

THE SUNY CHARTER SCHOOLS INSTITUTE

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

*REPORT DATE: MARCH 31, 2026
VISIT DATE: JANUARY 8, 2026*



Charter Schools Institute
The State University of New York

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SCHOOL BACKGROUND

NEW YORK CITY CHARTER SCHOOL OF THE ARTS

241 Water Street, New York, New York | Grades: 6-8 | Manhattan Community School District (“CSD”) 2



MISSION

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

NEW YORK CITY CHARTER SCHOOL OF THE ARTS BOARD OF TRUSTEES¹

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CURRENT CHARTER INFORMATION

Year Opened: 2016
 Serves: 6th – 8th
 Chartered Enrollment: 270
 Charter Expires on: July 31, 2026

FUTURE CHARTER INFORMATION

Serves: 6th – 8th
 Chartered Enrollment: 255
 Charter Expiration: July 31, 2031

KEY DESIGN ELEMENTS

Create: Arts centered curriculum	+
Create: Grade level artistic concentrations	+
Learn: Arts and support for all learners	+
Learn: Professional learning community	+
Thrive: Focus on the whole child	+

1. Source: The Institute’s board records at the time of report finalization.

“+” : This indicator is generally present.

“-” : This indicator is generally not present.

EXECUTIVE SUMMARY

FULL-TERM RENEWAL WITH CONDITIONS

The SUNY Charter Schools Institute (the “Institute”) recommends the SUNY Trustees’ Charter Schools Committee approve the Application for Charter Renewal of New York City Charter School of the Arts (“City School of the Arts”) for a period of five years with authority to provide instruction to students in 6th through 8th grade in such configuration as set forth in its Application for Charter Renewal and subject to a set of conditions listed below with a projected total enrollment of 255 students. The Institute makes this recommendation as City School of the Arts meets the requirements for renewal set forth in the Policies for 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”).²

THE SCHOOL IS SUBJECT TO THE FOLLOWING CONDITIONS

By July 1, 2026, the education corporation must provide a Corrective Action Plan, to be approved by the Institute, to come into compliance with teacher certification requirements under the New York Charter Schools Act of 1998 (as amended, the “Act”) inclusive of methods to assist uncertified teachers in obtaining certification, an identified system of monitoring certification status, and administrative or monetary supports offered to teachers. The education corporation must demonstrate significant improvement regarding compliance with teacher certification requirements in accordance with the Act by the conclusion of the education corporation’s next proposed renewal term.

EXECUTIVE SUMMARY

Currently in its tenth year of operation, City School of the Arts is one of few public, nonscreened, arts-based middle school programs in Manhattan. City School of the Arts intentionally enrolls students from all five boroughs, a majority of whom are economically disadvantaged. The school matriculated at least 75% of its graduating students into one of their top three high school selections, with several earning admission to competitive, high quality screened arts high schools across the city. City School of the Arts administers Regents exams in Algebra I and Living Environment to prepare 8th grade students for high school success and produced results that exceeded the citywide average throughout the majority of the charter term.

City School of the Arts effectively meets its mission and executes its key design elements by leveraging arts instruction and performance as an entry point to rigorous academic programming. All 6th grade students study piano, while 7th grade students study visual arts, and 8th grade students participate in the school’s “creative connections” course to integrate the arts and academics with hands on projects. In addition to the school’s core arts curriculum, all students participate in varied ensemble elective courses taught by professional artists in fields such as dance, strings, music technology, theater, and vocal performance. City School of the Arts’ commitment to arts programming in the form of dedicated time and resources contributes to high quality outcomes for graduates of the school.

Over the term, City School of the Arts’ board navigated multiple leadership transitions and proactively adjusted the organizational structure. Under current leadership, the school has clarified roles across the administrative team and brought on a new director of teaching and learning to spearhead the academic program. In November 2025, City

². SUNY Renewal Policies (p. 14) are available on the [Institute’s website](#).

EXECUTIVE SUMMARY

School of the Arts successfully relocated into a new facility while maintaining continuity of instruction. The school demonstrates effective organizational capacity and stable operations as it prepares for a third charter term in its new permanent space.

FINDINGS & INFORMATION

Is the school an academic success?

City School of the Arts is an academic success, having met its Accountability Plan goals over the term. The school demonstrated consistently high growth and comparative performance. The SUNY Trustees placed conditions on City School of the Arts during its last renewal based on the limited availability of academic performance data from the school's initial charter term. The school met its conditions and continues to demonstrate strong outcomes for students across subject areas including the arts measures outlined in its Accountability Plan. The school effectively addressed concerns raised during the last renewal related to English language arts ("ELA") and mathematics performance as well the qualitative strength of systems evident at the time of the renewal visit. The school exceeded the targets for all comparative and growth measures in both ELA and mathematics for every year of the charter term with data available for analysis. City School of the Arts demonstrates success in the following ways:

- From 2021-22 through 2024-25, City School of the Arts posted high achievement in ELA. Notably, the school's mean growth scores exceeded the target of 50 in each year with available data.
- The school also produced a similarly strong record of performance in mathematics during the charter term. Notably in 2024-25, 69% of the school's tested students enrolled in at least their second year scored at or above proficient, a 24 percentage point increase from the beginning of the term.
- In 2024-25, 92% of 8th grade students who took the Algebra I Regents exam scored proficient. A majority of 8th grade students also took the Living Environment Regents, with 73% scoring proficient.

Is the school an effective, viable organization?

City School of the Arts is an effective, viable organization. The school's leadership team consists of founding staff members as well as experienced instructional and operational leaders new to the school. The school's mission and key design elements are deeply embedded in the leadership team's long term strategic planning and day to day decision making. City School of the Arts prioritizes excellence in both academic and artistic outcomes for its students, and the school's recent relocation into a new facility with extensive studio and rehearsal space demonstrates its commitment to arts instruction. Given the school's new location in the South Street Seaport neighborhood, leaders are actively working to recruit from new and existing communities of students across the five boroughs and form partnerships with local elementary schools to create an enrollment pipeline. Following the leadership transitions over the charter term, the school has recommitted to family engagement to ensure all stakeholders are invested in the future success of the school.

EXECUTIVE SUMMARY

Is the school fiscally sound³?

City School of the Arts is fiscally adequate based on the Institute’s review of the renewal documentation. The education corporation established strong methods of budget creation that consider all departments of the school to develop accurate revenue and expense projections. The school’s finance team meets with the board monthly to present an enrollment report and discuss financial results. The education corporation maintained adequate enrollment throughout the charter term. The 2024-25 annual financial audit did not present any significant deficiencies or material weaknesses. City School of the Arts maintains a separate bank account with the established amounts for dissolution as required by the charter agreement.

City School of the Arts demonstrates an adequate financial performance during the current charter term, with net assets of \$1.4 million and 2.1 months of cash on hand as of the 2024-25 school year. During the current charter term, the education corporation prioritized spending on personnel expenses, investments in technology, and unplanned costs related to water damage sustained at its facility in November 2025. While some components of the Institute’s fiscal dashboard indicate “poor” designations for the school in the final years of the term, the board and school leadership demonstrate high capacity for rigorous financial oversight of the school’s fiscal health.

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

City School of the Arts’ plans for a future charter term are reasonable, feasible, and achievable. City School of the Arts currently leases a private facility and plans to continue to occupy this facility through the next charter term. This new facility provides ample designated space for the school’s arts programming, but leaders are exploring additional partnerships for performance venues for student showcases and opportunities for after school and extracurricular programming for students not currently enrolled at City School of the Arts. The future budget the school provided in the renewal documentation contains reasonable and feasible revenue and expense projections. Board members are committed to continued service in a future charter term.

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 blue – gray – orange. 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.

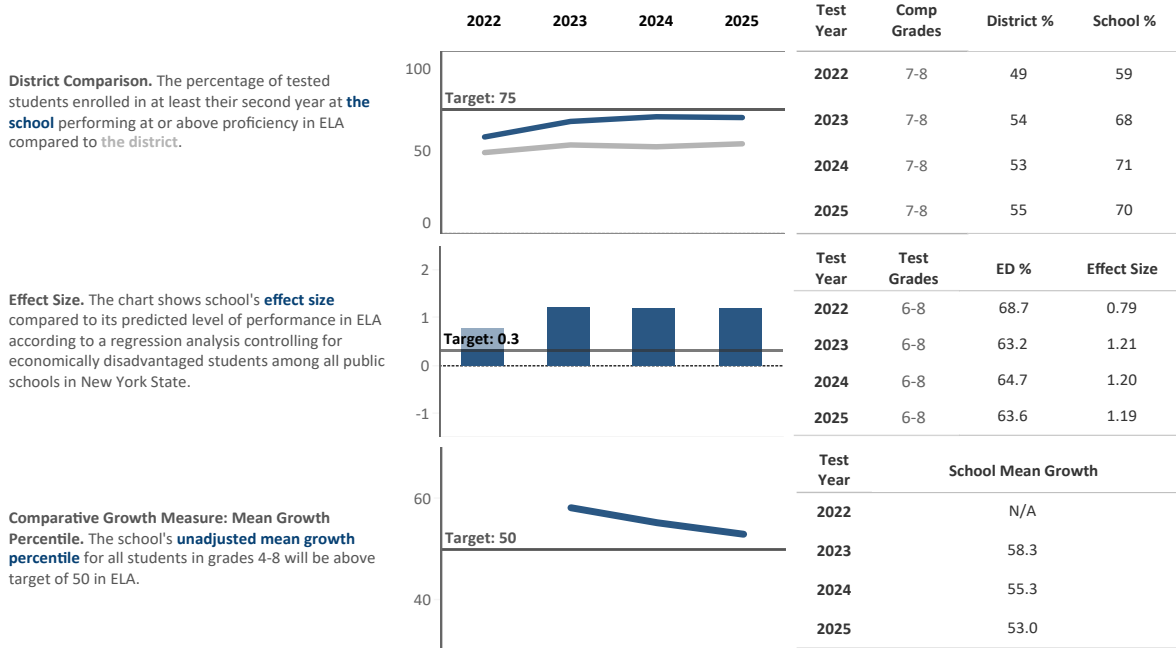


ACADEMIC PERFORMANCE

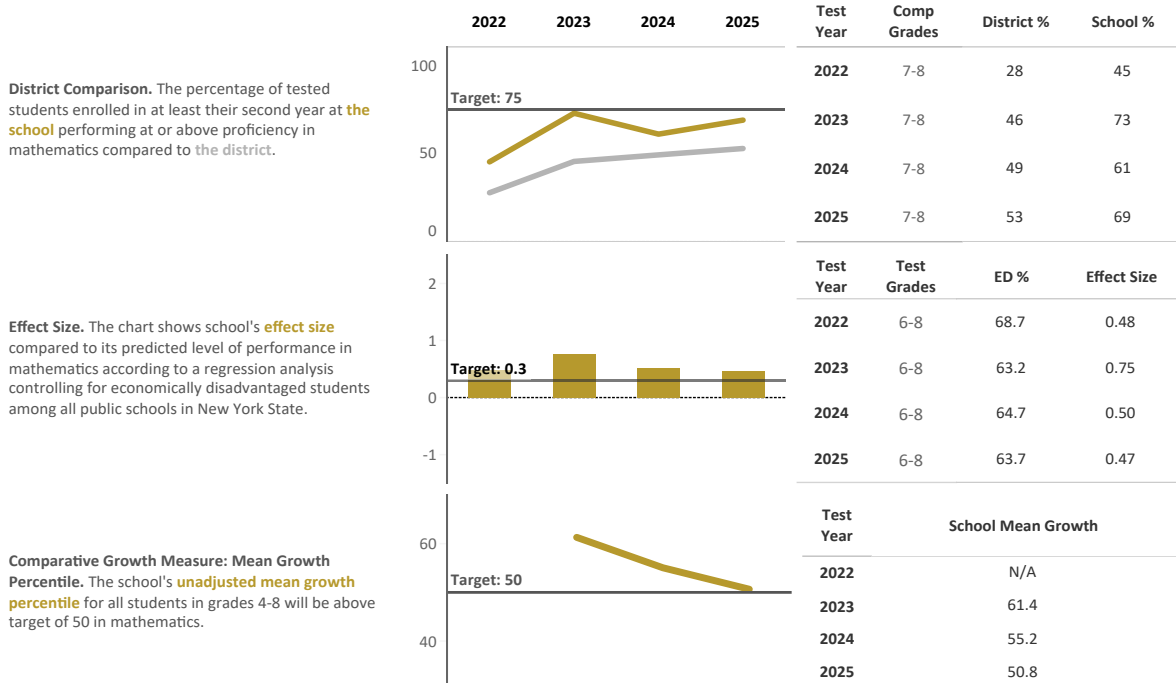
NEW YORK CITY CHARTER SCHOOL OF THE ARTS

Composite District

ENGLISH LANGUAGE ARTS ACCOUNTABILITY PLAN GOAL



MATHEMATICS ACCOUNTABILITY PLAN GOAL



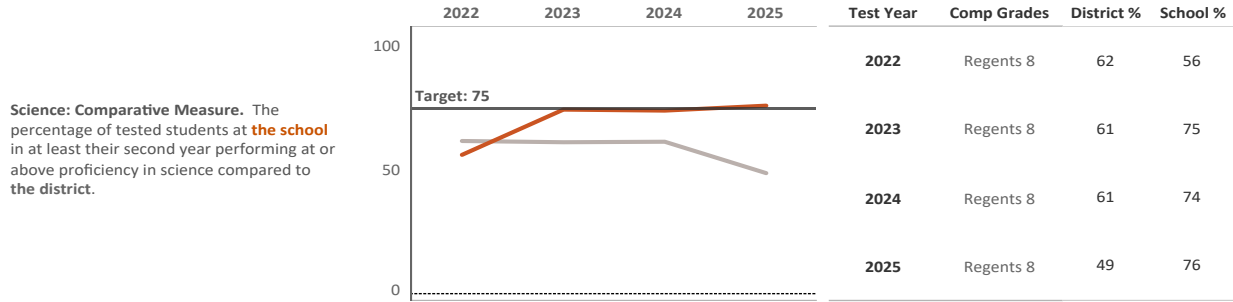


ACADEMIC PERFORMANCE

NEW YORK CITY CHARTER SCHOOL OF THE ARTS

Composite District

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)	189	179	178	179	207	206	220	218
School Tested %	78.1	73.4	84.4	84.8	90.4	90.0	95.2	94.4
District Tested %	83.8	83.5	83.3	85.3	82.7	86.0	84.1	85.4

PERFORMANCE OF STUDENTS WITH DISABILITIES AND ENGLISH LANGUAGE LEARNERS*

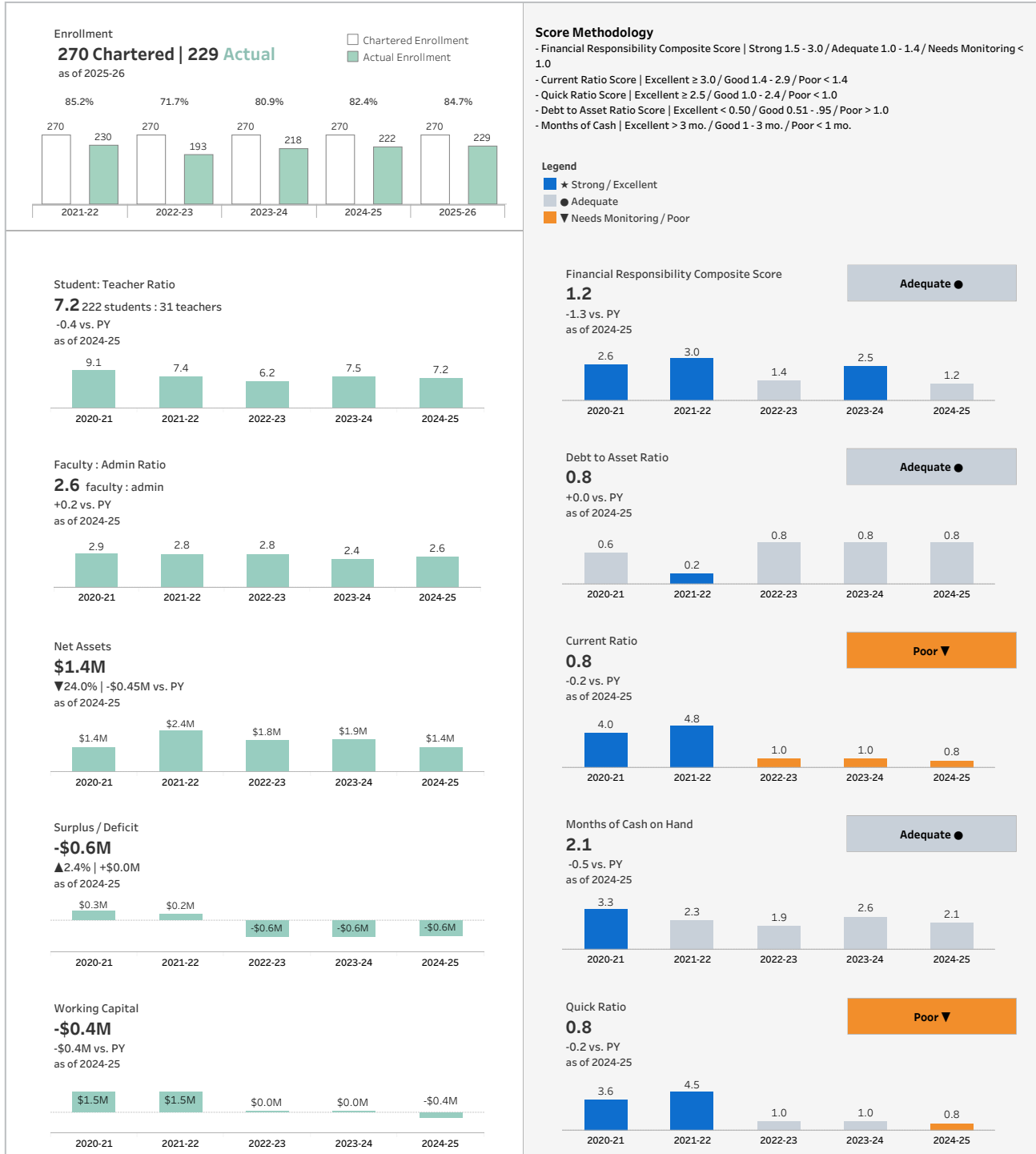
	2022		2023		2024		2025	
	ELA	Math	ELA	Math	ELA	Math	ELA	Math
Students with Disabilities Tested on State Exam (N)	52	48	53	55	62	61	61	58
School % Proficient on Exam	34.6	12.5	49.1	47.3	46.8	31.1	55.7	50.0
District % Proficient	21.5	9.7	23.6	21.5	23.2	24.2	27.5	26.1

	2022	2023	2024	2025
Tested on NYSESLAT Exam (N)	0	0	3	0
School % Making Progress	N/A	N/A	s	N/A

*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".

FISCAL DASHBOARD

NEW YORK CITY CHARTER SCHOOL OF THE ARTS



Schools report actual enrollment on a quarterly basis to the Institute, and the actual enrollment for 2025-26 reflects the most recently submitted quarterly submission.

COMPLIANCE REPORTING



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

The education corporation substantially complied 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.

Teacher Certification

The Act allows charter schools to hire up to 15 uncertified lead teachers contingent upon those teachers meeting certain requirements including: 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.

City School of the Arts prioritizes teachers who bring experience and who demonstrate exceptional performance in sample lessons through the hiring process. The school’s specialized arts based program can make it challenging to find individuals with both teacher certification and artistic backgrounds. Under its new leadership, the school has taken steps to strengthen teacher certification by filling recent teacher vacancies exclusively with certified teachers and developing an incentive program to assist non-certified teachers in obtaining their certification. At the time of the renewal review the school employed 29 lead teachers. Of the 29 lead teachers, 23 were uncertified, which is eight over the allowable limit. Nineteen of the 23 uncertified teachers met the appropriate qualifications under the Act.

COMMUNITY SATISFACTION & ENROLLMENT AND RETENTION

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

Parent Survey Data

The Institute compiled data from City School of the Arts’ annual family survey. In 2024-25, 24% of families responded to the survey. Of those respondents, 90% indicated satisfaction with the school. The Institute recognizes that the low response rate may not be representative of the whole community.

Parent Focus Group

The Institute asks all schools facing renewal to convene a representative set of parents for a focus group discussion. A representative set includes parents of students in attendance at the school for multiple years, students new to the school, students receiving general education services, students with disabilities, and ELLs.

The nine parents from City School for the Arts who participated in the family focus group spoke highly of the consistent and informative communication from school staff and the caring school culture fostered by this communication, as well as the supportive actions of teachers, administrative staff members, and guidance counselors in and outside of the classroom. Parents of students with Individualized Education Programs (“IEPs”) emphasized the school consistently fulfills students’ designated service requirements and that the supports are beneficial to their children in both academic and behavioral growth. The school provides parents with regular progress reports before grades are finalized, and parents indicated that the increased feedback from teachers and opportunities to conference with staff members are helpful touchpoints. Parents also use school software like ParentSquare, Google Classroom, and Alma to stay up-to-date on their children’s assignments and grades. Parents also mentioned the school’s extracurricular activities, wide array of music and arts programming, and accountability for academic performance as highlights of City School for the Arts.

Public Comments

In accordance with the Act, the Institute notified the district in which the charter school is located regarding the school’s Application for Charter Renewal. A summary of any district and public comments appears below.

The New York City Department of Education (“NYCDOE”) held its required hearing regarding the renewal application for City School of the Arts on December 2, 2025. No one spoke in support of or in opposition to the renewal application. The Institute has not received any comments regarding the renewal application.

Enrollment and Retention

City School of the Arts makes good faith efforts to meet its enrollment and retention targets. The school meets its enrollment targets for economically disadvantaged students and student with disabilities, but does not meet the target for ELLs. The school’s retention of economically disadvantaged students and students with disabilities is commensurate

COMMUNITY SATISFACTION & ENROLLMENT AND RETENTION

with the overall persistence rate. The school does not meet the retention target for ELLs and recognizes the need to develop a stronger ELL program to recruit, retain, and serve this population effectively.

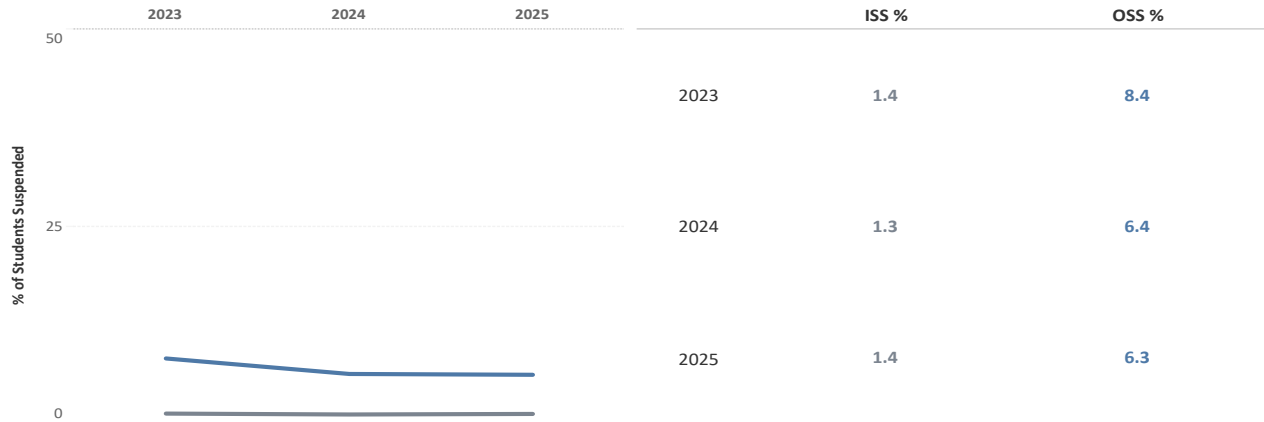
Persistence in Enrollment

An additional indicator of parent satisfaction is persistence in enrollment. In 2024-25, 80% of City School of the Arts students returned from the previous year. Student persistence data from previous years of the charter term is available in 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 NYCDOE or the NYSED is available to the Institute to provide either district or statewide context.

COMMUNITY SATISFACTION & ENROLLMENT AND RETENTION

New York City Charter School of the Arts



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 school each year

Year	2023	2024	2025
Expulsions	0	0	0

New York City Charter School of the Arts's Enrollment and Retention Status: 2024-25

		Target %	School %
Enrollment	Economically Disadvantaged	39.5	63.5
	English Language Learners	8.6	2.7
	Students with Disabilities	19.8	28.8
Retention	Economically Disadvantaged	88.0	79.8
	English Language Learners	91.6	60.0
	Students with Disabilities	88.7	86.8

Discipline data reported above reflect information reported by the education corporation and validated by the Institute. Enrollment and retention data reported in these charts reflect available BEDS day information as reported by the NYSED.

City School of the Arts

Ax

APPENDICES

PAGES Ax 1-11

SO^A SCHOOL OVERVIEW	BS^B BENCHMARK SUMMARY	SD^C STUDENT DEMOGRAPHICS	FB^D FISCAL BENCHMARKS
PAGE Ax 1	PAGE Ax 2	PAGE Ax 8	PAGE Ax 9



SCHOOL CHARACTERISTICS

SCHOOL YEAR	CHARTERED ENROLLMENT	ACTUAL ENROLLMENT ¹	ACTUAL AS A PERCENTAGE OF CHARTERED ENROLLMENT	GRADES SERVED
2021-22	270	230	85%	6-8
2022-23	270	193	71%	6-8
2023-24	270	218	81%	6-8
2024-25	270	222	82%	6-8
2025-26	270	229	85%	6-8

SCHOOL VISIT HISTORY

SCHOOL YEAR	VISIT TYPE	DATE
2016-17	First Year Visit	June 1, 2017
2018-19	Evaluation Visit	March 12 – 13, 2019
2018-19	Board Interview	May 28, 2019
2020-21	Initial Renewal Renewal Follow Up	October 5 – 9, 2020 December 17, 2020
2025-26	Subsequent Renewal Visit	January 8, 2026

CONDUCT OF THE RENEWAL REVIEW

DATE(S) OF REVIEW	EVALUATION TEAM MEMBERS	TITLE
January 8, 2026	Katy Clayton	Associate Director of School Evaluation
	Ali Foglia	School Evaluator
	Bryan Stroud	School Evaluator
	Andrew Kile	Director of School Evaluation

1. Source: Institute’s Official Enrollment Binder. (Figures may differ slightly from New York State Report Cards, depending on date of data collection.)

BENCHMARK SUMMARY

ACADEMIC ACHIEVEMENT

New York City Charter School of the Arts (“City School of the Arts”) met its English language arts (“ELA”) and mathematics goals over the charter term. Notably, the school exceeded the targets for all applicable comparative and growth measures in both ELA and mathematics for every year of the charter term with data available for analysis.

The school met its ELA goal over the charter term. From 2021-22 through 2024-25, the school’s tested students enrolled in at least their second year scored at or above proficiency at rates that came close to the absolute target and exceeded results from the composite district, which better reflects the school’s enrollment patterns, by at least 10 percentage points. City School of the Arts posted effect sizes far above the target of 0.3 each year, indicating that the school performed higher than expected to a large degree in comparison to schools enrolling similar percentages of economically disadvantaged students across the state. City School of the Arts also exceeded the growth target of 50 from 2022-23 through 2024-25.

In mathematics, the school posted a similar record of achievement and met its goal over the term. From 2021-22 to 2024-25, tested students enrolled in at least their second year posted proficiency rates that exceeded the composite district results by at least 12 percentage points each year. In comparison to schools across the state enrolling a similar percentage of economically disadvantaged students, City School of the Arts performed higher than expected to a meaningful degree throughout the charter term. The school also posted a mean growth score above the target of 50 in each year from 2022-23 to 2024-25.

ASSESSMENT

City School of the Arts has an assessment system that improves instructional effectiveness and student learning. However, while the school regularly administers valid and reliable assessments aligned to the school’s curriculum and state performance standards, it does not set clear expectations for teachers’ analysis and use of assessment data. City School of the Arts implements a suite of assessments including the NWEA MAP three times each year and internally developed benchmark assessments twice each year. The school also added the STAR assessment in the 2025-26 school year because the test provides a rapid, norm-referenced data point on student reading levels to support leaders’ efforts to identify students entering the program below grade level and assign them to Accelerated Reader independent reading groups.

City School of the Arts makes assessment data accessible to leaders, teachers, board members, and families. The director of teaching and learning provides an academic report to the board on a monthly basis and holds recurring discussions with the executive director and board chair twice each month. For teachers, leaders provide NWEA MAP student reports and STAR student reports to grade teams for analysis. The director of data and director of teaching and learning also compile a dashboard that includes students’ state assessment results, norm referenced exam data, course grades, and benchmark performance to facilitate easier teacher access. Despite sharing valid and reliable student data with teachers, leaders do not set clear expectations for how teachers should respond to student data on a daily, weekly, or quarterly basis. Teachers sort students into low, medium, and high academic groups during weekly grade team and co-planning meetings to identify students for small group instruction and academic stations in the classroom. However, leaders recognize the need to further develop teachers’ responsiveness to student data in the planning and instruction cycle.

Instructional leaders do not use assessment data to inform teacher evaluation, but leaders are beginning to work with teachers during post-observation sessions to review student work samples to assess the efficacy of instruction. City School of the Arts communicates with families regularly regarding student data. The school provides communication via biweekly academic newsletters and an expanded cadence of scheduled parent conferences and progress reports. Although the school previously only issued report cards at the close of each semester, the school has implemented quarterly report cards with more narrative feedback from teachers, as well as conference opportunities at the mid-quarter and end-of-quarter points. Teachers also have weekly touchpoints with families using ParentSquare and phone calls. Families indicate that the school's communications on student performance are effective and consistent.

CURRICULUM

City School of the Arts' curriculum supports teachers in planning high quality instruction aligned to state standards. ELA teachers use Wit and Wisdom as their main curricular program which includes clear objectives, lesson materials, and checks for student mastery. This school year, City School of the Arts transitioned its mathematics curriculum from i-Ready to Amplify Desmos. The leadership team plans to expand Amplify training for teachers to ensure fidelity to the curriculum across grades. Science teachers utilize Open Sci as their main curriculum. In the arts, ensemble teachers align their curriculum to the New York City Blueprint for Teaching and Learning in the Arts and National Core Arts standards. Ensemble teachers also use their background and experience in the arts to supplement their curriculum.

In addition to the school's curricular framework across subjects, City School of the Arts has supporting tools including scope and sequence documents and a curriculum dashboard to provide a bridge between the curriculum and daily lesson plans. The school rolled out the dashboard in the 2025-26 school year to allow instructional leaders and learning specialists to monitor daily instruction, ensure appropriate pacing, and contextualize classroom observations. Teachers use the dashboard to access course specific scope and sequence documents, pacing guidance, instructional expectations, and lesson planning templates. These tools clarify what to teach and when to teach it while allowing teachers flexibility to respond to student needs. Teachers adjust pacing, reteach lessons when necessary, and incorporate supplemental materials or tasks to address learning gaps. Teachers plan purposeful and focused lessons based on the curriculum and schoolwide dashboard and tailor their lessons to meet the needs of their students in alignment with grade level expectations.

The school evaluated the efficacy of some curricular materials and made a change to the mathematics program in the 2025-26 school year as a result. However, leaders are working to develop clearer systems and processes to allow for a thorough review of the school's curriculum to identify which elements are working as intended and which need to be refined. Leaders plan to designate weekly touchpoints in the second half of the school year to conduct a thorough audit of the school's programs and prepare for any necessary changes in the 2026-27 school year.

PEDAGOGY

High quality academic and artistic instruction is evident throughout City School of the Arts. Teachers deliver purposeful lessons with clear objectives aligned to state standards and routinely reference the objectives posted within the classroom. Most lessons follow a clear progression including a do now, guided practice,

independent work time, and an exit ticket. Although teachers generally present aligned, intentional activities to support the learning objective, some lessons deviate from the school's curricular programs, and teachers supplement instruction with other resources. Leaders recognize the fidelity of curricular implementation varies across classrooms and are working to refine the existing programs and expectations for lesson planning to ensure high quality instruction across the middle school program.

Teachers regularly check for student understanding throughout lessons, but do not consistently use the data they collect to make effective adjustments to instruction. Teachers circulate to review student responses and use cold calling and turn and talks as strategies to assess student understanding. In some lessons, however, teachers were not prepared to use effective questioning to address misconceptions and push students towards mastery responses.

Some teachers include opportunities in their lessons to challenge students with activities that develop higher order thinking and problem solving skills. In several of the arts and ensemble classes, teachers individualized instruction and provided students with open ended questions to prompt deeper learning. However, some teachers relied primarily on questions that solely asked students to recall or identify facts rather than analyzing, explaining, and elaborating upon the material. Teachers generally encourage student voice in the classroom but often rely on only one or two students to volunteer answers, rather than using engagement strategies to foster more student to student interaction.

Teachers throughout City School of the Arts maximize learning time and utilize effective classroom management techniques. Teachers leverage timers, clear directions, and consistent agendas to inform the flow of the lesson. Student transitions and routines are efficient and demonstrate an internalization of the school's cultural expectations. Teachers use a point system to reward positive behaviors in the classroom and maintain a focus on academic and artistic achievement. Leaders and teachers report the school's culminating performances across content areas inculcate a sense of confidence and intrinsic motivation within City School of the Arts students.

INSTRUCTIONAL LEADERSHIP

City School of the Arts has strong instructional leadership. The director of teaching and learning, director of supported education, director of ensembles, and artistic director establish an environment of high expectations for teacher performance, content knowledge, and pedagogical practice to ensure students have access to high quality instruction in both core academic and arts classes. Leaders expect teachers to upload all lesson plans and link materials to a shared dashboard at least two days before each planned lesson to allow learning specialists and managers to review plans ahead of instruction. The school maintains a clear and robust set of resources to inform instruction, and leaders' addition of the curriculum dashboard makes teacher preparation more visible. The director of teaching and learning joined the school at the start of the 2025-26 school year and prioritized classroom observations and one on one conferences with teachers to understand instructional strengths and areas of improvement across the program. The observation cycle aligns with the school's professional learning focus for each period of the school year.

Although the school's learning specialists do not participate in regular one on one coaching sessions, the director of supported education provides feedback on their lesson plans and conducts formal observations four times each year. Instructional leadership capacity is further enhanced by the artistic director's and director of ensemble's oversight of all core arts and ensemble teachers.

Instructional leaders provide ample opportunities for teachers to plan curriculum and instruction and address student needs across content areas through the school’s scheduled weekly grade team meetings, biweekly content team meetings, and weekly professional development time on Friday afternoons. However, leaders recognize the opportunity to clarify guidance and expectations for teachers’ collaborative meeting time to ensure it develops the competencies and skills of both veteran and novice educators at the school. Notably, the Institute observed high quality pedagogical strategies in arts and ensemble classes as well as core content classes, indicating aligned instructional expectations across the program.

City School of the Arts’ instructional leaders regularly conduct teacher evaluations with clear criteria aligned to both school priorities and the Danielson Framework for Teaching. The executive director also evaluates all instructional leaders to ensure consistent expectations for core leadership competencies and mission driven goal attainment each year. The school’s consistently strong academic results, continued growth over the charter term, and high quality arts instruction demonstrate the high bar to which instructional leaders hold teachers at City School of the Arts.

AT-RISK PROGRAM

City School of the Arts meets most of the educational needs of its at-risk student population, but the school’s programming for English language learners (“ELLs”) requires further development. The school uses clear and compliant procedures for identifying at-risk students, including students with disabilities, ELLs, and students struggling academically. City School of the Arts implements a multi-tiered system of supports (“MTSS”) to identify students in need of additional support by holistically reviewing academic, attendance, behavior, and social emotional learning data to understand barriers to student success. Teachers make referrals to the student support team (“SST”) based on student issues they identify in biweekly grade team meetings and during assessment analyses from NWEA MAP, STAR, and course benchmarks. The director of teaching and learning provides additional monitoring through the Panorama online data platform. If students do not make adequate progress through the school’s tiered interventions, the director of teaching and learning and director of supported education make determinations about referrals to the district committee on special education (“CSE”) as needed.

The school implements clear and sufficient intervention programs to meet the needs of students with disabilities and those struggling academically. City School of the Arts delivers Integrated Co-Teaching (“ICT”) services, with two learning specialists assigned to each grade level in the humanities or mathematics and science content areas. ICT teachers participate in weekly co-planning sessions to prepare for instruction by differentiating or modifying classroom materials. Although most learning specialists implement effective ICT strategies in the classroom, leaders recognize the need to strengthen professional development and training for at-risk staff members given the turnover in the role over the charter term. To facilitate tier 1 supports, the school creates a detailed profile for every student on the Panorama online platform which aggregates multiple sources of data including attendance, behavior, and academic performance alongside social emotional well-being as assessed by student climate surveys. Teachers and leaders review the data on a weekly basis and incorporate supports from Panorama’s library of interventions to address identified student needs. Teachers deliver tier 2 supports to small groups of students struggling academically during dedicated weekly academic time blocks. The school reserves tier 3 supports for students who do not respond to tier 1 and 2 interventions or who demonstrate significant attendance issues, and the SST closely monitors all tier 3 student success plans. Although City School of the Arts monitors the progress of at-risk students through NWEA MAP and STAR

assessments, instruction during the academic time blocks does not produce specific data to monitor growth on a week by week basis to evaluate the efficacy of ongoing interventions. However, teachers do provide students the opportunity to make additional attempts at work completion and engage in other teacher-designed interventions.

The school's systems for supporting and monitoring the success of ELLs are less developed. While learning specialists provide instruction to ELLs during content lessons and academic time blocks, the teachers delivering interventions require further development in their strategies to specifically support ELLs. The school provides headphones for interpretation and platforms like Duolingo as supplemental resources beyond translated curricular materials. Teachers work to monitor student progress toward English language proficiency but systems to assess reading, writing, speaking, and listening skills acquisition throughout the year remain nascent. Although City School of the Arts has provided some professional development to learning specialists, leaders have not delivered comprehensive training in methods to drive language development for ELLs. The leadership team, including the TESOL-certified director of teaching and learning, recognizes the need to further develop the ELL program to provide a robust and structured system of supports for multilingual learners at the school.

ORGANIZATIONAL CAPACITY

City School of the Arts' organization works effectively to deliver the educational program. Following several leadership transitions throughout the charter term, the school has refined roles across its administrative team and established a clear leadership structure. The current structure consists of the executive director, director of teaching and learning overseeing the academic program, artistic director leading the arts program, and director of administration and public relations managing the school's operations. The capacity of the leadership team is further enhanced by a director of innovation and strategy, director of community and culture, director of supported education, director of data, and director of ensembles.

The organizational structure establishes distinct lines of accountability with clearly defined roles and responsibilities. After joining City School of the Arts in January 2025, the current executive director prioritized securing a strong academic leader for the program while developing a differentiated reporting structure to ensure the academic, artistic, and cultural elements of the mission receive equal attention and support. The leadership team successfully navigated a move to a new facility in November 2025 with negligible disruption to the school's operation due to strategic advanced planning. Leaders, staff members, and students are enthusiastic about the expanded opportunities the new facility presents and the increased visibility of City School of the Arts within the community.

During the charter term, leaders worked to stabilize school culture following leadership transitions by prioritizing staff member satisfaction, which has resulted in significant improvements in teacher attendance rates and overall retention between the 2024-25 and 2025-26 school years. Leaders adjusted the benefits package to provide more paid time off, and staff members feel supported and respected by the existing leadership team.

City School of the Arts has allocated sufficient resources to support the achievement of the school's goals. Leaders are confident the new facility will support the school's enrollment efforts, and the dedicated spaces in the building for artistic practice and performance ensure the school facilitates the arts elements of its mission and key design elements. Although City School of the Arts experienced some enrollment fluctuation

throughout the charter term, the school maintains adequate student enrollment and closely monitors its recruitment targets for students with disabilities, ELLs, and economically disadvantaged students. Leaders are developing relationships with neighboring elementary schools to serve as potential feeder sites, and translate all marketing materials to reach new audiences across the five boroughs.

The school has a clear student discipline system in place at the administrative level that the director of school community, deans, teachers, and learning specialists consistently apply and support. City School of the Arts sets clear expectations for regular communication and engagement with caregivers through ParentSquare, which fosters responsive school culture and family partnerships. City School of the Arts' advisory structure and points based positive behavior incentive system further ensures the school consistently delivers on its "thrive" key design elements to support the social and emotional well-being of each student.

BOARD OVERSIGHT & GOVERNANCE

City School of the Arts' board works effectively to achieve the school's Accountability Plan goals. During leadership transitions, board members efficiently onboarded a new executive director with the charge to strengthen school culture, maintain operations, and prioritize student outcomes. The board sought external expertise and engaged a consultant to support these efforts. The board regularly reviews information related to the school's program and academic objectives. In addition to reports from school leaders, board members regularly analyze enrollment trends and use stakeholder feedback to gain insight on overall school health.

Board members at City School of the Arts articulate clear priorities and objectives, particularly around enrollment, facilities, and academics. In partnership with board members, the executive director developed a strategic plan that encompasses six priorities: strengthen academic achievement and leadership capacity, deepen arts integration into academics, improve operational systems, launch a sustainable fundraising and development strategy, secure a permanent facility, and strengthen special education services. The board and school leadership have ongoing conversations about the strategic initiatives. The board engages in long-term planning regarding potential future expansion and financial goals.

Board members regularly evaluate school leadership's efficacy and use an internally created rubric and assessment to measure progress towards key indicators. The board demonstrates stability in membership and effective recruitment outcomes. Over the charter term, only one member departed while the board successfully added three new members. The board engages in self reflection and looks to develop a more formal evaluation process for members in a future charter term.



New York City Charter School of the Arts				Manhattan CSD 2					
STUDENT DEMOGRAPHICS: SUB-POPULATIONS									
	2023	2024	2025		2023	2024	2025		
Economically Disadvantaged				School %	63.3	65.0	63.5		
				District %	41.7	44.2	43.9		
English Language Learner				School %	1.9	2.1	2.7		
				District %	4.3	8.8	9.3		
Students with Disabilities				School %	29.3	29.1	28.8		
				District %	22.8	22.8	23.3		
STUDENT DEMOGRAPHICS: RACE/ETHNICITY									
	Asian, Native Hawaiian, or Pacific Islander	Black or African American	Hispanic	White		Asian, Native Hawaiian, or Pacific Islander	Black or African American	Hispanic	White
2023					School %	3.3	33.0	40.0	17.2
					District %	25.6	9.4	19.4	38.7
2024					School %	1.7	32.5	39.3	17.9
					District %	24.8	8.6	23.4	36.3
2025					School %	0.9	32.0	40.5	20.3
					District %	24.4	8.5	23.9	35.4

Data reported in these charts reflect BEDS day enrollment counts as reported by the New York State Education Department ("NYSED").

FISCAL BENCHMARKS SUMMARY



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.	+
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.	+

"+" : 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.

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 to ensure current operating systems are reflected.

**AUGUST
2023**

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.	+
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.	N/A

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.	N/A



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