



THE SUNY CHARTER SCHOOLS INSTITUTE

*RENEWAL RECOMMENDATION REPORT
ACADEMY OF THE CITY
CHARTER SCHOOL*

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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”).¹

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 the evidence below using the ***State University of New York Charter Renewal Benchmarks*** (the “SUNY Renewal Benchmarks”),² 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/.

2. Version 5.0, May 2012, available at: www.newyorkcharters.org/SUNY-Renewal-Benchmarks/.

This report contains appendices that provide additional statistical and organizationally related information including a largely 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 and its schools including additional evidence on student achievement of other education corporation schools.



RENEWAL RECOMMENDATION

Full-Term Renewal The Institute recommends that the SUNY Trustees approve the Application for Charter Renewal of Academy of the City Charter School for a period of five years with authority to provide instruction to students in Kindergarten – 8th grade in such configuration as set forth in its Application for Charter Renewal, with a projected total enrollment of 728 students.

To earn a **Subsequent Full-Term Renewal**, a school must demonstrate that it has met or come close to meeting its academic Accountability Plan goals.³

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.⁴

ENROLLMENT AND RETENTION TARGETS

Generally, enrollment and retention targets apply to all charter schools. Academy of the City Charter School ("Academy of the City") received a short term renewal from the SUNY Trustees in 2016, and was given targets at that time. Charter schools are required to make good faith efforts to meet 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 and provide information regarding these efforts in their renewal application per Education Law § 2851(4)(e).

3. SUNY Renewal Policies
(p. 13).

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

Academy of the City made good faith efforts to meet its enrollment and retention targets. Over the charter term, the school has increased its enrollment and retention rates for each student subgroup. Although the school does not currently meet its targets, the school analyzes the district demographics and school location and continues to find ways to increase enrollment in each subgroup. If renewed, the school plans to utilize the following efforts to meet its targets in the future charter term:

- creating and distributing recruitment materials that describe the school's special education and ELL programs;
- translating advertisements and distributing materials in Spanish;
- visiting local day care centers and preschools to provide information to prospective families and highlight its range of services for students with disabilities;
- hiring a parent coordinator and utilizing parent volunteers who visit churches and local businesses known to serve immigrant populations to actively share information about the school and its ELL services;
- canvassing door to door at New York City Housing Authority locations;
- expanding the number of at-risk program teachers to provide academic intervention, special education, and ELL services; and,
- conducting exit interviews of parents whose children have left the school to utilize this information to make program improvements.

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

ACADEMY OF THE CITY CHARTER SCHOOL

BACKGROUND

The SUNY Trustees approved the original charter for Academy of the City on September 15, 2010. The school opened its doors in the fall of 2011 initially serving 104 students in Kindergarten and 1st grade. The school is authorized to serve 420 students in Kindergarten – 5th grade during the 2018-19 school year.

If renewed, Academy of the City is requesting an expansion to additionally serve 6th – 8th grade in the next charter term and would ultimately serve students in Kindergarten – 8th grade, with a projected total enrollment of 728 students. The school submitted plans that included rationale for expansion as well as curriculum, staffing, budgets, and instructional plans for the middle school grades expansion. The Institute reviewed the future plans and programmatic elements and determined that the school has the capacity to expand to serve Kindergarten – 8th grade. The school initiated a rigorous process to review program elements with the support of external consultants and decided on the use of the Collections curricular program for English language arts (“ELA”) and Illustrative Math for mathematics, both programs have similar frameworks as the elementary grade’s curricular programs, which will serve as a natural transition to the middle school program and are research based. The board and leaders have worked on a strategic and actionable plan to ensure that the capacity at the leadership level is prepared to take on new roles, with the current principal moving into an executive director position and the two current assistant principals transitioning to an elementary level principal and a middle school level principal positions. Given the success and strength of the school’s academic program, the Institute finds that the school’s plans for expansion are reasonable, feasible, and achievable.

The current charter term expires on July 31, 2019. A subsequent charter term would enable the school to operate through July 31, 2024. The school is located in privately leased space at 31-29 60th Street, Woodside, NY in New York City Community School District (“CSD”) 30.

The school’s mission states:



Academy of the City fosters community, supports families, welcomes children of all backgrounds, celebrates diversity, and promotes social justice. With our challenging, hands-on liberal arts experience, we strive to develop joyful, creative, independent, and successful lifelong learners.

EXECUTIVE SUMMARY

Academy of the City is an academic success having met its Accountability Plan goals. After receiving a short term renewal for its initial renewal, the school increased efforts to monitor and utilize data effectively to drive instructional and schoolwide decisions. Since its initial renewal in 2015-16, the school increased its absolute proficiency in ELA by 41 percentage points and by 19 percentage points in mathematics. Academy of the City demonstrates success in the following ways:

- Over the charter term, Academy of the City outperformed the district in ELA and increased the percentage of students performing at or above proficiency by 20 percentage points with 68% of students scoring at or above proficient in 2017-18 compared to 48% in 2015-16. The school has met its comparative effect size and district comparison measures in ELA for each year of the charter term. Notably, in 2016-17 the school posted a mean growth percentile of 62 surpassing the target by 12 points.
- Similarly, in mathematics, the school outperformed the district in each year of the charter term. In 2017-18, the school outperformed the district by 20 percentage points. The school has met its comparative effect size and mean growth percentile measures in mathematics for each year of the charter term. Notably, in 2016-17, the school posted a mean growth percentile of 63 surpassing the target by 13 points.
- Academy of the City's special education program demonstrates strong results for students with disabilities. Forty percent of students with disabilities scored proficient on the state ELA exam in 2017-18, which is more than double district peers with disabilities.
- The school's program for ELLs demonstrates effective support as compared to the district. In 2017-18, the percentage of ELLs at the school scoring at or above proficiency was nearly double the district's ELL proficiency, with Academy of the City posting 33% of ELLs proficient compared with the district proficiency rate of 17%.

During this charter term, Academy of the City refined and supplemented its curricula, strengthened instructional practices, and invested in several additional at-risk program staff members to increase the school's capacity to offer individualized academic supports to meet students' needs. The school has strengthened and refined its data practices to conduct closer monitoring of the academic program and make adjustments when necessary. As a result, Academy of the City has clear and cohesive systems in place to ensure that the school will meet its Accountability Plan goals in any future charter term.

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 visit to the school, the Institute finds that the school meets the required criteria for charter renewal.

The Institute recommends that the SUNY Trustees grant Academy of the City a Subsequent Full-Term Renewal of five years and grant it the authority to serve 728 students in Kindergarten – 8th grade.

NOTEWORTHY

In 2016-17 and 2017-18, the New York State Education Department named Academy of the City a Reward School, one of only 18 charter schools statewide and the only charter school in Queens to receive this honor. To be identified, a school must have high overall state test scores, make adequate yearly progress for all demographic and at-risk categories, and enable more than 50 percent of the school's lowest achieving students to make gains.

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ACADEMIC PERFORMANCE



IS THE SCHOOL AN ACADEMIC SUCCESS?

Academy of the City is an academic success as the school met its Accountability Plan goals. The school's strong academic program is bolstered by frequent monitoring and thoughtful refinement informed by student academic achievement data.

At the beginning of the Accountability Period,⁵ 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. Because the Act requires charters be held “accountable for meeting measurable student achievement results”⁶ and states the educational programs at a charter school must “meet or exceed the student performance standards adopted by the board of regents”⁷ 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?

5. 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 a subsequent charter term, the Accountability Period covers the final year of the previous charter term and ends with the school year prior to the final year of the current charter term. In this renewal report, the Institute uses “charter term” and “Accountability Period” interchangeably.

Every SUNY authorized charter school has the opportunity to propose additional measures of success when crafting its Accountability Plan. Academy of the City did not propose any additional measures of success in the Accountability Plan it adopted.

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

6. Education Law § 2850(2)(f).

7. Education Law § 2854(1)(d).

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 attainment, comparison to local district, comparison to demographically similar schools, student growth, and high school graduation and college going rates, as applicable) 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 Academy of the City 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 Academy of the City's demonstrated student learning compared to other schools' demonstrated student learning. Notwithstanding the validity of the measures within a given school year, it is important to recognize changes in the administration of the state exams and cautiously interpret year over year trends in achievement scores.

The Institute uses the state's growth percentile analysis as a measure of Academy of the City's 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 50th percentile. This means that to signal the school's ability to help students make one year's worth of growth 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 a science goal and a goal for performance under the former the No Child Left Behind ("NCLB"), accountability system, which will be replaced by Every Student Succeeds Act ("ESSA") goals in the future.

**SUNY
RENEWAL
BENCHMARK
1A**

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

Academy of the City met its key academic Accountability Plan goals in ELA and mathematics during its second charter term, exceeding the targets for all comparative measures under both goals during each year. In 2017-18, the school outperformed 85% of schools in ELA and 84% of schools in mathematics statewide. The school also met or came close to meeting its science goal over the term.

Academy of the City met its ELA goal throughout the charter term. The school's students in 3rd – 5th grade enrolled in at least their second year posted proficiency rates on the state's ELA exam that exceeded the district by at least six percentage points from 2015-16 through 2017-18. In 2017-18, the school posted a proficiency rate of 68%, surpassing the district's performance in the same grades by 15 percentage points. In comparison to schools across the state enrolling similar percentages of students who are economically disadvantaged, the school performed higher than expected to a large degree in all three years of its Accountability Period. Academy of the City also demonstrated strong growth, posting mean growth percentiles at least 11 points above the target of 50 in 2015-16 and 2016-17. In 2017-18, the school posted a mean growth percentile narrowly under the target.

Academy of the City also met its mathematics goal throughout the charter term. From 2015-16 through 2017-18, the school outperformed the district by at least nine percentage points on the state's mathematics exam. Notably in 2017-18, the school's students enrolled in at least their second year posted a proficiency rate of 71%, surpassing the district by 20 percentage points. The school also demonstrated strong statewide comparative performance as measured by its effect size. Each year, the school performed higher than expected to a large degree compared to schools enrolling similar proportions of economically disadvantaged students. Academy of the City also exceeded the target of 50 for its growth measure each year. In 2017-18, the school posted a mean growth percentile of 51.

Academy of the City met or came close to meeting its science goal over the charter term. In 2015-16, with 88% of the school's 4th grade students enrolled in at least their second year scoring at or above proficiency, the school exceeded the absolute target by 13 percentage points and narrowly fell below the district by two percentage points. The following year, the school improved its performance and met the target for both measures under its goal. Academy of the City posted a 94% proficiency rate and exceeded the district's performance by five percentage points. The school continued to meet its goal in 2017-18, surpassing the absolute target by 20 percentage points and exceeding the district's performance.

The school remained in good standing under the state's accountability system throughout its charter term.

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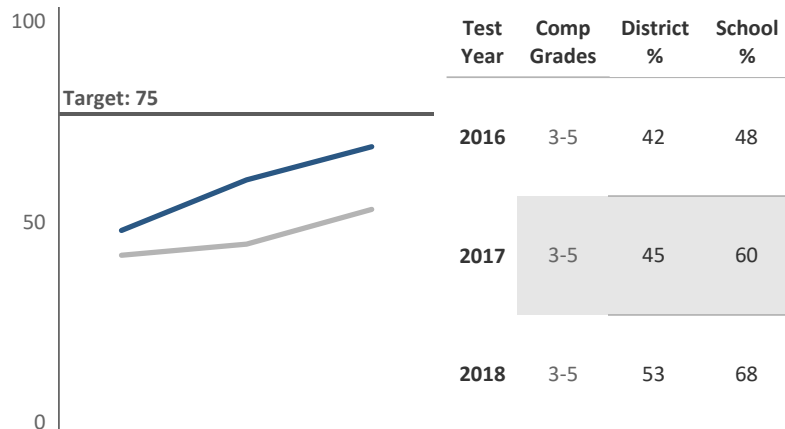
ACADEMIC PERFORMANCE

ACADEMY OF THE CITY CHARTER SCHOOL

ENGLISH LANGUAGE ARTS ACCOUNTABILITY PLAN GOAL

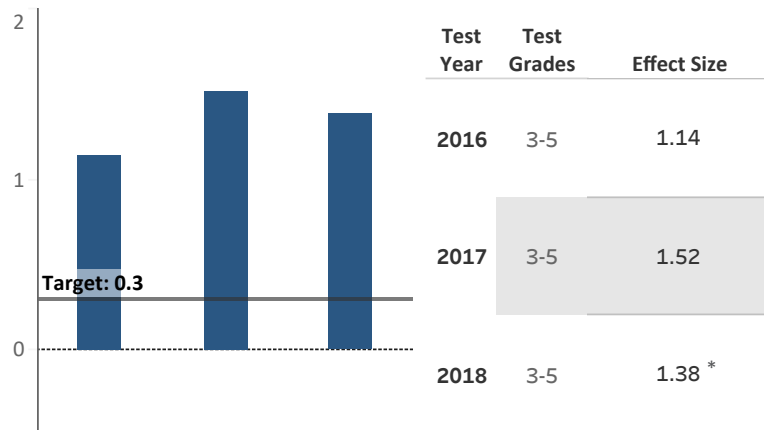
Comparative Measure:

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**.



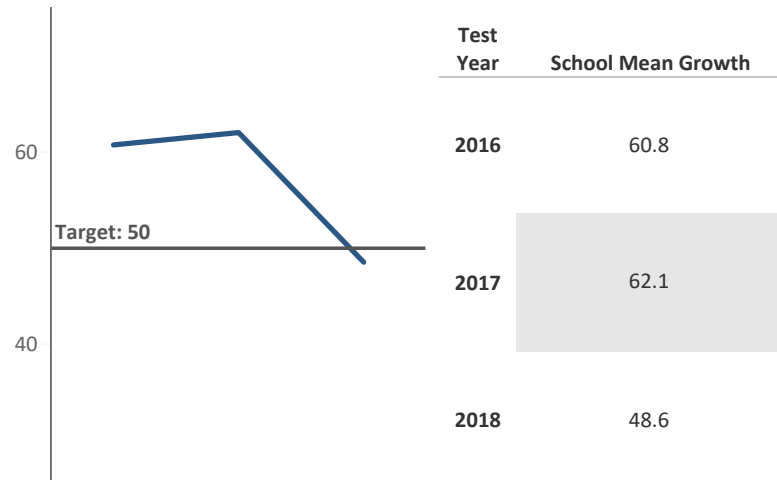
Comparative Measure:

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 the state's unadjusted median growth percentile in **ELA**.



*This draft effect size is based on preliminary data available for 2017-18.

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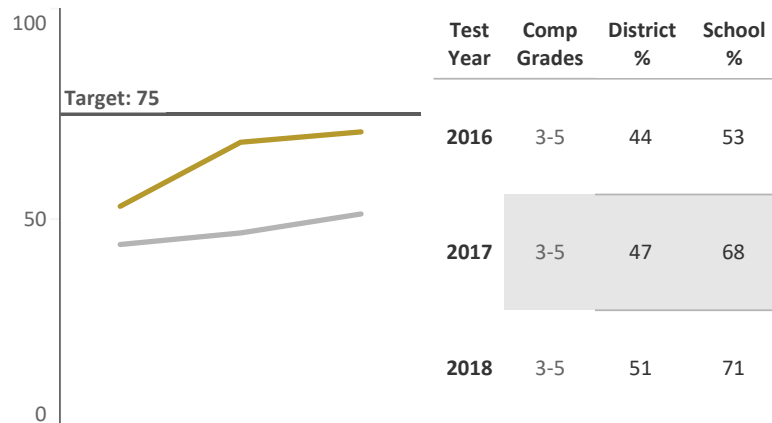
ACADEMIC PERFORMANCE

ACADEMY OF THE CITY CHARTER SCHOOL

MATHEMATICS ACCOUNTABILITY PLAN GOAL

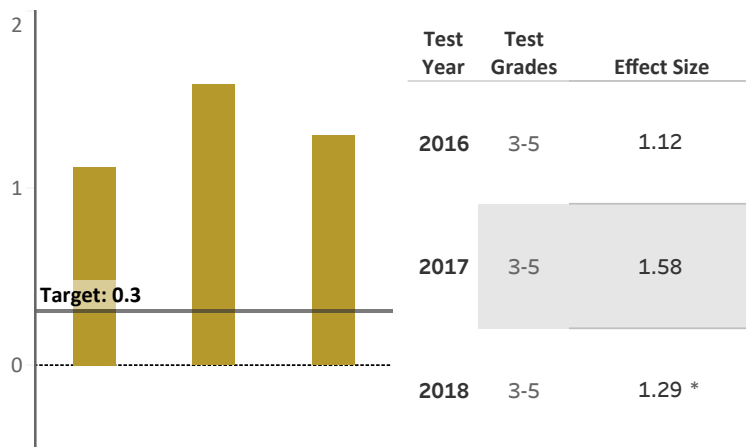
Comparative Measure:

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.



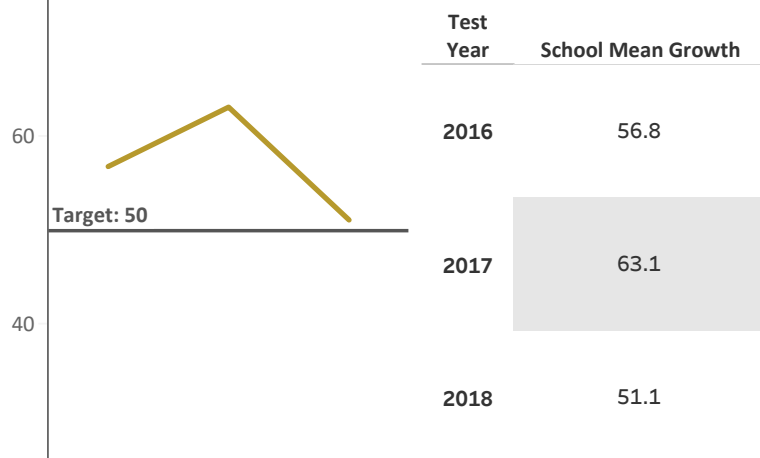
Comparative Measure: Effect

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 the state's unadjusted median growth percentile in Mathematics.



*This draft effect size is based on preliminary data available for 2017-18.

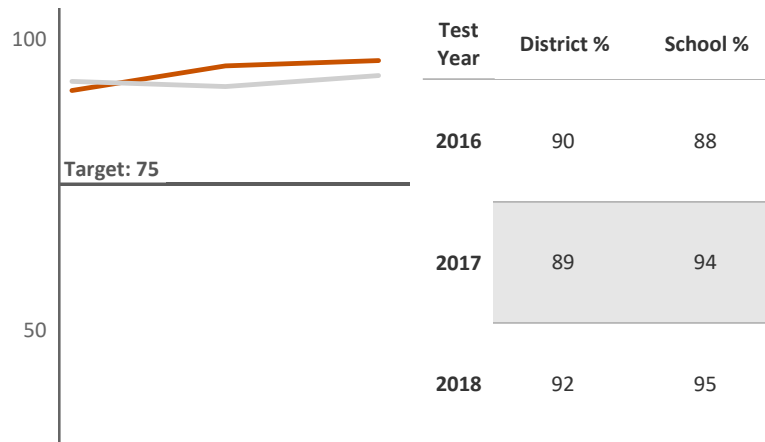
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ACADEMIC PERFORMANCE

ACADEMY OF THE CITY CHARTER SCHOOL

SCIENCE ACCOUNTABILITY PLAN GOAL

Science: Comparative Measure. Each year, the percentage of students at the school in at least their second year performing at or above proficiency in **science** will exceed that of students in the same tested grades in **the district**.



SPECIAL POPULATIONS PERFORMANCE

	2016	2017	2018
Enrollment Receiving Mandated Academic Services	51	56	52
Tested on State Exam	15	21	25
School Percent Proficient on ELA Exam	26.7	9.5	40.0
District Percent Proficient	9.7	10.1	16.7
	2016	2017	2018
ELL Enrollment	41	49	49
Tested on NYSESLAT Exam	39	47	49
School Percent 'Commanding' or Making Progress on NYSESLAT	25.6	29.8	20.4

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.

**SUNY
RENEWAL
BENCHMARK
1B**

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

Academy of the City has an assessment system that improves instructional effectiveness and student learning. Teachers regularly analyze data to drive instructional practices and support student learning based on students' identified deficits within the standards.

- Academy of the City regularly administers valid and reliable assessments aligned with state standards. For ELA, the school administers Fountas and Pinnell ("F&P") reading assessments three times a year, quizzes from the Journeys reading program every two weeks, and on demand writing assessments three times per year. For mathematics, teachers give a diagnostic mathematics assessment at the beginning of the year and quizzes and end of unit assessments from GO Math! on a regular basis. For both content areas, teachers create exit tickets as part of ongoing formative assessment. To ensure that assessments match the rigor of the state standards, leaders review released test items with teachers throughout the school year.
- The school has a valid and reliable process for scoring and analyzing assessments. Instructional leaders provide teachers with professional development to ensure teachers consistently apply scoring rubrics to student writing. Teachers then score assessments and on demand writing as a group to discuss any discrepancies or questions about scoring as they arise. Similarly, instructional leaders and teachers review student work samples to ensure reliable scoring and consistent feedback to students.
- Academy of the City makes assessment data accessible to teachers, leaders, and board members. The school utilizes an online system to quickly score assessments and generate reports that teachers can review immediately. At-risk program teachers share data trackers and meet regularly with general education teachers to discuss at-risk student performance. Leaders review individual, class, and grade level data from F&P, Journeys, and GO Math! assessments, and present data to board members on a monthly basis.
- Teachers use assessment results to adjust classroom instruction and identify students for at-risk program services. Teachers use formative and summative assessments to create student groupings for interventions and to determine reteach topics for whole class lessons. The school schedule includes time each day for small group centers, and teachers use assessment data to determine activities and standards to revisit during this time as well as to work with students in small groups. During this charter term, the school increased the number of intervention and special education teachers, enabling the school to offer robust interventions based on a detailed analysis of assessment data.

- School leaders use assessment results to develop professional development topics and school priorities. After analyzing state test results, leaders identify standards that the school performs more than five percentage points below the city and target those areas for curriculum development work. The school's evaluation system does not include measures for student performance, but leaders consistently discuss student performance results with teachers to help them drive instructional decisions.
- Academy of the City regularly communicates with families about student progress and growth. The school has two parent conference days per year for teachers to discuss report cards with families and sends home three progress reports. The school utilizes a variety of methods to keep families well informed about student progress including an online portal that families access to view behavior and academic reports and online access to the grading system.

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

Academy of the City's curriculum supports teachers in instructional planning. Leaders and teachers closely analyze student performance data to identify specific learning gaps and effectively adjust curricular programs to meet students' needs.

- Academy of the City has a curricular framework that provides a fixed, underlying structure aligned to state standards. In ELA, the school uses a teacher created reading program based on the Teachers College Reading and Writing Project ("TCRWP") for Kindergarten – 1st grade and Journeys program for 2nd – 5th grade. The school incorporates project based learning activities through teacher created resources into each subject area as a main facet of the school's program. For mathematics, the school uses GO Math! for all grade levels. A key part of the school's success has been its detailed review of the commercial programs to ensure that the content taught on a daily basis meets the rigor of the state standards. Leaders work with teachers to closely review the curricular materials and ensure that teachers make appropriate adjustments at each grade level.
- Academy of the City has supporting tools that provide a bridge between the curricular framework and lesson plans. For each subject area and grade, instructional leaders provide a scope and sequence, pacing calendar, and unit plans. The curricular tools provide teachers with information about standards, key concepts within the standards, and essential questions for each unit of study. Based on these documents, teachers know what to teach and when to teach it.

- During the charter term, the school reviewed its curricular programs to make changes that better support student learning. Academy of the City focused its use of curricular programs to only Journeys and GO Math! as it previously utilized multiple commercial programs as part of the school's curriculum. The school's decision to streamline the use of programs to only two allows teachers to focus more on supplementing the programs with engaging activities that meet the rigor of the state standards. Leaders also worked with teachers to include more opportunities for writing within every subject area. Additionally, based on a review of student writing and work products, leaders worked with consultants to introduce a new writing program this year to address specific needs in the school's writing program.
- Teachers plan purposeful and focused lessons using the school's lesson planning template. The template includes sections for lesson activities, standards, objectives, higher order thinking questions, and common misconceptions. Leaders provide weekly feedback to teachers on lesson plan content and facilitate conversations with teachers to ensure that they have deep content knowledge and the ability to address student misconceptions quickly.

IS HIGH QUALITY INSTRUCTION EVIDENT THROUGHOUT THE SCHOOL?

Teachers establish strong classroom learning environments that engender active student engagement. Purposeful instruction is evident throughout Academy of the City classrooms. Teachers clearly state learning objectives, build on previous lessons, and often check for student understanding. The school has notably strong student engagement with consistent classroom management techniques. As shown in the chart below, during the renewal visit, Institute team members conducted 22 observations following a defined protocol used in all renewal visits.

NUMBER OF CLASSROOM OBSERVATIONS

		GRADE						
		K	1	2	3	4	5	Total
CONTENT AREA	ELA	2	2		3	3	3	13
	Math	1		1		2	4	8
	Other				1			1
	Total	3	2	1	4	5	7	22

SUNY RENEWAL BENCHMARK 1D

- Teachers deliver purposeful lessons that align to the school's curriculum (17 out of 22 lessons observed). Teachers prominently display and explicitly discuss the lesson objective, ensuring that students are aware of the lesson's focus. Teachers make clear the connection between the objective and previously taught skills and knowledge, and use the link as a motivation for further learning. Teachers present concepts with accuracy in clear and age appropriate terms.
- More than half of teachers regularly use techniques to check for student understanding (13 out of 22 lessons observed). Some teachers closely monitor the students' turn and talk responses to gauge their level of understanding. Teachers often circulate around the classroom to monitor student work providing feedback, clarification, and encouragement to specific students. In a few cases, the teachers generalize from these individual checks to provide guidance to the entire class. Teachers tend to elicit answers to recall questions to monitor learning, but these limited checks tend not to provide enough information to make in the moment adjustments to instruction based on immediate student understanding. While teachers do not frequently collect end of lesson work products to evaluate student knowledge, they regularly administer curriculum quizzes and unit assessments that provide data on student skill and knowledge acquisition.
- About half of the observed lessons included opportunities to challenge students with questions and activities that develop higher order thinking and problem solving skills (10 out of 22 lessons observed). Teachers elicit student to student interaction in classwide discussions through open ended questions. In upper grade small group mathematics centers, students collaborate on problem solving by providing explanations for their reasoning, analyzing each other's work, and justifying their strategies. In some cases, teachers ask challenging questions requiring students to defend their answers and elaborate on responses. This school year, the school began posting higher order thinking questions for each daily subject lesson, and leaders plan to continue developing teachers' use of questioning through targeted professional development to ensure that teachers utilize strategies to incorporate higher order thinking opportunities throughout lessons.
- Teachers establish and maintain a classroom environment with a consistent focus on academic achievement (19 out of 22 lessons observed). Teachers communicate clear expectations by effectively redirecting misbehavior, minimizing minor disruptions, and ensuring generally efficient transitions between classroom activities. Students internalize routines, are on task, and actively engage in independent and group activities. Teachers are prepared with readily available materials and often promote a sense of urgency for learning.

**SUNY
RENEWAL
BENCHMARK
1E**

DOES THE SCHOOL HAVE STRONG INSTRUCTIONAL LEADERSHIP?

Academy of the City has a strong instructional leader who continues to develop the instructional team. With the support of external consultants and drawing from its in house leader pipeline, the school systematically enhances its leadership capacity.

- Academy of the City's leadership establishes an environment of high expectations for teachers' professional growth and a belief that all students can succeed. The school continues to dedicate resources to support its at-risk programs, deploying experienced teachers to serve its neediest students. As a result, the New York State Education Department ("NYSED") has named Academy of the City a Reward School for the last two years.
- The instructional leadership team effectively supports the development of teachers. The principal and two assistant principals supervise and coach teachers. In addition, the school establishes a teacher coach position that allows two veteran teachers to create a part time coaching schedule to add additional support for classroom teachers. The leadership team meets weekly to review and revise their respective coaching schedules, which they update regularly to reflect individual teacher needs and professional development priorities.
- Instructional leaders provide sustained, systemic coaching and supervision that improves teachers' instructional effectiveness. The principal and assistant principals conduct regular informal observations of teachers with written or verbal follow up, as well as weekly one-on-one meetings with the teachers they supervise. Leaders continually focus on, and reinforce, key pedagogical practices including engaging students, checking for student understanding, questioning techniques, and creating focused lesson outcomes. Following a weekly schedule, the peer coaches support selected teachers and coach grade level teams on implementing specific curricula. The external leadership consultants mentor the assistant principals by collaborating with them on observing classroom lessons and modeling effective coaching practices.
- Instructional leaders provide opportunities and guidance for teachers to plan curriculum and instruction within grade levels. Academy of the City schedules teachers for common preparation periods so that they can collaboratively review the curriculum and plan lessons. During weekly grade level meetings leaders and the peer coaches meet with the teachers to review lesson delivery, pacing guides, and assessment results, as well as

to discuss curriculum enhancements. Grade levels also meet for more extended periods during bi-weekly staff meetings and regular professional development days. While Academy of the City has continued to provide many opportunities for teachers to align their instruction within each grade level, it now focuses on integrating instruction across grades.

- Instructional leaders implement a professional development program that enables teachers to refine curriculum content, build systems that align with grade level expectations, and develop their professional competence and leadership skills. Academy of the City prioritizes incorporating writing into every subject area and provides teachers with professional development that focuses on teaching formal structural techniques in writing. Under the guidance of external consultants, the school implements a series of curricular and assessment systems that align across grades and provide a feedback loop for evaluating assessment results, state standards, and the current curriculum. An important aspect of professional development continues to be leadership development. Many at-risk program teachers and classroom teachers lead professional learning communities (“PLCs”) for their colleagues in which they can demonstrate their expertise and emerging leadership skills.
- Professional development activities interrelate with classroom practice. During both formal and informal classroom observations, the instructional leadership team is mindful of current professional development initiatives including enhancing writing instruction and supplementing the commercial ELA and mathematics programs, as well as the school’s ongoing focus on effective pedagogical practices. Concomitantly, the instructional leadership team knows the overall strengths and weaknesses of classroom practices through its observations and review of assessment results. Leaders use the analysis of observational and student achievement data to inform pedagogical topics and coaching strategies.
- Instructional leaders regularly conduct teacher evaluations with clear criteria that accurately identify teachers’ strengths and weaknesses. Academy of the City continues to use the same teacher evaluation protocols within the same set of annual procedures. The process, consisting of two short evaluations and a comprehensive observation with a follow up narrative, has clear criteria, of which teachers are aware.
- Instructional leaders hold teachers accountable for quality instruction. Based on Academy of the City’s teacher evaluation protocol, the school evaluates teachers’ instruction following the state’s categories for effective teaching. While the school does not explicitly hold teachers accountable for student performance, the school does monitor patterns of student performance within classrooms to make instructional adjustments and modify coaching decisions.

**SUNY
RENEWAL
BENCHMARK
1F**

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

Academy of the City effectively meets the needs of at-risk students evidenced by high rates of proficiency on the state's ELA and mathematics assessments. The school strategically places highly effective teachers into at-risk program staff positions and provides weekly meeting time for at-risk program and general education teachers to coordinate services.

- Academy of the City uses clear procedures for identifying at-risk students. Utilizing the school's assessment system, leaders and teachers identify students struggling academically through ongoing data monitoring based on F&P, GO Math!, and Journeys assessments. If students do not make clear progress after initiating differentiation and intervention supports in the classroom, teachers refer students to receive a six week cycle of targeted small group instruction from an at-risk staff member. After six weeks, at-risk program teachers review students' progress and decide if an additional cycle is required. If students do not make progress after receiving one or more cycles of targeted instruction teachers refer students to the special education coordinator for a potential referral to the district Committee on Special Education ("CSE") for evaluation for special education services. The school uses the Home Language Identification Survey to identify families that speak languages other than English then administers the New York State English Identification Test for English Language Learners ("NYSITELL") to eligible students.
- Academy of the City has effective intervention programs to meet the needs of at-risk students. The school's intervention program for students struggling academically begins in the general education classroom where teachers differentiate instruction to meet the needs of students requiring low intensity academic interventions. Students participate in small group ELA and mathematics activities tailored to address specific skill gaps. Teachers refer students requiring more intensive academic supports to the school's learning lab. At-risk program teachers implement academic interventions using the Leveled Literacy Intervention ("LLI") program, the reteach components of Journeys and GO Math!, and in some, cases teachers create their own materials to supplement these curricular resources. For students with Individualized Education Programs ("IEPs"), Academy of the City provides mandated services such as special education teacher support services ("SETSS") and related services. To meet the needs of ELL students, general education teachers use English language acquisition strategies to support ELLs in the general education classroom, and ELL teachers deliver targeted language proficiency support to ELL students in a small group setting outside the classroom.

- The learning lab staff members comprise seven at-risk teachers and the special education coordinator who meet weekly with general education teachers to discuss best practices for supporting at-risk students. When necessary, these staff members push into classrooms and model strategies for general education teachers. Classroom teachers share lesson plans with learning lab teachers to ensure content, teaching strategies, and students' individual learning goals are coherently addressed.
- The school effectively monitors the progress of at-risk students. The special education coordinator creates schoolwide data trackers for all classroom and learning lab teachers. Teachers progress monitor students who receive small group instruction and share student achievement using shared data tracking sheets. The school also sends home academic intervention progress reports every six weeks for students receiving small group instruction in the learning lab. Similarly, ELL teachers send home ELL progress reports four times per year aligned with the four modalities of language development assessed on the New York State English as a Second Language Achievement Test ("NYSESLAT").
- The special education coordinator provides training at the beginning of the year on the at-risk identification process. Throughout the year during PLC and grade team meetings the learning lab teachers and external consultants provide training on differentiation strategies and best practices to support students with disabilities and ELLs. At-risk program teachers attend external trainings, such as offerings at the New York City Charter School Center's Special Education Collaborative, which they use to inform the school based training they provide throughout the year.

ORGANIZATIONAL PERFORMANCE



IS THE SCHOOL AN EFFECTIVE, VIABLE ORGANIZATION?

Academy of the City is an organizational success. The school-based operational team effectively oversees the operational components of the school's program, allowing the principal and assistant principals to focus on the academic program.

SUNY RENEWAL BENCHMARK 2A

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

Academy of the City 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. The school infuses literacy learning into multiple parts of the school day. Throughout the charter term, leaders have been reflective of their practice to ensure they implement an effective professional development program to ensure teachers develop and improve.

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 New York City Department of Education's (the "NYCDOE's") 2017-18 NYC School Survey. NYCDOE distributes the survey every year to compile data about school culture, instruction, and systems for improvement. In 2017-18, 71% of families who received the survey responded. The majority of respondents (93%) indicated satisfaction with the school, and the response rate is sufficient to 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. 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 22 parents in attendance at the focus group expressed extreme satisfaction with how the school keeps them up to date on students' academic progress,

specifically students receiving at-risk services. Parents also find workshops and schoolwide events to be useful resources for understanding the content their students are learning and deepening connections within the school community.

Persistence in Enrollment. An additional indicator of parent satisfaction is persistence in enrollment. In 2017-18, 93% of Academy of the City 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 NYSED is available to the Institute to provide either district or statewide context.

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

Academy of the City effectively supports the delivery of the educational program. The school has established an administrative structure with staff, operational systems, policies, and procedures that allow the school to carry out the program. The director of operations has responsibility for all non-instructional systems, enabling the principal to devote his time primarily to instructional support. With direct supervision of the operations staff, the director of operations ensures that operational systems function effectively and efficiently.

- The organizational structure establishes distinct lines of accountability with clearly defined roles and responsibilities. Teachers are fully aware of the supervisory and coaching roles of the principal and respective assistant principals and understand the responsibilities of the peer teacher coaches and dean of culture. Classroom and at-risk program teachers understand their particular responsibilities. Leaders leverage positive relationships with union representatives to ensure that the collective bargaining agreement is renewed in a timely fashion; the contract provides for salary, leave provisions, and a clear progressive discipline and grievance process for teachers.
- Academy of the City has a clear student discipline system in place that is consistently applied within each grade level. The school continues to use responsive classroom techniques to promote a positive school culture. Classrooms have similar rules based on responsive classroom tenets within a grade level behavior management system. The school has an overarching tiered system of levels of infraction with corresponding consequences. The dean of students oversees the implementation of the system and intervenes in the case of serious infractions. Over the charter term, the school has suspended less than one percent of its student population each year.

- Academy of the City retains high quality staff. With its continued focus on leadership opportunities, the school encourages teachers to remain at the school in pursuit of their own personal professional growth. By giving priority to internal hires, Academy of the City has an established leadership pipeline. Teachers have frequent opportunities to hone their expertise by leading PLCs. As a result, 11 of the 28 member teaching staff are in at least their seventh year at the school, which is in its eighth year of operation. All teachers have returned from last year, with the exception of one teacher who was not rehired.
- Academy of the City allocates sufficient resources to support achievement goals. The school has a well stocked library. Classrooms have a rich selection of books; each class has a SmartBoard and an overhead projector, as well as iPads and Chrome books for small group instruction. The school gives each teacher an annual budget to buy classroom supplies and materials at their own discretion.
- Academy of the City maintains adequate student enrollment. The school continues to be at its full 400 student enrollment with 1,300 students on the waitlist. Additionally, Academy of the City has procedures in place to meet enrollment and retention targets for special education students, ELLs, and economically disadvantaged students. While the school has not met a number of the enrollment and retention targets, it continues to make progress in attaining them and in general shows good faith efforts in monitoring progress and adjusting strategies as needed.
- Academy of the City regularly monitors and evaluates the school's programs and makes changes if necessary. In consultation with the board, the principal and the school leadership team evaluate the effectiveness of the delivery of instruction. As part of the school's collective bargaining agreement, teachers participate in a systematic process to provide feedback to leaders regarding the curricular program revisions. In addition to expanding the staffing of the at-risk program and revamping the ELA program, the school continues to review and refine the overall curriculum including the recent effort to systematically enhance the writing program. The school continues to be deliberate about expanding its instructional coaching in anticipation of growing a middle school. Finally, through the external leadership consultants, the school is building its leadership bench strength and integrating its instructional systems across grade levels.

SUNY RENEWAL BENCHMARK 2D

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

The Academy of the City board is reflective and strategic in its work to ensure the school is meeting or coming close to meeting its Accountability Plan goals. The board establishes clear priorities aligned to the school's academic, fiscal, and operational success, and utilizes effective systems to monitor the school's ongoing progress towards meeting these goals.

- The board possesses expertise in education in addition to skills that enable necessary oversight of operations and finance. The board continues to operate with several standing committees including an education committee, development committee, and finance and operations committee, which meet regularly and provide effective supervision to specific areas of the school's program.
- Board members request and receive information on the school that allows them to provide effective oversight. The school's principal provides the board with monthly data reports on the school's progress specifically related to academics, culture, operations, and finance. Over the charter term, the board developed an annual reporting calendar to streamline the information they received from the school and ensure it was delivered in a timely manner.
- Academy of the City's board is reflective about the school's progress and establishes clear priorities and long range goals, which they monitor and adjust as necessary. Over the charter term, the board prioritized the effective delivery of the school's academic program to ensure Academy of the City met its Accountability Plan goals. If renewed, the school intends to grow to serve middle school grades in the next charter term. In preparation for this expansion, the board developed a middle school advisory group comprised of teachers, leaders, and board members. The advisory group provides the board with long term planning and program development recommendations, which the board uses to inform the organization's priorities and long range goals.
- The board has retained the school's founding leader over the charter term. As a result, the board has not been responsible for any direct hires. However, the board participates in the selection process for secondary leadership positions. Over the charter term, the board has supported the principal with two internal promotions of teachers to assistant principals.
- The board conducts annual evaluations and sets professional development goals with the school leader. The board also conducts a self evaluation and participates in an annual retreat to develop its ability to oversee the school's program and to strategize around short and long range goals.

- The board effectively communicates with the school community. A parent alumnus joined the board within the charter term, and the board includes two current parents as non-voting members to stay informed about parent and student concerns. Board members occasionally participate in the school's PLCs to stay up-to-date on the academic program, as well as attend project based learning student showcases. As part of the school's collective bargaining agreement, teachers have the ability to participate in any board committee except the executive committee. This allows for direct input from teachers on various issues including academic accountability.

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

The board materially and substantially implements, maintains, and abides by adequate and 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.

- With community a priority, the board evidences its dedication through outreach and programming outside its academic program to families and community members. One example is the family literacy program offered afterschool to parents.
- In addition to school, operations and fiscal reports the board has received reports on project based learning.
- The board has a clear focus on fundraising to assist with additional programming. This fundraising has allowed for the provision of the family literacy program, afterschool programming, learning specialists and summer camp.
- The board is reflective. During the current charter term the board received training and has continued to follow up on recommendations made including the more effective use of committees.
- The board is thoughtful as to annual retreats and decision-making. During the current charter term, the board focused on what "excellence" meant for the school. This work culminated in a discussion moderated by leadership of another charter school.
- Clearly dedicated to researching a topic, in preparation for a discussion on possible curricular programs for the middle school level, several board members visited the successful implementation of the curriculum at another charter school.

SUNY RENEWAL BENCHMARK 2E

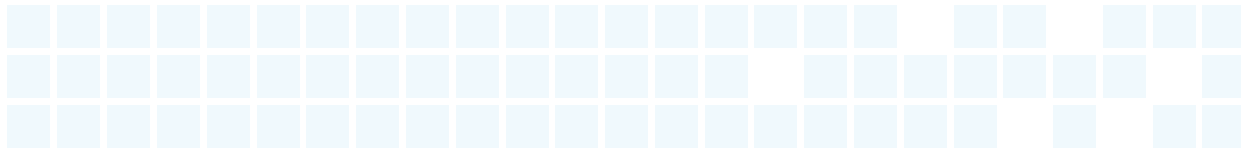
- The board leverages relationships with other charter and private school boards as evidenced by members attending other schools' board meetings. In preparation for applying to expand to a middle school program, the board attended schools that have expanded to middle school programs to ask questions regarding the expansion of curricular programs and staffing and observed meetings to better improve its oversight functions of Academy of the City. The board also engaged with leaders and teachers through the creation of the middle school task force and participated in school visits to observe middle school programs throughout New York City.

SUNY RENEWAL BENCHMARK 2F

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

The education corporation substantially complies with applicable laws, rules and regulations, and provisions of its charter with one minor exception.

- **Complaints.** The Institute received no formal complaints regarding the school.
- **Compliance.** The Institute issued no violation letters during the charter term.
- **Minutes.** The board should review meeting minutes, which must reflect the appropriate reason(s) the board may enter into executive session.
- **Student Files.** School leadership should review relevant guidance to ensure IEP information is only shared with staff members who need access to it in accordance with the Individuals with Disabilities Education Act's (the "IDEA's") student privacy provisions.
- **Accessibility.** The education corporation should consider planning regarding better accessibility of its facilities for those with disabilities.



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FISCAL PERFORMANCE



IS THE EDUCATION CORPORATION FISCALLY SOUND?

Based on a review of the fiscal evidence collected through the renewal review, Academy of the City Charter School is fiscally sound. The SUNY Fiscal Dashboard presents color-coded tables and charts indicating that the education corporation has demonstrated fiscal soundness over the majority of the charter term.⁸

SUNY
RENEWAL
BENCHMARK
3A

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

Academy of the City has sufficient financial resources to ensure stable operations and has maintained fiscal soundness through conservative budgeting practices, routine monitoring of revenues and expenses, and by making appropriate adjustments when necessary.

- The Academy of the City’s principal and chief financial officer develop annual budgets in collaboration with the board’s finance committee. Once the finance committee has conducted a full comprehensive review process, the full board votes to adopt the annual budget. The principal and chief financial officer along with the external service provider analyze variances throughout the year.
- The next charter term projections reflect expansion into middle school grades with enrollment increases.
- The school has in place a collective bargaining agreement, which are reflected in the budget projections in regard to salary increases.

8. 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.



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SUNY RENEWAL BENCHMARK 3B

DOES THE SCHOOL MAINTAIN APPROPRIATE INTERNAL CONTROLS AND PROCEDURES?

The education corporation has generally established and maintained appropriate fiscal policies, procedures, and internal controls.

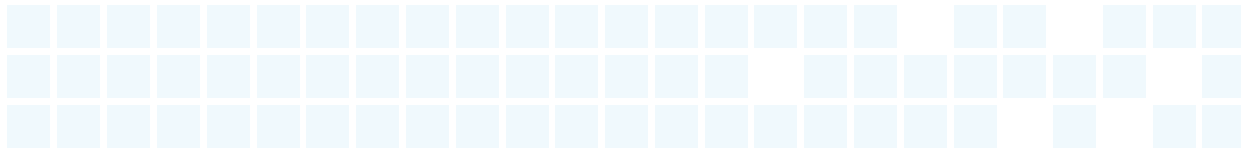
- Written policy and procedures exist but are outdated and last reviewed in 2015. As a best practice, the board needs to ensure it conducts an annual review and update of the financial policies and procedures. Written policies address key issues including internal controls, financial reporting, cash disbursements and receipts, payroll, bank reconciliations, fixed assets, grants/contributions, capitalization and accounting, procurement, and investments.
- The education corporation has accurately recorded and appropriately documented transactions in accordance with established policies.
- The principal and chief financial officer work with the key staff and the board to help ensure that the school follows established policies and procedures.
- The education corporation's most recent audit report of internal control over financial reporting related to financial reporting and on compliance and other matters disclosed no material weaknesses, or instances of non-compliance that were required to be reported.

SUNY RENEWAL BENCHMARK 3C

DOES THE SCHOOL COMPLY WITH FINANCIAL REPORTING REQUIREMENTS?

The education corporation complies with reporting requirements.

- The education corporation's annual financial statements are presented in accordance with generally accepted accounting principles and the independent audits of those statements have received unqualified opinions.
- The education corporation's independent auditor meets with the board to discuss the annual financial statements and answer any questions about the process and results.
- The school submitted the audited financial statements for the year ended June 30, 2018 to the Institute by the November 1, 2018 due date. The Institute is in the process of reviewing the school's audited financial statements at the time of this report.



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FISCAL

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PERFORMANCE

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SUNY RENEWAL BENCHMARK 3D

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

The education corporation maintains adequate financial resources to ensure stable operations.

- Academy of the City posts a fiscally strong composite score rating on the Institute's financial dashboard indicating a consistent level of fiscal stability over the charter term.
- Academy of the City has relied primarily on recurring operating revenues and accumulated surpluses to cover any operating deficits and is not dependent upon variable income for its financial needs. Program needs are met without budgetary restraints.
- Academy of the City prepares and monitors cash flow projections and maintains sufficient cash on hand to pay current bills and those that are due shortly and retains a healthy 2.8 months of cash on hand. Academy of the City maintains a healthy balance sheet with net assets in excess of \$1.8 million.
- As required by the charter agreement, Academy of the City has established the separate bank account for the dissolution fund reserve of \$75,000.



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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?

Academy of the City is an academic success. The school operates as an effective and viable organization, and the education corporation is fiscally sound. Based on demonstrated capacity at the elementary level, the plans to operate and expand the program for a five year term are reasonable, feasible, and achievable.

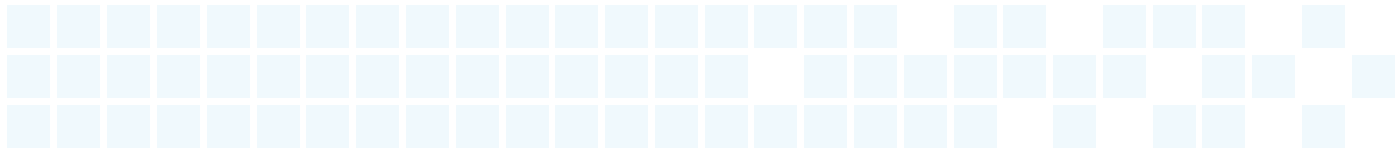
Plans for the School’s Structure. The education corporation has provided all of the key structural elements for a charter renewal and those elements are reasonable, feasible, and achievable.

Plans for the Educational Program. Academy of the City plans to continue to implement the same core elements of its educational program that enabled the school to meet or come close to meeting its key Accountability Plan goals in the current charter term. These elements are likely to enable the school to meet or exceed its academic goals in the next charter term. Academy of the City plans to expand by adding a middle school program to serve students in 6th – 8th grade. Enrollment will increase over the charter term by approximately 300 students to over 700 in Kindergarten – 8th grade.

Plans for Board Oversight & Governance. Current board members express interest in continuing to serve Academy of the City in the next charter term. The board may add new trustees in the next charter term.

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

	CURRENT	END OF NEXT CHARTER TERM
Enrollment	420	728
Grade Span	K-5	K-8
Teaching Staff	29	51
Days of Instruction	185	185



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The school intends to continue to provide instruction in the existing long term leased space, which can accommodate the proposed grade expansion through the 2019-20 school year. The school is exploring potential co-location or private facility options for the middle school program for the long 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 expand through 8th grade and meet its proposed Accountability Plan goals.



Academy of the City

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APPENDIX A: School Overview

ACADEMY OF THE CITY CHARTER SCHOOL BOARD OF TRUSTEES

CHAIR

Nancy Sills

VICE CHAIR

Angela Howard

TREASURER

Harold Elish

SECRETARY

Sarah DeBlois

TRUSTEES

Michela Nonis

Dr. Richard Welles

James Traub

Monica Khan-Liriano

SCHOOL LEADERS

PRINCIPAL

Richard Lee, Principal (2011-12 to Present)

SCHOOL CHARACTERISTICS

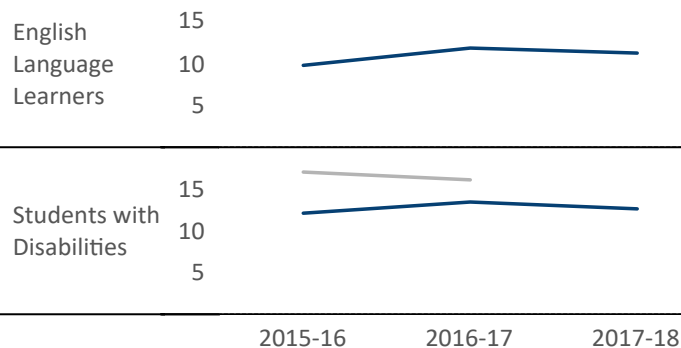
SCHOOL YEAR	CHARTERED ENROLLMENT	ACTUAL ENROLLMENT	ACTUAL AS A PERCENTAGE OF CHARTERED ENROLLMENT	PROPOSED GRADES	ACTUAL GRADES
2014-15	351	358	102%	K-4	K-4
2015-16	405	410	101%	K-5	K-5
2016-17	396	413	104%	K-5	K-5
2017-18	414	410	99%	K-5	K-5
2018-19	420	404	96%	K-5	K-5

APPENDIX A: School Overview

Academy of the City Charter School

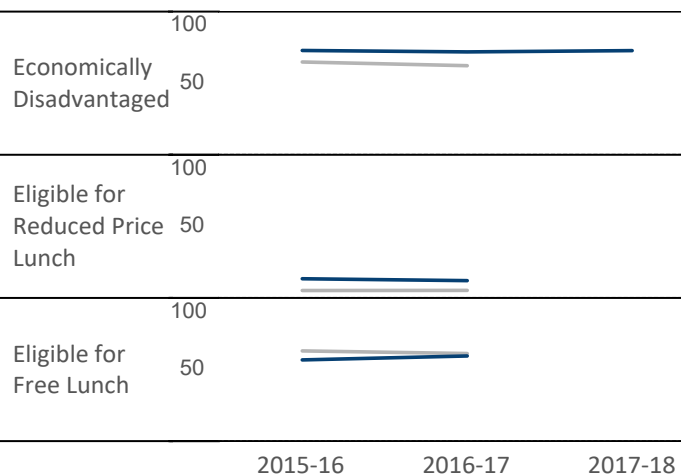
Queens CSD 30

Student Demographics: Special Populations



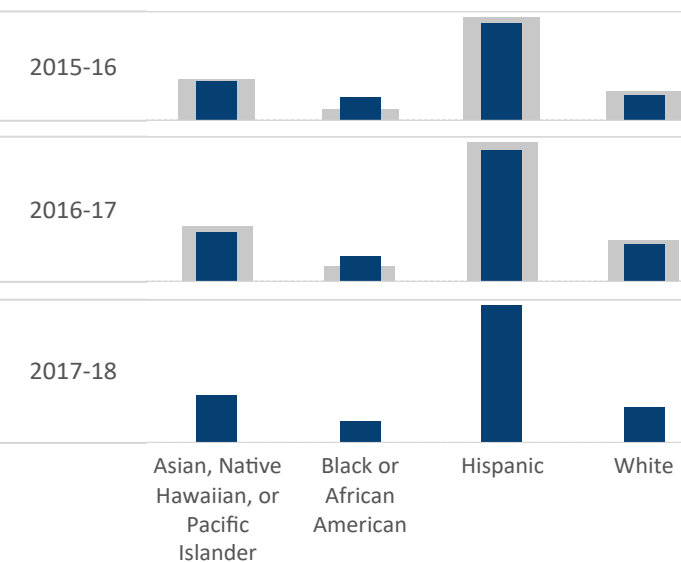
District	22.6	23.4	
School	9.9	11.9	11.3
District	17.2	16.2	
School	12.3	13.6	12.8
	2015-16	2016-17	2017-18

Student Demographics: Free/Reduced Lunch



District	65.5	62.9	
School	73.6	72.6	73.5
District	6.0	6.1	
School	14.2	12.9	
District	63.7	61.9	
School	57.5	60.2	
	2015-16	2016-17	2017-18

Student Demographics: Race/Ethnicity

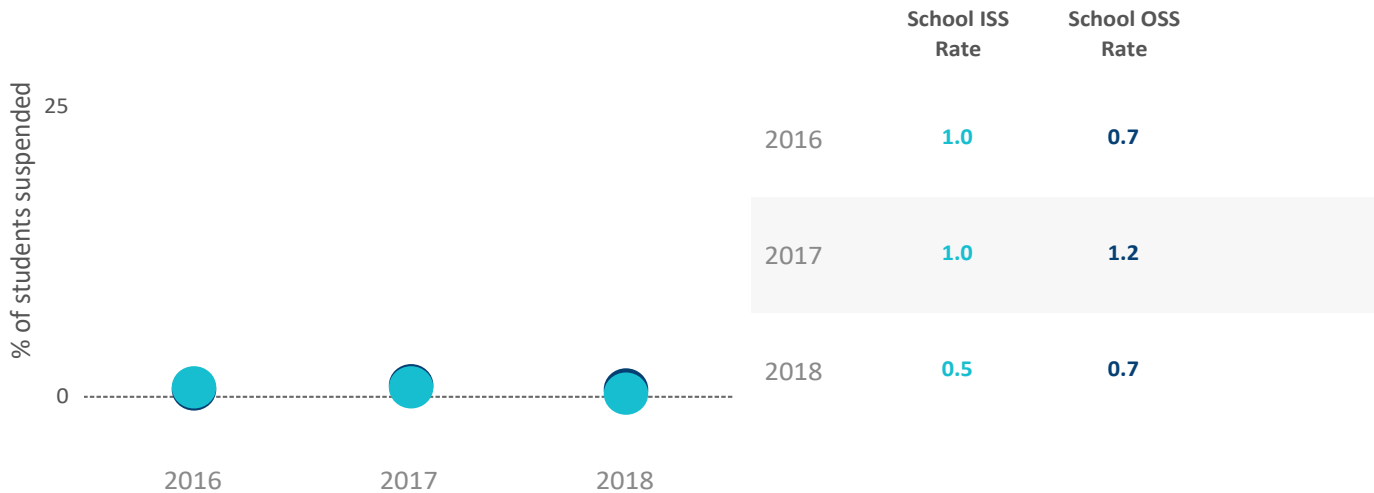


District	22	6	55	15
School	21	12	51	13
District	22	6	54	16
School	20	10	51	15
District				
School	19	9	54	14
	Asian, Native Hawaiian, or Pacific Islander	Black or African American	Hispanic	White

APPENDIX A: School Overview

Academy of the City Charter School

Queens CSD 30



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 the 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.

2016	2017	2018
0	0	0

Academy of the City Charter School's Enrollment and Retention Status: 2017-18

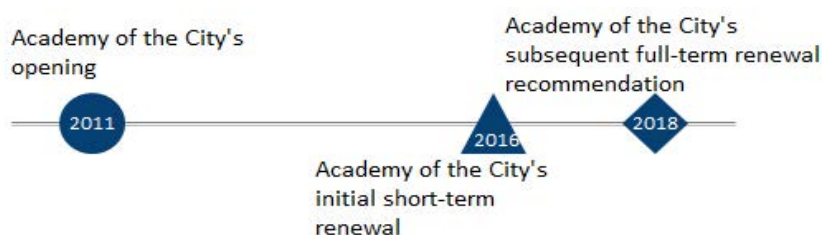
			District Target	School
Enrollment	Economically disadvantaged	<div><div></div></div>	84.6	73.5
	English language learners	<div><div></div></div>	25.5	17.0
	Students with disabilities	<div><div></div></div>	14.5	12.8
Retention	Economically disadvantaged	<div><div></div></div>	95.7	97.3
	English language learners	<div><div></div></div>	95.4	88.2
	Students with disabilities	<div><div></div></div>	95.4	82.9

APPENDIX A: School Overview

PARENT SATISFACTION: SURVEY RESULTS

RESPONSE RATE 71%	OVERALL SATISFACTION 93%	TRUST 95%	EFFECTIVE SCHOOL LEADERSHIP 92%	STRONG FAMILY COMMUNITY TIES 94%
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TIMELINE OF CHARTER SCHOOL RENEWAL



SCHOOL VISIT HISTORY

SCHOOL YEAR	VISIT TYPE	DATE
2011-12	First Year Visit	April 17, 2012
2013-14	Evaluation Visit	May 7, 2014
2015-16	Initial Renewal Visit	October 13-15, 2015
2018-19	Subsequent Renewal Visit	September 25 - 26, 2018

CONDUCT OF THE RENEWAL VISIT

DATE(S) OF VISIT	EVALUATION TEAM MEMBERS	TITLE
September 25-26, 2018	Hannah Hansen	School Evaluation Analyst
	Andrew Kile	Director of School Evaluation
	Dr. Ron Miller	External Consultant

APPENDIX A: School Overview

KEY DESIGN ELEMENTS:

ELEMENT	EVIDENT?
Reflective practice of the Academy of the City student;	+
Reflective practice, professional development of the Academy of the City teacher;	+
A focus on literacy;	+
Sheltered instruction;	+
Data-driven decision making;	+
Peace curriculum; and,	+
A longer school day and year.	+

APPENDIX B: Performance Summaries

SCHOOL PERFORMANCE SUMMARY: English Language Arts Academy of the City Charter School

	2015-16 Grades Served: K-5				2016-17 Grades Served: K-5				2017-18 Grades Served: K-5				MET
	All Students		2+ Years Students		All Students		2+ Years Students		All Students		2+ Years Students		
	Grades	% (N)	Grades	% (N)	Grades	% (N)	Grades	% (N)	Grades	% (N)	Grades	% (N)	
ABSOLUTE MEASURES 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	55.8 (52)	54.8 (42)		3	60.6 (104)	61.4 (101)		3	68.8 (77)	72.1 (68)		
	4	46.2 (52)	47.8 (46)		4	68.5 (54)	68.0 (50)		4	65.4 (104)	68.5 (89)		
	5	42.9 (49)	41.9 (43)		5	45.5 (55)	49.0 (51)		5	58.3 (48)	59.6 (47)		
	6	(0)	(0)		6	(0)	(0)		6	(0)	(0)		
	7	(0)	(0)		7	(0)	(0)		7	(0)	(0)		
	8	(0)	(0)		8	(0)	(0)		8	(0)	(0)		
	All	48.4 (153)	48.1 (131)	NO	All	58.7 (213)	59.9 (202)	NO	All	65.1 (229)	67.6 (204)	NO	
	Grades	PLI	AMO		Grades	PLI	AMO		Grades	PI	MIP		
	3-5	132	104	YES	3-5	149	111	YES	3-5	169		NA	
	Comparison: Queens District 30				Comparison: Queens District 30				Comparison: Queens District 30				
Grades	School	District		Grades	School	District		Grades	School	District			
3-5	48.1	42.3	YES	3-5	59.9	44.9	YES	3-5	67.6	53.0	YES		
4. Each year the school will exceed its predicted percent of students at proficiency on the state exam by at least a small Effect Size (at least 0.3) based on its percentage of Economically Disadvantaged students.	% ED	Actual	Predicted	Effect Size	% ED	Actual	Predicted	Effect Size	% ED	Actual	Predicted	Effect Size	
	78.6	48.4	29.9	1.14	75.5	58.7	32.8	1.51	75.7	65.1	39.8	1.39	
	YES				YES				YES				
GROWTH MEASURE 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	60.5			4	67.3			4	49.0			
	5	61.1			5	57.0			5	47.9			
	6	0.0			6	0.0			6	0.0			
	7	0.0			7	0.0			7	0.0			
	8	0.0			8	0.0			8	0.0			
	All	60.8	50.0	YES	All	62.1	50.0	YES	All	48.6	50.0	NO	
	Comparison: Queens District 30				Comparison: Queens District 30				Comparison: Queens District 30				
	Grades	School	District		Grades	School	District		Grades	School	District		
	3-5	48.1	42.3	YES	3-5	59.9	44.9	YES	3-5	67.6	53.0	YES	

APPENDIX B: Performance Summaries

SCHOOL PERFORMANCE SUMMARY: Mathematics

Academy of the City Charter School

	2015-16 Grades Served: K-5				2016-17 Grades Served: K-5				2017-18 Grades Served: K-5				MET
	All Students % (N)		2+ Years Students % (N)		All Students % (N)		2+ Years Students % (N)		All Students % (N)		2+ Years Students % (N)		
	Grades				Grades				Grades				
<u>ABSOLUTE MEASURES</u> 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	57.7 (52)	54.8 (42)		3	65.4 (104)	64.7 (102)		3	67.1 (76)	70.6 (68)		
	4	54.7 (53)	53.2 (47)		4	74.1 (54)	74.0 (50)		4	73.8 (103)	78.2 (87)		
	5	51.0 (49)	51.2 (43)		5	64.8 (54)	70.0 (50)		5	57.1 (49)	57.4 (47)		
	6	(0)	(0)		6	(0)	(0)		6	(0)	(0)		
	7	(0)	(0)		7	(0)	(0)		7	(0)	(0)		
	8	(0)	(0)		8	(0)	(0)		8	(0)	(0)		
	All	54.5 (154)	53.0 (132)		All	67.5 (212)	68.3 (202)		All	68.0 (228)	70.8 (202)		
2. Each year the school's aggregate Performance Level Index on the State exam will meet the Annual Measurable Objective set forth in the State's accountability system.	Grades	PLI	AMO		Grades	PLI	AMO		Grades	PI	MIP		
	3-5	143	101	YES	3-5	158	109	YES	3-5	177			
	Comparison: Queens District 30				Comparison: Queens District 30				Comparison: Queens District 30				
<u>COMPARATIVE MEASURES</u> 3. Each year the percent of students enrolled in at least their second year and performing at proficiency will be greater than that of students in the same grades in the local district.	Grades	School	District		Grades	School	District		Grades	School	District		
	3-5	53.0	43.9	YES	3-5	68.3	46.7	YES	3-5	70.8	51.2	YES	
	Comparison: Queens District 30				Comparison: Queens District 30				Comparison: Queens District 30				
4. Each year the school will exceed its predicted percent of students at proficiency on the State exam by at least a small Effect Size (at least 0.3) based on its percentage of Economically Disadvantaged students.	% ED		Effect Actual Predicted Size		% ED		Effect Actual Predicted Size		% ED		Effect Actual Predicted Size		
	78.6	54.5	33.1	1.12	75.5	67.5	37.0	1.57	75.8	68.0	41.6	1.30	
	YES		YES		YES		YES		YES		YES		
<u>GROWTH MEASURE</u> 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	48.4			4	60.9			4	56.5			
	5	65.0			5	65.2			5	39.9			
	6	0.0			6	0.0			6	0.0			
	7	0.0			7	0.0			7	0.0			
	8	0.0			8	0.0			8	0.0			
	All	56.8	50.0	YES	All	63.1	50.0	YES	All	51.1	50.0	YES	

APPENDIX C: District Comments

SUMMARY OF PUBLIC COMMENTS

The New York City Department of Education held its required hearing on Academy of the City Charter School's renewal on November 8, 2018 at the school. Four people were present and three speakers spoke in support of the renewal application. A teacher commented about the school's approach to holding high expectations for students' academic achievement and social and emotional learning. The teacher expressed that teachers love teaching at the school. A parent lauded the school's focus on developing students' social and emotional skills from a young age.

APPENDIX D: Fiscal Dashboard

ACADEMY OF THE CITY CHARTER SCHOOL

SCHOOL INFORMATION

BALANCE SHEET

Opened 2011-12

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**

L-T Debt and Notes Payable, net current maturities

Total Liabilities - **GRAPH 1**

Net Assets

Unrestricted
Temporarily restricted

Total Net Assets

Total Liabilities and Net Assets

2012-13	2013-14	2014-15	2015-16	2016-17
19,334	367,128	1,093,331	1,137,151	1,476,684
157,932	4,189	8,660	8,726	227,135
96,000	4,859	9,693	7,274	1,517
47,727	106,253	54,565	82,902	112,014
-	-	-	-	226,000
320,993	482,429	1,166,249	1,236,053	2,043,350
189,818	478,967	663,805	1,130,877	1,242,407
50,000	161,247	161,400	231,553	75,671
560,811	1,122,643	1,991,454	2,598,483	3,361,428

122,314	80,376	125,803	86,198	197,232
194,690	338,367	353,114	419,764	432,843
-	-	-	-	-
-	-	-	-	-
3,125	-	-	-	-
14	-	-	6,245	852,697
320,143	418,743	478,917	512,207	1,482,772
-	349,227	588,854	722,343	-
320,143	767,970	1,067,771	1,234,550	1,482,772

240,668	354,673	923,683	1,363,933	1,878,655
-	-	-	-	-
240,668	354,673	923,683	1,363,933	1,878,655
560,811	1,122,643	1,991,454	2,598,483	3,361,427

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

2,142,097	3,890,072	5,171,188	5,939,200	5,790,752
-	-	-	-	294,214
-	-	159,813	418,638	265,272
415,954	270,836	86,588	76,748	164,277
7,962	-	23,325	-	-
220,000	54,293	85,441	-	-
-	-	-	-	309,413
-	-	-	-	160
2,786,013	4,215,201	5,526,355	6,434,586	6,824,088

Expenses

Regular Education
SPED
Regular Education & SPED (combined)
Other

Total Program Services

Management and General
Fundraising

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

Surplus / (Deficit) From School Operations

1,719,623	2,548,187	3,463,594	4,392,255	4,536,390
242,787	482,558	497,602	472,847	612,116
-	-	-	-	-
-	-	-	-	-
1,962,410	3,030,745	3,961,196	4,865,102	5,148,506
654,301	1,079,252	1,057,454	1,166,598	1,256,271
15,000	14,656	20,685	18,047	9,639
2,631,711	4,124,653	5,039,335	6,049,747	6,414,416
154,302	90,548	487,020	384,839	409,672

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**

24,791	20,304	58,248	51,243	89,322
-	-	-	-	2,200
-	3,153	23,742	4,168	5,528
-	-	-	-	-
24,791	23,457	81,990	55,411	97,050
2,810,804	4,238,658	5,608,345	6,489,997	6,921,138
-	-	-	-	-
2,810,804	4,238,658	5,608,345	6,489,997	6,921,138
179,093	114,005	569,010	440,250	506,722
61,575	240,668	354,673	923,683	1,371,933
-	-	-	-	-
240,668	354,673	923,683	1,363,933	1,878,655

APPENDIX D: Fiscal Dashboard

ACADEMY OF THE CITY CHARTER SCHOOL

SCHOOL INFORMATION - (Continued)

Functional Expense Breakdown

	2012-13	2013-14	2014-15	2015-16	2016-17
Personnel Service					
Administrative Staff Personnel	386,202	413,200	525,460	591,867	751,040
Instructional Personnel	946,432	1,348,975	1,798,443	2,183,967	2,256,028
Non-Instructional Personnel	50,000	155,115	194,829	224,465	262,385
Personnel Services (Combined)	-	-	-	-	-
Total Salaries and Staff	1,382,634	1,917,290	2,518,732	3,000,299	3,269,453
Fringe Benefits & Payroll Taxes	312,236	392,238	545,446	660,416	890,190
Retirement	-	39,456	-	-	-
Management Company Fees	-	-	-	-	-
Building and Land Rent / Lease	286,558	874,802	952,854	1,074,215	1,026,747
Staff Development	21,588	26,458	23,827	37,178	113,699
Professional Fees, Consultant & Purchased Services	374,532	343,549	412,474	445,386	346,801
Marketing / Recruitment	-	10,792	26,974	52,132	53,032
Student Supplies, Materials & Services	128,880	118,443	171,973	276,297	148,202
Depreciation	29,855	71,028	73,825	112,102	123,782
Other	95,428	330,597	313,230	391,722	442,510
Total Expenses	2,631,711	4,124,653	5,039,335	6,049,747	6,414,416

SCHOOL ANALYSIS

ENROLLMENT

	2012-13	2013-14	2014-15	2015-16	2016-17
Original Chartered Enrollment	156	208	260	312	396
Final Chartered Enrollment (includes any revisions)	156	270	351	405	396
Actual Enrollment - GRAPH 4	156	276	358	410	413
Chartered Grades	K-2	K-3	K-4	K-5	K-5
Final Chartered Grades (includes any revisions)	-	-	-	-	-

Primary School District: NYC CHANCELLOR'S OFFICE

Per Pupil Funding (Weighted Avg of All Districts)

	2012-13	2013-14	2014-15	2015-16	2016-17
Increase over prior year	13,527	13,877	13,877	13,877	14,027
	0.0%	2.5%	0.0%	0.0%	1.1%

PER STUDENT BREAKDOWN

Revenue

	2012-13	2013-14	2014-15	2015-16	2016-17
Operating	17,859	15,272	15,437	15,694	16,523
Other Revenue and Support	159	85	229	135	235
TOTAL - GRAPH 3	18,018	15,357	15,666	15,829	16,758

Expenses

	2012-13	2013-14	2014-15	2015-16	2016-17
Program Services	12,580	10,981	11,065	11,866	12,466
Management and General, Fundraising	4,290	3,963	3,012	2,889	3,065
TOTAL - GRAPH 3	16,870	14,944	14,076	14,755	15,531
% of Program Services	74.6%	73.5%	78.6%	80.4%	80.3%
% of Management and Other	25.4%	26.5%	21.4%	19.6%	19.7%
% of Revenue Exceeding Expenses - GRAPH 5	6.8%	2.8%	11.3%	7.3%	7.9%

Student to Faculty Ratio

	2012-13	2013-14	2014-15	2015-16	2016-17
	19.5	10.2	9.9	9.3	10.6

Faculty to Admin Ratio

	2012-13	2013-14	2014-15	2015-16	2016-17
	2.0	5.4	5.1	5.5	4.3

Financial Responsibility Composite Scores - GRAPH 6

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

	2012-13	2013-14	2014-15	2015-16	2016-17
	1.7	1.5	2.4	2.4	2.2
	Fiscally Strong	Fiscally Strong	Fiscally Strong	Fiscally Strong	Fiscally Strong

Working Capital - GRAPH 7

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

	2012-13	2013-14	2014-15	2015-16	2016-17
Net Working Capital	850	63,686	687,332	723,846	560,578
As % of Unrestricted Revenue	0.0%	1.5%	12.3%	11.2%	8.1%
Working Capital (Current) Ratio Score	1.0	1.2	2.4	2.4	1.4
Risk (Low ≥ 3.0 / Medium 1.4 - 2.9 / High < 1.4)	HIGH	HIGH	MEDIUM	MEDIUM	MEDIUM
Rating (Excellent ≥ 3.0 / Good 1.4 - 2.9 / Poor < 1.4)	Poor	Poor	Good	Good	Good

Quick (Acid Test) Ratio

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

	2012-13	2013-14	2014-15	2015-16	2016-17
Score	0.9	0.9	2.3	2.3	1.3
Risk (Low ≥ 2.5 / Medium 1.0 - 2.4 / High < 1.0)	HIGH	HIGH	MEDIUM	MEDIUM	MEDIUM
Rating (Excellent ≥ 2.5 / Good 1.0 - 2.4 / Poor < 1.0)	Poor	Poor	Good	Good	Good

Debt to Asset Ratio - GRAPH 7

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

	2012-13	2013-14	2014-15	2015-16	2016-17
Score	0.6	0.7	0.5	0.5	0.4
Risk (Low < 0.50 / Medium 0.51 - .95 / High > 1.0)	MEDIUM	MEDIUM	MEDIUM	MEDIUM	LOW
Rating (Excellent < 0.50 / Good 0.51 - .95 / Poor > 1.0)	Good	Good	Good	Good	Excellent

Months of Cash - GRAPH 8

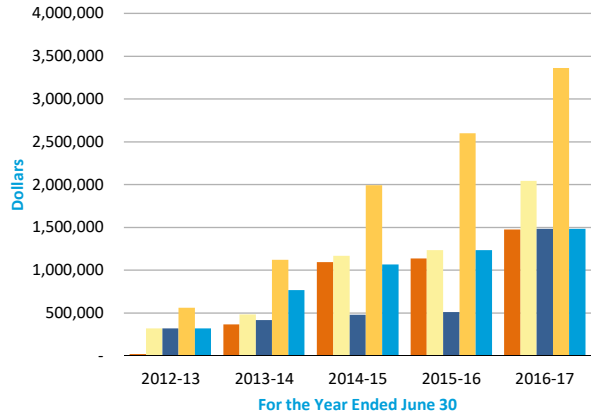
Score
Risk (Low > 3 mo. / Medium 1 - 3 mo. / High < 1 mo.)
Rating (Excellent > 3 mo. / Good 1 - 3 mo. / Poor < 1 mo.)

	2012-13	2013-14	2014-15	2015-16	2016-17
Score	0.1	1.1	2.6	2.3	2.8
Risk (Low > 3 mo. / Medium 1 - 3 mo. / High < 1 mo.)	HIGH	MEDIUM	MEDIUM	MEDIUM	MEDIUM
Rating (Excellent > 3 mo. / Good 1 - 3 mo. / Poor < 1 mo.)	Poor	Good	Good	Good	Good

APPENDIX D: Fiscal Dashboard

ACADEMY OF THE CITY CHARTER SCHOOL

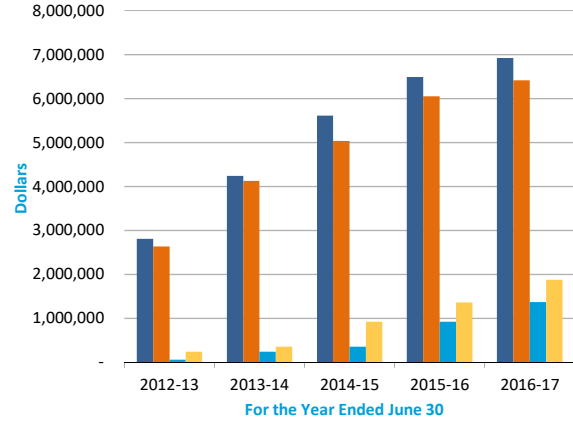
GRAPH 1 Cash, Assets and Liabilities



■ 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.

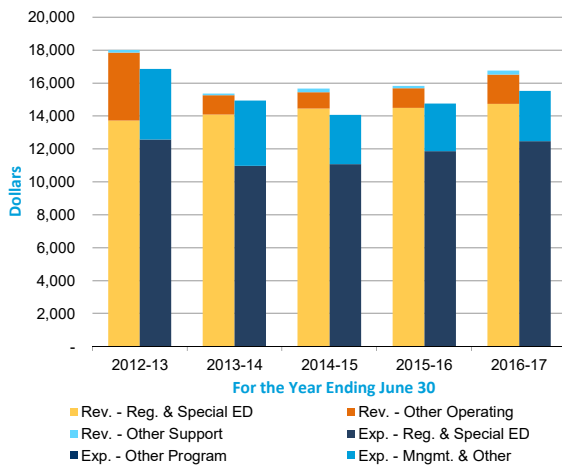
GRAPH 2 Revenue, Expenses and Net Assets



■ 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.

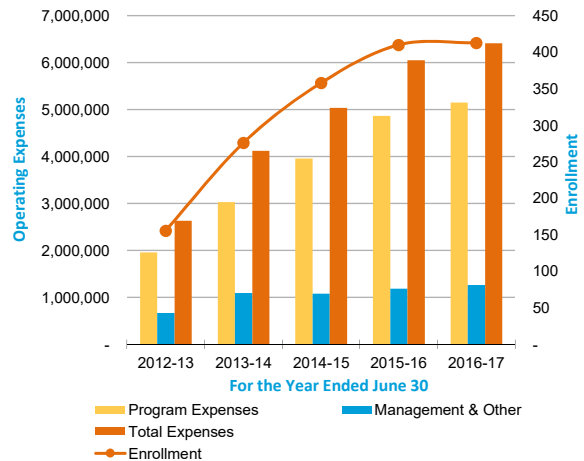
GRAPH 3 Revenue & Expenses Per Pupil



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

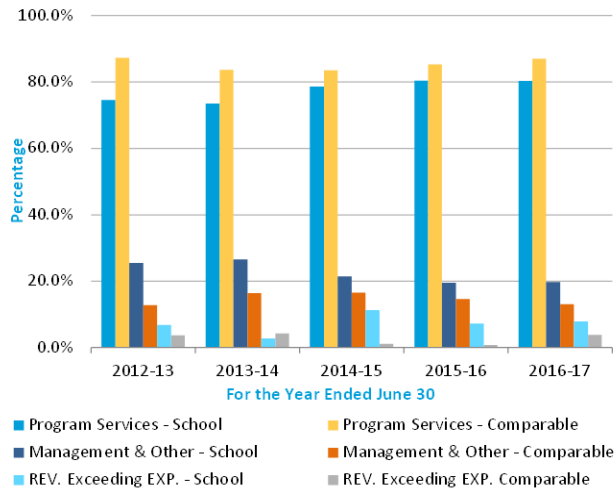
APPENDIX D: Fiscal Dashboard

ACADEMY OF THE CITY CHARTER SCHOOL

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

GRAPH 5

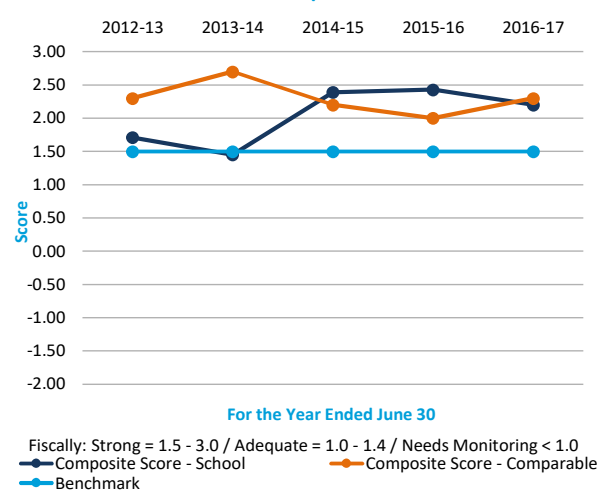
% Breakdown of Expenses



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

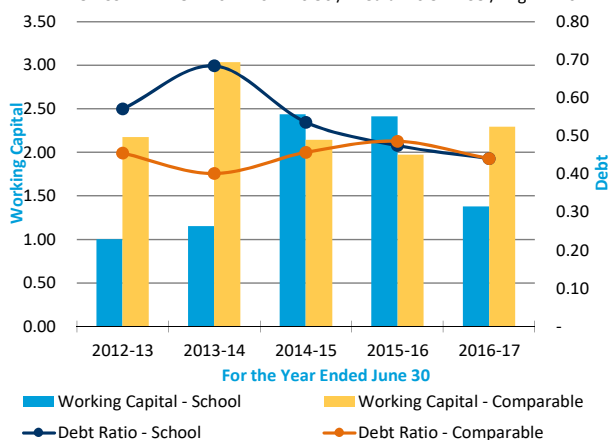


This chart illustrates a school's composite score based on the methodology developed by the United States Department of Education (USDOE) to determine whether private not-for-profit colleges and universities are financially strong enough to participate in federal loan programs. These scores can be valid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

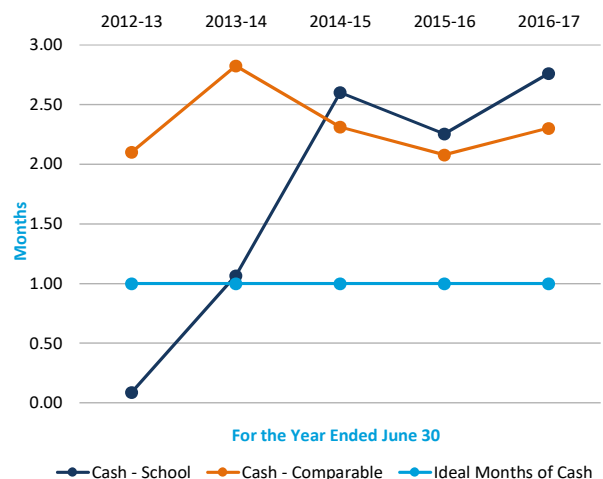
WORKING CAPITAL RATIO - Risk = Low > 3.0 / Medium 1.4 - 2.9 / High < 1.4
DEBT TO ASSET RATIO - Risk = Low < 0.50 / Medium 0.51 - .95 / High > 1.0



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.

