,620	610,573	972,569	903,774
2,059,857	1,578,984	1,486,567	1,529,779	1,461,043
<b>11,118,057</b>	<b>12,695,686</b>	<b>12,544,434</b>	<b>15,353,335</b>	<b>17,590,189</b>

### Total Expenses

## CHARTER ANALYSIS

### Financial Responsibility Composite Scores - GRAPH 6

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

1.86	1.88	2.30	2.12	2.68
Fiscally Strong	Fiscally Strong	Fiscally Strong	Fiscally Strong	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)

4,754,060	3,096,917	5,318,250	5,422,380	5,142,852
44.3%	25.9%	40.7%	45.0%	39.1%
4.9	2.4	4.3	3.9	3.8
LOW	MEDIUM	LOW	LOW	LOW
Excellent	Good	Excellent	Excellent	Excellent

### 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)

4.9	2.4	4.2	3.8	3.7
LOW	MEDIUM	LOW	LOW	LOW
Excellent	Good	Excellent	Excellent	Excellent

### 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)

0.8	0.8	0.7	0.7	0.7
MEDIUM	MEDIUM	MEDIUM	MEDIUM	MEDIUM
Good	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.)

6.2	4.7	5.9	4.6	3.9
LOW	LOW	LOW	LOW	LOW
Excellent	Excellent	Excellent	Excellent	Excellent



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