

THE SUNY CHARTER SCHOOLS INSTITUTE

*RENEWAL RECOMMENDATION REPORT
EARL MONROE NEW RENAISSANCE
BASKETBALL CHARTER SCHOOL*

*REPORT DATE: MARCH 31, 2026
VISIT DATE: DECEMBER 2 – 3, 2025*



Charter Schools Institute
The State University of New York

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SCHOOL BACKGROUND

EARL MONROE NEW RENAISSANCE BASKETBALL CHARTER SCHOOL

1617 Parkview Ave, Bronx, New York 10461 | Grades: 9-12 | Bronx Community School District (“CSD”) 8



MISSION

The Earl Monroe New Renaissance Basketball Academy Charter School provides high school students with a rigorous academic program in the context of basketball, historically “New York’s Game.” The school graduates students with a college preparatory education and career readiness to succeed in the basketball and other sports-related industries.

EARL MONROE NEW RENAISSANCE BASKETBALL CHARTER SCHOOL BOARD OF TRUSTEES¹

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CO-VICE CHAIR	Leonard J. Elmore
Estefany Lopez	Alan Fishman
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SECRETARY	Laurie Lindenbaum
Anita Reyes	John Mogulescu
	Anita Reyes
	Michael Salzer
	Aaron Saperstein
	William Wesley

CURRENT CHARTER INFORMATION

Year Opened: 2021
 Serves: 9th–12th
 Chartered Enrollment: 440
 Charter Expires on: July 31, 2026

FUTURE CHARTER INFORMATION

Serves: 9th–12th
 Chartered Enrollment: 440
 Charter Expiration: July 31, 2029

KEY DESIGN ELEMENTS

Basketball Career Academy	–	Longer school day and year	+
Small school and class size	+	Sport-focused facility and technology	–
College and career readiness	+	Partnerships with community and academic organizations	+
Learning by doing model	–	Strong school culture	+

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

SHORT-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 Earl Monroe New Renaissance Basketball Charter School (“EMNR”) for a period of three years and subject to the conditions listed below with authority to provide instruction to students in 9th through 12th grade in such configuration as set forth in its Application for Charter Renewal, with a projected total enrollment of 440 students. The Institute makes this recommendation as EMNR 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 (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

Over its initial charter term, EMNR has established an effective organizational structure and strategic focus to meet its mission of preparing students for college and career success. When the school opened in the fall of 2021 following significant pandemic learning loss for students, the school identified school culture and the lack of literacy skills among its first cohorts as paramount priorities. In response, EMNR allocated significant resources to building positive building culture and providing targeted literacy intervention. Having effectively demonstrated clear improvement in behavior and English language arts (“ELA”) achievement, the school continues to focus on meeting its mission through the development of its unique curricular offerings which immerse students in a basketball ecosystem to build academic and career skills. Notably, EMNR was named a 2024 Yass Prize Semi-Finalist and awarded a \$200,000 grant in recognition of its innovative school model and programming that is transforming education for students and families.

The board provides rigorous oversight of the school’s programming and oversaw the appointment of the school’s new chief executive officer (“CEO”) in July 2025. The CEO, in collaboration with the school’s executive director, has proactively worked to continue developing components of EMNR’s academic programming, teacher development, and assessment systems. While EMNR has demonstrated continuous improvement over the charter term and has in place an academic program of sufficient strength, it has only produced a mixed and limited record of meeting its Accountability Plan goals. Therefore, the Institute is recommending a short-term renewal consistent with the SUNY Renewal Policies affording the school time to produce a track record of quantitative results showing unambiguous academic success.

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

EXECUTIVE SUMMARY

FINDINGS & INFORMATION

Is the school an academic success?

EMNR demonstrates emerging evidence of academic success, but has compiled a limited record of results to evaluate attainment of its Accountability Plan goals. The school graduated its first high school cohort in 2024-25 and posted a four-year graduation rate exceeding the 75% absolute target and the district results. This graduation outcome data serves as a strong leading indicator of future success but remains limited. The school also posted a mixed record of Regents examination results in ELA and mathematics for its first Total Cohort. As such, the school has not yet established a consistent pattern of meeting or coming close to meeting all of its Accountability Plan goals. Notwithstanding these results, the Institute finds that EMNR has implemented an academic program of sufficient strength and effectiveness to build a clear record of meeting or coming close to meeting its Accountability Plan goals in a future short charter term. EMNR's record of quantitative results is summarized as follows:

- EMNR's 2021 Total Cohort posted a 92% passing rate on the English Regents exam exceeding the district results by 24 percentage points.
- In mathematics, 33% of the school's 2021 Cohort passed a Regents mathematics exam falling under the absolute target and the district results.
- In 2024-25, the school posted its first four year graduation rate of 94% exceeding the absolute target of 75% and the local district results by 22 percentage points.

Is the school an effective, viable organization?

EMNR is an effective, viable organization. The board of trustees and school leadership team are highly responsive to the school's needs and demonstrate the ability to quickly implement system-wide adjustments to make necessary improvements to the organization and academic program. Board members are highly engaged in their oversight responsibilities and operate through a clear committee structure, receiving regular updates from the school leadership team to ensure rigorous monitoring of the school's academic and financial health. The board successfully oversaw the appointment of the new CEO in July 2025 who, in collaboration with the executive director, continues to work on codifying the school's processes to make operational systems effective for teachers, leaders, and families.

Is the school fiscally sound?

EMNR 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 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. EMNR maintains a separate bank account with the established amounts for dissolution as required by the charter agreement.

EMNR demonstrated an adequate financial performance during the current charter term, with net assets of \$2.2 million and 1.6 months of cash on hand as of the 2024-25 annual audit. EMNR incurred operating deficits in all four years of its current charter term. However, the education corporation has been successful in fundraising and has seen an overall net

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.

EXECUTIVE SUMMARY

asset growth. Over the current charter term, the education corporation prioritized spending on facilities and its academic program. EMNR currently operates one leased site, but the education corporation has been building a new facility that it plans to relocate into in the beginning 2026-27 school year.

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

EMNR’s plans for the next charter term are reasonable, feasible, and achievable. The school’s leadership team implements a strategic plan focused on increasing academic rigor, improving instructional quality, and codifying systems. The school plans to continue using its strong data driven systems to maintain its laudable achievement in literacy and urgently address gaps in mathematics. Additionally, the school is strategically committed to the continued development and vertical alignment of its signature “Basketball Ecosystem” courses. In a future term, the school intends to focus on the next phase of course development which includes ensuring these courses align to college and industry standards so that students may attain industry-specific certifications.

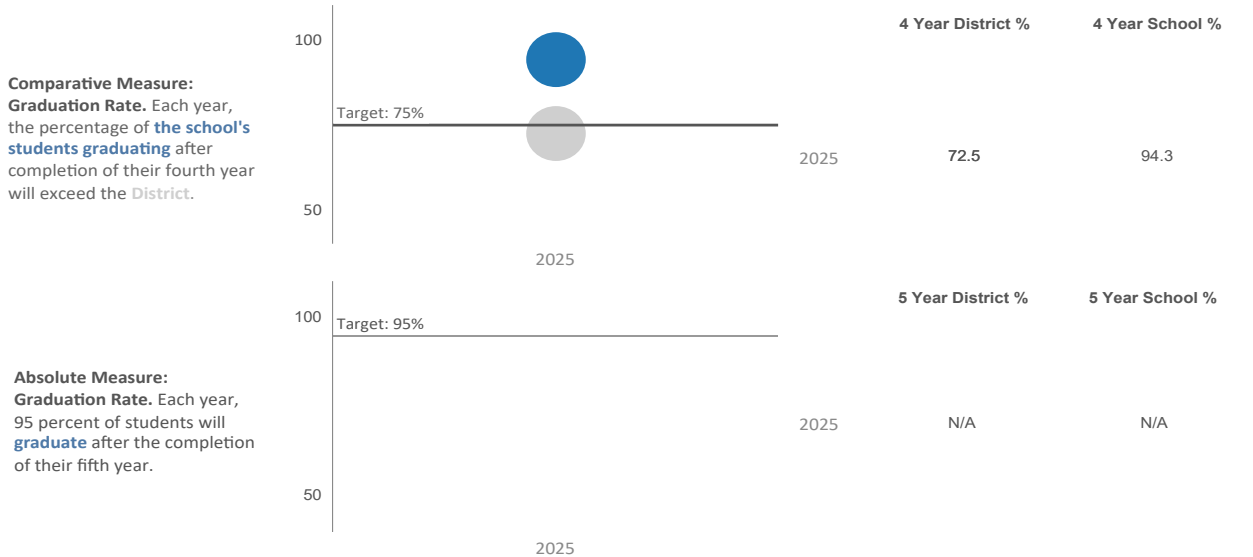


ACADEMIC PERFORMANCE

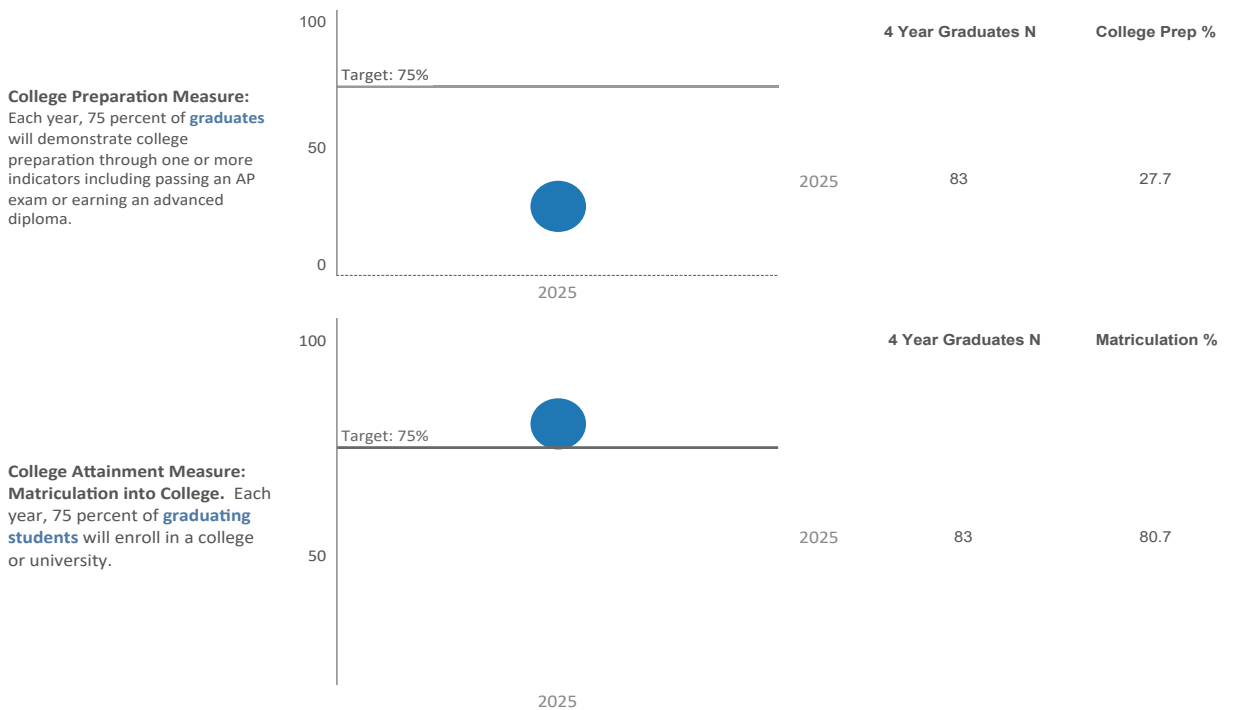
EARL MONROE NEW RENAISSANCE BASKETBALL CHARTER SCHOOL

Bronx CSD 8

HIGH SCHOOL GRADUATION RATE

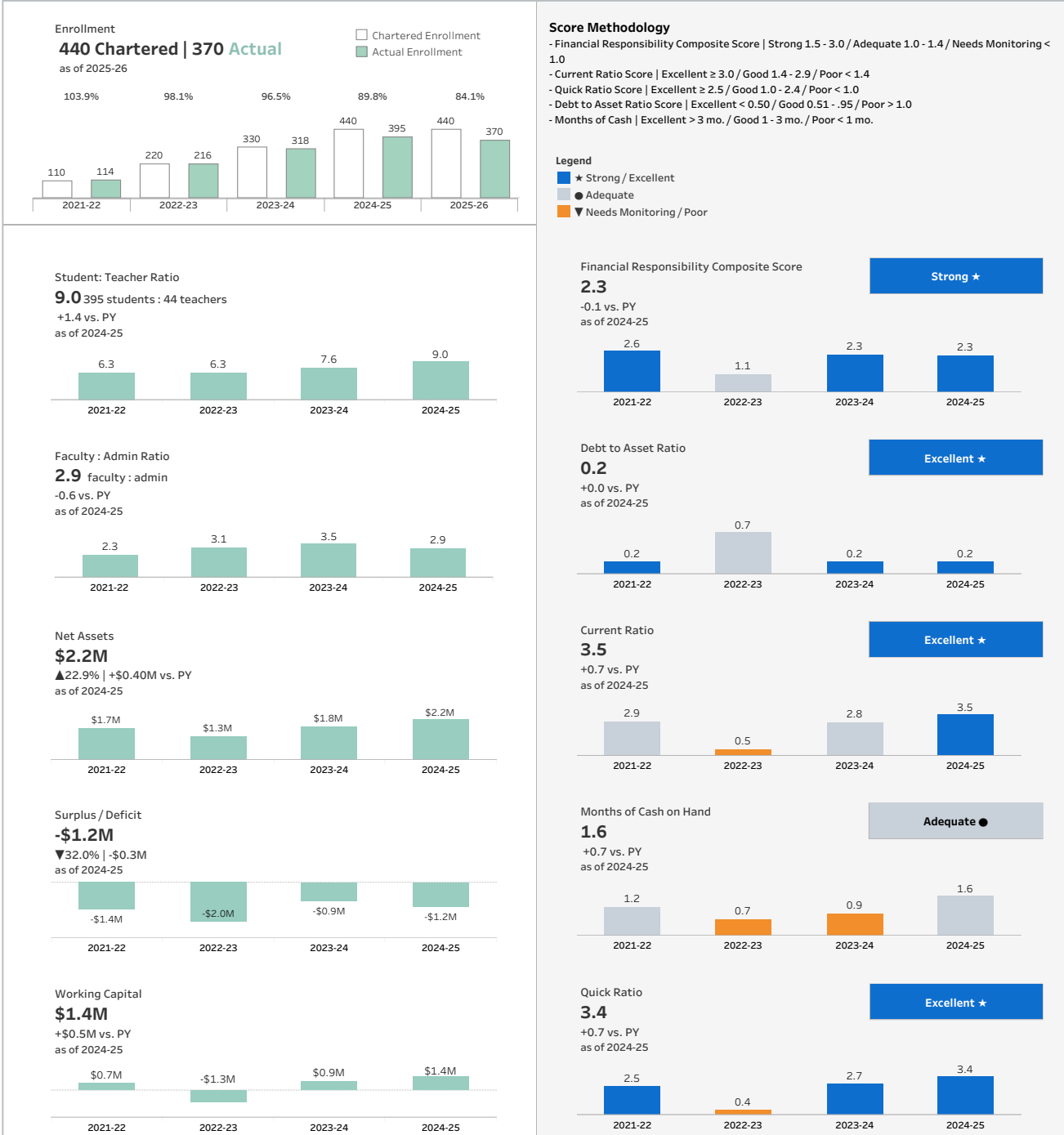


COLLEGE PREPARATION AND ATTAINMENT



2024-25 high school outcome data is pending final validation by the Institute.

EARL MONROE NEW RENAISSANCE BASKETBALL CHARTER SCHOOL



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 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. For any issues below, the Institute will work with the education corporation to ensure compliance prior to the start of the next charter term.

Annual Reports

The education corporation submitted its annual reports to the Institute and the New York State Education Department (“NYSED”) on time but has not posted the most recent report to its website with all elements including the August 1st submission, the Accountability Plan Progress Report, and the independent financial audit.

Complaint Policy

While the school has an appropriate complaint policy, the policy must be clearly posted on the school’s website.

FOIL

The education corporation does not have a fulsome Freedom of Information Law (“FOIL”) policy and the subject matter list requires revision.

Open Meetings Law

While most of the board meeting minutes from the past year are posted on the education corporation’s website, the most recent board meeting minutes have not been posted in the requisite timeframe. In addition, the education corporation must post the meeting notice and materials associated with each meeting as required under the Open Meetings Law.

SAVE Plan

The education corporation’s district-wide SAVE plan requires revision as to the provision of remote instruction.

Teacher Certification

The Act allows charters 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.

The school partners with The New York City Charter School Center (“The Center”) to provide individual support and progress tracking to uncertified teachers. The Center will provide a report to school leadership twice a year tracking overall progress toward compliance and each uncertified teacher’s progress toward certification. Teachers meet with the director of human resources and CEO on a quarterly basis to monitor and discuss progress. The school makes decisions on the renewal of an uncertified teacher’s employment contingent upon the teacher making adequate progress. The board of trustees is currently considering providing financial incentives and reimbursements. At the time of the renewal review, the school employed 29 lead teachers. Of the 29 lead teachers, 22 were uncertified, which is seven above the allowable limit. Ten 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 the New York City Department of Education (“NYCDOE”) annual family survey. The NYCDOE conducts an annual survey to gauge satisfaction with schools’ programs. In 2024-25, 27% of families at EMNR responded to the survey. Of those respondents, 96% 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 English language learners (“ELLs”).

The seven participants in the EMNR family focus group reported satisfaction with the school and praised consistent communication and regular progress updates from school staff members. The school uses a variety of methods to consistently communicate with parents including phone calls and text messages. Spanish-speaking parents reported they feel included and are easily able to communicate with the school as a result of the school’s responsive bilingual staff members, regular translation of materials, and interpretation services. The school hosts monthly parent meetings where parents have the opportunity to raise suggestions, concerns, and ideas for improvements, which are attended by the administrative staff and CEO of the school.

Public Comments

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

The NYCDOE held its required hearing on the renewal application for EMNR on December 3, 2025. Four school leaders spoke in support of the renewal. Leaders described the school’s mission, its basketball-centered academic and career ecosystem, and its partnerships with organizations such as the New York Knicks. They highlighted student opportunities, including media projects, international travel, guest speakers, and specialized elective courses tied to basketball-related industries. Leader also detailed how the basketball programming is integrated into core subjects and electives covering media, sports law, data analytics, fashion design, choreography, and kinesiology. Additionally, they described the school’s academic structure, emphasizing strong routines, data-driven instruction, Regents exam preparation, and a high graduation rate for the first senior class. The school also shared information on extracurricular activities, sports teams, and student demographics.

COMMUNITY SATISFACTION & ENROLLMENT AND RETENTION

Enrollment and Retention

EMNR makes good faith efforts to meet its enrollment and retention targets. The school comes close to meeting the enrollment targets for economically disadvantaged students and students with disabilities. The school does not meet the enrollment target for ELLs or its retention targets for the subgroups.

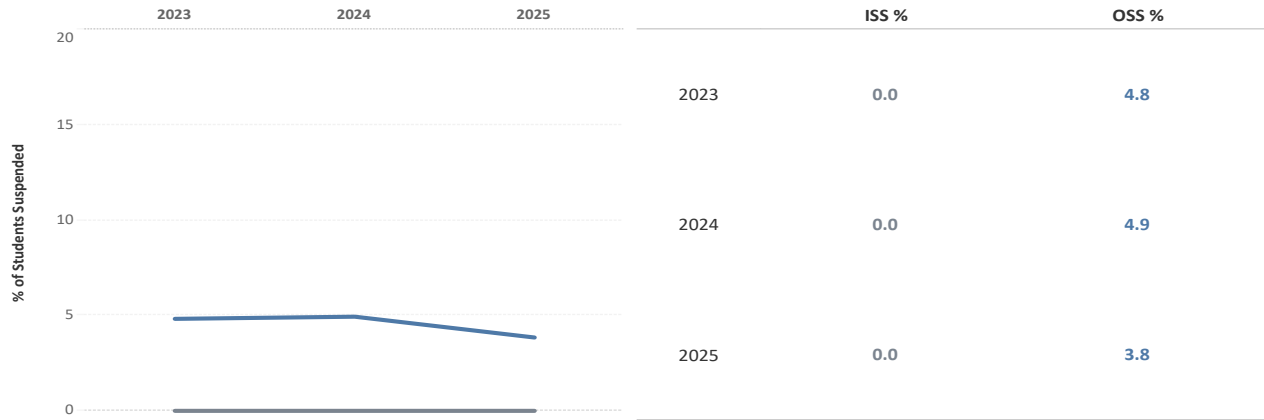
Persistence in Enrollment

An additional indicator of parent satisfaction is persistence in enrollment. In 2024-25, 73% of EMNR 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

Earl Monroe New Renaissance Basketball Charter School



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

Earl Monroe New Renaissance Basketball Charter School's Enrollment and Retention Status: 2024-25

		Target %	School %
Enrollment	Economically Disadvantaged	83.0	83.2
	English Language Learners	19.9	2.7
	Students with Disabilities	23.4	20.6
Retention	Economically Disadvantaged	91.4	70.4
	English Language Learners	91.9	60.0
	Students with Disabilities	89.1	65.9

Discipline data above reflect information reported by the school and validated by the Institute. Enrollment and retention data reflect available BEDS day information as reported by the NYSED.

EMNR

Ax

APPENDICES

PAGES Ax 1-10

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SCHOOL CHARACTERISTICS

SCHOOL YEAR	CHARTERED ENROLLMENT	ACTUAL ENROLLMENT ¹	ACTUAL AS A PERCENTAGE OF CHARTERED ENROLLMENT	GRADES SERVED
2021-22	110	114	104%	9
2022-23	220	216	98%	9-10
2023-24	330	318	96%	9-11
2024-25	440	395	90%	9-12
2025-26	440	370	84%	9-12

SCHOOL VISIT HISTORY

SCHOOL YEAR	VISIT TYPE	DATE
2021-22	First Year Visit	April 27, 2022
2023-24	Evaluation Visit	April 11 - 12, 2024
2025-26	Initial Renewal	December 2 - 3, 2025

CONDUCT OF THE RENEWAL REVIEW

DATE(S) OF REVIEW	EVALUATION TEAM MEMBERS	TITLE
December 2 - 3, 2025	Dr. Kathleen Haywood	School Evaluator
	Bryan Stroud	School Evaluator
	Katherine Malitzky	External Consultant
	Dr. Vickie Masséus	External Consultant

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

EMNR graduated its inaugural fourth year cohort in 2024-25 and therefore produced only a limited amount of data to evaluate attainment of its Accountability Plan goals in its initial charter term. Based on the school's initial baseline results, EMNR met its graduation and English language arts ("ELA") goals, but did not meet its mathematics or college preparation goals. EMNR has the opportunity to demonstrate a consistent record of attainment of its goals in a future term, if approved.

In 2024-25, 94% of EMNR's 2021 Cohort graduated after four years. This level of performance exceeded the absolute target of 75% by 19 percentage points and the district rate by 22 percentage points. EMNR also posted high rates of credit accumulation for its first and second year Graduation Cohorts, demonstrating success on a key leading indicator of future high graduation outcomes. The school also posted a preliminary college matriculation rate of 81% for its graduates exceeding the absolute target by six percentage points. In contrast, the school reported a college preparation rate of 28% in 2024-25 falling under the target of 75%. The school demonstrates college preparation through a variety of methods including passing an Advanced Placement ("AP") exam with a score of 3 or higher, passing a college level course offered at a college or university or through a school partnership, or achieving the college and career readiness benchmark on the SAT.

EMNR posted a mixed record of achievement against its subject area goals. In 2024-25, 92% of the school's Total Cohort passed the English Regents exam exceeding the absolute target and the district rate by 24 percentage points. In mathematics, only 33% of the school's Total Cohort passed a Regents mathematics exam falling under the district rate by 13 percentage points.

ASSESSMENT

EMNR has an assessment system that provides a strong foundation for improving instructional effectiveness and student learning. The school administers valid and reliable assessments aligned to New York State standards and Regents expectations including NWEA MAP assessments three times per year, Achieve3000 for literacy progress monitoring, weekly formative assessments, and mock Regents exams to assess student readiness. Teachers consistently emphasize alignment to Regents requirements and course-level standards in their instruction, and the school continues to refine its interim assessments to strengthen alignment. The school has established processes for scoring, analyzing, and sharing assessment data, but the use of data to inform instruction is inconsistent. Teachers and leaders access assessment data through PowerSchool dashboards, and an early warning system flags students struggling in multiple courses. Leaders disaggregate data by teacher following assessment administration and use results to inform coaching conversations. Teachers are developing the capacity to effectively adjust instruction or address student misconceptions during lessons based on data.

The school uses assessment data effectively to support its literacy instruction and intervention. The school has an established process for using literacy assessment data from NWEA MAP and Achieve3000 to identify students for targeted literacy supports. The school recognizes the opportunity to mirror this systematic

approach in mathematics to improve student outcomes and leaders are developing plans to improve the analysis of mathematics data. Leaders also identify increasing alignment of curriculum, instruction, and assessments to AP standards as a clear priority.

CURRICULUM

EMNR's curriculum provides a foundation for teachers' instructional planning. However, the school is continuing to make necessary improvements to standardize the curricular framework. The school provides numerous curricular supplements including NewsELA, CommonLit, New Visions, and the College Board standards. While the school offers a curriculum framework aligned to New York State standards, Regents expectations, and AP course requirements, the framework is not yet fully codified across all subject areas. In core subjects, supporting tools such as curriculum maps and scope and sequence documents exist but vary in completeness and rigor, limiting their effectiveness in guiding consistent instructional delivery and progression across grades.

Teachers generally know what to teach and when to teach it, but inconsistencies in pacing guidance and unit clarity lead to uneven coverage of essential skills and standards. The school is formalizing its processes for selecting, developing, and reviewing curriculum documents, particularly in Regents and AP-aligned courses. Teachers plan purposeful lessons aligned to daily objectives. However, leaders acknowledge variability in rigor and instructional design across classrooms. Leaders are working to improve supports for teachers in planning focused, standards-aligned instruction that prepares students for high-stakes assessments.

PEDAGOGY

High-quality instruction is evident in some EMNR classrooms but is not consistently evident across the school. Teachers generally establish warm classroom environments and positive rapport with students, creating orderly learning conditions. However, lessons do not consistently reflect purposeful planning or execution aligned to the cognitive demands required for mastery of Regents and AP standards.

Teachers at EMNR do not consistently implement effective checks for understanding. In many classrooms, teachers rely on whole-group questioning or repeatedly call on the same students, limiting their ability to assess learning across all students. As a result, teachers do not consistently gather actionable evidence of student comprehension or adjust instruction to address identified misconceptions.

Teachers at EMNR include some opportunities in their lesson plans to challenge students to develop higher-order thinking and problem solving skills but are not consistently effective in their implementation. In some lessons, teachers pose questions or tasks requiring analysis, synthesis, or problem solving. However, in most lessons, teachers do not provide sufficient opportunities for students to articulate reasoning, engage in academic discourse, or grapple meaningfully with grade-level content. Student engagement varies across lessons, and teachers do not consistently encourage students to actively work through content toward mastery.

While most lessons feature effective classroom management techniques that allow teachers to focus on academic achievement, EMNR teachers are developing the capacity to effectively maximize learning time. While some teachers implement clear routines to move urgently through lesson components, other teachers deliver lessons with slow pacing, extended periods of minimal student work, and ineffective transitions. Leaders are working to improve teachers' ability to maximize instructional time.

INSTRUCTIONAL LEADERSHIP

EMNR is developing strong instructional leadership. School leaders articulate high expectations for instructional quality and communicate a belief in the capacity of all students to meet rigorous academic standards. However, this vision is not yet fully evident in classroom practice. Leadership transitions over the charter term limited the school's effective development of coordinated systems for coaching, curriculum oversight, and professional development.

In the final year of the charter term, the school instituted more comprehensive instructional leadership structures, including weekly coaching cycles, structured feedback protocols, professional learning communities ("PLCs") for collaborative planning, academic dashboards, and formal teacher evaluations using defined criteria. While these emerging systems demonstrate progress toward sustained and systemic instructional support, the instructional leadership team has the opportunity to continue norming its coaching practices to mitigate variation in implementation. Instructional leaders provide opportunities for teachers to plan instruction within and across grade levels, but variability in the quality of guidance limits the impact of these structures.

The school's professional development is aligned to leaders' stated instructional priorities and interrelated with classroom practice. School leaders conduct teacher evaluations with clear criteria but the quality of feedback varies across evaluators. Leaders acknowledge the need to increase the quality of actionable feedback through coaching cycles and evaluations to ensure teachers make necessary pedagogical improvements.

AT-RISK PROGRAM

EMNR meets the educational needs of most at-risk students. The school uses compliant procedures to identify students with disabilities and English language learners ("ELLs"). To identify students struggling academically, EMNR is developing its Response to Intervention ("RTI") program and currently identifies students for additional support using diagnostic assessments. The school has effective ELA intervention programming in place, but does not yet have a comparable program in place for mathematics. Leaders recognize the gap in support and plan to revise the mathematics curriculum to build more opportunities for students to engage in foundational coursework. Leaders are working to improve the school's RTI system to provide more consistency with interventions across both ELA and mathematics. The school also offers office hours for remediation and reteaching.

The school has clear programs in place to support students with disabilities. The school offers integrated co-teaching ("ICT") classrooms, Special Education Teachers Support Services ("SETSS"), and counseling. The school partners with the district for other related services. The school monitors the progress and success of students with disabilities. Special education teachers regularly meet with general education teachers to discuss

strategies and supports for intervention and remediation during classroom instruction. Special education teachers also prepare regular progress reports indicating where students are meeting their Individualized Education Program (“IEP”) goals. Leaders regularly review performance data dashboards to understand how well students with disabilities are meeting grade level standards. General education teachers are aware of students with disabilities’ specific goals and services.

For ELLs, the school offers adequate programs to support the school’s small population of ELL students. A designated ELL teacher provides push in and pull out services based on a sheltered English instruction (“SEI”) approach for English language acquisition. The ELL teacher works closely with content teachers to align instructional support based on the curricular programs and teachers’ plans for the week. Leaders adequately monitor the progress of ELLs. Leaders review performance data for ELLs based on regular assessment cycles. Classroom teachers are aware of ELLs’ English proficiency levels and goals.

General education teachers use some effective strategies to support at-risk students in the general education program. Leaders recognize the need to ensure classroom teachers provide differentiated support more consistently across classrooms. EMNR provides some effective training and professional development at the beginning of the year to support teachers to meet at-risk student needs. Leaders provide support and training for special education teachers throughout the year, and they recognize a need to develop more robust, ongoing professional development opportunities for classroom teachers, particularly in mathematics. EMNR provides opportunities for special education and ELL teachers to collaborate biweekly with classroom teachers. At-risk program teachers join department meetings to plan with teachers to identify targeted supports for at-risk students. These meetings also provide literacy specialists an opportunity to align intervention efforts with classroom content.

ORGANIZATIONAL CAPACITY

EMNR has clear policies, procedures, and administrative structures that divide instructional and operational systems by distinct roles, responsibilities, and lines of accountability. The school demonstrates organizational capacity evidenced by the purposeful implementation of new instructional leadership structures and the codification of systems. EMNR’s CEO, executive director, and academic directors adequately distribute operational and instructional responsibilities such that the school can carry out its academic program.

The board and school leadership monitor and evaluate aspects of the school’s programming and work to make necessary changes. For example, EMNR allocated substantial resources to support its priority of closing identified literacy gaps for incoming students. Similarly, leaders are proactively gathering data and working to develop a plan to implement an initiative to grow mathematics achievement.

The school maintains adequate student enrollment and implements strategies to improve recruitment and retention of students with disabilities, ELLs, and other subpopulations. EMNR employs a clear communication strategy, leveraging platforms such as PowerSchool and the One Call system, to ensure that families have timely access to student information. The school regularly provides translators for community events, advertises in Spanish-language media, and assigns certain staff members to build close relationships with ELL families. Internally, the school informs teachers about news affecting its target population through its weekly updates and huddles, ensuring staff members remain invested in the community they serve.

BOARD OVERSIGHT AND GOVERNANCE

The EMNR board continues to grow its capacity to provide effective oversight of the school in service of meeting the school's mission and its Accountability Plan goals. Board members bring a variety of skillsets and expertise to their governance role and leverage a clear committee structure that allows them to oversee the fiscal, academic, and organizational health of the school. Over the term, the board has worked urgently to streamline its committee practices to ensure that information is communicated effectively between the school, the committees, and the full board. In order to increase efficiency in its decision making processes, the board seeks to right-size its membership in a future term.

The board has worked deliberately to strengthen its data-informed oversight of academic performance and clarify the distinction between governance and management. Board members meet regularly with the CEO to review comprehensive data dashboards that include Regents outcomes, credit accumulation, attendance, suspensions, staffing, and special education compliance. In response to mixed Regents outcome data, the board has adjusted its academic priorities and reports that earlier and more frequent data review allows board members to identify concerns and monitor corrective actions in real time.

Since the Institute's third year visit to the school, the board has substantially increased its capacity to set clear priorities and long-range goals and regularly progress monitor. The board has defined goals and metrics for its CEO which it uses to conduct regular progress checks as well as an evaluation. As a result of its improved monitoring practices, the board can clearly articulate progress for its many priorities with greater specificity. The board oversees a variety of strategic initiatives related to increasing student enrollment, building additional community partnerships, and preparing for the school's transition to a new permanent facility.



Earl Monroe New Renaissance Basketball Charter School				Bronx CSD 8					
STUDENT DEMOGRAPHICS: SUB-POPULATIONS									
	2023	2024	2025	2023	2024	2025			
Economically Disadvantaged				School %	83.3	80.2	83.2		
				District %	87.0	89.4	88.6		
English Language Learner				School %	4.4	4.6	2.7		
				District %	14.8	15.9	15.5		
Students with Disabilities				School %	24.6	25.3	20.6		
				District %	26.7	25.6	25.0		
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 %	2.2	45.2	45.2	7.0
					District %	6.1	24.7	61.0	5.0
2024					School %	2.2	44.8	48.8	3.1
					District %	6.7	24.1	61.3	5.1
2025					School %	1.9	47.5	46.2	3.6
					District %	6.7	24.6	61.0	5.1

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.

**MARCH
2021**

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.

+



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