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THE SUNY CHARTER SCHOOLS INSTITUTE

*RENEWAL RECOMMENDATION REPORT
BROOKLYN EXCELSIOR CHARTER SCHOOL*

Report Date: March 7, 2023

Review Date: October 13 – 14, 2022

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Charter Schools Institute
The State University of New York

CONTENTS

1 CHARTER SCHOOL BACKGROUND

3 RENEWAL RECOMMENDATION

4 EXECUTIVE SUMMARY

6 DATA PRESENTATION

21 FISCAL ANALYSIS

27 FUTURE PLANS

28 APPENDICES

A: Charter School Overview

B: Report Information

CHARTER SCHOOL BACKGROUND

BROOKLYN EXCELSIOR CHARTER SCHOOL

856 Quincy Street, Brooklyn | Grades: K-8 | NYC Community School District 16

The State University of New York Board of Trustees (the “SUNY Trustees”) approved the original charter for Brooklyn Excelsior Charter School (“Brooklyn Excelsior”) on January 29, 2002. The charter opened in fall 2003, serving 220 students in Kindergarten – 4th grade. Brooklyn Excelsior partners with National Heritage Academies, Inc. (“NHA” or the “network”), a Michigan educational charter management organization (“EMO”). NHA provides the school with back office services, such as human resources, purchasing, budget management, and financial oversight. NHA provides academic service support through leadership coaching, assessment and curriculum development, and professional development design. NHA partners with three SUNY authorized charter schools under separate education corporations with distinct boards.

“MISSION

The mission of the Brooklyn Excelsior Charter School is to provide students a challenging academic program, which develops all students’ ability to master fundamental academic skills and ultimately achieve at levels exceeding citywide averages, while also instilling a sense of family, community, and leadership within all of our students.

CURRENT CHARTER

Serves: Kindergarten – 8th

Chartered Enrollment:
742

Charter Expiration:
July 31, 2023

PROPOSED FUTURE CHARTER

Serves: Kindergarten – 8th

Chartered Enrollment:
742

Charter Expiration:
July 31, 2028

KEY DESIGN ELEMENTS

Academic excellence;



Student responsibility;



Character development; and,



Parental partnerships.



CHARTER SCHOOL BACKGROUND



NOTEWORTHY

Brooklyn Excelsior developed a specialized high school preparatory program and a tutoring program designed to help students prepare for the Specialized High School Admissions Test (“SHSAT”), an assessment administered to 8th – 9th grade students for admission to New York City specialized high schools. The charter’s graduating 8th grade students who participate in the SHSAT program are accepted to highly competitive New York City high schools such as Medgar Evers College Preparatory School, Brooklyn Collegiate: A College Board School, Bard High School Early College, Benjamin Banneker Academy, The Queens School of Inquiry, The Brooklyn School for Math, and others.

RESPONSE TO INTERRUPTED INSTRUCTION CAUSED BY COVID-19

During the 2022-23 school year, Brooklyn Excelsior implements several initiatives to respond to challenges from interrupted instruction. The charter uses a variety of nationally normed and internally developed assessments to gather valid and reliable data to monitor academic progress. Teachers disaggregate and analyze data from these assessments during weekly content and grade level meetings to plan and execute reteaching strategies and to revise intervention strategies. Brooklyn Excelsior also hired more staff members to boost its intervention program, which provides intense support for students who struggle the most. The charter’s achievement and behavior support specialist (“ABSS”) provides hands-on support to interventionists using Reading Mastery resources in Kindergarten – 2nd grade and Corrective Reading for students in 3rd – 8th grade who perform at least three years below grade level. Brooklyn Excelsior also provides students additional and targeted support in mathematics using Bridges in Mathematics, a curricular tool that allows teachers to quickly and easily teach lessons; administer brief, automatically generated assessments; identify where students have specific gaps in learning; and, implement small group activities tailored to student needs.

RENEWAL RECOMMENDATION

FULL-TERM RENEWAL

Full-Term Renewal. *The Charter Schools Institute (the “Institute”) recommends the SUNY Trustees’ Charter Schools Committee approve the Application for Charter Renewal of Brooklyn Excelsior 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 742 students. The Institute makes this recommendation based on Brooklyn Excelsior Charter School meeting the criteria for charter renewal set forth in the Policies for the Renewal of Not-for-Profit Charter School Education Corporations and Charter Schools Authorized by the Board of Trustees of the State University of New York (the “SUNY Renewal Policies”).¹*



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

REQUIRED FINDINGS

In addition to making a recommendation based on a determination of whether the charter has met the SUNY Trustees’ specific renewal criteria, the Institute makes the following findings required by the New York Charter Schools Act of 1998 (as amended, the “Act”):

- 1: the charter, as described in the Application for Charter Renewal, meets the requirements of the Act and all other applicable laws, rules, and regulations;
- 2: the education corporation can demonstrate the ability to operate the charter in an educationally and fiscally sound manner in the next charter term; and,
- 3: given the programs it will offer, its structure, and its purpose, approving the charter to operate for another five years is likely to improve student learning and achievement and materially further the purposes of the Act.²

1. SUNY Renewal Policies (p. 14) are available on the [Institute’s website](#).

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

EXECUTIVE SUMMARY

EXECUTIVE SUMMARY

During its five year charter term, Brooklyn Excelsior is an academic success having met or come close to meeting its key Accountability Plan goals. The information below demonstrates the key findings for the SUNY Trustees and highlights the successes of the charter.

FINDINGS & INFORMATION

Is the charter an academic success?

Brooklyn Excelsior is an academic success. The charter demonstrates success in the following ways:

- In English Language Arts (“ELA”), the charter exceeded all its comparative and growth targets in every year with available and credible state exam data.
- The charter demonstrates commendable comparative performance for its at-risk student population including students with disabilities. In all years of the charter term with available and credible data, the charter’s students with disabilities posted higher proficiency rates than their district peers in ELA and mathematics.
- In mathematics, the charter posted high comparative and growth achievement from 2017-18 to 2018-19. In 2021-22, 15 students attempted, and all passed, the Regents Algebra I exam in lieu of that state’s 8th grade mathematics assessment. The charter delivers quality instruction for students and leaders have cogent systems in place to support teachers.

Is the charter an effective, viable organization?

Brooklyn Excelsior is an effective organization. The charter’s partnership with the EMO allows instructional leaders to focus on supporting the academic program. The board provides effective oversight of the charter and guides decision making in alignment with the charter’s mission and key design elements.

Is the charter fiscally sound?

Brooklyn Excelsior is fiscally sound based on the fiscal evidence collected through renewal review. The education corporation operates under an EMO sweep contract and presents a reasonable and appropriate fiscal plan for the next charter term.

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

Brooklyn Excelsior’s plans for the future are reasonable, feasible, and achievable. The charter plans to implement the same core elements of its educational program that led to its success over the current charter term.

Brooklyn Excelsior’s leaders establish an environment of high expectations for teacher performance and student success. Academic deans, with the support of network curriculum specialists, continually provide teachers with coaching and feedback to improve student outcomes. Teachers and leaders use benchmarks and weekly assessments to make decisions about curriculum scope and sequence documents, interventions, reteaching, professional development topics, and targeted areas of focus for individual teacher coaching.

EXECUTIVE SUMMARY

Brooklyn Excelsior's partnership with NHA expands organizational capacity, providing fiscal, curricular, and operational support. The charter's board of trustees provides oversight of the charter's academic program and the services provided by NHA. The board's monitoring of the EMO ensures teachers and instructional leaders receive professional development and other resources required to maintain the quality educational program.

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

The Institute recommends that the SUNY Trustees grant Brooklyn Excelsior Charter School a Full Term Subsequent renewal of five years.





DP

DATA PRESENTATION

PAGES: 7-20

AP

ACADEMIC
PERFORMANCE

CP

COMPLIANCE
PERFORMANCE

CS

COMMUNITY
SATISFACTION

SD

STUDENT
DEMOGRAPHICS

ACADEMIC PERFORMANCE

BROOKLYN EXCELSIOR CHARTER SCHOOL

ENGLISH LANGUAGE ARTS ACCOUNTABILITY PLAN GOAL

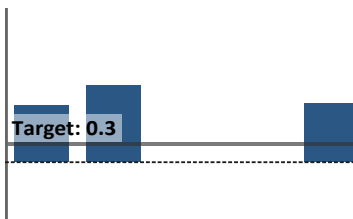
District Comparison. The percentage of students at **the charter** performing at or above proficiency in ELA compared to the district.

100

Target: 75



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



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

60

Target: 50

40

Test Year	Comp Grades	District %	Charter %
2018	3-8	34	50
2019	3-8	35	54
2020	N/A	N/A	N/A
2021	N/A	N/A	N/A
2022	3-8	37	48

Test Year	Test Grades	Effect Size
2018	3-8	0.93
2019	3-8	1.25
2020	N/A	N/A
2021	N/A	N/A
2022	3-8	0.96

Test Year	Charter Mean Growth
2018	55.6
2019	54.1
2020	N/A
2021	N/A
2022	N/A

MATHEMATICS ACCOUNTABILITY PLAN GOAL

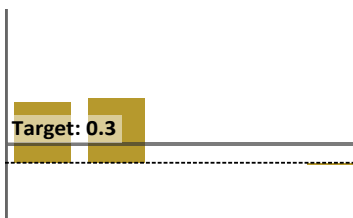
District Comparison. The percentage of students at **the charter** performing at or above proficiency in mathematics compared to the district.

100

Target: 75



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



Comparative Growth Measure: Mean Growth Percentile. The charter's unadjusted mean growth percentile for all students in grades 4-8 will be above target of 50 in **mathematics**.

60

Target: 50

40

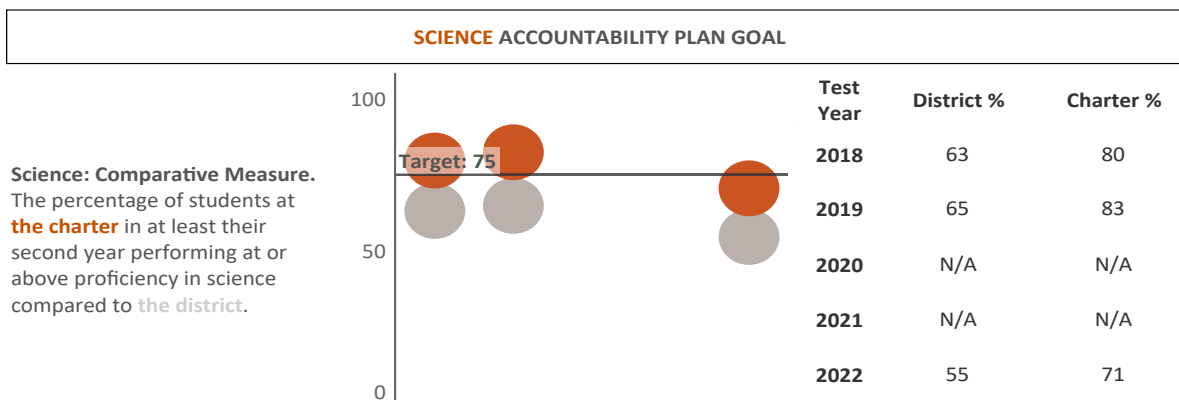
Test Year	Comp Grades	District %	Charter %
2018	3-8	30	51
2019	3-8	32	55
2020	N/A	N/A	N/A
2021	N/A	N/A	N/A
2022	3-8	25	18

Test Year	Test Grades	Effect Size
2018	3-8	0.98
2019	3-8	1.03
2020	N/A	N/A
2021	N/A	N/A
2022	3-8	-0.01

Test Year	Charter Mean Growth
2018	63.5
2019	55.2
2020	N/A
2021	N/A
2022	N/A

ACADEMIC PERFORMANCE

BROOKLYN EXCELSIOR CHARTER SCHOOL



SPECIAL POPULATIONS PERFORMANCE*			
	2018	2019	2022
Students with Disabilities Enrollment	104	108	126
Tested on State Exam	69	65	79
Charter Percent Proficient on ELA Exam	20.3	30.8	21.5
District Percent Proficient	11.1	12.7	16.2
ELL Enrollment	24	25	25
Tested on NYSESLAT Exam	21	24	22
Charter Percent 'Commanding' or Making Progress	14.3	37.5	18.2

* The academic outcome data about the performance of students receiving special education services and English language learners ("ELLs") above is not tied to separate goals in the charter school's formal Accountability Plan. The NYSESLAT, the New York State English as a Second Language Achievement Test, is a standardized state exam. "Making Progress" is defined as moving up at least one level of proficiency. Student scores fall into five categories/proficiency levels: Entering; Emerging; Transitioning; Expanding; and, Commanding. In order to comply with Family Educational Rights and Privacy Act regulations on reporting education outcome data, the Institute does not report assessment results for groups containing five or fewer students and indicates this with an "s".

ACADEMIC PERFORMANCE



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

Brooklyn Excelsior met or came close to meeting its key academic Accountability Plan goals in ELA and mathematics over the charter term. Notably, the charter exceeded the targets for all comparative and growth measures in ELA during every year with available and credible data. The charter also met its science and Every Student Succeeds Act (“ESSA”) goals.

During 2017-18 and 2018-19, Brooklyn Excelsior exceeded its targets for all comparative and growth measures under both its ELA and mathematics goals. In both years, the charter’s students enrolled in at least their second year posted proficiency rates that exceeded the district by at least 16 percentage points in ELA and 21 percentage points in mathematics. In comparison to schools across the state enrolling similar percentages of economically disadvantaged students, the charter performed higher than expected to a large degree in ELA and mathematics. Brooklyn Excelsior also posted mean growth percentiles in both subjects that exceeded the target of 50 each year. In 2021-22, the first year subsequent to the cancellation of the state exams in 2019-20 with data suitable for analysis, the charter posted baseline scores that exceeded the district in ELA but were slightly under the district in mathematics.

Given the absence of reliable and credible performance data from the state’s ELA and mathematics assessments for 3rd – 8th grade students in 2019-20 and 2020-21, the Institute worked with charters and testing experts to develop a set of performance measures for use with internal and nationally normed assessments. The Institute continues to analyze each charter’s internal assessments to evaluate academic attainment in lieu of reliable state exam data in 2020-21 and to contextualize the baseline state exam data from 2021-22. During the 2020-21 and 2021-22 school years, the charter demonstrated academic success against key academic Accountability Plan goals using the nationally normed i-Ready assessment. In 2021-22, the charter posted median percent progress to annual typical growth in both ELA and mathematics that far surpassed the target of 100%.

ACADEMIC PERFORMANCE

BENCHMARK SUMMARY

ASSESSMENT

Brooklyn Excelsior has an assessment system that improves instructional effectiveness and student learning. The charter administers AIMSweb, i-Ready, numeracy assessments, exit tickets, weekly assessments, and NHA-created interim assessments throughout the year to determine student progress toward meeting state standards. The charter fully inculcated data use into its decision making processes, and teachers and leaders utilize transparent and accurate data analyses to drive important decisions. Weekly assessments provide data on student performance and growth. Leaders provide the results to teachers the following week and effectively use data from assessments as the basis of weekly grade team meetings, professional development, and teacher coaching.

Based on assessment data, teachers adjust classroom instruction by reteaching standards, regrouping students in targeted intervention blocks, and assigning students to online, self-directed modules to target their specific skill gaps. Teachers and leaders use benchmark and weekly assessments to make decisions about curriculum scope and sequence documents, interventions, re-teaching, professional development topics, and targeted areas of focus for individual teacher coaching. The charter administers NHA-created interim assessments periodically and are effective in predicting how students will perform on state exams.

Each classroom has mastery charts that allow students to keep track of their progress on academic standards. The charter updates parents on students' progress and growth through standards based report cards. The leadership team collectively reviews student achievement data to ensure proper administration of assessments, examines trends in meeting curriculum standards to identify opportunities for reteaching, and monitors intervention plans and student grouping.

CURRICULUM

Brooklyn Excelsior has a rigorous curriculum that supports teachers with instructional planning and closely aligns to New York State standards and expectations. Over the charter term, Brooklyn Excelsior adopted Next Generation Learning Standards, working closely with NHA to develop a new ELA curriculum that includes curricular tools that are fully aligned with state standards.

The charter's ELA curriculum is based on a structured literacy approach developed by NHA and develops each state standard into specific literary skills designed to help students master that standard at each grade level. For Kindergarten – 5th grade, this approach emphasizes read alouds, shared reading, guided reading, and writing. For 6th – 8th grade, this approach emphasizes writing and literature seminar. Brooklyn Excelsior's mathematics curriculum is based on Bridges in Mathematics, Math Stories, Number Corner, and Illustrative Mathematics. The mathematics curriculum is aligned to state standards and incorporates evidence-based instructional strategies. Bridges in Mathematics and Illustrative Mathematics are common core aligned and research-based. Math Stories is an NHA-created curriculum based on research from Cognitively Guided

Instruction. Brooklyn Excelsior’s academic deans and NHA’s curriculum and instruction team train teachers through rigorous and comprehensive professional development on how to implement and take full advantage of the curricular tools. Teachers have access to scope and sequence documents, curricular maps, and lesson plans to know what to teach and when to teach it.

PEDAGOGY

High quality instruction is evident throughout Brooklyn Excelsior. In most lessons observed, teachers establish clear routines by narrating procedures and reinforcing positive behavior. Lesson activities align to stated objectives and appropriate pacing supports student learning and mastery of standards. For example, Institute team members observed teachers referencing and presenting objectives and “I Can” statements in most lessons. Teachers plan opportunities for student engagement, interaction, and differentiation. Most lessons followed the charter’s instructional focus on a workshop model where teachers plan opportunities for student engagement and peer to peer interaction through frequent turn and talks, use of timers, and opportunities for students to demonstrate learning. The majority of teachers use effective techniques to check for student understanding such as circulating the room to monitor student work, facilitating interactions between students, strategic cold calling, and opportunities for multiple students to demonstrate thinking and learning. While pacing in most lessons maximized learning time, Brooklyn Excelsior has the opportunity to continue to support and train teachers in implementing classroom routines and expectations that maintain a culture of urgency and academic achievement.

INSTRUCTIONAL LEADERSHIP

Brooklyn Excelsior has strong instructional leadership that uses sustained, effective coaching to improve teachers’ instructional effectiveness. The principal, three academic deans, and a fourth dean overseeing the at-risk programs concentrate on coaching teachers to provide effective instruction by focusing on student learning and academic outcomes. An NHA director of school quality and NHA’s curriculum and instruction team works alongside deans to provide ongoing support for new curricular materials and resources.

The principal, academic deans, and NHA staff developers conduct joint walkthroughs and individual observations of teachers. The deans hold bi-weekly one-on-one meetings with teachers using a consistent agenda, which highlights findings from observations, identifies effective practices, and pinpoints areas for growth. Leaders also provide feedback on upcoming lesson plans with extensive annotations. The team sets individual teacher goals using NHA’s instructional evaluation tool, which serves as an interactive, online platform for monitoring individual professional growth and tracking schoolwide patterns of instructional skill mastery. NHA leaders regularly hold statewide professional development meetings for the academic deans of NHA schools enabling them to share coaching experiences and to hone skills in developing teacher skills.

NHA provides ongoing professional development on the effective use of curricular tools in the classroom and sponsors three days of new teacher training in curriculum delivery and classroom management before the start of the school year. In addition, Brooklyn Excelsior conducts a week of school specific professional development for all teachers before the start of the school year.

ACADEMIC PERFORMANCE

Brooklyn Excelsior's instructional leadership establishes an environment of high expectations for teacher performance and student success. At the end of each semester, special recognition is given to students who have achieved excellence in academic progress. Students are eager to find out the results of weekly assessments to determine the class' achievement relative to that of others and are aware of individual achievement goals on standardized assessments. Leaders hold teachers accountable for student success with schoolwide displays of student writing samples and teacher comments, as well as graphic displays of class and grade progress in meeting state curriculum standards.

AT RISK PROGRAM

Brooklyn Excelsior meets the educational needs of students with disabilities, ELLs, and students struggling academically. For all three of these groups, Brooklyn Excelsior uses clear identification procedures to ensure the charter provides required, appropriate, and effective learning supports. The charter uses a multi-tier system to address both academic and behavioral challenges exhibited by students. All stakeholders prioritize providing supports, services, and interventions to all students who are struggling.

Brooklyn Excelsior provides support through intervention blocks and teachers use a schoolwide normed system to group students in classrooms based on achievement level to align instructional strategies with students' learning needs. The charter offers special education teacher support services ("SETSS") and integrated co-teaching ("ICT") classrooms in addition to related services.

The charter effectively monitors the progress and success of at-risk students via monthly and bi-weekly meetings. Teachers use the same data discussed during these meetings to complete progress reports which they then share with parents and caregivers. Teachers utilize effective strategies to support students given that instructional leaders train teachers and paraprofessionals alike in instructional intervention methods. General education and special education teachers collaborate on behalf of students, and special education teachers modify lesson plans to respond to the needs of special education students.

Based on the Home Language Questionnaire, the charter administers the New York State Identification Test for English Language Learners ("NYSITELL") to incoming students to determine a student's ELL status. The charter has experienced a recent influx of ELL students enrolling at the school. Though a veteran ELL teacher from a sister school coaches the ELL teacher, there is an opportunity to enhance the ELL program by hiring additional teachers to meet the needs of students and provide dedicated time for ELL teachers to meet and plan with other teachers. All teachers would benefit from learning strategies to support students in language acquisition.

ACADEMIC PERFORMANCE

ORGANIZATIONAL CAPACITY

Brooklyn Excelsior has established an administrative structure with staff, operational systems, policies, and procedures that allow the charter to carry out its academic program. There is a clear organizational structure with academic deans providing direction for groups of teachers and staff members. Brooklyn Excelsior delegates to NHA all operational responsibilities. The charter's operations procedures provide effective, clear systems, and processes for teachers to receive resources needed to support the achievement of goals. The charter's high teacher retention rate, with 99% of teachers returned from the previous school year, provides stability for students and families in addition to continuity for instructional and cultural goals.

The charter has a clear student discipline system in place at the administrative level that teachers and other staff members continually apply across the charter school. Teachers leverage a point system to reward student behavior and some classrooms have behavior charts. Parents have access to the online system and receive notifications. Teachers receive coaching with implementing aspects of the discipline policy, and leaders effectively analyze behavior data in order to strategize next steps.

Though enrollment is lower this year than in previous years, NHA supports the charter by employing deliberate strategies to attract students, especially those with specialized learning needs. This includes translating recruitment materials into languages predominantly spoken by families in surrounding neighborhoods, partnering with local pre-Kindergarten programs to cultivate them as feeders, canvassing in the neighborhood, hosting engagement events with community partners, and utilizing digital marketing.

BOARD OVERSIGHT & GOVERNANCE

Brooklyn Excelsior's board of trustees provides oversight of the charter and its progress toward meeting its Accountability Plan goals. The board oversees the school's educational program, sets school policies, and monitors finances. The board monitors NHA's delivery of operational and academic services and holds NHA accountable for fully meeting its contractual obligations. Board members have put in place structures and procedures with which to govern the school. The board created the human resources and training committee as well as the student curriculum, performance, and assessment committee to strengthen the effectiveness of its governance. Both committees report to the board during monthly meetings.

The board receives regular information to oversee the charter's program and finances. NHA and the principal present a variety of reports on the current state of the charter program. NHA routinely provides a school performance report dashboard, which contains a standard set of school organization and academic achievement reports derived from family and teacher attitude surveys, aggregate attendance and discipline data, and enrollment and retention statistics of special student populations, as well as results of the annual student assessments.

ACADEMIC PERFORMANCE

The board regularly evaluates its performance and that of the school leaders and the EMO. It conducts annual retreats to discuss school operations and academic performance as well as the board's own performance using an NHA developed Board member self-evaluation tool. The board meets with NHA's director of school quality, who supervises the principal, to discuss the performance and evaluation of the principal. The board conducts an annual review of the EMO to ensure that the charter receives sufficient and effective support for its educational program.

During the next charter term, the board is focused on continuing its work with the principal and NHA to enhance the performance of all students. The board will also continue initiatives such as its visiting author series and will work in collaboration with NHA to establish partnerships with local universities and colleges as part of teacher recruitment efforts.

COMPLIANCE REPORTING



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

The education corporation substantially complies with applicable laws, rules and regulations, and provisions of its charter. During the current charter term, the education corporation demonstrates a clear record of compliance with the terms of its charter including the timely submission of required reporting to the Institute.

BROOKLYN EXCELSIOR CHARTER SCHOOL

Annual Reports

The charter submitted its annual reports to the Institute and the New York State Education Department (“NYSED”) on time and posted most elements. However, the annual audit has not been incorporated into charter’s website posting in accordance with the charter and the Act. The Institute will ensure compliance prior to the start of the next charter term.

Bylaws

The education corporation’s bylaws required a minor revision regarding interested persons in order to align with the charter agreement. The Institute will follow up with the education corporation to ensure compliance prior to the start of the next charter term.

Teacher Certification

The Act allows charters to hire up to 15 uncertified lead teachers contingent upon those teachers meeting certain requirements including any of the following: two years of Teach for America experience; three years of teaching experience; status as a higher education professor; exceptional experience in a subject; or, teaching science, technology, engineering, and mathematics (STEM) or career and technical education courses.

At the time of the visit, the charter employed nine uncertified teachers who all meet the Act’s qualifications. The network provides a credentialing consultant who supports uncertified teachers to obtain certification. The credentialing consultant meets regularly with leaders to discuss certification pathways and timing. The charter provides tuition reimbursement and support through a partnership with 240Tutoring.com, a program that provides resources, study guides, and practice tests for teachers who would like additional support for teacher licensure tests.

COMMUNITY SATISFACTION

To report on parent satisfaction with the charter's program, the Institute used satisfaction survey data, information gathered from a focus group of parents representing a cross section of students, and data regarding persistence in enrollment.

PARENT SATISFACTION: SURVEY RESULTS

RESPONSE RATE	OVERALL SATISFACTION	STRONG RELATIONSHIPS	INCLUSIVE LEADERSHIP	PARENT INVOLVEMENT
51%	87%	90%	88%	90%

Parent Survey Data

The Institute compiled data from the New York City Department of Education's ("NYCDOE's") annual family survey from the 2021-22 school year for each school due for renewal. The NYCDOE and the Institute note that survey participation was much lower than previous years due to the ongoing COVID-19 pandemic. In 2021-22, 51% of families who received the NYCDOE survey responded. Of the families who responded, 87% expressed satisfaction with the charters.

Parent Focus Group

The Institute asks all charters facing renewal to convene a representative set of parents for a focus group discussion. A representative set includes parents of students in attendance at the charter for multiple years, parents of students new to the charter, parents of students receiving general education services, parents of students with special needs, and parents of ELLs. During the renewal visit, the Institute met with eight families from Brooklyn Excelsior. Parents spoke highly of teachers and instructional leaders at Brooklyn Excelsior, noting that instructional leaders and teachers create a safe and caring learning environment for children. Parents also shared their appreciation the charter's efforts to support students' individual learning needs.

Public Comments

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

The NYCDOE held its required hearing on Brooklyn Excelsior's renewal application on November 29, 2022 by videoconference. The charter's principal spoke of how she started as a teacher and worked in various leadership roles within the charter before the board named her the school's principal. The principal described the charter's involvement in the community including providing free dental care to students, bringing doctors on-site, and forging strong partnerships with local day cares and high schools. Students regularly participate in community acts of good will. For instance, students led coat and clothing drives to support community residents in need. This charter term, students conducted a

COMMUNITY SATISFACTION

penny drive wherein students provided hundreds of pounds of candy to troops overseas. Internally there is a sense of community where older scholars tutor younger scholars. A long standing board member spoke of the charter's continuous improvement and offering of an array of on-site and off-site enrichment activities. She also spoke about the positive impact of the social emotional program and recently acquired playground. The president of the local Community Education Council spoke in opposition to the application stating the charter has not reached out to the local Community Education Counsel as requested and does not see how the charter works collaboratively to share best practices with the community. A member of the local Panel for Educational Policy spoke in opposition to the application as they do not believe they have enough information about the charter and alleges the charter unenrolls at-risk students. A district parent spoke in opposition to the application claiming the charter diverts funds from district schools.

Persistence in Enrollment An additional indicator of parent satisfaction is persistence in enrollment. In 2021-22, 76% of Brooklyn Excelsior students returned from the previous year. Student persistence data from previous years of the charter term is available in student demographics section of the report.

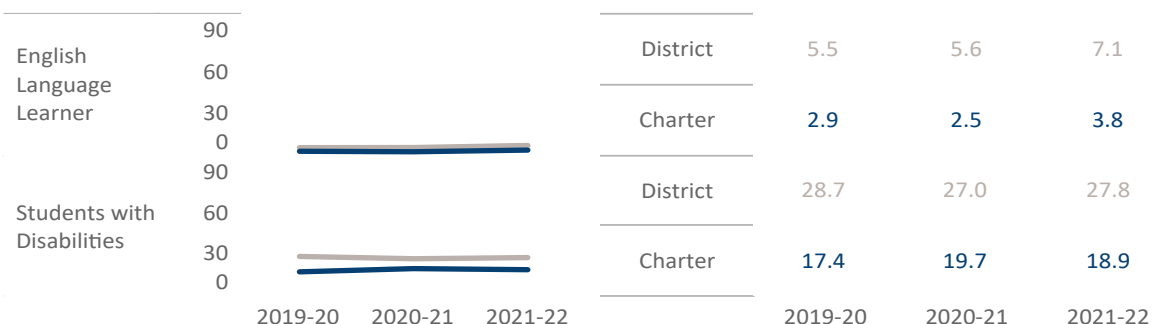
The Institute derived the statistical information on persistence in enrollment from its database. No comparative data from the NYCDOE or the NYSED is available to the Institute to provide either district or statewide context.

STUDENT DEMOGRAPHICS

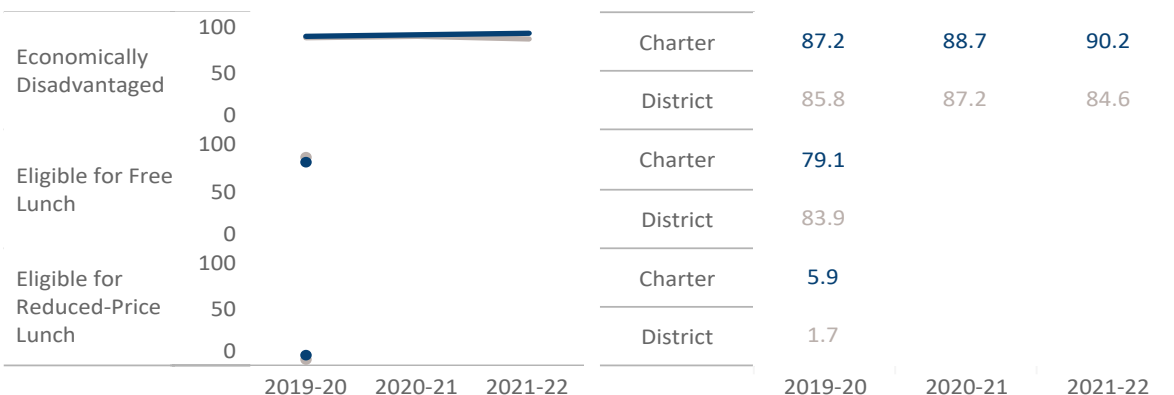
Brooklyn Excelsior Charter School

Brooklyn CSD 16

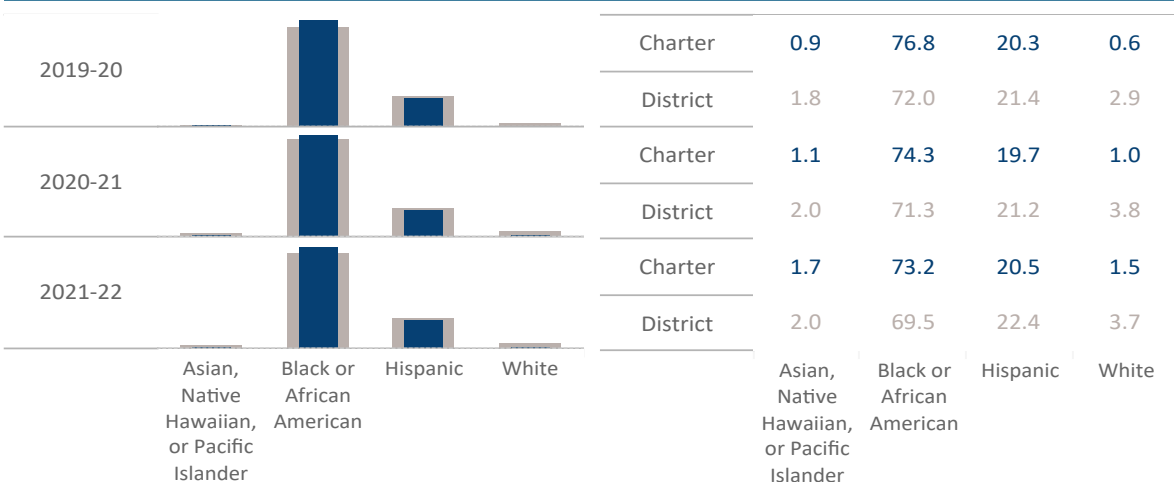
Student Demographics: Special Populations



Student Demographics: Free/Reduced Lunch



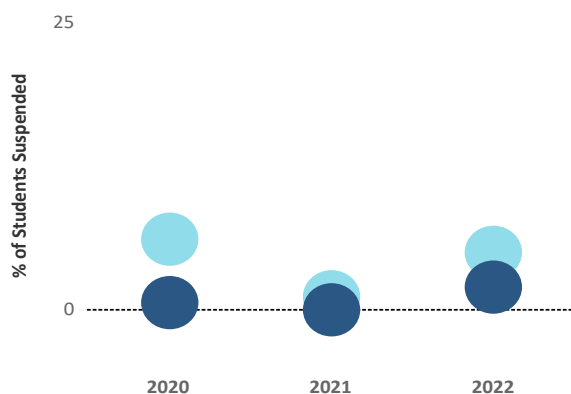
Student Demographics: Race/Ethnicity



* Data reported in these charts reflect BEDS day enrollment counts as reported by the NYSED except for the charter's 2020-21 ELL enrollment which reflects data reported by the education corporation and validated by the Institute.

STUDENT DEMOGRAPHICS

Brooklyn Excelsior Charter School



Brooklyn CSD 16

	ISS Rate	OSS Rate
2020	6.3	0.8
2021	1.3	0.1
2022	5.1	2.1

Data suitable for comparison are not available. The percentage rate shown here is calculated using the method employed by NYCDOE: the total number of students receiving an in school or out of school suspension at any time during the school year is divided by the total enrollment, then multiplied by 100.

Persistence in Enrollment: The percentage of students eligible to return from previous year who did return

2019-20	79.3
2020-21	90.3
2021-22	76.0

Expulsions: The number of students expelled from the charter each year

2020	2021	2022
0	0	0

Brooklyn Excelsior Charter School's Enrollment and Retention Status: 2021-22

		Target	Charter
enrollment	economically disadvantaged	91.5	90.2
	English language learners	5.0	3.8
	students with disabilities	22.7	18.5
retention	economically disadvantaged	86.5	75.9
	English language learners	84.1	66.7
	students with disabilities	87.5	75.6

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

STUDENT DEMOGRAPHICS

ENROLLMENT AND RETENTION TARGETS

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

Brooklyn Excelsior makes good faith efforts to meet its enrollment and retention targets. The charter, with the support of NHA, plans to conduct the following recruitment and retention efforts to meet its targets:

- Utilizing a language line to better facilitate communication with ELL families;
- Hiring a full time ELL teacher to provide support to ELLs;
- Increasing parent partnership efforts by utilizing parent surveys in digital formats so that parents can share their thoughts, celebrations, and concerns with the school;
- Collaborating with businesses and community partners, such as community centers, day care centers, and faith-based organizations to distribute information;
- Creating videos that showcase Brooklyn Excelsior's Title I program, intervention program, and ELL program;
- Holding a "Zoom into Kindergarten" enrollment meeting throughout the year for potential Kindergarten families;
- Conducting seasonal mailings, such as "Grow with Us" postcards, "Seasons Greetings" postcards, and "Apply Now" postcards;
- Distributing marketing materials in Chinese, Creole, English, Russian, Spanish, and Urdu throughout the community;
- Hosting open enrollment information meetings for all parents throughout the school year;
- Sharing information on the charter's programs for ELLs and special education with families;
- Participating in community events to increase community recognition of the school;
- Developing partnerships with various community organizations and faith-based groups that focus on assisting immigrant and refugees;
- Communicating with families through newsletters, social media, and general communication with classroom teachers regularly; and
- Developing effective relationships with civic organizations including local Head Starts.

FISCAL ANALYSIS

IS THE EDUCATION CORPORATION FISCALLY SOUND?

Brooklyn Excelsior is fiscally sound based on the Institute's analysis of the fiscal evidence collected through the renewal review. The SUNY Fiscal Dashboard presents color-coded tables and charts indicating that the education corporation has demonstrated fiscal soundness over the majority of the charter term.³



For the entirety of the current charter term, Brooklyn Excelsior and NHA maintain a sweep contract that provides NHA all revenues received by the education corporation as NHA's fee in exchange for paying all expenses related to implementing the educational program. Therefore, although the fiscal dashboard reflects fiscal needs monitoring, this is a result of the sweep contract. The board retains up to \$35,000 per year to spend at its discretion. At the time of the renewal review, negotiations were underway for a new agreement that would align with the charter term.

In response to the COVID-19 situation, Brooklyn Excelsior proactively created a conservative budget starting fiscal year 2020-21 by projecting decreased revenues and lowering expenses while projecting additional costs for remote learning technologies and building safety measures to comply with hybrid learning. The budget included minimal increases to per pupil funding in addition to the layer of protection the school has as a result of the nature of its management contract with NHA.



DOES THE EDUCATION CORPORATION OPERATE PURSUANT TO A FISCAL PLAN WITH REALISTIC BUDGETS THAT IT MONITORS AND ADJUSTS WHEN APPROPRIATE?

The education corporation operates pursuant to a long-range financial plan in which it creates realistic budgets that it monitors and adjusts when appropriate. The following elements are generally present:

INDICATORS	EVIDENT?
The education corporation has clear budgetary objectives and budget preparation procedures.	+
Board members, charter management, and staff members contribute to the budget process, as appropriate.	+
The education corporation frequently compares its long-range fiscal plan for the charter to actual progress and adjusts it to meet changing conditions.	+

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

"+" : This indicator is generally present.

"-" : This indicator is generally not present.

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

"N/A" : This indicator is not applicable.

FISCAL ANALYSIS

The education corporation routinely analyzes budget variances for the charter; the board addresses material variances and makes necessary revisions.

+

Actual expenses are equal to, or less than, actual revenue with no material exceptions.

+

DOES THE EDUCATION CORPORATION MAINTAIN APPROPRIATE INTERNAL CONTROLS AND PROCEDURES?

The education corporation maintains appropriate internal controls and procedures. The following elements are generally present:

INDICATORS	EVIDENT?
The education corporation has a history of sound fiscal policies, procedures, and practices, and appropriate internal controls.	+
The most recent audit report was free of any significant deficiencies or material weaknesses in internal controls.	+
The education corporation reviews and updates its Financial Policies and Procedures Manual ("FPPM"), which covers the charter, on a regular basis. The date of the most recent review of the FPPM is found in the next column. The Institute recommends, as a best practice, that the education corporation review and update its FPPM on an annual basis.	APRIL 2022
The Institute noted the charter recently upgraded its accounting software system which in turn requires updates to the manual to ensure alignment and speak to the current operating environment. Also, any renegotiated management agreement terms would need to be reflected in the revised policies and procedures.	

FISCAL ANALYSIS

DOES THE EDUCATION CORPORATION COMPLY WITH FINANCIAL REPORTING REQUIREMENTS?

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

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

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

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

INDICATORS	EVIDENT?
The education corporation maintains sufficient cash on hand to pay current bills and those that are due shortly.	+
The education corporation maintains adequate liquid reserves to fund expenses in the event of income loss (generally 30 days).	N/A
The education corporation prepares and monitors cash flow projections.	N/A

FISCAL ANALYSIS

If the education corporation includes philanthropy in its budget, it monitors progress toward its development goals on a periodic basis.

N/A

If necessary, the education corporation pursues district state aid intercepts with NYSED to ensure adequate per pupil funding.

+

The education corporation accumulates unrestricted net assets that are equal to or exceed two percent of the charter's operating budget for the upcoming year.

N/A

The education corporation is in compliance with all loan covenants.

N/A

Since the charter opened in 2003, the education corporation has reported small operating surpluses consistent with the nature of the contract with NHA. Brooklyn Excelsior fiscal dashboard reflects fiscally needs monitoring with 0.1 months of cash on hand to pay liabilities coming due shortly. This is also a result of the sweep contract as it states the school will retain only up to \$35,000 per year to use at its own discretion. Brooklyn Excelsior has total net assets of \$151,412 as of the June 30, 2022. As a requirement of charter agreements, Brooklyn Excelsior established and maintains the separate dissolution reserve fund account of \$75,000.

FISCAL ANALYSIS

BROOKLYN EXCELSIOR CHARTER SCHOOL

CHARTER INFORMATION

BALANCE SHEET

Assets

Current Assets

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

Total Current Assets - GRAPH 1

Property, Building and Equipment, net
Other Assets

Total Assets - GRAPH 1

Liabilities and Net Assets

Current Liabilities

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

Total Current Liabilities - GRAPH 1

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

Total Liabilities - GRAPH 1

Net Assets

Without Donor Restrictions
With Donor Restrictions

Total Net Assets

Total Liabilities and Net Assets

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

Expenses

Regular Education
SPED
Other

Total Program Services

Management and General
Fundraising

Total Expenses - GRAPHS 2, 3 & 4

Surplus / (Deficit) From School Operations

Support and Other Revenue

Contributions
Fundraising
Miscellaneous Income
Net assets released from restriction

Total Support and Other Revenue

Total Unrestricted Revenue

Total Temporarily 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

Opened 2003-04

2017-18	2018-19	2019-20	2020-21	2021-22
5,931	6,418	23,801	26,498	30,194
402,964	234,223	321,293	718,428	549,356
-	-	-	-	-
-	-	-	-	-
-	-	-	-	-
408,895	240,641	345,094	744,926	579,550
33,760	22,423	11,464	883	-
75,922	76,653	77,266	77,287	77,310
518,577	339,717	433,824	823,096	656,860

1,120	2,551	1,120	1,120	14,497
-	-	-	-	-
57,873	27,803	3,228	1,778	123,471
-	-	-	-	-
-	-	-	-	-
421,367	283,080	395,337	793,943	367,480
480,360	313,434	399,685	796,841	505,448
-	-	-	-	-
-	-	-	-	-
480,360	313,434	399,685	796,841	505,448

38,217	26,283	34,139	26,255	151,412
-	-	-	-	-
38,217	26,283	34,139	26,255	151,412
518,577	339,717	433,824	823,096	656,860

8,860,327	9,022,955	10,490,458	11,125,076	10,644,916
812,501	939,836	978,170	1,283,573	1,062,696

227,842	291,079	129,600	-	-
569,897	362,065	372,846	829,450	858,439
-	-	-	36,656	40,438
-	-	-	118,093	480,619
-	-	-	-	-
232,433	306,429	240,256	3,126	8,971
10,703,000	10,922,364	12,211,330	13,395,974	13,096,079

8,416,610	8,324,955	8,378,224	8,768,694	8,650,906
759,334	970,830	1,022,142	1,198,166	1,754,994
-	-	-	-	-
9,175,944	9,295,785	9,400,366	9,966,860	10,405,900
1,558,587	1,641,054	2,872,305	3,436,998	2,565,022
-	-	-	-	-
10,734,531	10,936,839	12,272,671	13,403,858	12,970,922
(31,531)	(14,475)	(61,341)	(7,884)	125,157

-	-	-	-	-
-	-	-	-	-
10,811	2,541	69,197	-	-
-	-	-	-	-
10,811	2,541	69,197	-	-

10,713,811	10,924,905	12,280,527	13,395,974	13,096,079
-	-	-	-	-
10,713,811	10,924,905	12,280,527	13,395,974	13,096,079

(20,720)	(11,934)	7,856	(7,884)	125,157
58,937	38,217	26,283	34,139	26,255
-	-	-	-	-
38,217	26,283	34,139	26,255	151,412

FISCAL ANALYSIS

BROOKLYN EXCELSIOR CHARTER SCHOOL

CHARTER INFORMATION - (Continued)

Functional Expense Breakdown

Personnel Service
Administrative Staff Personnel
Instructional Personnel
Non-Instructional Personnel
Personnel Services (Combined)
Total Salaries and Staff
Fringe Benefits & Payroll Taxes
Retirement
Management Company Fees
Building and Land Rent / Lease / Facility Financing
Staff Development
Professional Fees, Consultant & Purchased Services
Marketing / Recruitment
Student Supplies, Materials & Services
Depreciation
Other

Total Expenses

2017-18	2018-19	2019-20	2020-21	2021-22
652,202	436,672	599,365	566,835	597,065
2,960,228	3,202,854	3,250,841	3,596,717	3,610,292
282,309	408,471	246,983	223,899	207,178
-	-	-	-	-
3,894,739	4,047,997	4,097,189	4,387,451	4,414,535
801,082	829,420	787,991	873,167	732,858
70,666	70,534	74,966	88,354	92,645
-	-	-	-	-
2,382,153	2,413,831	2,434,035	2,434,603	2,383,094
178,485	143,776	126,343	125,001	39,942
903,448	910,256	1,025,296	1,427,496	1,881,871
462,072	439,885	463,571	575,389	709,142
423,193	332,395	342,193	597,739	935,064
11,337	11,337	10,959	10,581	883
1,607,356	1,737,408	2,910,128	2,884,077	1,780,888
10,734,531	10,936,839	12,272,671	13,403,858	12,970,922

CHARTER ANALYSIS

ENROLLMENT

Original Chartered Enrollment
Final Chartered Enrollment (includes any revisions)
Actual Enrollment - GRAPH 4
Chartered Grades
Final Chartered Grades (includes any revisions)

2017-18	2018-19	2019-20	2020-21	2021-22
742	742	742	742	742
742	742	742	742	742
610	589	650	690	632
K-8	K-8	K-8	K-8	K-8
-	-	-	-	-

Primary School District: NYC CHANCELLOR'S OFFICE

Per Pupil Funding (Weighted Avg of All Districts)

Increase over prior year

14,527	15,307	16,150	16,123	16,844
3.4%	5.1%	5.2%	-0.2%	4.3%

PER STUDENT BREAKDOWN

Revenue

Operating
Other Revenue and Support
TOTAL - GRAPH 3

17,544	18,529	18,799	19,405	20,707
18	4	107	-	-
17,562	18,533	18,906	19,405	20,707

Expenses

Program Services
Management and General, Fundraising
TOTAL - GRAPH 3
% of Program Services
% of Management and Other

15,041	15,770	14,472	14,438	16,454
2,555	2,784	4,422	4,979	4,056
17,596	18,554	18,894	19,417	20,510
85.5%	85.0%	76.6%	74.4%	80.2%
14.5%	15.0%	23.4%	25.6%	19.8%
-0.2%	-0.1%	0.1%	-0.1%	1.0%
22.3%	22.1%	19.9%	18.2%	18.2%

% of Revenue Exceeding Expenses - **GRAPH 5**

% of Revenue Expended on Facilities

15.3	12.5	14.4	13.3	12.6
5.7	5.2	6.4	7.4	7.1

Student to Faculty Ratio

Faculty to Admin Ratio

Financial Responsibility Composite Scores - **GRAPH 6**

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

N/A	N/A	N/A	N/A	N/A
N/A	N/A	N/A	N/A	N/A

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)

(71,465)	(72,793)	(54,591)	(51,915)	74,102
-0.7%	-0.7%	-0.4%	-0.4%	0.6%
0.9	0.8	0.9	0.9	1.1
HIGH	HIGH	HIGH	HIGH	HIGH
Poor	Poor	Poor	Poor	Poor

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)

0.9	0.8	0.9	0.9	1.1
HIGH	HIGH	HIGH	HIGH	MEDIUM
Poor	Poor	Poor	Poor	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)

0.9	0.9	0.9	1.0	0.8
MEDIUM	MEDIUM	MEDIUM	HIGH	MEDIUM
Good	Good	Good	Poor	Good

Months of Cash - **GRAPH 8**

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

0.0	0.0	0.0	0.0	0.0
HIGH	HIGH	HIGH	HIGH	HIGH
Poor	Poor	Poor	Poor	Poor

FUTURE PLANS

IF THE SUNY TRUSTEES RENEW THE CHARTER, ARE THE EDUCATION CORPORATION'S PLANS FOR THE CHARTER REASONABLE, FEASIBLE, AND ACHIEVABLE?

Brooklyn Excelsior is an academic success and is supported by an effective viable education management organization. The charter is fiscally sound as it is supported through its sweep contract with NHA. As such, Brooklyn Excelsior's plans for the next charter term are reasonable, feasible, and achievable.

BROOKLYN EXCELSIOR CHARTER SCHOOL

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

Plans for the Educational Program. Brooklyn Excelsior plans to implement the same core elements of its educational program that enabled the charter to meet or come close to meeting its key Accountability Plan goals in the current charter term. The charter will continue to deliver its educational program to Kindergarten — 8th grade students and will continue its initiatives for addressing interrupted instruction.

Plans for Board Oversight & Governance. Brooklyn Excelsior's board maintain strong oversight of the charter and the contract with NHA. Board members expressed interest in continuing to serve Brooklyn Excelsior in the next charter term, if renewed.

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

Brooklyn Excelsior currently serves Kindergarten — 8th grade in a privately leased facility secured by a NHA affiliate. The facility provides ample space and amenities for the academic program over the next charter term.

	CURRENT	END OF NEXT CHARTER TERM
Enrollment	742	742
Grade Span	K-8	K-8
Teaching Staff	49	49
Days of Instruction	180	180

Brooklyn Excelsior

Ax

APPENDICES

PAGES AX 1-6

^A
CO
CHARTER
OVERVIEW

PAGE Ax 1

^B
RI
REPORT
INFORMATION

PAGE Ax 3

BROOKLYN EXCELSIOR CHARTER SCHOOL BOARD OF TRUSTEES

CHAIR	TRUSTEES
Lucien Perry	Etta Waddell
VICE CHAIR	Sandy Dorsey
Andra Wishom	
TREASURER	
Jennifer Wilkins	
SECRETARY	
Carol Schulhof	

CHARTER LEADERS

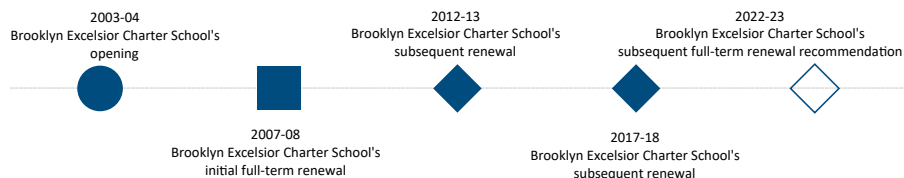
PRINCIPAL
<i>Sally Girouard (2019-20 to Present)</i>
<i>Dr. Christopher Petty (November 2015 to 2017-18)</i>
<i>Bob Morgenstein (October 2015 to November 2015)</i>
<i>Adam Stevens (2013-14 to 2014-15)</i>
<i>Thomas G. DeMarco (2006-07 to 2012-13)</i>
<i>Deborah Coker (2005-06)</i>
<i>Irwin Kurz, Interim Principal (2005-06)</i>
<i>Alan Handel (2003-04 to 2004-05)</i>

CHARTER CHARACTERISTICS

SCHOOL YEAR	CHARTERED ENROLLMENT	ACTUAL ENROLLMENT	ACTUAL AS A PERCENTAGE OF CHARTERED ENROLLMENT	GRADES SERVED
2018-19	742	589	79%	K-8
2019-20	742	650	88%	K-8
2020-21	742	690	93%	K-8
2021-22	742	632	85%	K-8
2022-23	742	610	82%	K-8

APPENDIX A: CHARTER SCHOOL OVERVIEW

TIMELINE OF CHARTER SCHOOL RENEWAL



CHARTER SCHOOL VISIT HISTORY

SCHOOL YEAR	VISIT TYPE	DATE
2003-04	First Year Visit	May 11, 2004
2004-05	Evaluation Visit	April 21, 2005
2005-06	Evaluation Visit	May 9-12, 2006
2007-08	Initial Renewal	October 30-November 1, 2007
2009-10	Evaluation Visit	May 18-19, 2010
2011-12	Subsequent Renewal	June 5-6, 2012
2015-16	Evaluation Visit	June 8, 2016
2017-18	Subsequent Renewal	November 1-2, 2017
2022-23	Subsequent Renewal	October 13-14, 2022

CONDUCT OF THE RENEWAL REVIEW

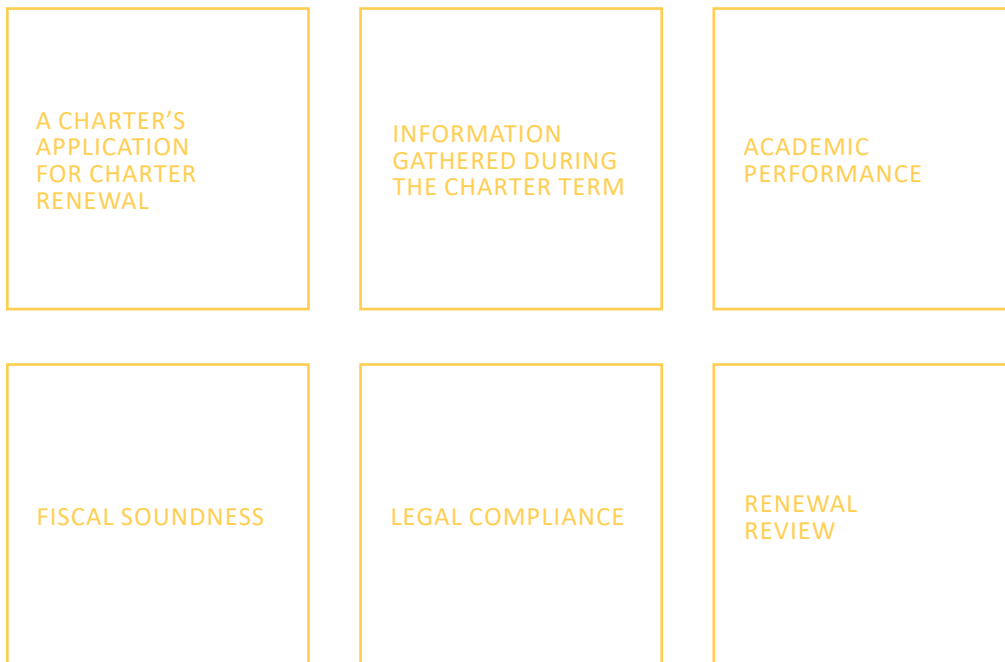
DATE(S) OF REVIEW	EVALUATION TEAM MEMBERS	TITLE
October 13-14, 2022	Vickie Masséus	School Evaluation Analyst
	Ron Miller	External Consultant
	Carl-Anthony Watson	External Consultant

The sections below contain general information about the SUNY Trustees' and Institute's approach to renewal.

REPORT FORMAT

This report is the primary means by which the SUNY Charter Schools Institute (the "Institute") transmits to the State University of New York Board of Trustees (the "SUNY Trustees") its findings and recommendations regarding a charter school's Application for Charter Renewal, and more broadly, details the merits of a charter's case for renewal. The Institute has created and issued this report pursuant to the ***Policies for the Renewal of Not-For-Profit Charter School Education Corporations and Charter Schools Authorized by the Board of Trustees of the State University of New York*** (the "SUNY Renewal Policies").¹

THE INSTITUTE MAKES ALL RENEWAL RECOMMENDATIONS BASED ON



Most importantly, the Institute analyzes the charter's record of academic performance and the extent to which it has met its academic Accountability Plan goals.

1. Revised September 4, 2013 and available on the [Institute's website](#).

This renewal recommendation report compiles evidence using the **State University of New York Charter Renewal Benchmarks** (the “SUNY Renewal Benchmarks”),² which specify in detail what a successful charter school should be able to demonstrate at the time of the renewal review. The Institute uses the four interconnected renewal questions below for framing benchmark statements to determine if a charter has made an adequate case for renewal.

RENEWAL QUESTIONS



IS THE CHARTER AN ACADEMIC SUCCESS?

IS THE CHARTER AN EFFECTIVE, VIABLE ORGANIZATION?

IS THE CHARTER FISCALLY SOUND?

IF THE SUNY TRUSTEES RENEW THE CHARTER, ARE THE EDUCATION CORPORATION’S PLANS FOR THE CHARTER REASONABLE, FEASIBLE, AND ACHIEVABLE?

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



Additional information about the SUNY renewal process and an overview of the requirements for renewal under the New York Charter Schools Act of 1998 (as amended, the “Act”) are available on the [Institute’s website](#).

2. Version 5.0, May 2012, are available on the [Institute’s website](#).



IS THE CHARTER AN ACADEMIC SUCCESS? THE INFORMATION BELOW HIGHLIGHTS THE INSTITUTE'S AND SUNY TRUSTEES' APPROACH TO ACCOUNTABILITY PLANS FOR EACH SUNY AUTHORIZED CHARTER.

At the beginning of the Accountability Period,³ the charter developed and adopted an Accountability Plan that set academic goals for performance in the key subjects of ELA and mathematics, as well as science and the federal Every Student Succeeds Act ("ESSA"). High school Accountability Plans also include goals for High School Graduation, College Preparation, and Social Studies. For each goal in the Accountability Plan, specific outcome measures define the level of performance necessary to meet that goal. The Institute examines results for all required Accountability Plan measures to determine goal attainment. The Act requires charters be held "accountable for meeting measurable student achievement results"⁴ and states the educational programs at a charter school must "meet or exceed the student performance standards adopted by the board of regents"⁵ for other public schools. SUNY's required accountability measures rest on performance as measured by statewide assessments. Historically, SUNY's required measures include measures that present schools':

ABSOLUTE PERFORMANCE, I.E., WHAT PERCENTAGE OF STUDENTS SCORE AT A CERTAIN PROFICIENCY ON STATE EXAMS?

COMPARATIVE PERFORMANCE, I.E., HOW DID THE CHARTER DO AS COMPARED TO SCHOOLS IN THE DISTRICT AND SCHOOLS THAT SERVE SIMILAR POPULATIONS OF ECONOMICALLY DISADVANTAGED STUDENTS?

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

Absolute, comparative, and growth achievement provide a basis for triangulating charter performance within each academic goal area. Furthermore, every SUNY authorized charter school may propose additional, mission aligned goals and measures of success when crafting its Accountability Plan. The final Accountability Plan adopted by the education corporation's board and approved by the Institute is included in the charter and frames the analysis of the charter's student achievement results.

The Institute consistently emphasizes comparative and growth performance over absolute measures in its analysis of goal attainment. Nevertheless, the Institute analyzes every measure included in a charter's Accountability Plan to determine its level of academic success, including the extent to which each charter has established and maintained a record of high performance and demonstrated progress toward meeting its academic Accountability Plan goals throughout the charter term. Whether or not a charter includes additional measures in its Accountability Plan, the Institute considers all available evidence of charter performance at the time of renewal.

3. Because the SUNY Trustees make a renewal decision before student achievement results for the final year of a charter term become available, the Accountability Period ends with the school year prior to the final year of the charter term. For a charter in a subsequent charter term, the Accountability Period covers the final year of the previous charter term and ends with the school year prior to the final year of the current charter term. In this renewal report, the Institute uses "charter term" and "Accountability Period" interchangeably.

4. Education Law § 2850(2)(f).

5. Education Law § 2854(1)(d).

State assessment data in ELA, mathematics, and science in 3rd- 8th grade form the basis of data required to analyze the required accountability measures for elementary and middle schools. These data were not available in 2019-20 following the state's cancellation of all state exams during the start of the COVID-19 pandemic. Although schools participated in state assessments in ELA and mathematics in 2020-21, the participation rates that year were inconsistent. The resulting data is not sufficiently reliable or credible for cogent analyses of charter academic performance. In response, the Institute provided all SUNY authorized charter schools a framework for the analysis of norm-referenced and internally developed exam data.

To every extent possible, the Institute attempted to maintain a consistent framework of examining absolute, comparative, and growth performance. During 2019-20 and 2020-21, charters reported data on a variety of norm-referenced and internally developed assessments to demonstrate student academic success. This renewal report contemplates charter performance during the pandemic through the lenses of absolute and growth performance on norm-referenced and internally developed ELA, mathematics, and science assessments along with high school completion and college readiness data.



Charter Schools Institute
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