



# THE SUNY CHARTER SCHOOLS INSTITUTE

*RENEWAL RECOMMENDATION REPORT  
NEW YORK CITY CHARTER  
SCHOOL OF THE ARTS*

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

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# INTRODUCTION & 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 school’s Application for Charter Renewal, and more broadly, details the merits of a school’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

A SCHOOL’S  
APPLICATION  
FOR CHARTER  
RENEWAL

INFORMATION  
GATHERED DURING  
THE CHARTER TERM

ACADEMIC  
PERFORMANCE

FISCAL SOUNDNESS

LEGAL COMPLIANCE

RENEWAL  
EVALUATION VISIT



Most importantly, the Institute analyzes the school’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 at: [www.  
newyorkcharters.org/SUNY-  
Renewal-Policies/](http://www.newyorkcharters.org/SUNY-Renewal-Policies/).

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## REPORT FORMAT

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 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 school has made an adequate case for renewal.



## RENEWAL QUESTIONS

1. IS THE SCHOOL AN ACADEMIC SUCCESS?
2. IS THE SCHOOL AN EFFECTIVE, VIABLE ORGANIZATION?
3. IS THE SCHOOL FISCALLY SOUND?
4. IF THE SUNY TRUSTEES RENEW THE EDUCATION CORPORATION'S AUTHORITY TO OPERATE THE SCHOOL, ARE ITS PLANS FOR THE SCHOOL REASONABLE, FEASIBLE, AND ACHIEVABLE?

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 at: [www.newyorkcharters.org/renewal/](http://www.newyorkcharters.org/renewal/).

2. Version 5.0, May 2012, available at: [www.newyorkcharters.org/SUNY-Renewal-Benchmarks/](http://www.newyorkcharters.org/SUNY-Renewal-Benchmarks/).

This report contains appendices that provide additional statistical and organizationally related information including a statistical school overview, copies of any school district comments on the Application for Charter Renewal, and the SUNY Fiscal Dashboard information for the school. If applicable, the appendices also include additional information about the education corporation, its schools and student achievement of those schools.



# RENEWAL RECOMMENDATION

The New York City Charter School of the Arts (“City School of the Arts” or the “education corporation”) comes to renewal at the end of its initial charter term having mastered through, at the time of this report, 11 months of uncertainty due to the COVID-19 pandemic. In that time, City School of the Arts provided synchronous and asynchronous instruction in the core content areas, delivered piano keyboards to students, continued offering nutritional services, developed and presented an online musical where student artists performed from home using live cloud based video, and instituted an advisory program to build much needed community for pandemic distanced middle school students. Due to New York State’s cancellation of state assessments, City School of the Arts was unable to administer state exams to capture student performance in the final year of the school’s Accountability Period. In summer 2019, the school installed new leadership and restructured and strengthened its academic program; the school was unable to demonstrate the results of these efforts due to the pandemic. The Institute finds that City School of the Arts’ students, parents, teachers, leaders, and board members have established extraordinary efforts despite the unknowns and uncertainties during the pandemic. In light of uncertainties surrounding future New York State assessment data and the solid work of the school in continuing teaching and learning at the school in this, the final year of its initial charter term, the Institute’s recommendation of a five-year term will allow the school to demonstrate a track record of success prior to facing its subsequent renewal in 2025.

**Full-Term Renewal with Conditions** The Institute recommends that the SUNY Trustees approve the Application for Charter Renewal for New York City Charter School of the Arts and renew its charter for a period of five years with authority to provide instruction to a projected enrollment of 270 students in 6<sup>th</sup> – 8<sup>th</sup> grade in such configuration as set forth in its Application for Charter Renewal subject to the following conditions:

- By the end of the 2024-25 school year, the school’s fifth year of its Accountability Period,<sup>3</sup> the education corporation must meet targets on certain student performance measures to be set forth in the Accountability Plan (the “Academic Conditions”) in the renewal charter agreement. Given unknowns regarding the timing of any future state assessments, such measures may include performance on nationally normed standardized assessments. The Institute and the education corporation will agree upon such measures and targets and will report them to the SUNY Charter Schools Committee once determined. At the end of the 2024-25 school year, if the education corporation fulfills the Academic Conditions, it will be able to apply for renewal in accordance with the SUNY renewal policies in effect at the time. If the education corporation does not meet the Academic Conditions, it shall not be eligible to apply for 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 school in an initial charter term, the Accountability Period covers the first four years the school provides instruction to students. In this renewal report, the Institute uses “charter term” and “Accountability Period” interchangeably.

- With respect to meeting the Academic Conditions, the education corporation shall be able to utilize the data from either the agreed upon internal measures or state assessment measures, provided, however, that sufficient state assessment data is available, which shall be set forth in the Academic Conditions.
- As an additional Academic Condition, City School of the Arts will need to meet 75% of its additional measures related to the arts program at the school. Over the initial charter term, the Institute worked closely with the school to develop these measures, and the school will come to its next renewal with five years of data during its subsequent Accountability Period to demonstrate success. These measures and the target will be set forth in the Accountability Plan.

The language below highlights the policies for a school in its initial charter term that are available for both a Short-Term Renewal and a Full-Term Renewal.

To earn an *Initial Short-Term Renewal*, a school must either:

have compiled a mixed or limited record of educational achievement in meeting its academic Accountability Plan goals, but have in place and in operation at the time of the renewal inspection visit (i) an academic program of sufficient strength and effectiveness, as assessed using the Qualitative Education Benchmarks,<sup>4</sup> which is likely to result in the charter school's being able to meet or come close to meeting those goals with the additional time that renewal would permit, and (ii) a governing board and organizational structures both in the charter school and its education corporation with a demonstrated capacity to meet the charter school's academic Accountability Plan goals and to operate the charter in an educationally and fiscally sound fashion; or,

have compiled an overall record of meeting its academic Accountability Plan goals, but, at the time of the renewal inspection visit, have in place an educational program that, as assessed using the Qualitative Education Benchmarks, is inadequate in multiple material respects.<sup>5</sup>

To earn an *Initial Full-Term Renewal*, a school must either:

have compiled a strong and compelling record of meeting or coming close to meeting its academic Accountability Plan goals, and have in place at the time of the renewal review an educational program that, as assessed using the Qualitative Education Benchmarks, is generally effective; or,



4. The Qualitative Education Benchmarks are a subset of the SUNY Renewal Benchmarks.

5. SUNY Renewal Policies (p. 13).



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have made progress toward meeting its academic Accountability Plan goals and have in place at the time of the renewal review an education program that, as assessed using the Qualitative Education Benchmarks, is particularly strong and effective.<sup>6</sup>

### REQUIRED FINDINGS

In addition to making a recommendation based on a determination of whether the school has met the SUNY Trustees' specific renewal criteria, the Institute makes the following findings required by the Act:

- 1: the school, 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 school 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 school to operate for another five years is likely to improve student learning and achievement and materially further the purposes of the Act.<sup>7</sup>

### METHODOLOGY

By March 16, 2020, schools across New York State transitioned to Continuity of Learning Plans to provide remote instruction to students following the Governor's Executive Orders, which closed schools to in person instruction in response to the COVID-19 pandemic. At the start of the facility closure period, the Institute continued oversight of programs and gathered Continuity of Learning Plans from every school and had ongoing communication to support and monitor programs. City School of the Arts officially transitioned to its Continuity of Learning Plan in March 2020. During summer 2020, the governor and Department of Health requested that all schools submit a reopening plan following specific health and safety guidelines, and the Institute additionally requested that SUNY authorized charter schools submit specific information regarding the structure of the school's educational program for the 2020-21 school year. A brief summary of the school's planned program is outlined in the School Background section.

6. SUNY Renewal Policies  
(p. 12).

7. See New York Education  
Law § 2852(2).

For renewal, the Institute followed its typical procedures where possible. Schools submitted the Application for Charter Renewal by the August deadline and included additional information regarding the Continuity of Learning Plans. Using the SUNY Renewal Benchmarks, the Institute analyzed the school's program in its virtual space.



In considering how to evaluate schools' remote or hybrid learning plans, the Institute reviewed research and standards for remote and online teaching. Utilizing the National Standards for Quality Online Teaching ("NSQOT"),<sup>8</sup> the Institute conducted a review of the SUNY Trustees' Renewal Benchmarks with the standards and found that the Renewal Benchmarks and the National Standards for Quality Online Teaching align closely. In the qualitative review narrative found within this report, the visit team collected evidence of the quality of the school's hybrid or remote learning model. In some instances, the Institute adjusted its indicators to reflect standards for online learning, where applicable.

## ENROLLMENT AND RETENTION TARGETS

As required by Education Law § 2851(4)(e), a school 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, English Language learners ("ELLs"), and students who are eligible applicants for the federal Free and Reduced Price Lunch ("FRPL") program. The Institute examines each school'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.

City School of the Arts meets its enrollment targets for economically disadvantaged students and students with disabilities as well as its retention target for ELLs. Over the charter term, the school has increasingly improved its efforts to enroll and properly identify ELLs resulting in doubling its ELL enrollment for the 2020-21 school year. City School of the Arts will continue to utilize the following strategies to recruit students in a future charter term:

- participating in school fairs in a wide range of communities across the city to attract a diverse student population;
- hosting open houses for families to visit the school and learn about the educational program including shifting to virtual information sessions during the remote learning period;
- implementing a weighted lottery for ELLs, students with disabilities, and economically disadvantaged students;
- promoting the school's special education program and services through its promotional materials;
- translating materials into languages other than English to ensure program information is accessible to recruit families with ELLs;

8. NSQOT is a set of standards for online teaching established by a group of online education institutions. For more information, see [www.nsqol.org](http://www.nsqol.org).

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- targeting elementary schools with high concentrations of ELLs for student recruitment; and,
- ensuring that bilingual staff members are available to answer any questions from prospective families.

For additional information on the school's enrollment and retention target progress, see Appendix A.

#### CONSIDERATION OF SCHOOL DISTRICT COMMENTS

In accordance with the Act, the Institute notified the district in which the charter school is located regarding the school's Application for Charter Renewal. The full text of any written comments received from the district appears in Appendix C, which also includes a summary of any public comments.

*As of the date of this report, the Institute has not received district comments in response to the renewal application. A summary of public comments submitted to the Institute appears in Appendix C.*

# SCHOOL BACKGROUND AND EXECUTIVE SUMMARY

## NEW YORK CITY CHARTER SCHOOL OF THE ARTS

### BACKGROUND

The SUNY Trustees approved the original charter for City School of the Arts on October 15, 2015. It opened its doors in the fall of 2016 initially serving 102 students in 6<sup>th</sup> grade. The school is authorized to serve 306 students in 6<sup>th</sup> – 8<sup>th</sup> grade during the 2020-21 school year. If renewed, the school will continue to serve students in 6<sup>th</sup> – 8<sup>th</sup> grade, with a projected total enrollment of 270 students to align with historical actual enrollment and building capacity.

The current charter term expires on July 31, 2021. A subsequent charter term would enable the school to operate through July 31, 2026. The school is located in a private facility at 26 Broadway, New York, NY in New York City Community School District (“CSD”) 2. This is the school’s third facility in its initial charter term. The school opened its doors in a private facility in lower Manhattan, then moved to co-located space in midtown west Manhattan, which caused the school to lose enrollment due to transportation issues. In the school’s third year, it moved to its current location back to lower Manhattan.

The mission of City School of the Arts states:



*The mission of New York City Charter School of the Arts is to inspire a diverse community of young people to engage with the arts as a pathway to rich and rigorous academic scholarship and a creative, purposeful life.*

### SUMMARY OF THE SCHOOL’S ACADEMIC PROGRAM

City School of the Arts began planning for a shift to remote learning in mid-February 2020 and successfully transitioned its students and families to a Continuity of Learning plan in March 2020. The school ensured all students had technology access leading up to this transition. The school’s spring plan included a mix of synchronous and asynchronous lessons. Families appreciated the swiftness and quality of instruction that the school delivered in spring 2020. The school also adjusted its social and emotional approach for students by providing additional touchpoints for students during the week. The school worked with its food provider to ensure that families that needed meals received them during the remote learning period.

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City School of the Arts reflected on its spring 2020 remote learning to establish its reopening plan for the 2020-21 school year. The school solidified its teaching model by requiring three synchronous lessons per week and two asynchronous lessons in each core content area. The school also worked to establish a seamless transition for its arts program to remote learning. Over the summer, the school made efforts to fundraise money to purchase individual piano keyboards for each 6<sup>th</sup> grade student. Before school started, staff members prepared take home packages with arts materials, musical instruments, and other supplies to allow students to fully participate in all aspects of the school's program. The school also adjusted how it delivers the arts program due to the difficulties presented by a remote learning environment. For example, for the vocal program, the teacher presents and discusses whole class issues then cycles through breakout rooms to provide individual attention and feedback to students as they sing in a solo format. In order to increase its attention to social and emotional learning, the school also began an advisory model to build community.

At the time of the renewal review, City School of the Arts remained in remote learning. The school made the decision in early October to continue remote learning. The school plans to monitor health and safety metrics periodically to make decisions on when to move to its hybrid learning model. In December, the Institute followed up with the school in specific areas to gather more evidence of how the school is improving and developing its program.

The New York Forward Department of Health Reopening Plan, developed in alignment with guidance from the New York State Department of Health, can be found [at this link](#).



## EXECUTIVE SUMMARY

City School of the Arts is developing itself as an academic success having made progress toward its Accountability Plan goals in its first charter term despite facility challenges the school faced in its first four years. The school's performance is summarized as follows:

- In alignment with its mission, City School of the Arts supports students in building the portfolio and skills necessary to be accepted into competitive high school arts programs. As part of its Accountability Plan, the school included additional measures about high school placement. Notably, in 2018-19, 43% of the school's 8<sup>th</sup> grade class was admitted into a competitive art-based high school program. Among those students, seven were admitted into Fiorello H. LaGuardia High School of Music & Art and Performing Arts.
- City School of the Arts students with disabilities outperformed their district counterparts in all three years data are available in the initial charter term. Notably, in 2018-19, the school's students with disabilities outperformed its composite district peers by nine percentage points.
- Recognizing that the school's performance in both English language arts ("ELA") and mathematics overall proficiency rates declined from 2017-18 to 2018-19, the school made efforts to revise its curricular programs in 2019-20. In ELA, the school piloted a commercial curricular program with full roll out in 2020-21. For mathematics, the school established a new full time department head position to support with mathematics teaching and learning. For science, the school similarly created a science department head with the goal of strengthening science instruction.

In the school's initial charter term, City School of the Arts made considerable program improvements to drive student learning. Based on feedback from the Institute's evaluation visits over the charter term, leaders implement clear systems and procedures across the school. One example is the school's established process for identifying and providing support for students struggling academically and with social emotional issues. The school continues to identify, develop, and strengthen systems that will likely contribute to the school meeting or coming close to meeting its Accountability Plan goals in a future charter term. The school adapted well to remote learning, and during the renewal review, the Institute observed higher levels of student engagement and checks for understanding than in previous evaluation visits.

The school also faced facility issues in its initial charter term. City School of the Arts is currently in its third location. In its second year of existence, the school had an unanticipated move to midtown Manhattan to a New York City Department of Education ("NYCDOE") co-located space, but it could only utilize the space for one school year. In its third year,

City School of the Arts moved back to lower Manhattan into private space. In addition to losing enrollment due to the moves, the school also faced issues with its finances in its third year due to the facility. At the time of the renewal review, the school, through conservative budgeting practices, demonstrates good fiscal health.

The hallmark of the school's program is its focus on the arts. Students gain exposure to specific artistic areas in each grade level with 6<sup>th</sup> grade students taking piano, 7<sup>th</sup> grade students participating in visual arts, and 8<sup>th</sup> grade students having a course on creative connections, which culminates in an artistic portfolio. The school supplements this learning with options for students through its ensemble program. The school is developing its arts integration program and has a clear strategic plan to infuse the arts into the core content areas.

At the December follow up meeting with school leaders, the Institute reviewed evidence of continued improvement in regard to the school's assessment systems, teaching and learning, and strategic planning.

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 school; a review of academic, organizational, governance, and financial documentation; and, a renewal review of the school's academic program, the Institute finds that the school meets the required criteria for charter renewal.

The Institute recommends that the SUNY Trustees grant City School of the Arts an Initial Full-Term Renewal of five years with the conditions set forth above.

#### NOTEWORTHY

City School of the Arts establishes many community partnerships to enhance its program. Its partnership with Manhattan Youth, an afterschool arts program, supports students with creating portfolios and auditions for performance based admissions high schools. Notably, 10 students across the school's two graduating 8<sup>th</sup> grade classes have matriculated to Fiorello H. LaGuardia High School of Music & Art and Performing Arts, a specialized district high school focused on the arts.

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# ACADEMIC PERFORMANCE



## IS THE SCHOOL AN ACADEMIC SUCCESS?

City School of the Arts is making progress toward meeting its Accountability Plan goals. The school made improvements to its academic program over the charter term. The school included additional measures for accountability in the arts, which it meets.

At the beginning of the Accountability Period, the school developed and adopted an Accountability Plan that set academic goals in the key subjects of ELA and mathematics. 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 five required Accountability Plan measures to determine ELA and mathematics goal attainment. The Act requires charters be held “accountable for meeting measurable student achievement results”<sup>9</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>10</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 PERFOR-  
MANCE, I.E., HOW DID THE  
SCHOOL DO AS COMPARED  
TO SCHOOLS IN THE  
DISTRICT AND SCHOOLS  
THAT SERVE SIMILAR  
POPULATIONS OF ECO-  
NOMICALLY DISADVAN-  
TAGED STUDENTS?

GROWTH  
PERFORMANCE,  
I.E., HOW MUCH  
DID THE SCHOOL  
GROW STUDENT  
PERFORMANCE AS  
COMPARED TO THE  
GROWTH OF SIMILARLY  
SITUATED STUDENTS?

Every SUNY authorized charter school has the opportunity to propose additional measures of success when crafting its Accountability Plan. City School of the Arts did propose and include additional measures of success included under its ELA, mathematics, and science goals.

The Institute analyzes every measure included in the school’s Accountability Plan to determine its level of academic success, including the extent to which the school has established and maintained a record of high performance, and established progress toward meeting its academic Accountability Plan goals throughout the initial charter term. Since 2009, the Institute has examined but consistently de-emphasized the two absolute measures under each goal in elementary and middle schools’ Accountability Plans because of changes to the state’s assessment system. The analysis of elementary and middle school performance

9. Education Law § 2850(2)(f).

10. Education Law § 2854(1)(d).



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continues to focus primarily on the two comparative measures and the growth measure while also considering the two required absolute measures and any additional evidence the school presents using additional measures identified in its Accountability Plan. The Institute identifies the required measures (absolute proficiency, absolute Measure of Interim Progress (“MIP”) attainment,<sup>11</sup> comparison to local district, comparison to demographically similar schools, student growth, and high school graduation and college going rates) in the Performance Summaries appearing in Appendix B.

The Institute analyzes all measures under the school’s ELA and mathematics goals (and high school graduation and college preparation goals for enrolling students in high school grades) while emphasizing the school’s comparative performance and growth to determine goal attainment. The Institute calculates a comparative effect size to measure the performance of City School of the Arts relative to all public schools statewide that serve the same grade levels and that enroll similar concentrations of economically disadvantaged students. It is important to note that this measure is a comparison measure and therefore any changes in New York’s assessment system do not compromise its validity or reliability. Further, the school’s performance on the measure is not relative to the test, but relative to the strength of City School of the Arts demonstrated student learning compared to other schools’ demonstrated student learning.

The Institute uses the state’s growth percentile analysis as a measure of City School of the Arts comparative year-to-year growth in student performance on the state’s ELA and mathematics exams. The measure compares a school’s growth in assessment scores to the growth in assessment scores of the subset of students throughout the state who performed identically on previous years’ assessments. According to this measure, median growth statewide is at the 50<sup>th</sup> percentile. This means that to signal the school’s ability to grow student achievement at the same rate as schools serving similar students across the state in one year’s time the expected percentile performance is 50. To signal a school is increasing students’ performance above their peers (students statewide who scored previously at the same level), the school must post a percentile performance that exceeds 50.

The Accountability Plan also includes science and ESSA goals, the latter of which replaces the No Child Left Behind Act (“NCLB”) goals. Please note that for schools located in New York City, the Institute uses the CSD as the local school district.

11. During the 2017-18 school year, the state finalized and approved its Every Student Succeeds Act (“ESSA”) plan. As such, the Institute established changes to required goals and measures in order to align with the new accountability system.

The Institute now requires schools to report a Performance Index (“PI”) with the target of meeting or exceeding the state’s MIP.



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In response to the COVID-19 global pandemic, the New York State Board of Regents canceled the administration of the 2019-20 3<sup>rd</sup> – 8<sup>th</sup> grade ELA and mathematics assessments; the 4<sup>th</sup> and 8<sup>th</sup> grade state science exam; and, the June and August administration of the Regents exams. The Institute requested that schools submit any evidence of progress toward meeting Accountability Plan goals collected from any interim or summative assessments that the school had available for the 2019-20 school year. Based on the school's existing track record of goal attainment and on information submitted in the 2019-20 Accountability Plan Progress Report, the Institute highlights achievement data in the Academic Attainment section below.

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## SUNY RENEWAL BENCHMARK 1A

### HAS THE SCHOOL MET OR COME CLOSE TO MEETING ITS ACADEMIC ACCOUNTABILITY PLAN GOALS?

City School of the Arts produced a limited record of achievement during its initial charter term. The entirety of the school's Accountability Plan measures were applicable only in 2017-18 and 2018-19. During those years, the school did not meet its key goals in ELA, mathematics, and science. In the absence of the New York State exams and Regents exams in 2019-20, the school continued to track its students' performance using assessments from its commercial curricula and school created exams aligned to state exams from prior years. The school met its NCLB/ESSA goal.

City School of the Arts did not meet its ELA goal in its initial charter term. All measures included in the school's Accountability Plan were applicable during two years of the Accountability Period. In 2017-18, the first year in which all measures were applicable, 46% of students enrolled in at least their second year scored at or above proficient on the state's ELA exam. The school's achievement fell below the district performance by 25 percentage points. As the majority of students enrolled at City School of the Arts do not live in the school's local district, the school also compares its performance to a composite district from which the student body is drawn based on the enrollment pattern of the school. That year, the school's performance matched the performance of the composite district. In comparison to schools across the state enrolling similar percentages of economically disadvantaged students, the school performed lower than expected. The school also posted a mean growth percentile that was below the target of 50. In 2018-19, the school's absolute achievement declined to 38%. This level of achievement fell below the district performance by 35 percentage points and the composite district performance by nine percentage points. The school continued to perform lower than expected compared to demographically similar schools and posted a growth score 11 points under the target.

City School of the Arts also did not meet its mathematics goal over the charter term. During 2017-18 and 2018-19, the two years during which the school enrolled students who had been at the school for at least two years, the school posted proficiency rates that fell below the district performance. After outperforming the composite district achievement by three percentage points in 2017-18, the school fell under the composite district by 12 points in 2018-19. In both years, the school posted negative comparative effect sizes indicating that the school performed lower than expected compared to schools across the state enrolling similar percentages of economically disadvantaged students. City School of the Arts also posted growth scores that fell below the target of 50 in both years.

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The New York State science exam is only administrated in the 4<sup>th</sup> and 8<sup>th</sup> grades. City School of the Arts enrolled students in 8<sup>th</sup> grade for the first time in 2018-19. That year, the school administered the Regents Living Environment exam to its students in 8<sup>th</sup> grade in lieu of the state science exam. The school's students enrolled for at least two years posted a 65% passing rate on the exam, falling under the target of 75%. This performance was below the performance of CSD 2 and the composite district by 24 and 10 points, respectively.

The school met its ESSA goal, remaining in good standing according to the state's accountability system over the charter term.

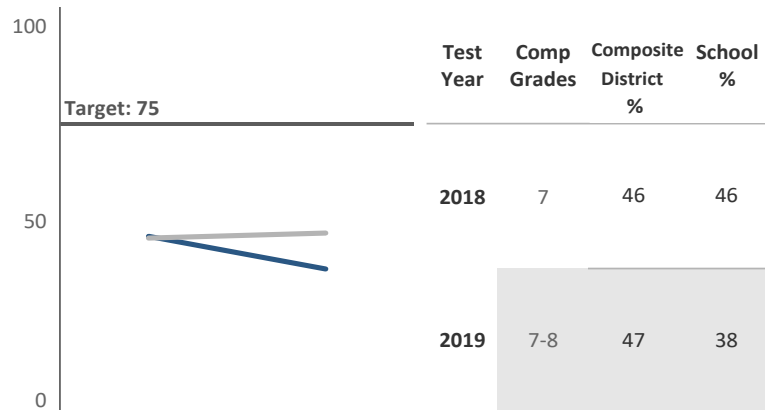
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# ACADEMIC PERFORMANCE

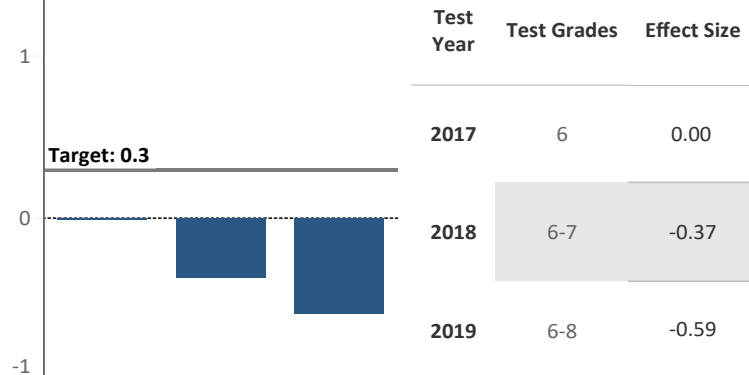
## NEW YORK CITY CHARTER SCHOOL OF THE ARTS

### ENGLISH LANGUAGE ARTS ACCOUNTABILITY PLAN GOAL

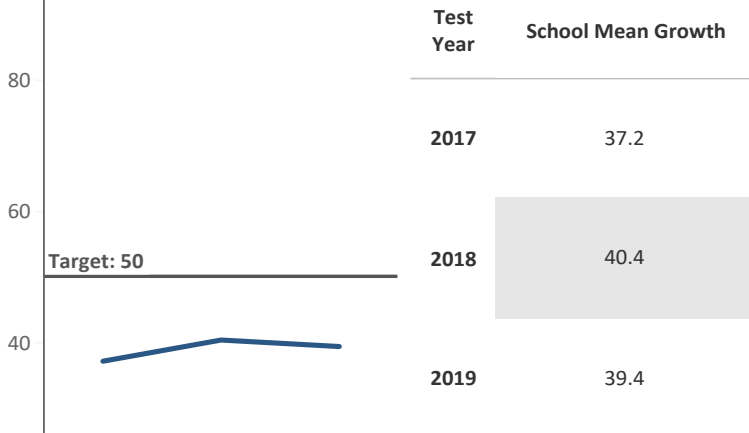
**Comparative Measure:  
District Comparison.** Each year, the percentage of students at **the school** in at least their second year performing at or above proficiency in ELA will be greater than that of students in the same tested grades in **the district**.



**Comparative Measure:  
Effect Size.** Each year, the school will exceed its predicted level of performance by an effect size of 0.3 or above in **ELA** according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State.



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



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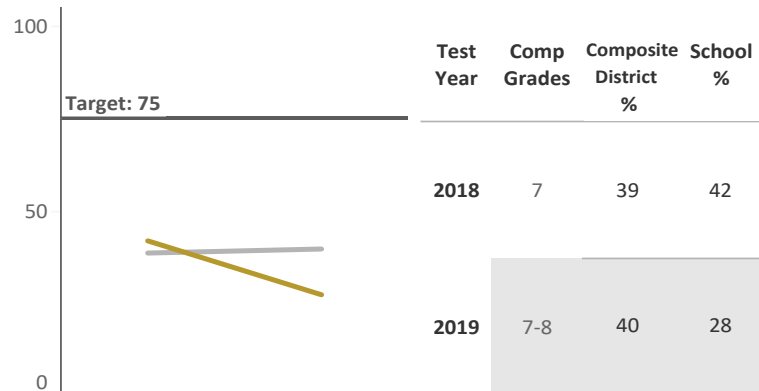
# ACADEMIC PERFORMANCE

## NEW YORK CITY CHARTER SCHOOL OF THE ARTS

### MATHEMATICS ACCOUNTABILITY PLAN GOAL

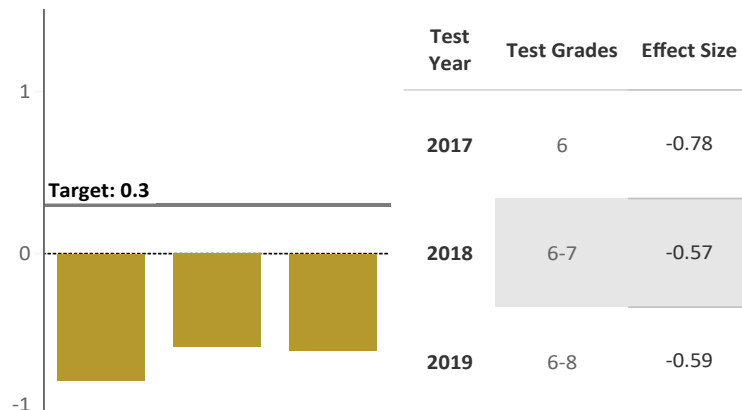
#### Comparative Measure:

**District Comparison.** Each year, the percentage of students at **the school** in at least their second year performing at or above proficiency in Mathematics will be greater than that of students in the same tested grades in **the district**.



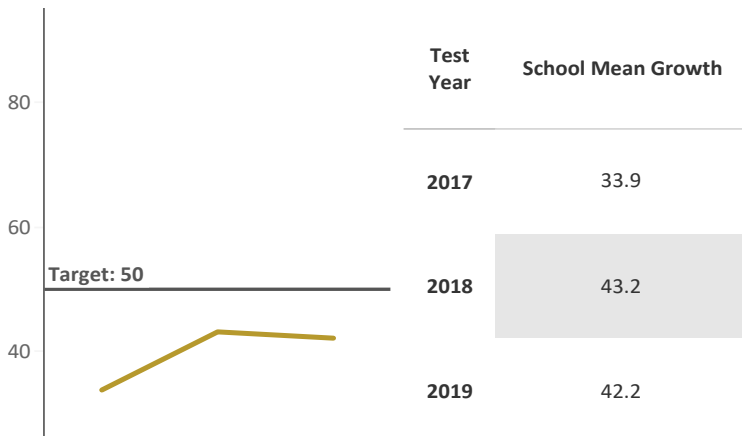
#### Comparative Measure: Effect

**Size.** Each year, the school will exceed its predicted level of performance by an effect size of 0.3 or above in **mathematics** according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State.



#### Comparative Growth

**Measure: Mean Growth Percentile.** Each year, the school's unadjusted mean growth percentile for all students in grades 4-8 will be above target of 50 in **mathematics**.



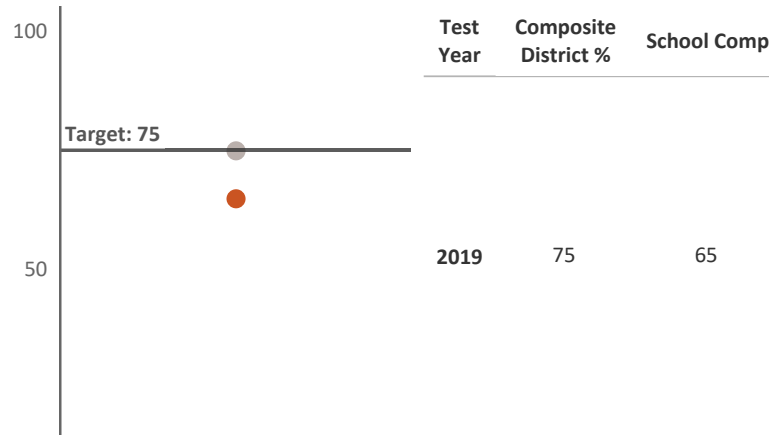
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# ACADEMIC PERFORMANCE

## NEW YORK CITY CHARTER SCHOOL OF THE ARTS

### SCIENCE ACCOUNTABILITY PLAN GOAL

**Science:** The school administered the Regents Living Environment exam to its 8th graders in lieu of the 8th grade science exam. The percentage of students in at least their second year passing is shown here.



### SPECIAL POPULATIONS PERFORMANCE

	2017	2018	2019
<b>Enrollment Receiving Mandated Academic Services</b>	16	38	61
<b>Tested on State Exam</b>	16	26	49
<b>School Percent Proficient on ELA Exam</b>	18.8	15.4	24.5
<b>Composite District Percent Proficient</b>	7.1	15.3	16.0
	2017	2018	2019
<b>ELL Enrollment</b>	2	1	2
<b>Tested on NYSESLAT Exam</b>	0	0	2
<b>School Percent 'Commanding' or Making Progress on NYSESLAT</b>	NA	NA	s

The academic outcome data about the performance of students receiving special education services and ELLs above is not tied to separate goals in the 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."



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## DOES THE SCHOOL HAVE AN ASSESSMENT SYSTEM THAT IMPROVES INSTRUCTIONAL EFFECTIVENESS AND STUDENT LEARNING?

City School of the Arts is establishing an assessment system to improve instructional effectiveness. Understandably challenged by serving students for 11 months during the COVID-19 pandemic, implementing the assessment system as originally conceived has resulted in implementation of portions of the system. The school has the opportunity to refine this work in a future charter term.

In 2020-21, City School of the Arts is implementing the NWEA MAP (“MAP”) assessment in ELA and mathematics. After receiving professional development from MAP to norm its use, the school plans to use the assessment results to set schoolwide growth targets for the end of the year. The ELA department relies on the school’s Wit and Wisdom curricular package to supply valid and reliable literacy and humanities exams. Mathematics and science department teachers write assessments with limited oversight from the department chair and the head of school. The mathematics department also uses quick skills checks to monitor student mastery of lesson content. Teachers develop informal assessments like quizzes and exit tickets for daily checks of student mastery of the content. Observations and document reviews in some lessons reveal that exit tickets did not consistently align with the stated learning objective.

City School of the Arts is building its assessment data analysis work to improve instructional effectiveness. Some departments have implemented protocols for analyzing student work products to determine achievement of state standards and to identify student misconceptions. Leaders have yet to formalize a common set of practices that ensures teachers develop the information they need to effectively adjust instruction to ensure students are making progress toward the demands of meeting state standards. The school’s next challenge is to ensure that teacher designed assessments demand the rigor of state or national assessments so that they can accurately and consistently gauge student performance and knowledge against state standards.

Observations and interviews conducted remotely due to the pandemic indicate the school should prioritize coordinating consistent protocols and focus on strengthening inter-rater reliability of student work products. The school collects data from the MAP assessment to identify learning gaps; a strength. Not yet in place are aligned, consistent, and coordinated protocols for analyzing the results of the MAP. While a school leader instructs teachers on new student groupings, the Institute could not find that teachers engaged in sufficient

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analysis of the data or support in how to adjust instruction or prepare lesson changes. The school has the opportunity to institute a formal tracking process for item analysis across all departments and teachers in order to strengthen item analysis, instructional adjustments, lesson preparation, and expected learning improvements for students.

At the December follow up meeting, the school demonstrated clear improvements since the October renewal visit. The school successfully administered MAP to all students, and leaders used results to set clear, tangible goals for the school year. Leaders shared these results and goals with teachers and board members.

## DOES THE SCHOOL'S CURRICULUM SUPPORT TEACHERS IN THEIR INSTRUCTIONAL PLANNING?

### SUNY RENEWAL BENCHMARK 1C

Each academic department at City School of the Arts has a curricular framework that effectively supports teachers knowing what to teach and when to teach it. The humanities department uses a commercial curriculum, which the school piloted in 2019-20, to guide instruction. The mathematics and science departments continue to refine their curricular materials with Engage NY as the framework. Mathematics and science teachers use these materials to plan purposeful lessons.

City School of the Arts provides each department with curricular resources that support teachers in their instructional planning. This year, the Wit and Wisdom curricular package provides clear objectives, lesson content, and daily checks for understanding to humanities teachers. Science teachers continue to use the Next Generation Science Standards ("NGSS") to develop a scope and sequence and derive lesson content from a variety of sources. The math department uses EngageNY as its underlying framework and cross checks lesson content and rigor with Math In Focus, a research-based commercially available curriculum.

Teachers use the curricular program to know what to teach and when to teach it. Wit and Wisdom provides humanities teachers with a complete overview of unit plans, lessons with clear objectives, and criteria for exit tickets to measure content mastery. Notably, the Wit and Wisdom materials support humanities teachers to incorporate visual and performing arts into lessons in alignment with the school's mission. However, the school is only beginning to realize the arts integration aspect of its vision this school year, and lessons do not yet have a consistent through line that cogently integrates academic content and the arts. The school recognizes a need to incorporate more of the arts into core content. The school established an arts integration director and developed a strategic plan for arts integration to improve in this area for this school year.

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Department heads and the head of school review lessons during the week before teachers deliver them. The instructional leaders provide feedback to ensure lessons align to the trimester plan for instruction and state standards. Special education teachers adapt plans by the Friday preceding lesson delivery to ensure appropriate differentiation for students with disabilities.

## IS HIGH QUALITY INSTRUCTION EVIDENT THROUGHOUT THE SCHOOL?

### SUNY RENEWAL BENCHMARK 1D

During the renewal review, Institute team members observed 32 classroom lessons at City School of the Arts following a defined protocol used for school visits during the period of time that schools implement remote learning models. Across 27 observations of synchronous instruction and a review of five asynchronous lessons, the Institute team witnessed appropriate digital platforms and resources to facilitate engaging, independent, and collaborative learning opportunities and create responsive classroom environments. Most synchronous lessons feature digital content and resources such as images, interactive platforms, videos, and digital texts to meet multiple learning needs and maintain appropriate engagement.

The Institute observed higher quality instruction during the renewal review than in its previous evaluation visits to the school. City School of the Arts will be well served in a future charter term to focus on increasing supports for teachers to ensure lessons across the school demonstrate structure for engagement and rigor to ensure that teachers are consistently implementing strategies that enhance student understanding of essential concepts. Teachers can support students by requiring students to do the thinking and the talking, the deep digging that leads to more critical thinking opportunities. Teachers incorporate many strategies to increase opportunities for students to engage in peer to peer discussions. In classes where discussion strategies are effective, teachers utilize breakout rooms with clear prompts and directions for students to engage with one another about the lesson content.

The school's asynchronous model does not articulate expectations or establish routines in a manner that maintains continuity of high quality learning between asynchronous and synchronous tasks. Some teachers created seamless opportunities between the synchronous and asynchronous tasks by having students supplement learning from the synchronous lesson. Other teachers assigned work that students reported completing quickly and easily with no challenge.

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At the time of the December follow up meeting, City School of the Arts revised its asynchronous model. The school limited asynchronous learning to one day per week and added additional minutes for synchronous ELA and mathematics learning time.

The Institute observed consistently high quality teaching and learning in the school's arts classes. Arts program teachers are purposeful in setting objectives and hold students to high expectations and standards. In some classes, students have individualized coaching in virtual breakout rooms that allow teachers to observe the students' ability and then provide students with targeted feedback. The school ensures that students have all the necessary tools to complete their art form at home. For example, the school distributed piano keyboards to every 6<sup>th</sup> grade student, and for the film class, the teacher distributed donated video devices to students who did not have access.

## DOES THE SCHOOL HAVE STRONG INSTRUCTIONAL LEADERSHIP?

### SUNY RENEWAL BENCHMARK 1E

Over the charter term, City School of the Arts has refined its instructional leadership model to develop a structure that supports teaching and learning and the arts. For 2020-21, the school established a full team of content specific department heads to serve as the main point person for each content area. At the time of the Institute's last visit in spring 2019, the school lacked a comprehensive set of systems to drive student achievement. For 2020-21, the school now implements many new systems and procedures to ensure that the school has consistent expectations for teachers and common procedures that improve student achievement and learning. For example, leaders codified a set of weekly tasks targeted by role for staff members to complete. The school also adapted its schedule to allow for formal meeting times for grade level teams, department teams, and whole staff to ensure that time is available for collaboration, and leaders attend these meetings. During remote learning, leaders maintain strong collaboration among teachers by having specific teams work in person one day a week to access materials in the building. The revised schedule allows for more consistency for the school's students of concern protocol, which identifies and supports students struggling academically or emotionally.

The head of school meets with department heads one on one and with the leadership team as a whole to ensure that teams receive consistent information. Many of these systems are effective; however, some areas are not yet fully consistent, such as the school's data review protocols, and this leads to a lack of consistency in how teachers analyze and review data. The school is partnering with Relay Graduate School of Education ("Relay") to build its

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leadership skills in the areas of observation and feedback, goal setting, and teacher evaluation. Each department head sets broad goals at the beginning of the year and, at the time of the renewal review, is working with Relay to make those goals more specific and tied to student achievement. While these efforts were in the beginning stages at the time of the renewal review, leaders recognize a need to continue to develop schoolwide goals and targets for student achievement. At the time of the December follow up, the Institute reviewed the school's efforts to analyze MAP testing data and set tangible targets for student achievement for the 2020-21 school year.

City School of the Arts establishes high expectations for learning through the school's arts program. The school's ensemble program allows students to choose a specific arts area to focus on, and the school offers courses in music technology, piano, strings, vocal, and theatre. Within these courses, teachers have a clear definition of high quality work and hold students to high expectations. Leaders recognize an opportunity to translate this high quality practice into its core content areas.

## DOES THE SCHOOL MEET THE EDUCATIONAL NEEDS OF AT-RISK STUDENTS?

City School of the Arts is developing its at-risk program to meet the needs of at-risk students. The school has clear procedures for identifying at-risk students. The school uses the New York City Department of Education's student information systems to identify students with disabilities and ELLs. School leaders also work closely with their local district Committee on Special Education ("CSE") to identify students with special needs. The school has procedures in place to administer the Home Language Identification Survey and the New York State Identification Test for English Language Learners ("NYSITELL"), when necessary. The school uses other methods while remote to identify ELLs including multiple questionnaires and WIDA, a commercially available assessment to identify English language proficiency levels, in the absence of using the NYSITELL during remote learning periods.

Leaders at City School of the Arts envision the school as committed to providing all students, regardless of need, with a truly inclusive educational experience. As such, the school uses co-teaching and scheduled small group instruction as the primary tools for ensuring that all students have full access to the schoolwide curricula. To this end, the school has two co-teaching classrooms at each grade level and implements scheduled small group instruction designed to meet the special education teacher support services ("SETSS") requirements outlined in students' Individualized Education Programs ("IEPs"). Students struggling

## SUNY RENEWAL BENCHMARK 1F

academically, ELLs, and students with IEPs participate in scheduled small group instruction in humanities three times per week and twice weekly in mathematics. City School of the Arts also provides counseling services and contracts with external providers for related services per the requirements of students' IEPs.

Since the start of the 2020-21 school year, school leaders have a sound plan for identifying, monitoring, and supporting students struggling academically. The director of special education, ELL coordinator, and general education and integrated co-teaching ("ICT") classroom teachers participate in weekly grade team meetings to plan instruction, review student performance data, and monitor and discuss strategies for at-risk students. They also participate in weekly department team meetings where they review the curriculum scope and sequence and assessments, analyze student performance data, and gather ideas for supporting at-risk students. The structured time in the schedule for this work demonstrates an improvement from the Institute's previous school evaluation visits and demonstrates leaders' efforts to improve the school's at-risk program.

The weekly student support team ("SST") meetings is another medium school leaders use to track students struggling academically or behaviorally. School leaders use the SST meetings to review data that the school collects in an online data tracking program to determine which students may need intensive academic or behavioral intervention support or a referral for special education services.

City School of the Arts is establishing effective processes and structures that have potential to raise student achievement for its at-risk student population. However, the school does not yet have consistently strong instructional practices in place to improve learning for at-risk students. The visit team saw limited evidence of teachers consistently using effective strategies to drive student learning. Teachers inconsistently differentiated materials for students. In classes with differentiated materials, students accessed materials at appropriate levels with clear support from additional teachers in the virtual classroom. The level of rigor of the differentiated materials is mixed.

# ORGANIZATIONAL PERFORMANCE



## IS THE SCHOOL AN EFFECTIVE, VIABLE ORGANIZATION?

City School of the Arts is an effective, viable organization. The board is developing itself to provide effective oversight of the school's program. Enhancements to the school's organizational structure has potential to improve student achievement.

### SUNY RENEWAL BENCHMARK 2A

## IS THE SCHOOL FAITHFUL TO ITS MISSION AND DOES IT IMPLEMENT THE KEY DESIGN ELEMENTS INCLUDED IN ITS CHARTER?

City School of the Arts is faithful to its mission and key design elements. These can be found in the School Background section at the beginning of the report and Appendix A, respectively. City School of the Arts provides students access to a high quality arts program and develops this program thoughtfully. The ensemble courses for students demonstrate high quality learning from experts in their respective arts fields. The school develops a schoolwide musical each year, and in 2018-19, the school partnered with Disney to pilot the school version of the musical, Moana. The school adeptly shifted its arts program to remote learning. In 2019-20, the school presented its annual musical in an innovative virtual format. The school offers students the opportunity to participate in arts such as voice, theatre, visual arts, music technology, and piano. The school utilizes a three year strategic plan in developing its arts integration program and employs a staff member to serve as the arts integration director.

### SUNY RENEWAL BENCHMARK 2B

## ARE PARENTS/GUARDIANS AND STUDENTS SATISFIED WITH THE SCHOOL?

To report on parent satisfaction with the school'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 NYCDOE's 2018-19 NYC School Survey. NYCDOE distributes the survey every year to compile data about school culture, instruction, and systems for improvement. For 2018-19, 23% of families who received the survey responded. Of the families who took the survey, 87% reported satisfaction with the school's program. However, given the school's response rate, the survey results may not be useful in framing the results as representative of the school community.



**Parent Focus Group.** The Institute asks all schools facing renewal to convene a representative set of parents for a focus group discussion. For renewal reviews in 2020-21, the Institute convened families in a virtual environment. A representative set includes parents of students in attendance at the school for multiple years, parents of students new to the school, parents of students receiving general education services, parents of students with special needs, and parents of ELLs. The Institute met with 16 families during the virtual focus group. Families expressed high levels of satisfaction with the school's transition to remote learning and the school's continued sense of community. Families specifically appreciated the high levels of communication throughout the remote learning period and the school's quick response in providing students with materials such as pianos and technology devices to continue arts education remotely.

**Student Focus Group.** For this school year, the Institute asks all schools facing renewal to convene a representative set of students for a focus group discussion. The Institute convened students in a virtual environment. The Institute met with 15 City School of the Arts students during the student focus group. Students expressed appreciation for the support that teachers provide to them on daily assignments as well as the efforts teachers make for students to participate with one another during lessons. Students spoke highly about the school's arts program and enjoy how the school offers a variety of arts activities for students to pursue. One area students mentioned for improvement is wanting more learning from asynchronous lessons as some students described finishing activities on asynchronous days quickly with little challenge.

**Persistence in Enrollment.** An additional indicator of parent satisfaction is persistence in enrollment. In 2019-20, 77% of City School of the Arts students returned from the previous year. Student persistence data from previous years of the charter term is available in Appendix A.

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

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2C**

## DOES THE SCHOOL'S ORGANIZATION WORK EFFECTIVELY TO DELIVER THE EDUCATIONAL PROGRAM?

City School of the Arts implements an administrative structure that enables the school to drive key elements of the academic program that school leaders envision. Leaders have clearly defined leadership roles and responsibilities, and teachers understand the decision making and accountability processes. As an improvement from the Institute's previous evaluation visit, leaders now have consistent time in the school's schedule to allow for teacher collaboration for both grade levels and content teams.

Over the charter term, City School of the Arts struggled to hire and retain high quality mathematics teachers. For the current school year, the school retained all teachers and established dedicated department heads for both mathematics and science to improve the functioning of both the mathematics and science programs. The school is also partnering with Relay to ensure that the mathematics department develops a strong curricular program and the necessary skills for teachers to deliver high quality instruction.

School leaders are intentional about providing teachers and students with all the materials and resources they need to facilitate and access teaching and learning. For example, the school provides each student with a laptop and licenses for programs for the seamless implementation of remote learning. Each department head is responsible for a department budget to ensure that teachers have few disruptions to the learning process. The director of operations works closely with each department head to audit the needs and inventory to ensure that teachers and students have necessary materials for academic success. The director of operations oversees all duties related to facilities, supplies, and the school's budget.

City School of the Arts has established a positive school culture with a clear discipline system in place. The school utilizes Deans List, an online data tracking system, to gather and analyze student behavior data and also report out to families. The system allows leaders to review data with teachers in a timely fashion during SST and other collaborative meetings. The school set a clear goal to reduce suspensions by 10% for this school year as part of its 'Thrive' schoolwide priority. The school also implements a Responsive Classroom approach to building community and relationships and adapts the program to the virtual setting to ensure that teachers are focused on the social and emotional aspects of learning.

At the time of the renewal review, City School of the Arts' enrollment was slightly below its budgeted enrollment amount by seven students. The board and school leaders recognize the urgency needed to fill seats to reach the budgeted enrollment of 270 students. The school typically enrolls students from across the five New York City boroughs. With the onset of the COVID-19 pandemic, the school's location has negatively impacted its enrollment as some families seek schooling options closer to home. The school also actively monitors its progress toward meeting its enrollment and retention targets for specific student subgroups, and makes good faith efforts to enroll students with disabilities, ELLs, and economically disadvantaged students. Over the past year, the school has improved its identification procedures, and this results in a higher percentage of ELL and economically disadvantaged student enrollment at the school for the 2020-21 school year.

School leaders have improved the use of data to monitor and analyze the effectiveness of the school's programs. During the remote learning period in the spring, leaders collected multiple data points from surveys to understand student, family, and teacher perspectives on the effectiveness of the remote program. Based on the feedback, leaders adjusted the program to add more synchronous time and built in a dedicated small group instruction time. The school continues to analyze the current situation and data to make adjustments. The school originally planned to move to a hybrid model in mid-October, but due to then-current infection rates and students coming from all parts of the city, leaders decided to offer an in school portion only to the school's most vulnerable students until it can safely move to a hybrid model.

## DOES THE BOARD WORK EFFECTIVELY TO ACHIEVE THE SCHOOL'S ACCOUNTABILITY PLAN GOALS?

### SUNY RENEWAL BENCHMARK 2D

City School of the Arts' board is developing its governance skills to provide effective oversight of the school's program. In spring 2020, the former board chair resigned suddenly, and other board members used this event to improve the board's overall functioning. The board identifies specific skills it needs, and is currently recruiting members with finance backgrounds. The board recognizes that its effectiveness was weak in the first three years of the charter term, and began to improve its efforts over the past two years. One improvement is the definition and utility of its committee structure. For example, the academic oversight committee actively observes teaching and learning at the school and reports back to the full board. The board also created a board book to codify its practices and serve as an onboarding manual for new members.

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The board recognizes a need to develop short and long term priorities and plans to engage in a strategic planning process during the 2020-21 school year. The board postponed its strategic planning and evaluation processes due to the shift to remote learning and planning for reopening. In the absence of state test results from the 2019-20 school year, the board plans to review beginning of year diagnostic data to support with developing its short and long term goals for this school year. The board recognizes the importance of these actions and, if renewed, recognizes the need to set tangible academic achievement goals in order to drive continued improvement across the school. Despite not having concrete goals for the year, the board prioritizes the fiscal health of the school and ensuring that the head of school has the resources, tools, and support to drive school improvement.

## DOES THE BOARD IMPLEMENT, MAINTAIN, AND ABIDE BY APPROPRIATE POLICIES, SYSTEMS, AND PROCESSES?

The board materially and substantially implements, maintains, and abides by appropriate policies, systems, and processes to ensure the effective governance and oversight of the school. The board demonstrates a clear understanding of its role in holding the school leadership accountable for both academic results and fiscal soundness.

- The board effectively communicates with key contractors ensuring partnerships deliver value to the program.
- Midway through the charter term, the board faced the difficult task of addressing deficiencies that stemmed from school leadership insufficiently reporting information and from the board's ineffective monitoring of the school program. The board effectively transitioned leadership and worked to restructure the leadership to address deficiencies and construct data driven reporting systems to more quickly understand where issues arise across the program.
- The board regularly reviews and updates policies.
- The board implements a comprehensive conflict of interest policy and avoids conflicts of interest.
- The board implements an appropriate process for dealing with informal and formal complaints. In addition, the board has identified issues brought to its attention by parents during the complaint process to effectuate change across the program.
- Minutes reflect the board abides by its by-laws and holds meetings in accordance with the New York Open Meetings Law.

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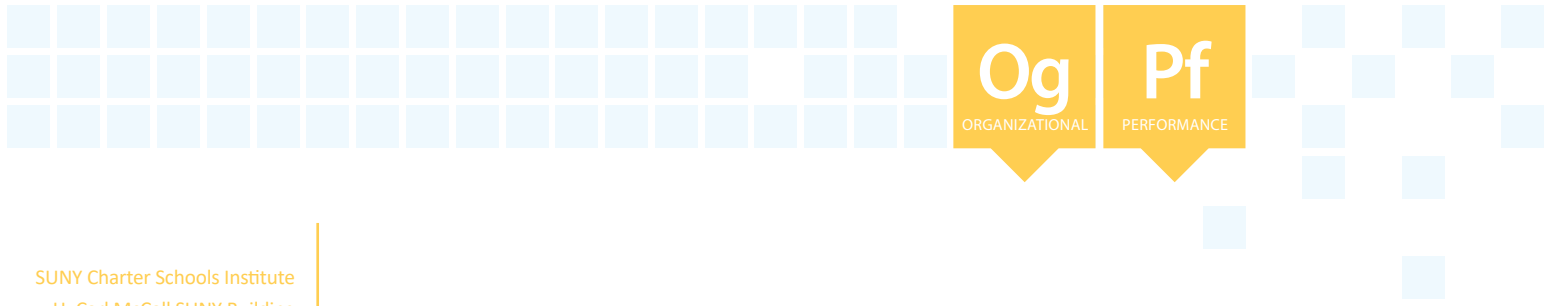
- During the charter term, the board concentrated on stabilizing leadership and reporting protocols to ensure clear lines of communication and accountability between the leadership and the board.
- While the board worked toward a functioning committee structure during the charter term, the board is not moving forward in a comprehensive and strategic manner. The board recognizes and would benefit from strategic planning and board training to ensure the board moves the organization forward. Once a strategic plan and training are complete, the board should, as a best practice, regularly conduct self-evaluations aligned to strategic goals. The board implemented a self-evaluation tool which was completed right before the renewal visit but the tool lacks specificity to the mission and goals of the program.

## SUNY RENEWAL BENCHMARK 2F

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

City School of the Arts 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.

- **Complaints.** The Institute received one formal complaint from a parent alleging the school had not provided appropriate due process regarding a student disciplinary hearing. The Institute found the school had provided the requisite due process and had not violated the law or its charter.
- **Compliance.** The Institute issued one violation letter during the charter term regarding the education corporation's failure to submit board minutes as required by the charter agreement. The education corporation addressed the issue and is currently up to date regarding the submission of board minutes. The Institute also offered the terms of a corrective plan because the board of trustees did not have enough members to constitute quorum in order to conduct the business of school in accordance with its by-laws. Thereafter, the board elected sufficient members. In addition, the Institute found the school lacked a compliant ELL program. The board complied with another corrective plan by providing a plan for a compliant ELL program. After working with the Institute to create a compliant ELL program, at the time of the renewal review, City School of the Arts has in place the required program with appropriate staffing.



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- **Teacher Certification.** The school employs seven of 31 teachers who are neither certified nor exempt under the Act. All uncertified teachers meet the other criteria of the Act. The school’s hiring process has prioritized arts related experience over teacher certification when candidate pools have not included high quality certified teachers. The Institute discussed the issue with the City School of the Arts board whose new chair is very familiar with charter school certification issues. The chair stated the board’s commitment to address the problem. The Institute will follow-up to receive a concrete plan to both change the school’s hiring practices and bring it into compliance.



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# FISCAL PERFORMANCE



12. 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.

## IS THE EDUCATION CORPORATION FISCALLY SOUND?

Based on a review of the fiscal evidence collected through the renewal review, City School of the Arts is fiscally sound. The SUNY Fiscal Dashboard presents color-coded tables and charts indicating that education the education corporation has demonstrated fiscal soundness over the majority of the charter term.<sup>12</sup>

City School of the Arts incurred losses in the third year of the charter term due to the costs related to a new facility. The new facility provides ample space for the school to continue to serve 6<sup>th</sup> – 8<sup>th</sup> grade, and offers several features that enhances the school's arts based program. These features include dedicated rooms to offer arts and music classes. After one year in the new facility, the school implemented enhanced budgeting practices, which resulted in improved fiscal condition in the fourth year of the charter term.

In response to the COVID-19 pandemic, City School of the Arts proactively budgeted FY 2020-21 conservatively by projecting decreased revenues and lowering expenses while projecting additional costs for remote learning technologies and building safety measures to comply with socially distanced in person learning. The board anticipates enrollment to remain steady but budgeted conservatively to maintain continued financial stability.

The board anticipates that the school will remain in strong fiscal health throughout the next charter term. The education corporation is requesting an adjustment to its chartered enrollment for the next charter term to right size the school to more closely align with historical actuals.

## DOES THE SCHOOL OPERATE PURSUANT TO A FISCAL PLAN IN WHICH IT CREATES REALISTIC BUDGETS THAT IT MONITORS AND ADJUSTS WHEN APPROPRIATE?

City School of the Arts has the necessary financial resources to ensure stable operations. City School of the Arts employs clear budgetary objectives and budget preparation procedures throughout the charter term.

- The budget process applies the financial expertise of key board members, as well as experiences learned as an operator, to a bottoms up analysis and approach to determine the required resources needed for achieving the educational goals and outcomes of the school.

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- The school includes COVID-19 contingency expenses in the proposed budgets for the first three years in the next charter term. This creates flexibility should the school incur further expenses due to the COVID-19 pandemic.
- City School of the Arts currently serves 6<sup>th</sup> – 8<sup>th</sup> grade in a privately leased facility. The facility provides ample space for the school to implement its arts based program with dedicated space for arts and music classes. The school anticipates being able to remain in this facility for the duration of the next charter term.

## DOES THE SCHOOL MAINTAIN APPROPRIATE INTERNAL CONTROLS AND PROCEDURES?

City School of the Arts has a history of sound fiscal policies, procedures, and practices and maintains appropriate internal controls.

- The Fiscal Policies and Procedures Manual serves as the guide to all financial internal controls and procedures. The manual undergoes ongoing reviews and updates.
- The most recent City School of the Arts audit report for June 30, 2020 had no material findings or deficiencies.

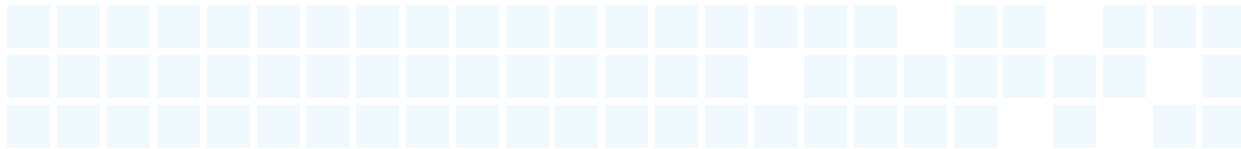
## DOES THE SCHOOL COMPLY WITH FINANCIAL REPORTING REQUIREMENTS?

City School of the Arts complies with financial reporting requirements.

- The school submits financial reports to the Institute and NYSED on time and complete. The school also follows generally accepted accounting principles (GAAP).
- Independent audits of annual financial statements have received unqualified opinions with no material advisory or management letter findings.
- The school generally files key reports timely and accurately including audit reports, budgets, unaudited quarterly reports of revenue, expenses, and enrollment.
- The school submitted its June 30, 2020 annual audit to the Institute by the due date of November 1, 2020, and the audit reported continued fiscal strength.

SUNY  
RENEWAL  
BENCHMARK  
3B

SUNY  
RENEWAL  
BENCHMARK  
3C



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

**SUNY  
RENEWAL  
BENCHMARK  
3D**

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

City School of the Arts maintains appropriate financial resources to ensure stable operations.

- Since the school opened in 2016-17, the education corporation reported operating surpluses as well as deficits, which were offset against the surpluses. The loss incurred in year three of the charter term was due to the increased expenses related to securing the school's new facility. The school reported an operating surplus in year four, which completely offset the year three loss.
- City School of the Arts' fiscal dashboard in Appendix D reflects fiscally strong with 2.0 months of cash on hand to pay liabilities coming due shortly.
- City School of the Arts had total net assets of approximately \$1 million as of the June 30, 2020.
- As a requirement of the SUNY charter agreement, City School of the Arts established the separate dissolution reserve fund account of \$75,000.



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

# FUTURE PLANS



## IF THE SUNY TRUSTEES RENEW THE EDUCATION CORPORATION'S AUTHORITY TO OPERATE THE SCHOOL, ARE ITS PLANS FOR THE SCHOOL REASONABLE, FEASIBLE, AND ACHIEVABLE?

City School of the Arts' plans for the school are reasonable, feasible, and achievable. The school plans to continue improvements to its academic program to meet its Accountability Plan goals in a future charter term. The school also has a strategic plan for improving its art integration aspect of its mission.

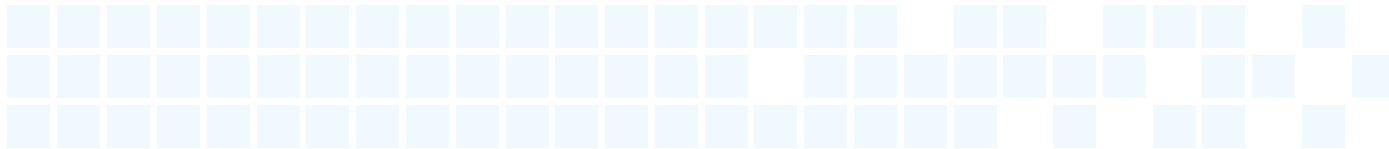
**Plans for the School's Structure.** The education corporation has provided all of the key structural elements for a charter renewal and those elements are reasonable, feasible, and achievable.

**Plans for the Educational Program.** City School of the Arts plans to continue improvements to its academic program specifically in developing its mathematics program to improve student achievement. For this school year, the school is partnering with Relay to develop its leadership team in order to make substantial improvements in teaching and learning. The school also plans to continue its advisory model through Responsive Classrooms to encourage social and emotional learning. These improvements have allowed the school to make progress toward meeting its Accountability Plan goals and will likely allow City School of the Arts to meet its Accountability Plan goals in the next charter term.

**Plans for Board Oversight & Governance.** Board members express an interest in continuing to serve City School of the Arts in the next charter term, with the exception of one founding member. The board is actively seeking a replacement with a similar skillset in finances, and the current member plans to remain active until a replacement is found. The board may add more members in the future with a focus on diversifying the board.

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

	CURRENT	END OF NEXT CHARTER TERM
Enrollment	306	270
Grade Span	6-8	6-8
Teaching Staff	28	28
Days of Instruction	188	188



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Albany, NY 12246

City School of the Arts currently serves 6<sup>th</sup> – 8<sup>th</sup> grade in a privately leased facility. The facility provides ample space for the school to implement its arts based program with dedicated space for arts and music classes. The school anticipates being able to remain in this facility for the duration of the next charter term.

The school’s Application for Charter Renewal contains all necessary elements as required by the Act. The proposed school calendar allots an appropriate amount of instructional time to meet or exceed instructional time requirements, and taken together with other academic and key design elements, should be sufficient to allow the school to meet its proposed Accountability Plan goals.





City School of the Arts

# Ax

## APPENDICES

PAGES Ax 1-12

**SO<sup>A</sup>**  
SCHOOL  
OVERVIEW

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**PS<sup>B</sup>**  
PERFORMANCE  
SUMMARIES

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**DC<sup>C</sup>**  
DISTRICT  
COMMENTS

PAGE Ax 9

**FD<sup>D</sup>**  
FISCAL DASHBOARD

PAGE Ax 9

# APPENDIX A: School Overview

## NEW YORK CITY CHARTER SCHOOL OF THE ARTS BOARD OF TRUSTEES

### CHAIR

Randall Iserman

### VICE CHAIR

Laura Blankfein

### TREASURER

Matthias Ederer

### TRUSTEES

Dr. Adam Falkner

Max Osse

Michele Murphy Gastell

Laurence Heilbronn

Mark Hall

## SCHOOL LEADERS

### HEAD OF SCHOOL

*Elisa Murphy (2019-20 to Present)*

*Jamie Davidson, co-founder (2016-17 to 2018-19)*

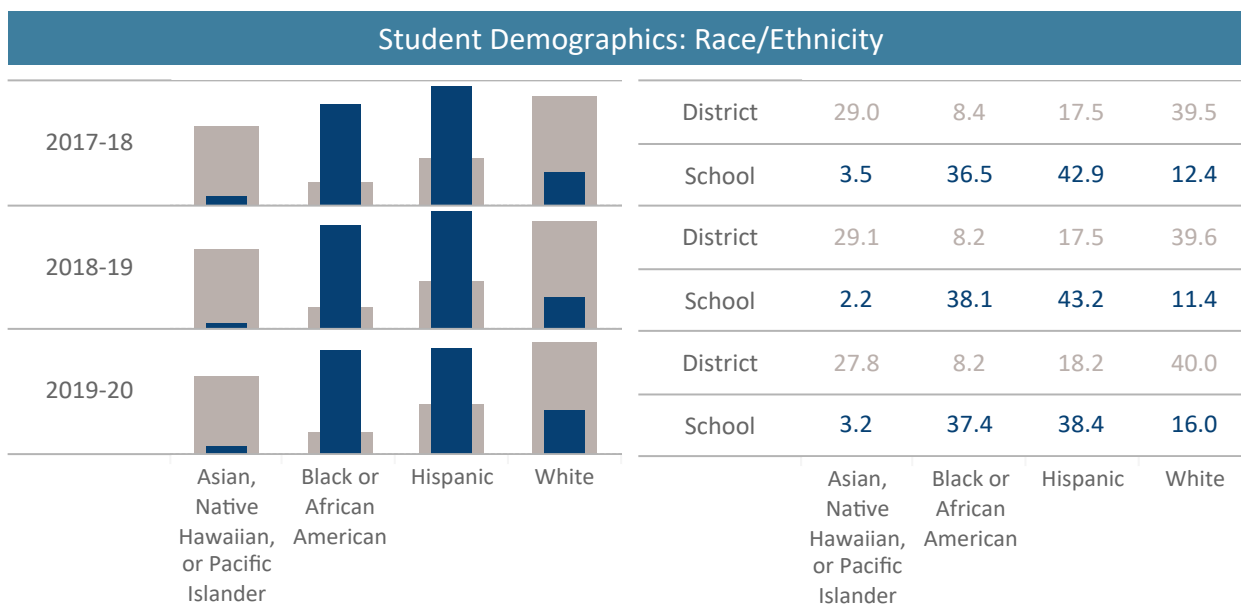
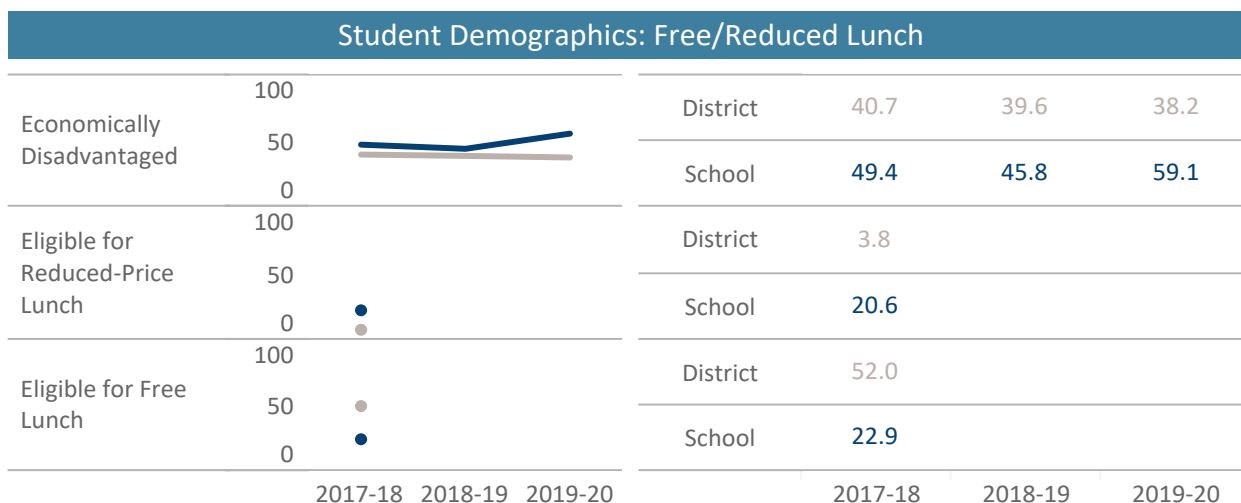
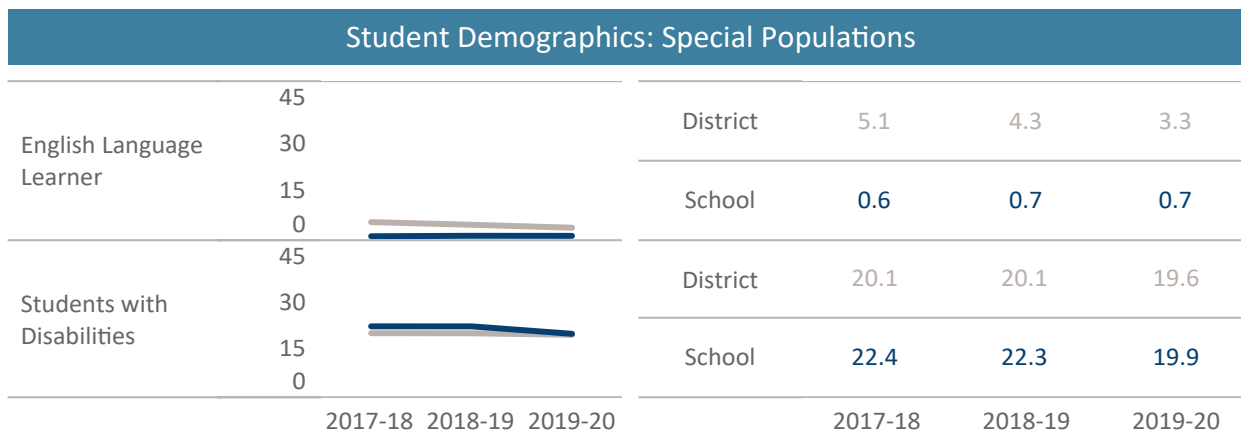
## SCHOOL CHARACTERISTICS

SCHOOL YEAR	CHARTERED ENROLLMENT	ACTUAL ENROLLMENT	ACTUAL AS A PERCENTAGE OF CHARTERED ENROLLMENT	GRADES SERVED
2016-17	102	99	97%	6
2017-18	204	166	81%	6-7
2018-19	306	260	85%	6-8
2019-20	306	273	89%	6-8
2020-21	306	263	86%	6-8

# APPENDIX A: School Overview

## New York City Charter School of the Arts

Manhattan CSD 2



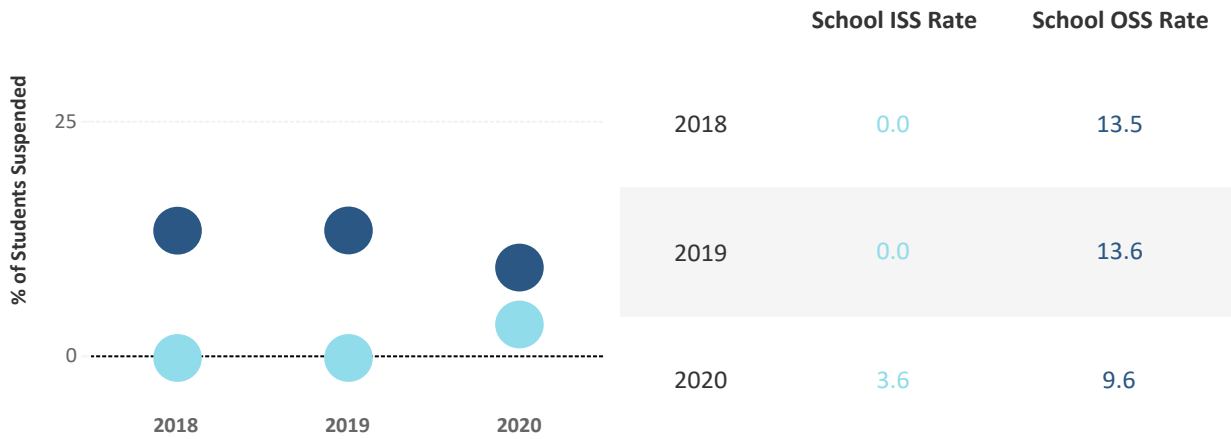
Data reported in these charts reflect BEDS day enrollment counts as reported by the New York State Education Department



# APPENDIX A: School Overview

## New York City Charter School of the Arts

## Manhattan CSD 2



CSD data suitable for comparison are not available. The percentage rate shown here is calculated using the method employed by the New York City Department of Education ("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 school each year

2018      2019      2020

**1      0      1**

## New York City Charter School of the Arts's Enrollment and Retention Status: 2019-20

			Target	School
enrollment	economically disadvantaged	<div><div></div></div>	52.4	59.1
	English language learners	<div><div></div></div>	7.0	3.2
	students with disabilities	<div><div></div></div>	18.0	19.9
retention	economically disadvantaged	<div><div></div></div>	93.0	77.2
	English language learners	<div><div></div></div>	92.4	100.0
	students with disabilities	<div><div></div></div>	93.7	75.0

Data reported in these charts reflect information reported by the school and validated by the Institute.

# APPENDIX A: School Overview

## PARENT SATISFACTION: SURVEY RESULTS

RESPONSE RATE <b>23%</b>	OVERALL SATISFACTION <b>87%</b>	TRUST <b>86%</b>	EFFECTIVE SCHOOL LEADERSHIP <b>89%</b>	STRONG FAMILY COMMUNITY TIES <b>88%</b>
-----------------------------	------------------------------------	---------------------	---	--

## TIMELINE OF CHARTER SCHOOL RENEWAL



## SCHOOL VISIT HISTORY

SCHOOL YEAR	VISIT TYPE	DATE
<b>2016-17</b>	First Year Visit	June 1, 2017
<b>2018-19</b>	Evaluation Visit	March 12-13, 2019
<b>2018-19</b>	Board Interview	May 28, 2019
<b>2020-21</b>	Initial Renewal Visit Renewal Follow Up	October 5-9, 2020 December 17, 2020

## CONDUCT OF THE RENEWAL VISIT

DATE(S) OF VISIT	EVALUATION TEAM MEMBERS	TITLE
<b>October 5 - 9, 2020</b>	Andrew Kile	Managing Director of School Evaluation
	Jeff Wasbes	Executive Deputy Director for Accountability
	Vickie Masséus	School Evaluation Analyst
	Aretha Miller	External Consultant

DATE(S) OF VISIT	EVALUATION TEAM MEMBERS	TITLE
<b>December 17, 2020</b>	Andrew Kile	Managing Director of School Evaluation
	Sinnjinn Bucknell	Director of Systems and Performance

# APPENDIX A: School Overview

## KEY DESIGN ELEMENTS:

ELEMENT	EVIDENT?
Create: arts integrated curriculum;	—
Create: grade level artistic concentrations;	+
Learn: arts and support for all learners;	+
Learn: City School of the Arts is a professional learning community; and,	+
Thrive: a focus on the whole child.	+

# APPENDIX B: Performance Summaries

## SCHOOL PERFORMANCE SUMMARY: ENGLISH LANGUAGE ARTS

### New York City Charter School of the Arts

2016-17 Grades Served 6				2017-18 Grades Served 6-7				2018-19 Grades Served 6-8									
Grades	All % (N)	2+ Years % (N)	MET	Grades	All % (N)	2+ Years % (N)	MET	Grades	All % (N)	2+ Years % (N)	MET						
1. Each year 75 percent of students who are enrolled in at least their second year will perform at or above proficiency on the New York State exam.	3	(0)	(0)		3	(0)	(0)	3	(0)	(0)							
	4	(0)	(0)		4	(0)	(0)	4	(0)	(0)							
	5	(0)	(0)		5	(0)	(0)	5	(0)	(0)							
	6	36.2 (94)	(0)		6	32.7 (52)	(0)	6	40.0(80)	(0)							
	7	(0)	(0)		7	45.2 (93)	46.1 (76)	7	33.3(75)	28.6(49)							
	8	(0)	(0)		8	(0)	(0)	8	43.4(83)	43.4(76)							
	All	36.2 (94)	(0)	NA	All	40.7 (145)	46.1 (76)	NO	All	39.1(238)	37.6(125)	NO					
	Grades	PI	AMO		Grades	PI	MIP		Grades	PI	MIP						
6	121	111	YES	6-7	124	101	YES	6-8	120	105	YES						
3. Each year the percent of students enrolled in at least their second year and performing at or above proficiency will be greater than that of students in the same grades in the local district.	Comparison: Manhattan CSD 2				Comparison: Manhattan CSD 2				Comparison: Manhattan CSD 2								
	Grades	School	District		Grades	School	District		Grades	School	District						
	Grade	% ED	Actual	Predicted	ES	Grade	% ED	Actual	Predicted	ES	Grade	% ED	Actual	Predicted	ES		
	3					3					3						
	4					4					4						
	5					5					5						
	6	45.5	36.2	36.2	0.00	6	62.3	32.7	47.3	-0.90	6	44.7	594.0	601.4	-1.00		
	7					7	40.6	45.2	46.3	-0.07	7	58.1	599.0	599.8	-0.09		
8					8					8	34.7	599.0	603.4	-0.62			
All	45.5	36.2	36.2	0.00	NO	All	48.4	40.7	46.7	-0.37	NO	All	45.4	597.3	601.6	-0.58	NO
5. Each year, the school's unadjusted mean growth percentile will meet or exceed the target of 50.	Grades	School	State		Grades	School	State		Grades	School	State						
	4	0.0			4	0.0			4	0.0							
	5	0.0			5	0.0			5	0.0							
	6	37.2			6	33.7			6	34.9							
	7	0.0			7	44.1			7	47.5							
	8	0.0			8	0.0			8	37.0							
	All	37.2	50.0	NO	All	40.4	50.0	NO	All	39.4	50.0	NO					

# APPENDIX B: Performance Summaries

## SCHOOL PERFORMANCE SUMMARY: MATHEMATICS

### New York City Charter School of the Arts

2016-17 Grades Served 6				2017-18 Grades Served 6-7				2018-19 Grades Served 6-8										
	Grades	All % (N)	2+ Years % (N)	MET	Grades	All % (N)	2+ Years % (N)	MET	Grades	All % (N)	2+ Years % (N)	MET						
1. Each year 75 percent of students who are enrolled in at least their second year will perform at proficiency on the New York State exam.	3	(0)	(0)		3	(0)	(0)		3	(0)	(0)							
	4	(0)	(0)		4	(0)	(0)		4	(0)	(0)							
	5	(0)	(0)		5	(0)	(0)		5	(0)	(0)							
	6	33.7 (89)	(0)		6	31.5 (54)	(0)		6	36.7 (79)	(0)							
	7	(0)	(0)		7	41.3 (92)	42.1 (76)		7	20.8 (72)	14.9 (47)							
	8	(0)	(0)		8	(0)	(0)		8	35.0 (80)	35.6 (73)							
	All	33.7 (89)	(0)	NA	All	37.7 (146)	42.1 (76)	NO	All	31.2 (231)	27.5 (120)	NO						
	Grades	PI	AMO		Grades	PI	MIP		Grades	PI	MIP							
2. Each year the school's aggregate Performance Index on the State exam will meet the Measure of Interim Progress set forth in the State's ESSA accountability system.	6	115	109	YES	6-7	110	103	YES	6-8	104	107	NO						
3. Each year the percent of students enrolled in at least their second year and performing at or above proficiency will be greater than that of students in the same grades in the local district.	Comparison: Manhattan CSD 2				Comparison: Manhattan CSD 2				Comparison: Manhattan CSD 2									
	Grades	School	District		Grades	School	District		Grades	School	District							
	Grade	% ED	Actual	Predicted	ES	Grade	% ED	Actual	Predicted	ES	Grade	% ED	Actual	Predicted	ES			
	3					3					3							
	4					4					4							
	5					5					5							
	6	45.5	33.7	46.1	-0.78	6	62.3	31.5	42.9	-0.70	6	44.7	598.0	603.7	-0.86			
	7					7	40.6	41.3	50.1	-0.51	7	58.1	594.0	601.0	-0.81			
4. Each year the school will exceed its predicted performance on the state exam by an effect size of 0.3 or above based on a regression analysis controlling for economically disadvantaged students statewide.	8					8				8	34.7	601.0	602.0	-0.12				
	All	45.5	33.7	46.1	-0.78	NO	All	48.6	37.7	47.4	-0.57	NO	All	45.4	597.8	602.3	-0.59	NO
	Grades	School	State		Grades	School	State		Grades	School	State		Grades	School	State			
	4	0.0			4	0.0			4	0.0			4	0.0				
	5	0.0			5	0.0			5	0.0			5	0.0				
	6	33.9			6	39.0			6	47.1			6	47.1				
	7	0.0			7	45.6			7	38.7			7	38.7				
	8	0.0			8	0.0			8	40.8			8	40.8				
5. Each year, the school's unadjusted mean growth percentile will meet or exceed the target of 50.	All	33.9	50.0	NO	All	43.2	50.0	NO	All	42.2	50.0	NO	All	42.2	50.0	NO		

# APPENDIX C: District Comments

## SUMMARY OF PUBLIC COMMENT

The New York City Department of Education held its required hearing on City School of the Arts' renewal application on October 15, 2020 by videoconference. Twenty-one people were present and no one spoke in opposition to the renewal application. Twelve people spoke in favor including board members and school leadership who provided a presentation highlighting the school's successes, including 80% of graduates receiving an offer from one of their top three high school choices and 40% of the students gaining acceptance into competitive performing arts high schools. Leadership stated the school provides students the opportunity to attend an arts middle school without the need for auditions or portfolios. This opportunity is underscored by the racially and economically diverse group of students from all five boroughs who attend the school. Students spoke of the enrichment activities allowing them to express themselves. One student with a hearing impairment spoke of how the school was more supportive than any other school the student had attended. Students spoke about how the small group work allows them to bond with their classmates. One parent of a student with dyslexia and attention issues spoke of how the school was the first to build her child's confidence and is now doing much better in school and cannot wait to take on high school. One teacher spoke of how the teacher moved across the country to teach at the school because of its mission. The teacher spoke of how the arts curriculum goes far beyond what can happen in one humanities class. The Institute also received several letters from parents stating the school benefits their students and continues to be a support through the pandemic.

# APPENDIX D: Fiscal Dashboard

## NEW YORK CITY CHARTER SCHOOL OF THE ARTS

### SCHOOL INFORMATION

#### BALANCE SHEET

Opened 2016-17

##### Assets

##### Current Assets

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

##### Total Current Assets - **GRAPH 1**

Property, Building and Equipment, net  
Other Assets

##### Total Assets - **GRAPH 1**

##### Liabilities and Net Assets

##### Current Liabilities

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

##### Total Current Liabilities - **GRAPH 1**

Deferred Rent/Lease Liability  
All other L-T debt and notes payable, net current maturities

##### Total Liabilities - **GRAPH 1**

##### Net Assets

Without Donor Restrictions  
With Donor Restrictions

##### Total Net Assets

##### Total Liabilities and Net Assets

2015-16	2016-17	2017-18	2018-19	2019-20
-	323,970	512,946	108,322	1,016,677
-	108,157	73,311	29,115	55,819
-	-	-	-	1,000
-	174,462	55,781	14,525	64,806
-	-	-	-	-
-	606,589	642,038	151,962	1,138,302
-	159,668	152,846	875,054	767,575
-	25,014	246,553	277,618	568,183
-	791,271	1,041,437	1,304,634	2,474,060

-	74,169	55,545	535,033	114,092
-	44,231	124,459	245,941	186,533
-	5,795	32,153	-	116,439
-	-	-	-	-
-	-	-	-	-
-	-	-	-	3,149
-	124,195	212,157	780,974	420,213
-	-	-	47,657	63,088
-	-	131,000	131,000	960,263
-	124,195	343,157	959,631	1,443,564

-	667,076	698,280	263,885	1,030,496
-	-	-	81,118	-
-	667,076	698,280	345,003	1,030,496
-	791,271	1,041,437	1,304,634	2,474,060

#### 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

-	1,431,178	2,471,990	4,115,657	4,442,514
-	161,266	440,676	601,472	773,601

-	192,774	14,022	26,606	24,145
-	28,392	71,258	279,109	66,601
-	777,428	24,767	-	121,498
-	-	-	-	-
-	278,927	-	1,105,947	1,137,925
-	-	-	-	-
-	2,869,965	3,022,713	6,128,791	6,566,284

##### Expenses

Regular Education  
SPED  
Other

##### Total Program Services

Management and General  
Fundraising

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

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

-	1,752,224	2,179,092	4,364,412	3,771,040
-	620,672	770,614	1,633,673	1,539,490
-	-	-	-	-
-	2,372,896	2,949,706	5,998,085	5,310,530
-	514,576	480,646	785,083	683,353
-	58,740	31,076	43,765	7,600
-	2,946,212	3,461,428	6,826,933	6,001,483
-	(76,247)	(438,715)	(698,142)	564,801

##### Support and Other Revenue

Contributions  
Fundraising  
Miscellaneous Income  
Net assets released from restriction

##### Total Support and Other Revenue

##### Total Unrestricted Revenue

##### Total Temporally Restricted Revenue

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

##### Change in Net Assets

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

Prior Year Adjustment(s)

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

-	728,780	468,046	344,287	120,627
-	840	1,834	-	-
-	13,703	39	578	65
-	-	-	-	-
-	743,323	469,919	344,865	120,692
-	3,613,288	3,492,632	6,473,656	5,433,726
-	-	-	-	115,325
-	3,613,288	3,492,632	6,473,656	5,549,051
-	667,076	31,204	(353,277)	685,493
-	-	667,076	698,280	345,003
-	-	-	-	-
-	667,076	698,280	345,003	1,030,496

# APPENDIX D: Fiscal Dashboard

## NEW YORK CITY CHARTER SCHOOL OF THE ARTS

### SCHOOL INFORMATION - (Continued)

#### Functional Expense Breakdown

	2015-16	2016-17	2017-18	2018-19	2019-20
Personnel Service					
Administrative Staff Personnel	-	743,239	835,246	1,133,907	756,660
Instructional Personnel	-	587,045	1,042,889	2,068,523	2,066,013
Non-Instructional Personnel	-	7,711	42,624	100,007	76,612
Personnel Services (Combined)	-	-	-	-	-
<b>Total Salaries and Staff</b>	-	<b>1,337,995</b>	<b>1,920,759</b>	<b>3,302,437</b>	<b>2,899,285</b>
Fringe Benefits & Payroll Taxes	-	196,934	314,518	573,500	517,963
Retirement	-	-	-	-	-
Management Company Fees	-	-	-	-	58,674
Building and Land Rent / Lease	-	417,757	37,083	1,252,510	1,365,305
Staff Development	-	50,579	30,173	68,680	19,282
Professional Fees, Consultant & Purchased Services	-	496,034	625,304	693,182	365,063
Marketing / Recruitment	-	37,305	48,389	59,022	20,394
Student Supplies, Materials & Services	-	124,702	203,040	223,023	207,771
Depreciation	-	34,070	47,946	185,702	190,979
Other	-	250,834	234,216	468,877	356,767
<b>Total Expenses</b>	-	<b>2,946,211</b>	<b>3,461,428</b>	<b>6,826,933</b>	<b>6,001,483</b>

### SCHOOL ANALYSIS

#### ENROLLMENT

	2015-16	2016-17	2017-18	2018-19	2019-20
Original Chartered Enrollment	-	102	204	306	306
Final Chartered Enrollment (includes any revisions)	-	102	204	306	306
Actual Enrollment - <b>GRAPH 4</b>	-	99	166	260	273
Chartered Grades	-	6	6-7	6-8	6-8
Final Chartered Grades (includes any revisions)	-	-	-	-	-

#### Primary School District: NYC CHANCELLOR'S OFFICE

Per Pupil Funding (Weighted Avg of All Districts)	-	-	14,527	15,307	16,150
Increase over prior year	0.0%	0.0%	100.0%	5.1%	5.2%

#### PER STUDENT BREAKDOWN

##### Revenue

Operating	-	28,982	18,206	23,533	24,012
Other Revenue and Support	-	7,506	2,830	1,324	441
<b>TOTAL - GRAPH 3</b>	-	<b>36,489</b>	<b>21,037</b>	<b>24,857</b>	<b>24,453</b>

##### Expenses

Program Services	-	23,963	17,767	23,031	19,420
Management and General, Fundraising	-	5,790	3,082	3,183	2,527
<b>TOTAL - GRAPH 3</b>	-	<b>29,752</b>	<b>20,849</b>	<b>26,213</b>	<b>21,946</b>
% of Program Services	0.0%	80.5%	85.2%	87.9%	88.5%
% of Management and Other	0.0%	19.5%	14.8%	12.1%	11.5%
<b>% of Revenue Exceeding Expenses - GRAPH 5</b>	0.0%	<b>22.6%</b>	<b>0.9%</b>	<b>-5.2%</b>	<b>11.4%</b>

#### Student to Faculty Ratio

0.0	12.4	8.3	8.4	9.1
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#### Faculty to Admin Ratio

-	1.0	1.7	2.2	2.5
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#### Financial Responsibility Composite Scores - GRAPH 6

Score	0.0	2.5	2.3	0.4	1.5
Fiscally Strong 1.5 - 3.0 / Fiscally Adequate 1.0 - 1.4 / Fiscally Needs Monitoring < 1.0	N/A	Fiscally Strong	Fiscally Strong	Fiscally Needs Monitoring	Fiscally Strong

#### Working Capital - GRAPH 7

Net Working Capital	0	482,394	429,881	(629,012)	718,089
As % of Unrestricted Revenue	0.0%	13.4%	12.3%	-9.7%	13.2%
Working Capital (Current) Ratio Score	0.0	4.9	3.0	0.2	2.7
Risk (Low ≥ 3.0 / Medium 1.4 - 2.9 / High < 1.4)	N/A	LOW	LOW	HIGH	MEDIUM
Rating (Excellent ≥ 3.0 / Good 1.4 - 2.9 / Poor < 1.4)	N/A	Excellent	Excellent	Poor	Good

#### Quick (Acid Test) Ratio

Score	0.0	3.5	2.8	0.2	2.6
Risk (Low ≥ 2.5 / Medium 1.0 - 2.4 / High < 1.0)	N/A	LOW	LOW	HIGH	LOW
Rating (Excellent ≥ 2.5 / Good 1.0 - 2.4 / Poor < 1.0)	N/A	Excellent	Excellent	Poor	Excellent

#### Debt to Asset Ratio - GRAPH 7

Score	0.0	0.2	0.3	0.7	0.6
Risk (Low < 0.50 / Medium 0.51 - .95 / High > 1.0)	N/A	LOW	LOW	MEDIUM	MEDIUM
Rating (Excellent < 0.50 / Good 0.51 - .95 / Poor > 1.0)	N/A	Excellent	Excellent	Good	Good

#### Months of Cash - GRAPH 8

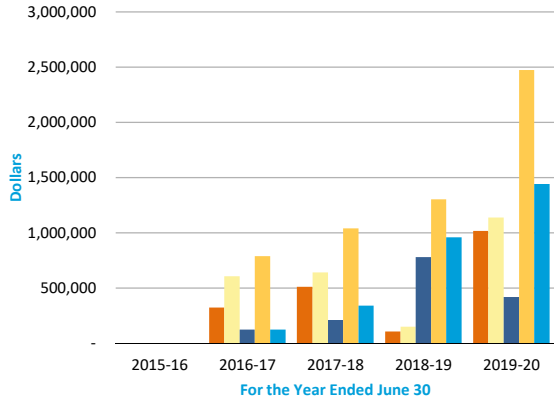
Score	0.0	1.3	1.8	0.2	2.0
Risk (Low > 3 mo. / Medium 1 - 3 mo. / High < 1 mo.)	N/A	MEDIUM	MEDIUM	HIGH	MEDIUM
Rating (Excellent > 3 mo. / Good 1 - 3 mo. / Poor < 1 mo.)	N/A	Good	Good	Poor	Good



# APPENDIX D: Fiscal Dashboard

## NEW YORK CITY CHARTER SCHOOL OF THE ARTS

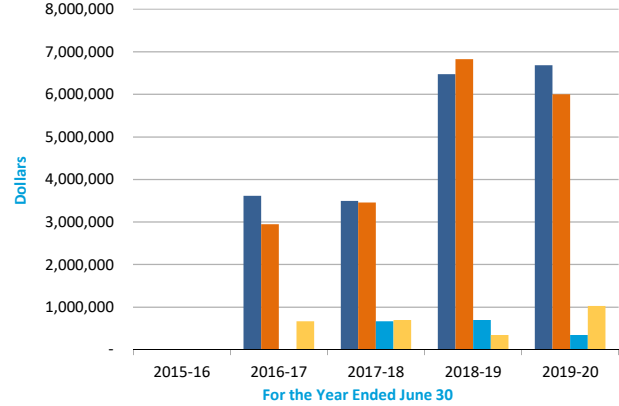
**GRAPH 1** Cash, Assets and Liabilities



■ Cash ■ Current Assets ■ Current Liabilities ■ Total Assets ■ Total Liabilities

This chart illustrates the relationship between assets and liabilities and to what extent cash reserves makes up current assets. Ideally for each subset, subsets 2 through 4, (i.e. current assets vs. current liabilities), the column on the left is taller than the immediate column on the right; and, generally speaking, the bigger that gap, the better.

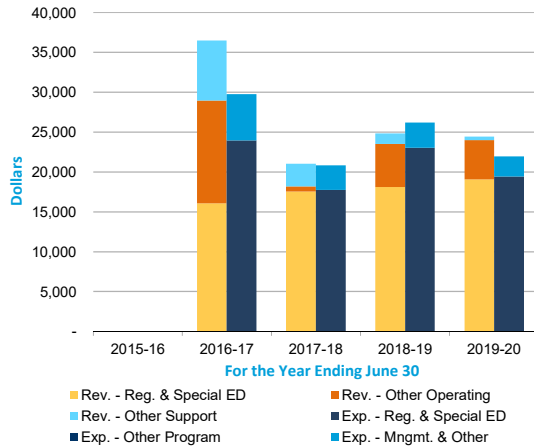
**GRAPH 2** Revenue, Expenses and Net Assets



■ Revenue ■ Expenses ■ Net Assets - Beginning ■ Net Assets - Ending

This chart illustrates total revenue and expenses each year and the relationship those subsets have on the increase/decrease of net assets on a year-to-year basis. Ideally subset 1, revenue, will be taller than subset 2, expenses, and as a result subset 3, net assets - beginning, will increase each year, building a more fiscally viable school.

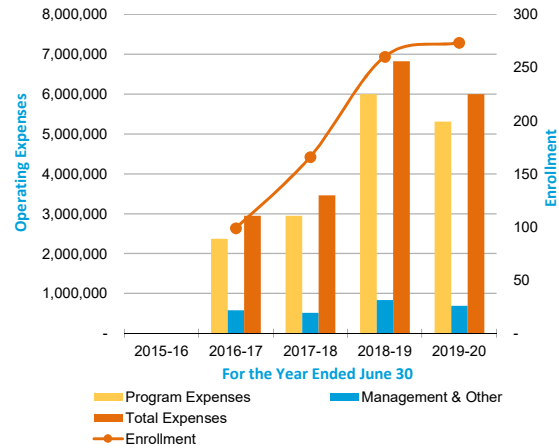
**GRAPH 3** Revenue & Expenses Per Pupil



■ Rev. - Reg. & Special ED ■ Rev. - Other Support ■ Exp. - Reg. & Special ED ■ Rev. - Other Operating ■ Exp. - Mngmt. & Other

This chart illustrates the breakdown of revenue and expenses on a per pupil basis. Caution should be exercised in making school-by-school comparisons since schools serving different missions or student populations are likely to have substantially different educational cost bases. Comparisons with similar schools with similar dynamics are most valid.

**GRAPH 4** Enrollment vs. Operating Expenses



■ Program Expenses ■ Total Expenses ■ Enrollment

This chart illustrates to what extent the school's operating expenses have followed its student enrollment pattern. A baseline assumption that this data tests is that operating expenses increase with each additional student served. This chart also compares and contrasts growth trends of both, giving insight into what a reasonable expectation might be in terms of economies of scale.

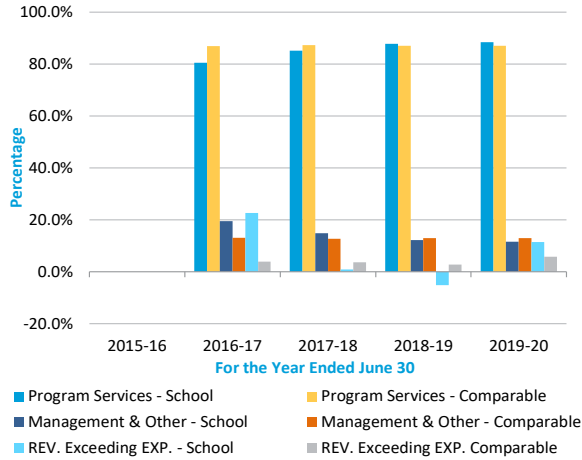
# APPENDIX D: Fiscal Dashboard

## NEW YORK CITY CHARTER SCHOOL OF THE ARTS

Comparable School, Region or Network: All SUNY Authorized Charter Schools (Including Closed Schools)

GRAPH 5

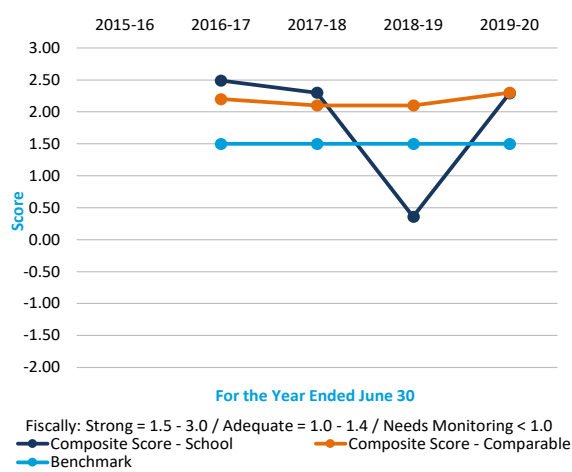
### % Breakdown of Expenses



This chart illustrates the percentage expense breakdown between program services and management & others as well as the percentage of revenues exceeding expenses. Ideally the percentage expense for program services will far exceed that of the management & other expense. The percentage of revenues exceeding expenses should not be negative. Similar caution, as mentioned on GRAPH 3, should be used in comparing schools.

GRAPH 6

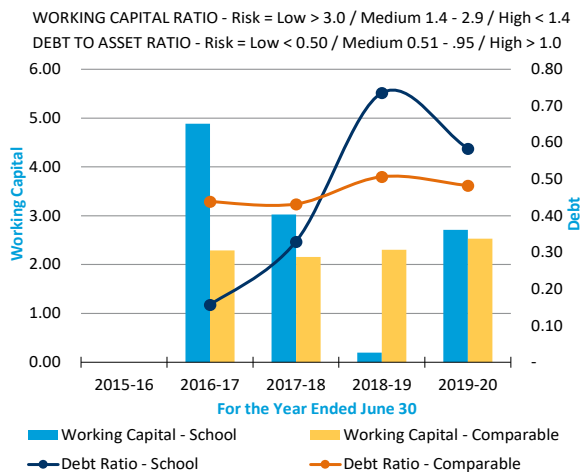
### Composite Score



This chart illustrates a school's composite score based on the methodology developed by the United States Department of Education (USDOE) to determine whether private not-for-profit colleges and universities are financially strong enough to participate in federal loan programs. These scores can be valid for observing the fiscal trends of a particular school and used as a tool to compare the results of different schools.

GRAPH 7

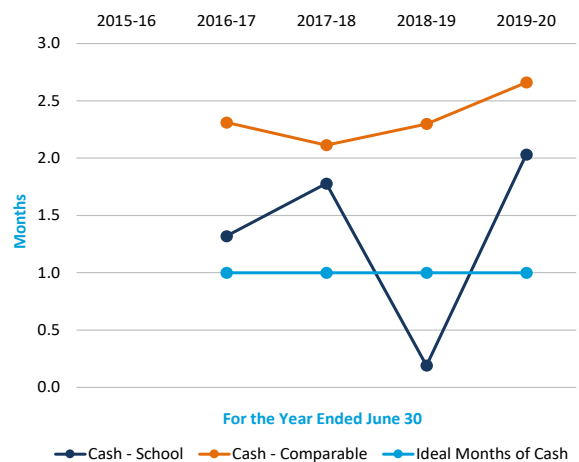
### Working Capital & Debt to Asset Ratios



This chart illustrates working capital and debt to asset ratios. The working capital ratio indicates if a school has enough short-term assets to cover its immediate liabilities/short term debt. The debt to asset ratio indicates what proportion of debt a school has relative to its assets. The measure gives an idea to the leverage of the school along with the potential risks the school faces in terms of its debt-load.

GRAPH 8

### Months of Cash



This chart illustrates how many months of cash the school has in reserves. This metric is to measure solvency – the school's ability to pay debts and claims as they come due. This gives some idea of how long a school could continue its ongoing operating costs without tapping into some other, non-cash form of financing in the event that revenues were to cease flowing to the school.

