



Charter Schools Institute
The State University of New York

Summary of Findings

MERGER OF LAMAD ARVERNE ACADEMY CHARTER SCHOOL INTO LAMAD ACADEMY CHARTER SCHOOL

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BACKGROUND INFORMATION

The State University of New York Board of Trustees (the “SUNY Trustees”) approved the charter for Lamad Academy Charter School (“Lamad”) on October 18, 2018. The school opened in the Fall of 2020 in New York City Community School District (“CSD”) 18 serving 300 students in 6th – 8th grade during its initial charter term. The SUNY Trustees granted Lamad a five-year, full-term renewal on February 13, 2025. The SUNY Trustees approved the charter for Lamad Arverne Academy Charter School (“Lamad Arverne”) on July 17, 2024. Lamad Arverne is scheduled to open in the Fall of 2026 serving 150 students in Kindergarten – 1st grade in CSD 27.

Please see below for summaries of Lamad’s current academic and fiscal standing.

Summary of Merger

If the SUNY Trustees approve the proposed revision, Lamad Arverne’s education corporation will merge into Lamad’s education corporation. The surviving education corporation will be renamed Lamad Academy Charter Schools with both schools remaining under SUNY authorization. The mission, key design elements, and program elements of both schools will remain the same.

Academic Analysis

From 2021-22 through 2024-25, Lamad demonstrated strong growth in both English language arts (“ELA”) and mathematics. Over that period, the school increased the proportion of tested students enrolled in at least their second year scoring at or above proficiency by 31 percentage points in ELA and 47 percentage points in mathematics. In alignment with the increase in proficiency rates, the school posted high mean growth percentiles in both subjects from 2022-23 through 2024-25. Although Lamad performed below the average district proficiency in both subjects, the school increased its comparative achievement from 2021-22 to 2024-25 according to the Institute’s effect size analysis. Notably in 2024-25, the school performed higher than expected in both ELA and mathematics in comparison to schools across the state enrolling similar proportions of economically disadvantaged students.

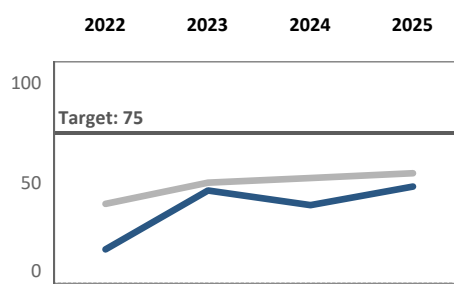
Fiscal and Legal Analysis

The Institute analyzed Lamad Academy and found that the 2024-25 audited financial statements reflect a poor financial position. Lower than anticipated enrollment, lower federal grant revenue, and decreased contributions were the most significant factors in the education corporation’s current financial position. The Institute notes that the previous two years of audited financial data (2022-23 and 2023-24) reflected a stronger financial position. Further, the Institute notes that the proposed budget and fiscal narrative the education corporation submitted in requesting the revision anticipate increased operational efficiency by creating economies of scale and pooling of resources to offset duplicative administrative costs. If the merger is approved, the Institute strongly recommends continued efforts to maintain expenses in line with proposed budgets to ensure ongoing fiscal stability. See the Institute’s most recent Fiscal Dashboard included in this summary.

The Institute also reviewed the proposed revision from the legal perspective, and finds it suitable under the Act and applicable law. Therefore, the Institute recommends the Charter Schools Committee approve the requested revision.

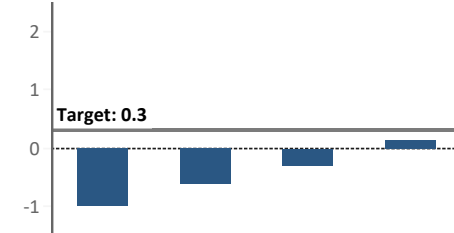
ENGLISH LANGUAGE ARTS ACCOUNTABILITY PLAN GOAL

District Comparison. The percentage of tested students enrolled in at least their second year at the school performing at or above proficiency in ELA compared to the district.



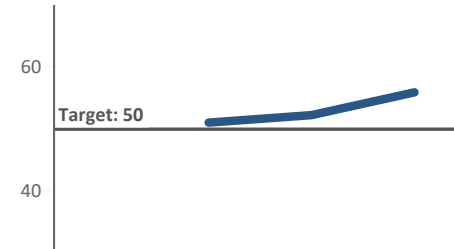
Test Year	Comp Grades	District %	School %
2022	7	40	17
2023	7-8	50	47
2024	7-8	53	39
2025	7-8	55	49

Effect Size. The chart shows school's effect size compared to 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.



Test Year	Test Grades	ED %	Effect Size
2022	6-7	67.6	-1.00
2023	6-8	70.3	-0.62
2024	6-8	79.9	-0.29
2025	6-8	80.8	0.15

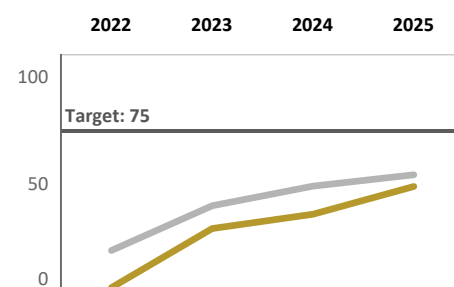
Comparative Growth Measure: Mean Growth Percentile. The school's unadjusted mean growth percentile for all students in grades 4-8 will be above target of 50 in ELA.



Test Year	School Mean Growth
2022	N/A
2023	51.1
2024	52.3
2025	56.0

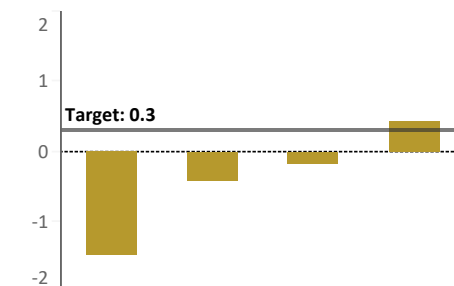
MATHEMATICS ACCOUNTABILITY PLAN GOAL

District Comparison. The percentage of tested students enrolled in at least their second year at the school performing at or above proficiency in mathematics compared to the district.



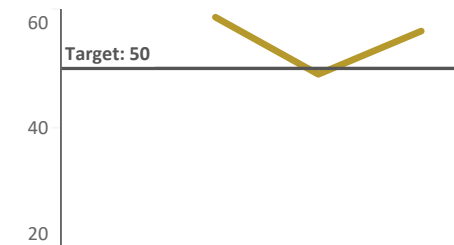
Test Year	Comp Grades	District %	School %
2022	7	20	2
2023	7-8	40	30
2024	7-8	49	36
2025	7-8	55	49

Effect Size. The chart shows school's effect size compared to 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.



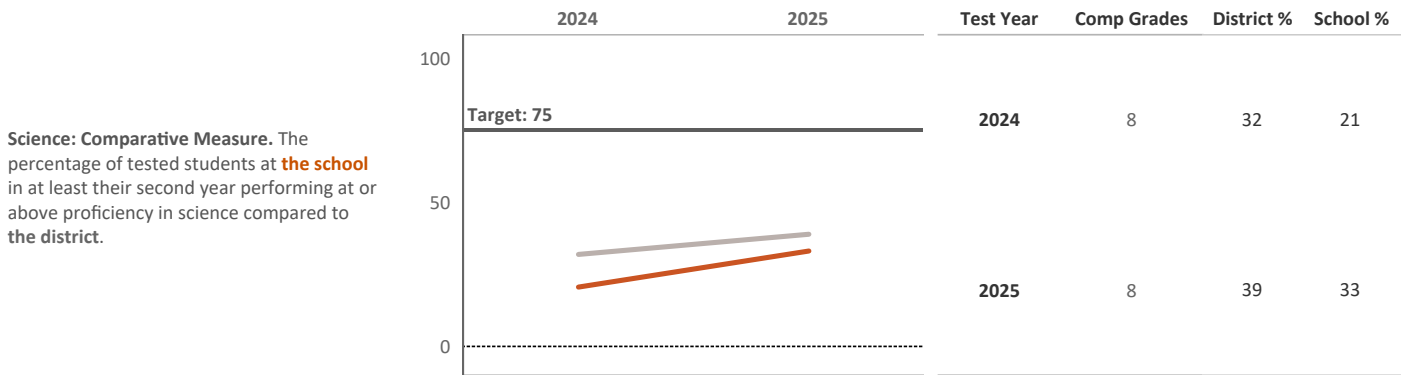
Test Year	Test Grades	ED %	Effect Size
2022	6-7	67.6	-1.49
2023	6-8	70.3	-0.41
2024	6-8	79.9	-0.19
2025	6-8	80.6	0.43

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



Test Year	School Mean Growth
2022	N/A
2023	58.8
2024	49.2
2025	56.4

SCIENCE ACCOUNTABILITY PLAN GOAL



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

TESTED PERCENTAGES

	2022		2023		2024		2025	
	ELA	Math	ELA	Math	ELA	Math	ELA	Math
School Tested Number (N)	88	85	165	163	155	156	130	123
School Tested %	79.3	76.6	86.4	84.9	82.0	82.5	70.3	66.5
District Tested %	89.2	86.6	89.3	88.9	84.0	83.9	83.0	79.2

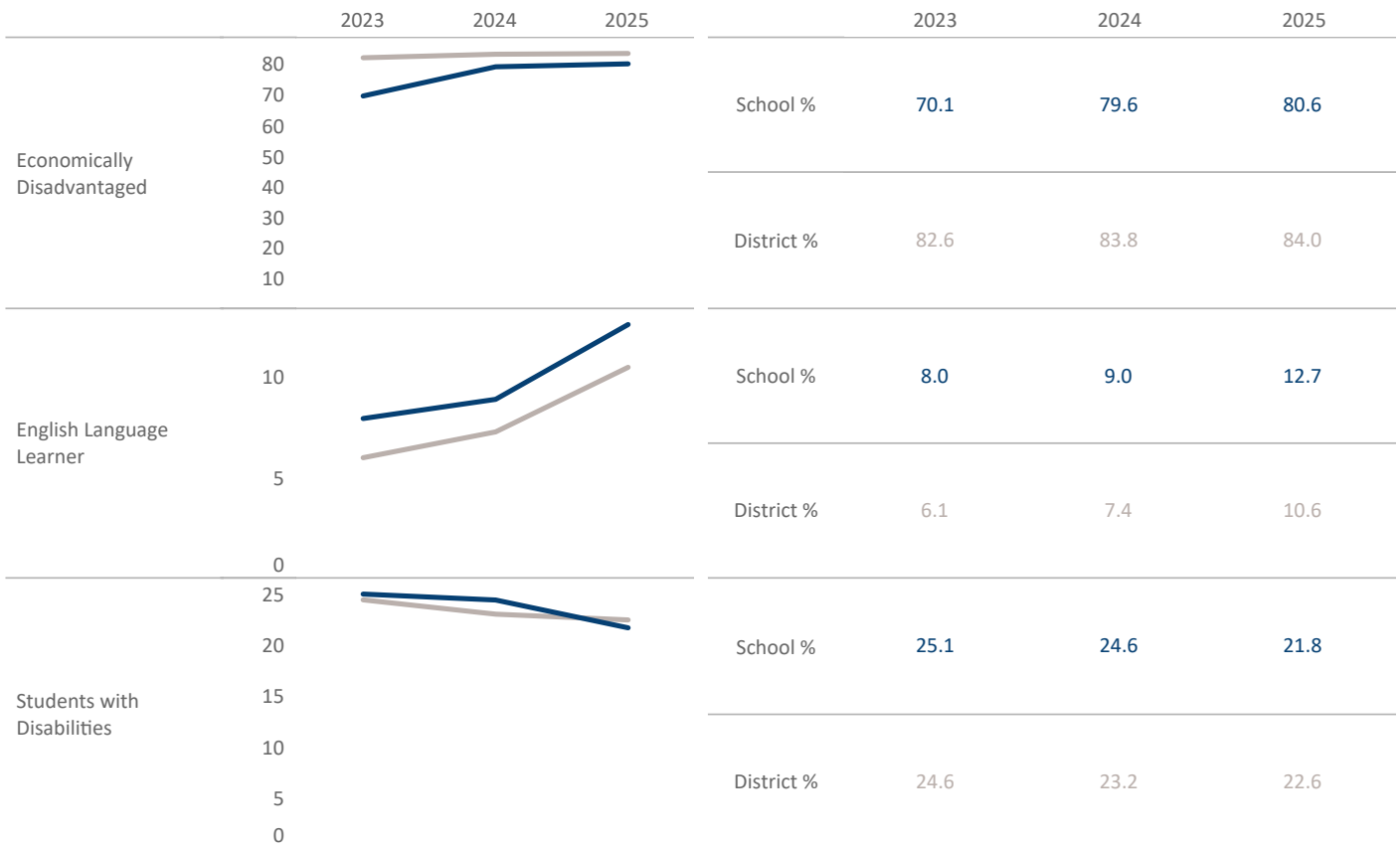
PERFORMANCE OF STUDENTS WITH DISABILITIES AND ENGLISH LANGUAGE LEARNERS*

	2022		2023		2024		2025	
	ELA	Math	ELA	Math	ELA	Math	ELA	Math
Students with Disabilities Tested on State Exam (N)	26	25	39	39	34	35	27	24
School % Proficient on Exam	7.7	0.0	23.1	10.3	17.6	11.4	25.9	16.7
District % Proficient	20.1	4.3	20.6	16.5	22.7	25.1	27.1	26.9

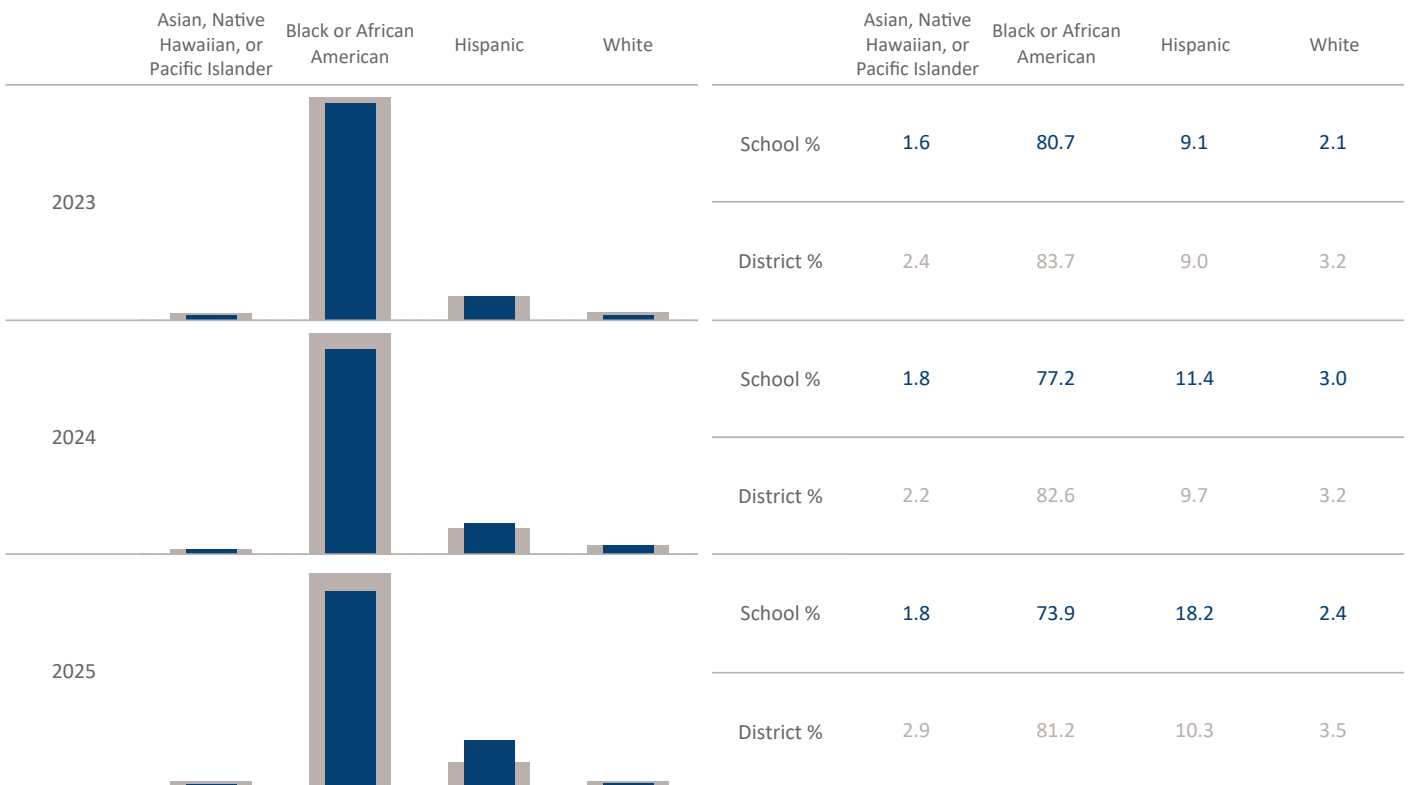
	2022	2023	2024	2025
Tested on NYSESLAT Exam (N)	0	12	1	7
School % Making Progress	N/A	41.7	s	14.3

*Academic outcome data describing the performance of students with disabilities and English language learners ("ELLs") are not tied to separate goals in the charter school's formal Accountability Plan. The New York State English as a Second Language Achievement Test ("NYSESLAT") is a standardized New York State assessment given annually to students classified as ELLs. Student scores are categorized into five proficiency levels: Entering, Emerging, Transitioning, Expanding, and Commanding (the highest proficiency level). For elementary and middle school students, "Making Progress" is defined as: testing at the Commanding level, or moving up at least one proficiency level from the prior year, or testing at the Expanding level and testing proficient on the NYS ELA exam in that same year. For high school students, "Making Progress" is defined as: testing at the Commanding level, or moving up at least one proficiency level from the prior year. To comply with the Family Educational Rights and Privacy Act ("FERPA") regulations on reporting education outcome data, the Institute does not report assessment results for groups containing five or fewer students, and indicates such instances with an "s".

STUDENT DEMOGRAPHICS: SUB-POPULATIONS



STUDENT DEMOGRAPHICS: RACE/ETHNICITY



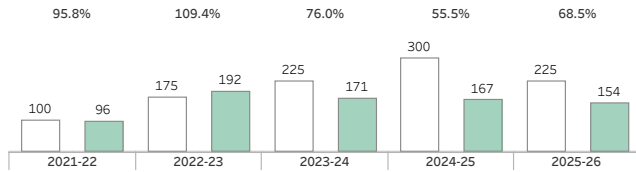


Enrollment

225 Chartered | 154 Actual

as of 2025-26

Chartered Enrollment
Actual Enrollment



Score Methodology

- Financial Responsibility Composite Score | Strong 1.5 - 3.0 / Adequate 1.0 - 1.4 / Needs Monitoring < 1.0
- Current Ratio Score | Excellent ≥ 3.0 / Good 1.4 - 2.9 / Poor < 1.4
- Quick Ratio Score | Excellent ≥ 2.5 / Good 1.0 - 2.4 / Poor < 1.0
- Debt to Asset Ratio Score | Excellent < 0.50 / Good 0.51 - .95 / Poor > 1.0
- Months of Cash | Excellent > 3 mo. / Good 1 - 3 mo. / Poor < 1 mo.

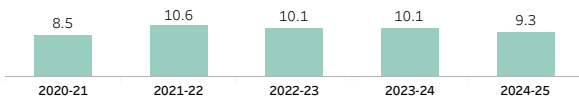
Legend

- ★ Strong / Excellent
- Adequate
- ▼ Needs Monitoring / Poor

Student: Teacher Ratio

9.3 167 students : 18 teachers

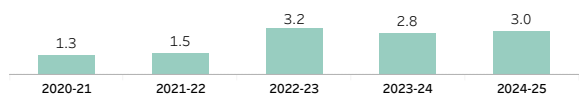
-0.8 vs. PY
as of 2024-25



Faculty : Admin Ratio

3.0 faculty : admin

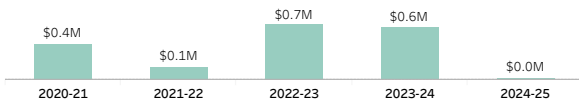
+0.2 vs. PY
as of 2024-25



Net Assets

\$0.0M

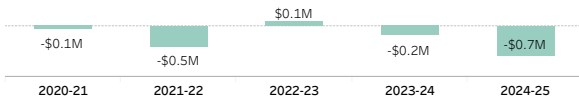
▼97.5% | -\$0.61M vs. PY
as of 2024-25



Surplus / Deficit

-\$0.7M

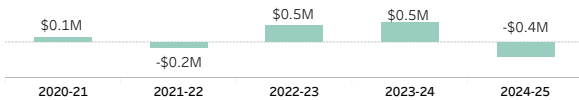
▼205.7% | -\$0.5M
as of 2024-25



Working Capital

-\$0.4M

-\$0.9M vs. PY
as of 2024-25

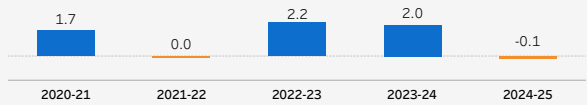


Financial Responsibility Composite Score

-0.1

-2.2 vs. PY
as of 2024-25

Poor ▼

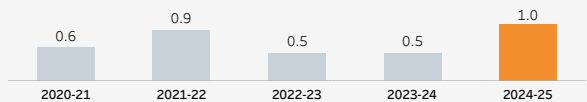


Debt to Asset Ratio

1.0

+0.5 vs. PY
as of 2024-25

Poor ▼

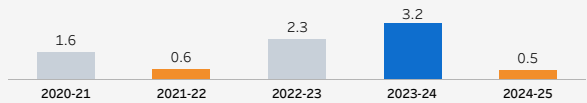


Current Ratio

0.5

-2.7 vs. PY
as of 2024-25

Poor ▼

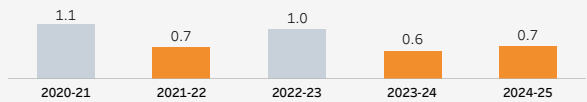


Months of Cash on Hand

0.7

+0.1 vs. PY
as of 2024-25

Poor ▼



Quick Ratio

0.4

-2.3 vs. PY
as of 2024-25

Poor ▼

