



**THE SUNY CHARTER SCHOOLS
INSTITUTE**

*RENEWAL RECOMMENDATION REPORT
CARDINAL MCCLOSKEY COMMUNITY
CHARTER SCHOOL*

Report Date: March 19, 2024

Review Date: November 15 – 16, 2023

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Charter Schools Institute
The State University of New York

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CHARTER SCHOOL BACKGROUND

CARDINAL MCCLOSKEY COMMUNITY CHARTER SCHOOL

685 East 182nd Street, Bronx | Grades: K-5 | NYC Community School District 10

The State University of New York Board of Trustees (the “SUNY Trustees”) approved the original charter for Cardinal McCloskey Community Charter School (“Cardinal McCloskey”) on June 8, 2017. The school opened in fall 2019, serving 150 students in Kindergarten and 1st grade. Cardinal McCloskey partners with Cardinal McCloskey School and Home for Children, Inc., dba Cardinal McCloskey Community Services (“Cardinal McCloskey Community Services”), a not-for-profit community based organization (“CBO”) that has served the Bronx, Harlem, Rockland, and Westchester counties for over 75 years providing social services to individuals experiencing neglect and trauma and care services to 160 foster homes. Cardinal McCloskey Community Services provides Cardinal McCloskey with supports and professional development for school staff and families in the areas of social and emotional support, wraparound services, student recruitment, integrating the sanctuary model, adapting the educational programs, and fundraising through a shared services agreement.

MISSION

The mission of CMCCS is to address the academic, social-emotional and developmental needs of its students in a safe, supportive and trauma-sensitive learning environment. CMCCS is committed to serving at-risk students, including students in foster care and students receiving preventive services. Through a rigorous program of instruction utilizing a trauma-informed, Sanctuary approach and by providing a wide range of wraparound supportive services, CMCCS will help each student become more resilient, independent and academically successful.

CURRENT CHARTER

Serves: Kindergarten – 5th

Chartered Enrollment:
450

Charter Expiration:
July 31, 2024

PROPOSED FUTURE CHARTER

Serves: Kindergarten – 5th

Chartered Enrollment:
451

Charter Expiration
July 31, 2027

KEY DESIGN ELEMENTS

A trauma informed approach to education through the use of the Sanctuary Model;



A rigorous, standards-aligned, data-informed academic program;



Extended day programming; and,



Comprehensive before and after school services.



RENEWAL RECOMMENDATION

SHORT-TERM RENEWAL

Short-Term Renewal. *The Charter Schools Institute (the “Institute”) recommends the SUNY Trustees’ Charter Schools Committee approve the Application for Charter Renewal of Cardinal McCloskey Community Charter School for a period of three years with authority to provide instruction to students in Kindergarten – 5th grade in such configuration as set forth in its Application for Charter Renewal, with a projected total enrollment of 451 students. The Institute makes this recommendation based on Cardinal McCloskey Community 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 an **Initial Short-Term Renewal**, a charter must either:



have compiled a mixed or limited record of educational achievement in meeting its academic Accountability Plan goals, but have in place and in operation at the time of the renewal inspection visit (i) an academic program of sufficient strength and effectiveness, as assessed using the Qualitative Education Benchmarks,² which is likely to result in the charter school’s being able to meet or come close to meeting those goals with the additional time that renewal would permit, and (ii) a governing board and organizational structures both in the charter school and its education corporation with a demonstrated capacity to meet the charter school’s academic Accountability Plan goals and to operate the charter school in an educationally and fiscally sound fashion; or



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

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.³

1. SUNY Renewal Policies (p. 12) are available on the [Institute’s website](#).

2. The Qualitative Education Benchmarks are a subset of the State University of New York Charter Renewal Benchmarks (“SUNY Renewal Benchmarks”) which are available on the [Institute’s website](#).

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

EXECUTIVE SUMMARY

EXECUTIVE SUMMARY

In its initial charter term, Cardinal McCloskey produced a mixed and limited record of academic achievement after navigating multiple challenges including COVID-19 disruptions and significant turnover among the school's board of trustees. The Institute also worked with the education corporation and CBO to delay the school's opening due to lack of staffing and other issues. Since the Institute's evaluation visit in spring 2023, the school took several steps to improve instructional quality and, during the fall 2023 renewal visit, the Institute observed an educational program of sufficient strength and effectiveness that the school is likely to meet or come close to meeting its Accountability Plan goals in the time a short term renewal would allow. The governing board also improved member stability and increased its capacity to work as a cohesive group of decision makers. Although the school's leadership and board do not yet implement a system for measuring the progress of the organization against clearly articulated targets, the quality of the academic program demonstrates the school's efforts to establish a more consistent trajectory of academic achievement toward meeting Accountability Plan goals in a future short charter term.

Cardinal McCloskey implements the Sanctuary Model, a trauma-informed approach to developing school culture and supporting students' social and emotional needs through the commitments of Sanctuary, which include nonviolence, emotional intelligence, responsibility, democracy, growth, and communication. The school integrates assignments that align to the model, as well as structures like calming corners, safety plans, and morning meetings. This year, recognizing a need to recommit to the tenets of Sanctuary, the school engaged a consultant to train all new and returning staff members on the theory and practices to ensure the whole school community is equipped to better support Cardinal McCloskey's student population.

Cardinal McCloskey modified several core systems related to assessment, curriculum, pedagogy, and instructional leadership in response to the school's first set of New York State exam results from the 2021-22 school year. After enhancing the suite of assessments, the school established routines for data analysis and added capacity via an in-house data analyst to support teachers in their access and response to student data trends. Leaders recognized that the chosen curricular programs for English language arts ("ELA") and mathematics did not meet diverse student needs, and subsequently developed supplemental materials and lesson planning protocols to support teachers in instructional delivery. The addition of a chief academic officer ("CAO") enables the school to maintain clearer oversight of the implementation and impact of the academic program in the final year of the charter term. The program demonstrates growth from previous years, and leaders are aware of continued areas of need in mathematics instruction to ensure the school meets its Accountability Plan goals in the future.

While there is evidence that the academic programming at Cardinal McCloskey has improved, the school has not yet fully established clear roles and responsibilities among the leadership team. Without an internal system for evaluation and an administrative structure with clearly delineated lines of accountability, the school lacks defined benchmarks against which it can measure progress to determine whether changes are producing the intended results. In the next, short charter term, Cardinal McCloskey has the opportunity to refine these roles and ensure the existence of sustainable systems to monitor and evaluate the health of the organization. The board has the opportunity to define and monitor its shared services agreement with Cardinal McCloskey Community Services to align with its goals as outlined in the school's original charter application.

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

EXECUTIVE SUMMARY

FINDINGS & INFORMATION

Is the charter an academic success?

While Cardinal McCloskey's record of meeting its Accountability Plan goals is mixed and limited, the school strengthened the quality of the educational program. Between the spring 2023 evaluation visit and fall 2023 renewal visit, the Institute noted the development of several systems aligned with qualitative education benchmarks that allow the school's leadership to maintain clearer, higher expectations for teaching and learning. Cardinal McCloskey demonstrates academic growth and success in the following ways:

- The school enhanced the ELA curriculum by implementing an aligned focus on one standard per week across all grades, adding consistent guided reading and literature circles to the class structure, and introducing new writing assessments and reflection protocols based on the core commitments of the Sanctuary Model for all students.
- Cardinal McCloskey improved its ELA performance throughout the charter term. In 2022-23, the school posted a mean growth percentile of 74, which is 24 points higher than the target of 50. Along with a high growth score, Cardinal McCloskey posted a strong positive effect size of 0.66 in ELA.
- Although Cardinal McCloskey did not meet its mathematics goal in 2022-23, the instructional leadership team responded in the 2023-24 school year by introducing a new, more rigorous mathematics curriculum and adding additional coaching and support for teachers on the updated curricular tools and effective learning strategies.

Is the charter an effective, viable organization?

After experiencing significant turnover early in the charter term, Cardinal McCloskey's board stabilized membership and took several steps to improve its oversight of the organization, including refining its committee structure, engaging consultants for board training, and implementing a school leader evaluation process. The school continues to operate the Sanctuary Model, a trauma-informed system of wraparound care that guides schoolwide decisions, and trained all new and returning staff on the tenets of the model in the 2023-24 school year. The school partners with Cardinal McCloskey Community Services to provide families with additional opportunities for counseling and clinical services given the population of at-risk students the school serves. Both the school and board recognize a need to improve these services and relationship with the CBO to serve more students and families.

Is the charter fiscally sound?

Cardinal McCloskey is fiscally sound based on the Institute's analysis of its renewal submissions. The school has maintained between 88% and 99% of its chartered enrollment every year during its first charter term. These strong enrollment numbers have translated into adequate revenues to cover the school's annual expenditures while increasing net assets.

EXECUTIVE SUMMARY

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

Cardinal McCloskey’s plans for the future are reasonable, feasible, and achievable. The school plans to continue to implement the systems that led to a stronger academic program during the final year of the charter term.

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 Cardinal McCloskey a Short-Term Initial renewal of three years.





DP

DATA PRESENTATION

PAGES: 7-21

AP

ACADEMIC
PERFORMANCE

CP

COMPLIANCE
PERFORMANCE

CS

COMMUNITY
SATISFACTION

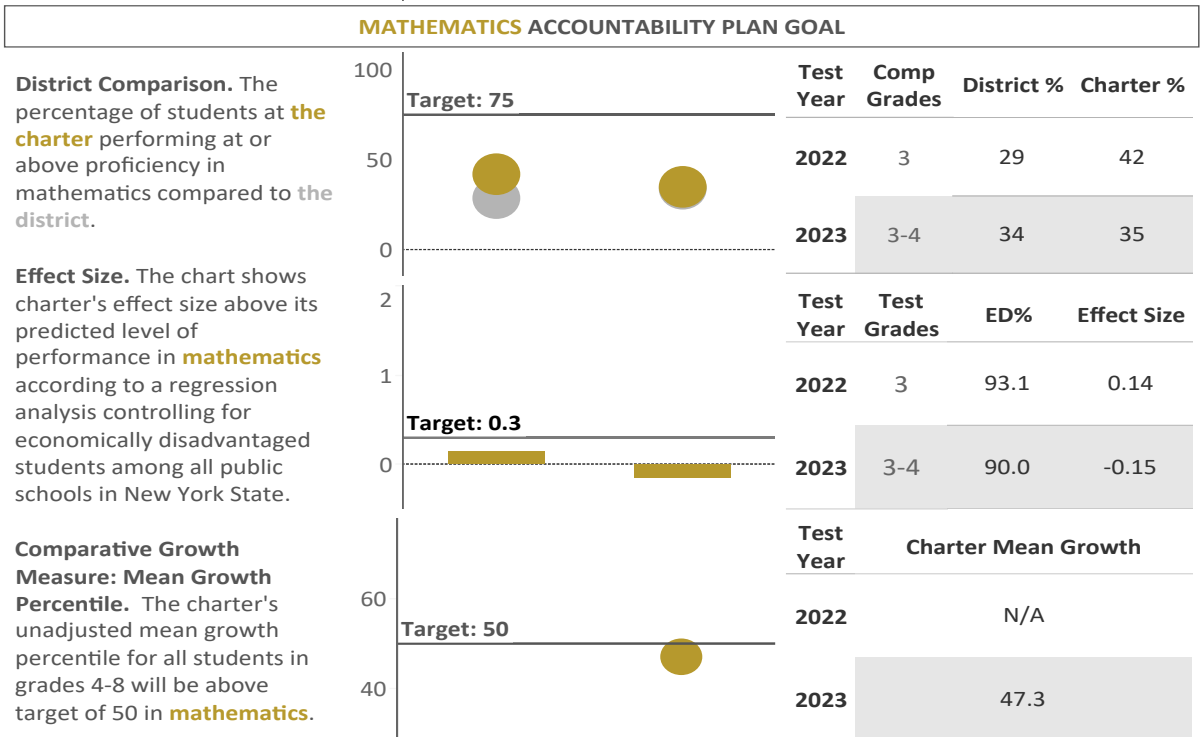
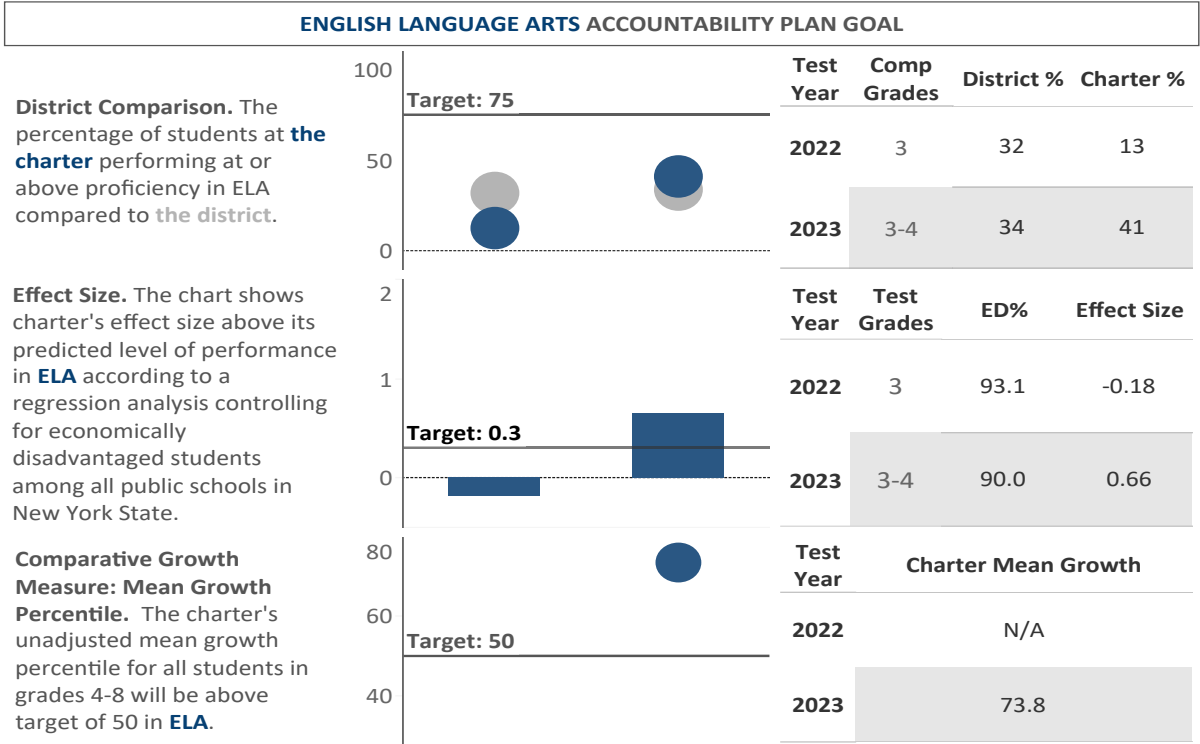
SD

STUDENT
DEMOGRAPHICS



ACADEMIC PERFORMANCE

CARDINAL MCCLOSKEY COMMUNITY CHARTER SCHOOL





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CARDINAL MCCLOSKEY COMMUNITY CHARTER SCHOOL

SCIENCE ACCOUNTABILITY PLAN GOAL

Science: Comparative Measure. The percentage of students at **the charter** in at least their second year performing at or above proficiency in science compared to **the district**.

N/A

TESTED PERCENTAGES

	2022		2023	
	ELA	Math	ELA	Math
School Tested Number	52	51	142	144
School Tested %	98.1%	96.2%	93.4%	95.4%
District Tested %	86.4%	89.1%	87.0%	91.0%

SPECIAL POPULATIONS PERFORMANCE*

	2022	2023
Students with Disabilities Tested on State Exam	10	35
Charter Percent Proficient on ELA Exam	10.0	20.0
District Percent Proficient	13.7	12.9
Tested on NYSESLAT Exam	43	88
Charter Percent 'Commanding' or Making Progress	0.0	34.1

* 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".

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

Cardinal McCloskey produced a mixed and limited record of achievement against its academic Accountability Plan goals during its initial charter term. The school first enrolled students in state testing grades in 2021-22. That year, the school did not meet its ELA goal and came close to meeting its mathematics goal. In 2022-23, the school increased its performance on its ELA effect size measure and outperformed the district in ELA proficiency after performing lower than the district the prior year. In contrast for 2022-23, Cardinal McCloskey posted lower comparative achievement relative to its district in mathematics and posted a negative comparative effect size in mathematics.

In ELA, Cardinal McCloskey did not meet its goal in 2021-22. With 13% of the school's students enrolled in at least their second year scoring at or above proficiency, the school underperformed the district by 19 percentage points. The school also posted a comparative effect size below the target indicating performance lower than expected in comparison to schools across the state enrolling similar percentages of economically disadvantaged students. In 2022-23, Cardinal McCloskey performed higher on comparative and growth measures of ELA achievement and posted a proficiency rate of 41%, which was seven percentage points above the district results. In comparison to demographically similar schools across the state, Cardinal McCloskey performed higher than expected to a meaningful degree. In alignment with the school's increase in comparative performance, the school posted a mean growth percentile of 74 in ELA, exceeding the target of 50.

In mathematics, Cardinal McCloskey came close to meeting its goal in 2021-22 and did not meet the goal in 2022-23. In 2021-22, 42% of the school's students enrolled in at least their second year scored at or above proficiency surpassing the district by 13 percentage points. The school posted a comparative effect size close to the target of 0.3 and performed higher than expected to a small degree in comparison to demographically similar schools. In 2022-23, with 35% of the school's students scoring at or above proficiency, the school narrowly outperformed the district. In comparison to schools across the state enrolling similar proportions of economically disadvantaged students, the school performed lower than expected. In alignment with its decline in comparative performance, Cardinal McCloskey's mean growth percentile in mathematics was under the target of 50 in 2022-23.

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BENCHMARK SUMMARY

ASSESSMENT

Cardinal McCloskey improved its assessment systems to provide teachers and school leaders with increased access to timely performance data and is beginning to optimize processes to develop effective reteaching strategies to address areas where data reveal low performance. Following the Institute’s visit in the spring of 2023, instructional leaders established consistent routines for analyzing data from the NYS state test, mock state test exams, and quarterly interim assessments (“IAs”). As part of these routines, teachers meet as a grade team with the school’s data analyst to discern performance trends by classroom, school year, subgroup, standard, and question item. The school’s data analyst also has separate meetings with the CAO and assistant director of curriculum to review assessment trends, which the school uses to inform coaching priorities and professional development topics. Staff members report that this increase in meeting time and data accessibility benefits student performance and fosters peer collaboration around data-driven planning.

Despite these improvements in data accessibility and usage, the school has the opportunity to evaluate the alignment of its curricular materials and assessment resources to understand the impact of the program changes on assessment results. While the school uses both i-Ready and NWEA MAP as benchmarking assessment tools, instructional leaders have not established clear targets for each assessment against which the school can monitor progress and gauge the effectiveness of instructional changes, such as the school’s adoption of the Eureka Math² curriculum. Cardinal McCloskey has improved its assessment tools and cadence but can continue to develop processes to measure the impact of instructional decisions and ensure timely, appropriate responses to the data teachers and leaders collect.

In most Cardinal McCloskey classrooms, teachers use assessment results to meet student needs by adjusting classroom instruction, grouping students, and identifying students for special intervention. Teachers also administer exit tickets from curriculum-embedded assessments with consistency. Although some teachers individually track exit ticket data to inform instruction, instructional leadership has yet to establish universal, schoolwide expectations for collecting, analyzing, and using short cycle assessment data to ensure all teachers make responsive, effective instruction adjustments in response to daily mastery data. Cardinal McCloskey has procedures to review exit ticket data within its response to intervention (“RTI”) cycle and could benefit from extending this review cycle to all students. Furthermore, the school sets aside five to ten minutes for students to use the IXL platform to remediate mathematics skills gaps, but it does not track student progress within the intervention program, nor does it have a process for determining the effectiveness of IXL as an intervention strategy. This lack of systematic procedure for analyzing trends from formative assessment and intervention data between IAs may hinder the school’s ability to troubleshoot performance concerns promptly or efficiently.

CURRICULUM

Cardinal McCloskey has a clear curricular framework to support instructional planning by providing a fixed, underlying structure aligned to state standards. For ELA, the school uses i-Ready for reading and writing and MaxScholar for phonics instruction, supplemented by a guided reading program in Kindergarten – 2nd grade and literature circles for 3rd – 5th grade. To further strengthen vertical alignment across grades, the school

ACADEMIC PERFORMANCE

implements a weekly writing program that emphasizes a specific grade level skill or strategy for each week, aligned to state standards and spiraled throughout the year. The approach creates a shared language and focus across classrooms as leaders introduced consistent writing prompts integrating Cardinal McCloskey's Sanctuary Model focus. In response to low mathematics achievement, leaders introduced Eureka Math² for the 2023-24 school year, and teachers supplemented skills practice with the IXL adaptive learning platform. Cardinal McCloskey also implements National Geographic's Panorama social studies curriculum and the FOSS science program. Teachers indicate that the pacing guides, content-specific professional development, and streamlined curricula ensure they know what to teach and when and that the improvements to the systems over the final two years of the charter term have provided consistency and structure to their practice.

Cardinal McCloskey has demonstrated improvement in its systems to support teachers in planning purposeful and focused lessons. The school has continued to develop and improve the suite of programs in response to student performance and teacher feedback, and teachers note that they have the appropriate materials, resources, and instructional support to implement the curriculum as designed. In addition to the new curricular programs, instructional leaders introduced a detailed lesson plan template to provide additional guidance to staff members in adapting the new materials. Leaders also provide feedback on plans before instruction and observe lessons more consistently to ensure teachers deliver the curricula with fidelity.

PEDAGOGY

Cardinal McCloskey has demonstrated improved teaching and learning over the charter term, and more purposeful lessons are evident throughout the educational program. Teachers deliver lessons with clear objectives and aligned activities using the established curricular programs. Teaching assistants support both content instruction and social emotional development in most classrooms. In most cases, lead teachers effectively utilize the second teacher to work with a small group, pull students for check-ins, and ensure that all students are engaged in the day's learning. Teachers implement a one-teach, one-assist approach in most classrooms, but the Institute did not observe a variety of differentiated co-teaching models to maximize student support. Effective management techniques and student routines are evident in most classrooms, and teachers establish warm, responsive environments in alignment with the Sanctuary Model. Students actively participate in lesson activities and follow established expectations for helping one another, communicating with teachers, and sharing their questions and ideas with the class.

Still, every teacher does not yet challenge every student in each classroom throughout the entirety of a lesson. Most teachers group students according to diagnostic assessment results in mathematics and ELA and assign students to different stations for independent practice. Teachers circulate and confer with students to observe the completion of exit tickets and to provide scaffolding as needed. While leveled grouping can be an effective strategy for differentiation in the classroom, teachers did not consistently monitor the progress of students working at independent stations, which resulted in some students either struggling to persist through the lesson or quickly finishing assigned work and lacking an extension activity. Despite the consistency of daily assessment routines across classrooms and subject areas, in some lower elementary mathematics lessons, the Institute also observed students working on tasks lacking in rigor or connections to prior knowledge.

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INSTRUCTIONAL LEADERSHIP

Board members and school leaders have taken steps to build the school's capacity to implement sound instructional leadership within the educational program. The school hired a CAO who worked closely with the principal to strengthen the academic program. School leaders also added a data specialist and an assistant director of curriculum and instruction to increase the instructional team's capacity to provide timely and quality feedback and support to teachers.

The instructional leadership team has begun implementing policies and systems to create coherence in the school's academic program. The school gives teachers an assessment calendar that allows them to monitor student achievement and align with grade level standards. The data specialist meets with teachers monthly to review grade level IA and formative assessment data, and teachers find this helpful because it helps to further build their capacity to use the assessment data effectively to guide student learning. Finally, school leaders allocate time in the schedule for teachers to participate in common planning time, which has encouraged a culture of professional learning among the teachers because they share resources and problem solve issues that are impacting teaching and learning in their classrooms in addition to using the time to plan their lessons for the week. Leaders join common planning time once per month to facilitate teacher preparation, and teachers also informally meet across grade levels to share resources and to understand the overarching expectations and scope and sequence of the schoolwide curricula.

Instructional leaders align professional development activities to established academic priorities for this year and to teachers' needs and requests. Leaders rely on both internal capacity and partnerships with external consultants to provide teachers with training on how to use the various curricula in their classrooms, implement station teaching and mini-lessons, and leverage IXL to monitor and support student learning. Teachers report that class visits and feedback from school leaders and consultants are helpful because they are given the opportunity to reflect on their practice while being coached and mentored on new instructional strategies or how to maximize learning time for students. All teachers receive three formal observations and multiple classroom visits designed for coaching and instructional support. Although leaders had conducted at least one formal observation for each teacher at the time of the renewal visit, the frequency with which leaders conduct informal classroom observations for different teachers is variable, and some new teachers reported limited feedback opportunities and gaps in mathematics coaching, specifically. Since the start of the 2023-24 school year, school leaders have been more consistent about setting and maintaining high expectations for both teacher and student performance.

AT-RISK PROGRAM

Cardinal McCloskey meets most educational needs for at-risk students. The school follows the RTI model to identify students with disabilities and those struggling academically, and it continues to increase opportunities for professional development among special education staff members while streamlining procedures for quantifying the overall impact of its special education programming.

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The school's RTI process begins with bi-monthly meetings between the director of student support services ("DSSS") and general education teachers in which they identify students in need of tier 2 academic support. Following these meetings, teachers develop tier 2 intervention plans with learning specialists. After a six to eight week cycle, the DSSS reconvenes with teachers to evaluate student progress on benchmark and curricular assessments, classwork, and exit tickets. Based on the results of this analysis, the DSSS and teachers determine whether to escalate intervention to the next tier, maintain the current intervention, or scale back the intensity of the current intervention. If a student moves to tier 3 intervention and fails to make sufficient progress, the school meets with parents and begins referring the student for evaluation by the Committee on Special Education ("CSE"). In addition to providing targeted instruction, the school also urges students to complete up to 10 minutes of daily remedial instruction via the IXL platform.

To support the delivery of instruction for students with disabilities, teachers periodically pull students for small group instruction during lessons, and many classrooms have co-teachers in place. Special education learning specialists attend frequent professional development sessions through the school's consultancy partnership with Fordham University, but consultants do not conduct classroom observations or collaborate with the DSSS to develop instructional approaches to maximize student support. As a result, the majority of teachers apply the one teach/one assist co-teaching model by default and miss opportunities to implement other co-teaching strategies catered to students' needs.

Cardinal McCloskey is also refining its processes for sharing and leveraging the information it collects for students with disabilities. For instance, in the 2023-24 school year, the school began using digitized individualized education program ("IEP") folders to facilitate the sharing of student information across general education teachers, learning specialists, and English language learner ("ELL") instructors. Within each folder is a tracking sheet documenting the historical progression of student IEP goals throughout each school year, and teachers provide progress updates for each new goal bi-monthly. Although this current iteration of progress monitoring has improved teachers' ability to track individual student improvement over time, school leadership recognizes the opportunity to aggregate data to streamline intervention for students who share common developmental goals.

To measure the effectiveness of its special education programming, the school reviews IA performance by subgroup each quarter, but leadership recognizes the need to collect, review, and respond to impact data more frequently to plan responsive lessons and to track the progress of behavioral interventions with increased consistency. Data responsiveness procedures within Cardinal McCloskey's ELL program are more developed by comparison. The school's ELL provider, who provides push-in and pull-out instruction with the help of a teaching assistant, keeps a tracker for student performance data and updates it after each lesson to determine mastery and areas for reteaching. The ELL instructor then uses the data to create differentiation strategies and scaffolding techniques to accompany general education teachers' lesson plans, and the school's assistant director of curriculum has frequent touchpoints with the school's ELL consultant, who also conducts regular classroom observations and coaching sessions with the school's ELL instructor in response to data trends. To monitor progress toward the end-of-year New York State English as a Second Language Achievement Test ("NYSESLAT"), the ELL provider administers the WIDA assessment and uses the results to create benchmark goals for each student.

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ORGANIZATIONAL CAPACITY

Cardinal McCloskey's organizational structure has some of the elements needed to ensure the effective implementation of the academic program but does not yet establish distinct lines of accountability with clearly defined roles and responsibilities across the leadership team. The responses of board members and school leaders lacked alignment in their description of key priorities for the school and each for role within the organization. Without codified processes for monitoring and evaluating the school's programs, board members and school leaders did not describe clear or consistent goals against which the school is benchmarking progress and framing decisions. However, during the renewal visit, staff members indicated that the school's changes in the final year of the charter term have just started to improve efficiency and communication throughout the organization.

School leaders at Cardinal McCloskey have a well-developed approach for recruiting students. Not only do they rely on word of mouth, but also strategically place ads for the school on local buses and bus shelters, in local magazines such as the Bronx Family Magazine, and on Facebook. School leaders regularly attend community events in the Bronx, informing community leaders and families about the school and its application process. School leaders acknowledged they have not been successful in recruiting a significant number of students in foster care per their original design model and partnership with Cardinal McCloskey Community Services. Despite this, school leaders' coordinated effort to inform the community about Cardinal McCloskey has successfully met its chartered enrollment while maintaining a significant waitlist.

School leaders do not have a well-defined process for recruiting and onboarding talent at Cardinal McCloskey. Talent recruitment continues to be ad hoc with much reliance on Indeed as the primary resource for teacher recruitment. School leaders understand the limitations of this approach and are beginning to put in place a more systematic approach to recruiting teachers and staff members to the school. They are working to establish partnerships with Fordham University, Teach for America ("TFA"), and Monroe College to build talent pipelines. The onboarding process for teachers hired during the summer is robust because they can participate in the professional development activities and grade level planning the school conducts before the beginning of the school year. However, there is no comparable process for helping teachers who join the Cardinal McCloskey team later in the school year. These teachers do not receive the same level of professional development or have mentors to help them transition smoothly into their roles, which, teachers report, can cause new staff members to feel overwhelmed and unsuccessful in their new roles.

Since retaining talent is a key priority for school leaders, they have established financial incentives to get teachers to remain at the school long-term. For example, returning teachers received a six percent pay raise, providing a competitive salary within New York City. In addition to the salary increase, school leaders are offering two bonuses to teachers who completed a full year of service and have returned for a second year. Since these are all new initiatives, school leaders do not have sufficient data to determine their effectiveness, but they are optimistic that the initiatives will be successful over time. School leaders acknowledge that while the financial incentives instituted this year may not be sustainable over time, they provide the school with a short-term competitive edge. In collaboration with school leaders, the board provides regular oversight of the school's finances, which makes it possible for them to provide teachers with all the resources and materials they need.

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At the time of the renewal visit, neither the board nor school leaders have conducted a robust and objective evaluation of the existing Kindergarten – 5th grade academic program, school operations, finances, and governance to determine the effectiveness of each area to understand the program’s successes and areas for improvement fully. The school lacks a strategic plan and an overall systematic process for regularly monitoring and evaluating the school’s programs, which leads to the school not setting clear benchmarks to monitor progress for continuous improvement.

BOARD OVERSIGHT & GOVERNANCE

Cardinal McCloskey’s board stabilized membership over the charter term and began to implement effective practices to govern the school and achieve its Accountability Plan goals during the fourth year of the charter term. The finance, academic, and governance committees regularly meet to discuss the school’s performance and review trends with school leadership before reporting back to the full board. The board recently increased its academic capacity by adding members with experience in Kindergarten – 12th grade education. Since the Institute’s previous evaluation visits in Spring 2022 and 2023, Cardinal McCloskey’s board works more effectively to receive and review relevant data on the educational program and implement structures to support the board’s ability to oversee the school.

Despite improvements to the board’s overall functioning, it has not yet established clear, measurable targets and priorities against which to measure the organization’s success. Following changes to the school’s leadership structure in the 2023-24 school year, the board indicates that the CAO and data analyst provide detailed information on the academic program and student performance trends, while the principal reports on the Sanctuary Model. However, neither school leaders nor board members have clear, specific goals against which they are monitoring progress. There are inconsistencies in the school’s identified priorities and the leadership team’s identification of goals and responsibilities for the year. While the board completed an evaluation of the school leader at the end of the 2022-23 school year, as well as a self-evaluation, there is no evidence that the board is effectively leveraging these tools to address focus areas for the governance and leadership of the organization.

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.

CARDINAL MCCLOSKEY COMMUNITY CHARTER SCHOOL

Annual Reports

The school submitted its annual reports to the Institute and New York State Education Department (“NYSED”) on time and has posted portions of the annual reports on its website. The school has not incorporated the annual financial audits and Accountability Plan Progress Reports in its postings in accordance with the charter and the Act. The Institute will ensure compliance prior to the start of the next charter term.

Bylaws

The school’s bylaws require minor revision to comply with New York’s Not-for-Profit Corporation Law regarding the appointment of trustees to committees. The Institute will ensure the bylaws are revised prior to the start of the next charter term.

Facility Compliance

In response to the renewal visit, school personnel are working to ensure all custodial closets remain locked and the nurse’s office secures a sharps disposal container. The Institute will ensure the school completes these actions before the start of the next charter term.

FOIL

The school has a compliant Freedom of Information Law (“FOIL”) notice, but the FOIL subject matter list needs to be updated annually, with the date of the most recent update conspicuously indicated, and link to the website of the New York State Committee on Open Government. The Institute will ensure compliance prior to the start of the next charter term.

Personnel Policy

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

Teacher Certification

The New York State Charter Schools Act of 1998 (the “Act”) allows charters to hire up to 15 uncertified lead teachers contingent upon those teachers meeting certain requirements including: two years of TFA experience; three years of teaching experience; status as a higher education professor; exceptional experience in a subject; or, teaching science, technology, engineering, and mathematics or career and technical education courses.

COMPLIANCE REPORTING

Cardinal McCloskey seeks to recruit certified teachers by posting openings on Indeed and the New York City Charter School Center’s career website. The school also partners with TFA and colleges that offer education programs, such as Monroe College, to recruit viable candidates. The school hires uncertified but otherwise qualified teachers as junior uncertified teachers and encourages the staff members to complete certification in order to be promoted into a lead teacher position. The school also hires uncertified teaching assistants who are pursuing certification and offers student-teaching opportunities and supports. Members of the administration track certifications for both teachers and teaching assistants and offer help and support with the certification process as needed. The school encourages teachers to participate in professional development through its membership with the Collaborative for Inclusive Education and by paying for other relevant professional development opportunities that teachers identify.

At Cardinal McCloskey, eight out of the 25 teachers are uncertified, which is within the allowable limit under the Act. Out of the eight uncertified teachers, three meet the additional qualifications under the Act.

COMMUNITY SATISFACTION

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

Parent Survey Data

The Institute compiled data from the New York City Department of Education’s (“NYCDOE’s”) annual family survey from the 2022-23 school year for each school due for renewal. In 2022-23, 12% of families responded. Of the families who responded, 94% expressed satisfaction with the charters. The Institute notes that given the low response rate, these results may not be 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 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 English Language Learners (“ELLs”). The 11 caregivers in attendance at the focus group indicated high levels of satisfaction with Cardinal McCloskey and a marked preference for the school over other educational options in the area. Families appreciate the level of individual attention that school staff members provide to each student, and multiple parents offered anecdotes to illustrate how the school’s staff members and SEL programming have helped children overcome persistent interpersonal challenges. Families rated the school highly in regard to communication and outreach, academic support, and extra curricular activities.

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 Cardinal McCloskey’s renewal application on October 25, 2023 by videoconference. No one spoke in support of nor in opposition to the application.

Persistence in Enrollment

An additional indicator of parent satisfaction is persistence in enrollment. In 2022-23, 81% of Cardinal McCloskey students returned from the previous year. Student persistence data from previous years of the charter term is available in the student demographics section of the report.

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

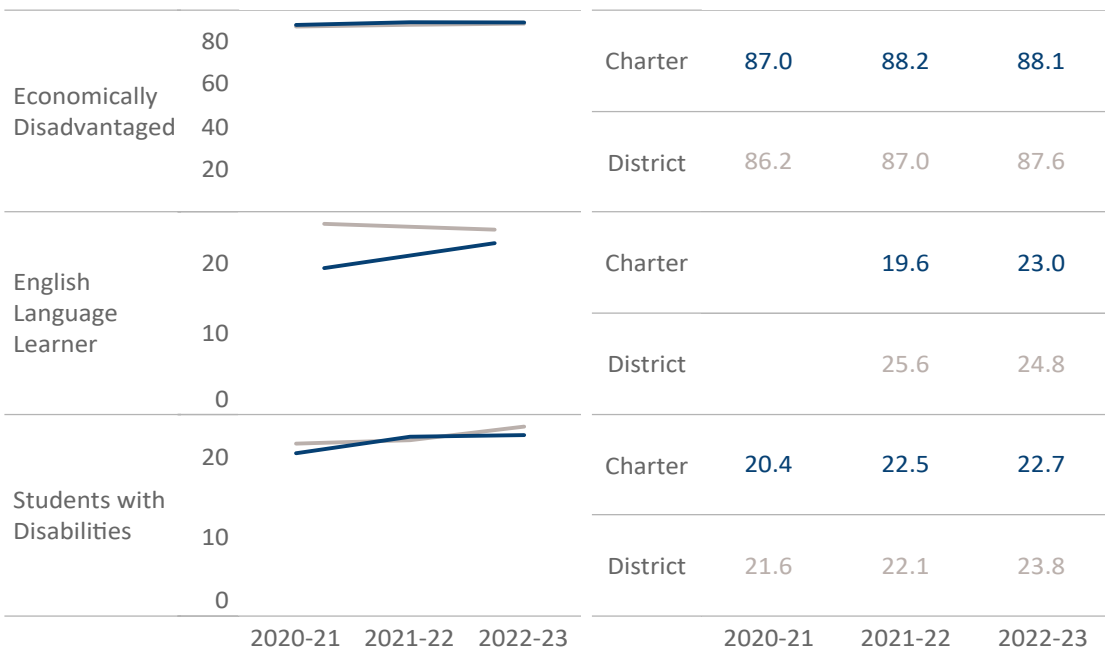


STUDENT DEMOGRAPHICS

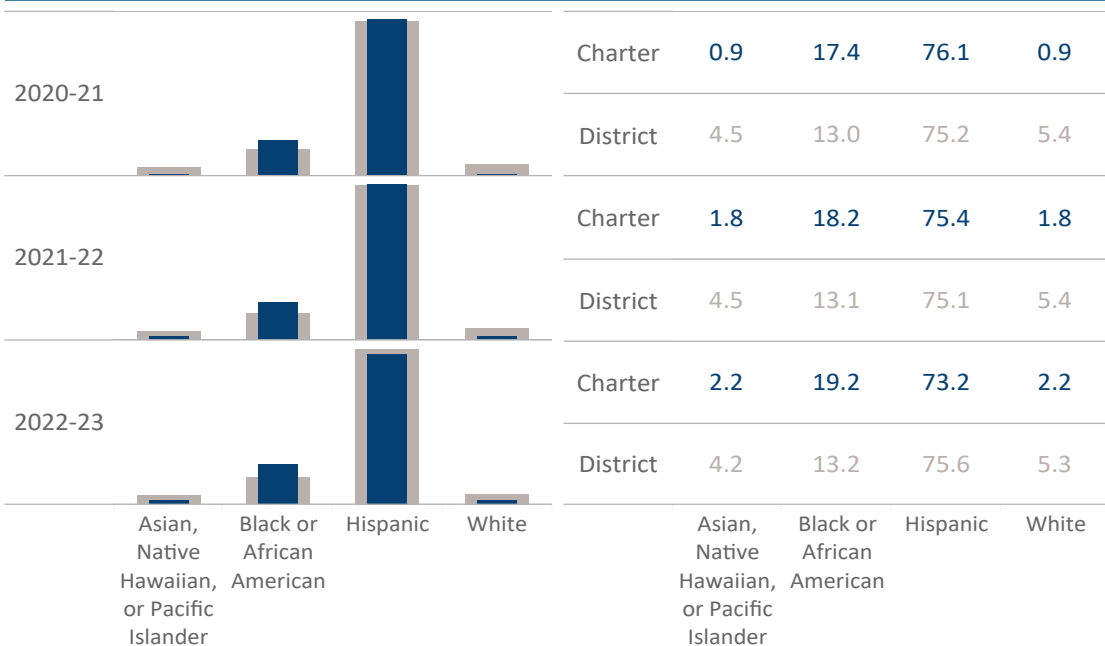
Cardinal McCloskey Community Charter School

Bronx CSD 10

Student Demographics: Sub-populations

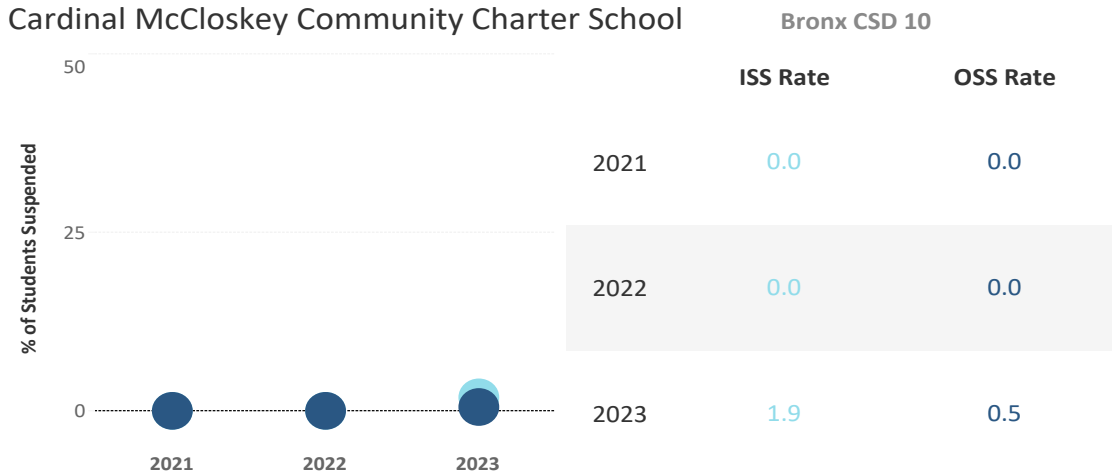


Student Demographics: Race/Ethnicity



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

STUDENT DEMOGRAPHICS



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

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



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

Year	2021	2022	2023
Expulsions	0	0	0

Cardinal McCloskey Community Charter School's Enrollment and Retention Status: 2022-23

		Target	Charter
enrollment	economically disadvantaged	90.5	88.1
	English language learners	24.5	23.0
	students with disabilities	19.3	22.7
retention	economically disadvantaged	93.6	75.7
	English language learners	94.2	89.1
	students with disabilities	94.0	79.4

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

STUDENT DEMOGRAPHICS

ENROLLMENT AND RETENTION TARGETS

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

Cardinal McCloskey makes good faith efforts to work toward meeting its enrollment targets for all subpopulations of students. The school will use the following efforts to recruit students:

- Recruiting at local homeless shelters with care packages;
- Recruiting within the local community with a recruitment postcard delivered door-to-door in tandem with targeted Facebook advertisements shared with the same households;
- Distributing recruitment care packages at local daycare and Head Start centers, pediatric and dentist offices, and local businesses;
- Posting recruitment ads in local MTA bus shelters and on local MTA buses;
- Posting a recruitment ad in the local Bronx Family magazine;
- Emailing recruitment blasts through SchoolMint to previously applied households from prior years;
- Advertising in the NY Post Charter School Directory;
- Posting recruitment messaging on the Cardinal McCloskey Community Services Facebook and Instagram pages;
- Utilizing word-of-mouth recruitment efforts through parent/guardians whose children already attend Cardinal McCloskey;
- Maintaining strong relationships with the local New York Police Department's 48th Precinct and serving as a host site for the quarterly Build the Block meetings to bring the neighborhood together;
- Hosting an annual block party to engage the community;
- Leveraging the bilingual members of the Cardinal McCloskey Community Services staff to help foster relationships within the community and make information on the school more accessible;
- Working with Cardinal McCloskey Community Services on outreach to the community at large;
- Offering social-emotional support sessions with the school social worker as needed; and,
- Working with the entire family in providing essential services, like counseling, school uniforms, backpacks, and school supplies.

FISCAL ANALYSIS

IS THE EDUCATION CORPORATION FISCALLY SOUND?

Cardinal McCloskey is fiscally sound based on the Institute’s review 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.⁴



Cardinal McCloskey’s five year budget is conservative and contains realistic revenue and expenditure projections that present a reasonable financial position for the education corporation. The school has met its enrollment targets each year, which has translated into positive revenue to adequately cover the school’s annual expenditures. Overall, the school is fiscally strong and has continued to post surpluses throughout the charter term. Cardinal McCloskey carries a higher current ratio increasing its current liabilities. The increase in current liabilities is due to Cardinal McCloskey’s adoption of ASC 842, a lease accounting standard created by the Financial Accounting Standard Board (“FASB”), which requires all leases longer than 12 months to be reflected on the balance sheet. As of June 30, 2023, Cardinal McCloskey reported net assets of \$5.4 million and 6.1 months of cash to cover liabilities due shortly. Cardinal McCloskey maintains a separate bank account containing the necessary amounts in the event of dissolution.



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

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

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

4. 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 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.	JUNE 2018

DOES THE EDUCATION CORPORATION COMPLY WITH FINANCIAL REPORTING REQUIREMENTS?

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

INDICATORS	EVIDENT?
Annual financial statement audit reports, including federal Single Audit report, if applicable.	+
Annual budgets.	+

FISCAL ANALYSIS

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).	+
The education corporation prepares and monitors cash flow projections.	+
If the education corporation includes philanthropy in its budget, it monitors progress toward its development goals on a periodic basis.	N/A
If necessary, the education corporation pursues district state aid intercepts with NYSED to ensure adequate per pupil funding.	N/A
The education corporation accumulates unrestricted net assets that are equal to or exceed two percent of the charter's operating budget for the upcoming year.	+
The education corporation is in compliance with all loan covenants.	+

FISCAL ANALYSIS

CARDINAL MCCLOSKEY COMMUNITY CHARTER SCHOOL

CHARTER INFORMATION

BALANCE SHEET

Opened 2019-20

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

	2018-19	2019-20	2020-21	2021-22	2022-23
Cash and Cash Equivalents - GRAPH 1	-	407,525	1,673,582	2,773,959	4,157,679
Grants and Contracts Receivable	-	406,183	494,397	921,938	1,606,798
Accounts Receivable	-	15,408	-	52,848	46,330
Prepaid Expenses	-	126,695	176,827	123,421	204,930
Contributions and Other Receivables	-	-	-	-	-
Total Current Assets - GRAPH 1	-	955,811	2,344,806	3,872,166	6,015,737
Property, Building and Equipment, net	-	149,461	223,585	245,342	585,305
Other Assets	-	25,000	50,004	-	4,078,586
Total Assets - GRAPH 1	-	1,130,272	2,618,395	4,117,508	10,679,628

Accounts Payable and Accrued Expenses	-	64,077	57,062	399,846	579,966
Accrued Payroll and Benefits	-	113,098	213,235	529,981	577,126
Deferred Revenue	-	-	-	-	-
Current Maturities of Long-Term Debt	-	-	-	-	-
Short Term Debt - Bonds, Notes Payable	-	-	-	-	22,292
Other	-	-	26,627	26,529	4,142,040
Total Current Liabilities - GRAPH 1	-	177,175	296,924	956,356	5,321,424
Deferred Rent/Lease Liability	-	-	-	-	-
All other L-T debt and notes payable, net current maturities	-	-	-	-	-
Total Liabilities - GRAPH 1	-	177,175	296,924	956,356	5,321,424

Without Donor Restrictions	-	853,988	2,266,954	3,161,152	5,358,204
With Donor Restrictions	-	99,109	54,517	-	-
Total Net Assets	-	953,097	2,321,471	3,161,152	5,358,204
Total Liabilities and Net Assets	-	1,130,272	2,618,395	4,117,508	10,679,628

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

Resident Student Enrollment	-	2,249,614	3,584,143	4,434,604	6,459,682
Students with Disabilities	-	331,011	596,882	819,106	1,090,994
Grants and Contracts	-	28,729	10,871	17,470	21,685
State and local	-	110,003	164,210	231,115	1,297,708
Federal - Title and IDEA	-	844,460	111,239	580,425	-
Federal - Other	-	-	-	-	-
Other	-	-	-	-	-
NYC DoE Rental Assistance	-	509,332	509,332	1,166,004	1,336,258
Food Service/Child Nutrition Program	-	-	-	-	-
Total Operating Revenue	-	4,073,149	4,976,677	7,248,724	10,206,327

Expenses

Regular Education
SPED
Other

Total Program Services

Management and General
Fundraising

Total Expenses - GRAPHS 2, 3 & 4

Surplus / (Deficit) From School Operations

Regular Education	-	1,962,164	2,163,799	3,932,831	5,215,585
SPED	-	709,804	949,040	1,449,228	1,619,454
Other	-	-	-	-	-
Total Program Services	-	2,671,968	3,112,839	5,382,059	6,835,039
Management and General	-	1,081,336	493,797	1,024,922	1,401,824
Fundraising	-	19,706	1,671	2,068	2,820
Total Expenses - GRAPHS 2, 3 & 4	-	3,773,010	3,608,307	6,409,049	8,239,683
Surplus / (Deficit) From School Operations	-	300,139	1,368,370	839,675	1,966,644

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

Contributions	-	39,320	-	-	227,600
Fundraising	-	-	-	-	-
Miscellaneous Income	-	238,638	4	6	2,808
Net assets released from restriction	-	375,000	-	-	-
Total Support and Other Revenue	-	652,958	4	6	230,408
Total Unrestricted Revenue	-	4,626,998	5,021,273	7,303,247	10,436,735
Total Temporarily Restricted Revenue	-	99,109	(44,592)	(54,517)	-
Total Revenue - GRAPHS 2 & 3	-	4,726,107	4,976,681	7,248,730	10,436,735
Change in Net Assets	-	953,097	1,368,374	839,681	2,197,052
Net Assets - Beginning of Year - GRAPH 2	-	-	953,097	2,321,471	3,161,152
Net Assets - End of Year - GRAPH 2	-	953,097	2,321,471	3,161,152	5,358,204

FISCAL ANALYSIS

CARDINAL MCCLOSKEY COMMUNITY 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	

	2018-19	2019-20	2020-21	2021-22	2022-23
-	-	675,459	611,254	1,108,410	931,722
-	-	1,046,838	1,322,098	1,836,938	2,636,427
-	-	-	-	-	85,562
-	-	-	-	-	-
-	-	1,722,297	1,933,352	2,945,348	3,653,711
-	-	342,786	457,104	642,264	710,647
-	-	2,525	21,368	28,423	33,211
-	-	-	-	-	-
-	-	797,409	509,332	1,246,637	1,394,098
-	-	28,539	39,868	109,110	83,360
-	-	443,766	238,234	482,779	568,779
-	-	53,115	38,967	121,105	121,867
-	-	139,462	77,365	275,257	538,255
-	-	45,889	85,181	123,392	189,561
-	-	197,222	207,536	434,734	946,194
-	-	3,773,010	3,608,307	6,409,049	8,239,683

CHARTER ANALYSIS

ENROLLMENT

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

	2018-19	2019-20	2020-21	2021-22	2022-23
150	225	300	375	450	
-	150	225	300	375	
-	138	223	265	370	
K-1	K-2	K-3	K-4	K-5	
Planning Year	K-1	K-2	K-3	K-4	

Primary School District: NYC CHANCELLOR'S OFFICE

Per Pupil Funding (Weighted Avg of All Districts)
Increase over prior year

-	16,150	16,123	16,844	17,633
0.0%	100.0%	-0.2%	4.3%	4.5%

PER STUDENT BREAKDOWN

Revenue

Operating	
Other Revenue and Support	
TOTAL - GRAPH 3	

-	29,474	22,355	27,369	27,592
-	4,725	0	0	623
-	34,198	22,355	27,369	28,215

Expenses

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

-	19,334	13,982	20,321	18,478
-	7,967	2,226	3,878	3,797
-	27,302	16,208	24,199	22,276
0.0%	70.8%	86.3%	84.0%	83.0%
0.0%	29.2%	13.7%	16.0%	17.0%
0.0%	25.3%	37.9%	13.1%	26.7%
#DIV/0!	19.6%	10.2%	17.2%	13.7%

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

% of Revenue Expended on Facilities

-	6.3	7.2	6.8	-
-	4.4	6.2	2.4	-

Financial Responsibility Composite Scores - **GRAPH 6**

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

0.0	2.7	3.0	3.0	3.0
N/A	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)

0	778,636	2,047,882	2,915,810	694,313
0.0%	16.8%	40.8%	39.9%	6.7%
0.0	5.4	7.9	4.0	1.1
N/A	LOW	LOW	LOW	HIGH
N/A	Excellent	Excellent	Excellent	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)

0.0	4.7	7.3	3.9	1.1
N/A	LOW	LOW	LOW	MEDIUM
N/A	Excellent	Excellent	Excellent	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)

0.0	0.2	0.1	0.2	0.5
N/A	LOW	LOW	LOW	MEDIUM
N/A	Excellent	Excellent	Excellent	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	1.3	5.6	5.2	6.1
N/A	MEDIUM	LOW	LOW	LOW
N/A	Good	Excellent	Excellent	Excellent

FUTURE PLANS



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

Cardinal McCloskey is a viable organization that continues to strengthen its core Kindergarten – 5th grade academic program and improve its effectiveness. As such, the charter’s plans for the next charter term are reasonable, feasible, and achievable.

CARDINAL MCCLOSKEY COMMUNITY 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. Cardinal McCloskey plans to continue implementing the core elements of its educational program it has strengthened and clarified over the final two years of the charter term. The school plans to sustain and continue to develop the promising changes it has made to the assessment, curricular, pedagogical, and instructional leadership systems.

Plans for Board Oversight & Governance. Cardinal McCloskey’s board members express interest in continuing to serve the charter in the next charter term. The board will work to maintain the stability of membership it established in the fourth year of the charter term as well as the committee structures they refined.

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

Cardinal McCloskey will continue to occupy its current facility at 685 East 182nd Street, Bronx, New York, for the next charter term. The current lease provides adequate space for Cardinal McCloskey’s Kindergarten – 5th grade program.

	CURRENT	END OF NEXT CHARTER TERM
Enrollment	450	451
Grade Span	K – 5	K – 5
Teaching Staff	34	41
Days of Instruction	180	180

Cardinal McCloskey

Ax

APPENDICES

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CARDINAL MCCLOSKEY COMMUNITY CHARTER SCHOOL BOARD OF TRUSTEES

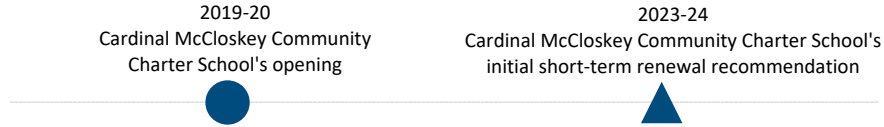
CHAIR	TRUSTEES
James McCarthy	Carolyn Telesmanich
VICE CHAIR	Patricia Broderick
Angel Audiffred	William Ursillo
TREASURER	
Jennifer Vasquez	
SECRETARY	
Dr. Reva Gershen-Lowy	

CHARTER CHARACTERISTICS

SCHOOL YEAR	CHARTERED ENROLLMENT	ACTUAL ENROLLMENT	ACTUAL AS A PERCENTAGE OF CHARTERED ENROLLMENT	GRADES SERVED
2019-20	150	138	92%	K – 1
2020-21	225	223	99%	K – 2
2021-22	300	265	88%	K – 3
2022-23	375	370	99%	K – 4
2023-24	450	425	94%	K – 5



TIMELINE OF CHARTER RENEWAL



CHARTER SCHOOL VISIT HISTORY

SCHOOL YEAR	VISIT TYPE	DATE
2020-21	First Year Visit (Virtual)	May 24, 2021
2021-22	Evaluation Visit	June 1 – 2, 2022
2022-23	Evaluation Visit	March 8 – 9, 2023
2023-24	Initial Renewal	November 15 – 16, 2023

CONDUCT OF THE RENEWAL REVIEW

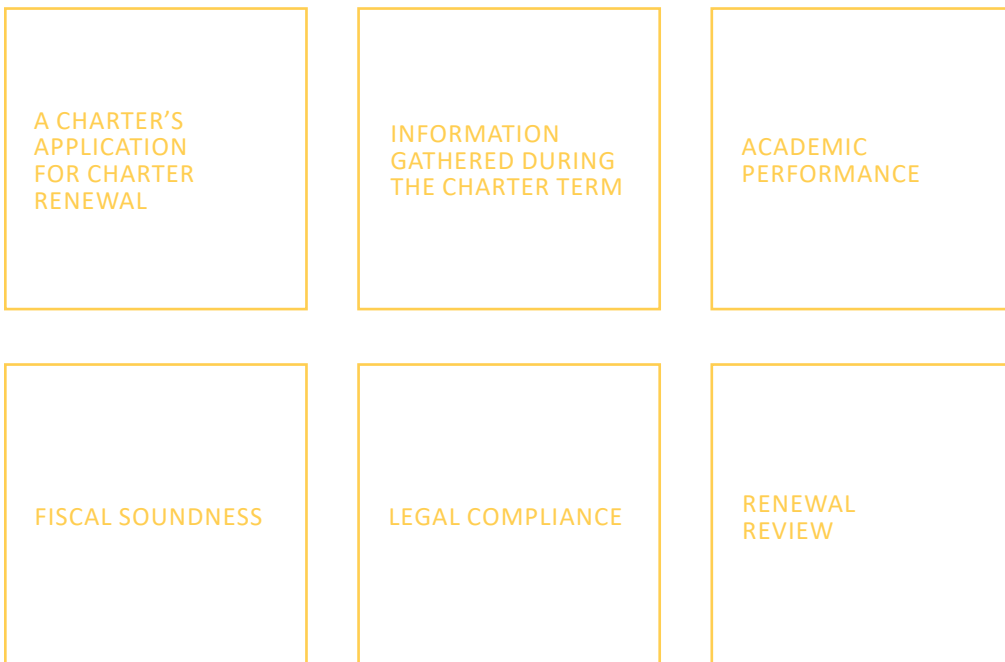
DATE(S) OF REVIEW	EVALUATION TEAM MEMBERS	TITLE
November 15–16, 2023	Katy Clayton	School Evaluation Analyst
	Ciani Jones	Senior Analyst
	Alicia Capobianco	External Consultant
	Aretha Miller	External Consultant

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
The State University of New York