



SUMMARY OF FINDINGS AND RECOMMENDATIONS

PROPOSAL TO ESTABLISH
DIAMOND CHARTER SCHOOL



EXECUTIVE SUMMARY

The applicant submitted the proposal to establish Diamond Charter School (“Diamond”) to the SUNY Charter Schools Institute (the “Institute”) on June 3, 2024 in response to the Institute’s [2024 Request for Proposals \(the “RFP”\)](#) released on behalf of the State University of New York Board of Trustees (the “SUNY Trustees”) on December 6, 2023. The Institute makes copies of applications [available on its website](#).

If approved, Diamond will open in September 2026 with 162 students in Kindergarten – 1st grade, adding students in elementary grades each year, and ultimately serving 486 students in Kindergarten – 5th grade during its first charter term. Diamond will backfill seats that become available due to attrition in all grades.

After a thorough review process consistent with the New York Charter Schools Act of 1998 (the “Act”), the Institute finds that the proposal to establish Diamond rigorously demonstrates the criteria detailed in the Institute’s 2024 RFP, which align with the Act.

Based on the proposal, as amended by the applicant, and the foregoing:

The Institute recommends that the SUNY Trustees approve the proposal to establish Diamond Charter School.



TABLE OF CONTENTS

FINDINGS

| 2

PREFERENCE
SCORING

| 10

BACKGROUND &
DESCRIPTION

| 4

CONCLUSION &
RECOMMENDATIONS

| 10

NOTIFICATION &
PUBLIC COMMENTS

| 9

APPENDIX A
Summary of Public Comments
Received

APPENDIX B
District Information

FINDINGS

Based on the comprehensive review of the proposal and interviews of the applicant and the proposed education corporation board of trustees, the Institute makes the following findings.

1. The charter school described in the proposal meets the requirements of the Act and other applicable laws, rules, and regulations as reflected in (among other things):
 - appropriate policies and procedures for the provision of services and programs for students with disabilities and English language learners (“ELLs”);
 - the required policies addressing student discipline, personnel matters, and health services;
 - an admissions policy that complies with the Act and federal law;
 - the bylaws governing the education corporation’s board of trustees; and,
 - an analysis of the projected fiscal and programmatic impact of the charter school on surrounding public and private schools.
2. The applicant has demonstrated the ability to operate the school in an educationally and fiscally sound manner as reflected in (among other things):
 - an educational program that meets or exceeds the state performance standards;
 - a culture of self-evaluation and accountability at both the administrative and board level;
 - the student achievement goals articulated by the applicant;
 - appropriate staffing plan;
 - a sound mission statement;
 - a comprehensive assessment plan;
 - sound start-up, first-year, and five-year budget plans;
 - a plan to acquire comprehensive general liability insurance to include any vehicles, employees, and property;
 - evidence of adequate community support for, and interest in, the charter school sufficient to allow the school to reach anticipated enrollment;
 - descriptions of programmatic and independent fiscal audits, with fiscal audits occurring at least annually;
 - school calendar and school day schedule that provide at least as much instruction time during the school year as required of other public schools; and,
 - methods and strategies for serving students with disabilities in compliance with federal laws and regulations.
3. Granting the proposal is likely to: a) have a significant educational benefit to the students expected to attend the proposed charter school; b) improve student learning and achievement; and, c) materially further the purposes of the Act. This finding is supported by (among other things):
 - a founding team with a significant amount of experience in leading high quality public charter schools with a student demographic similar to that of the proposed school;
 - an academic program that incorporates New York State standards-aligned and research-based curricular resources with a strong track record of success in supporting strong outcomes with similar populations of students;
 - a demonstrated significant need, as the proposed school district serves a significant population of English language learners and students with disabilities;

- an extended day and year program, which allows additional time to engage with core academic content, enrichment subject matter and development of socio-emotional competencies; and,
 - intention to apply for International Baccalaureate World School program accreditation to bolster and enhance the proposed school's core academic program.
4. The proposed charter school would meet or exceed enrollment and retention targets, as prescribed by the SUNY Trustees, of students with disabilities, ELLs, and students who are eligible applicants for the federal Free and Reduced Price Lunch ("FRPL") program as required by Education Law § 2852(9-a)(b)(i).
 5. The applicant has conducted public outreach for the school, in conformity with a thorough and meaningful public review process prescribed by the SUNY Trustees, to solicit community input regarding the proposed charter school and to address comments received from the impacted community concerning the educational and programmatic needs of students in conformity with Education Law § 2852(9-a)(b)(ii).
 6. The Institute has determined that the proposal rigorously demonstrates the criteria and best satisfies the objectives contained within the RFP, and, therefore, is a "qualified application" within the meaning of Education Law § 2852(9-a)(d) that should be submitted to the New York State Board of Regents (the "Board of Regents") for approval.

The Institute developed the RFP "in a manner that facilitate[d] a thoughtful review of charter school applications, consider[ed] the demand for charter schools by the community, and s[ought] to locate charter schools in a region or regions where there may be a lack of alternatives and access to charter schools would provide new alternatives within the local public education system that would offer the greatest educational benefit to students," in accordance with Education Law § 2852(9-a)(b). The Institute also posted the draft RFP for public comment and responded to same.

The Institute conducted a rigorous evaluation of the proposal under consideration including academic, fiscal, and legal reviews. In addition, the Institute engaged independent consultants to evaluate the proposal based on the criteria set forth in the RFP. Pursuant to its protocols, the Institute conducted an interview with the founding team, including the lead applicant, the proposed board of trustees, and key Diamond leadership. Trustee Joseph Belluck, Chairman of the SUNY Trustees' Charter Schools Committee, also met with the founding team.

BACKGROUND & DESCRIPTION

The founding team of Diamond Charter School seeks to provide a high quality elementary school option to the students and families of Hempstead and surrounding school districts where there are limited options for schools of choice and demonstrated based on the high enrollment of ELLs in the district and gap in academic outcomes for ELLs. For example, the overall proficiency rates of ELL students enrolled in the district were significantly lower than overall proficiency rates of non-ELL students as measured by 2023 state exams in both English language arts (“ELA”) and mathematics. The lead applicant, Mark Crusante, has significant experience in school operations and management from “Our World Neighborhood Charter Schools (“OWN”)”, which operates three high-performing SUNY-authorized charter schools. The lead applicant collaborated with members of the proposed board to develop the concept for Diamond based on the founding team’s shared experiences managing charter schools and in response to input from families in the Hempstead community.

Diamond is committed to achieving equitable outcomes for all students, and will be committed to providing students with the interventions, support, and resources necessary to be academically, socially, and civically successful. The school intends to accomplish this through the implementation of a rigorous, state standards-aligned academic program comprised of curricular programs with a strong track record of success in improving outcomes in schools serving a similar demographics of students. Additionally, Diamond will seek accreditation to become an International Baccalaureate World School (“IBWS”) to further enhance the rigor of the school’s academic program. Diamond Charter School will also have a particular focus on social-emotional learning (“SEL”), implementing a standing SEL period in the daily schedule and providing professional development to ensure teachers and counselors understand and can implement strategies to support students’ social development and wellbeing.

MISSION, PHILOSOPHY, AND KEY DESIGN ELEMENTS

The Diamond mission states:

At Diamond Charter School, we empower students to thrive academically, personally, and socially. By fostering a dynamic educational environment grounded in the principles of the 4 C’s of Creativity, Citizenship, Critical Thinking, and Cultural Appreciation, we cultivate lifelong learners and prepare them to become informed, resilient, adaptable, and compassionate leaders who will positively impact the diverse and ever-changing world around them.

Diamond will implement the following key design elements:

- **Extended Day and Year Program:** Diamond will have a longer school day and year to provide students additional time to engage in core academic courses as well as enrichment and focused development of social-emotional competencies. Diamond will leverage the additional instructional time to ensure all students work toward meeting state standards through rigorous curricula and additional academic supports.
- **One-to-One Device School:** Diamond will equip all students with digital devices to support teachers with delivering lessons that increase student engagement, provide deeper learning experiences, and allow greater individualization of content for diverse learners. The school will also leverage digital devices to focus on early development of 21st century technology skills.

- **Student-Centered Pedagogy:** Diamond will utilize the gradual release of responsibility instructional mode to support students in becoming competent, independent learners. Lessons will incorporate inquiry, student choice, real world applications, and cultural relevance.
- **Inclusivity:** Diamond's co-teaching model and comprehensive intervention staffing and support facilitates instructional differentiation within inclusive classrooms to meet the needs of all learners. Diamond is also committed to engaging with families and guardians to ensure they feel welcome and included in the school community.
- **Social-Emotional Learning:** Diamond's focus on SEL includes dedicated daily blocks in every student's schedule. Diamond's robust counseling team will support all students, especially those who struggle emotionally in order to be proactive in addressing their needs.
- **Investment in Human Capital:** Diamond will recruit and retain high quality leadership and staff and build their professional capacities to support student success. Staff will have continuous professional development to acquire new skills and refine existing ones to increase student achievement. School-based career pathways will provide opportunities for teachers to take on increased responsibility, promoting retention and building an internal leadership pipeline.
- **Intention to Become an International Baccalaureate World School:** Diamond will seek authorization as an IBWS offering the Primary Years Programme ("PYP"). Diamond's founding team includes several staff from OWN, all of whose schools have IBWS authorization or are currently in the process of gaining accreditation. This program will provide a unique offering in Hempstead and push teachers and students to increased academic rigor in alignment with the school's mission.

CALENDAR AND SCHEDULE

Diamond will offer approximately 185 days of instruction each year. The first day of instruction for the 2026 school year will be on or around September 8, 2026, and the last day will be on or around June 28, 2027. Subsequent school years will follow a similar calendar. The school day will begin each morning at 7:55am and end at 3:30pm Diamond will provide students with more than 1,226.5 hours of instruction per year, which exceeds the requirements of 900 hours for 1st – 6th grade mandated by Education Law § 2851(2)(n) and 8 NYCRR § 175.5.

ACADEMIC PROGRAM

Diamond's rigorous academic program will incorporate curricular resources that are research-based and aligned with New York State standards. The chosen curricula have a track record of success in supporting positive academic outcomes among similar populations of students. The school will implement a culturally responsive approach to learning to engage students and enable them to become active participants in the learning process. The school's extended day and year will provide students with the additional learning time necessary to further develop the strong foundation of basic skills and knowledge necessary to be academically successful. Additionally, Diamond's plan to apply for accreditation for the IBWS primary years program will supplement the uniqueness and rigor of the proposed model.

Students at Diamond will take regular assessments, and teachers will use the resulting data to make informed instructional decisions to meet individual students' specific needs. Moreover, in keeping with its key design elements, the school intends to implement a fulsome SEL program designed to ensure students struggling academically and socially receive the interventions and additional support necessary to be successful. Diamond acknowledges the importance of teachers in delivering high quality instruction

and will provide all teachers with regular professional development that includes preservice training as well as ongoing regular coaching to ensure teachers have the skills necessary to support students at a high level. The academic program draws on aspects of the program in place at OWN, whose three SUNY-authorized charter schools in Queens have consistently achieved strong academic outcomes.

English Language Arts (“ELA”) (Reading and Writing)

Diamond Charter School will implement an ELA program based on resources from McGraw-Hill Wonders, a curriculum designed for grades Kindergarten – 6th grade that focuses on building strong foundational literacy skills. The program provides a blend of phonics, reading comprehension, vocabulary, writing, and oral language development, using research-based instructional practices. Diamond will also use Really Great Reading’s Countdown to Kindergarten, which is an early literacy curriculum designed to build foundational reading skills for pre-K and kindergarten students. Teachers will also use Wilson Foundations for whole class instruction in 1st – 3rd grade to increase foundational reading skills including fluency and phonics. Foundations and Fountas & Pinnell Leveled Literacy Intervention will also be used as reading intervention programs for struggling readers. Finally, classes at all levels will utilize a wide variety of genres and media that explicitly expose students to diverse cultures and perspectives.

Mathematics

Diamond will use Houghton Mifflin Harcourt’s Go Math!, which is a comprehensive math curriculum designed for Kindergarten – 8th grade, aligned with the New York State Standards. Lessons emphasize conceptual understanding, problem-solving, and critical thinking skills through interactive lessons and a blend of print and digital resources. The curriculum incorporates differentiated instruction to meet the needs of diverse learners, using tools like personalized practice, adaptive technology, and formative assessments. Diamond will use Lavinia Story Problems as a supplemental curriculum to help students improve their math problem-solving and reasoning skills through engaging, real-world scenarios. This curriculum focuses on building conceptual understanding by having students explain their reasoning, discuss different approaches, and engage in deep, discussion-based learning.

Science

Diamond will implement National Geographic Learning’s Exploring Science, an inquiry-based Kindergarten – 5th grade science curriculum. Rooted in the Next Generation Science Standards (“NGSS”), the curriculum provides opportunities for hands-on exploration and critical thinking through interactive activities. Lessons emphasize conceptual understanding and include digital resources to reinforce core concepts in life, earth, and physical sciences.

Social Studies

Diamond will implement Savvas myWorld Interactive as the social studies curriculum. Savvas lessons emphasize a student-centered approach, encouraging inquiry-based learning through exploration of essential historical questions, analysis of primary sources, and collaborative activities. Through this curriculum, Diamond aims to support students in developing critical thinking, problem-solving, and civic skills, allowing students to connect historical events with real-world applications.

At-Risk

The proposed school will utilize a gradual release of responsibility instructional model to differentiate instruction, with a goal of ensuring students across all ability levels can meet or exceed state standards. Teachers at Diamond will provide targeted, individualized support through co-teaching and small group instruction, addressing the specific needs of each student. The school will have co-taught classrooms in Kindergarten – 2nd grade and designated integrated co-taught (“ICT”) classrooms in 3rd – 5th grade, where general and special education teachers collaborate to create inclusive and rigorous learning environments. Additionally, all students will receive daily small group instruction blocks based on

diagnostic assessments, with groups reconfigured quarterly to reflect ongoing student progress. In recognition of the high population of ELLs in the Hempstead district, Diamond will have a robust ELL program rooted in the sheltered English instruction approach. Kindergarten – 2nd grade will have dedicated ELL inclusion classrooms with both a general education teachers and certified ELL teacher present, and an ELL specialist teacher will provide dedicated support to students in 3rd – 5th grade.

SCHOOL CULTURE AND DISCIPLINE

Diamond’s approach to school culture will be rooted in respect, kindness, and the development of social-emotional competencies to foster a positive learning environment. Using the Responsive Classroom approach as its primary school culture and discipline program, Diamond aims to build an inclusive school community where students feel empowered and responsible for their learning and interactions. Diamond’s school leaders will work to implement this culture through shared norms and values, such as collaboration, responsibility, and self-discipline, helping students to develop compassion, value diversity, and work effectively with others. Diamond’s approach to discipline will be proactive, with clear routines and expectations to support both academic and personal growth.

ORGANIZATIONAL CAPACITY

Diamond’s organizational model supports distributed leadership, delegating responsibilities across instructional and non-instructional areas to ensure accountability and effective management. The executive director will be responsible for managing school operations, fundraising, and strategic issues, while the principal will be responsible for managing the academic program and instructional leadership. The board of trustees will provide oversight, set strategic priorities, and evaluate the executive director. The board and executive director will review evaluations, data, and 360-degree feedback from staff across the school each year to guide development of professional development and strategic priorities.

GOVERNANCE

The bylaws of Diamond indicate that the education corporation board will consist of no fewer than 5 and no more than 15 voting members. The proposed members of the board of trustees are set forth below:

1. Ismael (Izzy) Colon, Board Chair

Ismael (Izzy) Colon is currently the principal of the Ivy League School, a preschool – 8th grade independent school in Smithtown, Long Island. Previously, he served as director of curriculum and instruction for the International Leadership Charter High School and as executive director/principal of the Future Leaders Institute Charter School for five years. He holds a BA in Music Education from SUNY Fredonia and an MA in Educational Administration from Long Island University, C.W. Post.

2. Florence Adu, Vice-Chair

Florence Adu is the founder and managing director of ArgoAdu LLC, a real estate advisory firm providing real estate, construction, and facilities project management services. Previously, she served as director of real estate and facilities for the NYC Charter School Center and as assistant vice president at the NYC Economic Development Corporation. She holds a BS in Industrial Engineering/Management Science and Engineering from Stanford University and an MPA in Urban Policy and Economics from NYU’s Robert F. Wagner Graduate School of Public Service.

3. Maurice Benson, Treasurer

Maurice Benson is currently the senior go to market acceleration manager at Amazon Web Services, focused on mid-market edTechs and govTechs. Prior to this, he was the head of partnerships for ReUp Education in Austin, TX, and held roles as vice president/regional sales manager at Wells Fargo Bank, director of business development at College Consortium, and vice president/national sales manager at PNC Bank. He holds a BA in Economics from the University of Texas at Austin and an MA in Organizational Leadership from Gonzaga University.

4. Stephanie Hague, Secretary

Stephanie Hague is an experienced marketing and communications strategist with emphasis on social and influencer programming. She has worked in the sector for 17 years focused on brand development, positioning and marketing; research, analytics; audience segmentation; audience persona development; communications and social strategy; content development and experiential strategy and marketing.

5. Dawn Terrazas, Trustee

Dawn Terrazas is chief managing director at AFG& where she oversees a large portfolio of clients providing services in marketing, brand management, and strategy. She previously worked in other leadership positions in the advertising and marketing industry including as vice president at Young & Rubicam. Ms. Terrazas holds a BA from the University of Texas at Austin.

FACILITIES

Diamond intends to secure a private facility. The founding team has partnered with Barone Management, a New York real estate developer, to identify potential school sites in Hempstead. They are focusing on locations that are suitable for an elementary school, near public transportation, and zoned for school use to avoid costly rezoning. Based on prior successful projects with Barone Management, including the OWN facilities, they aim to secure a 43,740-square-foot space, providing 90 square feet per student. The goal is to avoid temporary incubator spaces to minimize disruptions to the school community and instructional time. The team has outlined the necessary space requirements for classrooms, administrative offices, and other facilities over the five-year charter term.

FISCAL IMPACT

The fiscal impact of Diamond on the district is summarized below.

Charter Year	A.	B.	C.	D.	E.	F.	G.
	Expected Number of Students	Basic Charter School Per Pupil Aid	Projected Per Pupil Revenue (AxB)	Other District Revenue (SPED, Food Service, Grants, etc.)	Total Project Funding from District to Charter School (C+D)	Hempstead Union Free School District Budget	Projected District Impact (E/F)
Year 1 (2026-2027)	162	25,240	4,088,904	116,509	4,205,413	299,399,867	1.41%
Year 5 (2030-2031)	486	25,240	12,266,640	349,526	12,616,166	299,399,867	4.21%

The Institute finds that the fiscal impact on the district, charter, and non-public schools in the same geographic region will be limited. The Hempstead Union Free School District has been rated “no designation” for the past two fiscal years from the New York State Office of the State Comptroller’s Fiscal Stress Monitoring System. This is the lowest possible designation, indicating the district was not susceptible to financial stress based on current reporting.

The Institute has reviewed the proposed school’s startup budget, fiscal plans, and supporting evidence for each year of the proposed charter term and found the school has provided a reasonable and conservative plan to open the school in a strong financial position. Based on the foregoing, the Institute anticipates Diamond Charter School will be fiscally sound.

NOTIFICATION & PUBLIC COMMENTS

The Institute notified the district as well as public and private schools in the same geographic area of the proposed school about receipt of the proposal, and posted it on the Institute’s website for public review. The district scheduled a public hearing pertaining to the proposed school for July 29, 2024. The Institute carefully reviews and considers all district and public comments received prior to finalizing its recommendation. Any district comments and a summary of public comments is provided in Appendix A.

PREFERENCE SCORING

Education Law § 2852(9-a)(c) requires authorizers to establish a scoring rubric and grant priority to applications meeting both statutory and authorizer standards. The purpose of the preference criteria is to prioritize proposals in the event that the number of proposals meeting the SUNY Trustees' requirements exceeds the maximum number of charters to be issued. The RFP identified the minimum eligibility requirements and mandated preference criteria required by Education Law § 2852(9-a)(c), as described in greater detail below, as well as SUNY's additional criteria. The Diamond proposal met the eligibility requirements, as evidenced by the following:

- the proposal was sufficiently complete, i.e., it included a Transmittal and Summary form, Proposal Summary, and responses to all RFP requests as prescribed by the Institute;
- the proposal included a viable plan to meet the enrollment and retention targets established by the SUNY Trustees for students with disabilities, ELLs, and students who are eligible to participate in the FRPL program (as detailed in Request 5); and,
- the proposal provided evidence of public outreach that conforms to the Act and the process prescribed by the SUNY Trustees for the purpose of soliciting and incorporating community input regarding the proposed charter school and its academic program (as detailed in Request 4).

As Diamond's proposal submission met the eligibility criteria, the Institute's evaluation continued with a full review of the proposal, an interview of the application team and proposed board of trustees, and requests for clarification and/or amendments to the proposal. The review process then continued with an evaluation of the proposal in relation to the nine Preference Criteria contained in the RFP for which proposals can earn credit as described in the RFP's Preference Scoring Guidance. The Preference Criteria, in addition to eligibility criteria and the overall high standards established by the SUNY Trustees, include the mandatory objectives set forth in Education Law §§ 2852(9-a)(c)(i)-(viii).

Pursuant to the RFP, in compliance with the requirements for new charter applications set forth in Education Law § 2852(9-a), the Institute recommends the SUNY Trustees approve the application for one new charter as proposed. Diamond Charter School earned a score of 23.20 preference points out of a maximum of 39. Based on this score and the other information and findings set forth herein, the Institute recommends that the SUNY Trustees approve the application for Diamond Charter School, which does not exceed the statutory limit in Education Law § 2852(9)(a).

CONCLUSION & RECOMMENDATIONS

Based on its review and findings, the Institute recommends the SUNY Trustees approve the proposal to establish Diamond Charter School.

APPENDIX A:

SUMMARY OF PUBLIC COMMENTS RECEIVED

SUMMARY OF PUBLIC COMMENTS RECEIVED DURING THE SUNY PUBLIC COMMENT PERIOD THROUGH OCTOBER 2, 2024

On or about July 3, 2024, in accordance with Education Law § 2857(1), the Institute notified the district as well as public and private schools in the same geographic area of the proposed school about receipt of the proposal to establish Diamond. The notice reminded the district that the New York State Commissioner of Education's regulations require the school district to hold a public hearing within 30 days of the notice for each new charter application. A redacted copy of the Diamond proposal was also posted on the [Institute's website](#) for public review.

The Hempstead Union Free School District held its required hearing for Diamond Charter School's new school proposal on July 29, 2024 and provided the Institute with a summary of comments made. The superintendents from Hempstead Union Free School District, Baldwin Union Free School District, and Uniondale Union Free School District spoke in general opposition to charter schools alleging they do not accept students with disabilities or newly arrived students from other countries and opposing the diversion of district school funds. They also spoke in opposition to the school due to alleged lack of connections to the district. The president of the Hempstead Union Free School District's Board of Education spoke in general opposition stating that the district does not need charter schools. Assembly member Brian Curran and Nassau County Legislator Siela Bynoe spoke in opposition to a new charter school in Hempstead, reiterating points from prior speakers. Representatives from the Hempstead and Freeport-Roosevelt branches of the National Association for the Advancement of Colored People ("NAACP") spoke in opposition to charter schools alleging charter schools are not held accountable and counsel out students. A representative from the Long Island Federation of Labor spoke in opposition, reiterating points of previous speakers. Two representatives from the teachers' union and a special education district teacher spoke in opposition alleging the district schools already provide all the proposed opportunities and services such as the International Baccalaureate program and that charter schools do not support students with IEPs and ELLs. Four community members spoke in general opposition to charter schools. Two representatives from the founding team were present at the hearing in support of Diamond.

The applicants provided evidence of support in the form of letters from US Congress Member Anthony D'Esposito; Nassau County Executive Bruce Blakeman; Rev. Rudis A. Granado, Pastor of the Iglesia Pentecostal Maranatha; and Fr. Roland P. Pereira, Our Lady of Loretto Catholic Church. The letters indicated support for the school based on the need for additional high-quality school choices for parents and families in the district given disparities in performance at district schools, the founding team's commitment to the community, the proposed school's innovative curriculum and commitment to provide individualized student supports, and concerns about turnover and instability in district leadership. The applicants also provided evidence of support in the form of 185 petition signatures from community residents expressing their support for the school.

APPENDIX B: DISTRICT INFORMATION

Hempstead UFSD Kindergarten through Grade 5 Demographics 2022-23

Grade Level District Student Enrollment Subgroups Data

			Total Enrollment (K-5):
			2,284
Race/Ethnicity	Hispanic	78.8%	1,799
	Black	18.6%	424
	Asian	1.7%	39
	Multiracial	0.8%	19
	White	0.1%	3
	American_Indian	0.0%	0
At-Risk Subgroups	ED	67.1%	1,533
	ELL	53.4%	1,220
	SWD	11.4%	260

ELA Proficiency Grades 3 through 5 2022-23

All Students	27.0%
Economically Disadvantaged	27.5%
English Language Learner	11.1%
Students with Disabilities	12.0%

Math Proficiency Grades 3 through 5 2022-23

All Students	27.8%
Economically Disadvantaged	28.7%
English Language Learner	16.5%
Students with Disabilities	14.1%



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