



**THE SUNY CHARTER SCHOOLS  
INSTITUTE**

*RENEWAL RECOMMENDATION REPORT  
HENRY JOHNSON CHARTER SCHOOL*

**Report Date: October 2, 2024**

**Review Date: May 22 – 23, 2024**

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

518.445.4250  
[www.newyorkcharters.org](http://www.newyorkcharters.org)



**Charter Schools Institute**  
The State University of New York

# CONTENTS

---

**1** CHARTER SCHOOL BACKGROUND

**2** RENEWAL RECOMMENDATION

**3** EXECUTIVE SUMMARY

**5** DATA PRESENTATION

**20** FISCAL ANALYSIS

**25** FUTURE PLANS

**26** APPENDICES

A: Charter School Overview

B: Report Information

## CHARTER SCHOOL BACKGROUND

# HENRY JOHNSON CHARTER SCHOOL

30 Watervliet Ave, Albany, New York | Grades: K-4 | Albany City School District

The State University of New York Board of Trustees (the “SUNY Trustees”) approved the original charter for Henry Johnson Charter School (“Henry Johnson”) on May 24, 2005. The school opened in fall 2007, serving 125 students in Kindergarten and 1<sup>st</sup> grade.

### “ MISSION

*The mission of Henry Johnson Charter School is to ensure that all scholars reach the highest levels of scholastic achievement in an environment that instills character, virtue, and “habits of mind” that ensure success both within and outside the classroom: diligence, courage, respect, self-reliance, duty, and responsibility.*

#### CURRENT CHARTER

Serves: Kindergarten – 4<sup>th</sup>

Chartered Enrollment:  
360

Charter Expiration:  
July 31, 2025

#### PROPOSED FUTURE CHARTER

Serves: Kindergarten – 8<sup>th</sup>

Chartered Enrollment:  
652

Charter Expiration:  
July 31, 2030

#### KEY DESIGN ELEMENTS

A rigorous academic program;



An extended school day and year allowing for three hours of English language arts (“ELA”) instruction and 90 minutes of mathematics instruction daily;



A comprehensive assessment program that drives curricular and instructional decision making;



A school culture based on the habits of mind;



A focus on learning with at least two adults in each classroom and extensive professional development for teachers; and,



An academic program enriched by visual and performing arts, information technology, and physical education.



## 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 Henry Johnson Charter School for a period of five years. The Institute also recommends the SUNY Trustees’ Charter Schools Committee approve a grade expansion allowing the school to add a middle school program wherein the school would provide instruction to students in Kindergarten – 8<sup>th</sup> grade in such configuration as set forth in its Application for Charter Renewal, with a projected total enrollment of 652 students. The Institute makes these recommendations based on Henry Johnson 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”).<sup>1</sup>*



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.<sup>2</sup>

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

Henry Johnson’s stable leadership over the charter term supports the school in establishing clear systems to deliver an effective educational program. The school produced a consistent record of meeting its Accountability Plan goals and outperforming the Albany City School District in both ELA and mathematics over the charter term. Board members and school leaders effectively strengthened and solidified the school’s academic program during the current charter term and are requesting an expansion to serve middle school grades in a future charter term. Citing persistent demand from Henry Johnson families and high levels of success in the school’s current approach to instruction and culture, leaders are well positioned to grow the program gradually and provide a high quality middle school option to families in the Capital Region. Currently, the school’s Kindergarten – 4<sup>th</sup> grade articulation creates a challenging transition for students entering 5<sup>th</sup> grade as the majority of middle schools in the area begin enrolling students in 6<sup>th</sup> grade. After careful analysis of student enrollment and hiring trends, the board proposes a feasible and achievable plan for scaling the Henry Johnson model to serve additional students and families.

Henry Johnson’s approach to character development complements the school’s robust assessment, curriculum, and instructional leadership practices, creating a holistic learning environment for students. Using the Habits of Mind Education (“HOME”) framework, teachers support students in mastering skills needed to thrive inside and outside of school, instilling values such as respect, courage, self-reliance, and responsibility. Henry Johnson students also benefit from a wide range of extracurricular activities with a particular focus on the arts. Through both classroom and after-school opportunities, students can choose to join electives and clubs in theater, dance, step, music, science, and yoga. The school demonstrates its emphasis on the arts through its engagement with the community, including a partnership with the Albany Public Library where students write and illustrate children’s stories, which are then added to the library’s permanent collection following a read aloud event for families and community members.

The information below presents the key findings for the SUNY Trustees and highlights the successes of the school

### FINDINGS & INFORMATION

#### *Is the charter an academic success?*

Henry Johnson is an academic success, having met its Accountability Plan goals in ELA, mathematics, and science. The school implements clear and consistent assessment and curricular systems to monitor student mastery of grade level standards and support teachers in planning effective instruction. Teachers have weekly opportunities to plan as grade level teams and collaborate on the week’s lessons with the guidance of instructional leaders. Henry Johnson’s performance demonstrates success in the following ways:

- In every year of the Accountability Period with credible data available for analysis, the school exceeded the targets for all comparative measures under its goals. Notably, the school posted proficiency rates that surpassed the district performance by at least 20 percentage points in ELA and least 17 percentage points in mathematics.
- Henry Johnson exceeded the growth target in mathematics in 2022-23 by six points.
- The school exceeded its effect size target in each year of the charter term with credible data.

## EXECUTIVE SUMMARY

### ***Is the charter an effective, viable organization?***

Henry Johnson is an effective, viable organization, and the board provides high quality oversight of the education corporation. Over the charter term, both the board and leadership team remained stable and aligned on shared priorities to effectively manage the school. Despite pandemic-related disruptions, Henry Johnson implemented an in-person academic program as quickly as possible to meet the demonstrated needs of students and families. The school has continued to emphasize opportunities for students to participate in the visual and performing arts as well as public performances to engage with the broader community.

### ***Is the charter fiscally sound?***

Henry Johnson is fiscally sound based on the Institute's analysis of its renewal submissions. The school's high enrollment, coupled with conservative fiscal planning practices, ensure it is able to cover annual expenditures while increasing net assets.

### ***If the SUNY Trustees renew the charter, are the education corporation's plans for the charter reasonable, feasible, and achievable?***

Henry Johnson's plans for the future are reasonable, feasible, and achievable. The school will implement the same core elements that led to its success over the current charter term and plans to gradually build out a middle school program and serve Kindergarten – 8<sup>th</sup> grade in the next charter term, if approved, to meet community demand for an academically and culturally consistent educational program in the Capital Region.

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

The Institute recommends that the SUNY Trustees grant Henry Johnson a Full-Term Subsequent Renewal of five years including an expansion to grow to serve Kindergarten – 8<sup>th</sup> grade over the next charter term.



# DP

DATA PRESENTATION

PAGES: 6-19

AP

ACADEMIC  
PERFORMANCE

CP

COMPLIANCE  
PERFORMANCE

CS

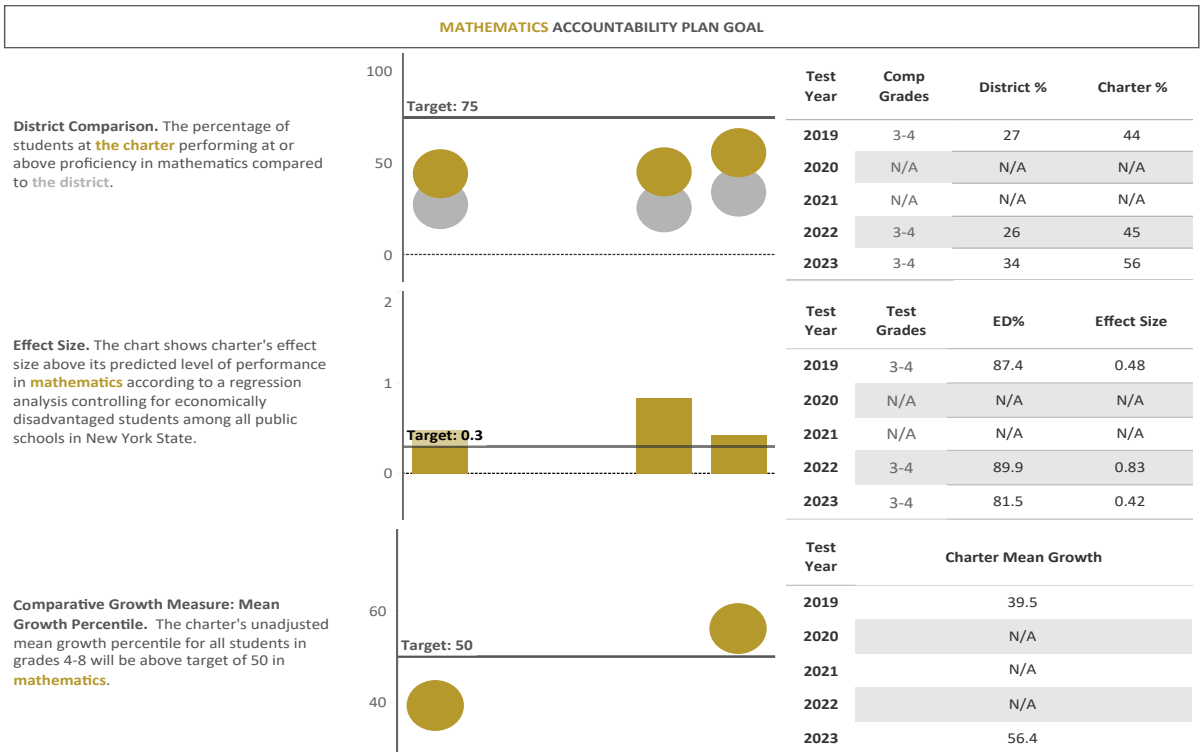
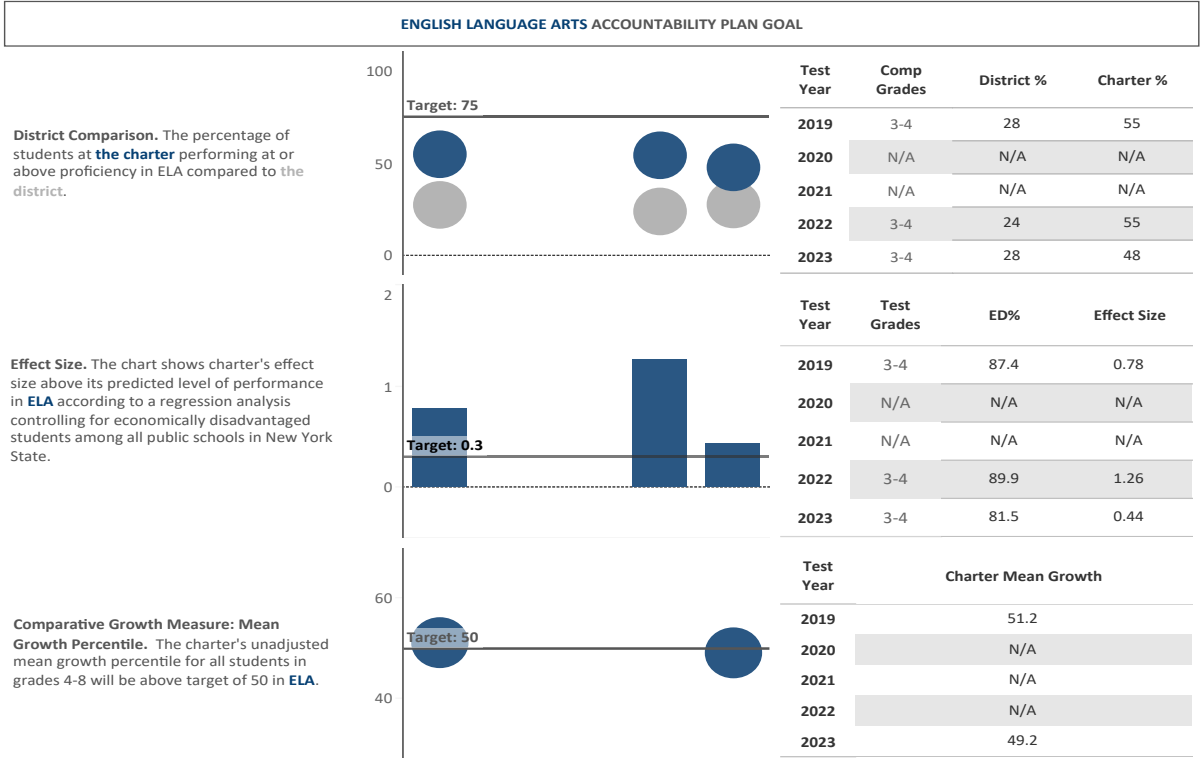
COMMUNITY  
SATISFACTION

SD

STUDENT  
DEMOGRAPHICS

# ACADEMIC PERFORMANCE

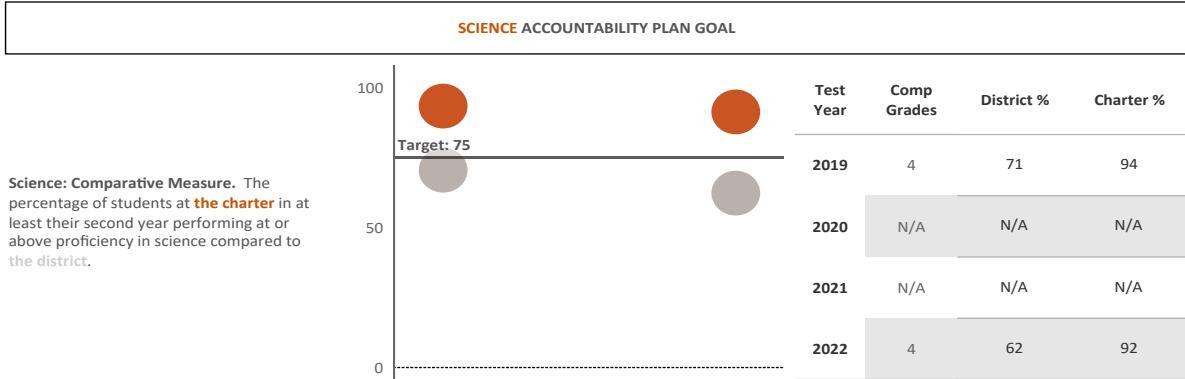
## HENRY JOHNSON CHARTER SCHOOL





# ACADEMIC PERFORMANCE

## HENRY JOHNSON CHARTER SCHOOL



**TESTED PERCENTAGES\***

	2019		2022		2023	
	ELA	Math	ELA	Math	ELA	Math
School Tested Number	116	115	120	118	122	119
School Tested %	95.1%	94.3%	96.0%	95.2%	96.8%	95.2%
District Tested %	91.0%	91.9%	89.7%	87.8%	90.9%	92.5%

**SPECIAL POPULATIONS PERFORMANCE\*\***

	2019	2022	2023
Students with Disabilities Tested on State Exam	3	4	2
Charter Percent Proficient on ELA Exam	s	s	s
District Percent Proficient	3.1	1.8	3.0
Tested on NYSESLAT Exam	15	11	10
Charter Percent 'Commanding' or Making Progress	26.7	45.5	10.0

\*Mathematics participation rates may reflect discrepancies from ELA participation rates due to students sitting for a Regents exam in lieu of the traditional state exam.  
\*\* 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?

Henry Johnson met its key academic Accountability Plan goals in ELA and mathematics over the charter term. Notably, the school exceeded the targets for each comparative measure under both goal areas in every year of the Accountability Period with data suitable for analysis. The school also met the science and Every Student Succeeds Act (“ESSA”) goals.

In ELA, Henry Johnson posted a record of high achievement over the term and met its goal. From 2018-19 through 2022-23, the school’s students enrolled in at least their second year scored at or above proficiency on the state’s ELA exam at rates that surpassed the district by at least 20 percentage points each year. In comparison to schools across the state enrolling similar percentages of economically disadvantaged students, Henry Johnson performed higher than expected in ELA during every year. In both years of the term with credible growth data, Henry Johnson posted a mean growth percentile approximately at the target of 50.

Henry Johnson also met its mathematics goal over the charter term. The school outperformed the district in every year with credible data suitable for analysis. Notably in 2022-23, the school’s students enrolled in at least their second year posted a proficiency rate of 56% surpassing the district’s performance in similar grades by 22 percentage points. The school also exceeded the target for its comparative effect size measure each year. This level of performance indicates that Henry Johnson performed higher than expected to at least a meaningful degree compared to demographically similar schools across the state. The school exceeded its growth target by six percentile points in 2022-23.

## ACADEMIC PERFORMANCE

### BENCHMARK SUMMARY

#### ASSESSMENT

Henry Johnson implements a comprehensive assessment system that enhances instructional effectiveness and improves student learning. The school regularly administers valid and reliable assessments including i-Ready, interim exams, and curriculum-based unit assessments. Teachers discuss trends and monitor student progress during weekly professional learning community (“PLC”) meeting times, effectively using assessment data to inform instructional decisions and student groupings.

Teachers and school leaders group students in alignment with a clear multi-tiered system of support (“MTSS”) based on multiple data points. Teachers, academic intervention service (“AIS”) providers, and the special education coordinator monitor student performance using a shared data tracker, ensuring that reliable systems support monitoring of student progress. Teachers and instructional leaders form small groups for daily intervention based on assessment results and use daily intervention blocks to provide students with individualized instruction.

The school integrates assessment results into the teacher evaluation process, requiring teachers to meet targets and identify areas of improvement in their instructional practice to better meet students’ needs. Teachers align on scoring and grading assessments during PLCs, ensuring reliability in assessment scoring. The school regularly communicates with parents through ClassDojo, phone calls, emails, progress reports, and conferences to keep them informed about student progress.

#### CURRICULUM

Henry Johnson implements robust curricular programs to support teachers with instructional planning. The school’s curriculum provides a fixed, underlying structure aligned to New York state standards, and teachers maximize opportunities to plan horizontally across grade teams and vertically between grade levels to ensure consistency and continuity of instruction. Teachers use Core Knowledge Language Arts (“CKLA”), EL Education, and i-Ready for ELA lessons and Eureka Math for mathematics instruction. The CKLA curriculum embeds science and social studies materials for Kindergarten – 2<sup>nd</sup> grade, and teachers use resources from the Teachers Curriculum Institute for 3<sup>rd</sup> – 4<sup>th</sup> grade. Teachers are responsible for planning as a grade team by reviewing, discussing, and annotating the lessons during weekly PLC meetings. Instructional leaders hold teachers accountable to scope and sequence documents for pacing and share feedback on plans and student materials each week. The special education coordinator and English language learner (“ELL”) teacher access plans to know what their students will be working on, and can provide supporting resources or modifications for teachers as needed. Despite this informal collaborative practice, the Institute found limited evidence of intentional differentiation in planning documents, student materials, or classroom observations.

Experienced teachers have autonomy to adjust the curricula based on their understanding of students’ abilities and needs. For example, one grade level modified the scope and sequence to accelerate pacing because the incoming class demonstrated mastery of certain skills on their diagnostic testing, and teachers

## ACADEMIC PERFORMANCE

from the previous grade level confirmed student strengths. Instructional leaders provide teachers who are less experienced or new to their grade level with more intensive lesson plan monitoring during PLCs, including support for developing objectives, corresponding exit tickets, and clear measures for student attainment.

Teachers indicate a high level of satisfaction with the available curricula and feel confident in leaders' processes for selecting and refining the materials. In particular, teachers appreciate the school's early adoption of a phonics program aligned to the science of reading research. Henry Johnson has a process for reviewing and developing its curricula, with instructional leaders and teachers meeting at the end of each year to reflect on implementation, add or modify units, and plan for the upcoming year. The school's curricular systems effectively guide teachers in planning and delivering focused lessons, and leaders intend to continue with the selected programs as they add middle school grades.

### PEDAGOGY

High quality instruction is evident in most of Henry Johnson's classrooms. Most teachers deliver purposeful lessons that include effective checks for student understanding and activities to engage in higher order thinking. In some cases, teachers do not give students sufficient opportunities to grapple with appropriately challenging academic content.

Teachers use planning time to develop and deliver high quality lessons. In practice, lessons have clear objectives and the learning activities support most students to meet grade level standards. Nearly all classrooms have more than one adult present to deliver instruction or support in other ways with lesson delivery, but the visit team observed limited instances of teachers effectively differentiating lesson content for students with disabilities, ELLs, and students struggling academically. Although leaders described a variety of co-teaching models available to teachers, the visit team did not observe a variety of models in use during the visit. Often the co-teacher's role in lesson delivery was not well defined, and teachers do not consistently implement effective co-teaching structures for delivery of each lesson's content.

Still, classrooms throughout the school demonstrate high levels of student engagement. Most teachers ask targeted questions or use written work to effectively check for student understanding. Teachers also use a variety of techniques to gather information from students in the moment and sometimes adjust lesson delivery to address misconceptions. Although student engagement is high, the visit team observed missed opportunities for students to engage with each other and to participate in academic discourse that is not teacher-directed.

### INSTRUCTIONAL LEADERSHIP

Instructional leaders at Henry Johnson establish a data driven environment of high expectations for achievement supported by clear accountability systems. The head of school and principal meet with teachers in grade level PLCs each week to plan, grade, review, or analyze data and make determinations about student needs. Teachers use the time to discuss concerns with instructional leaders and prepare lessons collaboratively under the guidance of grade team leads.

## ACADEMIC PERFORMANCE

Leaders implement a professional development program during the summer and throughout the year to address a variety of both planned and ad hoc topics including curriculum, assessment programs, student progress monitoring, and the school's calendar of events. Although professional development activities are interrelated with different academic foci, PLCs and professional development sessions do not routinely emphasize teachers' instructional practice, including strategies for effectively delivering and differentiating lesson material to support all learners. Despite closely aligned planning and grading practices, teachers' pedagogical strengths vary, and lessons across the same grade level team often result in different levels of rigor and student engagement, indicating teachers' need for additional development in some areas of instructional practice.

Coaching systems at Henry Johnson are consistent and sustained throughout the year, but the frequency of leaders' feedback cycles does not engender a sufficiently quick turnaround for goal setting and progress monitoring for teachers in need of urgent development. The school implements a structured video observation protocol and evaluation process for each teacher. However, the school does not have systems to provide teachers with more timely, actionable feedback. Leaders maintain an open door policy and are working this year to facilitate teachers' ability to independently identify their needs and growth areas to better seek out effective solutions. While instructional leadership is adequate to support the current teaching staff, leaders recognize the need to build additional capacity as the school plans for an expansion to middle school grades.

### AT-RISK PROGRAM

Henry Johnson's at-risk programming meets the educational needs of its students. Over the charter term, the school strengthened its data tracking systems and ELL program to more effectively support at-risk students. Henry Johnson has been able to thoroughly document each student's response to the school's MTSS and make evidence-based referrals to the home district committee on special education ("CSE") in consultation with families when needed. The school hired an ELL coordinator following the last renewal and developed an effective program, which has evolved to serve over two dozen students and produce high rates of retention year over year, as well as produce consistent growth on the New York State English as a Second Language Achievement Test ("NYSESLAT").

Henry Johnson uses appropriate and compliant procedures for identifying students with disabilities, ELLs, and those struggling academically and implements a consistent RTI program supported by ongoing progress monitoring and teacher coordination. The school utilizes a shared data tracker to record student progress on various metrics, including i-Ready performance, interim exams, unit assessments, classwork, and teacher observations. AIS team members, general education teachers, one special education teacher, and one ELL teacher deliver strategic interventions during designated periods each day. The special education coordinator and ELL coordinator have a weekly PLC with school leaders to discuss program needs and periodically join grade team PLCs to make determinations on moving students between intervention groups. Although leaders train teachers during the summer on the school's at-risk programming and processes to track student progress, the Institute did not find evidence of general education teachers using effective strategies to differentiate instruction during whole group instruction.

## ACADEMIC PERFORMANCE

### ORGANIZATIONAL CAPACITY

Henry Johnson's organizational structure allows it to deliver a high quality educational program. If the school is approved to expand its program to also serve 5<sup>th</sup> – 8<sup>th</sup> grade, the proposed changes to the organizational structure, policies, and practices will continue supporting the school to do so. The head of school reports directly to the board and will oversee a director of finance and operations, principal, director of character education, and dean of students under the new structure. Each director, the dean of students, and the principal have a clear role to play in operationalizing the school's mission, and the responsibilities of each leader are well coordinated and clear to staff members.

Henry Johnson takes a comprehensive approach to delivering character education and implementing the school's discipline system. The school's character education program and HOME team support staff members and students in creating a joyful environment focused on learning and academic achievement. Teachers and other staff members understand the school's system of escalating consequences for student behaviors and apply it appropriately.

Henry Johnson effectively recruits and retains high quality staff members. This charter term, the school stabilized leadership turnover it experienced throughout the prior term. The leadership team in place at the time of the renewal visit have been at the school through the current charter term. Only a few staff members left the school in recent years for reasons beyond the school's control. The board regularly conducts salary reviews to ensure the school's compensation package remains competitive with surrounding district and charter schools. School leaders also reward merit based bonuses to help retain high performing teachers. Teachers are also satisfied with the professional development support they receive from the leadership team.

Henry Johnson maintains adequate student enrollment and has procedures in place to monitor and evaluate its ability to recruit and retain students with disabilities, ELLs, and economically disadvantaged students. Although the school enrolls a smaller proportion of ELLs than the district, its ELL enrollment is increasing. The school is well equipped to serve ELLs and anticipates enrolling additional students in the next charter term, noting that word of mouth among families that speak languages other than English has helped to recruit new families to the school.

### BOARD OVERSIGHT & GOVERNANCE

Henry Johnson's board works effectively to achieve the school's academic and organizational goals. The board's membership provides it with the necessary content knowledge to analyze data appropriately and make well informed decisions. The committee structure allows the board to work efficiently and process large amounts of information, set appropriate priorities for the development and success of the school, and ensure the support and success of the now stable leadership team. The head of school is the board's primary informant and direct report. In addition, the board receives information from various staff members and other source data and documents to ensure the validity of the information it receives. The board uses its reports to maintain high academic achievement and a healthy fiscal position.

## ACADEMIC PERFORMANCE

The board sets appropriate and attainable priorities. This year, the board is requesting an expansion to serve middle school grades as a result of a thoughtful process over the charter term. The board analyzed significant data and information provided by the school to ensure the school is ready to navigate such an expansion. The board also collected information about the extent to which the district and surrounding districts can reliably support another middle school option and used all this information as part of the decision process. Expansion is just one of many priorities the board stays abreast of. For instance, the school is increasing its enrollment of ELLs. The board is aware of the need to continue to develop this important part of the school's program and is resourcing that effort appropriately.

Comprehensive evaluation procedures and protocols support the board's work to retain key, effective personnel. The board effectively evaluates its performance at least once annually. Board members reflect on the board's ability to oversee the school's academic and fiscal functions and its procedures for creating and implementing policies and strategic plans. It also evaluates its members' experiences and the board's relationship with the head of school. The head of school also completes a comprehensive self-reflection to kick off the board's annual review of performance. Board members also complete an evaluation of the head of school. Board members and the head of school reach consensus on a final performance rating, which drives future retention decisions. Some of the criteria listed in the board's self-evaluation tool and the evaluation tools for the head of school align with the Institute's benchmarks for charter school renewal. Board members and parents report few opportunities for board members to visit the school and communicate with parents and students directly.

## COMPLIANCE REPORTING



### HAS THE EDUCATION CORPORATION 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.*

#### HENRY JOHNSON CHARTER SCHOOL

##### **Annual Reports**

Henry Johnson submitted its annual reports to the Institute and NYSED on time but needs to post the most recent August 1<sup>st</sup> submission to its website. The Institute will ensure compliance prior to the start of the next charter term.

##### **Board Minutes**

In accordance with NY Public Officers Law § 106(3), Board of Trustees meeting minutes need to be posted to the website within two weeks of the public meeting or within one week of any executive sessions. The Institute is working with the education corporation to ensure compliance prior to the start of the next charter term.

##### **Discipline Policy**

The discipline policy requires minor revision regarding the provision of alternative instruction. The Institute will work with the school to update the policy prior to the start of the next charter term.

##### **Personnel Policy**

The Employee Handbook requires minor revision specifying that all criminal history reports be reviewed by two or more employees designated by the education corporation in compliance with the charter agreement. The Institute will work with the school to update the handbook prior to the start of the next charter term.

##### **Teacher Certification**

The New York State Charter Schools Act of 1998 (the “Act”) allows charters to hire up to 15 uncertified lead teachers 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 or career and technical education courses.

Henry Johnson prioritizes teacher certification during the hiring process and verifies the certification status of viable candidates. Certification status is embedded in the school’s formal evaluation process, which includes evaluation meetings at least three times a year. The leadership team provides personalized support and coaching to help teachers achieve and maintain certification. The leadership team also conducts a schoolwide audit of certification compliance at least annually. Henry Johnson offers tuition reimbursement and is exploring partnerships with the State University of New York at Albany and Siena College to develop pipelines to recruit qualified teachers as they pursue certification.

## COMPLIANCE REPORTING

At Henry Johnson, six out of the 20 teachers are uncertified, which is within the allowable limit under the Act. Out of the six uncertified teachers, two meet the additional qualifications under the Act.

## 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 Survey Data**

The Institute compiled data from the education corporation’s annual family survey from the 2023-24 school year. In 2023-24, 53% of families who received the survey responded. Of the families who responded, 85% expressed satisfaction with the school.

The Institute also reviewed Henry Johnson’s request for expansion into middle school grades including information about currently enrolled families’ desire for a middle school option. Of currently enrolled families, 93% responded that they would enroll their child in the Henry Johnson middle school program.

### **Parent Focus Group**

The Institute asks all charters facing renewal to convene a representative set of parents for a focus group discussion. A representative set includes parents of students in attendance at the charter for multiple years, parents of students new to the charter, parents of students receiving general education services, parents of students with special needs, and parents of ELLs. The six parents and caretakers in the focus group spoke favorably about their communication with teachers at Henry Johnson. Teachers communicate with families regularly, providing updates, asking for feedback from parents, and offering full explanations of actions taken to adjust any behavioral or instructional issues. Families expressed that a teamwork mindset is part of the school culture and feel a responsibility to be an active part of their children’s education. Several parents stated their interest in participating in opportunities such as events, ceremonies, and parties where they can be present in the school and in classrooms. Parents of students with disabilities and of ELLs specified that the school was a top choice for their children’s needs through word of mouth in the community and expressed high levels of satisfaction with the school’s support for their children.

### **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 City School District of Albany held its required hearing on Henry Johnson’s renewal application on June 20, 2024. No one spoke in support of nor in opposition to the application.

### **Persistence in Enrollment**

An additional indicator of parent satisfaction is persistence in enrollment. In 2022-23, 84% of Henry Johnson students returned from the previous year. Student persistence data from previous years of the charter term is available in student demographics section of the report.

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

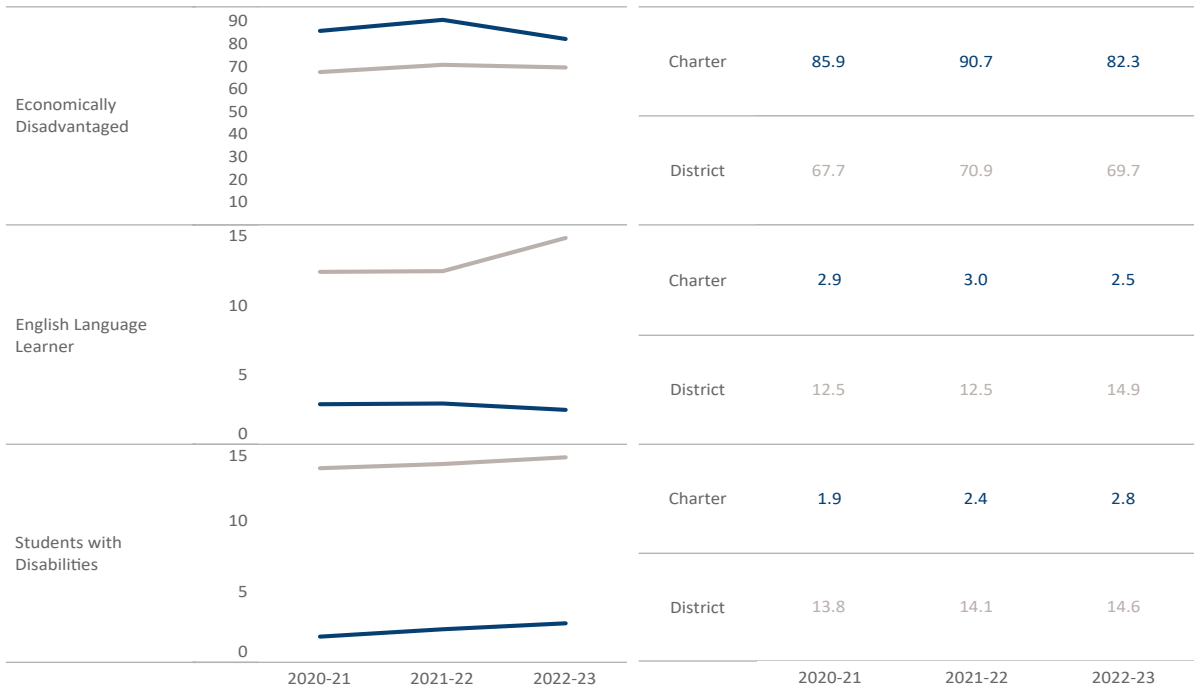


# STUDENT DEMOGRAPHICS

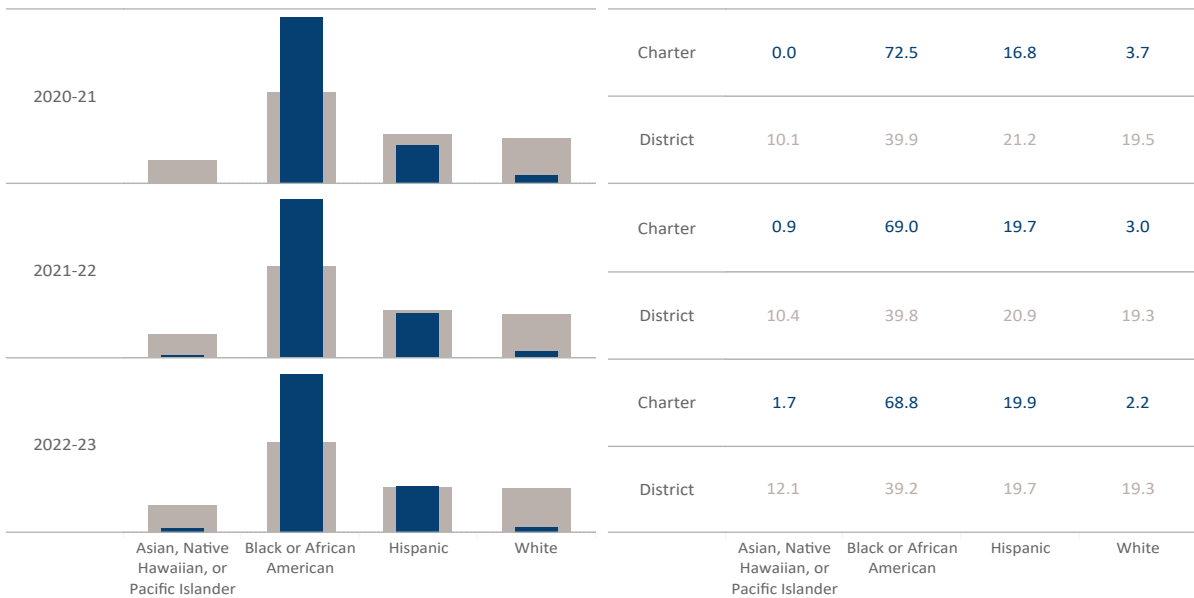
Henry Johnson Charter School

Albany City School District

## Student Demographics: Sub-populations



## Student Demographics: Race/Ethnicity



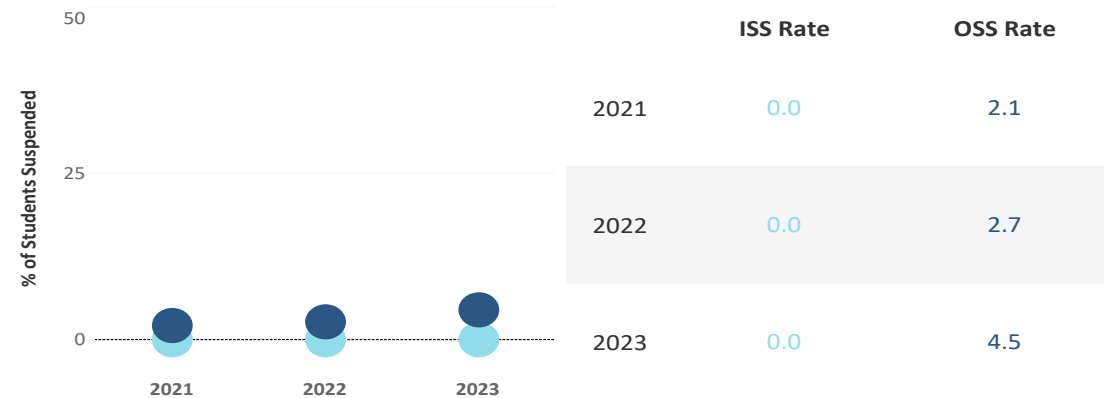
\* Data reported in these charts reflect BEDS day enrollment counts as reported by the NYSED.



# STUDENT DEMOGRAPHICS

## Henry Johnson Charter School

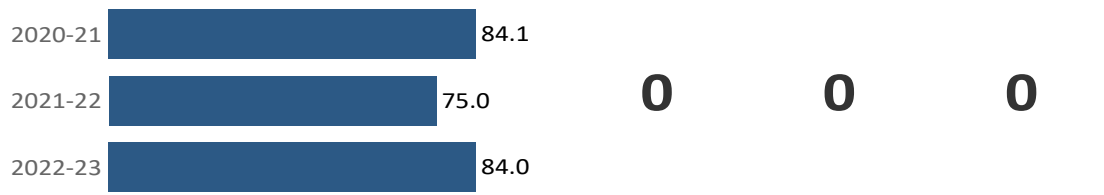
## Albany City School District



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



### Henry Johnson Charter School's Enrollment and Retention Status: 2022-23

		Target	Charter
enrollment	economically disadvantaged	73.7	82.3
	English language learners	10.3	2.5
	students with disabilities	9.1	2.8
retention	economically disadvantaged	92.8	83.7
	English language learners	95.1	100.0
	students with disabilities	93.1	100.0

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

## STUDENT DEMOGRAPHICS

### ENROLLMENT AND RETENTION TARGETS

As required by Education Law § 2851(4)(e), a charter must include in its renewal application information regarding the efforts it will put in place to meet or exceed SUNY's enrollment and retention targets for students with disabilities, ELLs, and students who are eligible applicants for the federal Free and Reduced Price Lunch ("FRPL") program. The Institute examines each charter's progress toward meeting or coming close to meeting its targets over the charter term as well as the efforts it has and will put in place to meet or continue to meet those targets.

Henry Johnson makes good faith efforts to meet its enrollment and retention targets. The school meets its retention targets for ELLs and students with disabilities, and comes close to meeting its targets for economically disadvantaged students. The school plans to conduct the following recruitment efforts to meet its enrollment targets:

- Offering free transportation to all students residing within the Albany and Schenectady city limits;
- Providing free breakfast, lunch, and snack to all students;
- Offering a free after-school program for families who need care options and for students and families interested in enrichment activities;
- Reaching out to newly arrived migrant families housed at local hotels;
- Encouraging and supporting existing families to spread the word about the school with their friends, family, and acquaintances;
- Notifying interested families that the school retains instructors with a special education focus;
- Informing families that supportive staff members are available to provide enhanced social-emotional learning services for scholars in need;
- Working collaboratively with each district of residence to promote the process of referral, evaluation, identification, individualized education program ("IEP") development, and progress monitoring;
- Leveraging the consultant teacher model to support students with both a general education teacher and special education teacher inside of the classroom;
- Utilizing resource room to provide an additional period of small group or one on one learning to supplement mainstream instruction; and,
- Providing individual and group counseling and social emotional group settings for students.



## FISCAL ANALYSIS

### IS THE EDUCATION CORPORATION FISCALLY SOUND?

Henry Johnson is fiscally sound based on the Institute’s analysis 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.<sup>3</sup>



Henry Johnson has consistently had positive revenue to cover annual expenses consistently during the current charter term due to consistent enrollment across the charter term. During the current charter term, Henry Johnson reported net positive surpluses. As of June 30, 2023, the school reported net assets of \$4.7 million and 6.2 months of cash to cover immediate expenses. Henry Johnson maintains a separate bank account containing the necessary funds in the event of dissolution.



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

3. The U.S. Department of Education has established fiscal criteria for certain ratios or information with high – medium – low categories, represented in the table as green – gray – red. The categories generally correspond to levels of fiscal risk, but must be viewed in the context of each education corporation and the general type or category of school.

“+” : This indicator is generally present.

“-” : This indicator is generally not present.

“P” : The education corporation is progressing toward this indicator being present.

“N/A” : This indicator is not applicable.



## FISCAL ANALYSIS

### DOES THE EDUCATION CORPORATION 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 appropriate internal controls.	+
The most recent audit report was free of any significant deficiencies or material weaknesses in internal controls.	+
The education corporation reviews and updates its Financial Policies and Procedures Manual (“FPPM”), which covers the charter, on a regular basis. The most recent review of the FPPM is found in the next column. The Institute recommends, as a best practice, that the education corporation review and update its FPPM on an annual basis.	<b>FEBRUARY 2024</b>

### DOES THE EDUCATION CORPORATION COMPLY WITH FINANCIAL REPORTING REQUIREMENTS?

*The education corporation has complied with financial reporting requirements by providing the SUNY Trustees and NYSED with required financial reports that are on time, complete, and follow generally accepted accounting principles. The following reports will have generally been filed in a timely, accurate, and complete manner:*

INDICATORS	EVIDENT?
Annual financial statement audit reports including federal Single Audit report, if applicable.	+
Annual budgets.	+
Un-audited quarterly reports of income, expenses, and enrollment.	+
Bi-monthly enrollment reports to the sending districts and, if applicable, to NYSED including proper documentation regarding the level of special education services provided to students.	+
Grant expenditure reports.	+

## FISCAL ANALYSIS

### DOES THE EDUCATION CORPORATION MAINTAIN ADEQUATE FINANCIAL RESOURCES TO ENSURE STABLE OPERATIONS?

*The education corporation maintains adequate financial resources to ensure stable operations. Critical financial needs of the charter are not dependent on variable income (grants, donations, and fundraising). The following elements are generally present:*

INDICATORS	EVIDENT?
The education corporation maintains sufficient cash on hand to pay current bills and those that are due shortly.	+
The education corporation maintains adequate liquid reserves to fund expenses in the event of income loss (generally 30 days).	+
The education corporation prepares and monitors cash flow projections.	+
If the education corporation includes philanthropy in its budget, it monitors progress toward its development goals on a periodic basis.	N/A
If necessary, the education corporation pursues district state aid intercepts with NYSED to ensure adequate per pupil funding.	N/A
The education corporation accumulates unrestricted net assets that are equal to or exceed two percent of the charter’s operating budget for the upcoming year.	+
The education corporation is in compliance with all loan covenants.	+

# FISCAL ANALYSIS

## HENRY JOHNSON CHARTER SCHOOL

### CHARTER INFORMATION

#### BALANCE SHEET

Opened 2007-08

#### Assets

##### Current Assets

	2018-19	2019-20	2020-21	2021-22	2022-23
Cash and Cash Equivalents - <b>GRAPH 1</b>	2,639,353	-	3,136,005	2,945,929	3,467,111
Grants and Contracts Receivable	180,049	498,816	770,644	1,071,962	349,919
Accounts Receivable	-	-	-	-	-
Prepaid Expenses	10,737	11,336	8,336	15,966	8,336
Contributions and Other Receivables	-	-	-	-	-
<b>Total Current Assets - GRAPH 1</b>	<b>2,830,139</b>	<b>510,152</b>	<b>3,914,985</b>	<b>4,033,857</b>	<b>3,825,366</b>
Property, Building and Equipment, net	6,776,471	6,874,675	6,441,260	6,495,847	6,579,611
Other Assets	275,352	2,652,348	275,708	276,327	-
<b>Total Assets - GRAPH 1</b>	<b>9,881,962</b>	<b>10,037,175</b>	<b>10,631,953</b>	<b>10,806,031</b>	<b>10,404,977</b>

#### Liabilities and Net Assets

##### Current Liabilities

Accounts Payable and Accrued Expenses	71,282	63,964	63,227	85,937	69,339
Accrued Payroll and Benefits	319,873	370,384	281,896	255,121	324,028
Deferred Revenue	-	-	79,770	89,550	72,353
Current Maturities of Long-Term Debt	105,211	112,073	102,409	129,644	136,777
Short Term Debt - Bonds, Notes Payable	-	-	-	-	-
Other	44,029	-	-	-	-
<b>Total Current Liabilities - GRAPH 1</b>	<b>540,395</b>	<b>546,421</b>	<b>527,302</b>	<b>560,252</b>	<b>602,497</b>
Deferred Rent/Lease Liability	-	-	5,304,852	-	-
All other L-T debt and notes payable, net current maturities	5,418,333	5,309,528	-	5,179,029	5,046,073
<b>Total Liabilities - GRAPH 1</b>	<b>5,958,728</b>	<b>5,855,949</b>	<b>5,832,154</b>	<b>5,739,281</b>	<b>5,648,570</b>

#### Net Assets

Without Donor Restrictions	3,647,882	3,905,546	4,799,799	4,790,423	4,479,260
With Donor Restrictions	275,352	275,680	-	276,327	277,147
<b>Total Net Assets</b>	<b>3,923,234</b>	<b>4,181,226</b>	<b>4,799,799</b>	<b>5,066,750</b>	<b>4,756,407</b>
<b>Total Liabilities and Net Assets</b>	<b>9,881,962</b>	<b>10,037,175</b>	<b>10,631,953</b>	<b>10,806,031</b>	<b>10,404,977</b>

#### ACTIVITIES

##### Operating Revenue

Resident Student Enrollment	4,957,971	5,507,898	5,699,816	4,818,720	5,357,389
Students with Disabilities	24,196	19,345	29,957	41,879	28,041
<b>Grants and Contracts</b>					
State and local	90,486	-	-	-	-
Federal - Title and IDEA	166,113	165,562	296,258	1,140,941	486,724
Federal - Other	16,117	-	-	-	-
Other	-	-	-	-	-
NYC DoE Rental Assistance	-	-	-	-	-
Food Service/Child Nutrition Program	314,035	217,329	253,861	380,621	434,349
<b>Total Operating Revenue</b>	<b>5,568,918</b>	<b>5,910,134</b>	<b>6,279,892</b>	<b>6,382,161</b>	<b>6,306,503</b>

##### Expenses

Regular Education	4,612,517	4,231,034	3,929,405	4,219,382	4,460,439
SPED	253,957	176,954	222,646	223,413	258,009
Other	541,537	467,551	559,547	678,111	797,491
<b>Total Program Services</b>	<b>5,408,011</b>	<b>4,875,539</b>	<b>4,711,598</b>	<b>5,120,906</b>	<b>5,515,939</b>
Management and General	607,513	808,107	991,037	1,038,934	1,168,780
Fundraising	-	-	-	-	-
<b>Total Expenses - GRAPHS 2, 3 &amp; 4</b>	<b>6,015,524</b>	<b>5,683,646</b>	<b>5,702,635</b>	<b>6,159,840</b>	<b>6,684,719</b>
<b>Surplus / (Deficit) From School Operations</b>	<b>(446,606)</b>	<b>226,488</b>	<b>577,257</b>	<b>222,321</b>	<b>(378,216)</b>

##### Support and Other Revenue

Contributions	-	15,971	-	40,170	49,617
Fundraising	-	-	-	-	-
Miscellaneous Income	19,248	15,533	41,316	4,460	18,256
Net assets released from restriction	-	-	-	-	-
<b>Total Support and Other Revenue</b>	<b>19,248</b>	<b>31,504</b>	<b>41,316</b>	<b>44,630</b>	<b>67,873</b>

Total Unrestricted Revenue	5,588,166	5,941,638	6,321,208	6,426,791	6,374,376
Total Temporally Restricted Revenue	-	-	-	-	-
<b>Total Revenue - GRAPHS 2 &amp; 3</b>	<b>5,588,166</b>	<b>5,941,638</b>	<b>6,321,208</b>	<b>6,426,791</b>	<b>6,374,376</b>

<b>Change in Net Assets</b>	<b>(427,358)</b>	<b>257,992</b>	<b>618,573</b>	<b>266,951</b>	<b>(310,343)</b>
<b>Net Assets - Beginning of Year - GRAPH 2</b>	<b>4,350,592</b>	<b>3,923,234</b>	<b>4,181,226</b>	<b>4,799,799</b>	<b>5,066,750</b>
Prior Year Adjustment(s)	-	-	-	-	-
<b>Net Assets - End of Year - GRAPH 2</b>	<b>3,923,234</b>	<b>4,181,226</b>	<b>4,799,799</b>	<b>5,066,750</b>	<b>4,756,407</b>

# FISCAL ANALYSIS

## HENRY JOHNSON CHARTER SCHOOL

### CHARTER INFORMATION - (Continued)

#### Functional Expense Breakdown

	2018-19	2019-20	2020-21	2021-22	2022-23
Personnel Service					
Administrative Staff Personnel	403,116	624,056	749,521	780,028	863,836
Instructional Personnel	2,699,467	2,535,739	2,289,109	2,429,582	2,501,890
Non-Instructional Personnel	212,288	146,220	142,204	195,789	196,157
Personnel Services (Combined)	-	-	-	-	-
<b>Total Salaries and Staff</b>	<b>3,314,871</b>	<b>3,306,015</b>	<b>3,180,834</b>	<b>3,405,399</b>	<b>3,561,883</b>
Fringe Benefits & Payroll Taxes	810,686	772,984	813,758	771,711	806,941
Retirement	45,393	47,957	44,109	67,460	63,799
Management Company Fees	-	-	-	-	-
Building and Land Rent / Lease / Facility Financing	344,499	338,242	333,473	331,077	323,691
Staff Development	17,445	10,205	13,614	24,039	30,315
Professional Fees, Consultant & Purchased Services	287,936	125,924	149,189	147,647	308,761
Marketing / Recruitment	5,475	35,936	17,937	21,954	26,885
Student Supplies, Materials & Services	356,744	299,643	394,625	420,636	529,218
Depreciation	235,246	228,138	217,400	232,549	261,075
Other	597,229	518,602	537,696	737,368	772,151
<b>Total Expenses</b>	<b>6,015,524</b>	<b>5,683,646</b>	<b>5,702,635</b>	<b>6,159,840</b>	<b>6,684,719</b>

### CHARTER ANALYSIS

#### ENROLLMENT

	2018-19	2019-20	2020-21	2021-22	2022-23
Original Chartered Enrollment	375	375	360	360	360
Final Chartered Enrollment (includes any revisions)	375	375	360	360	360
Actual Enrollment - <b>GRAPH 4</b>	335	366	378	330	345
Chartered Grades	K-4	K-4	K-4	K-4	K-4
Final Chartered Grades (includes any revisions)	-	-	-	-	-

#### Primary School District: ALBANY CITY SD

Per Pupil Funding (Weighted Avg of All Districts)	2018-19	2019-20	2020-21	2021-22	2022-23
Increase over prior year	14,989	15,200	14,967	15,409	15,945
	2.8%	1.4%	-1.6%	2.9%	3.4%

#### PER STUDENT BREAKDOWN

Revenue	2018-19	2019-20	2020-21	2021-22	2022-23
Operating	16,646	16,135	16,635	19,338	18,302
Other Revenue and Support	58	86	109	135	197
<b>TOTAL - GRAPH 3</b>	<b>16,704</b>	<b>16,221</b>	<b>16,745</b>	<b>19,474</b>	<b>18,499</b>
Expenses	2018-19	2019-20	2020-21	2021-22	2022-23
Program Services	16,165	13,311	12,481	15,517	16,008
Management and General, Fundraising	1,816	2,206	2,625	3,148	3,392
<b>TOTAL - GRAPH 3</b>	<b>17,981</b>	<b>15,517</b>	<b>15,106</b>	<b>18,665</b>	<b>19,399</b>
% of Program Services	89.9%	85.8%	82.6%	83.1%	82.5%
% of Management and Other	10.1%	14.2%	17.4%	16.9%	17.5%
<b>% of Revenue Exceeding Expenses - GRAPH 5</b>	<b>-7.1%</b>	<b>4.5%</b>	<b>10.8%</b>	<b>4.3%</b>	<b>-4.6%</b>
<b>% of Revenue Expended on Facilities</b>	<b>6.2%</b>	<b>5.7%</b>	<b>5.3%</b>	<b>5.2%</b>	<b>5.1%</b>

#### Student to Faculty Ratio

2018-19	2019-20	2020-21	2021-22	2022-23
7.2	8.7	9.9	10.0	344.6

#### Faculty to Admin Ratio

2018-19	2019-20	2020-21	2021-22	2022-23
9.3	4.2	3.8	2.5	1.0

#### Financial Responsibility Composite Scores - GRAPH 6

Score	2018-19	2019-20	2020-21	2021-22	2022-23
Fiscally Strong 1.5 - 3.0 / Fiscally Adequate 1.0 - 1.4 / Fiscally Needs Monitoring < 1.0	2.0	2.8	2.9	2.9	2.3
	Fiscally Strong	Fiscally Strong	Fiscally Strong	Fiscally Strong	Fiscally Strong

#### Working Capital - GRAPH 7

Net Working Capital	2018-19	2019-20	2020-21	2021-22	2022-23
As % of Unrestricted Revenue	2,289,744	(36,269)	3,387,683	3,473,605	3,222,869
Working Capital (Current) Ratio Score	41.0%	-0.6%	53.6%	54.0%	50.6%
Risk (Low ≥ 3.0 / Medium 1.4 - 2.9 / High < 1.4)	5.2	0.9	7.4	7.2	6.3
Rating (Excellent ≥ 3.0 / Good 1.4 - 2.9 / Poor < 1.4)	LOW	HIGH	LOW	LOW	LOW
	Excellent	Poor	Excellent	Excellent	Excellent

#### Quick (Acid Test) Ratio

Score	2018-19	2019-20	2020-21	2021-22	2022-23
Risk (Low ≥ 2.5 / Medium 1.0 - 2.4 / High < 1.0)	5.2	0.9	7.4	7.2	6.3
Rating (Excellent ≥ 2.5 / Good 1.0 - 2.4 / Poor < 1.0)	LOW	HIGH	LOW	LOW	LOW
	Excellent	Poor	Excellent	Excellent	Excellent

#### Debt to Asset Ratio - GRAPH 7

Score	2018-19	2019-20	2020-21	2021-22	2022-23
Risk (Low < 0.50 / Medium 0.51 - .95 / High > 1.0)	0.6	0.6	0.5	0.5	0.5
Rating (Excellent < 0.50 / Good 0.51 - .95 / Poor > 1.0)	MEDIUM	MEDIUM	MEDIUM	MEDIUM	MEDIUM
	Good	Good	Good	Good	Good

#### Months of Cash - GRAPH 8

Score	2018-19	2019-20	2020-21	2021-22	2022-23
Risk (Low > 3 mo. / Medium 1 - 3 mo. / High < 1 mo.)	5.3	0.0	6.6	5.7	6.2
Rating (Excellent > 3 mo. / Good 1 - 3 mo. / Poor < 1 mo.)	LOW	HIGH	LOW	LOW	LOW
	Excellent	Poor	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?

*Henry Johnson implements a strong academic program supported by an effective, viable organization. The charter is requesting to expand to serve 5<sup>th</sup> – 8<sup>th</sup> grade in the next charter term. As such, the charter’s plans for the next charter term, including the plans for the middle school expansion, are reasonable, feasible, and achievable.*

#### HENRY JOHNSON CHARTER SCHOOL

**Plans for the Charter’s Structure.** The education corporation has provided all of the key structural elements for a charter renewal and those elements are reasonable, feasible, and achievable.

**Plans for the Educational Program.** Henry Johnson plans to continue implementing the same core elements of its strong educational program. The school will maintain its current curricular programs as it adds middle school grades and increase the capacity of the instructional leadership by hiring an assistant principal. The school plans to restructure its leadership team to delineate clear academic, operational, and cultural responsibilities for each member.

**Plans for Board Oversight & Governance.** Current board members express interest in continuing to serve Henry Johnson in the next charter term. The board demonstrates its commitment to its community-based design by including an official parent representative as a voting member as well as two former parent representatives who have chosen to remain on the board after their children have left the school.

**Fiscal & Facility Plans.** Henry Johnson has a sound and realistic fiscal plan for the next charter term. The school submitted conservative and achievable budget plans and enrollment projections that forecast surpluses for the next charter term.

Henry Johnson serves its elementary program in a privately owned facility that meets the school’s needs for serving the elementary grades through the next charter term. The school has begun work to identify appropriate space to accommodate growing to serve middle school grades. The school will be considering all options, including adding an additional facility for the middle school or even combining the elementary and middle school into a single facility if such an opportunity is identified. The school has strategically planned to begin adding the middle school grades in 2026-27 to assure adequate lead time to develop and execute facility acquisition plans.

	CURRENT	END OF NEXT CHARTER TERM
<b>Enrollment</b>	360	652
<b>Grade Span</b>	K – 4	K – 8
<b>Teaching Staff</b>	19	37
<b>Days of Instruction</b>	180	180

Henry Johnson

# Ax

APPENDICES

PAGES AX 1-6

<sup>A</sup>  
**CO**

CHARTER  
OVERVIEW

PAGE Ax 1

<sup>B</sup>  
**RI**

REPORT  
INFORMATION

PAGE Ax 3

## HENRY JOHNSON CHARTER SCHOOL BOARD OF TRUSTEES

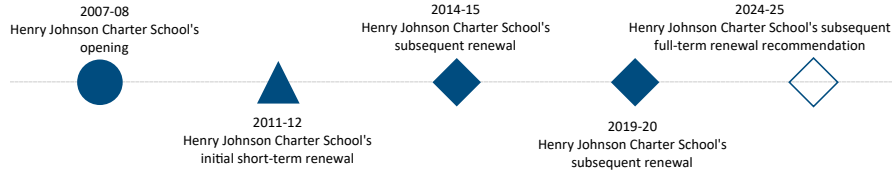
CHAIR	TRUSTEES
Saleem Cheeks	Juanita Nabors
VICE CHAIR & SECRETARY	Jahrakia Sterling
Brian Backstrom	Emily D'Vertola
TREASURER	Rowennakete P. Barnes
Robert Pistilli	Sharon DeSilva
	DaNasia McFadden

## CHARTER CHARACTERISTICS

SCHOOL YEAR	CHARTERED ENROLLMENT	ACTUAL ENROLLMENT	ACTUAL AS A PERCENTAGE OF CHARTERED ENROLLMENT	GRADES SERVED
2020-21	360	378	105%	K – 4
2021-22	360	330	92%	K – 4
2022-23	360	345	96%	K – 4
2023-24	360	347	96%	K – 4
2024-25	360	Not Yet Available	Not Yet Available	K – 4



**TIMELINE OF CHARTER SCHOOL RENEWAL**



**CHARTER SCHOOL VISIT HISTORY**

SCHOOL YEAR	VISIT TYPE	DATE
2008-09	Evaluation Visit	May 13 – 14, 2009
2009-10	Evaluation Visit	March 30, 2010
2011-12	Initial Renewal Visit	October 18, 2011
2012-13	Evaluation Visit	March 20 – 21, 2013
2013-14	Pre-Renewal Visit	February 27, 2014
2014-15	Subsequent Renewal Visit	September 30, 2014
2017-18	Evaluation Visit	March 20 – 21, 2018
2019-20	Subsequent Renewal Visit	December 4 – 5, 2019
2023-24	Subsequent Renewal Visit	May 22 – 23, 2024

**CONDUCT OF THE RENEWAL REVIEW**

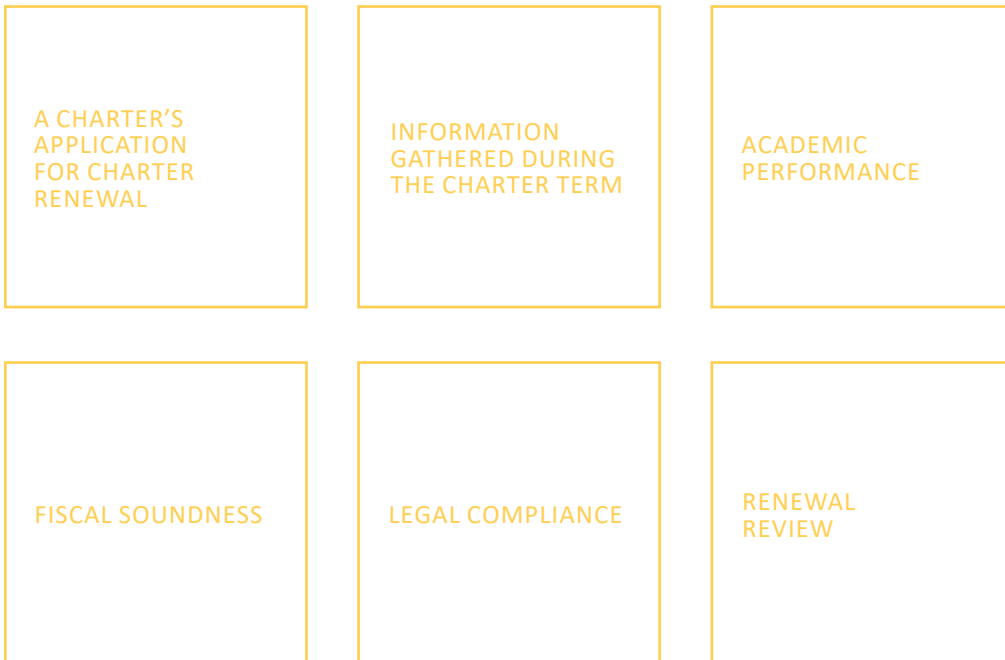
DATE(S) OF REVIEW	EVALUATION TEAM MEMBERS	TITLE
May 22 – 23, 2024	Katy Clayton	School Evaluator
	Jeff Wasbes	Executive Deputy Director for Accountability
	Kathleen Haywood	School Evaluator
	Saadia Santos	Performance and Systems Analyst

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”).<sup>1</sup>

### 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](#).

This renewal recommendation report compiles evidence using the *State University of New York Charter Renewal Benchmarks* (the “SUNY Renewal Benchmarks”),<sup>2</sup> 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,<sup>3</sup> 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"<sup>4</sup> and states the educational programs at a charter school must "meet or exceed the student performance standards adopted by the board of regents"<sup>5</sup> 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 3<sup>rd</sup>- 8<sup>th</sup> 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