



News Release

SUNY Authorized Charter Schools outperform the state in both ELA and mathematics by over 11% and 16% respectively

For Immediate Release: Tuesday, August 22, 2017

Contact: Michelle Bianchi; Michelle.Bianchi@suny.edu

New York – As the New York State Education Department released the 2017 ELA and math assessment results for grades 3-8, the SUNY Charter Schools Institute is celebrating the accomplishments of the charter schools they authorize. Notably, charter schools authorized by SUNY saw a 6% increase in proficiency in ELA and a 4% increase in proficiency in mathematics. This is compared to a statewide increase of 1.9% and 1.1%, respectively.

Subgroups of students that attend SUNY authorized charter schools also demonstrated sizable increases in ELA and math achievement. Students with disabilities increased in both ELA and math proficiency by 5%, compared to a statewide increase of 1.4% and 1.7%, respectively. English language learners increased in ELA proficiency by 6% and math proficiency by 7% compared to a statewide increase of 1.2% and 0.5%, respectively.

Overall proficiency numbers for SUNY authorized charter schools are higher than those for the state across the board. SUNY charter school students are 51% proficient in ELA and 57% proficient in math compared to the statewide numbers of 39.8% and 40.2% respectively. The proficiency rates for subgroups in SUNY authorized charter schools is either double or triple that of the statewide numbers. When compared to their local school districts, over 82% of SUNY authorized charter schools outperformed their local district in ELA and over 87% outperformed their local district in math.

As a whole, charter schools authorized by SUNY also outperform the schools authorized by the other two major charter authorizers in the state, the New York City Department of Education (NYCDOE), and the New York State Board of Regents. In ELA, SUNY authorized charter schools outperformed the Board of Regents' schools by 10 points and the NYCDOE's schools by 3.4 points. In math, SUNY authorized charter schools outperformed the Board of Regents' schools by 12.7 points and the NYCDOE's schools by 7.3 points.

"These numbers are a true reflection of the hard work that teachers and leaders put in every day to lift up the most disadvantaged students in our state," said Susie Miller Carello, Executive Director of the SUNY Charter School Institute. "It shows that the schools in our portfolio are creating innovative ways to close gaps in achievement. The innovation encouraged by the charter sector, combined with the high levels of accountability that we hold our portfolio to, is continuing to produce encouraging results."

Chair of the SUNY Board of Trustees Charter Schools Committee, Joseph Belluck, added, "The continued growth and achievement of SUNY authorized charter schools makes us optimistic that

the types of innovation we are focused on is what is right for students. The Committee and the Institute are committed to taking politics out of the picture, and doing what is best for all students.”

Carello further stated that, “When all is said and done, we are continuing to create more great seats for kids. We are ensuring that all students have the opportunity to succeed. That is what matters at the end of the day.”

SUNY is the largest charter school authorizer in New York State and the largest university-based charter school authorizer in the country. The SUNY Charter Schools Institute was created by the SUNY Board of Trustees to assist it in carrying out its responsibilities under the New York Charter Schools Act (the “Act”). Guided by the rigorous standards set by the SUNY Board of Trustees, the Institute’s oversight of SUNY authorized charter schools is comprehensive, including: evaluating initial applications for the opening of charter schools; ongoing oversight and evaluation of operating schools; conducting a comprehensive evaluation when a school applies to renew its charter; and reporting to the school and the public on each school’s performance and progress. Charter schools in New York trade greater autonomy in exchange for greater accountability for academic outcomes. Each charter school has a charter contract that is signed by its board of trustees and the authorizer of the school. As part of the contract, the accountability plan for each school establishes the academic goals that must be met and how those goals will be measured. Contracts last a maximum of five years as set by the Act. In order to continue operating, a charter school must apply to renew its charter at the end of each charter term. Receiving approval to continue operating is the core of accountability required by the Act.

###