



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: Charter Schools: Initial Applications and Charters 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 the initial charters and provisional charters for the following seven Charter Schools:

1. Amani Public Charter School
2. Democracy Prep III Charter School
3. Discovery Charter School
4. Launch Expeditionary Learning Charter School
5. Mott Hall Charter School
6. New York City Montessori Charter School
7. Urban Dove Charter School

The following tables outline information about each of these proposed charter schools. Additional information about each of the applications and the review of those applications is included in the attached Summary of Findings and Recommendations for each proposed school (Attachment A) which are also posted on the Regents Web page at: <http://www.regents.nysed.gov/meetings/>

Name of Proposed Charter School	Amani Public Charter School
Lead Applicant(s)	Stephanie McCaine
Management Company	N/A
Other Partner(s)	N/A
District of Location	Mount Vernon City School District
Proposed Opening Date	Fall 2011
Grade Levels/ Number of Students	Grades 5-8, 320 students

Name of Proposed Charter School	Democracy Prep III
Lead Applicant(s)	Seth Andrews
Management Company	Democracy Prep Public Schools
Other Partner(s)	N/A
District of Location	CSD 5
Proposed Opening Date	Fall 2011
Grade Levels/ Number of Students	Grades 6-8, 312 students

Name of Proposed Charter School	Discovery Charter School
Lead Applicant(s)	Daniel Aurelli
Management Company	N/A
Other Partner(s)	Expeditionary Learning Schools
District of Location	East Irondequoit CSD
Proposed Opening Date	Fall 2011
Grade Levels/ Number of Students	Grades K-6, 280 students

Name of Proposed Charter School	Launch Expeditionary Learning Charter School
Lead Applicant(s)	Evan Kilgore, Geoffrey Roehm
Management Company	N/A
Other Partner(s)	New York City Outward Bound Expeditionary Learning Schools
District of Location	CSD 16
Proposed Opening Date	Fall 2011
Grade Levels/ Number of Students	Grades 6-10, 461 students

Name of Proposed Charter School	Mott Hall Charter School
Lead Applicant(s)	Bob Lesser
Management Company	Replications, Inc.
Other Partner(s)	N/A
District of Location	CSD 8, 9
Proposed Opening Date	Fall 2011
Grade Levels/ Number of Students	Grades 6-8, 315 students

Name of Proposed Charter School	New York City Montessori Charter School
Lead Applicant(s)	Gina Sardi
Management Company	N/A
Other Partner(s)	South Bronx Overall Economic Development Corp (SoBRO)
District of Location	CSD 7
Proposed Opening Date	Fall 2011
Grade Levels/ Number of Students	Grade K-5, 294 students

Name of Proposed Charter School	Urban Dove Charter School
Lead Applicant(s)	Jai Nanda
Management Company	N/A
Other Partner(s)	Urban Dove
District of Location	CSD 22
Proposed Opening Date	Fall 2011
Grade Levels/ Number of Students	Ungraded (Ages 16-18), 240 students

Background

Chapter 101 of the Laws of 2010 increased the cap on the number of charters that can be issued in New York State, from 200 to 460. The statute also designates the Board of Regents and the Board of Trustees of the State University of New York (SUNY) as the authorizers for the additional 260 charters and requires that the two chartering entities create competitive Request for Proposal (RFP) processes for applications for the additional 260 charters. The two Boards are required to issue RFPs for new charter applications in cycles on August 1, 2010, January 1, 2011, January 1, 2012 and September 1, 2012.

The Board of Regents application and review process is designed to award charters to applicants that demonstrate the greatest probability of creating high quality public schools. The charter school application process was revised in the summer of 2010 to align with the criteria that is outlined in Chapter 101 of the Laws of 2010. The Department's first RFP was issued on August 1, 2010 as required by the statute.

The application and review process consists of multiple phases in which applicants are invited to advance on the basis of the successful evaluation of each submission. The steps in the process include:

1. Submission and review of written prospectus to demonstrate clear understanding of the New York State Charter Schools Act and alignment with the priorities stated in law. Thirty five prospectuses were submitted and reviewed in September 2010. Sixteen were invited to submit full applications; one applicant group withdrew, citing the need for more time and the intent to apply in the next cycle.
2. Submission and review of written full application to present the design of the proposed school, including instructional model and approach, targeted student population, organizational structure and financial plan. Fifteen applications were submitted and reviewed.
3. Review of public comment provided through formal public hearings (required to be conducted by the school district of location for the proposed school) and through direct oral and written communication with Associate Commissioner of the Office for Innovative School Models.

4. Interviews with founding groups to discuss application details and to evaluate the skill and knowledge of the founding group to launch and operate the proposed school. Fifteen capacity interviews, each led by Department senior managers, were conducted in October 2010.
5. At the conclusion of the application and review process, seven of the fifteen applications were withdrawn by the applicants
6. Recommendations are made to the Board of Regents by the Commissioner to award new charters to applicant groups with the strongest plan and presentation to launch and operate a highly effective public school. These recommendations are based on a synthesis of information gathered throughout all stages of the process.

The application for the Lamad Academy Charter High is **not** being recommended for approval by the Board of Regents because it did not meet the criteria established in §2852(9-a) of the Education Law and/or did not meet some or all of the following essential competencies identified in the RFP process:

1. The applicant demonstrates clear understanding of the New York State Charter Schools Act and what it means to comply with the Act.
2. The applicant's proposed school demonstrates clear alignment with the educational priorities stated in the law.
3. The applicant presents a coherent and practical design for the proposed school.
4. The applicant demonstrates the necessary experience, skill and will to manage the challenging and dynamic process of opening and operating a public charter school.

Additional information about this application and the review of the application is included in the attached Summary of Findings and Recommendations (Attachment B).

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 and issues a charter and provisional charter to the Amani Public Charter School for a term of five years in accordance with §2851(2)(p) of the Education Law.

VOTED: That the Board of Regents approves and issues a charter and provisional charter to the Democracy Prep III Charter School for a term of five years in accordance with §2851(2)(p) of the Education Law.

VOTED: That the Board of Regents approves and issues a charter and provisional charter to the Discovery Charter School for a term of five years in accordance with §2851(2)(p) of the Education Law.

VOTED: That the Board of Regents approves and issues a charter and provisional charter to the Launch Expeditionary Learning Charter School for a term of five years in accordance with §2851(2)(p) of the Education Law.

VOTED: That the Board of Regents approves and issues a charter and provisional charter to the Mott Hall Charter School for a term of five years in accordance with §2851(2)(p) of the Education Law.

VOTED: That the Board of Regents approves and issues a charter and provisional charter to the New York City Montessori Charter School for a term of five years in accordance with §2851(2)(p) of the Education Law.

VOTED: That the Board of Regents approves and issues a charter and provisional charter to the Urban Dove Charter School for a term of five years in accordance with §2851(2)(p) of the Education Law.

The Regents action for these charter schools is effective immediately.



New York State Education Department Office of Innovative School Models

Summary of Findings and Recommendations

Application to establish the proposed Amani Public Charter School

December 2010

Executive Summary of the Proposed *Amani Public Charter School*

Lead Applicant(s):	Debra Stern/Stephanie McCaine					
District of Location:	Mount Vernon City School District					
Opening Date/Facility:	September 2011 on property of the YMCA at 31 South Street in Mt. Vernon.					
Management Company:	None					
Partners:	Partners include the Mount Vernon Family YMCA, Powers of Peace, Young at Arts, the Mount Vernon Public Library, and the College of New Rochelle.					
Projected Enrollment:	Grade/Year	2011-12	2012-13	2013-14	2014-15	2015-16
	5th	80	80	88	88	88
	6th	--	80	80	88	88
	7th	--	--	72	72	72
	8th	--	--	--	72	72
	Total	80	160	240	320	320
	Projected Percentage of Students with Disabilities:		13 percent			
Projected Percentage of English Language Learners:		20 percent				

MISSION

The mission of the proposed Amani Public Charter School is to “provide students in grades 5 through 8 with the academic and critical thinking skills necessary to succeed in competitive high school programs, college, and the career of their choice. APCS graduates are academically accomplished, intellectually curious, and civically engaged young people who tackle challenges diligently and creatively.”

EDUCATIONAL PLAN

Key Design Elements - The founding group stated that there are three things that the proposed school will execute well: great teaching, an exemplary academic program, and strong school culture. To support the execution of such, the proposed school will adopt elements of the “No Excuses Model” that has proven successful in many charter schools. Additionally, every decision the proposed school makes will be made through a process of goal setting, data analysis, and program modification—referred to as the “Continuous Cycle for Improvement.” Key elements to the school’s design elements include:

- A longer school day and year (i.e., 7:45 am to 4:00 pm school day, 195 days of instruction)
- Focus on literacy and numeracy in 90 minute ELA and Math blocks daily
- A Director of Curriculum and Instruction to lead the development and implementation of the standards-based curriculum
- Clearly stated measurable goals (i.e., absolute, comparable, and value-added)
- Individualized learning plans for each student
- Differentiated instruction and multiple instructional methodologies
- Formative and summative assessments to assess and inform student learning plans, instructional practices, and effectiveness of school decisions.

- A disciplined, “no excuses”, learning environment with rules, routines, and structured time for remediation, enrichment, and advisories
- A learning environment requiring active parental involvement and community support
- Structured support to help transition from middle to the high school, and college prep study
- A desire to work with the Mt. Vernon CSD and offer District staff, specifically to invite the District staff to participate in the proposed school’s professional development opportunities
- A variety of strategies for recruiting certified, quality teachers including a reasonable beginning salary and providing more than 80 hours of professional development during the school year

Student Enrollment - The proposed charter school plans to open the school in September 2011 with 80 students in Grade 5, adding on a new grade each subsequent year. At full enrollment, the school will house 320 students in grades 5 through 8. The proposed school does not have an admissions preference.

Population to be served – Enrollment Preference - The founding group presented a detailed, substantive narrative of how the proposed school will attract and retain its students in particular those students who are English Language Learners and those students who have disabilities. The school anticipates that 13 percent of its students will be English Language Learners and 20 percent of its student population will be Students with Disabilities. The proposed charter school’s percentages are comparable to the District’s percentages for these two student populations.

Mount Vernon City School District Demographics (2008-09) ¹

Total District Enrollment:	9014 students
Grade 5-8 Enrollment:	2764 students
White:	6%
African American:	79%
Hispanic/Latino:	14%
Asian/Other:	1%
Students with Disabilities:	13.67 % ²
English Language Learners:	8%
Free/Reduced Priced Lunch:	58%
Existing Charter Schools:	None

¹ Source: The New York State School Report Card for Mt. Vernon CSD District School, 2008-2009

² Source: The New York State School Report Card Information about Students with Disabilities for Mt. Vernon City School District, 2008-09

Mount Vernon City School District School Report Card Data (2009-2010)³

Grades	Proficiency Based on the 2009-10 State Assessments	
	English Language Arts	Mathematics
5	50.6 %	63.1 %
6	48.5 %	57.8 %
7	34.4 %	26.9 %
8	27.5 %	30.2 %

ORGANIZATIONAL PLAN

Governance - The founding group has articulated that a Board of Trustees is responsible for: the hiring, evaluation, and termination of the Executive Director; overseeing the educational program and ensuring the school meets its academic goals; ensuring that the school is fiscally sound and resources are mission-aligned; ensuring that the school is operationally sound and compliant with all applicable laws, and reporting requirements; maintaining good relations with the school’s local community and promoting the interests of the school; and ensuring the effectiveness of the board in carrying out its responsibilities. The proposed school will have a governing body of seven but no more than 15 trustees, and five working committees—Executive, Academic Accountability, Governance, Development, and Finance.

Founding Board - As required, the founding group provided a set of draft By-laws and Code of Ethics. Additionally, a resume, a completed Statement of Assurances, and a completed Request for Information from Prospective Charter School Board Members form was provided for each founding group member proposed for a seat on the school’s board of trustees once the school is chartered.

The founding group consists of eleven individuals, all of whom will transition to the Board of Trustees, with experience in K through 12 education, higher education, legal compliance, real estate and facilities, financial management and accounting, fundraising and development, community engagement and parent involvement. These individuals are entrepreneurial and visionary problem solvers with demonstrated passion for education. Five of the 11 members are lifelong residents educated in the Mount Vernon City Schools.

School Leadership - Understanding its governance role as separate from day to day management of the proposed school, the founding group seeks to hire a dynamic Executive Director to lead the proposed school, a Director of Curriculum and Instruction to implement and manage instruction, curriculum design, and assessment, and a Director of Finance and Operations to manage the non-instructional operation of the proposed school. The founding group has also presented a well thought out teaching/staffing plan that is in alignment with the mission and educational plan.

³ Source: The New York State School Report Card for Mt. Vernon City District School, 2009-2010

Community Support - As a result of a number of preliminary outreach activities, the founding group has collected 391 signatures from parents representing 486 children, 108 of whom would be eligible to enroll in 2011. Additionally, the founding group has the support of several community organizations willing to serve as partners including the Mount Vernon Family YMCA, Powers of Peace, Young at Arts, and the Mt. Vernon City Library, and the College of New Rochelle.

Required Public Hearing - As required by the §2857 of the Charter Schools Act, the Mt. Vernon CSD held a hearing to solicit comments from the community concerning the proposed charter school. Approximately 100 community members attended the hearing. Those opposed to a charter school within their school district share the views articulated in a letter from the Superintendent and the President of the Mount Vernon CSD.

Dr. Walter Sawyer, the Superintendent of the District, expressed opposition to the proposed charter school in his letter to Assistant Commissioner Bachofer dated October 22, 2010. Dr. Sawyer stated that, "We remain cognizant of the fact that charter schools have been established to remove some of the organizational structures that frequently hamper our efforts to attain adequate academic progress for our students. Removing the finances however, that are required in our small urban district to help us make a difference, does have a deleterious impact on a school district that is already reeling from the financial trauma of experiencing two contingency budgets in the last three years." Mr. Derrick Claye, President of the Mt. Vernon CSD, writing on behalf of the entire board, stated that, "The Board is also concerned that to award a charter school at this time would exacerbate the District's financial challenges."

There were community residents in attendance who support having a charter school in their community, citing that the proposed charter school is "an alternative to the chronically failing public middle schools", "the board has little leverage in negotiating contracts and by existing state laws that favor the employees over the education of students...making it seemingly impossible to change the status quo", and that the entire district can benefit from the success of this school because it will create competition among the secondary schools."

Fiscal Impact on District of Location - The fiscal impact of a charter school on the district in which it will be located is based upon several assumptions, which may or may not occur: that all existing charter schools will also exist in the next five years and serve the same grade levels as they do now; that the charter schools will be able to meet their projected maximum enrollment; that all students will come from the district of location and no other districts; that all students will attend every day for a 1.0 FTE; that the District's budget will increase at the projected rate of 3 percent each year; and that the per pupil payment will increase at the projected rate of 4.5 percent each year. The impact, as shown in the table below, is projected to be less than 5 percent over the next five years.

Projected Fiscal Impact⁴ of the Amani Public Charter School
On the Mount Vernon City School District

Number of Students Enrolled in Charter School Per Year	Per Pupil Aid Rate(Preliminary 2010-11 Tuition)	Per Pupil Aid Revenue Only	Total District General Fund Budget	Percent of District Budget
Year 1: 80	\$ 16,794 ⁵	\$ 1,343,520	\$ 202,860,580 ⁶	.67 %
Year 2: 160	\$ 17,549	\$ 2,807,840	\$ 208,946,397	1.3 %
Year 3: 240	\$ 18,339	\$ 4,401,360	\$ 215,214,788	2.04 %
Year 4: 320	\$19,164	\$ 6,132,480	\$ 221,671,231	2.76 %
Year 5: 320	\$20,026	\$ 6,408,320	\$ 228,321,367	2.80 %

Budget - The founding group presented a clear and reasonable picture of the school’s revenue projections; expenditure requirements; facilities needs; transportation and food service plans; and pre-opening plan that was aligned with the proposed charter school’s mission and educational plan.

Fiscal Management - The founding group presented a well written narrative demonstrating their understanding of how they intend to develop and manage the school’s infrastructure and finances. The founding group has drafted its internal control policies and described the fiscal responsibilities that will be assigned to the staff of the proposed school’s business office.

The reviewers find that the founding group was persuasive in its application materials and in demonstrating their individual and collective capacity to successfully comply with all applicable laws, to oversee the development and implementation of the education program, to fiscally manage the schools budget and finances, and to operate the proposed charter school. Based on the evaluation of the application materials and the capacity interview, there are no material concerns remaining that cannot be fully addressed during the pre-opening phase should Board of Regents approve this proposed charter school application.

Facility - The founding group has identified several sites in or near the south side of Mount Vernon to fully accommodate the proposed charter school’s 160 students in Year 1 and Year 2. The desired site is within the Mount Vernon Family YMCA located at 31 South Street. The founding group and the YMCA are in discussions about the possibility of constructing a new school facility on a vacant lot owned by the YMCA.

⁴ Note: Assumes a 4.5 percent annual increase in the average expense per pupil and a 3 percent annual increase in the district’s budget. Projections are subject to fluctuation in actual enrollments, FTE enrollments, AOE, and district budgets. Further assumes all students come from the district of location.

⁵ Source: NYS Education Department’s Office of State Aid, Updated Preliminary 2010-11 Basic Tuition used by Public School Districts with resident students attending Charter Schools

⁶ Source: Mt. Vernon City School District General Fund Budget for the 2010-11 School Year.



New York State Education Department Office of Innovative School Models

Summary of Findings and Recommendations

Application to establish the proposed Democracy Prep III Charter School

December 2010

**Executive Summary of the Proposed
Democracy Prep III Charter School**

Lead Applicant(s):	Seth Andrew					
District of Location:	New York City Community School District 5 (Harlem)					
Opening Date/Facility:	September 2011 – Facility location to be determined					
Management Company:	Democracy Prep Public Schools					
Partners:	None					
Projected Enrollment:	Grade/Year	2011-12	2012-13	2013-14	2014-15	2015-16
	6	104	104	104	104	104
	7		104	104	104	104
	8			104	104	104
	Total	104	208	312	312	312
	Projected Percentage of Students with Disabilities (SWD): 23 percent					
Projected Percentage of English Language Learners (ELL): 12 percent						

MISSION

The mission of Democracy Prep III Charter School is “to educate responsible citizen-scholars for success in the college of their choice and a life of active citizenship.”

EDUCATION PLAN

Key design elements - All Democracy Prep charter schools are “no excuses” schools with the same five core elements: rigorous college prep academics; more time to learn; smart use of data; safe and supportive school culture; and exemplary talent. In addition to these core elements, Democracy Prep III is committed to: Special education, English language learners, and Civic education.

Instructional Calendar and Daily Schedule - The Democracy Prep III Charter School proposes a 190 day instructional calendar, in which daily instruction will be provided from 7:45 a.m. until 4:15 p.m. (Monday through Thursday). Democracy Prep III Charter School will offer an optional Saturday academy for students at risk of academic failure. Additionally, students who have not yet mastered the grade’s content expectations will attend a mandatory Summer Academy.

Instruction - The founding group seeks to find and retain the best certified teaching staff possible using a variety of recruitment strategies. This is accomplished by extensive outreach under the direction of the Director of Talent Acquisition at Democracy Prep Public Schools. Teachers will receive competitive salaries and benefits with stipends and bonus based on student achievement and length of time employed.

Curriculum - The “hard work” philosophy drives the design of Democracy Prep curriculum, which is aligned to the 28 New York State Learning Standards and based on the proposed School’s mission of having all students achieve college-preparatory academic success and informed civic involvement. The curriculum is divided into three sections: 1) Core Courses, 2) Co-Curricular Courses, and 3) Enrichment Courses. Students will receive the following instruction in core subject areas:

- Guided Reading, English Literature & Readers Workshop (8-10 hrs per week)
- Guided Writing, Grammar, & Writers Workshop (4 hrs per week)
- Mathematical Skills (4.5 hrs per week)
- Mathematical Problem Solving (4.5 hrs per week)
- Geography, Non-Fiction Studies & US History (4.5 hrs per week)
- Science (5.5 hrs per week)

Assessment - The proposed school ensures that they will be using a variety of assessment tools to drive instruction. Assessment tools used will be aligned to district, city, and state assessment methods to ensure appropriate comparison with traditional public and other charter schools. Additionally the pre-test and post-test assessments developed by the school will be ongoing, relevant, and aligned with state standards. College Preparation Portfolios and other school-designed assessments will be rigorously vetted, scored, and externally validated by organizations such as The Achievement Network, based in Boston.

Professional Development - Each summer, prior to the first day of school, teachers will receive three weeks of professional development. Every Friday during the school year, students are dismissed at 1:30 p.m., allowing teachers to receive an additional 3 hours of professional development per week. There will also be at least four school visits to other successful urban schools built into the annual professional development schedule for all Democracy Prep Public Schools’ staff members.

STUDENT ENROLLMENT

Population to be served – Enrollment Preference - The proposed school is targeting Harlem Community School District (CSD) 5. The school anticipates that 12 percent of its students will be English Language Learners and 23 percent of its student population will be Students with Disabilities.

Recruitment and Retention - The founding group presented a narrative of how the proposed school will attract, enroll and retain its students.

NEW YORK CITY COMMUNITY SCHOOL DISTRICT 5

Total District Enrollment:	12,858	
Grade 6 through 8 Enrollment:	3080	
White:	2 %	
Black/African American:	58 %	
Hispanic/Latino:	37 %	
American Indian/Alaska Native	0 %	
Asian/Native Hawaiian/Pacific Islander	2 %	
Students with Disabilities:	12.45% (city-wide)	
English Language Learners:	11 %	
Free/Reduced Priced Lunch:	80 %	
Proficiency Based on the 2009-10 State Assessments		
Grades	English Language Arts	Mathematics
6	31.3	38.5
7	28.8	37.7
8	24.1	35.7

ORGANIZATIONAL PLAN

Founding Board - The founding board comprises members with expertise in education, finance, real estate, governance, authorizer relations, marketing and community outreach, and law. In addition, two of the proposed trustees are residents of the targeted community school district. The Founding Board contributed to and supported the creation and development of the charter application and will transition and grow into a Board of Trustees that will hold the charter and govern the school. The founding group consists of nine members some of which are staff from Democracy Prep Public School.

Governance - The Board of Trustees will govern the proposed Democracy Prep III so that it meets its three paramount goals as stated in the application, of academic excellence, mission advancement, and organizational strength. The five standing committees of the Board of Trustees will be Academic Accountability, Community & Families, Development, Finance, and Governance. Other ad-hoc committees will be formed as necessary to support the mission. The board will not manage the school, but will ensure academic, mission, and financial accountability as well as plan for the strategic growth of the school. The Trustees first task will be to evaluate and hire the proposed School Leader.

The proposed school plans to form a partnership with Democracy Prep Public Schools (DPPS) which is a non-profit charter management organization (CMO) that operates public charter schools in Central Harlem, New York and Central Falls, Rhode Island. The role of DPPS will be to assume responsibility for the proposed charter school’s educational process, management, and operations.

School Leadership - The founding group has determined that there will be a Campus Director of the proposed school. In Year 2, an Operations Manager will be added to the cohort of nine full time instructional staff and one office manager.

Community Support--Outreach Activities - The founding group has stated that support for Democracy Prep III in Upper Manhattan has been overwhelming. Parents, community leaders, local community based organizations, and local institutions have demonstrated enthusiastic endorsement as well.

Public Hearing and Community Comment - As required by the Charter Schools Act, the New York City Community School District 5 held a hearing on Monday, October 18, 2010 to solicit comments from the community concerning the proposed charter school. Approximately 60 community members attended the hearing, with three speaking in favor of the proposal.

In a letter dated October 22, 2010, NYC Department of Education Chancellor Klein commented in support of the proposed school: *“This proposal is a replication of an existing high-performing charter school. Capacity: The proposed CMO, Democracy Prep Public Schools, has experience working with existing charter schools. The board of trustees is comprised of experienced individuals that have served or worked with charter school boards. Demand: The proposed district, CSD 5, needs more high performing middle schools. Currently, there is a long waiting list for spaces in Democracy Prep I and II.”*

Fiscal Impact on District of Location - The fiscal impact of a charter school on the district in which it will be located is based upon several assumptions, which may or may not occur: that all existing charter schools will also exist in the next five years and serve the same grade levels as they do now; that the charter schools will be able to meet their projected maximum enrollment; that all students will come from the district of location and no other districts; that all students will attend every day for a 1.0 FTE; that the District’s budget will increase at the projected rate of 3 percent each year; and that the per pupil payment will increase at the projected rate of 3 percent each year.

Projected Fiscal Impact⁷ of Democracy Preparatory III
on the New York City School District

Number of Students Enrolled in Charter School Per Year	Per Pupil Aid Rate(Preliminary 2010-11 Tuition)	Per Pupil Aid Revenue Only	Total District General Fund Budget	Percent of District Budget
Year 1: 104	\$ 13,527	\$ 1,406,808	\$18,585,844,887	0.0076
Year 2: 208	\$ 14,136	\$2,940,229	\$19,422,207,907	0.0151
Year 3: 312	\$ 14,772	\$4,608,809	\$20,296,207,263	0.0227
Year 4: 312	\$15,437	\$4,816,205	\$21,209,536,590	0.0227
Year 5: 312	\$16,131	\$5,032,934	\$22,163,965,736	0.0227

FINANCIAL PLAN

Budget - The Democracy Prep III Charter School proposes a conservative budget for each year of the charter term. The School projects surpluses at the end of each fiscal year, and at the conclusion of the start-up period. The School will not assume any long-term debt and will not to balance the budget using contingent funding resources such as philanthropy or competitive grant awards.

Fiscal Management - The founding group presented a well written narrative demonstrating their understanding of how they intend to develop and manage the school's infrastructure and finances. Specifically the founding group presented a clear and reasonable picture of the school's revenue projections; expenditure requirements; facilities needs; transportation and food service plans; and pre-opening plan that was aligned with the proposed charter school's mission and educational plan.

Facility - The founding group is working with NYCDOE on locating the most appropriate space in CSD 5 (Harlem). There is space available to house the proposed charter school in this district. Additional locations under consideration are in CSD 4 (East Harlem) and CSD 6 (Washington Heights).



New York State Education Department Office of Innovative School Models

Summary of Findings and Recommendations

Application to establish the proposed Discovery Charter School

December 2010

Executive Summary of the Proposed
Discovery Public Charter School

Lead Applicant(s):	Daniel Aureli and David Vigen					
District of Location:	East Irondequoit CSD, in a portion of an existing private school building immediately adjacent to the northeast quadrant of Rochester which is one of the poorest neighborhoods with some of the lowest performing schools.					
Opening Date/Facility:	September 2011					
Management Company:	None					
Partner Organization:	Expeditionary Learning					
Partners:	Anthony Jordan Health Center, Big Brothers & Big Sisters of Rochester, Foodlink, Nazareth College, Roberts Wesleyan College, Rochester St. John Fisher College, and the YMCA.					
Projected Total and Target Population Enrollment	Grade/Year	2011-12	2012-13	2013-14	2014-15	2015-16
	K	40	40	40	40	40
	1	40	40	40	40	40
	2	40	40	40	40	40
	3		40	40	40	40
	4			40	40	40
	5				40	40
	6					40
		120	160	200	240	280
		Projected Percentage of Students with Disabilities (SWD):				
	Projected Percentage of English Language Learners (ELL):					9 %
	Projected Percentage of Eligible for Free/Reduced Lunch:					85 %

MISSION

The mission of the proposed Discovery Charter School is to “prepare students to meet the challenges of a rapidly changing world, providing children living in poverty with real skills for the real world. Within a learning environment featuring a rigorous and highly enriched curriculum, Expeditionary Learning, assessment-guided instruction, a culture of inquiry and enthusiasm, and services designed to mitigate the major negative impacts of poverty, students will achieve beyond their peers and become exceptionally well prepared to engage the world wherever their interests take them.”

EDUCATIONAL PLAN

Key Design Elements - The proposed Discovery Charter School (DCS) will “provide elementary school children, particularly those who live in poverty, with a solid and robust education by developing academic skills and habits of mind that will be successfully utilized in the fast-paced and ever-changing global environment. Through active learning, character growth, and teamwork, students will have meaningful educational experiences that are rich in content and have long lasting effects.” Key elements to the school’s design include:

Expeditionary Learning/Outward Bound (EL) framework to support the creation of a learning environment that fosters inquiry, sets high expectations, and integrates core disciplines. EL will provide assistance in hiring, curriculum development, and professional development.

- 6.75 hours of daily instruction and 200 days of instruction per year
- Class size will be limited to 20 with a classroom teacher and one shared aide
- Classroom teachers will be supported by full-time substitutes, teaching assistants, and reading and special education teachers to accommodate the needs of the student population
- An ESL teacher, a Reading Specialist, a Librarian/Media Specialist, special education teachers, and a Dean of Students/Community Liaison on staff
- Whole group, small group, pairs, and one-on-one instruction; Looping of teachers to offer students greater continuity
- Commitment of community partners to support the school by providing services and programs aimed squarely at mitigating the most serious negative impacts on learning, providing adequate food and nutrition, adequate health care, learning reinforcement and positive role modeling, and supervision during non-school hours. Three nutritious meals a day, meal back packs for vacation periods, and occasional family meals will be offered. Health care also provided.
- Encouraged Parents representation on the Board of Trustees, participation in Parent Association, and attendance at school Community Meetings with staff and parents. School staff will conduct home visits, and keep parents abreast of student progress on daily basis
- Differentiated instruction and multiple instructional methodologies
- Formative and summative assessments to inform student learning plans, instructional practices, and effectiveness of school decisions.
- Received support from the Rochester City School District and the East Irondequoit Central School District, the latter of which has recently withdrawn its support.

STUDENT ENROLLMENT

The proposed charter school plans to open in September 2011 with 120 students in grades K through 2, adding on a new grade each subsequent year. By the end of its fifth year, the school will enroll 280 students in grades K through 6.

Population to be served – Enrollment Preference - DCS will have an admissions preference for students at-risk of academic failure. The founding group has defined students at-risk of academic failure as those students who qualify for the federal free or reduced-price school lunch program (or living in poverty). Additionally, the founding group intends to attract and retain the majority of its at-risk student population from the northeast quadrant of the city of Rochester.

Recruitment and Retention - The founding group presented a detailed, substantive narrative of how the proposed school will attract and retain its students in particular those students who are English Language Learners and those students who have disabilities. The school anticipates that 9 percent of its students will be English Language Learners and 15 percent of its student population will be Students with Disabilities.

Because 90 percent of its students are expected to come from the Rochester CSD, the founding group established targets for English Language Learners and students with disabilities that are more comparable to the percentage of ELL and SWD students enrolled in the Rochester CSD than the percentage enrolled in the East Irondequoit CSD.

The founding group believes that its educational programs designed to reduce academic failure along with supports designed to reduce the impact of poverty will result in increased literacy and proficiency of its students taking the State Assessments.

East Irondequoit CSD and Rochester CSD Demographics (2008-09)⁸

	East Irondequoit CSD	Rochester CSD
Total District Enrollment:	3,221	32,132
Grade K-6 Enrollment:	1,645	17,271
White:	67 %	11 %
African American:	18%	65 %
Hispanic/Latino:	11%	22 %
Asian/Other:	3%	2 %
Students with Disabilities:	11.51%	16.35%
English Language Learners:	3 %	10 %
Free/Reduced Priced Lunch:	55 %	82 %
Existing Charter Schools:	None	6

⁸ Source: The New York State School Report for East Irondequoit CSD and Rochester CSD, 2008-2009

East Irondequoit CSD and Rochester CSD Report Card Data (2009-2010)⁹

Grades Served	2009-2010 New York State Assessments Percentage of Students Performed at or above Level 3			
	East Irondequoit CSD		Rochester CSD	
	ELA	Math	ELA	Math
3	63 %	62 %	47 %	62 %
4	83 %	72 %	65 %	67 %
5	60 %	69 %	53 %	64 %
6	49 %	50 %	79 %	76 %

ORGANIZATIONAL PLAN

Governance - The founding group has articulated that a Board of Trustees is responsible for: the hiring, evaluation, and termination of the Executive Director; overseeing the educational program and ensuring the school meets its academic goals; ensuring that the school is fiscally sound and resources are mission-aligned; ensuring that the school is operationally sound and compliant with all applicable laws, and reporting requirements; maintaining good relations with the school’s local community and promoting the interests of the school; and ensuring the effectiveness of the board in carrying out its responsibilities.

The proposed school will have a governing body of five but no more than 11 trustees, and three working committees—Executive Committee, Audit and Finance Committee, and Human Resources/Personnel Committee.

Founding Board - As required, the founding group provided a set of draft By-laws and Code of Ethics. Additionally, a resume, a completed Statement of Assurances, and a completed Request for Information from Prospective Charter School Board Members form was provided for each founding group member proposed for a seat on the school’s board of trustees once the school is chartered.

The founding group is comprised of seven individuals with relevant and complimentary backgrounds. Together the group has experience in managing human resources, budgeting, accounting, financial forecasting, board leadership and governance, public education standards and accountability, special education and English as a Second Language; community outreach, and other skills needed to oversee and govern the school.

School Leadership - The founding group seeks to hire a Director, Academic Leader, and Dean of Students/Parent Liaison during start-up, and to bring on instructional and other staff beginning in July of 2011. The Director will serve as the head of the school, with the responsibility to recommend the hiring and firing of administrative staff and faculty.

⁹ Source: The New York State School Report Card, 2009-2010

The Director will provide trustees with updates on the instructional and operational activities and progress of the School. Reports to the trustees will incorporate data sources such as State assessment data, benchmark and on-going student assessment data, committee reports, complaints, surveys, and quarterly budget reports.

Community Support - As a result of a number of preliminary outreach activities, the founding group has collected 232 signatures from parents representing 287 children of the appropriate ages to enroll in the school in 2011. The founding group also presented data showing that charter schools serving the elementary grades in Rochester have wait lists, whereas over 180 students are on the wait list for kindergarten.

In addition, the founding group has received 32 letters of support from individuals including the Superintendents of the Rochester City School District and East Irondequoit School Districts, many public officials including Rochester's Mayor and the Monroe County Executive, three local colleges, several businesses in the city's northeast quadrant, a number of community agency leaders, and local community residents and leaders.

Required Public Hearing - The East Irondequoit CSD held the public hearing as required by the §2857 of the Charter Schools Act on November 1, 2010 to solicit comments from the community concerning the proposed charter school. Approximately 50 community members attended the hearing, 18 of whom spoke.

Sixteen of the public speakers were residents of the East Irondequoit community; 5 were members of the district's school board; and all spoke in opposition to the establishment of a charter school. Those opposing cited, "uncertainty of the value-added to the East Irondequoit community", "increase in property taxes", "there are empty school buildings closer to the target population", "there was no need for a charter school in the suburbs", and "public funds should not be used if only 30 percent of teachers are certified".

It is important to note that East Irondequoit Central School District Superintendent Susan Allen has withdrawn her district's support for the proposed charter school citing that she has "concerns regarding a charter school in a suburban setting, fearing that our district would lose students to this charter, thus decreasing district revenue and increasing local costs...This additional loss of revenue, coupled with reduced state aid and stimulus funds, will be a real hardship for the district."

Aside from the lead applicant, only one person spoke in favor of the proposed charter school. Ms. Kirsten Barclay, Assistant to Superintendent Jean Claude Brizard of the Rochester City School District, stated that her district "wanted great schools and high quality choices for families and children," and indicated that the Discovery Charter School model represented such.

Fiscal Impact on District of Location - The fiscal impact of a charter school on the district in which it will be located is based upon several assumptions, which may or may not occur: that all existing charter schools will also exist in the next five years and serve the same grade levels as they do now; that the charter schools will be able to meet their projected maximum enrollment; that all students will come from the district of location and no other districts; that all students will attend every day for a 1.0 FTE; that the District's budget will increase at the projected rate of 3.0 percent each year; and that the per pupil payment will increase at the projected rate of 3.0 percent each year. The

projected fiscal impact of the proposed charter school on the East Irondequoit Central School District is projected to be less than .6 percent by the end of the proposed school's fifth year of operation.

Projected Fiscal Impact¹⁰ of the Discovery Charter School
On the East Irondequoit School District

Number of Students Enrolled in Charter School Per Year	Per Pupil Aid Rate (Preliminary 2010-11 Tuition)	Per Pupil Aid Revenue Only	Total District General Fund Budget	Percent of District Budget
Year 1: 12	\$ 11,557 ¹¹	\$ 138,684	\$ 64,291,779 ¹²	0.2157
Year 2: 16	\$ 12,077	\$ 193,232	\$ 66,226,532	0.2918
Year 3: 20	\$ 12,621	\$ 252,420	\$ 68,207,147	0.3701
Year 4: 24	\$ 13,189	\$ 316,536	\$ 70,253,361	0.4506
Year 5: 30	\$ 13,783	\$ 413,490	\$ 72,360,961	0.5714

The projected fiscal impact of the Discovery Charter School combined with the 6 existing charter schools within the Rochester City School District is projected to be 5.6 percent by the end of the proposed school's fifth year of operation.

¹⁰ Note: Assumes a 3 percent annual increase in the average expense per pupil and a 3 percent annual increase in the district's budget. Projections are subject to fluctuation in actual enrollments, FTE enrollments, AOE, and district budgets. Further assumes all students come from the district of location.

¹¹ Source: NYS Education Department's Office of State Aid, Updated Preliminary 2010-11 Basic Tuition used by Public School Districts with resident students attending Charter Schools

¹² Source: East Irondequoit CSD General Fund Budget for the 2010-11 School Year.

Projected Fiscal Impact¹³ of the Discovery Charter School and Existing Charter Schools in the Rochester City School District

Number of Students Enrolled in DCS and combined with 6 existing charter schools	Per Pupil Aid Rate (Preliminary 2010-11 Tuition)	Per Pupil Aid Revenue Only		Total District General Fund Budget	Percent of District Budget	
		DCS alone	DSC plus 6 charter schools		DCS alone	DCS plus 6 charter schools
Year 1: 108 / 2223	\$ 12,090 ¹⁴	\$1.3 m	\$26.8 m	\$694,515,866 ¹⁵	0.1880	3.8
Year 2: 144 / 2367	12,634	\$1.8 m	\$29.9 m	715,351,341	0.3179	4.2
Year 3: 216 / 2583	13,202	\$2.4 m	\$34.1 m	736,811,881	0.3870	4.6
Year 4: 234 / 2817	13,796	\$2.9m	\$39 m	758,915,237	0.4254	5.1
Year 5: 252 /3069	14,417	\$3.6 m	\$44.2 m	781,682,694	0.4648	5.6

Budget - The founding group presented a clear and reasonable picture of the school’s revenue projections; expenditure requirements; facilities needs; transportation and food service plans; and pre-opening plan that was aligned with the proposed charter school’s mission and educational plan.

Fiscal Management - The founding group presented a well written narrative demonstrating their understanding of how they intend to develop and manage the school’s infrastructure and finances. The founding group has drafted its internal control policies and described the fiscal responsibilities that will be assigned to the staff of the proposed school’s business office.

The reviewers find that the founding group was persuasive in its application materials and in demonstrating their individual and collective capacity to successfully comply with all applicable laws, to oversee the development and implementation of the education program, to fiscally manage the schools budget and finances, and to operate the proposed charter school. Based on the evaluation of the application materials and the capacity interview, there are no material concerns remaining that cannot be fully addressed during the pre-opening phase should Board of Regents approve this proposed charter school application.

Facility - The founding group has identified a potential facility located at 125 Kings Highway South, Rochester, New York, 14617 to house the proposed Discovery Charter School. The proposed school intends to occupy classroom space on the second floor of a former private school building. Additionally, the school will occupy multi-purpose space on the third floor and have access to a library, a gymnasium, a television studio, a cafeteria, and 42 acres of land for sports and recreational activities.

¹³ Note: Assumes a 3 percent annual increase in the average expense per pupil and a 3 percent annual increase in the district’s budget. Projections are subject to fluctuation in actual enrollments, FTE enrollments, AOE, and district budgets. Further assumes all students come from the district of location.

¹⁴ Source: NYS Education Department’s Office of State Aid, Updated Preliminary 2010-11 Basic Tuition used by Public School Districts with resident students attending Charter Schools

¹⁵ Source: Rochester CSD General Fund Budget for the 2010-11 School Year.



New York State Education Department Office of Innovative School Models

Summary of Findings and Recommendations

*Application to establish the proposed
Launch Expeditionary Learning Charter School*

December 2010

Executive Summary of the Proposed
Launch Expeditionary Learning Charter School

Lead Applicant(s):	Geoffrey Roehm and Evan Kilgore					
District of Location:	New York City, Community School District 16					
Opening Date/Facility:	August 22, 2011 – LELCS will be co-located in an existing public school.					
Management Company:	Not Applicable					
Partners:	New York City Outward Bound (NYCOB) and Expeditionary Learning					
Projected Enrollment:	Grade/Year	2011-12	2012-13	2013-14	2014-15	2015-16
	6th	100	100	100	100	100
	7th		90	90	90	90
	8th			81	81	81
	9th				100	100
	10th					90
	Total	100	190	271	371	461
	Projected Percentage of Students with Disabilities: 12 percent Projected Percentage of English Language Learners: 3 percent					

MISSION

“Launch students will develop the academic skills and strength of character necessary to thrive in college, contribute to their communities and excel in their careers.”

EDUCATION PLAN

Key Design Elements – LELCS will be an experiential and project-based learning school based on five core practices: learning expeditions, active pedagogy, culture and character, leadership and school improvement, and structures. The proposed School will use formative, authentic and NYS State assessments to provide the school community with data to drive instruction. As an Expeditionary Learning school, LELCS will be linked with a network of 150 schools across the nation and with nine successful traditional Expeditionary Learning public schools in New York City (including Washington Heights Expeditionary Learning School). A significant feature of LELCS will be the extended day and an extended school year.

Instructional Calendar and Daily Schedule – LELCS will offer a 190-day instructional calendar, plus 16 days for planning and professional development. The instructional day will begin at 8:00 a.m. and ends at 3:48 p.m. LELCS will provide an after school program from 3:50 p.m. – 5:30 p.m.

Instruction – Instruction will emphasize “a strong connection to the world, with a focus on linking the classroom and the outside world, fully drawing on school and community resources.” LELCS will provide expanded time for “in-depth case studies, field work, teacher collaborations, and multi-disciplinary connections.” Instruction at LELCS will include inquiry-based case studies, integrated math projects connected to interdisciplinary learning expeditions, the writing process, science exploration based on a synthesis of mathematical and literacy skills, and social studies expeditions that facilitate the formation of independent connections and conclusions by students.

Curriculum – The LELCS curriculum follows an interdisciplinary framework developed by the Expeditionary Learning network and NYCOB. In English language arts (ELA) and math, the School

will use sets of “expeditions” (selected by LELCS teachers and administrators) aligned to skills expectations and performance indicators for students in grades 6 through 10. Science instruction will follow Expeditionary Learning guides for establishing an inquiry-based model “coupling standards and problem-directed learning with the real world applications of that content material.”

Assessment – The School has developed a layered assessment and data-driven instruction platform. The collection, analysis, and reporting of data will be managed using SchoolNet technology. The CEO of SchoolNet, Jonathan Harber, is a prospective trustee of LELCS. Students will take nationally-normed exams, interim assessments, and all state assessments. Further, students will be assessed through teacher-developed expeditions (based on professional development support from NYCOP), and learning targets (based on mapping designed by NYCOP in collaboration with school leaders).

Professional Development – LELCS and NYCOP will provide teachers with extensive professional development. NYCOP will provide dedicated staff (a *school designer*) and professional development for teachers on curriculum and pedagogy with respect to crafting, teaching, and assessing learning expeditions.

STUDENT ENROLLMENT

Population to be served – Enrollment Preference – LELCS will not establish new enrollment preferences for students beyond those listed in statute. The first preference will be for students who reside in the district of location. The School anticipates serving a population that mirrors the enrollment figures for CSD 16 (See below.).

Recruitment and Retention – The School has established partnerships with community-based organizations and conducted extensive outreach efforts with an array of groups to support outreach for enrollment, and to provide comprehensive services in support of retention. The founding group has sought to create partnerships that sustain and extend the capacity of LELCS to support students and families.

NEW YORK CITY COMMUNITY SCHOOL DISTRICT 16

Total District Enrollment:	10,490
Grade 6-10 Enrollment:	3,122
Racial/Ethnic Origin (percent of total district enrollment)	
White:	1%
Black/African-American:	84%
Hispanic/Latino:	13%
American Indian/Alaskan Native	1%
Asian/Native Hawaiian/Pacific Islander:	1%
Free/Reduced Priced Lunch:	84%
English Language Learners	3%
Students with Disabilities:	12.45% (city-wide)

2009-10 State Assessments (percent proficient)		
Grade level	English Language Arts	Mathematics
6	18.5	30.8
7	20.8	34.1
8	19.1	26.7

ORGANIZATIONAL PLAN

Governance – Responsibilities would be assigned for the following: legal, finance and accounting, planning, policy, personnel, resource development, board accountability, decision-making, community relations, and contracts.

Founding Board – As required, the founding group provided a set of draft By-laws and Code of Ethics. Additionally, a resume, a completed Statement of Assurances, and a completed Request for Information from Prospective Charter School Board Members form was provided for each founding group member proposed for a seat on the school’s board of trustees once the school is chartered.

The founding board possesses expertise in the areas of law, finance, real estate, marketing, management, technology, human resources, and non-profit board governance. At present, the proposed board does not include educators. The School has identified six prospective trustees and is seeking to install five additional members prior to launch.

School Leadership – LELCS proposes to establish an Executive Director as the head of school, with support from a Principal and a Director of Operations. The Director of Operations will be supported by a business manager, administrative assistant, and secretary. The instructional team comprises the principal, a school designer (hired by and reporting to NYCOPB to support the implementation of the Expeditionary Learning model), an instructional guide, a dean, teachers and a guidance counselor.

Community Support – Outreach Activities – LELCS has established partnerships with two of the leading community-based organizations in Brooklyn. In addition, founding group members have met with community councils, churches, and other institutions to conduct outreach.

Required Public Hearing and Community Comment - The New York City Department of Education conducted a public hearing on the application to establish the proposed charter school on Tuesday, October 26, 2010 in CSD 16. The hearing was attended by six people. One person asserted that CSD 16 traditional school enrollment may be reduced by the proposed charter school, and lead to the closure of existing middle schools. No other public comments were received.

In a letter dated October 22, 2010, NYC Department of Education Chancellor Klein commented in support of the proposed school: *“This proposal features an expeditionary learning education mode that has been proven to be successful in other NYC schools; Capacity: The board of trustees is comprised of educators and other experts (Outward Bound and Teacher College Alumni); Demand: There is a strong need for high-performing small middle/high schools in central Brooklyn.”*

Projected Fiscal Impact of Proposed School on New York City - The fiscal impact of a charter school on the district in which it will be located is based upon several assumptions, which may or may not occur: that all existing charter schools will also exist in the next five years and serve the same grade levels as they do now; that the charter schools will be able to meet their projected maximum enrollment; that all students will come from the district of location and no other districts; that all students will attend every day for a 1.0 FTE; that the District’s budget will increase at the projected rate of 3 percent each year; and that the per pupil payment will increase at the projected rate of 3 percent each year.

Number of Students Enrolled in Charter School Per Year	Per Pupil Aid Rate(Preliminary 2010-11 Tuition)	Per Pupil Aid Revenue Only	Total District General Fund Budget	Percent of District Budget
Year 1: 100	\$ 13,527	\$ 1,352,700	\$ 18,585,844,887	.0073
Year 2: 190	\$ 13,933	\$ 2,647,234	\$ 19,143,420,234	.0138
Year 3: 271	\$ 14,351	\$ 3,889,065	\$ 19,717,722,841	.0197
Year 4: 371	\$ 14,781	\$ 5,483,869	\$ 20,309,254,526	.0270
Year 5: 461	\$ 15,225	\$ 7,018,613	\$ 20,918,532,162	.0336

FINANCIAL PLAN

Budget – LELCS proposes a conservative budget for each year of the charter term. The School projects surpluses at the end of each fiscal year, and at the conclusion of the start-up period. The School will not assume any long-term debt and will not to balance the budget using contingent funding resources such as philanthropy or competitive grant awards.

Fiscal Management – LELCS proposes a strong fiscal management plan. The School will contract back office services to Charter School Business Management, Inc. The School will establish a finance committee to conduct ongoing oversight of fiscal operations, to ensure timely and accurate reporting of the financial condition of the school, and to meet compliance requirements of state and federal agencies.

Facility – LELCS will be seeking space within an NYCDOE facility. NYCDOE indicates that there is a strong likelihood that sufficient space will be available within the district to support the instructional model proposed by LELCS.



New York State Education Department Office of Innovative School Models

Summary of Findings and Recommendations

*Application to establish the proposed
Mott Hall Charter School*

December 2010

Executive Summary of the Proposed *Mott Hall Charter School*

Lead Applicant(s):	Robert Lesser					
District of Location:	New York City Community School District 8 or 9					
Opening Date/Facility:	September 2011 – facility location to be determined with NYC DOE					
Management Company:	Replications, Inc.					
Partners:	None have been identified at this time					
Projected Enrollment:	Grade/Year	2011-12	2012-13	2013-14	2014-15	2015-16
	Grade 6	110	110	110	110	110
	Grade 7		105	105	105	105
	Grade 8			100	100	100
	Total	110	215	315	315	315
	Projected Percentage of Students with Disabilities in CSD 8: 14.6 %					
	Projected Percentage of English Language Learners in CSD 8: 12 %					
Projected Percentage of Students with Disabilities in CSD 9: 12.65 %						
Projected Percentage of English Language Learners in CSD 9: 24 %						

MISSION

The mission of the proposed Mott Hall Charter School (MHCS) is to provide rigorous academics and strong supports to prepare students for success in high school, college and their future careers.

EDUCATION PLAN

Key design elements – The education plan for proposed school is a replication of six successful NYC middle schools that have been launched and supported by Replications, Inc. over the past ten years. Key elements of the MHCS design elements include:

- An interdisciplinary, liberal arts curriculum
- Employing a longer instructional day and year
- Implementing the International Baccalaureate Program, AVID Advisory Program, and the Sanctuary Culture Model
- Technology infusion
- An enriched arts program
- Service learning
- Students struggling in reading and writing will receive intervention with Read 180, which uses computer technology to match students' areas of need with appropriately leveled materials and exercises

Instructional Calendar and Daily Schedule - MHCS's year long schedule for students will mirror the NYC DOE calendar in terms of start date, holidays and vacations. However, whereas the DOE calendar runs approximately 180 days, MHCS's instructional year will be extended by an additional 28 days through 20 days of a mandatory Saturday Academy and eight extra days during the summer. The founding group is revising the daily schedule to capture the time allocated to academics and a developmentally appropriate lunch time for students.

Instruction - The founding group seeks to recruit, hire and retain highly qualified teachers who are committed to the school's vision and mission. The expectation is that teachers fully participate in curriculum and assessment design. Prospective teachers should understand how to teach through project-based learning, interdisciplinary learning, and technology integration. In addition, prospective teachers should have a strong willingness to work in a collaborative school environment in which they plan together in teacher teams to develop quality curriculum units and lessons. Candidates must know and have a passion for the content that they will teach and be reflective in order to continually improve practice. All candidates must be dedicated to meeting the academic, social, and emotional needs of all students, including English language learners and students with special needs and must be committed to urban education and meeting the challenges involved in it.

Curriculum - The educational program is guided by the International Baccalaureate Middle Years Programme (MYP) framework. Teachers will use Understanding by Design (UBD) as their primary method of curriculum development. Instruction is delivered through constructivist, interdisciplinary and project-based pedagogy. Students engage in sustained independent reading and participate in hands-on, real-world experiences such as science labs and expositions. MHCS will provide both targeted interventions and heterogeneous group experiences.

Assessment - At MHCS, all learning activities and assessments are based on New York State, Common Core and International Baccalaureate standards. Formative and summative assessments will be used to assess and inform learning plans, instructional practices, teacher effectiveness, and professional development.

Professional Development - The framework for professional development is based on the "California Standards for the Teaching Profession." This framework offers teachers a number of individualized tracts of study and is long term curriculum designed to provide ongoing expansion of a teacher's knowledge of students, of subject matter and curriculum, and of instructional methods, strategies and styles. Ultimately these study domains are directly linked to how a teacher plans instruction, creates and assesses opportunities for student learning. Teachers will choose, based on their professional needs and desires, from the following list of domains:

- Engaging Students in Learning
- Effective Environment
- Organizing Subject matter
- Planning Instruction
- Assessing Learning
- Developing as a Professional

STUDENT ENROLLMENT

Population to be served – Enrollment Preference - The applicant has not listed a specific percentage for students with disabilities or English language learners to be served. Based upon the application the proposed school states (p. 30): *“As directed by the 2010 Revisions to the Charter Schools Act, the Department and the Board for Regents will prepare guidance and draft Admissions Policies and Procedures (Enrollment Policy) as well as lottery guidance for schools. These policies, protocols and procedures will be adopted by schools during the planning year or preopening period.”* During the capacity interview, the founding group made a commitment that it would make every attempt to serve the same percentage of students with disabilities and English language learners as the district of location.

Recruitment and Retention - The founding group presented a plan on how the proposed school would attract and retain its students, particularly those students who are English language learners and students with disabilities.

NEW YORK CITY COMMUNITY SCHOOL DISTRICT 8

Total District Enrollment:	31,160	
Grade 6-8 Enrollment:	5,837	
Racial/Ethnic Origin (percent of total district enrollment)		
White:	6%	
Black/African-American:	27%	
Hispanic/Latino:	62%	
American Indian/Alaskan Native	0%	
Asian/Native Hawaiian/Pacific Islander:	4%	
Free/Reduced Priced Lunch:	85%	
English Language Learners	12%	
Students with Disabilities:	12.45% (city-wide)	
2009-10 State Assessments (percent proficient)		
Grade level	English Language Arts	Mathematics
6	29.3	41.9
7	25.7	41.7
8	26.6	32.6

NEW YORK CITY COMMUNITY SCHOOL DISTRICT 9

Total District Enrollment:	35,041	
Grade 6-8 Enrollment:	7,841	
Racial/Ethnic Origin (percent of total district enrollment)		
White:	1%	
Black/African-American:	34%	
Hispanic/Latino:	64%	
American Indian/Alaskan Native	0%	
Asian/Native Hawaiian/Pacific Islander:	1%	
Free/Reduced Priced Lunch:	90%	
English Language Learners	24%	
Students with Disabilities:	12.45% (city-wide)	
2009-10 State Assessments (percent proficient)		
Grade level	English Language Arts	Mathematics
6	23	36.9
7	19.2	34.8
8	24	30.5

ORGANIZATIONAL PLAN

Founding Board - As required, the founding group provided a set of draft By-laws and Code of Ethics. Additionally, a resume, a completed Statement of Assurances, and a completed Request for Information from Prospective Charter School Board Members form was provided for each founding group member proposed for a seat on the school’s board of trustees once the school is chartered.

The MHCS founding group consists of nine individuals. The team has extensive experience in school start-up, charter operations, middle school instruction, administration, youth development, student support services, and community engagement. Founding team members have founded, led, taught in and provided numerous student supports in New York City public schools. Individuals from the planning team will comprise the school leadership team as well as the Replications school support team providing consistency and alignment necessary to launch a successful new school.

Governance - MHCS seeks to build a well-balanced and diverse Board, capable of leading the school towards academic excellence, sound operations, and whole child development. The Board of Trustees will be responsible for the academic, fiscal, and regulatory oversight of the proposed Mott Hall Charter School. Board oversight consists of approval of all school policies and monitoring of policy implementation.

Replications, Inc. is the Charter Management Organization (CMO), which will provide direct support and technical assistance at the school level and make recommendations to the Board regarding school policies. Replications reports to and is evaluated by the Board of Trustees.

School Leadership - The school's leadership team will include a Principal, Director of Operations, and Social Worker. It is the responsibility of the proposed school principal to recruit the other members of the leadership team.

The founding group has also presented a teaching/staffing plan that is in alignment with the mission and educational plan.

Community Support--Outreach Activities - As part of the application narrative and during the capacity interview, it was demonstrated that the proposed school has reached out to the community. Anecdotal information was shared about community belief that there is a need for the new high-quality middle school option. Stakeholders appear to be attracted to Mott Hall's strong reputation, its focus on academic rigor, integrated technology, arts enrichment, and a range of after-school programs and supports available for students. Community outreach and support thus far includes the following:

- Bronx Community Board 2
- Bronx Community Board 4
- The Bronx Borough President's Office
- State Assembly Member Marcos Crespo
- State Senator Jeff Klein
- Councilmember Helen Foster
- Councilmember James Vacca
- Claremont Neighborhood Centers
- Casita Maria
- Police Athletic League (PAL)
- Frederick Douglass Academy III
- Mott Hall Community School
- Mott Hall Science & Technology Academy

Public Hearing and Community Comment - As required by the Charter Schools Act, the New York City Community School District 8 held a hearing on October 20, 2010 to solicit comments from the community concerning the proposed charter school. Approximately 50-75 community members attended the hearing. Several speakers made comments in support of MHCS and several made comments in opposition, on the basis that charter schools draw resources from existing NYCDoE schools. The CSD 8 CEC President Bob Franklin issued a statement in support of the proposed Mott Hall Charter School.

In a letter dated October 22, 2010, NYC Department of Education Chancellor Klein commented in support of the proposed school: *"This proposal is a replication of a successful district middle school. Capacity: the Board is comprised of experienced district school administrators and other experts. The proposed CMO, Replications, provides extensive support to district schools and has the capacity to provide services to this charter school. Demand: The district school has a strong reputation in this community school district and parents have expressed a strong interest in the proposed charter school."*

Fiscal Impact on District of Location - The fiscal impact of a charter school on the district in which it will be located is based upon several assumptions, which may or may not occur: that all existing charter schools will also exist in the next five years and serve the same grade levels as they do now; that the charter schools will be able to meet their projected maximum enrollment; that all students will come from the district of location and no other districts; that all students will attend every day for a 1.0 FTE; that the District’s budget will increase at the projected rate of 3 percent each year; and that the per pupil payment will increase at the projected rate of 3 percent each year.

Projected Fiscal Impact of the Mott Hall Charter School
on the New York City School District

Number of Students Enrolled in Charter School Per Year	Per Pupil Aid Rate(Preliminary 2010-11 Tuition)	Per Pupil Aid Revenue Only	Total District General Fund Budget	Percent of District Budget
Year 1: 110	\$13,527	\$1,487,970	\$18,585,844,887	0.0080
Year 2: 215	\$13,933	\$2,995,554	\$19,143,420,234	0.0156
Year 3: 315	\$14,351	\$4,520,500	\$19,717,722,841	0.0229
Year 4: 315	\$14,781	\$4,656,115	\$20,309,254,526	0.0229
Year 5: 315	\$15,225	\$4,795,799	\$20,918,532,162	0.0229

FINANCIAL PLAN

Budget and Fiscal Management - The founding group presented a well written narrative demonstrating their understanding of how they intend to develop and manage the school’s infrastructure and finances. Specifically the founding group presented a clear and reasonable picture of the school’s revenue projections; expenditure requirements; facilities needs; transportation and food service plans; and pre-opening plan that was aligned with the proposed charter school’s mission and educational plan.

Facility - The founding group is working with NYCDOE on locating the most appropriate space in the Bronx in CSD 8 or 9. There is space available to house the proposed charter school in both districts.



New York State Education Department Office of Innovative School Models

Summary of Findings and Recommendations

*Application to establish the proposed
New York City Montessori Charter School*

December 2010

**Executive Summary of the Proposed
New York City Montessori Charter School**

Lead Applicant(s):	Gina Sardi					
District of Location:	Bronx, New York CSD #7					
Opening Date/Facility:	September 2011 –Facility location to be determined					
Management Company:	N/A					
Partners:	South Bronx Overall Economic Development Corporation (SoBRO)					
Projected Enrollment:	Grade/Year	2011-12	2012-13	2013-14	2014-15	2015-16
	Kindergarten	52	52	52	52	52
	Grade 1	52	52	52	52	52
	Grade 2	-	52	52	52	52
	Grade 3	-	-	48	48	48
	Grade 4	-	-	-	46	46
	Grade 5	-	-	-	-	44
	Total	104	156	204	250	294
Projected Percentage of Students with Disabilities:					25 percent	
Projected Percentage of English Language Learners:					24 percent	

MISSION

The mission of the proposed New York City Montessori Charter School is to “empower its students to think critically and cultivate their problem solving and social skills so that they can continue to learn in their pursuit of higher education and succeed in the careers needed in the 21st Century.”

EDUCATION PLAN

Key design elements - The primary focus is the acquisition of skills in the core academic areas, and progressing beyond the basic skills to more advanced levels. Key elements to the school’s design elements include:

- A core curriculum that aligns the Montessori approach with the NY State Standards and Common Core Standards
- Differentiated instruction, integral to the individualized learning in Montessori education will support the needs of general education students, students with disabilities and English language learners
- Individual work plans for each student will be created by teachers that delineates the work each student is expected to complete
- Curriculum integration that includes: students acquiring, applying and integrating core knowledge and skills in all areas within interdisciplinary projects
- Specially designed materials that provide concrete representation of the abstract

- Prepared classroom environment: Montessori classrooms are carefully designed and set up to allow the students to be highly engaged and active participants
- Time and practice to achieve mastery: A daily schedule with long blocks of time for students to work independently on their work plans
- Formative and summative assessments to assess and inform student learning plans, instructional practices, and effectiveness of school decisions.

Instructional Calendar and Daily Schedule - The proposed school calendar includes 180 days of instruction. The daily schedule is structured to offer a longer school day, beginning at 7:45 am and ending at 4:00 pm, with 90-120 minute blocks of instruction for ELA and a 60 minute block for Math instruction daily. There is also a voluntary after-school program offered as part of the school's partnership with the South Bronx Overall Economic Development Corporation (SoBRO).

Instruction - The staff would be certified in elementary teaching as well as the Montessori Method. In order to retain staff the proposed school will offer competitive salaries and benefits, small class sizes, teacher assistant support, stipends for leadership roles, and professional development opportunities.

Curriculum - The planning team will create a core curriculum that aligns the Montessori approach with the New York State Standards and the Common Core Standards. Once this has been developed, the planning team will create Curriculum and Assessment Handbooks for Kindergarten, and lower and upper elementary grades. These Handbooks will provide a framework for teachers so they may approach their work with students and colleagues with consistency, with a shared language and common expectations.

Assessment - The teachers will develop Individualized learning plans for each student and utilize differentiated instruction and multiple instructional methodologies. Formative and summative assessments will be used to assess and inform learning plans, instructional practices, teacher effectiveness, and professional development.

Professional Development - The founding group has expressed its desire to work with CSD 7 on planned professional development in the area of Montessori approaches and meeting the needs of all learners. They have reached out to the School Superintendent and professional discussions continue.

STUDENT ENROLLMENT

Population to be served – Enrollment Preference

The proposed school will not establish new enrollment preferences for students beyond those listed in statute. The first preference will be for students who reside in the district of location. The school anticipates that 25 percent of its students will be English Language Learners and 24 percent of its student population will be Students with Disabilities.

Recruitment and Retention

The founding group presented a detailed, substantive narrative of how the proposed school will attract and retain its students in particular those students who are English Language Learners and those students who have disabilities.

NEW YORK CITY COMMUNITY SCHOOL DISTRICT 7

Total District Enrollment:	18,550	
Grade K through 5 Enrollment:	4,475	
Racial/Ethnic Origin (percent of total district enrollment)		
White:	1%	
Black/African-American:	84%	
Hispanic/Latino:	13%	
American Indian/Alaskan Native	1%	
Asian/Native Hawaiian/Pacific Islander:	1%	
Free/Reduced Priced Lunch:	80%	
English Language Learners	3%	
Students with Disabilities:	12.45% (city-wide)	
2009-10 State Assessments (percent proficient)		
Grade level	English Language Arts	Mathematics
3	30.6%	36.2%
4	26.5%	36.6%
5	36.6%	40.8%

ORGANIZATIONAL PLAN

Founding Board - As required, the founding group provided a set of draft By-laws and Code of Ethics. Additionally, a resume, a completed Statement of Assurances, and a completed Request for Information from Prospective Charter School Board Members form was provided for each founding group member proposed for a seat on the school's board of trustees once the school is chartered.

The founding group consists of six individuals, all of whom will transition to the Board of Trustees, with experience in education, Montessori methods, administrative leadership, strategic planning and development, community and economic development, legal compliance, facilities planning, special education law, organizational governance, fundraising, finance, real estate, social services and community advocacy. These individuals are entrepreneurial and visionary problem- solvers with a demonstrated passion for education and have successfully founded and operated schools in the United States, Caracas and Nepal.

Governance - The Board of Trustees will oversee all operational aspects of the school. It will have between 5 and 15 members, with a range of skills and experience (including Montessori, traditional, and special education, community outreach, business, legal, finances, and real estate) to uphold and support the school's charter. Its responsibilities will include: hiring, setting compensation for and evaluating the Principal, ensuring effective organizational planning and resource allocation; and monitoring the school's programs and services according to the terms articulated in the charter under the direction of the bylaws. The Board committees will include the Executive Committee, Finance Committee, and Education and Accountability Committee. The Board of Trustees will delegate to the Principal the responsibility for management and day-to-day operations of the School. The Principal will delegate specific tasks and supervisory functions to the Instructional Coordinator and the Director of Operations.

The proposed school will form a formal Institutional Partnership with the South Bronx Overall Economic Development Corporation (SoBRO). SoBRO will offer the school the following services (detailed in the written Institutional Partnership Agreement submitted with the application): fund raising, after school and community outreach activities, support in human resources management and finance activities, and facilities identification and development support.

School Leadership – With clear knowledge that the governance role is separate from day to day management of the proposed school, the founding group has determined that the school's leadership team will consist of a Principal, a Director of Operations, and an Instructional Coordinator. Individuals have not yet been identified for these positions.

The founding group has also presented a well thought out teaching/staffing plan that is in alignment with the mission, educational plan and the projected enrollment.

Community Support--Outreach Activities - As a result of a number of community meetings, forums, and conversations with school district administration, the founding group has anecdotally determined that the community is in support and looking for an alternative education option for their children. The proposed school would offer a different educational program from that which is available in other public schools. If granted a charter, this would become the first public Montessori School in New York City. Additionally, the founding group has the support of its institutional partner, South Bronx Overall Economic Development Corporation (SoBRO).

The proposed school appears to also have solid support from The Center for Montessori Education, which is interested in supporting an urban public Montessori School that can serve as a training site for teachers seeking Montessori certification. If granted a charter, this school will become the first public Montessori School in New York City.

Public Hearing and Community Comment - As required by the Charter Schools Act, the New York City School District #7 held a hearing on Tuesday, September 7, 2010 to solicit comments from the community concerning the proposed charter school. Approximately 30 community members attended the hearing, and three people spoke in support of the proposal.

In a letter dated October 22, 2010, NYC Department of Education Chancellor Klein commented in support of the proposed school: *“The approval of this proposal will bring the first Montessori charter school to NYC; Capacity: The board of trustees is comprised of educators, community members and other experts. The school’s partnership with SoBro is a great collaboration that will meet the community needs. The proposed school leader is knowledgeable and has experience and capacity to create a great school; Demand: This school will add more seats by opening in a private facility.”*

Fiscal Impact on District of Location - The fiscal impact of a charter school on the district in which it will be located is based upon several assumptions, which may or may not occur: that all existing charter schools will also exist in the next five years and serve the same grade levels as they do now; that the charter schools will be able to meet their projected maximum enrollment; that all students will come from the district of location and no other districts; that all students will attend every day for a 1.0 FTE; that the District’s budget will increase at the projected rate of 3 percent each year; and that the per pupil payment will increase at the projected rate of 3 percent each year.

Projected Fiscal Impact of the New York City Montessori Charter School
on the New York City School District

Number of Students Enrolled in Charter School Per Year	Per Pupil Aid Rate(Preliminary 2010-11 Tuition)	Per Pupil Aid Revenue Only	Total District General Fund Budget	Percent of District Budget
Year 1: 104	\$ 13,527	\$ 1,406,808	\$ 18,585,844,887	0.0076
Year 2: 156	\$ 13,933	\$ 2,173,518	\$ 19,143,420,234	0.0114
Year 3: 204	\$ 14,351	\$ 2,927,562	\$ 19,717,722,841	0.0148
Year 4: 250	\$14,781	\$ 3,695,330	\$ 20,309,254,526	0.0182
Year 5: 294	\$15,225	\$ 4,476,079	\$ 20,918,532,162	0.0214

FINANCIAL PLAN

Budget and Fiscal Management - The founding group presented a well written narrative demonstrating their understanding of how they intend to develop and manage the school’s infrastructure and finances. Specifically the founding group presented a clear and reasonable picture of the school’s revenue projections; expenditure requirements; facilities needs; transportation and food service plans; and pre-opening plan that was aligned with the proposed charter school’s mission and educational plan.

Facility - The Board is seeking private space and is working with the Economic Development Corporation, a real estate professional and SoBRO to identify appropriate leasing space within walking district to SoBRO. NYC DOE has indicated that there will not be available space in the already overcrowded classrooms in District 7. If a suitable facility is not found, the proposed school would like to be considered for a planning year.



New York State Education Department Office of Innovative School Models

Summary of Findings and Recommendations

Application to establish the proposed Urban Dove Charter School

December 2010

Executive Summary of the Proposed

Urban Dove Charter School

Lead Applicant(s):	Jai Nanda					
District of Location:	New York City, Community School District 22					
Opening Date/Facility:	September 2011					
Management Company:	Not Applicable					
Institutional Partners:	Urban Dove (youth service organization) Aviator Sports and Recreation Complex					
Projected Enrollment:	Grade/Year	2011-12	2012-13	2013-14	2014-15	2015-16
	high school ungraded	95	95	95	95	95
	high school ungraded		75	75	75	75
	high school ungraded			70	70	70
	Total	95	170	240	240	240
Projected Percentage of Students with Disabilities: 15%						
Projected Percentage of English Language Learners: unknown						

MISSION

“Urban Dove Charter School (UDCS) is an alternative high school for over-aged, under-credited (OA/UC) youth that will provide its students the social and emotional supports and rigorous academics they need to obtain a high school diploma, gain the job skills needed to enter the world of work and the academic foundation needed to successfully pursue higher education. To attract, engage, energize and retain students who have not succeeded in traditional school settings, UDCS features a unique sports, health and fitness program, in which teams of students practice and play sports together, go to class together and receive support services together.”

EDUCATION PLAN

Key Design Elements – The proposed UDCS will offer a transfer school model using sports-based youth development as a health and fitness-focused engagement and motivating strategy. The proposed school’s goal is to graduate under-credited / overage students in three years with 44 credits and successful completion of five Regents exams. Yearly promotional criteria will be based on credit accumulation and Regents exam passage.

The proposed school intends to offer a career and technical education component in the areas of sports skills, health and fitness. Founders plan to seek partnerships with Kingsborough Community College and Adelphi University to offer advanced coursework in health, physical education and recreation.

Students will be organized in same sex groupings: Young Men’s Academy and Young Women’s Academy. Instruction will be delivered by academic teachers and supported by sports coaches (likely to be drawn from AmeriCorps).

Instructional Calendar and Daily Schedule – The proposed UDCS will provide an extended day and extended year for students. The school calendar includes 182 instructional days and is organized on a trimester basis (12 week course plans). The calendar will also include a mandatory summer program. Sports, fitness and meals are embedded in the instructional day, which will be 12 hours long three days a week. The schedule also calls for mandatory Saturday advisement.

Instruction – Instruction at the proposed Urban Dove Charter School will be delivered through the workshop model, with curricula mapped to sports and fitness-focused themes. Because of the involvement of AmeriCorps coaches in the classroom, adult student ratios will be high. This will support project-based learning and Socratic Seminar.

Curriculum – All curricula will be aligned to State standards and Regents coursework. Interdisciplinary curriculum development will occur through collaborative planning by teacher teams.

Assessment – The framework for assessing student progress will be teacher-created and be aligned to Regents course content. EdPerformance, a web-based diagnostic assessment will be used to evaluate instructional need in ELA and Math. Teachers will set targets and milestones for each 12 week period, in each subject and bi-weekly assessment will be administered in order to gauge progress. A data management system is identified to track attendance, grades and social emotional data.

Professional Development – The proposed school will seek to create a professional learning environment in which teacher performance is driven by goal-setting, reflective practice, team support and student performance.

School Climate and Discipline – The application articulates a thoughtful and appropriate discipline policy.

STUDENT ENROLLMENT

Population to be served – Enrollment Preference – The proposed school intends to give an enrollment preference to students who have completed Grade 9 without accumulating ten credits. A second enrollment preference will be for students who are residents of CSD 22.

Recruitment and Retention – The proposed school will recruit students from long-term absentee lists by working with high school principals and guidance counselors in underserved areas of Brooklyn. Information will also be provided directly to the NYC Department of Juvenile Justice to disseminate to youth exiting the system. Informational materials will be translated into Russian and Spanish and will be widely disseminated through the community, using traditional and non-traditional mechanisms.

NEW YORK CITY COMMUNITY SCHOOL DISTRICT 22

Total District Enrollment:	35,982	
Grade 10-12 Enrollment:	10,525	
Racial/Ethnic Origin (percent of total district enrollment)		
White:	26%	
Black/African-American:	45%	
Hispanic/Latino:	13%	
American Indian/Alaskan Native	0%	
Asian/Native Hawaiian/Pacific Islander:	16%	
Free/Reduced Priced Lunch:	64%	
English Language Learners	10%	
Students with Disabilities:	12.45% (city-wide)	
2009-10 State Assessments (percent proficient)		
Grade level	English Language Arts	Mathematics
9-12	81%	63%

ORGANIZATIONAL PLAN

Governance - The proposed school will be governed by a seven to thirteen member board serving staggered three year terms. There will be four standing committees: executive/governance, finance, fundraising and academic accountability.

Relationship with Partner Organization – The application includes a letter from Urban Dove describing the services to be provided: start-up board development, fundraising, on-going financial support for the proposed school’s athletics program, coaches and sports-based youth development curriculum. Additionally, Urban Dove will incur capital costs for renovation of the space at Floyd Bennett Field and will lease the space to the proposed school with a renovation premium of \$5/psf.

Founding Board - The applicant group and proposed founding board of trustees have extensive experience in school start-up, charter operations, financial management, transfer school instruction, administration, sports-based youth development, student support services, fundraising and community organization. There are three founding board members who also serve on the board of trustees of Urban Dove.

School Leadership - Principal and Director of Athletics will lead the school and report directly to the board of trustees. Principal will be responsible for daily management and the education program, including hiring and evaluating teachers, curriculum development and professional development. Director of Athletics is responsible for sports, health and fitness activities, conduct and discipline as well as hiring, training and evaluating all the coaches. The school has an annual goal of 80% teacher retention (excluding AmeriCorps coaches with a limited commitment of service).

Community Support – Outreach Activities – The applicant group has met and spoken with many community members and leaders. They collected over 100 signatures from parents with children of age to attend the proposed school and also received initial support from Gateway National Park.

Required Public Hearing and Community Comment

A public hearing on September 2, 2010 was attended by about 50 people. Ten speakers, who were equally split in support or opposition for the program, gave statements. Most community members expressed concerns of charters opening in the district and cited issues of draining neighborhood schools’ resources and using national park facilities. The founding group delivered a clear presentation. Former students of the Urban Dove after-school program and parents spoke in favor of the proposal. CSD 22 representatives acknowledged that the transfer school option does not presently exist in the district.

In a letter dated October 22, 2010, NYC Department of Education Chancellor Klein commented in support of the proposed school: *“This innovative sports-themed charter transfer school will serve a high-need at-risk population in Brooklyn; Capacity: The board of trustees is comprised of educators and other experts. The school’s partner, Urban Dove, has extensive experience working with at-risk high school students; Demand: The proposed district, CSD 22, needs more high school seats to alleviate overcrowding. This school will add more seats in the district by opening in a private facility.”*

Projected Fiscal Impact¹⁶ of Charter School on New York City

Number of Students Enrolled in Charter School Per Year	Per Pupil Aid Rate(Preliminary 2010-11 Tuition)	Per Pupil Aid Revenue Only	Total District General Fund Budget	Percent of District Budget
Year 1: 95	\$ 13,527	\$ 1,285,065	\$ 18,585,844,887	.0069
Year 2: 170	\$ 13,933	\$ 2,368,610	\$ 19,143,420,234	.0124
Year 3: 240	\$ 14,351	\$ 3,444,240	\$ 19,717,722,841	.0175
Year 4: 240	\$ 14,781	\$ 3,547,440	\$ 20,309,254,526	.0175
Year 5: 240	\$ 15,225	\$ 3,654,000	\$ 20,918,532,162	.0175

FINANCIAL PLAN

Budget – The proposed school has presented budget information that appears to be complete, realistic and in balance. Costs are included for transportation to the Aviation Sports and Recreation Complex, as well as for student transportation, meals, instructional resources, appropriate staffing, and renovations at the incubation site. There is significant reliance (\$150,000) for support from Urban Dove and fundraising effort. The partnership with Coach Across America AmeriCorps program will provide needed staffing at a reasonable cost.

Fiscal Management – The governing board will establish a finance committee to oversee fiscal affairs. A strong discussion of financial management plans and procedures is included in the application.

Facility – The proposed school intends to locate at Floyd Bennett Field in Year 2 and to use an incubation site in the first year of operation.



New York State Education Department Office of Innovative School Models

Summary of Findings and Recommendations

Application to establish the proposed Lamad Academy Charter School

December 2010

Executive Summary of the Proposed Lamad Academy Charter School

Lead Applicant(s):	Alfred Cockfield Jr./Cheryl Kilkenny					
District of Location:	New York City, CSD 17 (Brooklyn)					
Opening Date/Facility:	September 2011 (To be co-located in NYCDOE Space for years 1 and 2)					
Management Company:	None					
Partners:	None					
Projected Enrollment:	Grade/Year	2011-12	2012-13	2013-14	2014-15	2015-16
	5th	100	100	100	100	100
	6th	--	100	100	100	100
	7th	--	--	90	90	90
	8th	--	--	--	82	82
	Total	100	200	290	372	372
	Projected Percentage of Students with Disabilities:		10-12%			
Projected Percentage of English Language Learners:		9+%				

MISSION

The mission of the proposed Lamad Academy Charter School is “to create a joyful environment where intellectual rigor, disciplined inquiry, teamwork, and respect for others are instilled in each of our students. With an emphasis in science and math, we prepare our students to enter and succeed in the college of their choice.”

EDUCATION PLAN

As a middle school, Lamad Academy Charter School Academy Charter School plans to prepare students for transition to high school and to prepare them for college study. The school plans to focus on math and science, and includes international benchmark comparison information in the application, noting that “American students are lagging behind on in comparison to other nations.” School founders propose that “the students at Lamad will receive a foundation for life-long learning and high levels of learning and achievement.”

Instructional Calendar and Daily Schedule

The proposed school intends to offer an academic program centered on mathematics and science by providing additional time for instruction in these areas and also by augmenting instruction in all subject areas with specialized math and science teachers working at each grade level. The proposed school is structured to offer a longer school day beginning at 7:30 a.m. and ending at 4:30 p.m. with 90 minutes daily blocks of instruction for ELA, math and science, for a total of 190 days of instruction. The school also intends to offer a Summer Bridge program to extend student supports into summer months.

Instruction

The application states that teachers at Lamad Academy Charter School will be responsible for re-teaching, providing differentiated instruction, and individualized instruction based on assessment data. The teachers will develop individualized learning plans for each student and implement them through twice daily advisory periods. The founding group seeks to find and retain the best certified teaching staff possible using a variety of recruitment strategies such as job postings in New York City and national media, and participation in teacher job fairs. The application did not include a discussion of plans for teacher evaluation, retention and support that is aligned with New York State law and the State's approach to incorporating student status and growth data in the evaluation of teachers.

Curriculum

The application states that, under the leadership and guidance of the principal, math specialist and the science specialist, students will receive a standards-based, research-proven, curriculum focusing on core subjects that will create a strong foundation for life-long learning. The proposed school intends to use commercial textbook series to frame all subject area instruction. The curriculum overview provided in the prospectus and full application was limited, and focused on a running list of commercial textbook references across core subject areas.

Assessment

The proposed school will administer various types of assessments: criterion-referenced State assessments, norm-referenced tests (SAT-10 is to be administered twice a year), and teacher-developed diagnostic unit and end of year tests. The application states that these assessments will provide the proposed school leaders with absolute, value-added, and comparative measures. Teachers will meet with instructional leaders each term to review assessment data. It was unclear how, collectively, the data drawn from the various assessments would be coordinated or sequenced across the school or be used to inform academic or operational decision making by teachers or school leadership.

Professional Development

The written application did not contain much information about supports for teachers aligned with New York State law, nor did it contain a persuasive description of how teachers would be guided in their practice. School day calendars provided in the application showed blocks of time set aside as "planning time" for teachers, but the written application contained little information about how that time was to be used. During the capacity interview, the founding group stated that a monthly professional development plan includes time for collaborative grade level planning periods. The plan includes the use of *eGump* Technology, which heightens student literacy skills and written expression and provides training for teachers. Additionally, teachers will be involved in *Casenicks*, created by the Gates Foundation, which tapes teachers during instruction, to inform reflective discussions around instruction.

STUDENT ENROLLMENT

Population to be served – Enrollment Preference

The application defines residents of CSD 17 as an enrollment preference for admission to the school. The proposed school anticipates that at least 9% of the students will be English language learners and that 10-12% of the student population will be students with disabilities. These percentages are comparable to CSD 17 overall percentages for these two student populations.

Recruitment and Retention

The founding group presented a detailed narrative of how the proposed school will attract and retain students. In addition, the proposed school will host several outreach programs for potential students, promoting the appreciation of science and mathematics and raising awareness of various career opportunities in the fields of math and science. To support the English language learner population, the founding group states that they have begun to build relationships with community based organizations and colleges.

Total District Enrollment:	27,264 students	
Grade 5-8 Enrollment:	7,484 students	
White:	1%	
African American:	86%	
Hispanic/Latino:	11%	
Asian/Other:	2%	
Students with Disabilities:	10-12%	
English Language Learners:	9%	
Free/Reduced Priced Lunch:	88%	
Existing Charter Schools: CSD 17	6	
Grade Levels	Proficiency (based on the 2009-10 State assessments)	
	English Language Arts	Mathematics
5	38.6%	47.9%
6	31.0%	40.0%
7	41.1%	41.7%
8	25.0%	33.3%

ORGANIZATIONAL PLAN

Governance

The founding group articulated that the Board of Trustees is responsible for overseeing the educational program and ensuring the school meets its academic goals; ensuring that the school is fiscally sound and resources are mission-aligned; ensuring that the school is operationally sound and in compliance with all applicable laws, including reporting requirements; maintaining good relations with the school's local community and promoting the

interests of the school; and ensuring the effectiveness of the board in carrying out its responsibilities.

The proposed school will have a governing body of seven but no more than 15 trustees, and 5 working committees—Executive, Finance, Development, Academic Accountability, and Governance.

Founding Board

The founding group consists of seven individuals—all of whom will transition to the Board of Trustees—with experience in K through 12 education, legal compliance, real estate and facilities, financial management and accounting, and community engagement. Two founding group members with extensive background in education and charter schools were recently brought into the founding group; they each bring valuable expertise, but did not seem to have a thorough knowledge of the school design described in the application.

The founding board proposes to accept a \$250,000 no-interest start-up loan from the God's Battalion of Prayer Church, Inc., to be re-paid over the course of the first charter term. A number of the founding Board members are members of this church, including the co-lead applicants. The Pastor of the Church is the father of the co-lead applicant. The school's plans to rely on a start-up loan of this nature raises questions about fiscal appropriateness and apparent and perceived conflict of interest between a church and a public school.

In addition, a co-lead applicant for the proposed school has a criminal background, which he disclosed in the charter application and discussed with staff in the Office of Innovative School Models. The criminal history record check confirmed the co-applicant's criminal history and staff believes this should disqualify him from serving as an applicant for a public charter school.

School Leadership

Understanding its governance role as separate from day to day management of the proposed school, the founding group seeks to hire an experienced principal to lead the proposed school; a candidate has been identified. In addition, the proposed school seeks to hire a math specialist and a science specialist to assist in the implementation of instruction. Finally, the proposed school will hire an operations director to manage the non-instructional operations of the proposed school.

Community Support--Outreach Activities

As a result of a number of preliminary outreach activities, the founding group has submitted 22 signatures from parents residing in the proposed district of location. Additionally, the founding group submitted 12 letters of support from community organizations and local politicians willing to support the application of the proposed school. There is little evidence of unified or collective support for the proposed school in the district of location.

NYC Department of Education Chancellor Klein **did not** provide a letter of support for this application.

Required Public Hearing and Community Comment

As required by the Charter Schools Act, the New York City Department of Education held a public hearing on September 13 to solicit comments from the community concerning the proposed school. Approximately seven persons attended the hearing, the majority of whom indicated that they are associated with the founding group for Lamad Academy Charter School. No oral comments or written statements were provided. It should be noted that the public hearing was scheduled prior to the submission of the full application to NYSED and prior to its publication on the NYSED website.

Projected Fiscal Impact¹ of Charter School on New York City Department of Education

Number of Students Enrolled in Charter School Per Year	Per Pupil Aid Rate(Preliminary 2010-11 Tuition)	Per Pupil Aid Revenue Only	Total District General Fund Budget	Percent of District Budget
Year 1: 100	\$ 13,527	\$ 1,352,700	\$ 18,585,844,887	0.0073%
Year 2: 200	\$ 13,933	\$ 2,786,562	\$ 19,143,420,234	0.0146%
Year 3: 290	\$ 14,351	\$ 4,161,730	\$ 19,717,722,841	0.0211%
Year 4: 372	\$14,781	\$ 5,498,650	\$ 20,309,254,526	0.0271%
Year 5: 372	\$15,225	\$ 5,663,610	\$ 20,918,532,162	0.0271%

FINANCIAL PLAN

Budget and Fiscal Management

The founding group presented a narrative demonstrating their understanding of how they intend to develop and manage the school's infrastructure and finances. Specifically the founding group presented revenue projections based on AOE from anticipated student enrollment, federal Charter School Program grant award, start-up grant from the NYC Charter School Center, and a \$250,000 interest free loan from the God's Battalion of Prayer Church, Inc., to be re-paid over the course of the first charter term; expenditure requirements; facilities needs; transportation and food service plans; and pre-opening plan that was aligned with the proposed charter school's mission and educational plan.

Although the budget for the start-up years was balanced and included appropriate assumptions for revenue from AOE and expenses; it is troubling that the school plans to rely on a start-up loan that opens up questions about fiscal appropriateness and apparent and perceived conflict of interest between a church and a public school.

Facility

The proposed school will be co-located in a New York City Department of Education school building during its first two years of operation. The founding group plans for the school to occupy a private facility during year three.

CAPACITY INTERVIEW

During the capacity interview, the founding group did not articulate a compelling and comprehensive vision of how the plan described in the application will come to life. Two founding group members with extensive background in education and charter schools were recently brought into the founding group; they each bring valuable expertise, but did not seem to have a thorough knowledge of the school design described in the application. The lead applicants did not fully project the will or capacity to effectively launch the proposed school and to overcome the inevitable challenges of start-up.