



TO: P-12 Education Committee
FROM: John B. King, Jr.
SUBJECT: Charter Schools: Charter Renewals Authorized by the Board of Regents
DATE: December 2, 2010

AUTHORIZATION(S):

SUMMARY

The Commissioner and Department staff recommend that the Board of Regents issue charter renewals for the following seven Charter Schools authorized by the Board of Regents:

1. Brighter Choice Charter School for Boys
2. Brighter Choice Charter School for Girls
3. Bronx Charter School for Children
4. Elmwood Village Charter School
5. Harlem Success Academy Charter School
6. Harriet Tubman Charter School
7. Charter School for Applied Technologies¹

The following tables outline information about each of these proposed charter renewals. Additional information about these proposed charter renewals is included in the attached Executive Summaries. (Attachment).

Name of Charter School	Brighter Choice Charter School for Boys
Terms and Dates of Charter	Initial Charter – January 10, 2001 to Jan. 10, 2006 Renewal Charter – January 10, 2006 to Jan. 10, 2011
Lead Applicant(s)	Thomas Carroll, Board President
Management Company	N/A
Other Partner(s)	Brighter Choice Foundation
District of Location	Albany City School District
Grade Levels	Grades K to 4
Maximum Enrollment	250 students (expanding to 270 with this renewal)

¹ Education Law §2851 (The Charter School Act) requires that charter renewal applications be submitted no later than six months prior to the expiration of the charter and that the charter entity may waive that deadline for good cause shown. The Charter School for Applied Technologies' current charter expires on January 10, 2011 and therefore a renewal application was due no later than July 9, 2010. (In addition, the charter agreement with the Board of Regents signed by the school states that an application for renewal was due by July 1, 2010.) The school submitted its charter renewal application on September 17, 2010, The Board of Regents, as the charter entity, will need to waive the deadline in order to consider the renewal application that is part of this item. A vote to waive the deadline and accept the late renewal application is included in this item.

Name of Charter School	Brighter Choice Charter School for Girls
Terms and Dates of Charter	Initial Charter – January 10, 2001 to Jan. 10, 2006 Renewal Charter – January 10, 2006 to Jan. 10, 2011
Lead Applicant(s)	Thomas Carroll, Board President
Management Company	N/A
Other Partner(s)	Brighter Choice Foundation
District of Location	Albany City School District
Grade Levels/ Number of Students	Grades K to 4
Maximum Enrollment	250 students (expanding to 270 with this renewal)

Name of Charter School	Bronx Charter School for Children
Terms and Dates of Charter	Initial Charter – January 15, 2003 to January 15, 2008 Renewal Charter – January 16, 2008 to June 30, 2011
Lead Applicant(s)	Eleanor Sypher, Board President
Management Company	N/A
Other Partner(s)	N/A
District of Location	New York City – District 7
Grade Levels	Grades K to 5
Maximum Enrollment	432

Name of Charter School	Elmwood Village Charter School
Terms and Dates of Charter	Initial Charter – January 10, 2006 to January 10, 2011
Lead Applicant(s)	Elizabeth Evans, Board President
Management Company	N/A
Other Partner(s)	N/A
District of Location	Buffalo City School District
Grade Levels	Grades K to 6 (expanding to K-8 with this renewal)
Maximum Enrollment	200 (expanding to 350 with this renewal)

Name of Charter School	Harlem Success Academy Charter School
Terms and Dates of Charter	Initial Charter – January 10, 2006 to January 10, 2011
Lead Applicant(s)	Joel Greenblatt, Board President
Management Company	Success Network, Inc.
Other Partner(s)	N/A
District of Location	New York City – District #3
Grade Levels	Grades K to 5 (expanding to K-8 with this renewal)
Maximum Enrollment	530 (expanding to 1013 with this renewal)

Name of Charter School	Harriet Tubman Charter School
Terms and Dates of Charter	Initial Charter – Jan. 13, 2000 to Jan. 12, 2005 Renewal Charter – Jan. 11, 2005 to Jan. 10, 2007 Renewal Charter – Jan. 9, 2007 to June 30, 2007 Renewal Charter – April 24, 2007 to June 30, 2009 Renewal Charter – July 1, 2009 to June 30, 2011
Lead Applicant(s)	Cliff Frazier, Board President Neighborhood Center
Management Company	Edison Learning, Inc./Learn Now, Inc.
Other Partner(s)	New York Metropolitan MLK Center for Non-Violence, Inc. Claremont Neighborhood Center
District of Location	New York City – District #9
Grade Levels	Grades K to 8
Maximum Enrollment	469

Name of Charter School	Charter School for Applied Technologies
Terms and Dates of Charter	Initial Charter – January 10, 2001 to Jan. 10, 2006 Renewal Charter – January 10, 2006 to Jan. 10, 2011
Lead Applicant(s)	Frederick Saia, Board President
Management Company	N/A
Other Partner(s)	EST, LLC
District of Location	Kenmore-Tonawanda Union Free School District
Grade Levels	Grades K to 12
Maximum Enrollment	1675

Reasons for Recommendation

The proposed charter schools: (1) meet the requirements set out in Article 56 of the Education Law, and all other applicable laws, rules and regulations; (2) will operate in an educationally and fiscally sound manner; (3) are 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; and (4) will have a significant educational benefit to the students expected to attend the charter school.

Recommendation

VOTED: That the Board of Regents approves the renewal application of the Brighter Choice Charter School for Boys, that a second renewal charter be issued, and that its provisional charter be extended for a term up through and including June 30, 2015.

The Regents action for the Brighter Choice Charter School for Boys will become effective on January 11, 2011.

VOTED: That the Board of Regents approves the renewal application of the Brighter Choice Charter School for Girls, that a second renewal charter be issued, and that its provisional charter be extended for a term up through and including June 30, 2015.

The Regents action for the Brighter Choice Charter School for Girls will become effective on January 11, 2011.

VOTED: That the Board of Regents approves the renewal application of the Bronx Charter School for Children, that a second renewal charter be issued, and that its provisional charter be extended for a term up through and including June 30, 2016.

The Regents action for the Bronx Charter School for Children will become effective on July 1, 2011.

VOTED: That the Board of Regents approves the renewal application of the Elmwood Village Charter School, that a first renewal charter be issued, and that its provisional charter be extended for a term up through and including June 30, 2015.

The Regents action for the Elmwood Village Charter School will become effective on January 11, 2011.

VOTED: That the Board of Regents approves the renewal application of the Harlem Success Academy Charter School, that a first renewal charter be issued, and that its provisional charter be extended for a term up through and including June 30, 2015.

The Regents action for the Harlem Success Academy Charter School will become effective on January 11, 2011.

VOTED: That the Board of Regents approves the renewal application of the Harriet Tubman Charter School, that a fifth renewal charter be issued, and that its provisional charter be extended for a term up through and including June 30, 2016.

The Regents action for the Brighter Choice Charter School for Boys will become effective on July 1, 2011.

VOTED: That, pursuant to Education Law Section 2851(4)(d), the Board of Regents waives the deadline for submission of a charter renewal application for the Charter School for Applied Technologies and accepts the renewal application submitted by the school on September 17, 2010,

VOTED: That the Board of Regents approves the renewal application of the Charter School for Applied Technologies, that a second renewal charter be issued, and that its provisional charter be extended for a term up through and including June 30, 2015.

The Regents action for the Charter School for Applied Technologies will become effective on January 11, 2011.



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Attachment

Executive Summary - Charter School Renewal

School: Brighter Choice Charter School for Boys			
Date(s) of Site-Visit:	September 23 and 24, 2010	Members of Site-Visit Team:	Erica Cervine, Jean Beaudet, and Leslie Templeman

I. Introduction/Background Information:

The Brighter Choice Charter School for Boys (BCCSB) is located in the City of Albany and is a single sex school, serving young boys. It opened in the fall of 2002 with 45 students in grades K and 1. It currently serves 246 students in grades K through 4. During the current charter term, the school amended its grade configuration to eliminate Grade 5. The school seeks renewal at its current grade span, K through 4, and has requested an enrollment cap increase of 20 students, increasing overall enrollment to 270 students during the next charter period.

II. Guiding Questions:

A. Can the school demonstrate the ability to operate in an educationally sound manner?

Evidence of Strengths:

Through classroom observations and document review, the renewal visit team found evidence of the implementation of the Core Knowledge Sequence, writing workshop and Response to Intervention.

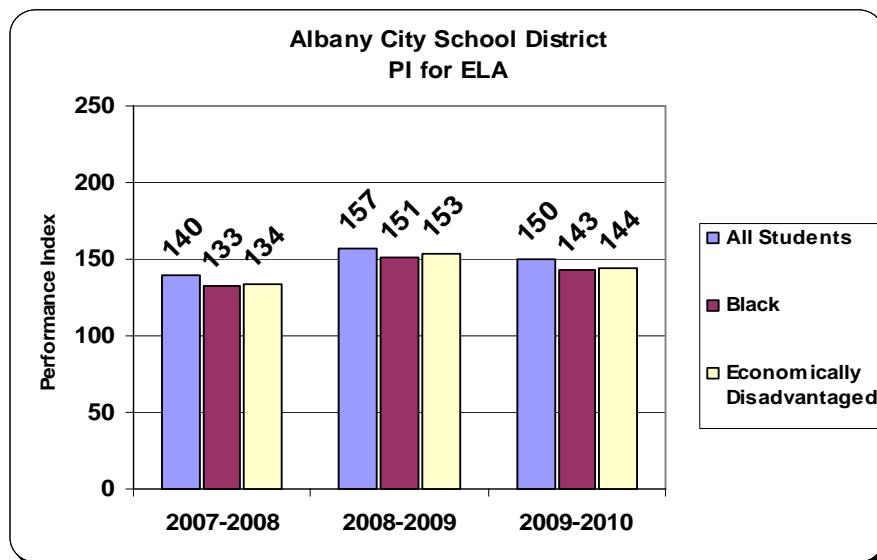
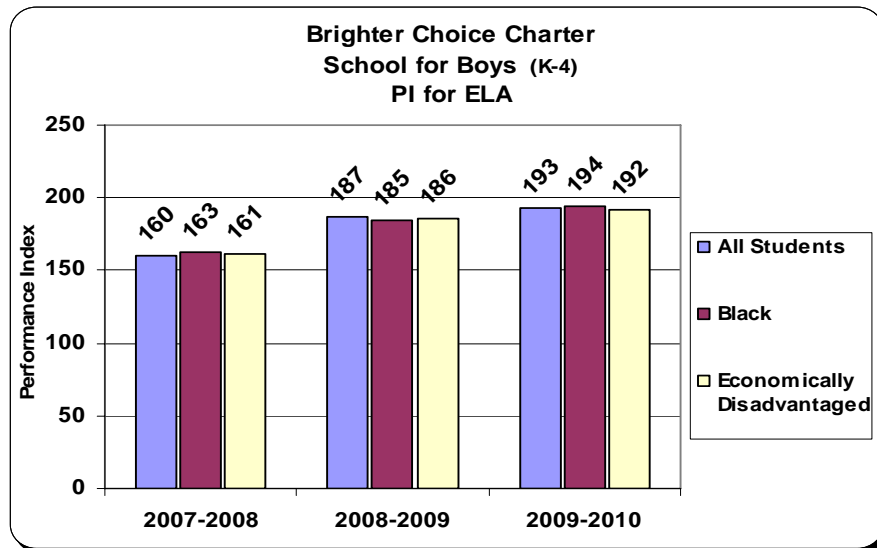
During interviews, the leadership team reported that teachers create bi-weekly tests, which include test items that are similar to New York State assessment program items. Bi-weekly data analysis meetings are held as part of the professional development program. Leadership stated that staff members are evaluated for teaching effectiveness; and individual goals are set for professional development based upon those evaluations.

The Responsive Classroom model was clearly seen during classroom observations. The site visit team noted that teachers used positive reinforcement to encourage positive student behavior. The renewal visit team observed that teachers and staff maintain consistent classroom behavior standards throughout the building, and the teaching language is common across grade levels. Expectations of appropriate behavior are clear, and follow through is evident.

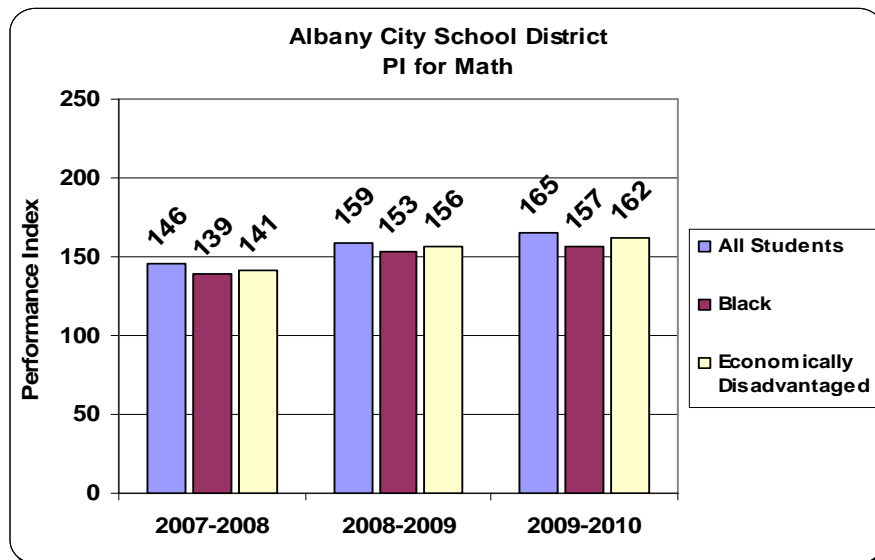
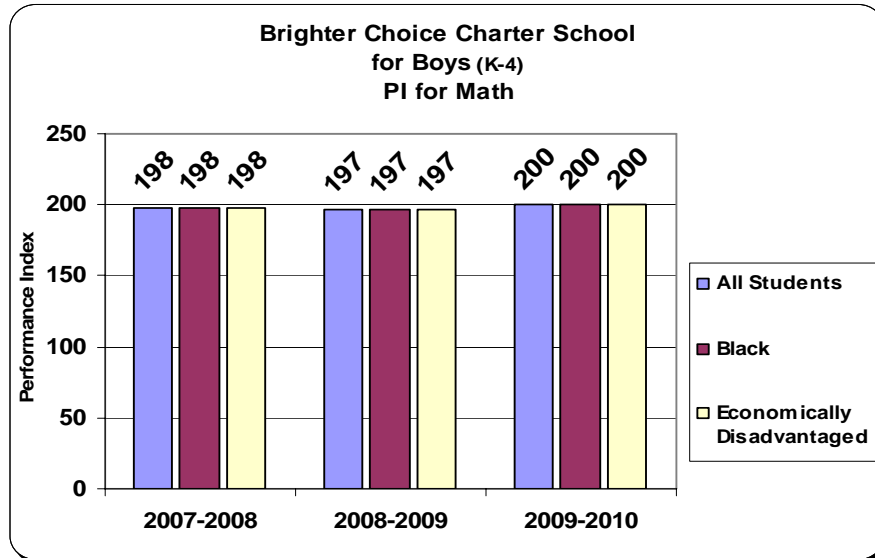
Academic performance:

The school has made AYP in each of the five years of the current charter term.

The school outperformed the district of location in both English Language Arts (ELA) and math by a margin of 43 Performance Index (PI) points in ELA and 35 points in math in 2009-10. Over the life of the charter, the school has shown a steady increase in proficiency rates. The school has increased 10 percentage points in ELA from 2007 through 2010 and dropped 21 percentage points in Math from 2007 through 2010. In the renewal charter application, the school has changed its external assessment goals to be more rigorous – for example, the school increased academic proficiency rate goals by 15 percentage points.



Source: The New York State Report Card



Source: The New York State Report Card

Evidence of Areas of Concern:
There are no areas of concern.

B. Can the school demonstrate the ability to operate in a fiscally sound manner?

Evidence of Strengths:

The school has received an unqualified opinion in the independent audit in the previous operating years. The school has incurred an operating deficit of \$800,588 and \$1,109,116 respectively for the years 2008 and 2009 due to the purchase of a building and the subsequent incurrence of a mortgage. The overall deficit was substantial, but has steadily

decreased from operating year 2009 to 2010 due to targeted repayment with the planned increase in enrollment. The projected budget for the next charter term shows an operating surplus which will alleviate the deficit. This budget also demonstrates fiscal constraint by conservatively estimating grant funding and not relying on any major third party contributions. The per pupil estimated expense will decrease in the charter renewal budget period 2011 to 2015 due to an additional increase in enrollment. The school did have adequate cash reserves of \$300,000 throughout the last 5 year period and the cash flow statements for the audit years of 2008 and 2009 show a positive balance of \$222,402 and \$190,305 respectively.

Evidence of Areas of Concern:

The school's positive surplus projections are dependent upon an increase in enrollment thus an increase in revenue. Any decrease in this enrollment projection would leave the school incurring a deficit, as the surplus was not substantial. The Board of Trustees was cited in the 2009 audit for a lack of fiscal oversight, but stated it took action to correct this. According to the Independent Certified Financial Statements of June, 2009 (Note 7), the school does not have contracts in place for shared staff. The school bills for shared services with Brighter Choice Charter School for Girls and the Brighter Choice Charter Middle School for Boys. They are reimbursed monthly for salary and benefits. No one is employed directly by the Brighter Choice Foundation, according to the board. The administration reports that the chief fiscal person works with the Board of Trustees and the Foundation.

C. Can the school demonstrate adequate levels of parent and student satisfaction?

Evidence of Strengths:

Parent involvement is high due to an increase in specific activities designed to engage families. Surveys show that parents are satisfied with the school's academic program, the attention paid to character development and behavior, and the focus on the school as a community. The school has a waiting list of 77 students across all grade levels.

Evidence of Areas of Concern:

There are no areas of concern.

D. Can the school demonstrate that it is a viable organization?

Evidence of Strengths:

The board and school leadership agree that the board is charged with the overall governance of the school. In the interview, the Board of Trustees demonstrated a clear articulation of its role in governing the school, and it is implementing the governance and leadership structure as defined in the charter. The board's relationship with the school

leadership is appropriate and productive, allowing the school leadership to implement the programmatic aspects of the school. The school leader feels well-supported by the board and, in turn, is perceived as effective in guiding the school's staff and programs. He is highly regarded as a professional by the board, the staff, and the families.

Evidence of Areas of Concern:

There are no areas of concern.

III. Conclusion

The Brighter Choice Charter School for Boys is implementing curriculum aligned to NYS standards. State assessment results have been steadily increasing in both ELA and math, with AYP achieved each year. Locally created bi-weekly test items are modeled on state test items. The school is financially sound, with adequate cash reserves. Parent satisfaction and involvement are high. The board and school leader have a clear understanding of their respective roles. Overall, the school is on solid ground academically and fiscally; it is a viable organization.

Appendix 1

Brighter Choice Charter School for Boys – PI for ELA			
Student Group	2007-2008	2008-2009	2009-2010
All Students	160	187	193
Black	163	185	194
Economically Disadvantaged	161	186	192

Albany City School District – PI for ELA			
Student Group	2007-2008	2008-2009	2009-2010
All Students	140	157	150
Black	133	151	143
Economically Disadvantaged	134	153	144

Did not make Adequate Yearly Progress

Brighter Choice Charter School for Boys – PI for Math			
Student Group	2007-2008	2008-2009	2009-2010
All Students	198	197	200
Black	198	197	200
Economically Disadvantaged	198	197	200

Albany City School District – PI for Math			
Student Group	2007-2008	2008-2009	2009-2010
All Students	146	159	165
Black	139	153	157
Economically Disadvantaged	141	156	162

Source: The New York State Report Card

Appendix 2

**Charter School Longitudinal ELA & Math Data
2007-08 through 2009-2010**

School and Grades	2007-2008				2008-2009				2009-2010			
	%L1	%L2	%L3	%L4	%L1	%L2	%L3	%L4	%L1	%L2	%L3	%L4
Brighter Choice for Boys ELA Grade 3	0	24.1	65.5	10.3	0	2.4	95.2	2.4	0	7	65.1	27.9
Albany City School District ELA Grade 3	10.1	30	51.7	8.2	9.1	29.5	54.1	7.3	18.7	35.8	32.8	12.8
Brighter Choice for Boys ELA Grade 4	15.8	31.6	52.6	0	3.6	21.4	75	0	0	44.7	55.3	0
Albany City School District ELA Grade 4	16.2	32.4	47.1	4.3	5.6	27.3	62.1	5	16.2	49.1	31.5	3.2
Brighter Choice for Boys Math Grade 3	0	3.2	87.1	9.7	0	2.4	83.3	14.3	0	30.2	46.5	23.3
Albany City School District Math Grade 3	4.4	22.1	62.3	11.2	2.1	16	68.7	13.2	15	37.4	30.7	16.9
Brighter Choice for Boys Math Grade 4	5	0	75	20	0	3.4	51.7	44.8	0	18.4	71.1	10.5
Albany City School District Math Grade 4	10.3	23.8	55.5	10.4	7.9	17.7	53.4	21.1	8.3	46.3	33.4	11.9

Source: The New York State Report Card



Executive Summary - Charter School Renewal

School: Brighter Choice Charter School for Girls			
Date(s) of Site-Visit:	September 21 and 22, 2010	Members of Site-Visit Team:	Erica Cervine, Cheri Keith-Murray, Susan Megna, Susan Gibbons

I. Introduction/Background Information:

The Brighter Choice Charter School for Girls (BCCSG) is located in the City of Albany and is a single sex school, serving young girls. It opened in the fall of 2002 with 45 students in grades K and 1. It currently serves 244 students in grades K through 4. During the current charter term, the school amended its grade configuration to eliminate Grade 5. The school seeks renewal at its current grade span, K through 4, and has requested an enrollment cap increase of 20 students, increasing overall enrollment to 270 students during the next charter period.

II. Guiding Questions:

A. Can the school demonstrate the ability to operate in an educationally sound manner?

Evidence of Strengths:

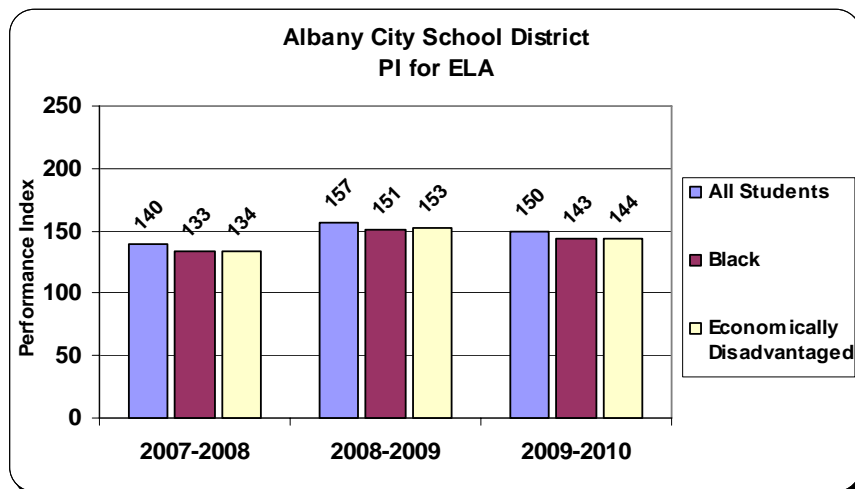
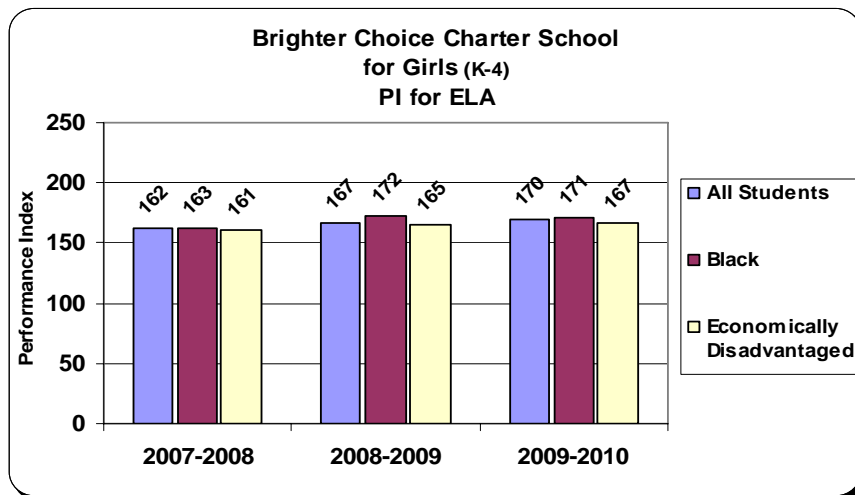
Through classroom observations and document review, the renewal visit team found evidence of the implementation of the Core Knowledge Sequence, writing workshop and Response to Intervention.

During interviews, the leadership team reported that teachers create bi-weekly tests, which include test items that are similar to New York State assessment program items. Bi-weekly data analysis meetings are held as part of the professional development program. Leadership stated that staff members are evaluated for teaching effectiveness; and individual goals are set for professional development based upon those evaluations.

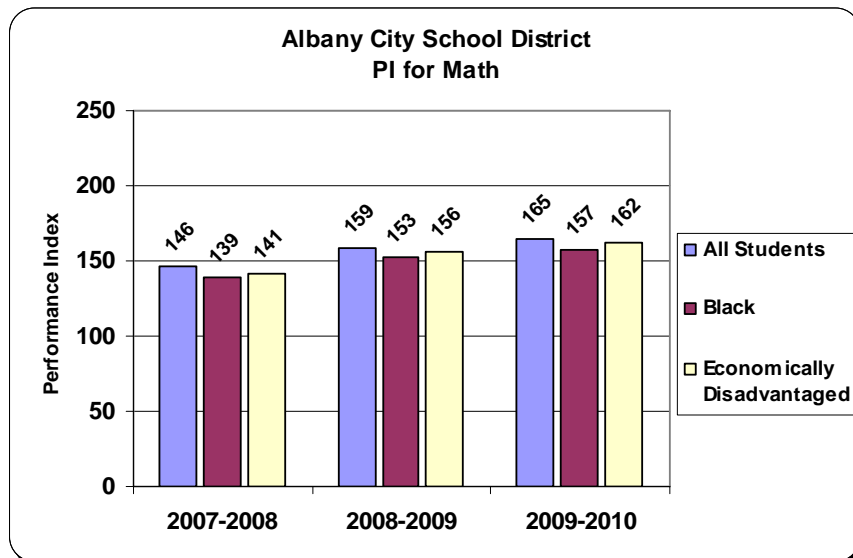
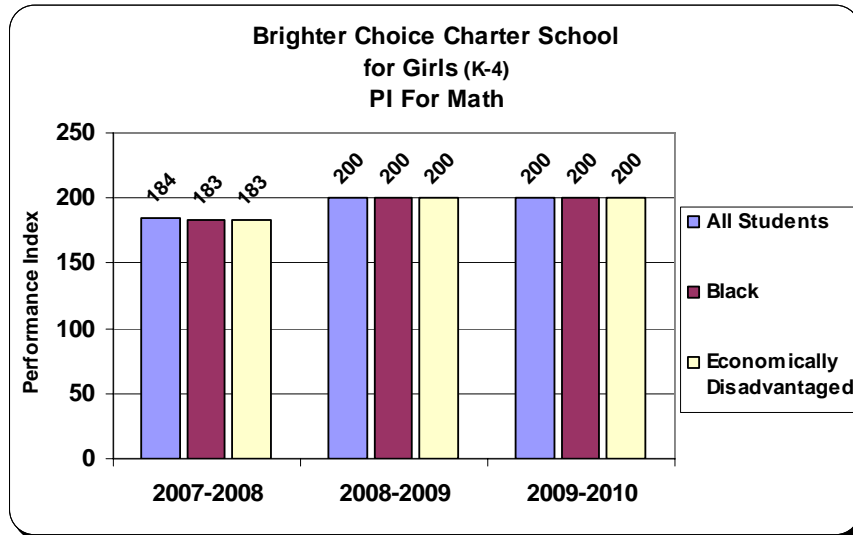
The Responsive Classroom model was clearly seen during classroom observations. The site visit team noted that teachers used positive reinforcement to encourage positive student behavior. The renewal visit team observed that teachers and staff maintain consistent classroom behavior standards throughout the building, and the teaching language is common across grade levels. The overall environment of the school promotes academic and personal/social growth.

Academic Performance:

The school outperformed the district of location in both English Language Arts (ELA) and math by a margin of 20 Performance Index (PI) points in ELA and 35 points in math during the 2009-10 school year. Over the life of the charter, the school has shown a steady increase in proficiency rates. The school has increased 8 percentage points in ELA from 2007 through 2010 and 16 percentage points in math from 2007 through 2010. In the renewal charter application, the school has changed its external assessment goals to be more rigorous – for example, the school increased academic proficiency rate goals by 15 percentage points.



Source: The New York State Report Cards



Source: The New York State Report Cards

Evidence of Areas of Concern:

There are no areas of concern.

B. Can the school demonstrate the ability to operate in a fiscally sound manner?

Evidence of Strengths:

The school has received an unqualified opinion in the certified independent audit statements in the previous operating years of 2008 and 2009. The school did incur an operating deficit for the years 2008 and 2009 due to the purchase of a building and the subsequent incurrence of a mortgage. The overall deficit was substantial but has steadily decreased in each operating year. The budget years project an operating surplus which

will alleviate the deficit. The projected budget in the renewal packet demonstrated fiscal constraint by conservatively estimating grant funding and did not rely on any major third party contributions. The per pupil estimated expense actually decreased in the budget years due to an increase in enrollment. The school has adequate cash reserves; the statement of cash flows in the certified audit had positive balances in the years audited.

Evidence of Areas of Concern:

The school's positive surplus projections are dependent upon an increase in enrollment, thus an increase in revenue. Any decrease in this enrollment projection would have the school incurring a deficit as the surplus was not substantial. The Board of Trustees was cited in the 2009 audit for a lack of fiscal oversight but stated they took action to correct this. According to the Independent Certified Financial Statements (note 5) from June, 2009, the school does not have contracts in place for shared staff. The school bills for shared services with Brighter Choice Charter School for Boys and the Brighter Choice Charter Middle School for Girls. They are reimbursed monthly for salary and benefits. No one is employed directly by the Brighter Choice Foundation according to the board. The administration reports that the chief fiscal person works with the board and the Brighter Choice Foundation.

C. Can the school demonstrate adequate levels of parent and student satisfaction?

Evidence of Strengths:

All focus groups that were interviewed expressed that parent involvement is high in the school. Surveys show that parents are satisfied with the school's academic program, the attention paid to character development and behavior, and the focus on the school as a community. Satisfaction was in the 90% range. The school has a waiting list for all grade levels.

Evidence of Areas of Concern:

There are no areas of concern.

D. Can the school demonstrate that it is a viable organization?

Evidence of Strengths:

As evidenced in the focus group interview, the Board of Trustees has a clear understanding of its role in governing the school and is implementing the governance and leadership structure as defined in the charter. The school leader indicated that she is well supported by the board and is free to implement the programmatic aspects of the school. The board indicated that the school leader is effective in guiding the school's staff and programs. All focus groups discussed their high regard for the school leader.

Evidence of Areas of Concern:
There are no areas of concern.

III. Conclusion:

The Brighter Choice Charter School for Girls is implementing curriculum aligned to NYS standards. State assessment results have been steadily increasing in both ELA and math, with AYP achieved each year. Locally created bi-weekly test items are modeled on state test items. The school is financially sound, with adequate cash reserves. Parent satisfaction and involvement are high. The board and school leader have a clear understanding of their respective roles. Overall, the school is on solid ground academically and fiscally; it is a viable organization.

Appendix 1

Brighter Choice Charter School for Girls – PI for ELA			
Student Group	2006-2007	2007-2008	2008-2009
All Students	162	167	170
Black	163	172	171
Economically Disadvantaged	161	165	167

Albany City School District – PI for ELA			
Student Group	2007-2008	2008-2009	2009-2010
All Students	140	157	150
Black	133	151	143
Economically Disadvantaged	134	153	144

Did not make Adequate Yearly Progress

Brighter Choice Charter School for Girls – PI for Math			
Student Group	2007-2008	2008-2009	2009-2010
All Students	184	200	200
Black	183	200	200
Economically Disadvantaged	183	200	200

Albany City School District – PI for Math			
Student Group	2007-2008	2008-2009	2009-2010
All Students	146	159	165
Black	139	153	157
Economically Disadvantaged	141	156	162

Source: The New York State Report Card

Appendix 2

**Charter School Longitudinal ELA & Math Data
2007-08 through 2009-10**

School and Grades	2007-2008				2008-2009				2009-2010			
	%L1	%L2	%L3	%L4	%L1	%L2	%L3	%L4	%L1	%L2	%L3	%L4
Brighter Choice for Girls ELA Grade 3	0	50	50	0	6.1	18.2	63.6	12.1	3.4	50	44.8	1.7
Albany City School District ELA Grade 3	10.1	30	51.7	8.2	9.1	29.5	54.1	7.3	18.7	35.8	32.8	12.8
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Brighter Choice for Girls Math Grade 4	0	12.5	79.2	8.3	0	0	79.2	20.8	0	39.3	42.9	17.9
Albany City School District Math Grade 4	10.3	23.8	55.5	10.4	7.9	17.7	53.4	21.1	8.3	46.3	33.4	11.9

Source: The New York State Report Card



Executive Summary - Charter School Renewal

School:	Bronx Charter School for Children (BCSC)		
Date(s) of Site-Visit:	September 23-24, 2010	Members of Site-Visit Team:	Jamal L. Young, Barbara Moscinski, Andrew McGrath

I. Introduction/Background Information:

The Bronx Charter School for Children (BCSC) opened in the fall of 2004 with 132 students in grades K and 1. BCSC currently serves 425 students in grades K through 5 in New York City's Community School District (CSD) 7 in the South Bronx. The school is located in a private facility.

During the last renewal period, BCSC failed to meet the state level targets in English Language Arts (ELA) and math. In 2007, the school's ELA performance index was 132, with 46% of students performing at or above Level 3. In 2007, seventy-six percent of students were proficient in math, with a math performance index of 171. The school received a three-year, short-term renewal in December 2007.

II. Guiding Questions:

A. Can the school demonstrate the ability to operate in an educationally sound manner?

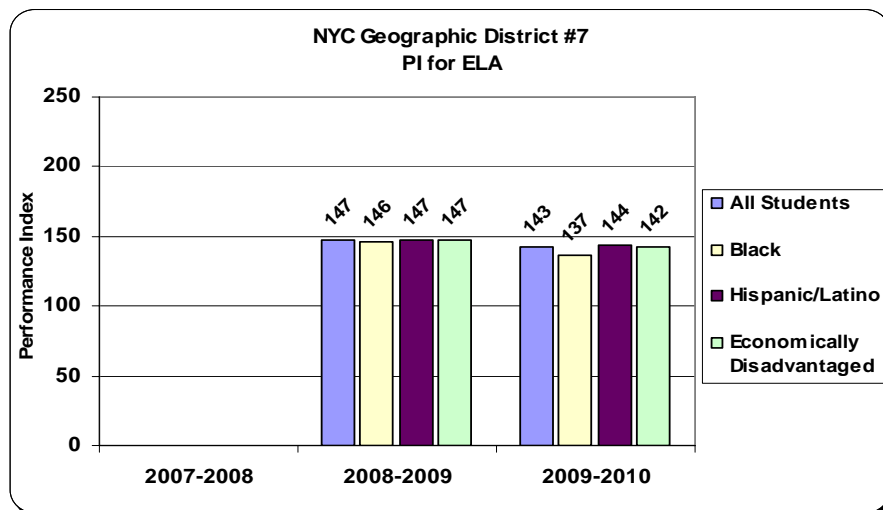
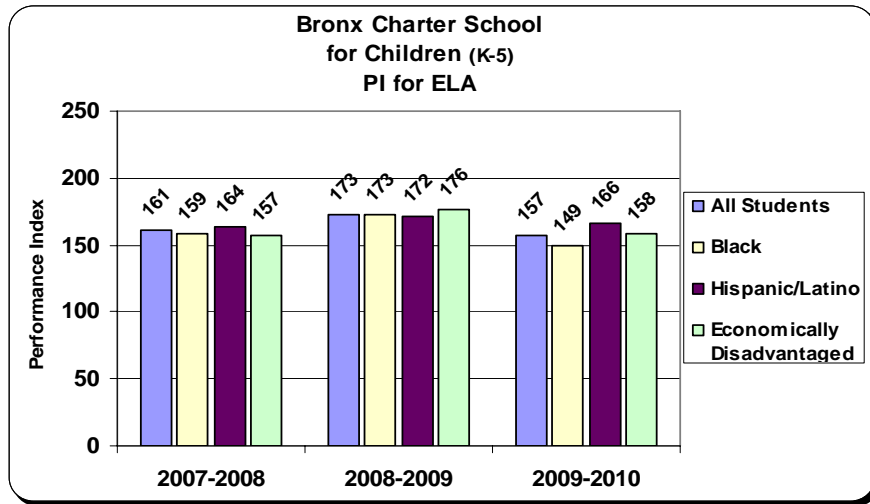
Evidence of Strengths:

The site visit team observed the following "key design elements" from the charter during the two-day renewal visit: research-based curriculum resources and instructional strategies; data-driven instruction; small class sizes (a 24 student maximum); comprehensive inclusion programs for students with disabilities (SWD) and English language learners (ELL); ongoing professional development with an emphasis on literacy; and family involvement.

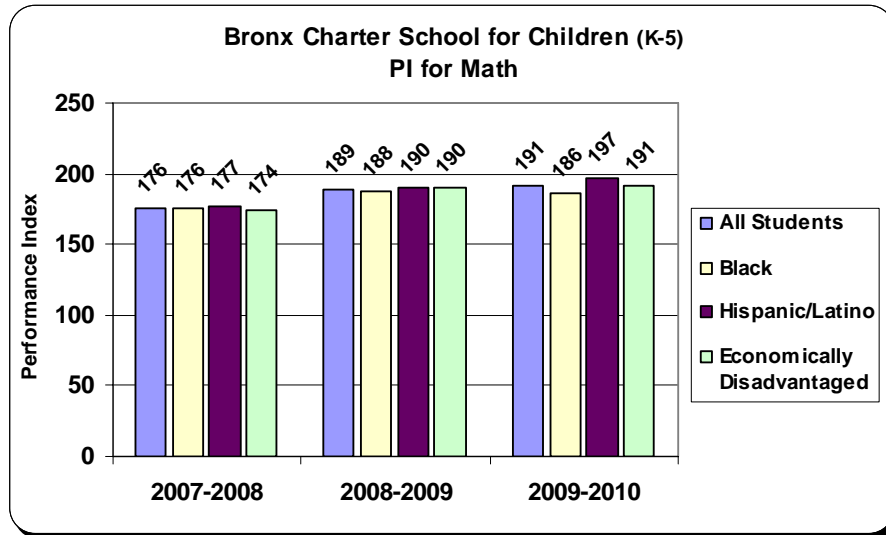
Academic Performance:

BCSC met Adequate Yearly Progress (AYP) in English Language Arts (ELA) and math for all sub-groups during the last three school years. The school outperformed CSD 7 in ELA and math Performance Index (PI) points for all groups on the 2008-09 and 2009-10 NYS

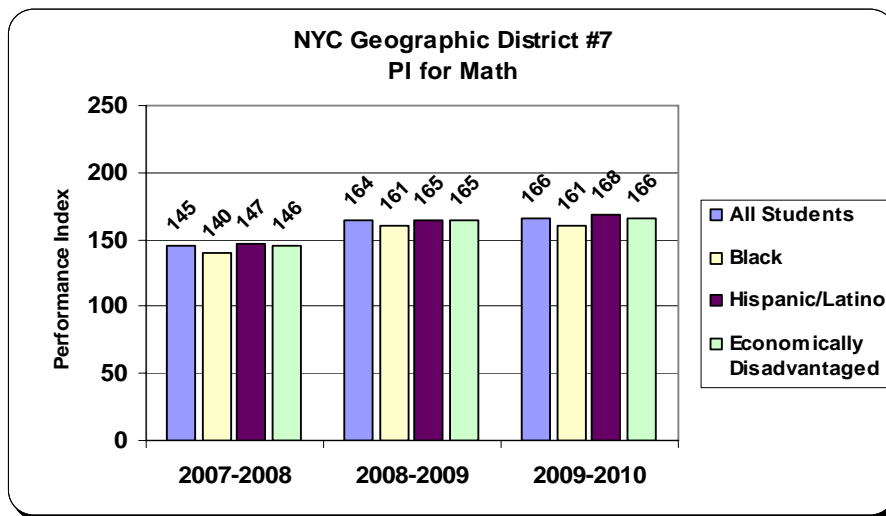
assessments. Students met the math proficiency targets indicated in the current charter for each of the past three years. [See Appendix 2]



*2007-08 sub-group data is under appeal



Source: The New York State Report Card



Source: The New York State Report Card

Evidence of Areas of Concern:

BCSC failed to meet ELA proficiency goals (75%) as delineated in its charter for the 2-year cohort of students in 2008 and 2010.

B. Can the school demonstrate the ability to operate in a fiscally sound manner?

Evidence of Strengths:

The Board of Trustees carries out strong fiscal oversight of the school. They review and approve policies and procedures governing accounting, budgeting, and fiscal controls.

Over the course of the current charter term, BCSC has received clean audits. In the most recent management letter, several non-material recommendations to the school were outstanding at the time of the visit. The reports and the renewal site visit team found evidence of the school working to correct these issues. Trustees were knowledgeable about the current fiscal position of the school. BCSC has a strong cash position, has no outstanding debt, and uses conservative long-term financial planning to support instructional and operational continuity.

Evidence of Areas of Concern:

The instructional program calls for a spending level that can only be met through extensive fundraising. The school raised a little more than \$370,000 in fiscal year 2009, so this may be possible. The school has significant cash reserves (\$2.3 million) and has always ended the fiscal year with a positive cash balance.

C. Can the school demonstrate adequate levels of parent and student satisfaction?

Evidence of Strengths:

Parents interviewed reported strong satisfaction with the instructional program, school culture, and the accessibility of teachers and administrators. The school reported an 85% response rate on its annual parent survey in 2009-2010, and 96% of respondents expressed satisfaction with BCSC. Student indicators of satisfaction include an average daily attendance rate of 95% and a student attrition rate of 2%. BCSC has established a mechanism for parent involvement in the governance of the school. The school's family-staff association accommodates parents by conducting meetings in English and Spanish. BCSC, when compared to CSD 7, enrolls approximately 46% as many SWD (52 students); 79% as many ELL (60 students); and, 81% as many free and reduced lunch eligible students (356 students). The school provides support for these students and families through a mixture of organizational and programmatic practices based on research and experience.

Evidence of Areas of Concern:

Parents expressed a strong, clear desire for the addition of an after school program.

D. Can the school demonstrate that it is a viable organization?

Evidence of Strengths:

The BCSC Board of Trustees has established committees, and individual trustees have expertise in education, finance, real estate, facilities and community relations. The governing body of the school is stable. The renewal visit team reviewed the evaluation instruments for the school leader and staff and found they are aligned to the mission and educational program of the school. Closer links to the key design elements are spelled out in the proposed renewal application.

Evidence of Areas of Concern:

The executive director will be taking a temporary leave of absence during the fall term this year. The trustees engaged in an exhaustive process to identify an interim school leader, and a new leader has been hired through this search process. At this time, there is no evidence of the effectiveness of the new leadership or transition process.

III. Conclusion:

As noted above, the school is following some of the key design elements of its charter while providing supports teachers need in the form of targeted professional development. Extra supports are in place for struggling students. The school continues to outperform the district of location by significant percentages; however, the school's ELA goal for 2009-2010 has not been met. Student academic performance in math is stronger than performance in ELA. Family involvement is high, and includes a governance role for parents and an active family-staff association.

Appendix 1

Bronx Charter School for Children- PI for ELA			
Student Group	2007-2008	2008-2009	2009-2010
All Students	161	173	157
Black	159	173	149
Hispanic/Latino	164	172	166
Economically Disadvantaged	157	176	158

NYC Geographic District #7 – PI for ELA			
Student Group	2007-2008	2008-2009	2009-2010
All Students	*	147	143
Black	*	146	137
Hispanic/Latino	*	147	144
Economically Disadvantaged	*	147	142

***2007-08 sub-group data under appeal
Did not make Adequate Yearly Progress**

Bronx Charter School for Children- PI for Math			
Student Group	2007-2008	2008-2009	2009-2010
All Students	176	189	191
Black	176	188	186
Hispanic/Latino	177	190	197
Economically Disadvantaged	174	190	191

NYC Geographic District #7 – PI for Math			
Student Group	2007-2008	2008-2009	2009-2010
All Students	145	164	166
Black	140	161	161
Hispanic/Latino	147	165	168
Economically Disadvantaged	146	165	166

Source: The New York State Report Card

Appendix 2

**Charter School Longitudinal ELA & Math Data
2007-08 through 2009-2010**

School and Grades	2007-2008				2008-2009				2009-2010			
	L1	L2	L3	L4	L1	L2	L3	L4	L1	L2	L3	L4
Bronx CS for Children ELA Grade 3	0	36.5	52.4	11.1	1.5	39.4	57.6	1.5	12.1	45.5	30.3	12.1
NYC Bronx District 7 ELA Grade 3	16.7	45.6	36	1.7	11.5	35.6	49.6	3.3	28.8	40.6	24.6	6
Bronx CS for Children ELA Grade 4	1.6	38.7	58.1	1.6	0	10.8	89.2	0	9.2	63.1	26.2	1.5
NYC Bronx District 7 ELA Grade 4	20	41.9	37	1.1	10.6	39.1	49.2	1.2	19.4	54	24.7	1.8
Bronx CS for Children ELA Grade 5	**	**	**	**	0	26.4	71.7	1.9	16.7	50	30.3	3
NYC Bronx District 7 ELA Grade 5	4.4	44.5	50.3	0.9	1.5	40	56.1	2.4	26.6	47.4	21.3	4.8
Bronx CS for Children Math Grade 3	0	6.3	73	20.6	0	9.4	76.6	14.1	6.1	37.9	43.9	12.1
NYC Bronx District 7 Math Grade 3	6.7	16.3	66.6	10.4	2.4	13.2	71.4	13.1	19.4	44.5	26.1	10.1
Bronx CS for Children Math Grade 4	4.9	31.1	55.7	8.2	0	1.5	59.1	39.4	1.5	60	32.3	6.2
NYC Bronx District 7 Math Grade 4	12	25.2	51	11.7	9.5	17.6	57.3	15.7	13.1	50.3	26.2	10.4
Bronx CS for Children Math Grade 5	**	**	**	**	1.9	18.9	71.7	7.5	1.5	48.5	37.9	12.1
NYC Bronx District 7 Math Grade 5	9.3	30.5	52.8	7.4	5.9	23	54.7	16.3	13.9	45.3	31.5	9.3



Grade 5 students during this period Source: The New York State School Report Card
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Executive Summary - Charter School Renewal

School: Elmwood Village Charter School (EVCS)			
Date(s) of Site-Visit:	September 14, 2010	Members of Site-Visit Team:	Susan Gibbons, Andrew McGrath, LoriAnn Curtin

I. Introduction/Background Information:

The Elmwood Village Charter School (EVCS) is located in downtown Buffalo, in a former business site that has been renovated into a bright, attractive school. It opened in the fall of 2006 with 125 students in grades K through 4. It currently serves 200 students in grades K through 6. The school is requesting to expand to grade 8 and ultimately serve 350 students during the renewal charter period.

II. Guiding Questions:

A. Can the school demonstrate the ability to operate in an educationally sound manner?

Evidence of Strengths:

Through document review and classroom observation during the on-site renewal visit, the renewal site visit team concluded that the EVCS curriculum is aligned to NYS standards. The team observed differentiated instruction, including whole class, groups of varying sizes and individual attention. Academic rigor was evident as students were encouraged to respond to “why” and “how” as well as “what” questions. Student engagement in learning was heightened as lesson content was relevant to their lives. The school evaluates student academic performance for each student on an on-going basis. It takes a comprehensive approach to assessment, including standardized assessments, commercial assessments, locally developed outcome assessments, screening tools, and progress monitoring. Bi-weekly data analysis meetings are held as part of the teachers’ professional development program. Staff members are evaluated for teaching effectiveness and individual goals are set for professional development.

The Responsive Classroom and Cooperative Discipline programs are utilized to help teachers and staff members maintain consistent classroom behavior standards throughout

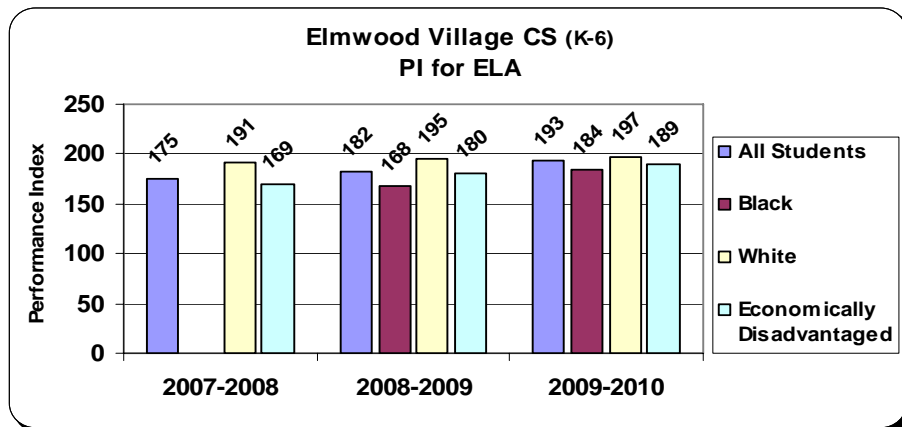
the building. During classroom and school wide observations, the team saw that expectations for appropriate student behavior were clear and teachers had consistent follow-through. Teachers were observed using similar language to voice their expectations of students, and addressed all incidents until they were satisfactorily resolved.

The overall environment of the school promotes academic and personal/social growth. Focus group interviews revealed that the sense of community is strong and consistent throughout the building. This was also evidenced through classroom observations. All staff members, including the school leader, were seen interacting with students; the students were personally known to all the adults.

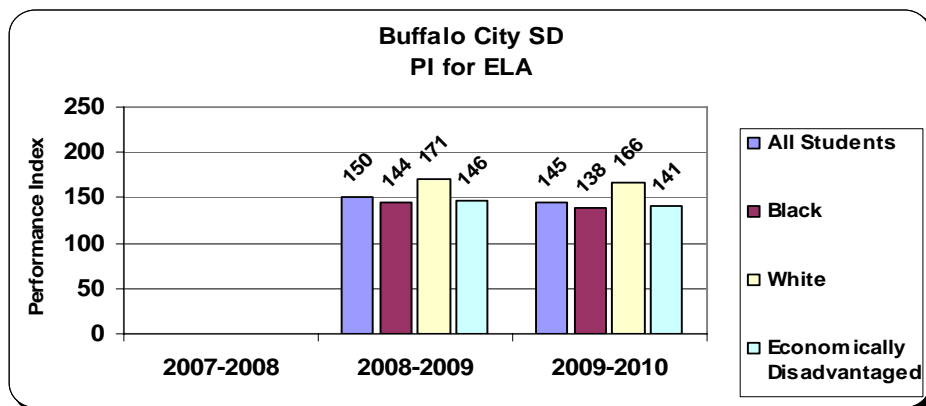
Academic Performance:

The school has made AYP during all three years of the current charter.

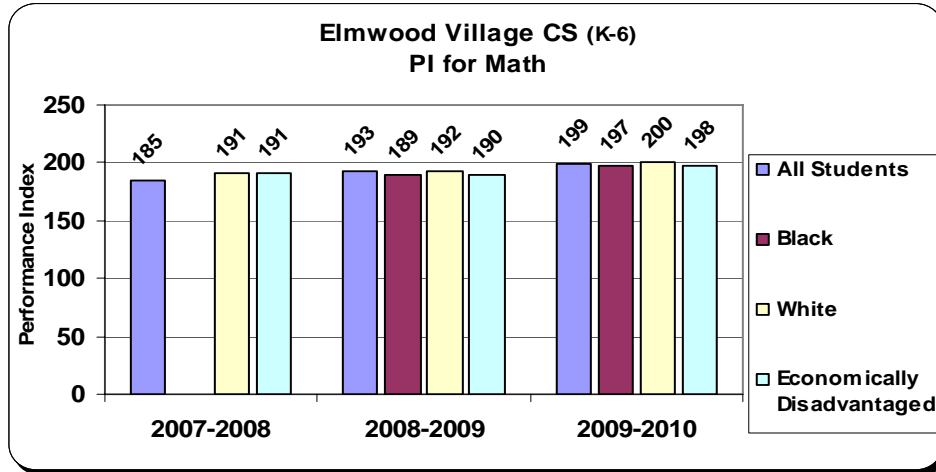
The school outscored the district of location in the “all students” category by 48 Performance Index (PI) points in ELA and by 42 points in math during the 2009-10 school year. State assessment scores have risen steadily in ELA and math for the last three academic years. School wide, 78% of students were proficient in ELA and 84% in math in 2009-10. The school set and achieved its current charter academic performance goals to outperform the district of location. [See Appendix 2]



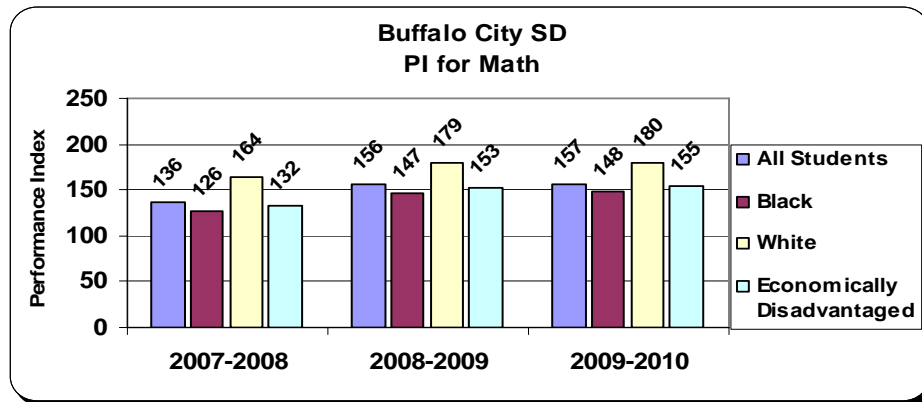
2007-2008 data for Black students was unavailable due to insufficient subgroup size.



2007-2008 data is not available due to appeal.
 Source: The New York State Report Card



2007-2008 data for Black students was unavailable due to insufficient subgroup size.



Source: The New York State Report Card

Evidence of Areas of Concern:
 There are no areas of concern.

B. Can the school demonstrate the ability to operate in a fiscally sound manner?

Evidence of Strengths:

The school has demonstrated sound fiscal practices in the current charter term by maintaining a substantial positive net asset balance with the use of normal operating funds and minimal fund raising. They have engaged outside fiscal consultants

knowledgeable in non-profit fiscal accountability and internal control procedures. The consultants report to the Board of Trustees; and are responsible for approving all fiscal reports.

Evidence of Areas of Concern:

The school is planning to purchase a school building during the 2010-11 school year with a portion of its current net asset reserves. Start-up revenue is decreasing by \$175,000 per year due to the end of the school's Federal Charter Schools Program Planning and Implementation Grant. This will cause the school to be on a break-even basis for a few years. Revenues will eventually increase as a result of the anticipated growth in student enrollment and the subsequent increase in grade levels served. The school has a healthy reserve fund to handle any further fiscal restraints.

C. Can the school demonstrate adequate levels of parent and student satisfaction?

Evidence of Strengths:

Parent involvement is high in the school. Parent surveys indicate that parents are satisfied with the academic program at the school and are specifically pleased with the attention paid to the development of life skills. The school has a waiting list of over 200 students. It is primarily due to the parents' demand for the middle school program that the board is planning for and has requested as a part of its renewal application.

Evidence of Areas of Concern:

There are no areas of concern.

D. Can the school demonstrate that it is a viable organization?

Evidence of Strengths:

From interviews and document review during the site visit, the site visit team concluded that the Board of Trustees has a clear understanding of its role in governing the school and that they are implementing the governance and leadership structure as defined in the charter. The board's relationship with the school leadership was found to be positive and productive. The school leader indicated that he feels well supported by the board. The board stated that the school's leader is effective in guiding the school's staff and its programs. He is highly regarded as a professional by the board, the staff, and the families that were interviewed.

Evidence of Areas of Concern:

There are no areas of concern.

III. **Conclusion:**

Elmwood Village Charter School has a solid record of academic achievement. These results are due to an educational program aligned with the NYS standards, the use of differentiated instruction, and high expectations for student academic achievement. There is a strong, consistent behavior management system in place to guide student and adult behavior in the school. Parents and school leaders state that there is strong parent involvement at the school, and that parents are supportive of the school's staff and academic programs. The school has a waiting list of over 200 students. The school is academically and fiscally sound, and is a viable organization.

Appendix 1

Elmwood Village Charter School – PI for ELA			
Student Group	2007-2008	2008-2009	2009-2010
All Students	175	182	193
Black		168	184
White	191	195	197
Economically Disadvantaged	169	180	189

Buffalo City School District – PI for ELA			
Student Group	2007-2008	2008-2009	2009-2010
All Students	*	150	145
Black	*	144	138
White	*	171	166
Economically Disadvantaged	*	146	141

*District Data Not Available
 Did not make Adequate Yearly Progress

Elmwood Village Charter School – PI for Math			
Student Group	2007-2008	2008-2009	2009-2010
All Students	185	193	199
Black		189	197
White	191	192	200
Economically Disadvantaged	191	190	198

Buffalo City School District – PI for Math			
Student Group	2007-2008	2008-2009	2009-2010
All Students	136	156	157
Black	126	147	148
White	164	179	180
Economically Disadvantaged	132	153	155

Source: The New York State Report Card

Appendix 2

Charter School Longitudinal ELA & Math Data 2007-08 through 2009-2010

School and Grades	2007-2008				2008-2009				2009-2010			
	%L1	%L2	%L3	%L4	%L1	%L2	%L3	%L4	%L1	%L2	%L3	%L4
Elmwood Village CS ELA Grade 3	8	12	60	20	4.3	17.4	69.6	8.7	0	16	40	44
Buffalo CSD ELA Grade 3	12.5	40.5	43	3.9	11.8	39.2	46.5	2.4	32.9	39.1	21.8	6.2
Elmwood Village CS ELA Grade 4	0	20	64	16	4	12	80	4	0	24	72	4
Buffalo CSD ELA Grade 4	20.6	37	40.2	2.1	9.9	35.9	51.6	2.5	21.9	50.1	25.9	2.1
Elmwood Village CS ELA Grade 5	0	24	72	4	0	26.1	56.5	17.4	4	20	52	24
Buffalo CSD ELA Grade 5	5.4	41.6	51.1	1.9	2.7	41.1	52.1	4.2	29.8	44.1	22.4	3.7
Elmwood Village CS ELA Grade 6	**	**	**	**	0	4.2	95.8	0	4.5	18.2	63.6	13.6
Buffalo CSD ELA Grade 6	4.2	52.1	42.8	0.9	0.2	36.2	60.6	3	24.2	44.1	30	1.7
Elmwood Village CS Math Grade 3	0	8	64	28	0	4.3	65.2	30.4	0	20	24	56
Buffalo CSD Math Grade 3	9	24.5	60.4	6	3.7	20.8	69.3	6.1	29.1	43.1	21.3	6.6
Elmwood Village CS Math Grade 4	0	12	52	36	0	0	36	64	0	16	36	48
Buffalo CSD Math Grade 4	17.6	29.1	46.3	6.9	14.3	21.5	53.2	10.9	19.1	49.6	24.3	7
Elmwood Village CS Math Grade 5	4	16	52	28	0	8.7	43.5	47.8	0	12	40	48
Buffalo CSD Math Grade 5	17	32.8	44.4	5.8	10.6	27.6	50.5	11.4	22.2	46.3	25.7	5.8
Elmwood Village CS Math Grade 6	**	**	**	**	0	16.7	58.3	25	0	13.6	54.5	31.8
Buffalo CSD Math Grade 6	18.1	33	42	6.9	10.8	32.2	48.2	8.8	24.1	45.7	22.5	7.7

** Indicates the school did not enroll students in these grades during this year

Source: The New York State Report Card



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Executive Summary - Charter School Renewal

School: Harlem Success Academy Charter School (HSACS)			
Date(s) of Site-Visit:	September 23-24, 2010	Members of Site-Visit Team:	Kathryn Ahern, LoriAnn Curtin, Vickie Smith

I. Introduction/Background Information:

The Harlem Success Academy Charter School (HSACS) opened in the 2006-2007 school year with 165 students in grades K through 1, and currently serves 610 students in grades K through 5 in New York City Department of Education (NYDOE) Community School District (CSD) 3 in Harlem. The school is located in a public facility, which it shares with P.S. 149, Sojourner Truth School. The school is a part of the Harlem Success Network of charter schools, which currently offers support services to seven charter schools in New York City. As part of this renewal request, the school is requesting to expand to grade 8 and ultimately serve 1013 students during the renewal charter period. The NYCDOE has identified a location for the students who will be attending grades 6, 7 and 8.

II. Guiding Questions:

A. Can the school demonstrate the ability to operate in an educationally sound manner?

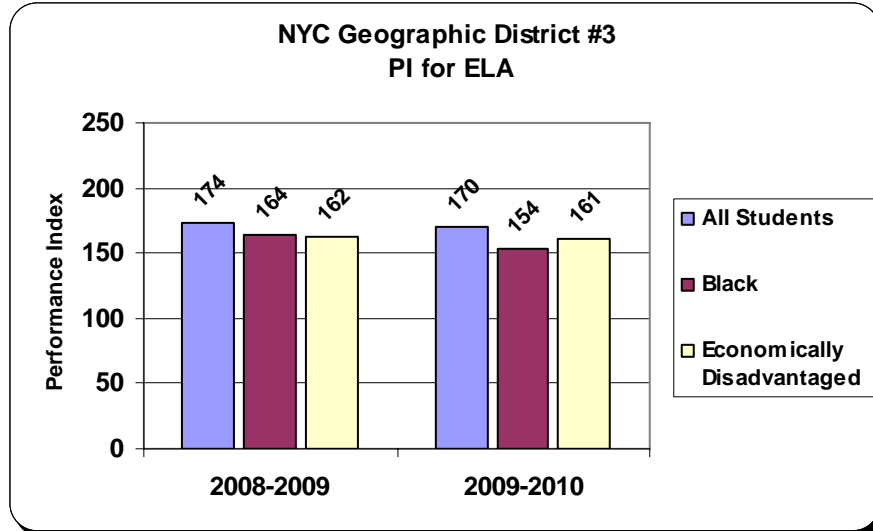
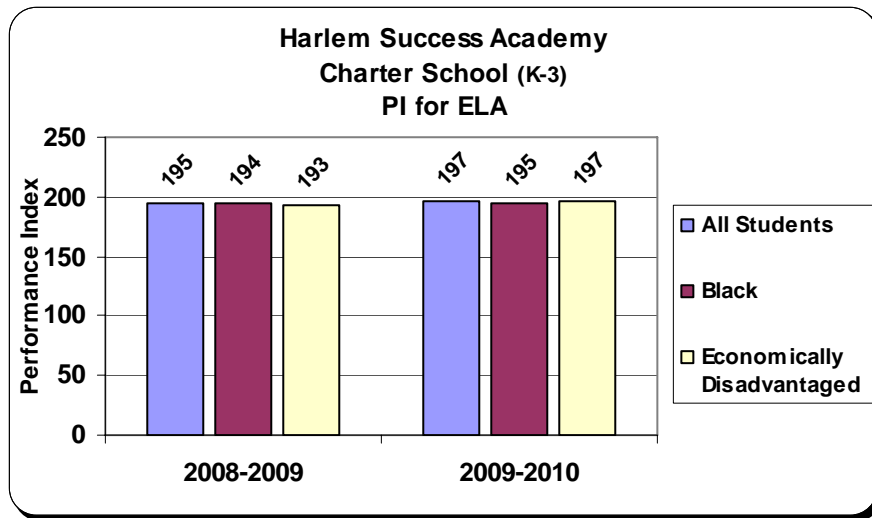
Evidence of Strengths:

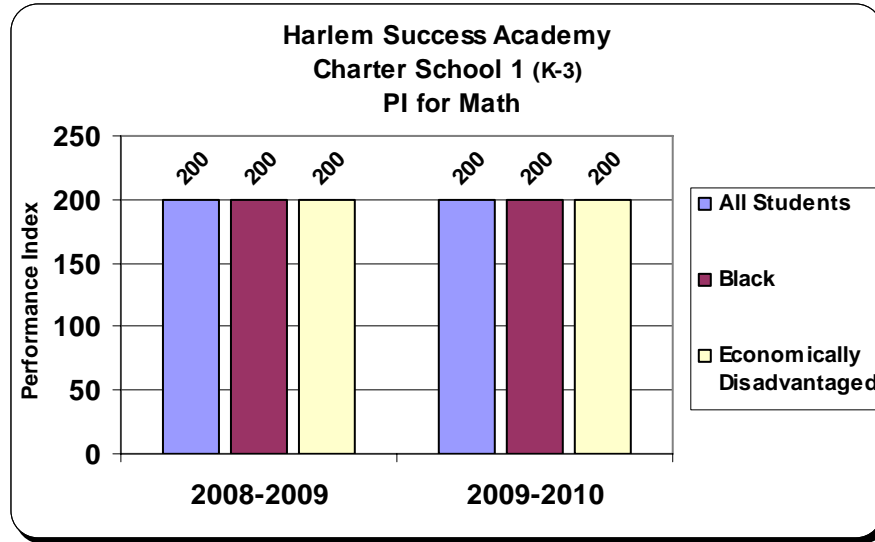
The school has a clearly mapped and paced curriculum that is aligned to the NYS learning standards. The renewal site visit team observed common and consistent lessons delivered across classrooms. The Board of Trustees, teachers and parents interviewed during the renewal site visit expressed belief that there is strong and effective instructional leadership in place. Teachers stated that the building leadership is pushing for increased instructional rigor, and that the building leadership team schedules ample instructional meetings to ensure that effective teaching practice is supported. Teachers reported that they feel support for their development as professionals and meet collaboratively at least twice a week. They also indicated that differentiated professional development sessions are offered weekly.

Academic Performance:

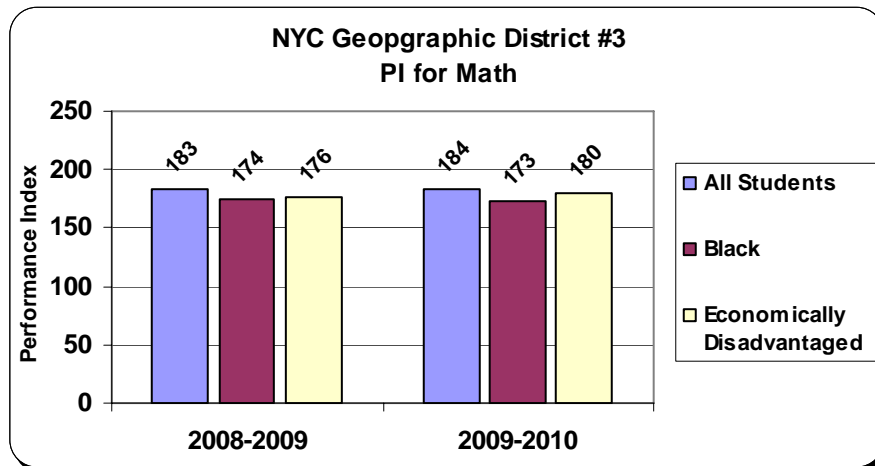
The school has made Annual Yearly Progress (AYP) for all sub-groups and for the “all students” group during the 2008-09 and 2009-10 school years, the only school years with

students in grades 3 and 4. HSACS compares favorably to CSD 3, the district of location, according to results of the 2008-09 and 2009-10 NYS assessments in English Language Arts (ELA) and math. The school is currently (2009-10) among the top achieving charter schools in the CSD with 93.1% of grade 4 students at Levels 3 or 4 on the NYS math assessment, and 86.2% assessed at Levels 3 or 4 on the ELA assessment. [See Appendix 2]





Source: New York State Report Cards



Source: New York State Report Cards

Evidence of Areas of Concern:

There are no areas of concern.

B. Can the school demonstrate the ability to operate in a fiscally sound manner?

Evidence of Strengths:

The school has demonstrated sound fiscal practices in the current charter term by maintaining a substantial positive net asset balance with the use of normal operating funds. The projected renewal budget demonstrated fiscal constraint by conservatively estimating grant funding and did not rely on any third party contributions. The per pupil estimated expense actually decreased in the first year of the budget in comparison to previous years, increasing in following years but consistent with previous years' spending.

Evidence of Areas of Concern:
There are no areas of concern.

C. Can the school demonstrate adequate levels of parent and student satisfaction?

Evidence of Strengths:

Many family night activities are held throughout the year and are regularly attended by parents and children. Ninety-nine percent of parents responded to a survey and indicated satisfaction with the school. During focus group interviews with site visit team members, parents indicated that the school leadership was responsive to their concerns and suggestions. Students expressed enthusiasm for their school and knowledge of its core values.

Evidence of Areas of Concern:

Several newsletters and flyers handed out at the school to parents indicate that after-school and Saturday events for parents and children are deemed “mandatory.”

D. Can the school demonstrate that it is a viable organization?

Evidence of Strengths:

The school has a strong Board of Trustees and a strong board president with a long-term vision of growth and development. The board president mentors many of the newly appointed trustees. The Board of Trustees appears to be responsive and responsible to the school community it serves, and appears to have a clear decision-making and communication process that results in a common sense of purpose for all school constituencies.

Evidence of Areas of Concern:

There are no areas of concern.

III. Summary

The school has a strong, stable board that clearly understands its responsibilities and is proactive in assuming them. There is strength also in the instructional program which has resulted in consistently high assessment scores in ELA and Math. Parent involvement is high, as is parent satisfaction with the school.

Appendix 1

Harlem Success Academy Charter School – PI for ELA		
Student Group	2008-2009	2009-2010
All Students	195	197
Black	194	195
Economically Disadvantaged	193	197

NYC Geographic District #3 – PI for ELA		
Student Group	2008-2009	2009-2010
All Students	174	170
Black	164	154
Economically Disadvantaged	162	161

Harlem Success Academy Charter School – PI for Math		
Student Group	2008-2009	2009-2010
All Students	200	200
Black	200	200
Economically Disadvantaged	200	200

NYC Geographic District #3 – PI for Math		
Student Group	2008-2009	2009-2010
All Students	183	184
Black	174	173
Economically Disadvantaged	176	180

Source: New York State Report Cards

Appendix 2

**Charter School Longitudinal ELA & Math Data
2007-08 through 2009-2010**

School and Grades	2008-2009				2009-2010			
	%L1	%L2	%L3	%L4	%L1	%L2	%L3	%L4
Harlem Success Academy CS ELA Grade 3	0	5	71.7	23.3	0	11.3	58.1	30.6
NYC Manhattan District 3 ELA Grade 3	5.1	23	59.9	11.9	15.4	30.2	32.5	21.9
Harlem Success Academy CS ELA Grade 4	**	**	**	**	0	13.8	81	5.2
NYC Manhattan District 3 ELA Grade 4	3.7	21.8	65.3	9.2	8.9	36.6	45	9.5
Harlem Success Academy CS Math Grade 3	0	0	29.3	70.7	0	3.2	32.3	64.5
NYC Manhattan District 3 Math Grade 3	1.3	7	65.4	26.3	11.6	32.5	31.3	24.7
Harlem Success Academy CS Math Grade 4	**	**	**	**	0	6.9	43.1	50
NYC Manhattan District 3 Math Grade 4	4.4	8.7	47.2	39.7	6.4	30.5	29.8	33.3

** Students not in attendance at the grade level indicated
Source: New York State Department District Student Performance



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Executive Summary - Charter School Renewal

School:	Harriet Tubman Charter School (HTCS)		
Date(s) of Site-Visit:	September 23 and 24, 2010	Members of Site-Visit Team:	Kalimah Geter, Sharon Holder, Major Capers and Aaron Listhaus (NYCDOE)

I. Introduction/Background Information:

Harriet Tubman Charter School (HTCS) opened in the 2001-2002 school year with 120 students K through 3. It currently serves 469 students enrolled in grades K through 8. The school is located in New York City Department of Education (NYCDOE) Community School District (CSD) 9 in the Southeast section of the Bronx. The school currently is in a short-term renewal period, due to financial and academic challenges faced during its first years in operation. Over the course of the current charter term, the school has made substantial improvements in fiscal health and academic standing.

II. Guiding Questions:

A. Can the school demonstrate the ability to operate in an educationally sound manner?

Evidence of Strengths:

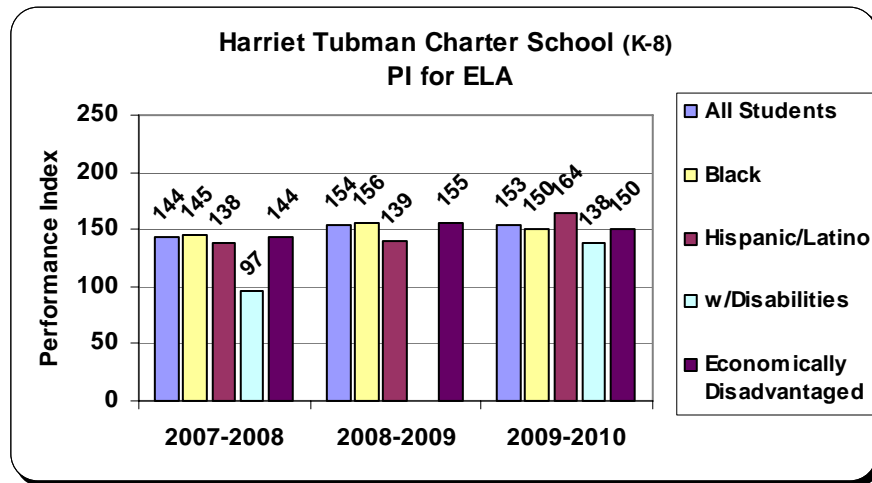
During the focus group interviews, the Board of Trustees and teachers stated that students receive services as required by federal and state law. These services include: providing extra academic support during the regular school day, the extended school day and during summer programs. The services are provided to all students, including students with disabilities (SWD) and English language learners (ELL). The school provides academic intervention services (AIS) for general education students in grades 3 through 8 who demonstrate the need for extra support. In addition, the school has extended day small group instruction program from Monday through Friday, from 3:45 p.m. to 6:15 p.m.

Academic Performance:

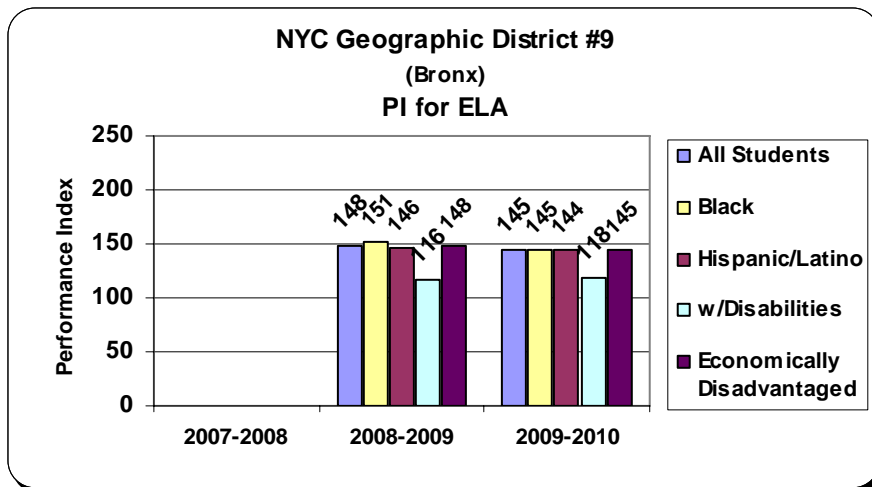
The school has made Adequate Yearly Progress (AYP) in all areas over the duration of the current charter and remains in good standing.

The attached informational charts (see Appendixes 1 and 2) show that HTCS student performance in Math/ELA has exceeded District 9 student performance for the 2009-2010 school year. The site visit team reviewed accountability data (NYS Report Cards and NYC

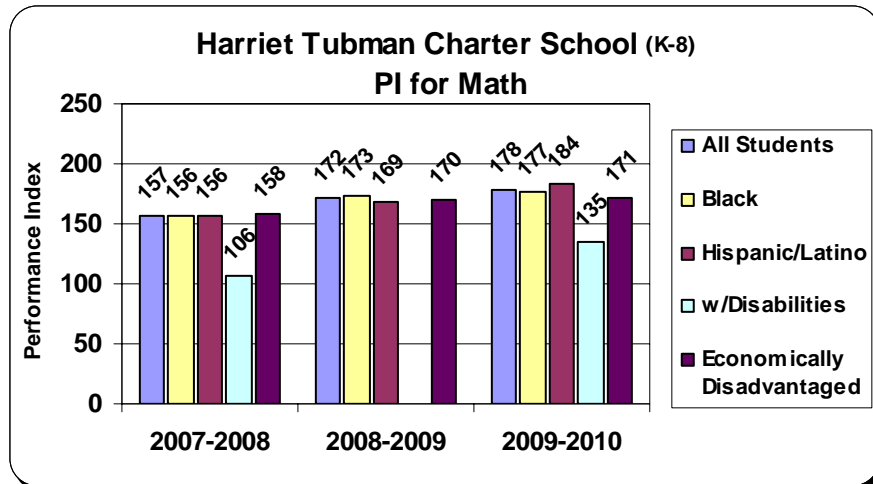
Progress Reports) that shows the school has remained in good standing over the course of the last three years. The school's ELA proficiency level increased from 47.8% in 2007-2008 to 54.1% in 2009-2010; proficiency in ELA slightly decreased by 1.3% between the 2008-2009 and the 2009-2010 school years. The school's mathematics proficiency level steadily increased from 62.7% to 80.3% between the 2007-2008 and the 2009-2010 school years. The following charts provide information on the academic performance for HTCS between the 2007-2008 and 2009-2010 school years.



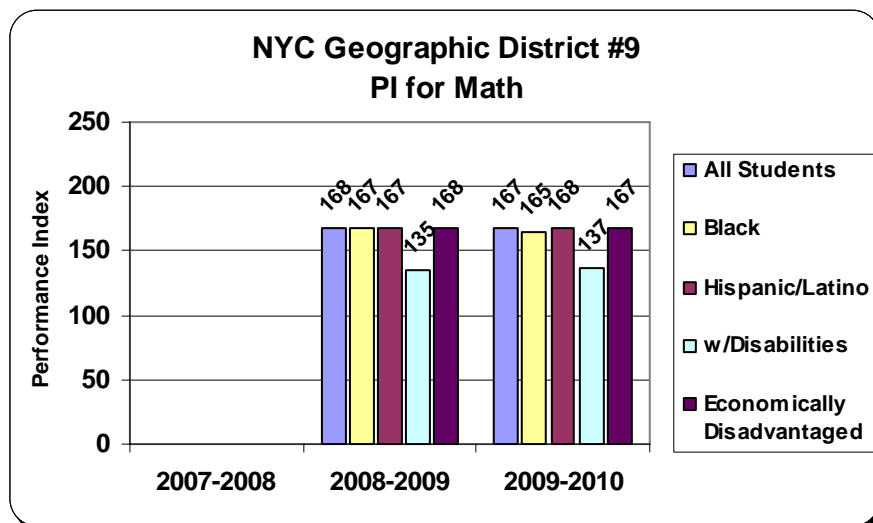
2008-09 data for SWD is unavailable due to insufficient subgroup size



2007-08 subgroup data unavailable due to appeal



2008-09 data for SWD is unavailable due to insufficient subgroup size
Source: New York State Report Cards



*2007-2008 subgroup data unavailable due to appeal
Source: New York State Report Cards

Evidence of Areas of Concern:

During focus group interviews during the renewal site visit, the board and the school administration stated that they are aware that their enrollment numbers for students with disabilities and English language learners are low as compared to the district. They stated that they would modify their application to attempt to increase the enrollment numbers for these populations. The school is working to increase and improve instructional methods in the areas of cooperative learning and differentiated instruction.

B. Can the school demonstrate the ability to operate in a fiscally sound manner?

Evidence of Strengths:

The school had a substantial net deficit of \$2,038,949 for the year ending June 30, 2007. Since the issuance of two detrimental audit reports, the school and the Board have addressed these issues. The school has eliminated all but \$20,306 of the deficit by reaching a debt forgiveness agreement with its management company, Edison Learning, Inc., the primary debt holder. An audit issued in 2007 by NYSED Office of Audit Services for the period 2004 through 2006 resulted in 82 recommendations. The school has implemented changes to address 79 of the 82 recommendations. The remaining three are in the process of being addressed. The school has appointed a new board member to head the finance committee. It has outsourced its accounting and bookkeeping to a firm with reputable expertise in not-for-profit entities. The school is planning to eventually eliminate its partnership with Edison Learning, Inc. This will give the school greater flexibility in seeking other consultants or hiring staff to perform the same services as the management company with greater cost savings.

Evidence of Areas of Concern:

The school still maintains a management agreement with Edison Learning, Inc. The primary source of the school's deficit was due to late payment of management fees and subsequent interest incurred. As long as payments are timely, extensive debt will not be incurred again. However, the 2009 audit's internal control report still cited problems with the reconciliation of the inter-company accounts with Edison Learning, Inc. The projected budget amounts for the next charter term are on a break-even basis with expenses equaling revenues for all five budget years. Although this does not incur any additional debt for the school, any decrease in enrollment or revenue projections will lead to the school incurring debt again. The school has a proposal to increase facility space and plans to increase enrollment. It is not known if the increase in enrollment revenue will fully cover the increase in facility costs or other costs associated with an increase in students.

C. Can the school demonstrate adequate levels of parent and student satisfaction?

Evidence of Strengths:

The site visit team reviewed the parent survey for the 2009-2010 school year, the results from the 4th renewal charter goals and parent interviews during the renewal visit and found that most parents were satisfied with the education provided at the school. The New York City School Survey indicated that 94% of the parents were satisfied with the education their children received at the school. During focus group interviews, several parents indicated that their children have graduated from this charter school and are now in college preparatory programs. Parents stated that information about the progress of their children and school initiatives are shared with them on a regular basis. The parent survey distributed and designed by the New York City Department of Education indicated that the

school's parent response rate on the survey increased from 18% in 2008 to 84% in 2010. The survey indicated that 94% of parents are satisfied with the education their children receive; 94% of the parents are satisfied with the opportunities the school presents to allow parents to be involved in their children's education; and 92% of parents are satisfied with the way the school communicates with them. The board stated that they are having success recruiting and retaining students and indicates that there are over 100 students on the school's waiting list. Students stated that the principal encourages strong communication among teachers, students, parents and school administrators. Students shared that their teachers provide additional direct instruction before, during and after school. They also stated that teachers change the way they provide instruction to meet the specific needs of all students.

Evidence of Areas of Concern:

Parents stated that they would like to receive more information from the board regarding meeting agendas, board minutes and school related reports. In addition, parents stated that they would like to have several parent representatives on the board. The board acknowledged that there is a need to improve relationships with the parents of students.

D. Can the school demonstrate that it is a viable organization?

Evidence of Strengths:

The board implements the governance and leadership structure as defined in its current charter. The board has an organizational structure that includes standing and non-standing committees for governance, education, finance, personnel, grievance, fundraising and audit. The board maintains a contractual relationship with Edison Learning, Inc. to provide academic, legal and fiscal services to the school for a yearly fee. The existing contract with Edison has been extended through 2014. Focus groups indicated that the board is being responsive to the needs of the school and the community.

Evidence of Areas of Concern:

Board members expressed that there is a sense of urgency in raising student performance and providing fiscal and operational oversight to the school. The board has not yet demonstrated that it operates with a clear set of goals for the school. It has not yet developed a set of tools for assessing progress toward meeting its goals, including those goals outlined in the school's Accountability Plan. The board acknowledged this during conversations with the site visit team, and stated that this would be an upcoming focus of their work. The site visit team interviewed parents who indicated that they feel disconnected from the board, and have not received information/reports outlining board agendas and/or minutes of board actions.

III. Conclusion

The board follows the governance plan delineated in its current charter. To accommodate fiscal issues raised in the past, the board has appointed a new member to head the finance committee. In addition, it has outsourced its accounting and bookkeeping to a firm with reputable expertise in not-for-profit entities. The school is planning to eliminate its partnership with Edison Learning, Inc., but is contracted with them until 2014. Eliminating the partnership will give the school greater flexibility in managing its own fiscal affairs. The school has overcome the primary source of its deficit which was due to late payment of management fees and subsequent interest incurred. The accountability data shows that the school has remained in good standing since the start of the last renewal period, and that student academic achievement is steadily increasing with each incoming cohort of students. Parent satisfaction is high, especially regarding communication between the school and the home. Information about student progress is shared regularly and there are opportunities for parents to be involved in their children's education. Parents would, however, like to be represented on the board.

Appendix 1

Harriet Tubman Charter School - PI for ELA			
Student Group	2007-2008	2008-2009	2009-2010
All Students	144	154	153
Black	145	156	150
Hispanic/Latino	138	139	164
W/ Disabilities	97	**	138
Economically Disadvantaged	144	155	150

NYC Geographic District #9 – PI for ELA			
Student Group	2007-2008	2008-2009	2009-2010
All Students	*	148	145
Black	*	151	145
Hispanic/Latino	*	146	144
W/ Disabilities	*	116	118
Economically Disadvantaged	*	148	145

Harriet Tubman Charter School – PI for Math			
Student Group	2007-2008	2008-2009	2009-2010
All Students	157	172	178
Black	156	173	177
Hispanic/Latino	156	169	184
W/ Disabilities	106	**	135
Economically Disadvantaged	158	170	171

NYC Geographic District #9 – PI for Math			
Student Group	2007-2008	2008-2009	2009-2010
All Students	*	168	167
Black	*	167	165
Hispanic/Latino	*	167	168
W/ Disabilities	*	135	137
Economically Disadvantaged	*	168	167

Did not make Adequate Yearly Progress

* Data unavailable due to appeal

**Data unavailable due to insufficient subgroup size

Appendix 2

**Charter School Longitudinal ELA & Math Data
2007-2008 through 2009-2010**

School and Grades	2007-2008				2008-2009				2009-2010			
	%L1	%L2	%L3	%L4	%L1	%L2	%L3	%L4	%L1	%L2	%L3	%L4
Harriet Tubman CS ELA Grade 3	5.9	37.3	54.9	2	3.9	33.3	60.8	2	30	38	28	4
NYC Bronx District #9 ELA Grade 3	14.9	44.2	38.4	2.5	11.2	36.4	50.3	2.2	30.7	41.1	23	5.2
Harriet Tubman CS ELA Grade 4	4.1	59.2	34.7	2	2	44.9	53.1	0	16.7	66.7	16.7	0
NYC Bronx District #9 ELA Grade 4	18.6	38.9	41.2	1.3	8.6	35.2	55	1.2	17.8	51.3	29.7	1.2
Harriet Tubman CS ELA Grade 5	0	31.3	68.6	0	0	57.4	40.4	2.1	26	42	26	6
NYC Bronx District #9 ELA Grade 5	6.1	45.5	47.8	0.6	2.5	41.6	53.7	2.2	25.1	48.1	22.7	4.2
Harriet Tubman CS ELA Grade 6	0	50	50	0	0	35.3	64.7	0	8	54	38	0
NYC Bronx District #9 ELA Grade 6	6.3	61.4	32.1	0.3	0.5	43.4	54.8	1.2	26.7	50.2	22.5	0.5
Harriet Tubman CS ELA Grade 7	0	51.2	48.8	0	0	28	72	0	6.1	61.2	32.7	0
NYC Bronx District #9 ELA Grade 7	5	50.8	44	0.1	1.2	45	53.6	0.1	26.7	54.1	17.9	1.3
Harriet Tubman CS ELA Grade 8	11.1	69.4	19.4	0	0	58.5	41.5	0	4.8	66.7	28.6	0
NYC Bronx District #9 ELA Grade 8	14.9	62.5	22	0.6	4.5	56.2	38.9	0.4	21.5	54.4	23	1
Harriet Tubman CS Math Grade 3	0	16.3	81.6	2	0	13.7	80.4	5.9	6.1	30.6	38.8	24.5
NYC Bronx District #9 Math Grade 3	4.4	14.7	68.5	12.4	1.6	11.8	70.9	15.6	20.8	42.4	25.7	11.1
Harriet Tubman CS Math Grade 4	4	32	54	10	4.2	12.5	77.1	6.3	16.7	54.2	25	4.2

NYC Bronx District #9 Math Grade 4	10.5	21.2	57	11.4	7.7	15.3	58	19.1	10.8	50.5	29.2	9.6
Harriet Tubman CS Math Grade 5	2.1	21.3	76.6	0	0	30.4	65.2	4.3	10	50	32	8
NYC Bronx District #9 Math Grade 5	10.4	25.1	55.8	8.7	6.4	21.1	56.9	15.5	14	44.4	31	10.6
Harriet Tubman CS Math Grade 6	0	32	60	8	2	21.6	62.7	13.7	4	38	30	28
NYC Bronx District #9 Math Grade 6	13.5	31.7	47.4	7.4	9.5	25.2	54.1	11.2	19.4	43.7	25.2	11.7
Harriet Tubman CS Math Grade 7	2.4	34.1	61	2.4	0	25	70.8	4.2	8.2	32.7	36.7	22.4
NYC Bronx District #9 Math Grade 7	9.5	34.9	48.5	7	3.3	28.1	60.8	7.8	20.1	45.1	25.9	8.9
Harriet Tubman CS Math Grade 8	30.6	58.3	8.3	2.8	4.9	48.8	43.9	2.4	9.5	57.1	33.3	0
NYC Bronx District #9 Math Grade 8	16.1	38.9	40.3	4.7	7.2	30.4	55	7.5	21.2	48.3	24	6.5



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Executive Summary - Charter School Renewal

School:	Charter School for Applied Technologies (CSAT)		
Date(s) of Site-Visit:	October 5, 6, and 7, 2010	Members of Site-Visit Team:	Susan Gibbons, Barbara Moscinski, Erica Cervine

I. Introduction/Background Information:

The Charter School for Applied Technologies (CSAT) opened in the fall of 2001 with 700 students in grades K through 6. The school has expanded to grades K through 12 and currently enrolls 1675 students. CSAT is located in the Kenmore -Town of Tonawanda Union Free School District. Approximately 85% of its enrolled students live in the City of Buffalo. The school received a five year charter renewal in January 2006.

II. Guiding Questions:

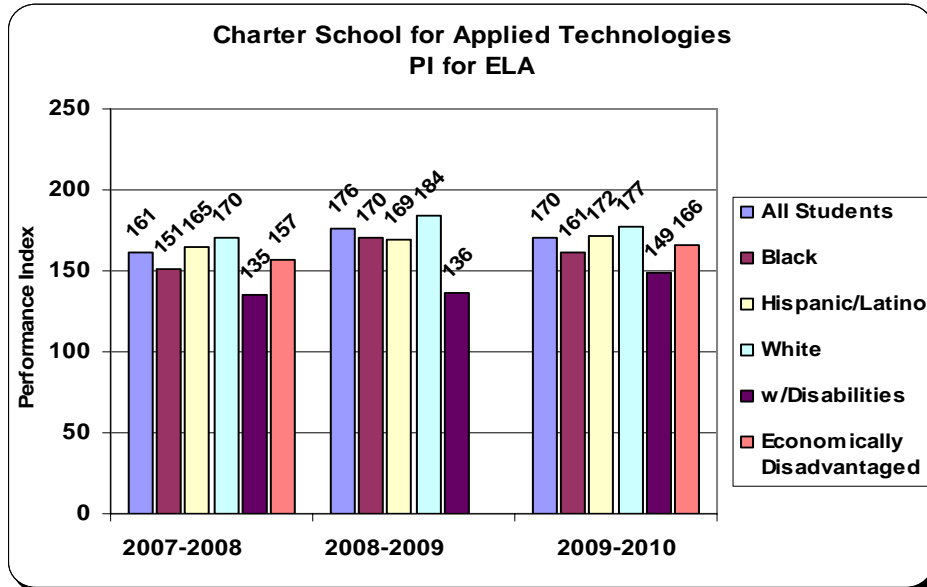
A. Can the school demonstrate the ability to operate in an educationally sound manner?

Evidence of Strengths:

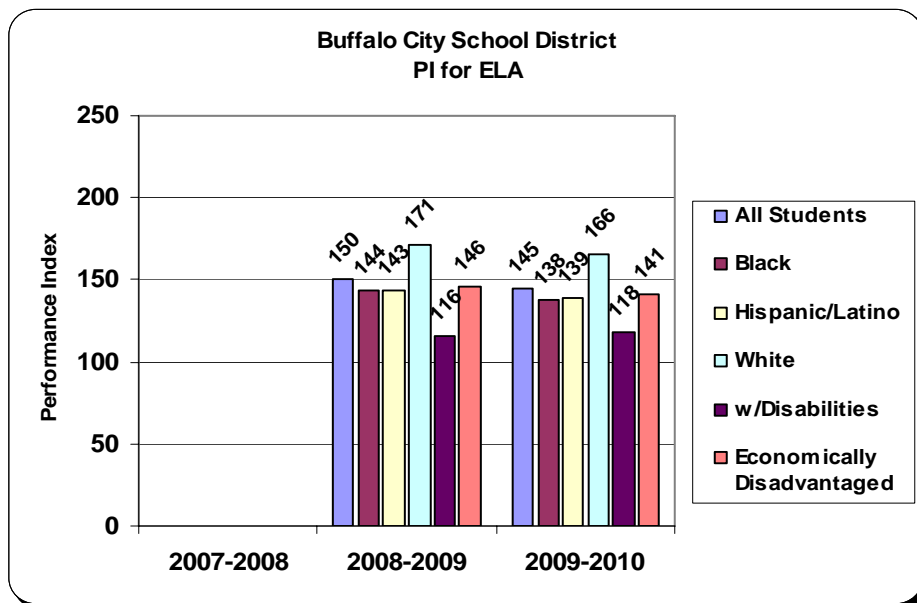
The site visit team observed evidence of the school's career preparation theme during classroom observations and review of lesson plans. Visual displays in the school also reflected the career preparation theme. The school makes extensive use of eDoctrina, a data analysis system that provides comparative data on student performance on a variety of assessments. NYMapper is another tool used by the school to create units and lesson plans that align with NYS standards. The academic program is extensive, with strong music and arts components, and numerous electives at the secondary level. In most classrooms observed, students were engaged in meaningful learning activities and there were few disruptions from misbehavior. Teachers are configured into teams which share responsibility for student achievement. Teachers also share a team evaluation component, which can result in merit pay for its members.

Academic Performance:

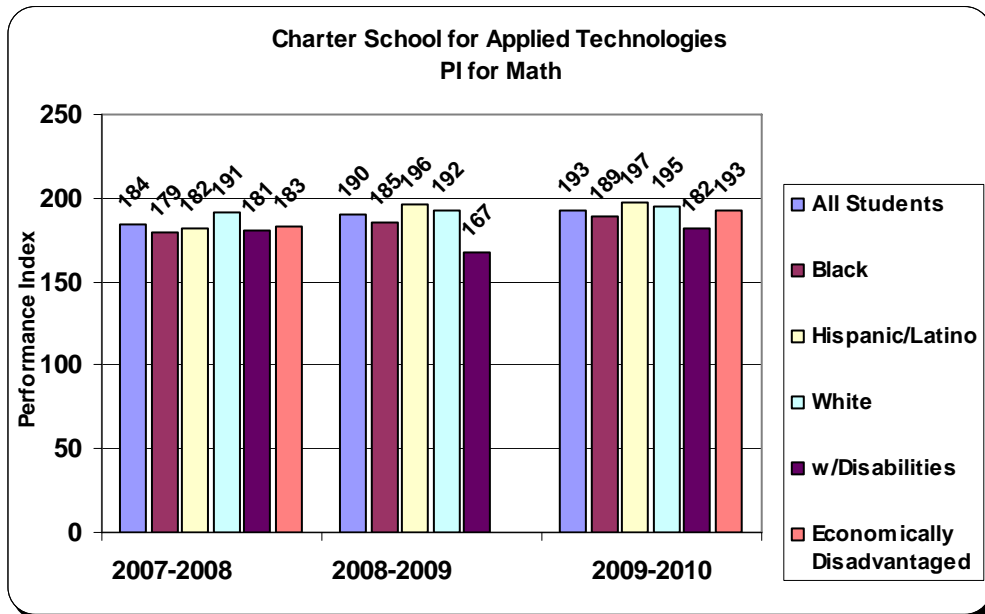
Charter School for Applied Technologies has consistently made Adequate Yearly Progress (AYP) over the past three years. It has shown consistent growth on state assessments, with very few exceptions. The school has attained its goal of meeting or exceeding the state graduation rate for the last two years. It has attained many of its academic program goals of meeting or exceeding the state average on all NYS assessments by the end of the 2010-11 school year.



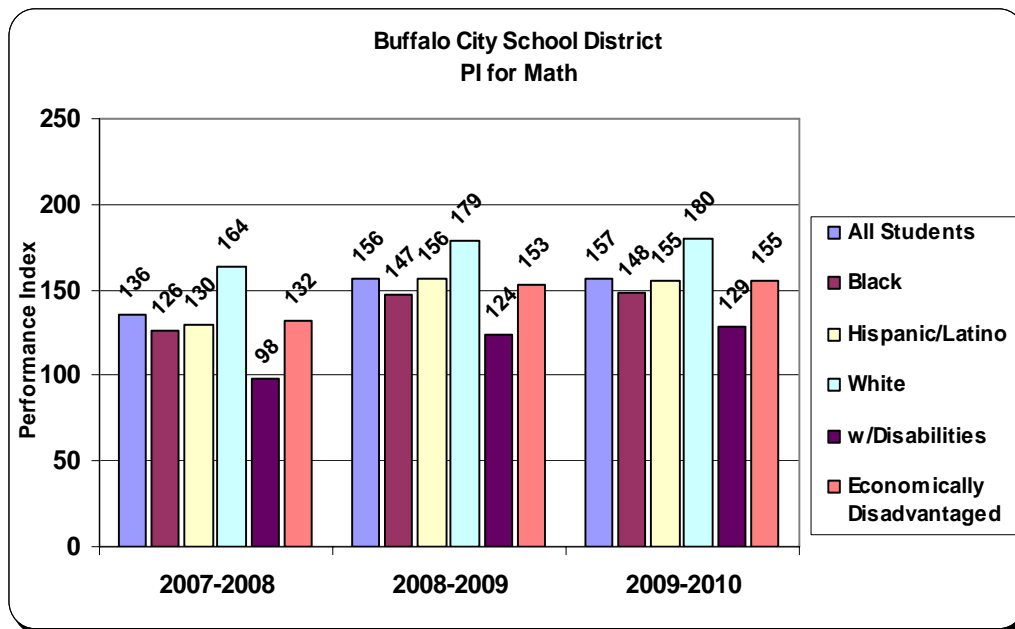
2008-09 data for Economically Disadvantaged students is unavailable due to insufficient subgroup size



*2007-08 sub-group data unavailable due to appeal
Source: New York State Report Cards



2008-09 data for Economically Disadvantaged students is unavailable due to insufficient subgroup size



Source: New York State Report Cards

Evidence of Areas of Concern:

The school has not met a few academic goals set in its charter, one of them being the goal that 90% of students entering grades K and 1 will read on grade level by the end of grade 3. The school reports that it has taken steps to address this concern.

B. Can the school demonstrate the ability to operate in a fiscally sound manner?

Evidence of Strengths:

For the fiscal years 2008-09 and 2009-10, the school's certified financial statements showed a positive balance in unrestricted net assets with minimal variance in the balance between operating years. The school had a positive ending cash balance for the same two operating years. The school's per pupil expense level decreased during the 2009-10 school year as a result of increased enrollment. The school was able to maintain consistent per pupil expense levels over the course of the charter term.

Evidence of Areas of Concern:

Staff's initial review of the fiscal portion of CSAT's renewal application prompted a comprehensive desk audit of the school's fiscal policies and financial data, with follow-up to the school for additional clarification and documentation. Based on the New York State Education Department's (SED) comprehensive fiscal reviews and the SED renewal site visit, the following fiscal concerns and required actions have been identified:

1. Concern/Finding: The revised five-year budget summary pertaining to the renewal application has a deficit in years two through five (\$263,581 in year two; and approximately \$600,000 for the following three years).

Required Actions – due to SED no later than February 15, 2011:

- Submit to SED an explanation describing the reason for the deficit and a long-term plan to address it. The plan should follow, and be as detailed as, the annual budget template provided in the 2010 new schools application kit/RFP, and should be carried out to the year that the deficit is addressed.
 - Provide documentation that the board has addressed the reason(s) for the budget deficit, and that the board has approved the deficit budget.
 - Prepare a revised, balanced budget for the next charter term.
2. Concern/Finding: CSAT has a contract with Efficient Schools Team (EST), LLC, for management and consultant services. EST was noted in the school's certified financial statements as an affiliated company and both entities, CSAT and EST, share the same board of trustees. EST employs the CSAT superintendent, assistant superintendent, chief financial officer and director of technology full-time. Currently, EST performs services only for CSAT, with CSAT being its sole source of revenue.

The board indicated, during the renewal site visit interview, that EST does not function as a management company. However, SED received documentation from the school on November 10, 2010 referring to EST as a "management organization," "management help" and "management consultant."

Required Actions – due to SED no later than January 30, 2011:

- Define and clarify the purpose of, activities and services provided by EST, LLC.
 - Provide an organizational chart and management structure map for EST, LLC., and CSAT; indicating all formal and informal shared relationships.
 - Provide documentation of appropriate division of finance and accounting practices between EST, LLC., and CSAT.
 - If CSAT and SED determine that EST, LLC., is indeed a management company; the school must follow appropriate steps to request a material amendment to its charter from the Board of Regents to add a management company. This request must be received by SED no later than February 15, 2011.
4. Concern/Finding: The superintendent of CSAT is listed as the “Superintendent” on the school’s web-site, “Project Manager” in the above mentioned contract with EST, and “President” of EST on that entity’s web-site. Another staff member is listed as “Assistant Superintendent” on the school roster submitted to the site visit team, and “Vice-President” of EST on its web-site. In addition, the superintendent has been functioning for more than two years without a contract.

Required Actions – due to SED no later than February 15, 2011:

- Submit documentation to SED that clearly and specifically delineates the roles and responsibilities for the two aforementioned individuals with respect to CSAT and EST.
 - Create contracts for all members of the leadership team who do not currently have them in place and provide copies to SED.
5. Concern/Finding: The board indicated, during the renewal site visit interview, that it is removed from programmatic aspects of the school. Board meetings are focused primarily on financial matters.

Required Action: The board must undergo professional development regarding its responsibilities other than fiscal, with specific emphasis on academic programs and their implementation. Evidence of this professional development must be received by SED by May 1, 2011.

Required Action: As vacancies occur, the board should work to identify potential new members who possess educational expertise. The board must adhere to established procedures and timelines when proposing new members to SED.

6. Concern/Finding: The line item expense in the budget for “Educational Consultants” increased \$500,000 over two years - from \$300,000 in the 2008-2009 fiscal year to \$800,000 in the 2010-2011 fiscal year. The majority of the educational consultant expense was payment to EST.

Required Action: Provide documentation of the need for a management consultant and for the increase in the budget over two years by February 15, 2011.

7. Concern/Finding: The Board of Trustees does not have proper procedures in place to review and approve expenditures prior to payment.

Required Action: Develop board policy for approving expenditures. The policy should establish a prepayment review process and establish dollar thresholds for multiple signatures based on the value of the expenditure. Provide documentation of such to SED by February 15, 2011.

C. Can the school demonstrate adequate levels of parent and student satisfaction?

Evidence of Strengths:

Parents interviewed were clearly satisfied with the school overall, with a few minor exceptions expressed by individual parents. Parents praised the staff for their support of students and families. All groups interviewed indicated that parents want their children at the school. The school encourages and welcomes parent involvement. Students spoke highly of teachers' commitment to them. All groups interviewed indicated that the school is safe.

Evidence of Areas of Concern:

There are no areas of concern.

D. Can the school demonstrate that it is a viable organization?

Evidence of Strengths:

Board members indicated a strong reliance on the school's leadership team, trusting them to carry out their responsibilities. The school leadership operates as a team, setting the model for the teams of teachers who implement the educational program. School leadership is strong and effective, and it is perceived to be open and supportive of teachers, students and parents. The school has a unique teacher evaluation system, which is based on the work of teams and incorporates the potential for merit pay.

Evidence of Areas of Concern:

The board missed the deadline for submission of its renewal application by two and one-half months. The board is, admittedly, removed from the academic aspects of the school program, focusing almost exclusively on their fiscal responsibilities. The board has added an active member who was not approved by SED. Application materials for the new member have not been submitted to SED.

III. Conclusion

The school showed fidelity to its mission's theme of career preparation, as evidenced in classroom observations and focus group interviews. There is a focus on effective use of data, including a data analysis system that provides immediate feedback. Student

achievement has shown consistent growth on state assessments. Parent and student satisfaction is high.

The board is removed from the academic aspects of the school program, focusing on its fiscal responsibilities. The Department has serious concerns with the fiscal viability of the school, and the governance and leadership structure of shared services with the for-profit partnership agency, Efficient Schools Team, LLC.

Appendix 1

**Charter School Longitudinal ELA & Math Data
2007-08 through 2009-2010
Charter School for Applied Technologies (CSAT)**

School and Grades	2007-2008				2008-2009				2009-2010			
	%L1	%L2	%L3	%L4	%L1	%L2	%L3	%L4	%L1	%L2	%L3	%L4
CSAT ELA Grade 3	0.8	26	61.8	11.5	0	18	74.2	7.8	12.6	39.3	37	11.1
Buffalo CSD ELA Grade 3	12.5	40.5	43	3.9	11.8	39.2	46.5	2.4	32.9	39.1	21.8	6.2
CSAT ELA Grade 4	3.1	25.2	68.7	3.1	4.6	22.9	70.2	2.3	3.7	39.6	53.7	3
Buffalo CSD ELA Grade 4	20.6	37	40.2	2.1	9.9	35.9	51.6	2.5	21.9	50.1	25.9	2.1
CSAT ELA Grade 5	0	24.1	74.5	1.4	0	22.3	72.3	5.4	12.6	45.9	36.3	5.2
Buffalo CSD ELA Grade 5	5.4	41.6	51.1	1.9	2.7	41.1	52.1	4.2	29.8	44.1	22.4	3.7
CSAT ELA Grade 6	0	49.2	50	0.8	0	21.5	77.7	0.8	6	50	41.8	2.2
Buffalo CSD ELA Grade 6	4.2	52.1	42.8	0.9	0.2	36.2	60.6	3	24.2	44.1	30	1.7
CSAT ELA Grade 7	0.7	32.8	65.7	0.7	0	24.8	74.4	0.8	2.3	52.7	39.5	5.4
Buffalo CSD ELA Grade 7	6	50.2	43.2	0.5	1.5	36.7	59.8	2	21.7	52.8	21.8	3.7
CSAT ELA Grade 8	2.2	65.4	29.4	2.9	0.8	25.6	71.3	2.3	3.2	56	38.4	2.4
Buffalo CSD ELA Grade 8	13.3	58.8	26.6	1.3	4.8	52.7	41	1.5	20.3	53	24.5	2.2
CSAT Math Grade 3	0	3.8	74.4	21.8	0	1.6	76	22.5	6	50.7	31.3	11.9
Buffalo CSD Math Grade 3	9	24.5	60.4	6	3.7	20.8	69.3	6.1	29.1	43.1	21.3	6.6
CSAT Math Grade 4	2.3	3.1	57.7	36.9	2.3	17.6	53.4	26.7	1.5	24.6	47.8	26.1
Buffalo CSD Math Grade 4	17.6	29.1	46.3	6.9	14.3	21.5	53.2	10.9	19.1	49.6	24.3	7

CSAT Math Grade 5	1.4	14.6	68.1	16	0.8	5.4	64.6	29.2	5.2	37	36.3	21.5
Buffalo CSD Math Grade 5	17	32.8	44.4	5.8	10.6	27.6	50.5	11.4	22.2	46.3	25.7	5.8
CSAT Math Grade 6	0.8	22.4	63.2	13.6	0.8	6.9	74.8	17.6	1.5	28.4	45.5	24.6
Buffalo CSD Math Grade 6	18.1	33	42	6.9	10.8	32.2	48.2	8.8	24.1	45.7	22.5	7.7
CSAT Math Grade 7	0.8	20.3	63.9	15	0	10.2	70.9	18.9	0	29.5	45.7	24.8
Buffalo CSD Math Grade 7	11.4	39.1	43	6.5	5	31.7	55.4	7.9	22.9	45	24.3	7.8
CSAT Math Grade 8	0	18.8	66.9	14.3	0	11	72.4	16.5	1.6	39.4	48.8	10.2
Buffalo CSD Math Grade 8	21.5	44.7	31.4	2.4	9.5	32.6	52.2	5.6	23	51.2	21.1	4.7

Appendix 2

**Charter School Longitudinal Data
2007-08 through 2009-2010
Charter School for Applied Technologies**

	2006-2007			2007-2008			2008-2009		
Percentage of Students Scoring At or Above	55	65	85	55	65	85	55	65	85
Comprehensive English	81	63	12	99	91	36	98	92	25
Buffalo CSD	80	65	18	83	73	21	81	68	16
Mathematics A	99	90	19	98	95	13	100	100	44
Buffalo CSD	69	46	6	74	54	8	53	26	1
Mathematics B	92	92	33	68	51	0	82	67	5
Buffalo CSD	49	35	9	44	29	4	41	30	5
Integrated Algebra	N/A	N/A	N/A	97	86	4	99	97	4
Buffalo CSD	N/A	N/A	N/A	63	43	5	57	37	3
Geometry	N/A	N/A	N/A	N/A	N/A	N/A	94	79	6
Buffalo CSD	N/A	N/A	N/A	N/A	N/A	N/A	42	28	4
Global History & Geography	73	55	13	90	74	26	99	87	31
Buffalo CSD	60	44	9	62	46	9	61	45	11
U.S History & Government	84	76	25	97	86	45	96	93	49
Buffalo CSD	84	64	23	87	75	28	81	68	23
Living Environment	91	70	3	88	72	5	100	94	18
Buffalo CSD	68	51	4	74	55	7	74	58	9
Physical Setting/Earth Science	91	77	9	93	62	10	95	78	15
Buffalo CSD	61	37	4	58	39	5	55	33	5
Physical Setting/Chemistry	89	60	0	97	73	2	100	75	7
Buffalo CSD	75	41	3	75	48	3	71	45	4
Comprehensive Spanish	100	100	83	97	82	17	100	91	37
Buffalo CSD	64	43	6	61	41	7	66	52	9