



THE STATE EDUCATION DEPARTMENT / THE UNIVERSITY OF THE STATE OF NEW YORK / ALBANY, NY 12234

TO: P-12 Education Committee
FROM: John B. King, Jr.
SUBJECT: Proposed Charters Authorized by the Trustees of the State University of New York (SUNY)
DATE: November 19, 2010

AUTHORIZATION(S):

SUMMARY

I recommend that the Board of Regents approve the proposed charters for the following Charter Schools authorized by the Board of Trustees of the State University of New York (SUNY):

- True North Genesee Preparatory Charter School
- Achievement First Aspire Charter School
- Boys Preparatory Charter School of New York
- East Harlem Scholars Academy Charter School (originally approved by SUNY Board of Trustees as EHTP Pact Charter School)
- Explore Excel Charter School
- Invictus Preparatory Charter School
- Heketi Community Charter School
- The New Visions Charter High School for the Humanities
- The New Visions Charter High School for Advanced Math and Science
- Our World Neighborhood Charter School II
- Innovate Manhattan Charter School

The proposed charters were approved by the SUNY Board of Trustees at their meetings on May 11, 2010, September 15, 2010 and November 17, 2010, in their capacity as charter school authorizers under Article 56 of the Education Law and were approved by the SUNY Board of Trustees as 11 of the 17 remaining charters that they can authorize pursuant to the 2007 charter school statute cap.

The tables on the following pages outline information about the proposed charters. Additional information about the applications and proposed charters is included in the attached Summaries of Findings and Recommendations presented to the SUNY Board of Trustees concerning these Charter Schools.

Reasons for Recommendation

(1) The charter schools described in the proposed charters meet the requirements set out in Article 56 of the Education Law, and all other applicable laws, rules, and regulations; (2) the applicants can demonstrate the ability to operate the school in an educationally and fiscally sound manner; and (3) approving and issuing the proposed charter is likely to improve student learning and achievement and materially further the purposes set out in subdivision two of section twenty-eight hundred fifty of Article 56 of the Education Law.

Motion for Approval

VOTED: That the Board of Regents approves and issues the charter of the True North Genesee Preparatory Charter School as proposed by the Trustees of the State University of New York (SUNY) and issues a provisional charter to it for a term of five years, up through and including December 13, 2015.

The Regents action for True North Genesee Preparatory Charter School is effective immediately.

VOTED: That the Board of Regents approves and issues the charter of the Achievement First Aspire Charter School as proposed by the Trustees of the State University of New York (SUNY) and issues a provisional charter to it for a term of five years, up through and including December 13, 2015.

The Regents action for Achievement First Aspire Charter School is effective immediately.

VOTED: That the Board of Regents approves and issues the charter of the Boys Preparatory Charter School of New York as proposed by the Trustees of the State University of New York (SUNY) and issues a provisional charter to it for a term of five years, up through and including December 13, 2015.

The Regents action for Boys Preparatory Charter School of New York is effective immediately.

VOTED: That the Board of Regents approves and issues the charter of the East Harlem Scholars Academy Charter School as proposed by the Trustees of the State University of New York (SUNY) and issues a provisional charter to it for a term of five years, up through and including December 13, 2015.

The Regents action for East Harlem Scholars Academy Charter School is effective immediately.

VOTED: That the Board of Regents approves and issues the charter of the Explore Excel Charter School as proposed by the Trustees of the State University of New York (SUNY) and issues a provisional charter to it for a term of five years, up through and including December 13, 2015.

The Regents action for Explore Excel Charter School is effective immediately.

VOTED: That the Board of Regents approves and issues the charter of the Invictus Preparatory Charter School as proposed by the Trustees of the State University of New York (SUNY) and issues a provisional charter to it for a term of five years, up through and including December 13, 2015.

The Regents action for Invictus Preparatory Charter School is effective immediately.

VOTED: That the Board of Regents approves and issues the charter of the Heketi Community Charter School as proposed by the Trustees of the State University of New York (SUNY) and issues a provisional charter to it for a term of five years, up through and including December 13, 2015.

The Regents action for Heketi Community Charter School is effective immediately.

VOTED: That the Board of Regents approves and issues the charter of The New Visions Charter High School for the Humanities as proposed by the Trustees of the State University of New York (SUNY) and issues a provisional charter to it for a term of five years, up through and including December 13, 2015.

The Regents action for The New Visions Charter High School for the Humanities is effective immediately.

VOTED: That the Board of Regents approves and issues the charter of The New Visions Charter High School for Advanced Math and Science as proposed by the Trustees of the State University of New York (SUNY) and issues a provisional charter to it for a term of five years, up through and including December 13, 2015.

The Regents action for The New Visions Charter High School for Advanced Math and Science is effective immediately.

VOTED: That the Board of Regents approves and issues the charter of the Our World Neighborhood Charter School II as proposed by the Trustees of the State University of New York (SUNY) and issues a provisional charter to it for a term of five years, up through and including December 13, 2015.

The Regents action for Our World Neighborhood Charter School II is effective immediately.

VOTED: That the Board of Regents approves and issues the charter of the Innovate Manhattan Charter School as proposed by the Trustees of the State University of New York (SUNY) and issues a provisional charter to it for a term of five years, up through and including December 13, 2015.

The Regents action for Innovate Manhattan Charter School is effective immediately.

Attachments

Attachment

Name of Proposed Charter School	True North Genesee Preparatory Charter School
Lead Applicant(s)	Doug Lemov
Management Company	Uncommon Schools, Inc.
Other Partner(s)	None
District of Location	Rochester City School District
Opening Date	August 2011
Grade Levels/Number of Students	Opening with 78 students in 5 th grade, adding 78 kindergarten students in its second year, and growing to include 594 students in K-3 rd and 5 th -8 th grades at the end of the first charter term.
Date Approved by SUNY Board of Trustees	May 11, 2010

Name of Proposed Charter School	Achievement First Aspire Charter School
Lead Applicant(s)	Lesley Redwine
Management Company	Achievement First, Inc.
Other Partner(s)	None
District of Location	New York City, CSD 19
Opening Date	August 2011
Grade Levels/Number of Students	Opening with 166 students in K and 1 st grade and growing to include 501 students in K-5 th grade at the end of the first charter term.
Date Approved by SUNY Board of Trustees	May 11, 2010

Name of Proposed Charter School	Boys Preparatory Charter School of New York
Lead Applicant(s)	Miriam Raccah
Management Company	Public Preparatory Network, Inc.
Other Partner(s)	None
District of Location	New York City, CSD 7 or 8
Opening Date	August 2011
Grade Levels/Number of Students	Opening with 132 students in K and 1 st grades; growing to 396 students in K through 5 th grades
Date Approved by SUNY Board of Trustees	May 11, 2010

Name of Proposed Charter School	East Harlem Scholars Academy Charter School
Lead Applicant(s)	Jeff Ginsburg and Thomas L. Webber
Management Company	East Harlem Tutorial Program, Inc.
Other Partner(s)	None
District of Location	New York: CSD 4
Opening Date	August 2011
Grade Levels/Number of Students	Opening with grades 100 students in K and 1 st grade and growing to include 300 students in K – 5 th grade
Date Approved by SUNY Board of Trustees	May 11, 2010 (approved as EHTP Pact Charter School)

Name of Proposed Charter School	Explore Excel Charter School
Lead Applicant(s)	Morty Ballen
Management Company	Explore Schools, Inc.
Other Partner(s)	None
District of Location	New York: CSD 17 or 18
Opening Date	August 2011
Grade Levels/Number of Students	Opening with 168 students in K – 2 nd grade and growing to include 396 students in K – 6 th grade
Date Approved by SUNY Board of Trustees	May 11, 2010

Name of Proposed Charter School	Invictus Preparatory Charter School
Lead Applicant(s)	Clifford Thomas
Management Company	None
Other Partner(s)	None
District of Location	New York: CSD 19
Opening Date	August 2011
Grade Levels/Number of Students	Opening with 90 students in 5 th grade and growing to include 360 students in 5 th – 8 th grade
Date Approved by SUNY Board of Trustees	May 11, 2010

Name of Proposed Charter School	Heketi Community Charter School
Lead Applicant(s)	Cynthia Rosario
Management Company	None
Other Partner(s)	None
District of Location	New York City Community School District 7
Opening Date	August 2011
Grade Levels/Number of Students	Opening with 88 students in Kindergarten and 1 st grade; growing to 240 students in Kindergarten through 5 th grade
Date Approved by SUNY Board of Trustees	September 15, 2010

Name of Proposed Charter School	The New Visions Charter High School for the Humanities
Lead Applicant(s)	Brad Haggerty
Management Company	New Visions for Public Schools, Inc.
Other Partner(s)	None
District of Location	New York City Community School District 7
Opening Date	Opening with 125 students in 9 th grade; growing to 566 students in 9 th through 12 th grades
Grade Levels/Number of Students	August 2011
Date Approved by SUNY Board of Trustees	September 15, 2010

Name of Proposed Charter School	The New Visions Charter High School for Advanced Math and Science
Lead Applicant(s)	Julie Chun
Management Company	New Visions for Public Schools, Inc.
Other Partner(s)	None
District of Location	New York City Community School District 7
Opening Date	August 2011
Grade Levels/Number of Students	Opening with 125 students in 9 th grade; growing to 566 students in 9 th through 12 th grades
Date Approved by SUNY Board of Trustees	September 15, 2010

Name of Proposed Charter School	Our World Neighborhood Charter School II
Lead Applicant(s)	Steven Zimmerman
Management Company	None
Other Partner(s)	None
District of Location	New York City Community School District 30
Opening Date	August 2011
Grade Levels/Number of Students	Opening with 104 students in Kindergarten and 1 st grades; growing to 312 students in Kindergarten through 5 th grades
Date Approved by SUNY Board of Trustees	September 15, 2010

Name of Proposed Charter School	Innovate Manhattan Charter School
Lead Applicant(s)	Claudia Hindo
Management Company	Kunskapsskolan Education AB
Other Partner(s)	None
District of Location	New York City Community School District 2
Opening Date	September 2011
Grade Levels/Number of Students	Opening with 132 students in 6 th and 7 th grades; growing to 198 students in 6 th through 8 th grades
Date Approved by SUNY Board of Trustees	November 17, 2010



Charter Schools Institute
The State University of New York

Summary of Findings and Recommendations

*Application to Establish the
True North Genesee Preparatory Charter School*

May 3, 2010

Executive Summary

The application to establish the True North Genesee Preparatory Charter School (“Genesee Prep”), to be located in the Rochester City School District, was submitted by Lead Applicant Doug Lemov to the Charter Schools Institute on January 11, 2010. The lead applicant and founding team propose to open the school in August 2011 with 78 5th grade students in its first year, adding subsequent middle school grades each year and in the school’s second year also beginning its elementary program by adding 78 kindergarten students. The school would grow to serve 594 students in Kindergarten through 3rd grade and 5th through 8th grade during the initial charter period.

The mission of the proposed charter school would be to prepare all students to enter and succeed in college through effort, achievement and the content of their character. The school plans to achieve its mission by relentlessly focusing on the mastery of standards in each subject so that each student will achieve proficiency on the New York State assessments. The school ultimately plans to serve students in Kindergarten through 8th grade.

The Charter Schools Institute recommends that the Board of Trustees of the State University of New York approve the charter application for the True North Genesee Preparatory Charter School.

Background and Description

An application to establish the True North Genesee Preparatory Charter School in Rochester, New York was submitted to the Institute on January 11, 2010. The Institute conducted a rigorous review, including an extensive staff review as well as review by a panel of nationally renowned experts in the charter school arena. Pursuant to its review protocols, the Institute has met with the lead applicant and founding board members and has required the applicant to revise, clarify and otherwise amend the application in numerous respects. In addition, the Chair of the SUNY Trustees’ Charter Schools Committee had an opportunity to interview the lead applicant and founding board members.

The proposed school would open with 78 students in 5th grade, adding subsequent middle school grades each year and in the school’s second year also beginning its elementary program by adding 78 kindergarten students. The school would grow to include 594 students in Kindergarten through 3rd grade and 5th through 8th grade during the initial charter period. The founding team envisions a school that ultimately prepares students to succeed in college, although they are very cognizant of the fact that the students must first succeed in middle and high school.

To achieve its mission, the design of the Genesee Prep educational program is based on other successful urban charter schools, such as the Academy of the Pacific Rim Charter Public School, Roxbury Preparatory Charter School, Boston Collegiate Charter School (formerly known as the South Boston Harbor Academy Charter School) and North Star Academy Charter School of Newark, New Jersey, some of the highest performing urban public charter schools in the country. In addition, the School will be modeled after the more recently opened True North Rochester Preparatory Charter School in Rochester which the applicant founded and is authorized by the SUNY Trustees. In the 2008-09 school year, when True North Rochester Prep enrolled 5th through 7th grade students, the school significantly outperformed students enrolled in the same tested grades of the Rochester City School District in both English language arts and mathematics. In English language arts, 95 percent of True North Rochester Prep’s students achieved proficiency on state assessments as opposed to 62 percent of district students enrolled in the same tested grades. In mathematics, 99 percent of True North Rochester Prep’s students achieved proficiency while only 62 percent of district students met

that bar. The SUNY Trustees also authorize another replica of this model, the True North Troy Preparatory Charter School; that school is currently in its first year of operation.

The school's quest for excellence will be buttressed by nine "*Design Principles*." Those principles include: 1) maximizing student academic achievement as the first job of the school; 2) teachers must be trained, developed and supported through consistent, deliberate and frequent training within the school; 3) resources, especially time, will be dedicated to developing excellence in reading, writing and mathematics; 4) the school will instill both core knowledge and skills, and higher-order learning; 5) to increase student achievement, the School will implement a structured and rigorous system of behavioral standards and develop a School culture that inspires students to seek excellence; 6) great educators embrace their responsibility for and authority over the classroom; 7) teachers and administrators develop close and meaningful relationships with students via candor, firmness, caring and respect; 8) great educators assiduously maintain the highest expectations; and 9) a successful school environment must communicate, teach, and promote values that build integrity, leadership, character and the habits which drive success.

Genesee Prep would target students at risk of academic failure. Key design elements would include: a longer school day (7:45 a.m. - 4:40 p.m., except Fridays when students would be dismissed early to allow time for staff professional development); a longer school year (195 days plus 10 additional days for students who require enrichment or remediation); extra attention in English language arts, with elementary students receiving over 15 hours of instruction and middle academy students receiving 14 hours of instruction per week; extra attention in mathematics, with elementary students receiving 80 minutes and middle students receiving 135 minutes of instruction per day (except Fridays when they will receive 75 minutes); and character education infused into all elements of the school's program. Science/technology and history would be taught in alternate semesters. Genesee Prep would use the same diagnostic assessments, constantly refined, aligned to State standards, and coinciding with its own scope and sequence as other True North schools. In addition to the required New York State Testing program assessments, the school would also administer the TerraNova assessment, University of Chicago Urban Education Institute's STEP assessment to measure literacy in Kindergarten through 3rd grade, and the Dynamic Indicators of Basic Early Literacy Skills in the middle grades.

At full capacity, Genesee Prep's daily operations would be managed by the principal, who would lead an administrative team consisting of: an operations manager who would manage facility and administrative operations; a dean of students who would help promote and manage school culture, student discipline, and family outreach; and a special education coordinator who would oversee all special education issues. The principal would also be an instructional leader and oversee all teachers.

Genesee Prep intends to contract with Uncommon Schools, Inc. (USI), a non-profit charter management organization originally established in 1996 to provide support for North Star Academy Charter School in Newark, New Jersey. USI starts and manages urban college preparatory charter schools. By the fall of 2010, USI will manage 23 schools in New York City, upstate New York, and Newark, New Jersey, 13 of which have been authorized by the SUNY Trustees (the earliest in 2003). USI would provide Genesee Prep, "with essential services that will allow the school leader to focus on instructional leadership. USI would manage program design and development; teacher recruitment; training for teachers, school leaders, and other staff; facility acquisition and financing; financial management; fund development; technology; legal counsel [for day-to-day school issues but not for the School board]; and marketing and advocacy." USI receives some philanthropic support from a variety of national and local funders. Most of that funding is multi-year and general operating support. USI anticipates that it will be fully sustainable through public dollars in 2013-14,

though it will continue to seek philanthropic support for individual schools. USI appears at the present time and for the foreseeable future to be fiscally sound. The Genesee Prep board of trustees would enter into a management contract with USI that would outline the specific set of services to be provided and the per pupil fees to be paid to USI. The proposed agreement, included in the application, stipulates an initial fee equal to ten percent of per pupil funding during the school's first three years of operation, decreasing to 9.5 percent in the fourth year and 9 percent in the fifth year. (As with all management agreements, the Institute reviews the contract on behalf of the SUNY Trustees and pursuant to the charter agreement).

As with other divisions of USI, the managing director of True North Public Schools will serve the Genesee Prep in a superintendency capacity, managing the school – but ultimately responsible to the school's board for his performance. In keeping with that structure, the school's principal will serve as the school leader and report to the school's board of trustees. At the same time, however, the school's principal will report to and be monitored by the managing director of True North Public Schools, who is Doug Lemov, (the lead applicant). This dual reporting structure will ensure that the school's board of trustees is fully attuned to the school's performance (and does not receive only information regarding True North Public Schools' performance from the True North Public Schools superintendent). However, at the same it will also allow True North Public Schools to implement the model that the school's board of trustees has retained it to implement. Day-to-day, the school's principal, together with the oversight, mentoring and input of True North Public Schools, will implement the mission and the policies set by the school's board of trustees, hire and supervise all school-based staff, and observe, evaluate, and provide professional development to teachers as the instructional leader of the school.

Genesee Prep's principal will be selected from among the existing leadership team at True North Rochester Preparatory Charter School. This model of internal promotion to leadership ensures continuity and effective practices and reduces the risk of a poor leadership hire. Once selected, the principal will participate in Uncommon Schools' year-long fellowship for instructional leaders that includes professional development and advanced hands-on experience at a successful school (almost assuredly Rochester Prep) to ensure an excellent start to each school. The school's board of trustees can refuse to hire this individual with a super-majority vote of the trustees who are not affiliated with True North Public Schools. In the same way, the board can vote to fire the principal over the objections of True North Public Schools. A simple majority of non-affiliated board members can vote to not renew the contract with Uncommon Schools, Inc. upon its termination or sooner terminate the contract for cause. If the contract is terminated other than for cause prior to the end of the contract period, the school would pay financial penalties on a sliding scale representing USI's investment in the start-up of the school. Again, this strikes a balance between maintaining the school board's ultimate authority while also allowing True North Public Schools to implement the program it was retained to implement.

The proposed board of trustees of the School, whose backgrounds and expertise reflect a variety of talents and skills, would be the same individuals that comprise the board of the True North Rochester Preparatory Charter School. However, each board would have a different chairperson. Based on Institute staff's discussion with the proposed board members, they appear to: clearly understand the roles and responsibilities of a charter school board of trustees; have the ability to ensure the appropriate and effective operation of the proposed charter school, including providing effective oversight over the performance not only of the school's administrators but of True North Public Schools (such as negotiating the initial contact and determining True North's compliance and performance thereto); and have the capacity to effectively govern and fulfill their fiduciary duties

relative to two charter schools. Two school board members are affiliated with USI (the maximum allowable under the SUNY charter agreement), and the School board has developed policies to ensure that these members will recuse themselves from voting on issues involving the performance of True North Public Schools or Uncommon Schools, Inc. The proposed initial members of Genesee Prep's board of trustees are set forth below:

1. **Doug Lemov** (Lead Applicant) – Managing Director, True North Public Schools, Uncommon Schools, Inc.; former President of School Performance Inc.; former Vice President of Accountability for SUNY Charter Schools Institute; board member of the New York Charter Schools Association and KIPP Tech Valley Charter School; M.B.A., Harvard University.
2. **Susan Adsit** – President and CEO, Junior Achievement of Rochester; former Vice President for the Chase Manhattan Bank (now JPMorgan Chase); Board Vice Chairperson of Alfred State College Development Fund Board.
3. **James S. Gleason** – Chairman of the Board of Directors and former President and C.E.O. of the Gleason Corporation; numerous board positions (including True North Rochester Preparatory Charter School); M.B.A., Simon School of the University of Rochester.
4. **G. Jean Howard** – Chief of Staff for the City of Rochester; former Founding Executive Director of Wilson Commencement Park; numerous board positions (including True North Rochester Preparatory Charter School); M.S. in Education, Indiana University.
5. **Bob Howitt** – Executive Director, WKBJ Foundation; trustee of USI and numerous Uncommon Schools Inc. charter schools.
6. **Joseph Klein** – President and C.E.O. of Klein Steel Service Inc.; active in numerous education related programs, including the board of True North Troy and Rochester Preparatory Charter Schools.
7. **Geoffrey Rosenberger** – Managing Member of Lily Pon Ventures, LLC; numerous board positions (including True North Rochester Preparatory Charter School); M.B.A., University of Kentucky and is a CFA.
8. **Hugh Scott** – Principal Consultant for Xerox Corporation.
9. **Rebecca Sumner** – Executive Director, Cancer Wellness Spa of Greater Rochester; former administrator and instructor at Nazareth College and the University of Rochester; board member of True North Rochester Preparatory Charter School; Ph.D. in English, University of Rochester.

At the time of application submission, Genesee Prep had not identified a facility. The founders of the school, along with USI, acquired extensive knowledge of Rochester's school facility options in opening True North Rochester Prep's elementary and middle school sites and are weighing options including the possibility of using space in or near Rochester Prep. In addition, the founding team has identified possible locations including two former Catholic school buildings, the former site of Rochester Leadership Academy Charter School (closed by the SUNY Trustees in 2005), a former

Rochester City School District building, and other facilities that could be renovated to accommodate the proposed charter school.

The estimated fiscal impact of the True North Genesee Preparatory Charter School on its district of location, the Rochester City School District, is summarized below.

Number of Students	Per Pupil Aid Rate Assumed	Per Pupil Aid Revenue Only	Total Dollars to Charter School from Rochester CSD (including SPED)	Total Budget for Rochester CSD (in millions)	(%) of Total Rochester CSD Budget
78 (2011-12 school year – year 1)	\$11,183	\$869,590	\$978,699	\$741.997	0.132%
594 (2015-16 school year – year 5)	\$12,587	\$7,476,420	\$8,407,106	\$835.124	1.007%

The school’s calculations assume that there will be an annual increase in per pupil aid of 3% over the span of the charter period. The Institute obtained the Rochester City School District budget figures from the latest 2009-10 budget book and district profile published on the Rochester City School District website. There was no clear information at either location regarding budget projections for years 2010-11 thru 2015-16 so a 3% increase in spending was assumed for those years. It should be noted that school district estimates are subject to unpredictable increases and decreases in any given year. The Institute’s calculations do not account for federal Title I funds, other federal grants and/or funds provided and to be received by the school since the school’s main funding stream is the per pupil aid. However, Genesee Prep has included in its application calculations accounting for federal Title I funds, other federal grants and/or funds provided by the district and to be received by the school.

The applicant made an assessment, and the Institute concurs, that the fiscal impact of the proposed school on both the Rochester City School District and nonpublic schools in the same geographic area would be minimal.

The number of students on the wait list for the True North Rochester Preparatory Charter School (that is in the same geographic area as the proposed True North Genesee Preparatory Charter School) reflects a satisfactory level of community interest and support for the proposed charter school. At the time of submitting the application to establish the True North Genesee Preparatory Charter School, True North Rochester Preparatory Charter School’s wait list included 166 students in kindergarten through eighth grades.

The application for the School also highlighted recent editorials in the Rochester *Democrat and Chronicle* newspaper as evidence of the level and extent of community support for the proposed charter school. One editorial “advocated that the district try to replicate the success of True North Rochester Preparatory [Charter] School.” [November 22, 2009]. In another editorial, the writer stated that the Secretary of Education, Arne Duncan, might want to take a look at the True North Rochester Charter School as follows: “True North is blowing up the idea that pushing poor city kids too hard with discipline and high daily expectations will produce pushback and more dropouts.... The results? Impressively high test scores. Astonishing, in fact...City school Superintendent Jean-

Claude Brizard, like Duncan, is looking for fresh ideas that he can replicate. True North offers some true guidance in that regard.” [May 14, 2009].

The Rochester City School District and public and nonpublic schools in the same geographic area of the proposed school were notified of the Institute’s receipt of this application and its right to comment on it. (Copies of the notification letters are on file in the Albany office of the Institute). None of the notified schools or the school district chose to comment on the application for the School.

Findings

Based on the comprehensive review of the application, discussion with national experts and interviews of the applicant and the proposed school board of trustees, the Institute makes the following findings.

1. The charter school described in the application meets the requirements of Article 56 of the Education Law (as amended) and other applicable laws, rules, and regulations as reflected in (among other things):
 - the inclusion of appropriate policies and procedures for the provision of services and programs for students with disabilities and English language learners;
 - the required policies for addressing the issues related to student discipline, complaints, personnel matters, health services, Freedom of Information Law (FOIL), and the Open Meetings Law;
 - the inclusion of the proposed by-laws for the operation of the school’s board of trustees; and
 - the inclusion of an analysis of the projected fiscal and programmatic impact on surrounding public and private schools.

2. The applicant has demonstrated the ability to operate the school in an educationally and fiscally sound matter as reflected in (among other things):
 - the provision of an educational program that meets or exceeds the State performance standards;
 - the articulation of a culture of self-evaluation and accountability at both the administrative and board level;
 - the student achievement goals articulated by the applicant;
 - an appropriate roster of educational personnel;
 - a sound mission statement;
 - a comprehensive assessment plan;
 - the provision of 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 its anticipated enrollment; and
 - the inclusion of descriptions of programmatic and independent fiscal audits, with fiscal audits occurring at least, annually.
3. Granting the application is likely to improve student learning and achievement and materially further the purposes of the Charter Schools Act (as amended). This finding is reflected by (among other things):
- the inclusion of a curriculum crosswalk document that specifies how the proposed curriculum will ensure that students will meet or exceed the performance standards of the Board of Regents;
 - a comprehensive plan to assess student achievement through the use of State tests, externally-verifiable standardized tests and other diagnostic assessments;
 - the articulation of strategies to amend and differentiate instruction where assessment data indicates such need;
 - the staffing of classes with high-quality teachers;
 - the selected principal participating in Uncommon Schools, Inc.'s year-long fellowship for instructional leaders that includes professional development and advanced hands-on experience at a successful school to ensure an excellence start to each school;
 - the inclusion of significant opportunities for professional development of the school's instructional staff throughout the year;
 - an academic program that focuses on the core subjects of English language arts, mathematics, history/social studies and science;
 - the inclusion of regularly scheduled time for teachers to provide one-on-one and/or small group instruction to students;
 - a commitment to providing an educational program focused on outcomes, not inputs;
 - the conscious modeling of the school on some of the most successful middle schools in inner-cities across the United States; and
 - the oversight and support of a cadre of respected school professionals, who have successfully led and demonstrated achievement in inner-city charter schools.

Conclusion and Recommendations

Based on its review and findings, the Charter Schools Institute recommends that the SUNY Board of Trustees approve the application to establish the True North Genesee Preparatory Charter School to open in Rochester, New York in August of 2011.

True North Genesee Preparatory Charter School

Rochester, New York

Basic Identification Information

Lead Applicant:	Doug Lemov
Management Co.:	Uncommon Schools, Inc.
Other Partners:	None
Location (District):	Rochester City School District
Student Pop./Grades:	Opening with 78 students in 5 th grade, adding 78 kindergarten students in its second year, and growing to include 594 students in K-3 rd and 5 th -8 th grades at the end of the first charter term.
Opening Date:	August 2011

School District of Proposed Location Profile

Rochester City School District			
Enrollment (2008-09):		32,132	
Percent (2008-09):			
White:		11	
African-American:		65	
Hispanic:		22	
Asian, Other:		2	
Percent Participating in Federal Lunch Program (2008-09):			
Free Lunch:		75	
Reduced Price Lunch:		7	
Percent Proficient on State Exams (2008-09)			
English Language Arts		Mathematics	
Grade	Percent Proficient	Grade	Percent Proficient
3	49	3	79
4	57	4	65
5	64	5	68
6	70	6	65
7	53	7	58
8	43	8	43

Source: Demographic data is from the New York State Accountability and Overview Report 2008-09; test data are from the 2008-09 results released on the State Education Department website.



Charter Schools Institute
The State University of New York

Summary of Findings and Recommendations

Application to Establish the Achievement First Aspire Charter School

May 3, 2010

Executive Summary

The application to establish the Achievement First Aspire Charter School (“AF Aspire”), to be located CSD 19 (Brooklyn) in New York City, was submitted to the Charter Schools Institute by lead applicant Leslie Esthers Redwine on January 11, 2010. AF Aspire would open in August of 2011 serving 166 students in Kindergarten and 1st grade, growing to serve 501 students in Kindergarten through 5th grade during the initial charter term. The mission of the proposed charter school is to provide students with the academic and character skills they need to excel in top colleges, to succeed in a competitive world, and to serve as the next generation of leaders in their communities. Ultimately (after renewal of the proposed charter), the founders envision a Kindergarten through 12th grade school serving 966 students. The school board would contract with Achievement First, Inc. (“Achievement First”), a not-for-profit charter management organization.

The Charter Schools Institute recommends that the Board of Trustees of the State University of New York approve the charter application of the Achievement First Aspire Charter School.

Background and Description

An application to establish the Achievement First Aspire Charter School in Brooklyn was submitted to the Institute on January 11, 2010. The Institute conducted a rigorous review, including an extensive staff review as well as review by a panel of nationally renowned experts in the charter school arena. Pursuant to its review protocols, the Institute has met with the lead applicants and founding board members and has required the applicant to revise, clarify and otherwise amend the application in numerous respects. In addition, the Chair of the SUNY Trustees’ Charter Schools Committee had an opportunity to interview the lead applicant and founding board members.

The school would open with 166 students in Kindergarten and 1st grade and grow to include 501 students in Kindergarten through 5th grade in the initial charter term. The founding team envisions a school focused on strengthening the academic and character skills needed for all students to ultimately excel in top tier colleges, to achieve success in a competitive world, and to serve as the next generation of leaders in their communities. Eventually the school’s founders hope to grow the school through the 12th grade and enroll 966 students.

To achieve its mission, the design of the educational program of the school is based on the Achievement First school model, a model first developed and tested at the Amistad Academy in Connecticut, which has shown success in significantly increasing the achievement of students at-risk of academic failure. This model has been successfully replicated at Elm City College Preparatory Elementary and Middle Schools in New Haven, Connecticut, as well as in New York at the Achievement First Crown Heights Charter School, Achievement First East New York Charter School and Achievement First Endeavor Charter School (all in Brooklyn and authorized by the New York City Schools Chancellor). The SUNY Trustees have also authorized three charter schools in Brooklyn as well that engage the services of Achievement First: Achievement First-Bushwick (approved in January 2006 and opened in the fall of 2006), Achievement First Brownsville (approved in October of 2007 and opened in the fall of 2009), and Achievement First North Crown Heights (approved in January of 2008 and will open in the fall of 2010). Primary design elements include: 1) unwavering focus on student achievement; 2) consistent, proven, standards-based curriculum; 3) Interim assessments and strategic use of performance data; 4) more time on task; 5) principals with the power to lead; 6) increased supervision of the quality of instruction; 7) aggressive recruitment of

talent; 8) disciplined, achievement-oriented school culture; 9) rigorous, high-quality focused training for principals and leaders; and 10) parents and community as partners. The model also provides two teachers per classroom for students in Kindergarten through 2nd grade and divides schools into “Academies” of, eventually, Kindergarten through 4th grade, 5th through 8th grade, and 9th through 12th grade.

The original school on which the Achievement First model is based, the Amistad Academy, has consistently shown great success in closing the achievement gap in New Haven. On Connecticut’s Mastery Test in 2002 through 2009, Amistad students (who are 98% students of color and 80% eligible for free/reduced lunch) outperformed the state averages in reading and mathematics. In the 2008-09 school year, Achievement First-Bushwick Charter School, serving grades 3-7, outperformed its community school district of location in both English language arts and mathematics: 72% of students were proficient or higher on the State English language arts assessment; and 92% were proficient or higher on the State mathematics assessment. Achievement First Brownsville Charter School opened in the fall of 2009 with students in Kindergarten through 2nd grade, and does not yet have State assessment data.

The School has developed its curriculum based on New York State standards, using Achievement First’s proprietary Math, Writing and REACH (character) programs, SRA reading, FOSS Science, and Scott Foresman and History Alive for social studies. In the middle school, the curriculum will be based on that used at Amistad Academy and currently in use at Achievement First-Bushwick Charter School.

Achievement First Aspire would be the seventh school in Brooklyn managed by the Achievement First network. The proposed management agreement with Achievement First would become effective upon the approval of the school’s charter and approval by the Institute. Achievement First is the non-profit entity formed by the leaders of Amistad Academy to provide schools with access to the fundamental characteristics of the Amistad Academy model and its elementary school counterpart, first modeled in New Haven at the Elm City schools. Achievement First’s primary goal is to fully close the academic achievement gap between urban students and suburban students. Achievement First will provide, on a fee-for-service basis, a menu of support services such as start-up support, principal training and evaluation, staff recruitment, curriculum, staff development, budget, fundraising, information technology, school evaluation and marketing/advocacy. The school would compensate Achievement First with 10% of its basic per pupil revenues for the first five years of operation. (As with all management agreements, the Institute will review the final proposed contract pursuant to the Charter Agreement and on behalf of the SUNY Trustees).

The applicant and proposed trustees have chosen a managerial structure whereby the school’s principal will serve as the school leader and be dually accountable to both the school’s board of trustees and Achievement First. (The elementary school program and the middle school program will have separate principals.) The school’s principal for each program will implement the mission and policies set by the school’s board of trustees, hire and supervise all school-based staff, and observe, evaluate, and provide professional development to teachers as the instructional leader of the school. Achievement First, for its part, will supervise the school principals, providing both coaching as well as evaluation. It will provide its evaluations to the school’s board of trustees, together with the raw data supporting its evaluation to allow the school’s board to make its own independent evaluation. The board of trustees of the school will have final hiring and firing decisions of the principals; if Achievement First disagrees with the school board’s decision in this respect, it can choose to terminate its contract with the school. The school can terminate its contract with

Achievement First for cause, as well as choose not to renew the contract upon its expiration at the end of the charter term.

Achievement First would also be the sole corporate member of the proposed education corporation that will be formed when the school is chartered. As a type B New York not-for-profit corporation, a charter school may have members although most charter schools do not have corporate members. In the SUNY Trustees' portfolio only the Achievement First schools and the Child Development Center of the Hamptons Charter School have a sole corporate member and they are the only schools with any members. Pursuant to the New York Not-For-Profit Corporation Law, members, or in this case a sole corporate member, may elect or appoint all future school trustees, and would be able to amend the school's by-laws; however, material changes to the by-laws are subject to the approval of the Institute, and, if required by the Charter Schools Act, approval by the SUNY Trustees and the Board of Regents. (For more detailed information regarding this type of structure please see the *Summary of Findings and Recommendations – Proposed Revision of the Child Development Center of the Hamptons Charter School* dated June 16, 2005 (available from the Albany office of the Institute.) The other Achievement First schools authorized by the SUNY Trustees have utilized this governance structure without incident. Therefore, the Institute sees no reason why it should not be permitted again. In addition, only two Achievement First affiliated trustees may serve on the school board and they must recuse themselves from all votes involving Achievement First.

The applicant has found individuals to serve on the proposed board of trustees whose backgrounds and expertise reflect a variety of talents and skills. Based on conversations with the proposed school trustees, they appear to clearly understand the roles and responsibilities of a board of trustees and have the ability to ensure the appropriate and effective operation of the proposed charter school, including providing appropriate oversight not only over the school's principal and leadership team, but of Achievement First as well. The school's by-laws and code of ethics make it clear that the maximum of two trustees associated with Achievement First will recuse themselves from voting on all issues involving Achievement First. In addition, the non-affiliated trustees have made clear their ability to oversee Achievement First, including negotiating the services contract with Achievement First and overseeing its implementation. The proposed initial members of the board of trustees are set forth below.

1. **Anthony Davis** (Proposed Chairperson) – Co-founder and President, Anchorage Capital Group, L.L.C.; former Portfolio Manager in the Bank Debt Group and Associate in Investment Banking at Goldman Sachs; M.B.A., The Wharton School, University of Pennsylvania. Trustee of Achievement First East New York Charter School.
2. **Jon Atkeson** (Proposed Treasurer) – Managing Director of Private Equity at Fortress Investment Group, LLC; formerly Vice President of Private Equity at Whitney & Co. and Equity Analyst at J. Bush & Co.; former Treasurer of the Amistad Academy Board of Directors; J.D., Yale Law School.
3. **Diahann Billings** – Deputy Director of External Affairs, City Year New York; formerly Director of External Affairs for Achievement First, director positions at Prep for Prep, and history teacher, curriculum developer and corporate attorney; J.D., Columbia Law School.
4. **Melanie Mullan** – Coro Fellow; formerly CEO at Achievement First (Leadership New York).

5. **Cathy Mitchel Toren** – Most recently Campaign Director for City Comptroller; formerly Director of Development for The Brennan Center for Justice, New York University School of Law; Executive Committee Board Member of the American Jewish Committee, past board member of the National Child Research Center and the Cleveland Historical Society.
6. **Matt Taraglia** – Director of Strategic Relationship Management, Financial Services at Deloitte; formerly Business Development Manager at EMC.
7. **Noel Anderson, Ph.D.** – Associate Professor, Political Science Department and School of Education, CUNY – Brooklyn; Co-founder and Co-director of the Empowerment, Recruiting, Investing, and Supporting (ERIS) Program of the Black Male Initiative at CUNY; formerly a teacher and Director of Education at Sponsors for Educational Opportunity.
8. **Aaron Kauffman** – Senior Project Manager, The Hudson Companies (real estate development and finance); Master of Science degree in City Planning, Massachusetts Institute of Technology.
9. **Sara Keenan** – Director of Leadership Development, Achievement First; Former teacher and 2007 Education Pioneer, New York City Department of Education, Office of Accountability.
10. **Vacant** – reserved for a parent of a student enrolled at the school.

The founding team of the school is currently working with the New York City Department of Education’s Office of New Schools to identify under-utilized public school space in Community School District 19. Currently, all of the charter schools that engage the management services of Achievement First are located in shared NYCDOE facilities in Brooklyn. With the exception of two schools, the long-term plan is to occupy public school space. In the event that space is not available through the NYCDOE, the founding team will pursue all avenues to locate and identify a facility, including the many relationships they have established with New York’s philanthropic community, as well as by working with public officials and community agencies.

The fiscal impact of the proposed Achievement First Aspire Charter School on the New York City School District is summarized below:

Number of Students	Per Pupil Aid Rate Assumed	Per Pupil Aid Revenue Only	Total Dollars to Charter School from NYC (includes SPED)	Total Budget for New York City (in billions)	(%) of Total NYC Ed. Budget
166 (2011-12 school year – year 1)	\$12,816	\$2,127,456	\$2,165,419	\$18.821	0.012%
501 (2015-16 school year – year 5)	\$14,425	\$7,226,925	\$7,345,675	\$20.308	0.036%

The school's calculations assume that there will be an annual increase in per pupil aid of 3% over the span of the charter period. In measuring the fiscal impact on the district, the Institute utilized budgetary information made available by the New York City School District in their latest Financial Status Report (FSR), February 2010, published on the NYCDOE website. There was no information available for 2015-16 so a 3% increase in spending was assumed for that year, which was the average increase for the last two fiscal years provided in the report. It should be noted that the school district estimate is subject to unpredictable increases and decreases in any given year. The Institute's calculations of the total dollars provided to the charter school from the district does include SPED funding. It does not account for federal Title I funds, other federal grants and/or funds provided and to be received by the school since the school's main funding stream comes from per pupil aid. However, the school has included in the application calculations accounting for federal Title I funds, other federal grants and/or funds provided by the district and to be received by the school.

The applicant made an assessment, and the Institute concurs, that the fiscal impact of the proposed school on both the New York City School District and nonpublic schools in the same geographic area would be negligible.

The Institute has notified the NYCDOE as well as public and private schools in the same geographic area of the proposed school and has received no comment from these entities. (Copies of the notification letters are on file in the Albany office of the Institute.)

The application included a multi-faceted approach to demonstrate that the proposed charter school is likely to have sufficient enrollment to meet its student enrollment target. The application included letters of support from Congressman Ed Towns, Brooklyn Borough President Marty Markowitz and District Manager of Community Board #5, Walter Campbell. In addition, the application included a letter of support from the Executive Director of the Blue Ridge Foundation/Board Chairperson of Groundwork, Inc. Secondly, the applicant provided information regarding the waiting lists of five currently open Achievement First charter schools in Crown Heights, Bedford-Stuyvesant and Bushwick with a combined waiting list of 7,147 students waiting to enter Kindergarten through 5th grade (of that 7,147 students, 3,492 are waiting for seats in Kindergarten or first grade). Finally, the applicant also provided petitions that included the signatures of over 50 parents of students who support the creation of the charter school.

Findings

Based on the comprehensive review of the application, discussion with national experts and interviews of the applicant and the proposed board of trustees, the Institute makes the following findings.

4. The charter school described in the application meets the requirements of Article 56 of the Education Law (as amended) and all other applicable laws, rules, and regulations as reflected in (among other things):
 - the inclusion of appropriate policies and procedures for the provision of services and programs for students with disabilities and English language learners;

- the required policies for addressing the issues related to student discipline, complaints, personnel matters, health services, Freedom of Information Law (FOIL), and the Open Meetings Law;
 - the inclusion of the proposed by-laws for the operation of the school's board of trustees; and
 - the inclusion of an analysis of the projected fiscal and programmatic impact on surrounding public and private schools.
5. The applicant has demonstrated the ability to operate the school in an educationally and fiscally sound matter as reflected in (among other things):
- the provision of an educational program that meets or exceeds the State performance standards;
 - the replication of a model that has had outstanding and demonstrable success in raising student achievement, including closing the achievement gap;
 - the articulation of a culture of self-evaluation and accountability at both the administrative and board level;
 - the student achievement goals articulated by the applicant;
 - an appropriate roster of educational personnel;
 - a sound mission statement;
 - a comprehensive assessment plan;
 - the provision of 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 its anticipated enrollment; and
 - the inclusion of descriptions for programmatic and independent fiscal audits, with fiscal audits occurring at least, annually.
6. Granting the application is likely to improve student learning and achievement and materially further the purposes of the Charter Schools Act (as amended). This finding is reflected by (among other things):
- the inclusion of a curriculum document that specifies how the proposed curriculum will ensure that students will meet or exceed the performance standards of the Board of Regents;
 - a comprehensive plan to assess student achievement through the use of State tests, externally-verifiable standardized tests and other diagnostic assessments;

- the articulation of strategies to amend and differentiate instruction where assessment data indicates such need;
- the staffing of classes with high-quality teachers to allow for more concentrated, focused and differentiated instruction;
- the inclusion of significant opportunities for professional development of the school’s instructional staff throughout the year;
- “sacred” three hours blocks of time dedicated to literacy;
- the inclusion of tutoring during and after school, as well as on Saturdays, for students at-risk of academic failure;
- an organizational structure that supports the principal in functioning as a true instructional leader;
- coaching provided to classroom teachers by the school principal and academic dean; and
- a commitment to providing an educational program focused on outcomes, not inputs.

Conclusion and Recommendations

Based on its review and findings, the Charter Schools Institute recommends that the Board of Trustees of the State University of New York approve the application to establish the Achievement First Aspire Charter School to be located in Community School District 19 of Brooklyn to open in August of 2011.

Achievement First Aspire Charter School

Brooklyn, New York

Basic Identification Information

Lead Applicant:	Lesley Redwine
Management Co.:	Achievement First, Inc.
Other Partners:	None
Location (District):	New York City, CSD 19
Student Pop./Grades:	Opening with 166 students in K and 1 st grade and growing to include 501 students in K-5 th grade at the end of the first charter term.
Opening Date:	August 2011

School District of Proposed Location Profile

New York City School District 19			
Enrollment (2008-09):		26,106	
Percent (2008-09):			
White:		1	
African-American:		53	
Hispanic:		39	
Asian, Other:		7	
Percent Participating in Federal Lunch Program (2008-09):			
Free Lunch:		81	
Reduced Price Lunch:		6	
Percent Proficient on State Exams (2008-09)			
English Language Arts		Mathematics	
Grade	Percent Proficient	Grade	Percent Proficient
3	63	3	90
4	59	4	79
5	65	5	79
6	66	6	70
7	57	7	70
8	43	8	59

Source: Demographic data is from the New York State Accountability and Overview Report 2008-09; test data are from the 2008-09 results released on the State Education Department website.



Charter Schools Institute
The State University of New York

Summary of Findings and Recommendations

*Application to Establish the Boys Preparatory
Charter School of New York*

May 3, 2010

Executive Summary

The application to establish the Boys Preparatory Charter School of New York (“Boys Prep”) application, to be located in either CSD 7 or 8 (Bronx) in New York City, was submitted to the Charter Schools Institute by lead applicant Miriam Raccah on January 11, 2010. Boys Prep would open in August 2011 in the South Bronx with 132 male students in Kindergarten and 1st grade, growing to include 396 students in Kindergarten through 5th grade during its charter term. In year one, Boys Prep would have three classrooms of approximately 22 students at the Kindergarten and 1st grade levels. The school would continue to add students each year in Kindergarten, maintaining a planned structure of three classes per grade level. The mission of Boys Prep would be to prepare boys to graduate from college and succeed in life. It is anticipated that the school would ultimately serve male students in Kindergarten through eighth grade, providing a comprehensive primary education. This application is a proposed replication of the Girls Preparatory Charter School of New York (“Girls Prep”) and the Girls Preparatory Charter School of the Bronx (“Girls Prep Bronx”), single-sex schools authorized by the Board of Trustees of the State University of New York that are located on the Lower East Side of Manhattan and in the Bronx, respectively. While Girls Prep Bronx is in its first year of operation, Girls Prep was just awarded a full-term, five year charter renewal by the SUNY Trustees for meeting the goals of its academic accountability plan.

Like the Girls Preparatory charter schools, Boys Prep would contract with Public Preparatory Network, Inc. (“Public Prep”), a recently formed not-for-profit charter management organization that was launched by former staff and board members of the Girls Preparatory schools.

The Institute recommends that the SUNY Trustees approve the charter application for the Boys Preparatory Charter School of New York.

Background and Description

The Institute conducted a rigorous review of the application including an extensive staff review as well as a review by a panel of nationally renowned experts in fields such as education (charter and traditional schools), school administration, charter and traditional school policy, finance, and curriculum. The application has also been subject to a fiscal soundness review conducted by the Institute’s school finance expert. Pursuant to its review protocols, the Institute has met with the applicant and the other members of the founding team. The Institute has required the applicant to revise, clarify and otherwise amend the applications as needed. In addition, the Chair of the SUNY Trustees’ Charter Schools Committee had an opportunity to question the interview applicant and founding board members.

To achieve its mission of preparing boys to graduate from college and succeed in life, Boys Prep would replicate the programs in place at Girls Prep and Girls Prep Bronx. Girls Prep Bronx is in its first year of operation and does not yet enroll students in tested grades. Girls Prep is in its fifth year of operation and was just awarded a full-term renewal of five years by the SUNY Trustees. That school’s State assessment results were impressive with 100 percent of students scoring proficient or better on the State’s mathematics assessment (versus 88 percent for the district) and 96 percent scoring proficient or better on the English language arts assessment (versus 70 percent for the district).

The key elements of the Girls Prep model are:

- A research-based curriculum with a strong focus on literacy;
- High expectations for academic excellence;

- Extensive professional development of teachers and clear career paths for teachers and leaders;
- School uniforms for students and a dress code for teachers;
- Clearly articulated and consistently upheld behavior standards;
- A focus on ethics and personal responsibility; and
- Differentiating instruction in order to teach to individual learning styles.

Boys Prep would provide a rigorous back-to-basics education, preparing students to achieve academic excellence. The school would employ the curriculum currently in place at Girls Prep, but would provide instruction through methods and strategies that address the unique ways that boys learn, including more hands-on activities and incorporating more kinesthetic elements. In addition, the school intends to engage male members of the school's community to provide academic and character development support to the boys and serve as role models.

In mathematics, Boys Prep instruction would include a morning meeting and daily mathematics lessons, as well as one additional mathematics period each week for review and/or extension. The framework of the curriculum would be Saxon Math, supplemented by Exemplars (a problem-solving program used twice each month) and Stern (a manipulatives-based number sense and arithmetic program). In literacy, Boys Prep teachers would use a balanced literacy framework to help students become competent readers. This approach includes interactive read-alouds, shared reading, independent reading, literacy center activities, word and language concept study, and guided reading. Reading instruction takes place throughout the day in all subject areas. The writing curriculum for the proposed charter school will be organized around theme-based units that introduce or reinforce different literacy competencies, genre-based, and closely aligned with State English language arts standards. Boys Prep would follow the Scott Foresman curriculum for science and social studies and incorporate community history and celebrate students' cultural heritage. The proposed charter school's curriculum would also include visual arts, music, foreign language and physical education.

Boys Prep would hire a balance of experienced teachers and talented individuals new to the teaching profession and would treat all the teachers as experienced professionals, compensating them for performance. Each Kindergarten through 2nd grade classroom would be staffed by two teachers: a certified lead teacher with more than three years teaching experience; and a Public Prep fellow that has completed a two-year mentorship period (during which they receive a fully subsidized master's degree and additional professional development through Public Prep). The school would provide a clear career path from teaching fellow to lead teacher to school principal. In support of this practice, the school would offer extensive professional development to all teachers throughout the school year with extra time devoted during the summer months.

Boys Prep plans to hold all staff accountable for measurable outcomes. Academically, the school would work to prepare students to exceed the State's learning standards. Boys Prep would administer the TerraNova Comprehensive Tests of Basic Skills together with internal assessments every six to eight weeks to track student progress and inform instruction.

Two members of the board of trustees for Boys Prep would also serve on the board of the original school, Girls Prep. In addition, two members of the proposed school's board would also be board members of the school's proposed management organization, Public Prep. Boys Prep's day-to-day operations will be managed by the school principal, who will serve as the instructional leader, and

the business and operations manager, who would address student data, purchasing, and bookkeeping. The school's board intends to contract with Public Prep to manage the school. The Chief Executive Officer of Public Prep would report to the board of Boys Prep. If approved, Boys Prep will be the third school managed by Public Prep. Public Prep was created and is managed by the same group who opened Public Prep's other two schools, which are both authorized by the SUNY Trustees as noted above: Girls Prep and Girls Prep Bronx (formerly Girls Preparatory Charter School of East Harlem). Boys Prep will pay Public Prep a fee of approximately 10% of its per pupil revenue, plus any additional reimbursable expenses. (As with all management agreements, the Institute will review the contract pursuant to the charter and on behalf of the SUNY Trustees).

The Boys Prep bylaws indicate that board membership can range from five to 25 members. The proposed initial members of the board of trustees are set forth below:

1. **Miriam Lewis Raccah** (Lead Applicant) – Chief Executive Officer, Public Preparatory Network, Inc.; Executive Director of the Girls Preparatory Charter School of East Harlem and the Girls Preparatory Charter School of New York; Trustee of Girls Prep. M.B.A./New York University.
2. **Kim Richardson** (Proposed Chairperson) – Public Relations Consultant; formerly Managing Director at Weber Shandwick and Director of Communication at the Efficacy Institute (a not-for-profit education reform agency); Trustee of Girls Prep.
3. **Philip Brandes** – Corporate and Securities Practice Leader, Mayer Brown LLP; experience advising private equity sponsors and pharmaceutical companies.
4. **Lauren Frank** – Director of marketing, investor relations and operations for Value Insight Partners (hedge funds); formerly Director of Business and Strategy for the WPP Group and WPP Digital; Trustee of Girls Prep. M.B.A., Harvard University.
5. **Bryan Lawrence** – Founder, Oakcliff Capital; formerly Managing Director of Lazard Freres; Co-founder and board chair of Girls Preparatory Charter School of New York; Director of Teaching Matters; Director of Jefferson Awards for Public Service; Trustee of Girls Prep Bronx. M.B.A./Harvard Business School.
6. **Laura Weil** – Chief Operating Officer and Senior Executive Vice President, Ann Taylor Corporation; Board member of Carnival Corporation & PLC and Ultra Stores, Inc.; Trustee of Girls Prep. M.B.A./Columbia University.
7. **Vacant** - Hold one seat for the president of the school's parent association.

As part of the legal review of the application, the Institute examined the male-only admission policy of the school. The Charter Schools Act, specifically New York Education Law subdivision 2854(2)(a), allows single-sex charter schools (“nothing in this article shall be construed to prevent the establishment of a single-sex charter school”). However, New York charter schools must also follow applicable federal law, including Title IX of the Education Amendments of 1972 and regulations promulgated thereunder, which prohibit discrimination on the basis of sex in educational programs. The Institute's view that single-sex secondary education programs are not prohibited by Title IX so long as comparable facilities are available to both genders is supported by non-regulatory guidance of the U.S. Department of Education, Office of Civil Rights from May of 2000. The

Institute finds that comparable single-sex educational facilities are available for girls in the New York City School District and specifically in the Bronx including Girls Prep Bronx and Girls Prep (both based on a parallel educational program), and Excellence Girls Charter School of Bedford Stuyvesant (authorized by the SUNY Trustees). In addition, the curriculum of Boys Prep will be founded on the identical learning standards taught in New York City public schools and indeed in schools across all of New York State. Based on the foregoing, and the fact that New York City has other female-only education programs, the Institute finds that comparable facilities and programs for females do exist in the New York City School District at the elementary and middle school level. Thus, the application describes a school that complies with federal law.

The second federal issue raised by the School’s proposed admission policy and examined by the Institute is the Equal Protection Clause of the 14th Amendment of the United States Constitution, which the United States Supreme Court has interpreted to prohibit gender based discrimination in the provision of governmental services. The Supreme Court visited single-sex admission at the college level in 1996 in the case of *United States v. Virginia*, 518 U.S. 515 (1996). In order to be permissible, gender separation in education must serve "important governmental objectives" and be "substantially related to the achievement of those objectives." The school meets this justification requirement by serving the needs of elementary and, (if renewed), middle school aged male students in New York City, who may have difficulty or not excel in the New York City School District as referenced by the applicants. The proposed school’s goal of promoting equal educational opportunity for males, the delivery of an above-average educational program for boys at Boys Prep, the school’s replication model based on the Girls Prep schools, and the applicant’s desire to close the urban achievement gap for boys all serve as important governmental objectives, and its single-sex admission policy is substantially related to that objective and not based on invidious discrimination against females. Lastly, the addition of a single-sex elementary school for males in New York City will promote public school diversity and choice, which not only is an objective of the Charter Schools Act, but also an important governmental objective itself.

Although Boys Prep has yet to identify a facility, the founding team has looked at several public school buildings in the South Bronx and is currently in conversations with the New York City Department of Education (NYCDOE) regarding the identification of public school space.

The fiscal impact of Boys Prep on the district of residence, the New York City School District, is summarized below.

Number of Students	Per Pupil Aid Rate Assumed	Per Pupil Aid Revenue Only	Total Dollars to Charter School from NYC (includes SPED)	Total Budget for New York City (in billions)	(%) of Total NYC Ed. Budget
132 (2011-12 school year – year 1)	\$12,819	\$1,692,079	\$1,826,160	\$18.821	0.010%
396 (2015-16 school year – year 5)	\$14,428	\$5,713,349	\$6,580,709	\$20.308	0.032%

The school’s calculations assume that there will be an annual increase in per pupil aid of 3% over the span of the charter period. In measuring the fiscal impact on the district, the Institute utilized budgetary information made available by the New York City School District in their latest Financial

Status Report (FSR), February 2010, published on the NYCDOE website. There was no information available for 2015-16 so a 3% increase in spending was assumed for that year, which was the average increase for the last two fiscal years provided in the report. It should be noted that the school district estimate is subject to unpredictable increases and decreases in any given year. The Institute's calculations of the total dollars provided to the charter school from the district does include SPED funding. It does not account for federal Title I funds, other federal grants and/or funds provided and to be received by the school since the school's main funding stream comes from per pupil aid. However, the school has included in the application calculations accounting for federal Title I funds, other federal grants and/or funds provided by the district and to be received by the school.

The applicant made an assessment, and the Institute concurs, that the fiscal impact of the proposed school on both the New York City School District and nonpublic schools in the same geographic area would be negligible.

The Institute has notified the school district as well as public and private schools in the same geographic area of the proposed school and, at the time of printing this document, has received no comment from these entities.

As indicators of community and interest in the establishment of Boys Prep, the applicant collected approximately 220 signatures from parents/guardians interested in creating another educational option. In addition, further evidence of demand is reflected by the six students applying for each seat at the Girls Prep schools – lower east side and in the Bronx even though the demand is female. The applicant and founding team also related that male siblings of female students have expressed an interest in having schools for boys. Students from all five boroughs currently attend the Girls Prep charter schools. Finally, the application included letters of support from a variety of community organizations, including the Metropolitan Center for Urban Education at New York University, the Police Athletic League/New South Bronx Center, the Campaign for Black Male Achievement/Open Society Institute, Councilwoman Helen Diane Foster/District 16, and State Assemblyman/District 79 Michael Benjamin.

Findings

Based on the comprehensive review of the application, discussion with national experts and interviews of the applicant and the proposed board of trustees, the Institute makes the following findings.

7. The charter school described in the application meets the requirements of Article 56 of the Education Law (as amended) and other applicable laws, rules, and regulations as reflected in (among other things):
 - the inclusion of appropriate policies and procedures for the provision of services and programs for students with disabilities and English language learners;
 - the required policies for addressing the issues related to student discipline, complaints, personnel matters, health services, Freedom of Information Law (FOIL), and the Open Meetings Law;
 - a single-sex admissions policy that complies with the Charter Schools Act, federal law and the U.S. Constitution;
 - the inclusion of the proposed by-laws for the operation of the school's board of trustees; and

- the inclusion of an analysis of the projected fiscal and programmatic impact on surrounding public and private schools.
8. The applicant has demonstrated the ability to operate the school in an educationally and fiscally sound matter as reflected in (among other things):
- the provision of an educational program that meets or exceeds the State performance standards;
 - the articulation of a culture of self-evaluation and accountability at both the administrative and board level;
 - the student achievement goals articulated by the applicant;
 - an appropriate roster of educational personnel;
 - a sound mission statement;
 - a comprehensive assessment plan;
 - the provision of 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 its anticipated enrollment; and
 - the inclusion of descriptions of programmatic and independent fiscal audits, with fiscal audits occurring at least, annually.
9. Granting the application 1) is likely to improve student learning and achievement and materially further the purposes of the Charter Schools Act (as amended), and 2) would have a significant educational benefit to the students expected to attend the proposed charter school. This finding is reflected by (among other things):
- the inclusion of a curriculum crosswalk document that specifies how the proposed curriculum will ensure that students will meet or exceed the performance standards of the Board of Regents;
 - a comprehensive plan to assess student achievement through the use of State tests, externally-verifiable standardized tests and other diagnostic assessments;
 - the articulation of strategies to amend and differentiate instruction where assessment data indicates such need;
 - staffing of kindergarten through second grade classes with two teachers;
 - the inclusion of increased opportunities for experiential and kinesthetic learning;
 - the inclusion of significant opportunities for professional development of the school's instructional staff throughout the year;
 - an academic program that focuses on the core subjects of English language arts, mathematics, history/social studies and science, as well as visual arts, music, foreign

language and athletics;

- the inclusion of regularly scheduled time for teachers to provide one-on-one and/or small group instruction to students; and,
- a commitment to providing an educational program focused on outcomes, not inputs.

Conclusion and Recommendations

Based on its review and findings, the Charter Schools Institute recommends that the SUNY Board of Trustees approve the application to establish the Boys Preparatory Charter School of New York to open in the South Bronx in the fall of 2011.

Boys Preparatory Charter School of New York

Basic Identification Information

Lead Applicant(s):	Miriam Raccah
Management Co.:	Public Preparatory Network, Inc.
Other Partners:	None
Location (District):	New York City, CSD 7 or 8
Student Pop./Grades:	Opening with 132 students in K and 1 st grades; growing to 396 students in K through 5 th grades
Opening Date:	August 2011

School District of Proposed Location Profile

New York City School District 7			
Enrollment (2008-09):		18,550	
Percent (2008-09):			
White:		1	
African-American:		29	
Hispanic:		69	
Asian, Other:		1	
Percent Participating in Federal Lunch Program (2008-09):		89	
Percent Proficient on State Exams (2008-09):			
English Language Arts		Mathematics	
Grade	Percent Proficient	Grade	Percent Proficient
3	53	3	84
4	50	4	73
5	58	5	71
6	53	6	61
7	56	7	69
8	37	8	59

School District of Proposed Location Profile

New York City School District 8	
Enrollment (2008-09):	31,160
Percent (2008-09):	
White:	6
African-American:	27
Hispanic:	62
Asian, Other:	3
Percent Participating in Federal Lunch Program (2008-09):	85

New York City School District 8 (continued)			
Percent Proficient on State Exams (2008-09):			
English Language Arts		Mathematics	
Grade	Percent Proficient	Grade	Percent Proficient
3	66	3	91
4	65	4	82
5	71	5	81
6	65	6	65
7	63	7	72
8	48	8	64

Source: Demographic data is from the New York State Accountability and Overview Report 2008-09; test data are from the 2008-09 results released on the State Education Department website.



Charter Schools Institute
The State University of New York

Summary of Findings and Recommendations

*Application to Establish the
EHTP Pact Charter School*

May 3, 2010

Executive Summary

The application to establish the EHTP Pact Charter School (“EHTP Pact”), to be located in Community School District 4 (East Harlem) of New York City, was submitted to the Charter Schools Institute on January 11, 2010 by Co-Applicants Jeff Ginsburg and Thomas L. Webber. The applicants and founding team propose to open EHTP Pact in August 2011 with 100 students in Kindergarten and 1st grade, growing to serve 300 students in Kindergarten through 5th grade during the initial charter term. The mission of the proposed charter school would be to ultimately provide East Harlem families with a comprehensive Kindergarten through 8th grade learning community that combines a rigorous academic curriculum with innovative extended day and extended year enrichment.

The proposed school would partner with the East Harlem Tutorial Program, Inc. (“EHTP”), a New York not-for-profit corporation with deep educational roots in the East Harlem area. EHTP would provide financial and in-kind support and has plans to house the school after the first year of operation.

The Institute recommends that the Board of Trustees of the State University of New York (the “SUNY Trustees”) approve the charter application for the EHTP Pact Charter School.

Background and Description

The Institute conducted a rigorous review of the application, including an extensive staff review as well as review by a panel of nationally renowned experts in fields such as education (charter and traditional schools), school administration, charter and traditional school policy, finance, and curriculum. The application has also been subject to a fiscal soundness review conducted by the Institute’s school finance expert. Pursuant to its review protocols, the Institute has met with the applicants and the other members of the founding team. The Institute has required the applicant to revise, clarify and otherwise amend the applications as needed. In addition, the Chair of the SUNY Trustees’ Charter Schools Committee had an opportunity to interview the lead applicants and founding board members.

EHTP Pact would open in August 2011 serving 100 students in Kindergarten and 1st grade, adding one grade of 50 students each year, growing to serve 300 students in Kindergarten through 5th grade in the school’s initial charter term. The mission of the proposed charter school would be to provide East Harlem families with a comprehensive Kindergarten through 8th grade learning community that combines a rigorous academic curriculum with innovative extended day and extended year enrichment. The school would provide 195 days of instruction with a 7:30 a.m. - 5:30 p.m. school day. Each grade level would consist of two classes of approximately 25 students each in order to provide a small school environment that would support intensive and differentiated instruction.

The application cites multiple reasons for establishing a charter school in Community School District (CSD) 4 including high levels of poverty, a large percentage of students who are English language learners (ELLs) who are under-served, and rampant violence and gang activity in the community and some schools. EHTP Pact’s mission would be, “to provide East Harlem families with a comprehensive K-8 learning community that combines a rigorous academic curriculum with innovative extended day and extended year enrichment.”

EHTP Pact's mission will be achieved by instituting the following key design elements:

- The use of the workshop model, which is based on Howard Gardner's theories of multiple intelligences and Benjamin Bloom's taxonomy of higher order thinking, to deliver balanced, State performance standards-aligned instruction in all core subjects. The applicants note that this model facilitates differentiated instruction, and that it has been highly effective in supporting academic achievement for at-risk populations, including students who are ELLs or in need of Title I and/or special education services, and for academically gifted students. Tutors and certified assistant teachers would be available to facilitate these activities.
- An intense focus on English language arts and mathematics. Daily English language arts instruction would be provided for 120 minutes including phonics, whole language instruction and a Readers and Writers Workshop. English language arts would be reinforced throughout the school day in other subjects, along with academic support and interventions related to student improvement in English language arts. Daily mathematics instruction would be provided for 90 minutes in order for students to be able to progress to algebra by the time they reach middle school, and to lay the groundwork for its graduates to pursue advanced mathematics in high school and college.
- The extensive use of technology, including smart boards and computers in every classroom, the expectation that teachers use online and other technology-based learning resources, and a focus on student growth in technology starting with keyboarding in Kindergarten and continuing with increasingly complex computer applications through the 5th grade.
- A focus on professional development and a leadership structure that includes both a principal who will be an instructional leader and a director of curriculum and instruction whose responsibility would be to support teachers in the classroom and to expand and strengthen their instructional capacity.
- The use of State assessment and other data to inform teaching and to support differentiated instruction.
- A focus on the whole child through the identification of student needs and learning styles and appropriate adjustment of instructional strategies, as well as the use of a staff social worker.
- Inclusion of parents and the community as part of the school's culture, including a parent representative on the board, a parent organization, the inclusion of parents and community members in ad hoc committees, and a focus on reaching out to parents and community members to participate in various activities at the school. The school would work proactively to establish a culture that appreciates and respects the cultural, ethnic, language and other diversities reflected in the school community.

The principal of EHTP Pact would be responsible for the academic program and day-to-day operation of the school. The principal, as well as the proposed charter school's director of curriculum and instruction, director of operations and other administrators, would be selected and hired by the school's board of trustees. The principal would hire the proposed charter school's teachers and other staff, with the advice and consent of the school board and input by the director of curriculum and instruction and director of operations.

EHTP Pact plans to partner with the East Harlem Tutorial Program, a relationship that effectively represents an expansion of EHTP's mission, programs, and delivery of services to the children of the East Harlem community. EHTP has been involved in the East Harlem community since 1958 and the school would collaborate with EHTP to use the program's resources, experience, and reputation within the community to achieve success. EHTP has indicated that it will provide EHTP Pact with support in terms of the proposed charter school's academic program (such as tutoring, enrichment, and professional development), governance (EHTP representatives, as approved by the Institute, will serve on the board of the charter school), back-office support (such as bookkeeping, budgeting, personnel and payroll), and financial support (through in-kind services, development and fundraising, contributions through loans or grants to offset any budget deficits, and/or other services requested by the school).

Close collaboration and a strong partnership between EHTP Pact and EHTP would be ensured by more than 40% but less than 60% of the board of EHTP also serving as trustees of EHTP Pact. The applicants are requesting a waiver to the SUNY Trustees' normal 40% rule contained in SUNY charter agreements to effectively implement the proposed board structure. The applicants and founding team view the proposed board structure as necessary in order to: facilitate the effective coordination and continuity of EHTP Pact's governance as the school's programs are launched and implemented at the same time that EHTP is transitioning its programs to support the charter school; facilitate the long-term development of resources for the charter school including facilities; and maximize the charter school's access to the expertise of EHTP's board members in the areas of finance, facility development, education and not-for-profit management.

Based on Institute staff's conversations with the proposed trustees, they appear to clearly understand the roles and responsibilities of a board of trustees, and have the ability to ensure the appropriate and effective operation of the proposed charter school. The proposed board recognizes and appreciates the role of EHTP as a partner for the proposed charter school and anticipates establishing a thorough and ongoing evaluative process to ensure accountability, performance of school related functions, and maintenance of EHTP's capacity to serve the school. Most importantly, the school board and the EHTP trustees that will serve on the school board understand the potential for conflicts of interest, the need to disclose interests and recuse themselves in matters that overlap between the organizations and the fiduciary obligations each such trustee owes to the charter school and to EHTP. Moreover, the Institute has determined that the interests of EHTP and the charter school are aligned in this regard to the point where the EHTP trustees have stated that they are willing to allow the interests of EHTP be subordinated to the success, financial and academic, of the charter school.

The proposed initial members of the board of trustees are set forth below.

1. **Jeffrey Ginsburg** (Co-Lead Applicant) – Executive Director, East Harlem Tutorial Program.
2. **Michael C. Brown** – Managing Director, US Trust, Bank of America Private Wealth Management; board member of the East Harlem Tutorial Program and the Hope & Heroes Children's Cancer Fund at New York Presbyterian Hospital. Former President and board member of the Board of Education in Paramus, NJ.
3. **Carolina Esquenazi-Shaio** – Principal at Compass Global Investments; former Executive Director and current board member of Genesis Foundation, Inc.; board member of the East Harlem Tutorial Program.

4. **Laurie Giddins** – President, The Giddins Group, chairperson of the board for the East Harlem Tutorial Program.
5. **Carlos Morales** – Attorney; co-chairperson of the East Harlem Tutorial Board of Trustees; member of the Board of Directors for the Hispanic Federation.
6. **Thomas L. Webber, Ph.D.** (Co-Lead Applicant) – Adjunct Professor, Hunter College Graduate School of Education; President of the Board of Directors for the Edwin Gould Academy; board member of the East Harlem Tutorial Program.
7. **Ilana Ruskay-Kidd** – Director of the Saul and Carole Zabar Nursery School of the Jewish Community Center in Manhattan.
8. **Iris Chen** – President & CEO of the I Have A Dream Foundation; Harvard J.D./M.B.A.
9. *Reserved for parent of student enrolled in the proposed charter school.*

EHTP Pact anticipates locating in Community School District 4 in East Harlem. At the time of application submission, a facility had not been identified. However, the school and its partner, EHTP, are pursuing three possibilities: (1) the securing of incubation space in an underutilized New York City Department of Education (“NYCDOE”) public school; (2) identifying a non-NYCDOE, non-profit facility, such as other EHTP facilities; and (3) exploring opportunities in the private real estate market. The applicant noted that EHTP has held discussions with NYCDOE and the Office of the Mayor of New York City about accessing space through the NYCDOE. EHTP has begun fundraising and researching finance options to support this project.

The fiscal impact each of the proposed EHTP Pact Charter School the New York City School District is summarized below.

Number of Students	Per Pupil Aid Rate Assumed	Per Pupil Aid Revenue Only	Total Dollars to Charter School from NYC (includes SPED)	Total Budget for New York City (in billions)	(%) of Total NYC Ed. Budget
100 (2011-12 school year – year 1)	\$12,443	\$1,244,300	\$1,244,300	\$18.821	0.007%
300 (2015-16 school year – year 5)	\$12,443	\$3,732,900	\$3,732,900	\$20.308	0.018%

The school’s calculations assume that there will be no annual increase in per pupil aid over the span of the charter period. In measuring the fiscal impact on the district, the Institute utilized budgetary information made available by the New York City School District in their latest Financial Status Report (FSR), February 2010, published on the NYCDOE website. There was no information available for 2015-16 so a 3% increase in spending was assumed for that year, which was the average increase for the last two fiscal years provided in the report. It should be noted that the school district estimate is subject to unpredictable increases and decreases in any given year. The Institute’s calculations of total dollars provided to the charter school from the district does include SPED funding. It does not account for federal Title I funds, other federal grants and/or funds provided and

to be received by the school since the school's main funding stream comes from per pupil aid. However, the school has included in the application calculations accounting for federal Title I funds, other federal grants and/or funds provided by the district and to be received by the school.

The applicant made an assessment, and the Institute concurs, that the programmatic and fiscal impact of the proposed school on both the New York City School District and nonpublic schools in the same geographic area would be minimal.

The Institute has notified the NYCDOE as well as public and private schools in the same geographic area of the proposed school and as of the date of this summary had received no comment from these entities. (Copies of the notification letters are on file in the Albany office of the Institute.)

The applicants and founding team of the proposed EHTP Pact Charter School provided evidence of community interest and support sufficient to ensure that the school would meet its initial enrollment projections through multiple methods. First the group held a variety of public meetings to share information about the proposed charter school with the community. Second, the application contained petitions signed by 58 parents of children that will be eligible for kindergarten in the fall of 2011, 52 parents of children that will be eligible for first grade in the fall of 2011, and 54 signatures of parents who children would be eligible to attend the school in 2012 or beyond. The total of 164 signatures exceeds the 100 student projected opening enrollment. In addition, the East Harlem Tutorial Program has a long history of over 50 years in providing programs and services to students and their families in the community. The majority of EHTP's staff and volunteers reside in the East Harlem community, as do 85% of the students and families that participate in EHTP's programs and services. As evidence of community interest and support, the application included letters of support from community based organizations, such as the Union Settlement Association, Inc., Harlem RBI, the Supportive Children's Advocacy Network, the Human Services Consortium of East Harlem, and the Edwin Gould Academy. Finally, the application to establish the applicants also provided a letter of support from the Community Education Council for District 4, which is a significant indicator of the educational community's support.

Findings

Based on the comprehensive review of the application, discussion with national experts and interviews of the applicants and the proposed board of trustees, the Institute makes the following findings.

10. The charter school described in the application meets the requirements of Article 56 of the Education Law and other applicable laws, rules, and regulations as reflected in (among other things):
 - the inclusion of appropriate policies and procedures for the provision of services and programs for students with disabilities and English language learners;
 - the required policies for addressing the issues related to student discipline, complaints, personnel matters, health services, Freedom of Information Law (FOIL), and the Open Meetings Law;
 - the inclusion of the proposed by-laws for the operation of the board of trustees; and
 - the inclusion of an analysis of the projected fiscal and programmatic impact on surrounding public and private schools.

11. The applicant has demonstrated the ability to operate the school in an educationally and fiscally sound matter as reflected in (among other things):
- the provision of an educational program that meets or exceeds the State performance standards;
 - the articulation of a culture of self-evaluation and accountability at both the administrative and board level;
 - the student achievement goals articulated by the applicant;
 - an appropriate roster of educational personnel;
 - a sound mission statement;
 - a comprehensive assessment plan;
 - the provision of sound start-up, first-year, and five-year budget plans;
 - the 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 its anticipated enrollment; and
 - the inclusion of procedures for programmatic and independent fiscal audits, at least, annually.
12. The SUNY Trustees' approval of the application is likely to improve student learning and achievement and materially further the purposes of the Charter Schools Act (as amended). This finding is reflected by (among other things):
- the inclusion of a curriculum framework document that specifies how the proposed curriculum will ensure that students will meet or exceed the performance standards of the Board of Regents;
 - a comprehensive plan for the school to assess student achievement through the use of State tests, externally-verifiable standardized tests and other diagnostic assessments;
 - the use of the workshop model, which is based on Howard Gardner's theories of multiple intelligences and Benjamin Bloom's taxonomy of higher order thinking to deliver balanced, state performance standards-aligned instruction in all core subjects;
 - the extensive use of technology, including smart boards and computers in every classroom, the expectation that teachers use online and other technology-based learning resources, and a focus on student growth in technology starting with keyboarding in kindergarten and continuing with increasingly complex computer applications through fifth grade;
 - the inclusion of significant opportunities for professional development of instructional staff throughout the year;
 - an intense focus on English language arts (ELA) and mathematics;

- the plan for the education of students at-risk of academic failure;
- the inclusion of parents and the community as part of the school's culture, including a parent representative on the board, a parent organization, the inclusion of parents and community members in ad hoc committees, and a focus on reaching out to parents and community members to participate in various activities at the school; and,
- a commitment to providing an educational program focused on outcomes, not inputs.

Conclusion and Recommendations

Based on its review and findings, the Charter Schools Institute recommends that the SUNY Board of Trustees approve the application for the EHTP Pact Charter School to be located in East Harlem and open in the fall of 2011, and approve a waiver of the SUNY Trustees' prohibition on more than 40 percent of the charter school trustees being affiliated with any single organization (other than a charter school) to the extent that 60 percent of the EHTP Pact Charter School board may be affiliated with the East Harlem Tutorial Program, Inc.

EHTP Pact Charter School East Harlem

Basic Identification Information

Co-Applicants:	Jeff Ginsburg and Thomas L. Webber
Management Co.:	None
Other Partners:	East Harlem Tutorial Program, Inc.
Location (District):	New York: CSD 4
Student Pop./Grades:	Opening with grades 100 students in K and 1 st grade and growing to include 300 students in K – 5 th grade
Opening Date:	August 2011

School District of Proposed Location Profile

New York City School District 4			
Enrollment (2008-09):		13960	
Percent (2008-09):			
White:		2	
African-American:		30	
Hispanic:		62	
Asian, Other:		6	
Percent Participating in Federal Lunch Program (2008-09):		87	
Percent Proficient on State Exams (2008-09)			
English Language Arts		Mathematics	
Grade	Percent Proficient	Grade	Percent Proficient
3	67	3	93
4	64	4	82
5	73	5	83
6	67	6	67
7	67	7	76
8	50	8	59

Source: Demographic data is from the New York State Accountability and Overview Report 2008-09; test data are from the 2008-09 results released on the State Education Department website.



Charter Schools Institute
The State University of New York

Summary of Findings and Recommendations

*Application to Establish the
Explore Excel Charter School*

May 3, 2010

Executive Summary

The application to establish the Explore Excel Charter School (“Excel”) to be located in Community School District 17 or 18 (Brooklyn) of New York City was submitted by Morty Ballen, as lead applicant, to the Charter Schools Institute on January 11, 2010. The applicant and founding team propose to open Excel in August 2011 with 168 students in Kindergarten through 2nd grade and grow to serve 396 students in Kindergarten through 6th grade during the term of its charter. The mission of the proposed charter school would be for its students to demonstrate the academic skills and critical-thinking abilities they need to be successful in a college-preparatory high school. Excel’s founders originally proposed a charter school that would be a “turnaround” model where the charter school would replace a closing or phased-out district school. However, the circumstances to implement that model do not currently exist. If the circumstances do arise in future the proposed school intends to seek a revision to implement such a model.

The proposed school would contract with Explore Schools, Inc., a not-for-profit charter management company that operates two other charter schools in New York City, both authorized by the New York City Schools Chancellor. The SUNY Trustees have not previously authorized any Explore Schools, Inc. schools.

The Institute recommends that the Board of Trustees of the State University of New York approve the charter application for the Explore Excel Charter School.

Background and Description

The Institute conducted a rigorous review of the application, including an extensive staff review as well as a review by a panel of nationally renowned experts in fields such as education (charter and traditional schools), school administration, charter and traditional school policy, finance, and curriculum. The application has also been subject to a fiscal soundness review conducted by the Institute’s school finance expert. Pursuant to its review protocols, the Institute has met with the applicant and the other members of the founding team. The Institute has required the applicant to revise, clarify and otherwise amend the application as needed. In addition, the Chair of the SUNY Trustees’ Charter Schools Committee had an opportunity to interview the lead applicant and founding board members.

Excel would open in August of 2011 as the third school in the Explore Schools network (two previous schools were authorized by the New York City Schools Chancellor). Excel would open with 168 students in Kindergarten through 2nd grade and add one grade each year. Ultimately, the school would enroll 396 students in Kindergarten through 6th grade by the end of the school’s initial charter term. At full capacity, the school’s structure would include two classes of 28 students at each grade level from Kindergarten through 5th grade and three classes of 20 students in 6th grade (in anticipation of establishing a full middle school program with the same structure through eighth grade in the next charter term). Each Kindergarten through 5th grade class would be served by two teachers.

Excel “aims to meet the critical need in New York City for more outstanding public schools that hold its students to the highest academic expectations. Specifically, Explore Excel Charter School seeks to open its school in a building where the traditional public school is failing and is in the process of closing per the direction of the New York City Department of Education” (NYCDOE). The school’s mission would be “for its students to demonstrate the academic skills and critical-thinking abilities they need to be

successful in a college-preparatory high school.” Excel is modeled after two other Chancellor authorized charter schools: Explore Schools in Brooklyn; Explore Charter School (“Explore”) and Explore Empower Charter School (“Empower”). The application highlights the nearly 2,000 families on the waiting list to enter one of the other Explore schools and the large number of low income, special needs, and other at-risk students served by those schools as the rationale for establishing a new charter school.

Excel would use the following key design elements to implement the school’s program:

- Small class sizes and use of in-class, flexible, skill-based groups;
- A longer school year (192 days of instruction) and school day (7:50 a.m. – 4:20 p.m.);
- A combination of explicit skills-based instruction and units that reinforce critical thinking and problem solving;
- Clear academic objectives aligned with curricular materials and regular assessment using a variety of tools, as well as the use of assessments to guide instruction and target student needs;
- A distinct culture where accomplishments are celebrated, teachers reinforce good behavior, students wear uniforms, and positive behavior is rewarded through membership in the “Respect Corps”;
- Increased opportunities for parent involvement, including weekly communication with parents/guardians, progress reports, and conferences. A “State of the School” would be presented to parents each year to disclose information about the school’s academic program, financial stability, student attendance, and governance; and
- A commitment to ongoing professional growth for staff, including early release days to focus on professional development, full time literacy and math specialists that work with teachers, and teacher choice in what professional development they need to serve their students.

Excel’s academic program would address the needs of at-risk students through high expectations, standards-based instruction, extended time to teach mathematics and English language arts, and ongoing and regular assessments to measure student achievement. Remedial instruction would be provided through a learning team that would work with students in small, flexible groupings. In addition, students may be provided with extended mathematics and literacy instruction through programs such as Soar to Success in literacy, and Fast Math in mathematics.

The academic program includes 180 minutes of literacy instruction daily, which would be broken into reading, writing, and vocabulary work, and decoding and phonemic awareness components. Mathematics would be taught for 90 minutes each day. Both science and social studies curricula and instruction would have strong links to literacy and incorporate a wide variety of fiction and non-fiction.

The school principal, academic director, classroom teachers, and members of the school’s learning support team (i.e., special education teachers) will comprise Excel’s academic community. One advantage of such an academic community is that within a week of the administration of a classroom assessment, data would be analyzed and a meeting held between the teacher and an instructional leader

(principal and/or academic director). The data would be used to determine which academic standards need to be re-taught, how re-teaching would occur, and what resources are necessary.

Excel's organizational chart reflects the principal managing daily operations of the school. The principal would be both supported and overseen by Explore School's Executive Director. The principal would be assisted by the academic directors for both the lower (K - 4th grade) and upper (5th -8th grade) schools. Teachers would report to the principal while deans (i.e. dean of culture) report to academic directors. The principal would also oversee a director of operations who would function as the school's chief operating officer and oversee non-instructional staff.

Excel anticipates contracting with Explore Schools, Inc. Explore Schools, Inc. is an Internal Revenue Code 501(c)(3) not-for-profit charter management organization that establishes, supports, and transforms public schools in educationally under-served communities. On the 2008-09 state assessments in English language arts (ELA), 84% of students in 3rd through 8th grade at Explore scored proficient or higher; 98% of those students scored proficient or higher on the state assessment in mathematics. Explore students also demonstrated strong scores on the previous year's State assessments. Students in the 4th and 8th grades performed strongly on the 2008-09 state science assessment with 92% and 82% achieving proficiency or higher in the respective grade. On the State social studies assessment, 91% of Explore's elementary grade students were at proficiency or higher. However, only 66% of the school's middle grade students achieved that level of performance on the social studies assessment. Empower has not yet enrolled students in grades that participate in the State assessment system during the 2008-09 school year. The network provides services to the original Explore Charter School and Empower Charter School in the Flatbush neighborhood of Brooklyn. Explore Schools, Inc. would provide Excel with a full range of services, including start-up, staff recruitment and evaluation, instructional and governance support, financial services, human resources, student enrollment and information, and reporting requirements. Excel would pay Explore Schools, Inc. 10% of its per pupil revenues for its services. Ten percent would be approximately \$1,300 per student. (As with all management agreements, the Charter Schools Institute will review the contract pursuant to the charter and on behalf of the SUNY Trustees).

Based on Institute staff's conversations with members of the proposed board of trustees, they appear to clearly understand the roles and responsibilities of a board of trustees, and have the ability to ensure the appropriate and effective operation of the proposed charter school. The proposed board recognizes the role of Explore Charter Schools, Inc. as a partner for the proposed charter school and anticipates establishing a thorough and ongoing evaluative process to ensure accountability, performance of school related functions, and maintenance of Explore Charter Schools, Inc.'s capacity to serve the school.

The proposed initial members of the board of trustees are set forth below:

1. **Catherine Barufaldi** – Chief Operating Officer of Explore Schools, Inc; formerly a policy analyst with the New York City Housing Authority; taught for Teach for America; M.P.A./New York University.
2. **Emily S. Gould** – Founding Principal of Harlem Success Academy 3; formerly Upper School Academic Director, Resident Principal, and Dean of Students for Explore Charter School; M.S. in Education/Pace University.
3. **Adel Hageb** – Financial Analyst, Amana Limo Corp; M.B.A./Eastern University.

4. **Caleb Perkins** – Senior Academic Office for the New York City Department of Education; former Teach for American teacher; Ph.D. Candidate/University of Washington.
5. **Carey S. Swanson** – Lower School Academic Director at Explore Charter School; former teacher at Reisenbach Charter School (closed by the SUNY Trustees) and teach for America; M.Ed. in Building Leadership/Columbia University Teachers College.
6. **Kyle J. Westaway** – Founding Partner, Westaway Law; Director of Business Development and Operations for The Blind Project; J.D. and M.A in Public Policy/Regents University School of Law/School of Government.
7. **Vacant** – reserved for the president of the parent organization.
8. **Vacant** – reserved for parent of a student enrolled in the proposed charter school.
9. **Vacant** – reserved for a teacher of the school.

At the time of submitting the application to establish the Explore Excel Charter School the applicant and founding team had been in contact and met with the NYCDOE relative to identifying a failing traditional public school that would ultimately be closed in order for the proposed charter school to serve as a replacement. At the time of application, such a school had not yet been identified. However, the NYCDOE did provide a letter to the applicant indicating that Excel is a strong candidate for public school space and noted the significance of Excel’s willingness to serve students from failing or closing schools. Excel’s founding team hopes the NYCDOE will identify such space some time during the winter of 2010. The school is committed to opening in Central Brooklyn, particularly in the Flatbush or East Flatbush neighborhoods (Community School Districts 17 or 18).

The fiscal impact each of the proposed Excel Explore Charter School the New York City School District is summarized below.

Number of Students	Per Pupil Aid Rate Assumed	Per Pupil Aid Revenue Only	Total Dollars to Charter School from NYC (includes SPED)	Total Ed Budget for New York City (in billions)	(%) of Total NYC Ed. Budget
168 (2011-12 school year – year 1)	\$12,443	\$2,090,424	\$2,290,424	\$18.821	0.012%
396 (2015-16 school year – year 5)	\$12,443	\$4,927,428	\$5,338,302	\$20.308	0.026%

The school’s calculations conservatively assume that there will be no annual increase in per pupil aid over the span of the charter period. In measuring the fiscal impact on the district, the Institute utilized budgetary information made available by the New York City School District in their latest Financial Status Report (FSR), February 2010, published on the NYCDOE website. There was no information available for 2015-16 so a 3% increase in spending was assumed for that year, which was the average increase for the last two fiscal years provided in the report. It should be noted that the school district estimate is subject to unpredictable increases and decreases in any given year. The

Institute's calculations of the total dollars provided to the charter school from the district does include SPED funding. It does not account for federal Title I funds, other federal grants and/or funds provided and to be received by the school since the school's main funding stream comes from per pupil aid. However, the school has included in the application calculations accounting for federal Title I funds, other federal grants and/or funds provided by the district and to be received by the school.

The applicant made an assessment, and the Institute concurs, that the fiscal impact of the proposed school on both the New York City School District and nonpublic schools in the same geographic area would be negligible.

The Institute has notified the NYCDOE as well as private schools in the geographic area of the proposed school and as of the date of this summary had received no comment from these entities. (Copies of the notification letters are on file in the Albany office of the Institute.)

The applicant and founding team of the proposed Explore Excel Charter School provided evidence of community interest and support sufficient to ensure that the school would meet its initial enrollment projections through multiple methods. First, the application contained copies of the wait lists from the current Explore Schools, Inc. charter schools in Brooklyn (same anticipated geographic area as the proposed charter school). The wait list includes the names of 1,869 children/families waiting to gain entry to one of the two schools. Of the 1,869 names, the list includes the names of 725 families waiting for their children to be awarded seats in Kindergarten, first or second grades (the grades that Excel would initially enroll). Second, the application included letters of support from national and state legislators, government officials and community based organizations, including Congresswoman Yvette Clarke/11th District, Senator Eric Adams/District 20, Senator Kevin Parker, Assemblyman Karim Carama, Assemblyman Joseph Lentol, Assemblyman Walter T. Mosely III/District 57, City Councilwoman Latitia James, Brooklyn Borough President Marty Markowitz, the Crown Heights Community Mediation Center, Children of Promise NYC, Caribbean Women's Health Association, Inc., Madison Square Boys and Girls Club, Talk It, Up and Community Counseling and Mediation.

Findings

Based on the comprehensive review of the applications, discussion with national experts and interviews of the applicant and the proposed board of trustees, the Institute makes the following findings:

13. The charter school described in the application meets the requirements of Article 56 of the Education Law and other applicable laws, rules, and regulations as reflected in (among other things):
 - the inclusion of appropriate policies and procedures for the provision of services and programs for students with disabilities and English language learners;
 - the required policies for addressing the issues related to student discipline, complaints, personnel matters, health services, Freedom of Information Law (FOIL), and the Open Meetings Law;

- the inclusion of the proposed by-laws for the operation the board of trustees; and
 - the inclusion of an analysis of the projected fiscal and programmatic impact on surrounding public and private schools.
14. The applicant has demonstrated the ability to operate the school in an educationally and fiscally sound matter as reflected in (among other things):
- the provision of an educational program that meets or exceeds the State performance standards;
 - the articulation of a culture of self-evaluation and accountability at both the administrative and board level;
 - the student achievement goals articulated by the applicant;
 - an appropriate roster of educational personnel;
 - a sound mission statement;
 - a comprehensive assessment plan;
 - the provision of sound start-up, first-year, and five-year budget plans;
 - the 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 its anticipated enrollment; and
 - the inclusion of procedures for programmatic and independent fiscal audits, at least, annually.
15. The SUNY Trustees' approval of each application is likely to improve student learning and achievement and materially further the purposes of the Charter Schools Act (as amended). This finding is reflected by (among other things):
- the inclusion of a curriculum framework document that specifies how the proposed curriculum will ensure that students will meet or exceed the performance standards of the Board of Regents;
 - a comprehensive plan for the school to assess student achievement through the use of State tests, externally-verifiable standardized tests and other diagnostic assessments;
 - an intense focus on English language arts (ELA) and mathematics;
 - staffing Kindergarten through fifth grade classrooms with two teachers;
 - the plan for the education of students at-risk of academic failure;
 - a commitment to ongoing professional growth for staff, including early release days to focus on professional development, full time literacy and math specialists that work with teachers, and teacher choice in what professional development they need to serve their students;

- increased opportunities for parent involvement, including weekly communication with parents/guardians, progress reports, and conferences; and,
- a commitment to providing an educational program focused on outcomes, not inputs.

Conclusion and Recommendations

Based on its review and findings, the Charter Schools Institute recommends that the SUNY Board of Trustees approve the application to establish the Explore Excel Charter School in Brooklyn in the fall of 2011.

Explore Excel Charter School Brooklyn

Basic Identification Information

Applicant:	Morty Ballen
Management Co.:	Explore Schools, Inc.
Other Partners:	None
Location (District):	New York: CSD 17 or 18
Student Pop./Grades:	Opening with 168 students in K – 2 nd grade and growing to include 396 students in K – 6 th grade
Opening Date:	August 2011

School District of Proposed Location Profile

New York City School District 17			
Enrollment (2008-09):		27,264	
Percent (2008-09):			
White:		1	
African-American:		86	
Hispanic:		11	
Asian, Other:		2	
Percent Participating in Federal Lunch Program (2008-09):		88	
Percent Proficient on State Exams (2008-09)			
English Language Arts		Mathematics	
Grade	Percent Proficient	Grade	Percent Proficient
3	65	3	87
4	66	4	82
5	68	5	80
6	68	6	69
7	65	7	75
8	49	8	60

School District of Proposed Location Profile

New York City School District 18	
Enrollment (2008-09):	18,852
Percent (2008-09):	
White:	2
African-American:	90
Hispanic:	7

New York City School District 18 (continued)			
Asian, Other:		1	
Percent Participating in Federal Lunch Program (2008-09):		76	
Percent Proficient on State Exams (2008-09)			
English Language Arts		Mathematics	
Grade	Percent Proficient	Grade	Percent Proficient
3	67	3	90
4	70	4	84
5	73	5	85
6	66	6	68
7	67	7	81
8	51	8	68

Source: Demographic data is from the New York State Accountability and Overview Report 2008-09; test data are from the 2008-09 results released on the State Education Department website.



Charter Schools Institute
The State University of New York

Summary of Findings and Recommendations

Application to Establish the Invictus Preparatory Charter School

May 3, 2010

Executive Summary

The application to establish the Invictus Preparatory Charter School (“Invictus Prep”), to be located in Community School District 19 (Brooklyn) of New York City, was submitted by Clifford Thomas, as lead applicant, to the Charter Schools Institute (the “Institute”) on January 11, 2010. The applicant and founding team propose to open Invictus Prep in August 2011 with 90 students in 5th grade, adding 90 students each year, and growing to enroll 360 students in 5th - 8th grade in the school’s initial charter term. The mission of the proposed charter school would be for its students—ultimately in 5th through 12th grade—to have the academic and ethical foundation necessary to excel in four year colleges and universities.

The Institute recommends that the Board of Trustees of the State University of New York (the “SUNY Trustees”) approve the charter application for the Invictus Preparatory Charter School.

Background and Description

The Institute conducted a rigorous review of the application, including an extensive staff review as well as a review by a panel of nationally renowned experts in fields such as education (charter and traditional schools), school administration, charter and traditional school policy, finance, and curriculum. The application has also been subject to a fiscal soundness review conducted by the Institute’s school finance expert. Pursuant to its review protocols, the Institute has met with the applicant and the other members of the founding team. The Institute has required the applicant to revise, clarify and otherwise amend the application as needed. In addition, the Chair of the SUNY Trustees’ Charter Schools Committee had an opportunity to interview the lead applicant and founding school board members.

Invictus Prep plans to open in August of 2011 serving 90 students in 5th grade and would add one grade of 90 students each year. Ultimately, the school would enroll 360 students in 5th - 8th grades during the school’s initial charter term. The proposed school would not back-fill seats after 7th grade. Each grade level would consist of three classes of approximately 30 students each. The school ultimately envisions serving students in 5th - 12th grade.

The application cites the high poverty level and educational achievement gaps between student groups in East New York and their peers as its rationale for seeking to establish a charter school. Invictus Prep’s mission would be to ensure, “that students in fifth through twelfth grade have the academic and ethical foundation necessary to excel in four year colleges and universities.” Invictus Prep would use the following key programmatic and academic design elements to achieve its mission:

- A structured learning environment that includes the use of uniforms and a “fair and rigorous” code of conduct that would be taught to students and reinforced through rewards that are redeemable at a school “Victory Store” and other incentives such as extra field trips.
- A curriculum focused on academic achievement based on the best practices of other successful charter schools, such as Leadership Preparatory Charter School (authorized by SUNY).
- A longer school year (187 days of instruction) and school day (8:00 a.m. – 5:00 p.m., except for Mondays when students would be dismissed early to allow time for teacher planning and

professional development). Invictus Prep would also offer 20 “Saturday Academies” over the course of the school year to provide increased enrichment and remediation opportunities, as well as a 10 day “Summer Academy” for students struggling to meet all academic requirements during the school year.

- Increased instructional time including 150 minutes of English language arts and 100 minutes of mathematics per day in 5th and 6th grades; and 100 minutes of both English language arts and mathematics in 7th - 8th grades.
- Frequent assessment of students including the use of diagnostic tests that will measure each student’s ability at the beginning of the year and multiple interval assessments, based on the New York State Regents exams, throughout the year to measure progress. Assessments would be aligned to State standards and created through backwards design. The results would be used to provide targeted support to teachers in improving their instruction.
- An explicit focus on literacy that splits the 150 minutes of daily English language arts instruction into 50 minute mini-courses including Literary Analysis, Reading Fluency, and Writing Workshop in 5th and 6th grades. A writing component for all courses in every content area and grade, as well as a focus on non-fiction and the use of a common writing rubric to evaluate all written student work.
- A commitment to attracting hardworking, able teachers by providing all teachers with laptops and cell phones, ample time throughout the day and year for common planning, multiple professional development opportunities, and starting teacher pay roughly equal to a teacher with three years of experience and a master’s degree through the United Federation of Teachers’ contract salary schedule.
- A focus on families being part of the school’s educational program and process, including a commitment to multiple information sessions on all aspects of the school, individual visits to families’ homes before school, a voicemail system that includes student assignments, weekly individualized student academic and behavioral reports, three annual family-teacher conferences and three annual progress reports/report cards, and multiple opportunities to celebrate student success.

The proposed school’s organizational structure reflects the daily management of operations by its executive director (principal), who would be assisted by a director of finance and operations and a director of curriculum and instruction. Over the course of the charter, the school would also employ a director of development, dean of community and culture, and a tutoring and enrichment coordinator. The founding team has already identified an executive director (the lead applicant) who is a Prep for Prep alumnus, Building Excellent Schools fellow, and member of the New York City Middle School Task Force.

The proposed members of the school’s board of trustees possess diverse background knowledge, skills and experiences, and, based on Institute staff’s conversations with the proposed trustees, they appear to clearly understand the roles and responsibilities of a charter school board of trustees, and have the ability to ensure the appropriate and effective operation of the proposed charter school. The proposed initial members of the school’s board of trustees are set forth below:

10. **Clifford Thomas** (Lead Applicant/proposed school leader) – Fellow, Building Excellent Schools; ex-officio, non-voting trustee.
11. **Renee Chung** – Recruitment Coordinator for Prep for Prep charter management organization.
12. **Shelly Cleary** – Senior Vice President, Community Development Trust. Previous Acquisitions Officer for The National Equity Fund/New York City and the Neighborhood Mortgage Officer/Project Manager for The Community Preservation Corporation/CPC Resources, New York.
13. **Eddie Gonzalez-Novoa** – Executive Director, Public Allies New York. Previous Director/New Perspectives at Bank Street College of Education and Director of After-School Services for the Hetrick-Martin Institute.
14. **Charles Guerrero** – Director of Development Opportunities for Prep for Prep. Previously served as the Director of College Guidance at Prep for Prep.
15. **KaYee Tom** – former Manager, Private Equity Finance, The Blackstone Group. Previously served as Finance Associate for JP Morgan Chase.
16. **Sarmad Khojasteh** – Associate at Kabowitz, Benson, Torres, and Friedman.
17. **Alexander Marchuck** – President and Director of Operations for Perfect Score Tutoring. Formerly an Equity Trader at Broadway Trading/Schonfeld Securities in Syosset, New York.

At the time of submitting its application, Invictus Prep had not identified a facility. However, the applicant and founding team was working with multiple groups to identify a facility, including Groundwork, Inc., the Community Development Trust, New York City Department of Education (NYCDOE), and the Community Board of the area in which the proposed school would be located. The founding group is exploring both the possibility of using existing, underutilized NYCDOE space, or renting private space.

The fiscal impact of the proposed Invictus Preparatory Charter School on the New York City School District is summarized below:

Number of Students	Per Pupil Aid Rate Assumed	Per Pupil Aid Revenue Only	Total Dollars to Charter School from NYC (includes SPED)	Total Budget for NYC (in billions)	(%) of Total NYC Ed. Budget
90 (2011-12 school year – year 1)	\$12,443	\$1,119,870	\$1,232,585	\$18.821	0.007%
360 (2015-16 school year – year 5)	\$12,443	\$4,479,480	\$4,921,721	\$20.308	0.024%

The school's calculations conservatively assume that there will be no annual increase in per pupil aid over the span of the charter period. The Institute obtained the New York City School District yearly budget figures from the latest, February 2010, Financial Status Report published on the website of the New York City Department of Education (NYCDOE); there was no information available for 2015-16 so a 3% increase in spending was assumed for that year. It should be noted that the school district estimate is subject to unpredictable increases and decreases in any given year. The Institute's calculations do not account for federal Title I funds, other federal grants and/or funds provided and to be received by the school since the school's main funding stream is per pupil aid. However, the school has included in its application calculations accounting for federal Title I funds, other federal grants and/or funds provided by the district and to be received by the school.

The applicant has made an assessment, and the Institute concurs, that the fiscal impact of the proposed school on both the New York City School District and nonpublic schools in the same geographic area would be negligible.

The Institute has notified the NYCDOE as well as public and private schools in the same geographic area of the proposed school and as of the date of this report had received no comment from these entities. (Copies of the notification letters are on file in the Albany office of the Institute.)

The applicant and founding team of Invictus Prep provided evidence of community interest and support sufficient to ensure that the school would meet its initial enrollment projections through multiple methods. First, the application included 151 signatures collected from community residents on a petition of support for the proposed school. Of these signatories, some 79 state that as parents of children currently in third grade and below (and thus fifth grade eligible in August 2011 and onward), they would send their children to Invictus Prep if it existed. Second, the applicant and founding team have met with hundreds of community residents and leaders to gather input for the proposed charter school plan and to develop support in the community; many community based organizations provided letters of support. The application included letters of support from: The Community Coalition of East New York,¹ Groundwork, Inc., The Brighter Choice Foundation, Prep for Prep, The Local Initiative Support Corporation, and The Local Development Corporation of East New York. The applicant and founding group have also developed relationships with numerous other community organizations that have indicated that they support the creation of the school. These organizations include: the Brooklyn Economic Development Corporation; the Brooklyn Small Business Development Center; the Brooklyn Public Library; Sponsors for Educational Opportunity; and, The Pratt Center for Community Development. Finally, the applicant and founding group are developing a Community Advisory Committee comprised of local leaders who have agreed to provide community input to the school and to serve as advocates for the school. Current members of this Committee include Erica Ahdoot, Interim Executive Director of Groundwork Inc., and Helen Jordan, Co-Chair of the Community Coalition of East New York.

Findings

Based on its comprehensive review of the application, discussion with national experts and interviews of the applicant and the proposed school board of trustees, the Institute makes the following findings:

¹ The Community Coalition of East New York is a supra-organization of over 40 community based organizations that are actively working towards improving educational, health, and financial outcomes for the residents of East New York. Cliff Thomas, the lead applicant, has had repeated meetings with their leadership and members, and will continue to engage them as the founding group reach out to other resources in the community.

16. The charter school described in the application meets the requirements of Article 56 of the Education Law and other applicable laws, rules, and regulations as reflected in (among other things):
- the inclusion of appropriate policies and procedures for the provision of services and programs for students with disabilities and English language learners;
 - the required policies for addressing issues related to student discipline, complaints, personnel matters, health services, Freedom of Information Law (FOIL), and the Open Meetings Law;
 - the inclusion of the proposed by-laws for the operation the board of trustees; and
 - the inclusion of an analysis of the projected fiscal and programmatic impact on surrounding public and private schools.
17. The applicant has demonstrated the ability to operate the school in an educationally and fiscally sound matter as reflected in (among other things):
- the provision of an educational program that meets or exceeds the State performance standards;
 - the articulation of a culture of self-evaluation and accountability at both the administrative and board level;
 - the student achievement goals articulated by the applicant;
 - an appropriate roster of educational personnel;
 - a sound mission statement;
 - a comprehensive assessment plan;
 - the provision of sound start-up, first-year, and five-year budget plans;
 - the 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 its anticipated enrollment; and
 - the inclusion of procedures for programmatic and independent fiscal audits, at least, annually.
18. The SUNY Trustees' approval of the application is likely to improve student learning and achievement and materially further the purposes of the Charter Schools Act (as amended). This finding is reflected by (among other things):
- the inclusion of a curriculum focused on academic achievement based on the best practices of other successful charter schools and a curriculum framework document

that specifies how the proposed curriculum will ensure that students will meet or exceed the performance standards of the Board of Regents;

- a comprehensive plan for the school to assess student achievement through the use of state tests, externally-verifiable standardized tests and other diagnostic assessments;
- an explicit focus on English language arts with 150 minutes devoted to literacy each day at the fifth and sixth grade levels and 100 minutes at the seventh and eighth grade levels, along with a writing component embedded in every content area at each grade level;
- 100 minutes of mathematics per day in fifth through eighth grades;
- the plan for the education of students at-risk of academic failure;
- a focus on families being part of the school's educational program and process, including a commitment to multiple information sessions regarding all aspects of the school, individual visits to families' homes before school, a voicemail system that includes student assignments, weekly individualized student academic and behavioral reports, three annual teacher-family conferences and three annual program reports/report cards, and multiple opportunities to celebrate student success;
- Increased opportunities for parent involvement, including weekly communication with parents/guardians, progress reports, and conferences; and,
- a commitment to providing an educational program focused on outcomes, not inputs.

Conclusion and Recommendations

Based on its review and findings, the Charter Schools Institute recommends that the SUNY Board of Trustees approve the application to establish the Invictus Preparatory Charter School in Brooklyn in the fall of 2011.

Invictus Preparatory Charter School Brooklyn

Basic Identification Information

Lead Applicant:	Clifford Thomas
Management Co.:	None
Other Partners:	None
Location (District):	New York: CSD 19
Student Pop./Grades:	Opening with 90 students in 5 th grade and growing to include 360 students in 5 th – 8 th grade
Opening Date:	August 2011

School District of Proposed Location Profile

New York City School District 19			
Enrollment (2008-09):		26106	
Percent (2008-09):			
White:		1	
African-American:		53	
Hispanic:		39	
Asian, Other:		7	
Percent Participating in Federal Lunch Program (2008-09):		87	
Percent Proficient on State Exams (2008-09):			
English Language Arts		Mathematics	
Grade	Percent Proficient	Grade	Percent Proficient
3	63	3	90
4	59	4	79
5	65	5	79
6	66	6	70
7	57	7	70
8	43	8	59

Source: Demographic data is from the New York State Accountability and Overview Report 2008-09; test data are from the 2008-09 results released on the State Education Department website.



Charter Schools Institute
The State University of New York

Summary of Findings and Recommendations

*Application to establish the
Heketi Community Charter School*

September 14, 2010

Executive Summary

The Heketi Community Charter School (“Heketi Community”) application was submitted to the Charter Schools Institute (the “Institute”) by lead applicant Cynthia Rosario on May 3, 2010. This was the second time the applicant had applied to the Board of Trustees of the State University of New York (the “SUNY Trustees”) for a charter. Heketi Community plans to be located in New York City Community School District (“CSD”) 7 (Bronx), but has not yet identified a specific facility. The school is seeking space in an underutilized building in the district through the New York City Department of Education (the “NYCDOE”), but is working with a real estate development company to develop an alternative plan in the event that space is unavailable through the NYCDOE.

The school plans to open in August of 2011 with 88 students in kindergarten and 1st grade and add one grade each year culminating in 240 students in kindergarten through 5th grade at the end of the school’s initial charter term. The school’s mission would be, “to provide an exceptional educational solution, focused on preparing every student for New York City’s most competitive high schools and leadership in their chosen careers through an integrated educational design with high expectations, extensive academic and social-emotional support, and a high level of family and community engagement.”

The Institute recommends that the SUNY Trustees approve the charter application for the Heketi Community Charter School.

Background and Description

The Institute conducted a rigorous review of the application including an extensive staff review as well as a review by an external member with education experience. The application has also been subject to a fiscal and legal soundness review conducted by the Institute’s staff. Pursuant to its review protocols, the Institute has met with the applicant and the other members of the founding team. In addition, the Institute has required the applicant to revise, clarify and otherwise amend the applications as needed. In addition, SUNY Trustee Pedro Noguera had an opportunity to interview the lead applicant and founding board members.

The key elements of Heketi Community are:

- clear and transparent accountability;
- relentless commitment to high expectations for all;
- data-driven instruction;
- investment in social-emotional support; and
- use of an integrated Spanish Language Model.

Heketi’s educational program is based on the experience and expertise of New Leaders for New Schools and from best practices gleaned from visits to charter schools that serve similar populations as that proposed to be served by this school, such as the Girls Preparatory Charter School of the Bronx (authorized by the SUNY Trustees), Family Life Academy Charter School (authorized by the

SUNY Trustees), Bronx Charter School for Excellence (authorized by the SUNY Trustees), Mott Haven Academy Charter School, North Star Elementary Charter School in Newark, New Jersey, Capital City Charter School in Washington, D.C., and Lighthouse Community Charter School in Oakland, CA. The school would apply the tenets of programs such as Responsive Classroom, Guided Language Acquisition Design (“GLAD”), El Achieve, and project based learning. In addition, the proposed charter school would adopt an integrated Spanish Language Model to enhance students’ facility with oral language and to strengthen the likelihood of students becoming biliterate and bicultural.

The school’s proposed academic program would place a heavy emphasis on literacy education, with English language arts (“ELA”) receiving 90 – 120 minutes of instruction per day. ELA instruction would be based on the balanced literacy model and use aspects of the Teachers College Reading and Writing Workshops, the University of Arkansas at Little Rock’s Partnerships in Comprehensive Literacy, Fountas and Pinnell Guided Reading and Writing, and Wilson Foundations. The school would participate in a “Sponsor a Classroom Library” program with the goal of 100 books per student by the school’s fifth year. In terms of the school’s mathematics program, TERC Investigations has been selected as the basis of the curriculum, and the school would use the workshop model to introduce, develop, and refine key concepts and understandings. The school would also provide guided mathematics groups for struggling learners, collaborate with related organizations to provide students with financial literacy, and integrate mathematics into learning expeditions. Science instruction would be inquiry and expedition based, allowing students to learn the standards while exploring topics in depth. Social studies instruction would use Readers’ and Writers’ Workshop to incorporate content-specific resources into genre units and multiple varieties of literature. In addition, the social studies curriculum would draw upon local resources such as Ellis Island and the Museum of New York City to develop deep understanding of the content. Finally, Heketi Community’s curriculum would include art (adding music in year four) and physical activity.

The school would use Responsive Classroom as its social curriculum and the framework for its classroom management strategies, guiding teachers in using the “3 R’s: reinforcing, reminding, and redirecting” students who need interventions. Student well-being would also be supported by a full-time social worker and an instructional support and student intervention team that meets regularly to address the academic and social development needs of students. Students requiring additional assistance would receive a customized learning plan to help remediate identified issues and would serve in identifying students that may need special education services.

The Heketi Community by-laws indicate that board membership can range from five to fifteen. The proposed initial members of the school’s board of trustees are set forth below.

1. **Cynthia Rosario (Lead Applicant and ex officio, non-voting trustee)** – A product of bilingual education programs in the Bronx public school system. Currently a consultant at TurnAround For Children and former resident principal at Mott Haven Academy Charter School through the New Leaders for New Schools preparation program.
2. **Helen Spruill** – Founding teacher at Lighthouse Community Charter School in Oakland, CA, where she taught for six years and served as a coach for new teachers.
3. **Loreán Valentín** – Project coordinator for 1199’s Healthcare Education Project. Longtime resident of the Bronx and community organizer.

4. **Greg Greicius** – 36-year veteran of the NYCDOE and current Vice President of Educational Initiatives for Turnarond For Children.
5. **Wanda Watson** – An educator currently pursuing a Doctorate in Education in Curriculum and Teaching from Teachers College, Columbia University.
6. **Jamie Knox** – Partner in DLA Piper's Corporate group, based in New York. Jamie's clients have included many of the largest investment banks, public and private companies, private equity funds and hedge funds.
7. **Robert Reinertsen** - Realtor with Houlihan Lawrence real estate.
8. **Niki Simoneaux** – Director of Brand Marketing for IdeaSphere Inc. where she is responsible for the concept, product development, financial planning and results of two new health and wellness brands.
9. **Mark Schumer** – Co-Founder of Home Concepts, Inc. in Larchmont, NY where he supports community growth through marketing and sales nationally and internationally. Helped found a small early childhood school where he served as Chief Financial Officer and Operations Director.
10. **Kevin Crespi** – A Bronx native who attended New York City public schools. Currently a Senior Vice President at Young & Rubicam.
11. **Tina Martinez** – Operations Director at Mott Haven Academy Charter School in the Bronx.
12. **Samantha Valerio** – Director of Development and Fundraising for The Bronx Charter School for Better Learning. Previously Development Manager at Boys and Girls Club of the Pikes Peak Region.

As stated above, the school is currently working with the NYCDOE in their efforts to be granted facility space in an underutilized district building. In the event that this space is not available, the applicant has begun to work with a private real estate development company to assist in locating and securing adequate facilities.

The fiscal impact of Heketi Community on the district of residence, the New York City School District, is summarized below.

Number of Students	Per Pupil Aid Rate Assumed	Per Pupil Aid Revenue Only	Total Budget for New York City (in billions)	(%) of Total NYC Ed. Budget
88 (2011-12 school year – year 1)	\$13,527	\$1,190,376	\$18.447	0.006%
240 (2015-16 school year – year 5)	\$15,225	\$3,653,942	\$19.403	0.019%

The calculations above assume that there will be an annual increase in per-pupil aid of three percent in each year of the charter period. The NYCDOE yearly budget figures were accessed from the latest, May 2010, Financial Status Report (FSR) published on the NYCDOE website. No information was available for 2015-16 so no increase in spending was assumed for that year. Using the moderately aggressive assumptions for per-pupil aid and revenue and the district's four-year operational budgeting assumptions, along with the fundamentally conservative assumption for year five of the proposed charter period, illustrates the maximum fiscal impact of the proposed school on the district.

It should be noted that the NYCDOE estimate used by the Institute in conducting its analysis is subject to unpredictable increases and decreases in any given year given the nature of per-pupil funding for the district. While the school has included in its application estimated calculations accounting for special education revenue, federal Title I funds, other federal grants and/or funds provided by the district and to be received by the school, the Institute's calculations and analysis do not account for these sources of potential revenue.

The Institute finds that the programmatic and fiscal impact of the proposed school on both the NYCDOE and nonpublic schools in the same geographic area would be minimal.

The Institute has notified the school district as well as public and private schools in the same geographic area of the proposed school and, as of the date of this report, has received no comments from these entities.

The applicant has demonstrated community support for the school through the inclusion of over 90 signatures of Bronx residents, many of whom have children who would be eligible to enroll in Heketi Community in 2011. In addition, the school presented in its application letters of support from a local business (Salsa Caterers and Special Events) and Bronx Borough President Ruben Diaz, Jr. as further evidence of community interest in and support for the establishment of the proposed school that would enable the school to meet its projected enrollment.

Findings

Based on the comprehensive review of the application, discussion with an external reviewer, and interviews the applicant and the proposed board of trustees, the Institute makes the following findings required by Education Law subdivision 2852(2).

19. The charter school described in the application meets the requirements of Article 56 of the Education Law (as amended) and other applicable laws, rules, and regulations as reflected in (among other things):
 - the inclusion of appropriate policies and procedures for the provision of services and programs for students with disabilities and English language learners;
 - the required policies for addressing the issues related to student discipline, complaints, personnel matters, and health services;
 - an admissions policy that complies with the New York Charter Schools Act of 1998 (as amended, the "Act"), federal law and the U.S. Constitution;

- the inclusion of the proposed by-laws for the operation of the school’s board of trustees; and
 - the inclusion of an analysis of the projected fiscal and programmatic impact on surrounding public and private schools.
20. The applicant has demonstrated the ability to operate the school in an educationally and fiscally sound matter as reflected in (among other things):
- the provision of an educational program that meets or exceeds the New York State performance standards;
 - the articulation of a culture of self-evaluation and accountability at both the administrative and board level;
 - the student achievement goals articulated by the applicant;
 - an appropriate roster of educational personnel;
 - a sound mission statement;
 - a comprehensive assessment plan;
 - the provision of 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 its anticipated enrollment; and
 - the inclusion of descriptions of programmatic and independent fiscal audits, with fiscal audits occurring at least, annually.
21. Granting the application: 1) is likely to improve student learning and achievement; and 2) materially further the purposes of the Act. This finding is reflected by (among other things):
- the inclusion of a curriculum crosswalk document that specifies how the proposed curriculum will ensure that students will meet or exceed the performance standards of the Board of Regents;
 - a robust Spanish language program, offering Spanish language instruction to all students for 50 minutes each day;
 - the inclusion of E.L. Achieve and Project GLAD strategies to support English language learners;

- the inclusion of significant opportunities for professional development of the school's instructional staff throughout the year;
- an academic program that focuses on English language arts (with a strong emphasis on literacy), mathematics, history/social studies and science, as well as visual arts, music, foreign language and athletics;
- the use of individualized learning plans to address the unique needs of all students and customized learning plans to address students at-risk for academic failure; and,
- an assessment system that supports data driven instruction and accountability.

Conclusion and Recommendations

Based on its review and findings, the Institute recommends that the SUNY Board of Trustees approve the application for the Heketi Community Charter School to open in the Bronx in the fall of 2011.

Heketi Community Charter School

Basic Identification Information

Lead Applicant(s):	Cynthia Rosario
Management Co.:	None
Other Partners:	None
Location (District):	New York City Community School District 7
Student Pop./Grades:	Opening with 88 students in Kindergarten and 1 st grade; growing to 240 students in Kindergarten through 5 th grade
Opening Date:	August 2011

School District of Proposed Location Profile

New York City School District 7			
Enrollment (2008-09):		18,550	
Percent (2008-09):			
White:		1	
African-American:		29	
Hispanic:		69	
Asian, Other:		1	
Percent Qualifying for Free or Reduced Priced Lunch (2008-09):		89	
English Language Arts (2009-10)		Mathematics (2009-10)	
Grade	Percent Proficient	Grade	Percent Proficient
3	30.5	3	36.2
4	26.6	4	36.6
5	26.1	5	40.8
6	16.5	6	34.3
7	17.0	7	36.8
8	22.2	8	25.9

Source: demographic data is from the New York State Accountability and Overview Report 2008-09; test data are from the 2009-10 results released on the New York City Department of Education's website.



Charter Schools Institute
The State University of New York

Summary of Findings and Recommendations

*Application to establish the
New Visions Charter High School
for the Humanities*

September 14, 2010

Executive Summary

The New Visions Charter High School for the Humanities (“New Visions – Humanities”) application was submitted to the Charter Schools Institute (the “Institute”) by lead applicant and community resident Brad Haggerty on May 3, 2010. The school would be located in New York City Community School District (“CSD”) 7 (Bronx) in public school space granted by the New York City Department of Education (the “NYCDOE”). New Visions – Humanities would open in September 2011 with 125 students in 9th grade. The school would open with five classes of 25 students and add one grade level each year until the school’s fourth year when it would reach a 9th – 12th grade high school configuration with 566 students. The school’s mission would be, “to prepare vulnerable young people to graduate with a Regents diploma through a rigorous curriculum that is grounded in the principles of positive youth development.”

The application for New Visions – Humanities was submitted simultaneously with the application for the New Visions Charter High School for Advanced Math and Science with the same proposed board of trustees and in partnership with New Visions for Public Schools, Inc (“New Visions”) a 501(c)(3) not-for-profit organization with authority to do business in New York. Each school proposes to contract with New Visions for charter management services and would base its academic programs on the same rigorous New York State (“State”) curriculum, but would address its unique themes (math and science, and humanities, respectively) through interdisciplinary anchor projects. The applicants for these schools and representatives from New Visions have indicated that the approval of both schools would allow for peer interaction such that each school would be able to share best practices and resources with the other in an effort to harness best practices and build a network model.

The Institute recommends that the Board of Trustees of the State University of New York (the “SUNY Trustees”) approve the charter application for the New Visions Charter High School for the Humanities.

Background and Description

The Institute conducted a rigorous review of the application including an extensive staff review as well as a review by a panel of nationally renowned experts in fields such as education (charter and traditional schools), school administration, charter and traditional school policy, finance, and curriculum. The application has also been subject to a fiscal and legal soundness review conducted by the Institute staff. Pursuant to its review protocols, the Institute has met with the applicant, proposed board of trustees and the other members of the founding team. In addition, the Institute has required the applicant to revise, clarify and otherwise amend the applications as needed. The Institute also conducted additional due diligence with respect to the proposed partner organization, New Visions, including, but not limited to, extensive fiscal and legal document review, a review of the effectiveness of educational services provided by New Visions, and an interview with the organization’s leadership. Further, SUNY Trustee Pedro Noguera had an opportunity to interview the lead applicant and founding board members.

The key design elements of New Visions – Humanities are:

- use of effective research-based curricula and assessments to diagnose students’ needs and tailor instruction accordingly;

- Board of Regent’s sequence of courses in all applicable subject areas;
- core focus skills mapped to Common Core Standards;
- established link between in-school experience, college and job-related skills development;
- student access to courses at local colleges and universities;
- student internship opportunities;
- structured collaboration with peer schools in the New Visions network;
- development of a community asset map to guide service learning opportunities for students; and
- extended school day and year including a three-week mandatory summer program.

New Visions – Humanities’ academic program is designed to stimulate student’s creativity and to develop their ability to learn through an inquiry process. The schools would be modeled after the New Century High Schools and the work of other charter management organizations around the country. The proposed school would offer the Board of Regents’ sequences in all areas that include the core focus skills being mapped to the Common Core Standards in English language arts, social studies, mathematics, and science. The school's curriculum would also include physical education, art, Spanish and a College and Career Readiness course.

The school would have an extended school day and year that includes a three-week summer school program for struggling students and a four-week, credit bearing summer bridge program for entering 9th and 10th grade students. The school founders also anticipate providing courses at local junior colleges and universities, and establishing the link for students between in-school experience, college and job-related skills development. The school would implement a trimester schedule with the school day starting at 8:30 a.m. and ending at 4:30 p.m. with classes lasting 60 minutes. All students would also attend mandatory remediation or enrichment classes during the first 45 minutes of each school day. After-school activities would occur between 4:30 p.m. and 6:00 p.m.

To prepare teachers for inquiry-based instruction and to ensure the engagement of the full school community, teachers at the school would participate in a cohort inquiry team. The cohort inquiry team would systematically study the connection between the pedagogical strategy the team believes best meets student needs and actual student outcomes. In other words, the cohort inquiry team would analyze both qualitative and quantitative student data to understand student needs; design, implement and refine effective learning strategies in collaboration with colleagues; and evaluate student progress based on evidence from student work. This formal and systematic inquiry work would become the basis for professional development and essential to certifying teachers through the schools’ embedded teacher leadership certification program. In addition, representatives of the cohort inquiry teams would join the principal, assistant principal and other key instructional and operational staff on the school-wide organizational inquiry team that would meet monthly. The

organizational inquiry team would analyze and coordinate the various streams of inquiry across the school to determine the best use of resources and whether the school is on track to meet its goals.

The board of trustees of New Visions – Humanities would contract with New Visions as the school’s management organization. New Visions founded the New Century High School Initiative in 2002 and has worked with the NYCDOE to open 89 small New Century high schools. Independent evaluations of those schools have found that the schools graduated more students on time than did larger New York City public schools serving demographically similar populations of students. For example, the application stated that in 2009 the graduation rate for New Century High Schools was 72.6% as compared with 62.7% from other schools city-wide. In addition, in 2007, New Visions was selected by the New York City Schools’ Chancellor to serve as a Partnership Support Organization (PSO). As a PSO, New Visions for Public Schools provides instructional and operational support to a network of 76 schools serving over 35,000 students in all five boroughs. New Visions would provide New Visions – Humanities with back-office support and fundraising assistance, as well as leadership and teacher development, curriculum design, testing and assessment, instruction for students with special needs (including students with disabilities and students who are English language learners), and college and career readiness. Over the school’s initial charter period, New Visions would be paid a management fee of approximately 8% of the school’s per pupil revenues. (As with all management contracts, the Institute will review the final contract pursuant to the charter and on behalf of the SUNY Trustees).

New Visions – Humanities’ by-laws indicate that board membership can range from five to eleven members. The proposed initial members of the school board of trustees are set forth below.

1. **John Sanchez** – Executive Director of East Side House Settlement in the Bronx.
2. **Mirza Sanchez-Medina** – Principal of Manhattan Bridges High School. Former Assistant Principal of the Martin Luther King Jr. High School.
3. **Arisleyda Urna** – Founding Principal of the Academy for Language and Technology. Previously served as a professional developer and as a native language arts teacher.
4. **Ariel Flores** – Educator for Lincoln Center Institute. Chair of the Junior Board of the Enterprise Foundation. Former elementary school teacher.
5. **Caroline Kennedy** – New Visions board member.
6. **Gary L. Ginsberg** – Executive Vice-President of Time Warner, Inc. Former Executive Vice President of Global Marketing and Corporate Affairs at News Corporation. New Visions board member.
7. **Vacant** – Seat reserved for the parent of an enrolled student.
8. **Vacant** – Seat reserved for a representative of a Bronx community organization.
9. **Ronald Chaluisan** – ex officio, non-voting trustee – Vice President, New Visions Charter Unit. Previously Director of Small Schools for New Visions. Former Founding Principal of the New York City Museum School.

New Visions – Humanities anticipates being granted facility space by the NYCDOE. The founding team stated that they have been in contact with the NYCDOE, and the NYCDOE has provided a letter of support to the applicant. The application did not include alternative space plans should NYCDOE not be able to identify public school space for the proposed school. If the school does not secure NYCDOE space it may have to take a planning year in order to find suitable private facilities.

The fiscal impact of New Visions – Humanities on the district of residence, the New York City School District, is summarized below.

Number of Students	Per Pupil Aid Rate Assumed	Per Pupil Aid Revenue Only	Total Budget for New York City (in billions)	(%) of Total NYC Ed. Budget
125 (2011-12 school year – year 1)	\$13,527	\$1,690,875	\$18.447	0.009%
566 (2015-16 school year – year 5)	\$15,225	\$8,617,213	\$19.403	0.044%

The calculations assume that there will be an annual increase in per-pupil aid of three percent in each year of the proposed charter period. The NYCDOE yearly budget figures were accessed from the latest, May 2010, Financial Status Report (FSR) published on the NYCDOE website. No information was available for 2015-16 so no increase in spending was assumed for that year. Using the moderately aggressive assumptions for per-pupil aid and revenue and the district’s four-year operational budgeting assumptions, along with the fundamentally conservative assumption for year five of the charter period, illustrates the maximum impact of the school on the district.

It should be noted that the NYCDOE estimate used by the Institute in conducting its analysis is subject to unpredictable increases and decreases in any given year given the nature of per-pupil funding for the district. While the school has included in its application estimated calculations accounting for special education revenue, federal Title I funds, other federal grants and/or funds provided by the district and to be received by the school, the Institute’s calculations and analysis do not account for these sources of potential revenue.

The Institute finds that the fiscal impact of the proposed school on both the New York City School District and nonpublic schools in the same geographic area would be minimal.

The Institute has notified the school district as well as public and private schools in the same geographic area of the proposed school and, as of the date of this report, has received no comment from these entities.

Evidence in support of New Visions – Humanities included numerous letters from local elected officials, community groups, community members, and charter schools, as well as over 70 signatures from community members in favor of opening the school. Examples include the support of the following individuals and organizations, as presented in the application: Bronx City Councilmember Maria del Carmen Arroyo, Manhattan City Councilmember Robert Jackson, New York State Senator Jeffrey K. Klein, Bronx City Councilmember Annabel Palma, Bronx City Councilmember Joel Rivera, Amber Charter School (authorized by the SUNY Trustees), Bronx Community College,

BronxWorks, Dream Yard, East Side House Settlement, FECS Heal and Human Services System, New Settlement Apartments, Southeast Bronx Community Organization Development, Inc., and the Woman's Housing and Economic Development Corporation.

Findings

Based on the comprehensive review of the application, discussion with national experts and interviews of the applicant and the proposed board of trustees, the Institute makes the following findings required by Education Law subdivision 2852(2).

22. The charter school described in the application meets the requirements of Article 56 of the Education Law (as amended) and other applicable laws, rules, and regulations as reflected in (among other things):
 - the inclusion of appropriate policies and procedures for the provision of services and programs for students with disabilities and English language learners;
 - the required policies for addressing the issues related to student discipline, complaints, personnel matters and health services;
 - an admissions policy that complies with the New York Charter Schools Act of 1998 (as amended, the "Act"), federal law and the U.S. Constitution;
 - the inclusion of the proposed by-laws for the operation of the school's board of trustees; and
 - the inclusion of an analysis of the projected fiscal and programmatic impact on surrounding public and private schools.

23. The applicant has demonstrated the ability to operate the school in an educationally and fiscally sound matter as reflected in (among other things):
 - the provision of an educational program that meets or exceeds the State performance standards;
 - the articulation of a culture of self-evaluation and accountability at both the administrative and board level;
 - the student achievement goals articulated by the applicant;
 - an appropriate roster of educational personnel;
 - a sound mission statement;
 - a comprehensive assessment plan;
 - the provision of 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 its anticipated enrollment; and
 - the inclusion of descriptions of programmatic and independent fiscal audits, with fiscal audits occurring at least, annually.
24. Granting the application: 1) is likely to improve student learning and achievement; and 2) would materially further the purposes of the Act. This finding is reflected by (among other things):
- the inclusion of a curriculum crosswalk document that specifies how the proposed curriculum will ensure that students will meet or exceed the performance standards of the Board of Regents;
 - a comprehensive plan to assess student achievement through the use of State tests, externally-verifiable standardized tests and other diagnostic assessments;
 - design elements to support students “at-risk” of academic failure;
 - the staffing of classes with highly qualified teachers;
 - the presentation of an academic program with a strong focus on English language arts, mathematics, science, and social studies, as well as physical education, art, Spanish, and college and career readiness courses;
 - the use of increased opportunities for “inquiry” and “challenge based” learning opportunities through math and science focused projects to encourage the use of varied and innovative teaching methods;
 - the conscientious support of teachers through the use of cohort inquiry teams;
 - the inclusion of embedded teacher and leadership certification programs to create professional opportunities for teachers;
 - the modeling of best practices used by other successful traditional public schools and practices by successful charter management organizations; and
 - a commitment to providing an educational program focused on outcomes, not inputs.

Conclusion and Recommendations

Based on its review and findings, the Institute recommends that the SUNY Board of Trustees approve the application for the New Visions Charter High School for the Humanities to open in the Bronx in September of 2011.

New Visions Charter High School for the Humanities

Basic Identification Information

Lead Applicant(s):	Brad Haggerty
Management Co.:	New Visions for Public Schools, Inc.
Other Partners:	None
Location (District):	New York City Community School District 7
Student Pop./Grades:	Opening with 125 students in 9 th grade; growing to 566 students in 9 th through 12 th grades
Opening Date:	August 2011

School District of Proposed Location Profile

New York City School District 7			
Enrollment (2008-09):		18,550	
Percent (2008-09):			
White:		1	
African-American:		29	
Hispanic:		69	
Asian, Other:		1	
Percent Qualifying for Free or Reduced Priced Lunch (2008-09):		89	
English Language Arts (2009-10)		Mathematics (2009-10)	
Grade	Percent Proficient	Grade	Percent Proficient
3	30.5	3	36.2
4	26.6	4	36.6
5	26.1	5	40.8
6	16.5	6	34.3
7	17.0	7	36.8
8	22.2	8	25.9

Source: demographic data are from the New York State Accountability and Overview Report 2008-09; test data are from the 2009-10 results released on the New York City Department of Education's website.



Charter Schools Institute
The State University of New York

Summary of Findings and Recommendations

*Application to establish the
New Visions Charter High School
for Advanced Math and Science*

September 14, 2010

Executive Summary

The New Visions Charter High School for Advanced Math and Science (“New Visions – Math and Science”) application was submitted to the Charter Schools Institute (the “Institute”) by lead applicant and community resident Julia Chun on May 3, 2010. The school would be located in New York City Community School District (“CSD”) 7 (Bronx) in public school space granted by the New York City Department of Education (the “NYCDOE”). New Visions – Math and Science would open in September 2011 with 125 students in 9th grade. The school would open with five classes of 25 students and add one grade level each year until the school’s fourth year when it would reach a 9th – 12th grade high school configuration with 566 students. The school’s mission would be, “to prepare vulnerable young people to graduate with a Regents diploma through a rigorous curriculum that is grounded in the principles of positive youth development.”

The application for New Visions – Math and Science was submitted simultaneously with the application for the New Visions Charter High School for Humanities with the same proposed board of trustees and in partnership with New Visions for Public Schools, Inc (“New Visions”) a 501(c)(3) not-for-profit organization with authority to do business in New York. Each school proposes to contract with New Visions for charter management services and would base its academic programs on the same rigorous New York State (“State”) curriculum, but would address its unique themes (math and science, and humanities, respectively) through interdisciplinary anchor projects. The applicants for these schools and representatives from New Visions have indicated that the approval of both schools would allow for peer interaction such that each school would be able to share best practices and resources with the other in an effort to harness best practices and build a network model.

The Institute recommends that the Board of Trustees of the State University of New York (the “SUNY Trustees”) approve the charter application for the New Visions Charter High School for Math and Science.

Background and Description

The Institute conducted a rigorous review of the application including an extensive staff review as well as a review by a panel of nationally renowned experts in fields such as education (charter and traditional schools), school administration, charter and traditional school policy, finance, and curriculum. The application has also been subject to a fiscal and legal soundness review conducted by the Institute staff. Pursuant to its review protocols, the Institute has met with the applicant, proposed board of trustees and the other members of the founding team. In addition, the Institute has required the applicant to revise, clarify and otherwise amend the applications as needed. The Institute also conducted additional due diligence with respect to the proposed partner organization, New Visions, including, but not limited to, extensive fiscal and legal document review, a review of the effectiveness of educational services provided by New Visions, and an interview with the organization’s leadership. Further, SUNY Trustee Pedro Noguera had an opportunity to interview the lead applicant and founding board members.

The key design elements of New Visions – Math and Science are:

- use of effective research-based curricula and assessments to diagnose students’ needs and tailor instruction accordingly;

- Board of Regent’s sequence of courses in all applicable subject areas;
- core focus skills mapped to Common Core Standards;
- established link between in-school experience, college and job-related skills development;
- student access to courses at local colleges and universities;
- student internship opportunities;
- structured collaboration with peer schools in the New Visions network;
- development of a community asset map to guide service learning opportunities for students; and
- extended school day and year including a three-week mandatory summer program.

New Visions – Math and Science’s academic program is designed to stimulate student’s creativity and to develop their ability to learn through an inquiry process. The schools would be modeled after the New Century High Schools and the work of other charter management organizations around the country. The proposed school would offer the Board of Regents’ sequences in all areas that include the core focus skills being mapped to the Common Core Standards in English language arts, social studies, mathematics, and science. The school's curriculum would also include physical education, art, Spanish and a College and Career Readiness course.

The school would have an extended school day and year that includes a three-week summer school program for struggling students and a four-week, credit bearing summer bridge program for entering 9th and 10th grade students. The school founders also anticipate providing courses at local junior colleges and universities, and establishing the link for students between in-school experience, college and job-related skills development. The school would implement a trimester schedule with the school day starting at 8:30 a.m. and ending at 4:30 p.m. with classes lasting 60 minutes. All students would also attend mandatory remediation or enrichment classes during the first 45 minutes of each school day. After-school activities would occur between 4:30 p.m. and 6:00 p.m.

To prepare teachers for inquiry-based instruction and to ensure the engagement of the full school community, teachers at the school would participate in a cohort inquiry team. The cohort inquiry team would systematically study the connection between the pedagogical strategy the team believes best meets student needs and actual student outcomes. In other words, the cohort inquiry team would analyze both qualitative and quantitative student data to understand student needs; design, implement and refine effective learning strategies in collaboration with colleagues; and evaluate student progress based on evidence from student work. This formal and systematic inquiry work would become the basis for professional development and essential to certifying teachers through the schools’ embedded teacher leadership certification program. In addition, representatives of the cohort inquiry teams would join the principal, assistant principal and other key instructional and operational staff on the school-wide organizational inquiry team that would meet monthly. The

organizational inquiry team would analyze and coordinate the various streams of inquiry across the school to determine the best use of resources and whether the school is on track to meet its goals.

The board of trustees of New Visions – Math and Science would contract with New Visions as the school’s management organization. New Visions founded the New Century High School Initiative in 2002 and has worked with the NYCDOE to open 89 small New Century high schools. Independent evaluations of those schools have found that the schools graduated more students on time than did larger New York City public schools serving demographically similar populations of students. For example, the application stated that in 2009 the graduation rate for New Century High Schools was 72.6% as compared with 62.7% from other schools city-wide. In addition, in 2007, New Visions was selected by the New York City Schools’ Chancellor to serve as a Partnership Support Organization (PSO). As a PSO, New Visions for Public Schools provides instructional and operational support to a network of 76 schools serving over 35,000 students in all five boroughs. New Visions would provide New Visions – Math and Science with back-office support and fundraising assistance, as well as leadership and teacher development, curriculum design, testing and assessment, instruction for students with special needs (including students with disabilities and students who are English language learners), and college and career readiness. Over the school’s initial charter period, New Visions would be paid a management fee of approximately 8% of the school’s per pupil revenues. (As with all management contracts, the Institute will review the final contract pursuant to the charter and on behalf of the SUNY Trustees).

New Visions – Math and Science’s by-laws indicate that board membership can range from five to eleven members. The proposed initial members of the school board of trustees are set forth below.

10. **John Sanchez** – Executive Director of East Side House Settlement in the Bronx.
11. **Mirza Sanchez-Medina** – Principal of Manhattan Bridges High School. Former Assistant Principal of the Martin Luther King Jr. High School.
12. **Arisleyda Urna** – Founding Principal of the Academy for Language and Technology. Previously served as a professional developer and as a native language arts teacher.
13. **Ariel Flores** – Educator for Lincoln Center Institute. Chair of the Junior Board of the Enterprise Foundation. Former elementary school teacher.
14. **Caroline Kennedy** – New Visions board member.
15. **Gary L. Ginsberg** – Executive Vice-President of Time Warner, Inc. Former Executive Vice President of Global Marketing and Corporate Affairs at News Corporation. New Visions board member.
16. **Vacant** – Seat reserved for the parent of an enrolled student.
17. **Vacant** – Seat reserved for a representative of a Bronx community organization.
18. **Ronald Chaluisan** – ex officio, non-voting trustee – Vice President, New Visions Charter Unit. Previously Director of Small Schools for New Visions. Former Founding Principal of the New York City Museum School.

New Visions – Math and Science anticipates being granted facility space by the NYCDOE. The founding team stated that they have been in contact with the NYCDOE, and the NYCDOE has provided a letter of support to the applicant. The application did not include alternative space plans should NYCDOE not be able to identify public school space for the proposed school. If the school does not secure NYCDOE space it may have to take a planning year in order to find suitable private facilities.

The fiscal impact of New Visions – Math and Science on the district of residence, the New York City School District, is summarized below.

Number of Students	Per Pupil Aid Rate Assumed	Per Pupil Aid Revenue Only	Total Budget for New York City (in billions)	(%) of Total NYC Ed. Budget
125 (2011-12 school year – year 1)	\$13,527	\$1,690,875	\$18.447	0.009%
566 (2015-16 school year – year 5)	\$15,225	\$8,617,213	\$19.403	0.044%

The calculations assume that there will be an annual increase in per-pupil aid of three percent in each year of the proposed charter period. The NYCDOE yearly budget figures were accessed from the latest, May 2010, Financial Status Report (FSR) published on the NYCDOE website. No information was available for 2015-16 so no increase in spending was assumed for that year. Using the moderately aggressive assumptions for per-pupil aid and revenue and the district’s four-year operational budgeting assumptions, along with the fundamentally conservative assumption for year five of the charter period, illustrates the maximum impact of the school on the district.

It should be noted that the NYCDOE estimate used by the Institute in conducting its analysis is subject to unpredictable increases and decreases in any given year given the nature of per-pupil funding for the district. While the school has included in its application estimated calculations accounting for special education revenue, federal Title I funds, other federal grants and/or funds provided by the district and to be received by the school, the Institute’s calculations and analysis do not account for these sources of potential revenue.

The Institute finds that the fiscal impact of the proposed school on both the New York City School District and nonpublic schools in the same geographic area would be minimal.

The Institute has notified the school district as well as public and private schools in the same geographic area of the proposed school and, as of the date of this report, has received no comment from these entities.

Evidence in support of New Visions – Math and Science included numerous letters from local elected officials, community groups, community members, and charter schools, as well as over 70 signatures from community members in favor of opening the school. Examples include the support of the following individuals and organizations, as presented in the application: Bronx City Councilmember Maria del Carmen Arroyo, Manhattan City Councilmember Robert Jackson, New York State Senator Jeffrey K. Klein, Bronx City Councilmember Annabel Palma, Bronx City

Councilmember Joel Rivera, Amber Charter School (authorized by the SUNY Trustees), Bronx Community College, BronxWorks, Dream Yard, East Side House Settlement, FECS Heal and Human Services System, New Settlement Apartments, Southeast Bronx Community Organization Development, Inc., and the Woman’s Housing and Economic Development Corporation.

Findings

Based on the comprehensive review of the application, discussion with national experts and interviews of the applicant and the proposed board of trustees, the Institute makes the following findings required by Education Law subdivision 2852(2).

25. The charter school described in the application meets the requirements of Article 56 of the Education Law (as amended) and other applicable laws, rules, and regulations as reflected in (among other things):
 - the inclusion of appropriate policies and procedures for the provision of services and programs for students with disabilities and English language learners;
 - the required policies for addressing the issues related to student discipline, complaints, personnel matters and health services;
 - an admissions policy that complies with the New York Charter Schools Act of 1998 (as amended, the “Act”), federal law and the U.S. Constitution;
 - the inclusion of the proposed by-laws for the operation of the school’s board of trustees; and
 - the inclusion of an analysis of the projected fiscal and programmatic impact on surrounding public and private schools.

26. The applicant has demonstrated the ability to operate the school in an educationally and fiscally sound matter as reflected in (among other things):
 - the provision of an educational program that meets or exceeds the State performance standards;
 - the articulation of a culture of self-evaluation and accountability at both the administrative and board level;
 - the student achievement goals articulated by the applicant;
 - an appropriate roster of educational personnel;
 - a sound mission statement;
 - a comprehensive assessment plan;
 - the provision of 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 its anticipated enrollment; and
 - the inclusion of descriptions of programmatic and independent fiscal audits, with fiscal audits occurring at least, annually.
27. Granting the application: 1) is likely to improve student learning and achievement; and 2) would materially further the purposes of the Act. This finding is reflected by (among other things):
- the inclusion of a curriculum crosswalk document that specifies how the proposed curriculum will ensure that students will meet or exceed the performance standards of the Board of Regents;
 - a comprehensive plan to assess student achievement through the use of State tests, externally-verifiable standardized tests and other diagnostic assessments;
 - design elements to support students “at-risk” of academic failure;
 - the staffing of classes with highly qualified teachers;
 - the presentation of an academic program with a strong focus on English language arts, mathematics, science, and social studies, as well as physical education, art, Spanish, and college and career readiness courses;
 - the use of increased opportunities for “inquiry” and “challenge based” learning opportunities through math and science focused projects to encourage the use of varied and innovative teaching methods;
 - the conscientious support of teachers through the use of cohort inquiry teams;
 - the inclusion of embedded teacher and leadership certification programs to create professional opportunities for teachers;
 - the modeling of best practices used by other successful traditional public schools and practices by successful charter management organizations; and
 - a commitment to providing an educational program focused on outcomes, not inputs.

Conclusion and Recommendations

Based on its review and findings, the Institute recommends that the SUNY Board of Trustees approve the application for the New Visions Charter High School for Advanced Math and Science to open in the Bronx in September of 2011.

New Visions Charter High School for Advanced Math and Science

Basic Identification Information

Lead Applicant(s):	Julie Chun
Management Co.:	New Visions for Public Schools, Inc.
Other Partners:	None
Location (District):	New York City Community School District 7
Student Pop./Grades:	Opening with 125 students in 9 th grade; growing to 566 students in 9 th through 12 th grades
Opening Date:	August 2011

School District of Proposed Location Profile

New York City School District 7			
Enrollment (2008-09):		18,550	
Percent (2008-09):			
White:		1	
African-American:		29	
Hispanic:		69	
Asian, Other:		1	
Percent Qualifying for Free or Reduced Priced Lunch (2008-09):		89	
English Language Arts (2009-10)		Mathematics (2009-10)	
Grade	Percent Proficient	Grade	Percent Proficient
3	30.5	3	36.2
4	26.6	4	36.6
5	26.1	5	40.8
6	16.5	6	34.3
7	17.0	7	36.8
8	22.2	8	25.9

Source: demographic data is from the New York State Accountability and Overview Report 2008-09; test data are from the 2009-10 results released on the New York City Department of Education's website.



Charter Schools Institute
The State University of New York

Summary of Findings and Recommendations

*Application to establish the
Our World Neighborhood Charter School II*

September 14, 2010

Executive Summary

The Our World Neighborhood Charter School II (“OWN II”) application was submitted to the Charter Schools Institute (the “Institute”) by lead applicant Steven Zimmerman on May 3, 2010. OWN II is a proposed replication of the existing Our World Neighborhood Charter School (OWN) authorized by the Board of Trustees of the State University of New York (the “SUNY Trustees”). OWN II intends to occupy space currently used by OWN (which is relocating), the site of a former parochial school located at 31-20 37th Street in Astoria, Queens in New York City Community School District (“CSD”) 30. OWN II would open in September 2011 with 104 students in Kindergarten and first grade and grow to enroll 312 students in Kindergarten through fifth grades by the end of the school’s initial charter term. The educational philosophy of OWN II, like its model school, would be based on inquiry, active and experiential learning, social justice, continual professional development, and reflective practice. The school would aim to educate students to become independent thinkers and lifelong learners.

The applicant and founding team of OWN II seek to replicate the successful elements of the original OWN, which opened in the fall of 2002 with 385 students in Kindergarten through fifth grades. The school was granted a full-term renewal of five years without conditions by the SUNY Trustees in March of 2007 at which time it enrolled 725 students in Kindergarten through 8th grade. Since that renewal, OWN has met its key Accountability Plan goals in English language arts and mathematics. Throughout the current Accountability Period OWN has considerably improved its performance in both subjects. OWN has shown consistent gains in absolute proficiency levels and more importantly has continued to improve its performance in comparison to the CSD where it is located and similar schools state-wide. In English language arts, while OWN has outperformed the district in each of the three years of the Accountability Period, it performed better than predicted in comparison to similar schools in the most current year. In mathematics, OWN has outperformed the district in the last two years of the Accountability Period and again performed better than predicted in comparison to similar schools in the most current year. OWN has generally met its science and social studies goals throughout the Accountability Period. According to the State’s No Child Left Behind (NCLB) accountability system, OWN is deemed to be in good standing. Based on the strength of the current OWN school, the strength of the application and the results of the Institute’s review and inquiry, the Institute is confident that OWN II has the capacity to be a successful school.

The Institute recommends that the SUNY Trustees approve the charter application for the Our World Neighborhood Charter School II.

Notwithstanding the application meeting the requirements for being recommended, the Institute does note a concern regarding the potential percentage of students enrolled at the school that would be eligible for the federal Free Lunch Program. In 2008-09, the original OWN Charter School, upon which the proposed school is being modeled, and is located in the same proposed community as the proposed school, 36.7 percent of its students were Free Lunch-eligible, as compared to 72 percent of students in CSD 30. The proposed school has opted not to provide an at-risk admissions factor for Free Lunch-eligible students, which could result in more students from outside the CSD attending the school, instead providing a detailed plan in the application for recruiting such students. The Institute will closely monitor the school’s ability to do so, and if enrollment and retention targets for this population of students are not met, may require action to increase such enrollment.

Background and Description

The Institute conducted a rigorous review of the application, which included a legal and fiscal soundness review. Pursuant to its protocols, the Institute has met with the applicant, the proposed board of trustees, and other members of the founding team. In addition, the Institute has required the applicant to revise, clarify and otherwise amend the applications as needed. Further, SUNY Trustee Pedro Noguera had an opportunity to interview the lead applicant and founding board members.

The key elements of the OWN II are:

- reflective practice for the student;
- reflective practice for the teacher;
- intensive focus on literacy;
- team teaching and sheltered instruction;
- data-driven decision making;
- *Pillars of a Positive Community* school culture program; and
- a longer school day and year.

OWN II's educational program would provide a broad liberal arts foundation that includes instruction in the core subjects of reading, writing (English language arts), mathematics, science, and social studies, along with exposure to the arts, music and physical education. In addition, students would receive instruction in Spanish beginning in third grade. The proposed school would institute a sheltered instruction approach and workshop teaching model with collaborative team teaching. This model is intended to, in part, provide students with differentiated instruction. The school day would run from 7:50 a.m. to 4:00 p.m. and the school year would be comprised of 190 days.

The proposed school's focus on literacy would be manifest across the curriculum, resulting in math literacy, science literacy, and world literacy. Reflective practices would encourage students to be aware of their own learning, growth and skills and would provide opportunities for teachers to acquire and/or refine their pedagogical knowledge and skills.

The school would invest in certified English as a Second Language (ESL) teachers to address the language development needs of English language learners (one ESL teacher at each grade level Kindergarten through second grade and one ESL teacher for third through fifth grades) and provide structures for these teachers to collaborate with classroom teachers.

OWN II would implement a comprehensive program of assessments with a variety of tests aligned with both the curriculum and the New York State ("State") performance standards. The school would use assessment data to inform teaching and to support differentiated instruction. Ongoing assessment and the analysis and use of a variety of assessment data, disaggregated as needed, would be key components in the school's educational program, and instruction would be tailored to address individual student needs.

Pillars of a Positive Community (“*Pillars*”) would be the overarching school culture and community program designed to impart in students the values of our shared community. *Pillars* was established at OWN where administrators, teachers, parents and students sought ways to build a common community out of the many diverse families who enrolled their child(ren) in the school. *Pillars* is intended to provide a construct by which the school is able to convey its ethical tenets to all stakeholders and bring together the school community by embodying its focus on the social and emotional, as well as academic, development of the school’s students. The ten pillars honored are kindness, friendship, courage, respect, truth, responsibility, self discipline, fairness, perseverance and citizenship.

The OWN II by-laws indicate that board membership can range from five to eleven members. The proposed initial members of the board of trustees are set forth below.

1. **Steven Zimmerman** (Lead Applicant) – Founder and CEO of Zimmedia L.L.C. Former Board Chair of OWN, currently serving as Director of Special Projects for the school. Founder and Executive Director of The OWN Foundation.
2. **Angela M. Howard** – Senior Project Manager for Works-In-Progress Associates. Former Senior Project Manager for Jonathan Rose Companies.
3. **Ruth Schwartz** – New York University Graduate level instructor in the Program in Educational Communication and Technology and in the Program in Social Studies Education.
4. **Nancy Rose Sills** – Special Counsel at Graubard Miller.
5. **Richard Alan Welles** – Assistant Principal (K - 5) and board member at OWN. Former Regional Vice President for Curriculum, Instruction and Operations for Mosaica Education, Inc. (OWN’s former management company).
6. **Vacant** – Seat reserved for the parent of a student enrolled in the school.
7. **Vacant** – Seat reserved for the parent of a student enrolled in the school.
8. **Vacant** – Seat reserved for the parent of a student enrolled in the school.

Part of the OWN governance model is to have more than one source of parent input in the governance of the school as demonstrated by the three seats reserved for parents, which the Institute has found provides a true sense of ownership in the school.

OWN II intends to occupy a building located at 31-20 37th Street in Astoria, Queens, a former parochial school. The building is currently occupied by the middle school grades of the original OWN Charter School. Those middle school grades are scheduled to relocate to new space in the fall of 2011. The building includes classrooms, administrative office space, a gymnasium and a multi-purpose room. OWN II would also lease the building from the Trinity Lutheran Church. In the event that OWN II cannot occupy the preferred space, the founding team is investigating alternative space arrangements through the New York City Department of Education (the “NYCDOE”). The founding team stated that it had met with the NYCDOE to discuss the possibility of co-locating with another public school in CSD 30.

The fiscal impact of OWN II on the district of residence, the New York City School District, is summarized below.

Number of Students	Per Pupil Aid Rate Assumed	Per Pupil Aid Revenue Only	Total Budget for New York City (in billions)	(%) of Total NYC Ed. Budget
104 (2011-12 school year – year 1)	\$13,527	\$1,406,808	\$18.447	0.008%
312 (2015-16 school year – year 5)	\$15,225	\$4,750,124	\$19.403	0.024%

The calculations assume that there will be an annual increase in per-pupil aid of three percent in each year of the proposed charter period. The NYCDOE yearly budget figures were accessed from the latest, May 2010, Financial Status Report (FSR) published on the NYCDOE website. No information was available for 2015-16 so no increase in spending was assumed for that year. Using the moderately aggressive assumptions for per-pupil aid and revenue and the district’s four year operational budgeting assumptions, along with the fundamentally conservative assumption for year five of the charter period, illustrates the maximum impact of the proposed school on the district.

It should be noted that the NYCDOE estimate used by the Institute in conducting its analysis is subject to unpredictable increases and decreases in any given year given the nature of per-pupil funding for the district. While the school has included in its application estimated calculations accounting for special education revenue, federal Title I funds, other federal grants and/or funds provided by the district and to be received by the school, the Institute’s calculations and analysis do not account for these sources of potential revenue.

The Institute finds that the programmatic and fiscal impact of the proposed school on both the New York City School District and nonpublic schools in the same geographic area would be minimal.

The Institute has notified the school district as well as public and private schools in the same geographic area of the proposed school and as of the date of this report has received no comments from these entities.

Evidence of support for OWN II includes signatures on a petition of support for the establishment of the school from 95 parents with students entering Kindergarten and 41 signatures of parents with students entering first grade in 2011, as well as six letters of support from local officials, community groups, and other local charter schools. The application also notes the wait lists for three local charter schools as evidence of the demand for charter school elementary school options in Queens. (OWN has a wait list of 275 students for kindergarten and 62 students for first grade for the 2010-11 school year, and is located in the same neighborhood as OWN.)

Findings

Based on the comprehensive review of the application, discussion with national experts and interviews of the applicant and the proposed board of trustees, the Institute makes the following findings required by Education Law subdivision 2852(2).

28. The charter school described in the application meets the requirements of Article 56 of the Education Law (as amended) and other applicable laws, rules, and regulations as reflected in (among other things):
- the inclusion of appropriate policies and procedures for the provision of services and programs for students with disabilities and English language learners;
 - the required policies for addressing the issues related to student discipline, complaints, personnel matters and health services;
 - an admissions policy that complies with the Act, federal law and the U.S. Constitution;
 - the inclusion of the proposed by-laws for the operation of the school’s board of trustees; and
 - the inclusion of an analysis of the projected fiscal and programmatic impact on surrounding public and private schools.
29. The applicant has demonstrated the ability to operate the school in an educationally and fiscally sound matter as reflected in (among other things):
- the provision of an educational program that meets or exceeds the State performance standards;
 - the articulation of a culture of self-evaluation and accountability at both the administrative and board level;
 - the student achievement goals articulated by the applicant;
 - an appropriate roster of educational personnel;
 - a sound mission statement;
 - a comprehensive assessment plan;
 - the provision of 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 its anticipated enrollment; and
 - the inclusion of descriptions of programmatic and independent fiscal audits, with fiscal audits occurring at least, annually.

30. Granting the application 1) is likely to improve student learning and achievement, and 2) materially further the purposes of the Act. This finding is reflected by (among other things):

- the inclusion of a curriculum crosswalk document that specifies how the proposed curriculum will ensure that students will meet or exceed the performance standards of the Board of Regents;
- a comprehensive plan to assess student achievement through the use of State tests, externally-verifiable standardized tests and other diagnostic assessments;
- an extended school year (190 days of instruction) and school day (six hours and 45 minutes per day);
- use of the workshop model, which lends itself to differentiated and individualized instruction within heterogeneous classrooms;
- a robust English as a second language (ESL) program supported by two ESL teachers in the schools first year of operation and growing to four by the fifth and using a sheltered instruction model to support English language learners in the general education classroom;
- an academic program that focuses on the core subjects of English language arts, mathematics, history/social studies and science, as well as visual arts, music, foreign language and physical education; and
- the infusion of literacy into all subject areas;
- the inclusion of significant opportunities for professional development of the school's instructional staff throughout the year; and
- a commitment to providing an educational program focused on outcomes, not inputs.

Conclusion and Recommendations

Based on its review and findings, the Institute recommends that the SUNY Board of Trustees approve the application for the Our World Neighborhood Charter School II to open in Queens in the September of 2011.

Our World Neighborhood Charter School II

Basic Identification Information

Lead Applicant(s):	Steven Zimmerman
Management Co.:	None
Other Partners:	None
Location (District):	New York City Community School District 30
Student Pop./Grades:	Opening with 104 students in Kindergarten and 1 st grades; growing to 312 students in Kindergarten through 5 th grades
Opening Date:	August 2011

School District of Proposed Location Profile

New York City School District 30			
Enrollment (2008-09):		36,381	
Percent (2008-09):			
White:		15	
African-American:		9	
Hispanic:		54	
Asian, Other:		22	
Percent Qualifying for Free or Reduced Priced Lunch (2008-09):		83	
English Language Arts (2009-10)		Mathematics (2009-10)	
Grade	Percent Proficient	Grade	Percent Proficient
3	48.8	3	57.2
4	51.0	4	62.7
5	50.9	5	66.9
6	48.8	6	63.7
7	44.7	7	63.2
8	45.2	8	57.3

Source: demographic data is from the New York State Accountability and Overview Report 2008-09; test data are from the 2009-10 results released on the New York City Department of Education's website.



Charter Schools Institute
The State University of New York

Summary of Findings and Recommendations

Application to establish the Innovate Manhattan Charter School

November 5, 2010

Executive Summary

The application for the Innovate Manhattan Charter School (“Innovate Manhattan”) was submitted to the Charter Schools Institute (the “Institute”) by lead applicant Claudia Hindo on May 3, 2010 under the name “KED Manhattan Charter School.” The school would be located in New York City Community School District (“CSD”) 2 (Manhattan), though a specific facility has not yet been identified. Innovate Manhattan would open in September of 2011 with 132 students in 6th and 7th grades. Each grade would be comprised of three classes of approximately 22 students each. The school would add 8th grade in its second year of operation at which point it would reach its full enrollment of 198 students. New students would be accepted at the beginning of each year and during the year to replace students lost through attrition. The school would offer 181 days of instruction and the school day would run from 9:00 a.m. to 4:00 p.m. The mission of Innovate Manhattan would be “to cultivate in our students the unity of knowledge, skills, and personal development that constitute the empowered individual ... by offering our sixth through eighth graders a coherent model for personalized education that is based on individualized coaching, goals, and accountability combined with state-of-the-art learning technology and the international exchange of ideas and experiences.”

Innovate Manhattan Charter School proposes to contract with Kunskapsskolan Education AB (“Kunskapsskolan”), a for-profit Swedish education management organization, to provide management services including the following: the Kunskapsskolan educational program (including curriculum and access to an online Learning Portal), staff recruiting services, technology assistance, professional development, grant management, marketing, facilities support, and access to an international network of educators and schools. During the term of the school’s initial charter, Kunskapsskolan would waive payment of any fees associated with the above services, though Innovate Manhattan could contract for additional services at cost. Thereafter, the school would pay a fee to be negotiated with Kunskapsskolan that would not exceed 10% of per pupil funding. (As with all management contracts, the Charter Schools Institute (the “Institute”) would review any contract with Kunskapsskolan pursuant to the charter and on behalf of the Board of Trustees of the State University of New York (the “SUNY Trustees”). As the name “KED” is associated with Kunskapsskolan, the Institute requested that the applicant change the name of the school so that the name would be in compliance with Education Law subdivision 2851(2)(k), which prohibits the name or identification of a for-profit business from being part of charter school name. If approved, this charter would be issued from the remaining charters allocated to SUNY pursuant to Education Law subdivision 2852(9)(a), which 1) do not have to be issued through a request for proposals process, and 2) may be operated by a for-profit management entity.

The Institute recommends that the SUNY Trustees approve the charter application for the Innovate Manhattan Charter School.

Background and Description

The Institute conducted a rigorous review of the application including an extensive staff review as well as a review by a panel of nationally renowned experts in fields such as education (charter and traditional schools), school administration, charter and traditional school policy, finance, and curriculum. The application has also been subject to a fiscal and legal soundness review conducted by the Institute’s school finance expert and legal staff, respectively. Pursuant to its review protocols, the Institute has met with the applicant and the other members of the founding team. In addition, the

Institute has required the applicant to revise, clarify and otherwise amend the applications as needed. The Institute conducted additional due diligence with respect to the proposed management organization, Kunskapsskolan Education AB, including, but not limited to, extensive fiscal and legal document review, a review of the effectiveness of educational services provided by Kunskapsskolan, and an interview with the organization's leadership. In addition, member(s) of the SUNY Trustees' Education, College Readiness and Success Committee had an opportunity to question the lead applicant, founding board members, and a representative of Kunskapsskolan.

The key elements of the Innovate Manhattan Charter School include the following:

- a focus on personalized learning with teachers acting as both content experts and personal coaches, meeting with students on a regular basis to develop and implement individual study plans;
- a constructivist approach to curriculum with subjects divided into "step" or "theme" courses aligned with New York State standards with minimum "floors" that students are required to achieve at each grade level to be successful on the New York State examinations;
- the use of an online learning portal as a communications tool and source of curriculum resources;
- innovative scheduling and multiple teaching formats;
- data-driven instruction;
- standards based grading as opposed to the traditional letter grading system; and
- increased parental involvement and communication.

The school would provide students with at least three hours of instruction per week for English language arts, mathematics, science, and social studies in 6th through 8th grades. Student schedules would rotate on a six-day cycle and would vary based on student need and individual study plans. Students would also receive instruction in physical education and health and participate in theme based arts education focused on Manhattan's rich indoor and outdoor art.

The founding team appears to understand the importance of strong teachers and a head of school well versed in the unique academic program that the school proposes to implement. As a result, the head of school would be sent to Sweden prior to the opening of the school to observe school leaders who follow the Kunskapsskolan model and receive ongoing support and training from Kunskapsskolan during the school's start-up phase. Teachers would also receive professional development to support their facility with the model and would have ongoing access to teachers at Kunskapsskolan schools through the online learning portal. In addition to the head of school, whose primary responsibility would be the facilitation and implementation of the pedagogical program, the school's organizational structure would include a coordinator, who would provide operations support to allow the head of school to concentrate on teaching and learning. The coordinator would also oversee an operations manager, who would contract with the school's management organization, which may be a third party provider, to manage accounting, payroll, human resources, and other necessary business related functions.

The Innovate Manhattan Charter School by-laws indicate that board membership can range from five to ten members. The proposed initial members of the board of trustees are set forth below.

1. **Claudia Hindo** (Lead Applicant) – Research Assistant for the National Center for the Restructuring of Education, Schools, and Teaching (NCREST) at Columbia University.
2. **Hashim-T.O. Bello** – Founder of Bell Curves LLC and formerly an Associate at Schulte Roth & Zabel, LLP. Member of the founding group and current board member for Equality Charter School (not authorized by SUNY).
3. **Eleanor A. Guardino** – Project Manager at Thor Equities, LLC (commercial real estate) and formerly Assistant Vice President of Marketing and Finance at CEBIZ, a management consulting firm.
4. **Henry E. Gooss** – Senior Advisor at Investor AB and formerly Managing Director and Chief Investment Officer for Chase Manhattan Bank (and predecessors). Chairman of the board of the Swedish-American Chamber of Commerce and of the William T. Grant Foundation and Director, Treasurer, and Chairman of the Investment and Finance Committees for Goodwill Industries of Greater New York and New Jersey.
5. **Christina Grant** – Managing Director for New Site Development at Teach for America New York City. Formerly Deputy Director of the Office of Charter Schools at the New York City Department of Education (“NYCDOE”). Board member of the Teaching Firms of America Charter School (not authorized by SUNY).
6. **Vacant** – Seat reserved for the head of school as an ex-officio, non-voting member.
7. **Vacant** – Seat reserved for the PTSO President as an ex-officio, non-voting member.

The founding team is in discussion with the NYCDOE and received a letter acknowledging that they would be a welcome addition, pending availability of facility space. The NYCDOE has indicated that the school may be able to reside in the Tweed Courthouse if the school is approved. The founding group recognizes that it may not be able to acquire public space and would use Kunskapsskolan’s services to locate an appropriate private facility if necessary.

The fiscal impact of Innovate Manhattan Charter School on the district of residence, the New York City School District, is summarized below.

Number of Students	Per Pupil Aid Rate Assumed	Per Pupil Aid Revenue Only	Total Budget for New York City (in billions)	(%) of Total NYC Ed. Budget
132 (2011-12 school year – year 1)	\$13,527	\$1,785,564	\$18.447	0.010%
198 (2015-16 school year – year 5)	\$15,225	\$3,014,550	\$19.403	0.016%

The calculations assume that there will be an annual increase in per-pupil aid of three percent in each year of the proposed charter period. The NYCDOE yearly budget figures were accessed from the latest, May 2010, Financial Status Report (FSR) published on the NYCDOE website. No information was available for 2015-16 so no increase in spending was assumed for that year. Using the moderately aggressive assumptions for per-pupil aid and revenue and the district's four year operational budgeting assumptions, along with the fundamentally conservative assumption for year five of the charter period, illustrates the maximum impact of the proposed school on the district.

It should be noted that the NYCDOE estimate used by the Institute in conducting its analysis is subject to unpredictable increases and decreases in any given year given the nature of per-pupil funding for the district. While the school has included in its application estimated calculations accounting for special education revenue, federal Title I funds, other federal grants and/or funds provided by the district and to be received by the school, the Institute's calculations and analysis do not account for these sources of potential revenue.

The Institute finds that the programmatic and fiscal impact of the proposed school on both the New York City School District and nonpublic schools in the same geographic area would be minimal.

The Institute has notified the New York City Schools Chancellor as well as public and private schools in the same geographic area of the proposed school and, at the time of printing this document, has received no comment from these entities. The Institute has received negative comments in a letter from Community Education Council 2 ("CEC 2") including two resolutions opposing any for-profit charter school management and any co-location of charter schools in CSD 2. The letter and resolutions are available on the Institute's website at: www.newyorkcharters.org. The Institute received one letter from the non-profit Class Size Matters expressing opposition to the proposed school based on its: 1) board and potential conflicts; 2) program; 3) proposed location; 4) community support; and 5) use of online learning. It should be noted that the concerns highlighted in this letter were examined during the Institute's RFA process and otherwise and found not to be an issue. As of the date of this report, the Institute has received four petition letters via email asking the SUNY Trustees not to approve any more charter schools that would be co-located, in addition to a number of letters previously received by the Institute. These letters are part of an ongoing email campaign and do not reference any proposed charter school specifically. The Institute also received two email messages in support of the proposed charter school from parents of students in CSD 2.

The applicant has demonstrated community interest in and support of the proposed school through the submission of letters from community members interested in attending the school a large number of petitions to illustrate community support for the establishment of the school. Furthermore, the founding team has demonstrated a commitment to garnering community support through the hiring of a part-time community outreach liaison for the start-up phase of the school.

Findings

Based on the comprehensive review of the application, discussion with national experts and interviews of the applicant and the proposed board of trustees, the Institute makes the following findings pursuant to Education Law section 2852(2). No findings pursuant to Education Law subdivision 2852(9-a) are needed because this application is not being issued pursuant to that subdivision. It would be one of the seven remaining charters to be issued under subdivision 2852(9) that had still not been issued when the May 2010 amendments to the Charter Schools Act were

passed. For that reason a for-profit entity such as Kunskapsskolan may operate the proposed school and the application was not identified through a request for proposals process.

31. The charter school described in the application meets the requirements of Article 56 of the Education Law (as amended) and other applicable laws, rules, and regulations as reflected in (among other things):

- the inclusion of appropriate policies and procedures for the provision of services and programs for students with disabilities and English language learners;
- the required policies for addressing the issues related to student discipline, complaints, personnel matters, health services, Freedom of Information Law (FOIL), and the Open Meetings Law;
- an admissions policy that complies with the Charter Schools Act, federal law and the U.S. Constitution;
- the inclusion of the proposed by-laws for the operation of the school's board of trustees; and
- the inclusion of an analysis of the projected fiscal and programmatic impact on surrounding public and private schools.

32. The applicant has demonstrated the ability to operate the school in an educationally and fiscally sound matter as reflected in (among other things):

- the provision of an educational program that meets or exceeds the State performance standards;
- the articulation of a culture of self-evaluation and accountability at both the administrative and board level;
- the student achievement goals articulated by the applicant;
- an appropriate roster of educational personnel;
- a sound mission statement;
- a comprehensive assessment plan;
- the provision of 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 its anticipated enrollment; and
- the inclusion of descriptions of programmatic and independent fiscal audits, with fiscal audits occurring at least annually.

33. Granting the application 1) is likely to improve student learning and achievement and materially further the purposes of the Charter Schools Act (as amended), and 2) would have a significant educational benefit to the students expected to attend the proposed charter school. This finding is reflected by (among other things):

- the inclusion of a curriculum crosswalk document that specifies how the proposed curriculum will ensure that students will meet or exceed the performance standards of the Board of Regents;
- a comprehensive plan to assess student achievement through the use of State tests, externally-verifiable standardized tests and other diagnostic assessments resulting in individual study plans for each student;
- increased learning opportunities for all students through a highly personalized educational program;
- the use of innovative teaching methods through multiple and flexible teaching formats and use of time;
- effective strategies to support the needs of students at-risk for academic failure;
- the inclusion of significant opportunities for professional development of the school's instructional staff throughout the year; and
- a commitment to providing an educational program focused on academic outcomes.

Conclusion and Recommendations

Based on its review and findings, the Charter Schools Institute recommends that the SUNY Board of Trustees approve the application for the Innovate Manhattan Charter School to open in Manhattan in the fall of 2011.

Innovate Manhattan Charter School

Basic Identification Information

Lead Applicant(s):	Claudia Hindo
Management Co.:	Kunskapsskolan Education AB
Other Partners:	None
Location (District):	New York City Community School District 2
Student Pop./Grades:	Opening with 132 students in 6 th and 7 th grades; growing to 198 students in 6 th through 8 th grades.
Opening Date:	September 2011

School District of Proposed Location Profile

New York City School District 2			
Enrollment (2008-09):		59740	
Percent (2008-09):			
White:		19	
African-American:		21	
Hispanic:		37	
Asian, Other:		22	
Percent Qualifying for Free or Reduced Priced Lunch (2008-09):		62	
English Language Arts (2009-10)		Mathematics (2009-10)	
Grade	Percent Proficient	Grade	Percent Proficient
3	70.0	3	79.7
4	70.3	4	82.1
5	72.4	5	82.4
6	63.0	6	74.3
7	65.3	7	74.8
8	58.2	8	70.0

Source: demographic data is from the New York State Accountability and Overview Report 2008-09; test data are from the 2009-10 results released on the New York City Department of Education's website.