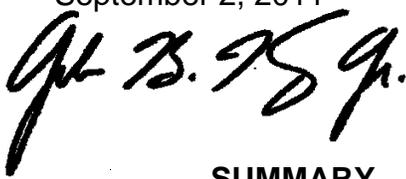




THE STATE EDUCATION DEPARTMENT / THE UNIVERSITY OF THE STATE OF NEW YORK / ALBANY, NY 12234

**TO:** P-12 Education Committee  
**FROM:** John B. King, Jr.  
**SUBJECT:** Charter Schools: Initial Applications and Charters  
Authorized by the Board of Regents  
**DATE:** September 2, 2011  
**AUTHORIZATION(S):** 

**SUMMARY**

The Commissioner and Department staff recommend that the Board of Regents issue the initial charters and provisional charters for the following nine charter schools:

1. Brooklyn Urban Garden Charter School
2. Global Community Charter School
3. KIPP NYC Washington Heights Academy Charter School
4. Neighborhood Charter School of Harlem
5. New Dawn Charter High School
6. New Visions Charter High School for Advanced Math and Science II
7. New Visions Charter High School for the Humanities II
8. Rochester Career Mentoring Charter School
9. Young Women's College Prep Charter School of Rochester

Together, these charter schools will add over 4,500 additional high quality public K -12 seats for the families of New York State. 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, Findings and Recommendation for each proposed school (Attachment A) which are also posted on the Regents Web page at: <http://www.regents.nysed.gov/meetings/>.

<b>Name of Charter School</b>	Brooklyn Urban Garden Charter School
<b>Lead Applicant(s)</b>	Susan Tenner
<b>District of Location</b>	NYC CSD 15
<b>Opening Date</b>	Summer/Fall 2012
<b>Projected Charter Term</b>	September 13, 2011 through June 30, 2017
<b>Management Company</b>	None
<b>Partners</b>	None
<b>Projected Enrollment and Grade Span during Charter Term</b>	Opening with 110 students in grade 6 in 2012-13, growing to 300 students (100 students per grade) in grades 6 through 8 in 2016-17.
<b>Maximum Enrollment and Grade Span</b>	300 students in grades 6 through 8
<b>Mission Statement</b>	“The Brooklyn Urban Garden Charter School (BUGS) will be a vibrant learning community dedicated to the stewardship of the environment and the interdisciplinary study of the science of sustainability. Through explorations of real-world problems and challenges, BUGS graduates will gain a deep knowledge of the core academic subjects, the problem-solving and critical thinking skills to succeed in high school, college, and the future workforce, and the ability to collaborate with others in an increasingly global society.”

<b>Name of Charter School</b>	Global Community Charter School
<b>Lead Applicant(s)</b>	Phyllis Siwec
<b>District of Location</b>	New York City Community School District 3 or 5
<b>Opening Date</b>	Summer/Fall 2012
<b>Projected Charter Term</b>	September 13, 2011 - June 30, 2017
<b>Management Company</b>	None
<b>Partners</b>	None
<b>Projected Enrollment and Grade Span during Charter Term</b>	Opening with 150 students in grades K through 1 in 2012-13, growing to 465 students in grades K through 5 in 2016-17.
<b>Maximum Enrollment and Grade Span</b>	465 students in grades K through 5
<b>Mission Statement</b>	“Global Community Charter School serves the Upper West Side and West Harlem communities by providing students in grades K through 5 with an education that is rigorous, inquiry-based, and that teaches students and their families to work successfully together across differences in language, culture, economic background, age, and nationality. Our school prepares students for admission to a competitive high school.”

<b>Charter School Name:</b>	KIPP NYC Washington Heights Academy Charter School
<b>Lead Applicant(s)</b>	David Levin
<b>District of Location</b>	NYC CSD 6
<b>Opening Date</b>	Summer/Fall 2012
<b>Projected Charter Term</b>	September 13, 2011 – June 30, 2017
<b>Not-for-Profit Management Company</b>	KIPP NYC, LLC
<b>Partners</b>	None
<b>Projected Enrollment and Grade Span during Charter Term</b>	Opening with 90 students in grade 5 in 2012-13, growing to 695 students in grades K through 2 and 5 through 9 in 2016-17.
<b>Maximum Enrollment and Grade Span</b>	1060 students in grades K – 12 in 2019-20.
<b>Mission Statement</b>	“The mission of KIPP NYC Washington Heights Academy Charter School is to help our students develop the academic and character skills necessary to achieve success in high school and college, be self-sufficient in the competitive world and beyond, and build a better tomorrow for themselves and us all.”

<b>Name of Charter School</b>	Neighborhood Charter School of Harlem
<b>Lead Applicant(s)</b>	Ruth Meyler
<b>District of Location</b>	New York City Community School District 5
<b>Opening Date</b>	Summer/Fall 2012
<b>Projected Charter Term</b>	September 13, 2011 – June 30, 2017
<b>Management Company</b>	None
<b>Partners</b>	YAI Autism Center
<b>Projected Enrollment and Grade Span during Charter Term</b>	Opening with 106 students in grades K through 1 in 2012-13, growing to 323 students in grades K through 5 in 2016-17.
<b>Maximum Enrollment and Grade Span</b>	323 students in grades K through 5
<b>Mission Statement</b>	“The mission of the Neighborhood Charter School of Harlem is to provide the children of Harlem with new educational opportunities through a rigorous, comprehensive K-8 program that cultivates the intellectual, social and emotional development of each child. Our students, who will include high functioning children with autism spectrum disorders, will become independent learners and critical thinkers, will acquire the academic skills that they need to succeed in college preparatory high schools and will exhibit the social and emotional skills that will allow them to reach their full potential.”

<b>Name of Charter School</b>	New Dawn Charter High School
<b>Lead Applicant</b>	Sara Asmussen
<b>District of Location</b>	NYC CSD 15 (Sunset Park)
<b>Opening Date</b>	Summer/Fall 2012
<b>Projected Charter Term</b>	September 13, 2011 through June 30, 2017
<b>Management Company</b>	None
<b>Partners</b>	Borough of Manhattan Community College/The City of the University of New York's College Now Program and Lutheran Hospital
<b>Projected Enrollment and Grade Span during Charter Term</b>	Opening with 30 students in grade 9 and 40 students each in grades 10, 11, and 12 in 2012-13, growing to 500 students (80 students in grade 9 and 140 students in grades 10, 11, and 12) in 2015-16.
<b>Maximum Enrollment and Grade Span</b>	500 students in grades 9 through 12 in 2016-17
<b>Mission Statement</b>	"New Dawn Charter High School will provide over-aged and under-credited students 15-21 years of age living in Sunset Park, including those who are English Language Learners and those with special needs, the opportunity to return to school and obtain a high school diploma through a rigorous NYSED standards-based education program. Within the framework of the education program, three programs will be offered: 1) Interventions for those with fewer than 11 credits, and for those with 11 or more credits: 2) Internships in the community and 3) College enrollment.

<b>Name of Charter School</b>	New Visions Charter High School for Advanced Math and Science II
<b>Lead Applicant(s)</b>	Julia Chun
<b>District of Location</b>	New York City Community School District 7, 8, 9, 10, 11 or 12 (The Bronx)
<b>Opening Date</b>	Summer/Fall 2012
<b>Projected Charter Term</b>	September 13, 2011 – June 30, 2017
<b>Not-for-Profit Management Company</b>	New Visions for Public Schools
<b>Partners</b>	Lincoln Center Institute
<b>Projected Enrollment and Grade Span during Charter Term</b>	Opening with 125 students in grade 9 in 2012-13, growing to 600 students (150 students per grade) in grades 9 through 12 in 2016-17.
<b>Maximum Enrollment and Grade Span</b>	600 students in grades 9 through 12
<b>Mission Statement</b>	"The New Visions Charter High School for Advanced Math and Science II (AMS II) provides all students, regardless of their previous academic history, the highest quality education in an atmosphere of respect, responsibility and rigor. AMS II ensures that its graduates have the skills and content knowledge necessary to succeed in their post-secondary choices by engaging its students, teachers and administrators in coherent learning experiences that allow risk-taking, embrace multiple attempts at learning, cultivate students' imaginative and creative abilities, and celebrate achievement. Through an intensive study of math and science concepts, students generate research questions, develop the skills necessary to answer those questions, imagine and create products that demonstrate their understanding, and defend their knowledge publicly."

<b>Name of Charter School</b>	New Visions Charter High School for the Humanities II
<b>Lead Applicant(s)</b>	Brad Haggerty
<b>District of Location</b>	NYC CSD 7, 8, 9, 10, 11
<b>Opening Date</b>	Summer/Fall 2012
<b>Projected Charter Term</b>	September 13, 2011 – June 30, 2017
<b>Management Company</b>	New Visions for Public Schools
<b>Partners</b>	Lincoln Center Institute
<b>Projected Enrollment and Grade Span during Charter Term</b>	Opening with 125 students in grade 9 in 2012-13, growing to 600 students (150 students per grade) in grades 9 through 12 in 2016-17.
<b>Maximum Enrollment and Grade Span</b>	600 students in grades 9 through 12
<b>Mission Statement</b>	<p>“The New Visions Charter High School for the Humanities II (HUM Charter II) provides all students, regardless of their previous academic history, the highest quality education in an atmosphere of respect, responsibility and rigor. HUM CHARTER II ensures that its graduates have the skills and content knowledge necessary to succeed in their post-secondary choices by engaging its students, teachers and administrators in coherent learning experiences that allow risk-taking, embrace multiple attempts at learning, cultivate students’ imaginative and creative abilities, and celebrate achievement. Through an intensive study of the humanities – the stories, the ideas, and the words that help us make sense of our lives – students generate research questions, develop the skills necessary to answer those questions, imagine and create products that demonstrate their understanding, and defend their knowledge publicly.”</p>

<b>Name of Charter School</b>	Rochester Career Mentoring Charter School
<b>Lead Applicant</b>	Dennis P. Francione
<b>District of Location</b>	Rochester City School District
<b>Opening Date</b>	Summer/Fall 2012
<b>Projected Charter Term</b>	September 13, 2011 through June 30, 2017
<b>Management Company</b>	None
<b>Partners</b>	None
<b>Projected Enrollment and Grade Span during Charter Term</b>	Opening with 80 students in grade 9 in 2012-13, growing to 320 students (80 students per grade) in grades 9 through 12 in 2016-17.
<b>Maximum Enrollment and Grade Span</b>	320 students in grades 9 through 12
<b>Mission Statement</b>	<p>“Rochester Career Mentoring Charter School (CMCS) is a model secondary school offering a community of diverse learners in the City of Rochester a small, personalized 9th through 12th grade high school that engages each student in career exploration, college preparation, and rigorous academic standards.”</p>

<b>Name of Charter School</b>	Young Women's College Prep Charter School of Rochester
<b>Lead Applicant(s)</b>	Laura Rebell Gross
<b>District of Location</b>	Rochester City School District
<b>Opening Date</b>	September 2012
<b>Proposed Charter Term</b>	September 13, 2011 through June 30, 2017
<b>Management Company</b>	None
<b>Partners</b>	Young Women's Leadership Network
<b>Projected Enrollment and Grade Span during Charter Term</b>	Opening with 75 students in grade 7 in 2012-13, growing to 375 students in grades 7 through 11 in 2016-17.
<b>Maximum Enrollment and Grade Span</b>	450 students in grades 7 through 12
<b>Mission Statement</b>	"Young Women's College Prep Charter School of Rochester will offer young women from the city of Rochester the opportunity to learn in a single-gender environment where a central focus is placed on preparation for college enrollment and graduation. YWCP will partner with families and the community to instill in each student a sense of leadership, responsibility, and ethics, supporting young women in their endeavors to achieve excellence in and out of the classroom."

## 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 (130 charters to be issued by each) 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 and resulted in the issuance of seven initial charters for new Regents-authorized charter schools in December 2010. The Department's second RFP was issued on January 3, 2011 as required by the statute. In this cycle, the Department could legally award 58 new charters per Education Law subdivision 2852(9), 25 of which reflect charters that were available but not awarded during the 2010 RFP cycle.

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. This review process is designed to ensure that any charter school applicant presented to the Board of Regents for possible approval demonstrates four essential competencies:

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.

The steps in the process include:

- 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. Eighty prospectuses were submitted by January 31, 2011. Thirty-seven applicants were invited to submit full applications, and the department received thirty-six full applications.
- 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. Thirty-six applications were submitted and reviewed.
- Review of public comment provided through formal public hearings (required to be conducted by the school district of location for the proposed school) and communication with the Charter School Office.
- Capacity 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. Twenty-two capacity interviews, each led by Department senior managers, were conducted in May 2011.
- 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 applications that, after review by external peer reviewers and/or by Department interview teams, are not being recommended for charter award, were all found to be fundamentally lacking in the presentation of a complete, comprehensive and coherent school design plan. Common general areas of concern included vague or underdeveloped segments of the school design plan and an overall lack of coherence among the educational, organizational and fiscal plans for the school. In many cases, the applicants' educational plans did not reflect a unified curricular design and/or a thoughtful and aligned staffing plan. A common weakness and concern was the submission of unrealistic fiscal plans and budget documents. Some of the applications were well-written, but in the capacity interview, founding board members did not demonstrate a thorough understanding of and commitment to the stewardship of a public charter school or their own application's unique features. In several applications, there was a lack of clarity about the founding group members' relationships with potential vendors or partners, raising questions about the proposed board members capacity for unbiased governance. At the conclusion of the application review and interview process,

the remaining twenty-seven (of the total thirty-six full applications submitted) were withdrawn by the applicants.

### 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 Brooklyn Urban Garden Charter School for a term ending on June 30<sup>th</sup> of the fifth year after the date of opening of the charter school for instruction 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 Global Community Charter School for a term ending on June 30<sup>th</sup> of the fifth year after the date of opening of the charter school for instruction 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 KIPP NYC Washington Heights Academy Charter School for a term ending on June 30<sup>th</sup> of the fifth year after the date of opening of the charter school for instruction 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 Neighborhood Charter School of Harlem for a term ending on June 30<sup>th</sup> of the fifth year after the date of opening of the charter school for instruction 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 Dawn Charter High School for a term ending on June 30<sup>th</sup> of the fifth year after the date of opening of the charter school for instruction 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 Visions Charter High School for Advanced Math and Science II for a term ending on June 30<sup>th</sup> of the fifth year after the date of opening of the charter school for instruction 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 Visions Charter High School for the Humanities II for a term ending on June 30<sup>th</sup> of the fifth year after the date of opening of the charter school for instruction 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 Rochester Career Mentoring Charter School for a term ending on June 30<sup>th</sup> of the fifth year after the date of opening of the charter school for instruction 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 Young Women's College Prep Charter School of Rochester for a term ending on June 30<sup>th</sup> of the fifth year after the date of opening of the charter school for instruction in accordance with §2851(2)(p) of the Education Law.

The Regents action for these charter schools is effective immediately.

Attachment



# New York State Education Department Charter School Office

## **Charter School Application Summary, Findings, and Recommendation**

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*Application in response to the  
New York State Education Department 2011 Request for Proposals to  
Establish Charter Schools Authorized by the Board of Regents  
to establish the proposed:*

**Brooklyn Urban Garden Charter School**

September 6, 2011

## Summary of the Proposed Brooklyn Urban Garden Charter School

<b>Name of Charter School</b>	Brooklyn Urban Garden Charter School
<b>Lead Applicant(s)</b>	Susan Tenner
<b>District of Location</b>	NYC CSD 15
<b>Opening Date</b>	Summer/Fall 2012
<b>Projected Charter Term</b>	September 13, 2011 through June 30, 2017
<b>Management Company</b>	None
<b>Partners</b>	None
<b>Projected Enrollment and Grade Span during Charter Term</b>	Opening with 110 students in grade 6 in 2012-13, growing to 300 students (100 students per grade) in grades 6 through 8 in 2016-17.
<b>Maximum Enrollment and Grade Span</b>	300 students in grades 6 through 8
<b>Mission Statement</b>	“The Brooklyn Urban Garden Charter School (BUGS) will be a vibrant learning community dedicated to the stewardship of the environment and the interdisciplinary study of the science of sustainability. Through explorations of real-world problems and challenges, BUGS graduates will gain a deep knowledge of the core academic subjects, the problem-solving and critical thinking skills to succeed in high school, college, and the future workforce, and the ability to collaborate with others in an increasingly global society.”

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

- Education for Sustainability
- Rigorous and engaging academic program
- Data-driven climate
- Focus on services for students with special needs
- Technology infusion

Brooklyn Urban Garden Charter School (BUGS) will be a middle school focused on the science of sustainability, which incorporates the natural sciences, math, economics, history, social sciences, and the humanities to examine the intersection of human and ecological systems. This interdisciplinary field has the capacity to develop new knowledge and ways of thinking needed for students to become actively aware of the larger world, to ask significant and relevant questions, to wrestle with big ideas, to deepen understanding of core subjects, and to develop necessary 21st century skills. The sustainability curriculum will incorporate a project-oriented approach that will tie together elements from the four core subjects in a real-world, inquiry-based fashion. Students will use technology to become producers of information rather than simply consumers. The planning team has conducted extensive research on academic programs and teaching methods that align with the mission and goals of the proposed school.

The proposed school calendar includes 190 days of instruction. The daily schedule is structured to offer a longer school day, beginning at 8:00 a.m. and ending at 3:55 p.m. The daily schedule includes a 120 minute block for ELA instruction and a 60 minute block for Mathematics instruction. There will be an after school program offered daily from 4:00-6:00 pm.

When hiring staff, the proposed school indicates that it will seek middle school state-certified educators with a demonstrated record of effective teaching at the middle level and who have engaged in professional development that addresses the challenges of educating adolescents. The school plans to use the resources of

the Cooke Center for Learning and Development, a not-for-profit agency that is a provider of inclusive special education services in New York City, to recruit and develop staff, particularly those serving special education roles.

In the initial years of operation, the proposed school will offer teacher salaries on the lower end of the New York City public school range. Salary increases will be provided as student enrollment grows and the board is able to raise funds. The founding group intends to offer teachers an at-will contract; however, consideration is being given to three-year contracts or a bonus structure as funds become available, in order to retain staff and ensure low turnover. Other strategies to retain staff include teaching assistant support (beginning in year three of the charter term) and professional development opportunities.

The school will utilize a school-wide data-driven instructional model to inform decisions about curriculum and instruction. In the classroom, teachers will utilize differentiated instruction and multiple instructional methodologies, informed by formative and summative assessments. Based on assessment data, at risk students (performing below grade level) will receive 4.5 hours per week of targeted individual instruction. Data will be used to assess and inform learning plans, instructional practices, teacher effectiveness, professional development and to maintain a respectful, trusting culture.

The founding group has developed a comprehensive professional development plan that includes time for instructional planning supported by ongoing, embedded professional development. The application outlines the school's vision, plan and delivery system. The plan will be adjusted yearly to reflect the ongoing evaluation and analysis of the curriculum, instruction, and assessment. The founding group is committed to "professional development that fosters the collective responsibility for improved student performance, is aligned with rigorous State student academic achievement standards, school improvement goals, and a shared commitment to serve ALL learners."

The school does not plan to establish new enrollment preferences for students beyond those listed in statute. The first preference is for students who reside in the district of location. The second is for siblings. The school anticipates that 9.6 percent of its student population will be students with disabilities and 16 percent will be English language learners. Projections are based on data included in the New York State 2008-2009 school report card. The proposed school plans to enroll students in percentages equivalent to their representation in the CSD 15 population. The school will ensure that English language learners and students with Individual Educational Plans (IEPs) have the additional resources they need to thrive in the most challenging and least restrictive classes possible.

As required, the founding group provided a set of draft by-laws and code of ethics. Additionally, a curriculum vitae or resume, a completed statement of assurances, and a completed request for information from prospective charter school board member 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. The group has a range of expertise in the areas of education (general education and special education) administration, curriculum development, law, financial planning, business management, not-for profit management, real estate, accounting, fundraising, community engagement and parent involvement.

The proposed initial members of the board of trustees are described below:

- **Leslie Billie** currently serves as the Manager of Operations and Communications for the Newark Education Trust. Her experiences also include Project Management of the National Teacher Project and family and youth counseling. She has a BS in Psychology from the University of Massachusetts, Amherst.
- **Beth Frazier** is currently a licensed realtor with the Corcoran Group in Brooklyn, New York, as well as an experienced accountant, who is co-owner of Frazier Vending Services. She is a graduate of Hunter College and New York University.

- **Holly Kilpatrick** is a social worker who has experience in hospital settings and private practice. For the past several years, she has devoted time to fundraising for various community programs. She is a graduate of the University of North Carolina at Chapel Hill as well as New York University in the fields of psychology and social work. She has also earned an M.S. in Public Administration.
- **Mark Lauterbach** serves as the Director of Research and Assessment at the Cooke Center for Learning and Development. As an experienced early childhood educator he has taught and led professional development workshops. He has a Ph.D. in Psychology from The City University of New York.
- **Ian McDonald** currently serves as a Learning Strategy and Instructional Design Contractor. He has built web-based training courses and learning portals for Fortune 500 companies. He has an M.A. in Education from Harvard University. He has worked as a teacher and administrator in the NYC Department of Education.
- **Miriam Nunberg** is the BUGS Co-Founder who currently serves as a staff attorney for the United States Department of Education. Her investigations and compliance reviews include, but are not limited to, the needs of special education students, English language learners and gifted and talented students. Early in her career she taught special education. She earned her Juris Doctor at the Benjamin N. Cardozo School of Law in New York City, and her Ed.M. from Smith College.
- **Robert Rodriguez** currently serves as the Assistant Vice President for Student Affairs at the City College of New York. Additionally, he serves as the Chair of Child Development and Family Services Center. He earned his Juris Doctor at Fordham University School of Law. For several years he served as the Senior Compliance Specialist/Attorney for the United States Department of Education, Office for Civil Rights. He brings to the charter school experiences around educational law, higher education and child development and family services.
- **Shannon Sharp** has fiscal experience in the banking and housing industries. She earned a Masters in Business Administration from the Wharton School, University of Pennsylvania.
- **Brooks Tanner** is an experienced investment banker and has served as a Chief Financial Officer. He earned an MBA from Harvard Graduate School and brings to the proposed charter school many years of fiscal experience and leadership.
- **Susan Tenner** is the lead applicant and BUGS Co-Founder. As a seasoned educational consultant, she has experience developing educational and social programs for children and families. She has served in managerial, direct service and teaching capacities. She is a graduate of Harvard University where she earned her Ed.M., with a focus on Organizational and Human Development.
- **Teri West** is a veteran educator who has expertise in the area of school improvement at the middle grades. She has served as a consultant, conducting researching, providing training and program development. She attended Harvard Graduate School earning an Ed.M. degree in Language and Literacy.

The organizational structure of the proposed school includes an Executive Director, who will report directly to the Board of Trustees. A school Principal will serve as the instructional leader of the school and as the liaison between the faculty and the Executive Director. A Director of Finance will report directly to the Executive Director, but will have regular contact with the board of trustees. Working with the Principal will be a Dean of Students, Special Education Coordinator, English Language Learner Coordinator, Assessment Coordinator, Office Manager and faculty and staff.

The founding group Facilities Committee has been in contact with the New York City Department of Education and is aware that co-location space is unlikely. They are considering three privately owned spaces which would meet the needs of the school from opening to full capacity, and have been considering the possibility of incubation space for two years through co-location with Brooklyn Prospect Charter School.

## **Fiscal Impact on District of Location**

The projected fiscal impact of the Brooklyn Urban Garden Charter School on its district of residence, the New York City School District (“NYCSD”), is summarized below.

<b>Year</b>	<b>Number of Students Enrolled in Charter Schools Per Year <sup>(1)</sup></b>	<b>Charter School Basic Tuition Rate <sup>(2)</sup></b>	<b>Total Charter School Basic Tuition Only</b>	<b>Estimated District Special Education Payment <sup>(1)</sup></b>	<b>Total District General Fund Budget <sup>(3)</sup></b>	<b>Percent of District Budget</b>
2012-13	110	\$13,527	\$1,487,970	\$167,706	\$19,218,074,295	0.009%
2016-17	300	\$17,199	\$5,159,700	\$475,251	\$19,218,074,295	0.029%

The calculations above assume that there will be no annual increase in the charter school basic tuition rate in year one (2012-13) and a 6.2% average annual increase each year thereafter for the remainder of the charter period (2013-14 thru 2016-17). Per the latest NYCSD Financial Status Report (FSR),<sup>4</sup> dated May 2011 and published on the NYCDOE website, the NYCDOE is projecting its NYCSD budget to increase at a rate of 1.59% over the next three years. In order to conservatively avoid underestimating the fiscal impact that the charter school will have on the district going forward, the New York State Education Department (the “Department”) is assuming no growth in the NYCSD budget during the duration of the school’s charter.<sup>5</sup>

It should be noted that, given the nature of district-based per-pupil funding, the estimates made by the Department in conducting this analysis are subject to unpredictable financial fluctuations. For forecasting purposes, the fiscal impact of this charter school on the district in which it will be located assumes that: there will be no fluctuations in the grade levels served by existing charter schools over the course of the charter term; the charter school will be able to meet its projected maximum enrollment; all students will come from NYCSD; and, all students will attend every day for a 1.0 FTE.

The specifics of the school’s enrollment composition is still unavailable; however, the Department acknowledges that the programmatic and fiscal impact of the proposed charter school on other public and private schools in the same area will also be influenced by the proportion of charter school enrollees that would have attended a same-district public or private school had it not been for the presence of this charter school.

Below, for your reference, please find additional data on New York City Community School District 15.<sup>6</sup>

<sup>1</sup> Source: Brooklyn Urban Garden Charter School Application.

<sup>2</sup> Source: Education Law §2856(1)(a)(iii) and NYS Education Department Office of State Aid Charter School Basic Tuition Rate Analysis, September 2011.

<sup>3</sup> Source: New York City DOE Financial Status Report May 2011.

<sup>4</sup> NYCSD’s Total District General Fund Budget includes federal special education revenue and other federal grants and/or funds provided.

<sup>5</sup> Additional notes: While the school has included other federal grants and/or funds that may flow through the district to be received by the school in its proposed budget, this analysis does not account for these sources of potential revenue, nor does it include the value of certain services (e.g., transportation) that the district is required to provide the charter school. However, the analysis also does not account for district per-pupil expense and overall resource savings that is likely to result from a significant reduction in the number of students attending district public schools.

<sup>6</sup> Source: 2009-2010 New York State School Report Card (<http://www.p12.nysed.gov/irs/reportcard/2010/home.html>) and Special Education School District Data Profile for 2009-10 (<http://eservices.nysed.gov/sepubrep/>).

**New York City Community School District 15 Data**

<b>Enrollment Data</b>	
<b>Total District Enrollment:</b>	25,162
<b>Grade 6 through 8 Enrollment:</b>	5,129
<b>White:</b>	21%
<b>Black/African-American:</b>	23%
<b>Hispanic/Latino:</b>	44%
<b>American Indian/Alaskan Native:</b>	0%
<b>Asian/Native Hawaiian/Pacific Islander:</b>	12%
<b>Free/Reduced Priced Lunch:</b>	67%
<b>English Language Learners:</b>	16%
<b>Students with Disabilities:<sup>7</sup></b>	14%

<b>2009-10 State Assessments (% proficient)</b>		
<b>Grade level</b>	<b>English Language Arts</b>	<b>Mathematics</b>
6	46%	60%
7	48%	60%
8	46%	48%

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<sup>7</sup> This figure is the available city-wide classification rate: the ratio of the count of school-age students with disabilities (ages 4-21) to the total enrollment of all school-age students in the school district, including students who are parentally placed in nonpublic schools located in the school district. The numerator includes all school-age students for whom a district has Committee on Special Education (CSE) responsibility to ensure the provision of special education services. The denominator includes all school-age students who reside in the district. In the case of parentally placed students in nonpublic schools, it includes the number of students who attend the nonpublic schools located in the school district. Source data are drawn from the Student Information Repository System (SIRS) and from the Basic Education Data System (BEDS).

## **Public Hearing and Public Comment**

As required by the Charter Schools Act, the New York City Department of Education (NYCDOE) held a hearing on May 26, 2011 to solicit comments from the community concerning three proposed charter schools. Approximately 40 community members attended the hearing and indicated interest in the proposed Brooklyn Urban Garden Charter School. Multiple individuals provided written letters of support for the proposed school, citing the academic program, project based learning, GREEN focus, overcrowding in district middle schools, and additional options for families as the reasons for support. Two areas of concern were raised during the presentation: one questioned the impact on MS 442 of the proposed school and one raised concern regarding the proposed charter school's location. A founding group member representing the proposed school responded to the concerns voiced. She assured the audience that the facilities under consideration must be accessible for all areas of the community and that there will be an "equal recruitment" of students.

The Department directly notified the Chancellor of the NYCDOE, as well as public and private schools in the region, of the charter school application, and issued an open call for written public comment via the State Education Department Charter School Office website. The Chancellor was contacted by letter and invited to comment directly. Chancellor Walcott submitted a letter in support of the Brooklyn Urban Garden Charter School, noting: "The NYCDOE found this proposal to be well-designed and features a rigorous educational model ... [and] recommends this charter application to support the children of New York City."

### **Application Review Process**

On January 3, 2011, as required by the New York State Charter Schools Act, the New York State Education Department (the "Department") released the *2011 Request for Proposals ("RFP") to Establish Charter Schools Authorized by the Board of Regents*. In this cycle, the Department could legally award 58 new charters per Education Law subdivision 2852(9), 25 of which reflect charters that were available but not awarded during the 2010 RFP cycle. The charter school application process utilized by the Board of Regents and the Department during the 2011 RFP cycle is multi-stage, and designed to ensure that any charter school applicant presented to the Board of Regents for possible approval demonstrates four essential competencies:

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.

During this 2011 cycle, 100 letters of intent were received in January 2011, 80 charter school prospectuses were submitted by January 31, 2011, and after an initial review process, 37 applicants were invited to submit full applications. The Department received 36 full applications, including the application for Brooklyn Urban Garden Charter School.

To assess all four necessary competencies, the Department reviewed and evaluated a letter of intent, a prospectus, and a full application. The prospectus, and the educational, organizational, and fiscal plan presented in the full application were evaluated by Department and external reviewers. After determining that the written materials submitted sufficiently met application criteria, the Department staff also conducted a two-hour capacity interview with the founding group and proposed board members for the school.

### **Findings**

Based on the comprehensive review of the application and of the applicant, founding group, and proposed board of trustees, the Department makes the following findings:

1. The charter school described in the application meets the requirements of Article 56 of the Education Law (as amended) and other applicable laws, rules, and regulations.<sup>8</sup> This finding is based on the following (among other things):
  - the applicant has included in the application the information required by §2851(2)
  - the proposed charter school would meet or exceed enrollment and retention targets, as prescribed by the NYS Board of Regents,<sup>9</sup> of students with disabilities, English language learners, and students who are eligible applicants for the federal free and reduced price lunch program as required by Education Law subdivision 2852(9-a)(b)(i)
  - the applicant has conducted public outreach to solicit community input regarding the proposed charter school and to address comments received from the impacted community concerning the educational and programmatic needs of students in conformity with Education Law subdivision 2852(9-a)(b)(ii).
  
2. The applicant has demonstrated the ability to operate the proposed charter school in an educationally and fiscally sound manner<sup>10</sup> and the four essential competencies prescribed by the Regents for charter approval noted above. This finding is based on the following (among other things):
  - The presentation of a sound educational plan in the application, which rigorously addresses the criteria outlined in the Department's RFP in the areas of curriculum and instruction, school calendar and daily schedule, target population, assessment, and school climate and discipline.
  - The presentation of a sound organizational plan in the application, which rigorously addresses the criteria outlined in the Department's RFP in the areas of governing body, founding group, management and operation, staffing and human resources, student recruitment, enrollment and evidence of demand, and community involvement.
  - The presentation of a sound financial plan in the application, which rigorously addresses the criteria outlined in the Department's RFP in the areas of budget and cash flow, financial management, facility, transportation, food service, facility, and pre-opening plan.
  - An understanding of the New York State Charter Schools Act, and the skill, will and capacity to successfully launch and operate a high quality public charter school.
  
3. Granting the proposed charter is likely to improve student learning and achievement, will materially further the purposes of the Act,<sup>11</sup> and will have a significant educational benefit to the students expected to attend the charter school.<sup>12</sup> This finding is based on the totality of the information presented in the application and during the application review process, as summarized in this document.

### **Recommendation**

Based on the Department's review and findings, Commissioner John B. King, Jr. recommends that the New York State Board of Regents approve the proposal to establish the Brooklyn Urban Garden Charter School to open in 2012 in New York City.

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<sup>8</sup> Education Law §2852(2)(a).

<sup>9</sup> Note, the data upon which to base the enrollment and retention targets mandated by the amendments to the Act was not available at the time the statute mandated the RFP be issued. As a result, the Department evaluated the plans for student enrollment, recruitment, and retention plans of each class of student referenced in the amendments to the Act such that the Department could make the determination that the applicant would meet or exceed the enrollment and retention targets when developed. During the first year of the charter term, the Department will develop such targets and incorporate these targets into the school's charter agreement performance expectations.

<sup>10</sup> Education Law §2852(2)(b).

<sup>11</sup> Education Law §2852(2)(c).

<sup>12</sup> As applicable pursuant to §2852(2)(d).



# New York State Education Department Charter School Office

## **Charter School Application Summary, Findings, and Recommendation**

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*Application in response to the  
New York State Education Department 2011 Request for Proposals to  
Establish Charter Schools Authorized by the Board of Regents  
to establish the proposed:*

**Global Community Charter School**

September 6, 2011

## Summary of the Proposed Global Community Charter School

<b>Name of Charter School</b>	Global Community Charter School
<b>Lead Applicant(s)</b>	Phyllis Siwiec
<b>District of Location</b>	New York City Community School District 3 or 5
<b>Opening Date</b>	Summer/Fall 2012
<b>Projected Charter Term</b>	September 13, 2011 - June 30, 2017
<b>Management Company</b>	None
<b>Partners</b>	None
<b>Projected Enrollment and Grade Span during Charter Term</b>	Opening with 150 students in grades K through 1 in 2012-13, growing to 465 students in grades K through 5 in 2016-17.
<b>Maximum Enrollment and Grade Span</b>	465 students in grades K through 5
<b>Mission Statement</b>	“Global Community Charter School serves the Upper West Side and West Harlem communities by providing students in grades K through 5 with an education that is rigorous, inquiry-based, and that teaches students and their families to work successfully together across differences in language, culture, economic background, age, and nationality. Our school prepares students for admission to a competitive high school.”

The focus of the school is to provide a rigorous, comprehensive program for young children, that is responsive to the needs of a diverse, multi-cultural community. Key design elements of the school include:

- International Baccalaureate Primary Years Programme (IB PYP)
- A trans-disciplinary model of instruction, whereby learning is framed by inquiry-based, interdisciplinary themes of global significance
- Collaborative team teaching in all classrooms
- Individualized Student Learning Plans for all students, with multiple forms of evidence to document learning
- A school culture that recruits and embraces multiple languages, abilities and traditions
- *Incredible Years* social-emotional education program for students, faculty and families
- Extended school year and day, including a voluntary free after-school program

The school has a well-detailed plan for curriculum and teacher development that will advance the attainment of IB PYP certification. The curriculum framework is supported with academic programs that were chosen for rigor, alignment with NY Common Core State Standards and transition to IB PYP. The programs selected include *First Steps* (reading, writing and mathematics), *Making Meaning* and *Becoming a Writer*, and *Think Math!* The school will also implement *The Incredible Years* social/emotional education program, using a full-time social worker and team of trained teaching assistants, to provide parent and school-wide coaching to strengthen social skills and positive behaviors. Global Community Charter School is committed to multiple opportunities to explore the arts, integrated in the school’s curriculum and also through weekly arts enrichment lessons as well as arts instruction in the free extended day program that will be provided with the Urban Arts Partnership.

Global Community Charter School will establish multiple forms of performance evidence, including projects, portfolios, criterion reference tests, state tests and oral and written tasks, to document progress toward learning goals and to inform instruction. A comprehensive data framework is under development to collect and evaluate student achievement data that will provide information about the progress of individual students, as well as classroom, grade-level and demographic cohort groups, and the school as a whole.

The school's organizational model provides for collaborative team teaching, with a master and apprentice teacher in every classroom. The model is designed to support a full inclusion learning environment and to infuse a school-wide culture of inquiry and learning throughout the school, including faculty. The plan for professional learning includes embedded instructional coaching, daily common planning time, weekly teacher professional development (one afternoon a week) and four weeks of teacher professional development.

The annual school calendar includes 190 days of instruction. The daily schedule is structured to offer a longer school day, beginning at 7:45 a.m. and ending at 4:30 p.m., with a voluntary free after-school program provided through Urban Arts Partnership. There will be a daily 120 minute block of instruction for ELA and a 60 minute block for Mathematics instruction. The schedule will also include a daily 60 minute interdisciplinary ELA/Social Studies or Science inquiry block.

In hiring staff, the school will comply with all requirements of New York State Education Law. All teachers will be New York State-certified in elementary education and special education or ELL and will be "highly qualified" as defined by NCLB and IDEA. Lead teachers will have at least three years of teaching experience and either ELL or Special Education certification or IB PYP experience; apprentice teachers will have the same certifications but fewer than three years of experience. Teacher retention will be promoted by competitive salaries and benefits, as well as educational tuition benefits, opportunities for teacher leadership, exceptional professional development experiences, a desirable teacher/student ratio and assistant support.

Global Community Charter School intends to recruit students from a variety of neighborhoods in West Harlem in order to create and maintain a school culture based on diversity and internationalism. The school presented a detailed, substantive narrative of plans to recruit and serve children who speak other languages and are learning English, and children from families living in poverty or near poverty. Global Community Charter School will not establish new enrollment preferences for students beyond those listed in statute. Enrollment preference will be for siblings and CSD residents.

As required, the founding group provided a set of draft by-laws and code of ethics. Additionally, each founding group member proposed for a seat on the board of trustees has provided a curriculum vitae or resume, a completed statement of assurances, a completed request for information from prospective charter school board member form.

The founding group consists of ten individuals with a range of expertise in the areas of education, school administration, curriculum development, law, finance, data management, not-for profit management, youth/community engagement and parent involvement.

The proposed initial members of the board of trustees are described below:

- **Rachael Beard** is the Executive Director and Co-Founder of LinkEducation. As such, she has developed partnerships with key community organizations related to education. She has experience in fund-raising, event management and marketing and has held positions with various not-for-profit organizations, including Teach for America.
- **Tanya Espy-Disparti** is a parent and family organizer, and a Harlem resident.
- **Peter Prosol** is a senior consultant with IBM, responsible for systems research and analysis to enhance decision-making and strategic planning.
- **Sheronda Rochelle** is employed at JPMorgan Chase and Co. as an attorney with a specialty in intellectual property and technology law.
- **Tasha Young** is a human service professional, employed by Abbott House as a Foster Parent Training Coordinator.

Additional members of the founding group who are proposed school employees are described below.

- **Phyllis Siwiec** is the lead applicant and is proposed to serve as the Head of School. She has extensive education and urban charter school experience, serving most recently as Assistant Superintendent at Harlem Children's Zone Promise Academy Charter School.

- **Carlos Aponte** will serve as the proposed Chief Financial Officer. He has expertise in organizational effectiveness, management and coaching teaching and learning, and previously served as Headmaster, Executive Director at Lowell Community Public Charter School in Massachusetts.
- **Alexandra Miletta** is a proposed Professional Developer and Coach for Global Community Charter School. Currently she serves as an Assistant Professor in the Early Childhood/Childhood Education Programs at Mercy College. Her educational experiences include elementary teaching and staff development.
- **Lydia Gutierrez** is a proposed Professional Developer and Coach in the areas of special education and support for English language learners, for Global Community Charter School. She has extensive professional experience in special education and with English language learners in various educational settings.

**Greg Freelon** is a member of the founding group who will not move forward in an official capacity with the school. He is a community organizer and a Harlem resident, who will continue to support the board and school staff in building neighborhood liaisons with the school.

The organizational structure of the school is headed by the board of trustees, with responsibility over the school's vision, policy and operational decisions, planning and resource allocation and evaluation of the Head of School. The Head of School will manage all daily affairs of the school, provide direct supervision to the Chief Fiscal Officer, Directors of Instruction, Special Education Coordinator and Instructional Coaches, and will work with lead staff to develop consistent protocols for the supervision and evaluation of teachers and to plan and implement professional development.

Global Community Charter School is developing a formal partnership with Urban Arts Partnership to support an arts-integrated approach to learning in the school.

Global Community Charter School will be located in a private facility in West Harlem. One suitable potential site has been identified. The founding group is continuing to explore other locations, sites and renovation and equipment needs.

## **Fiscal Impact on District of Location**

The projected fiscal impact of the Global Community Charter School on its district of residence, the New York City School District (“NYCSD”), is summarized below.

<b>Year</b>	<b>Number of Students Enrolled in Charter Schools Per Year <sup>(1)</sup></b>	<b>Charter School Basic Tuition Rate <sup>(2)</sup></b>	<b>Total Charter School Basic Tuition Only</b>	<b>Estimated District Special Education Payment <sup>(1)</sup></b>	<b>Total District General Fund Budget <sup>(3)</sup></b>	<b>Percent of District Budget</b>
2012-13	150	\$13,527	\$2,029,050	\$253,193	\$19,218,074,295	0.012%
2016-17	465	\$17,199	\$7,997,535	\$746,074	\$19,218,074,295	0.045%

The calculations above assume that there will be no annual increase in the charter school basic tuition rate in year one (2012-13) and a 6.2% average annual increase each year thereafter for the remainder of the charter period (2013-14 thru 2016-17). Per the latest NYCSD Financial Status Report (FSR),<sup>16</sup> dated May 2011 and published on the NYCDOE website, the NYCDOE is projecting its NYCSD budget to increase at a rate of 1.59% over the next three years. In order to conservatively avoid underestimating the fiscal impact that the charter school will have on the district going forward, the New York State Education Department (the “Department”) is assuming no growth in the NYCSD budget during the duration of the school’s charter.<sup>17</sup>

It should be noted that, given the nature of district-based per-pupil funding, the estimates made by the Department in conducting this analysis are subject to unpredictable financial fluctuations. For forecasting purposes, the fiscal impact of this charter school on the district in which it will be located assumes that: there will be no fluctuations in the grade levels served by existing charter schools over the course of the charter term; the charter school will be able to meet its projected maximum enrollment; all students will come from NYCSD; and, all students will attend every day for a 1.0 FTE.

The specifics of the school’s enrollment composition are still unavailable; however, the Department acknowledges that the programmatic and fiscal impact of the proposed charter school on other public and private schools in the same area will also be influenced by the proportion of charter school enrollees that would have attended a same-district public or private school had it not been for the presence of this charter school.

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<sup>13</sup> Source: Brooklyn Urban Garden Charter School Application.

<sup>14</sup> Source: Education Law §2856(1)(a)(iii) and NYS Education Department Office of State Aid Charter School Basic Tuition Rate Analysis, September 2011.

<sup>15</sup> Source: New York City DOE Financial Status Report May 2011.

<sup>16</sup> NYCSD’s Total District General Fund Budget includes federal special education revenue and other federal grants and/or funds provided.

<sup>17</sup> Additional notes: While the school has included other federal grants and/or funds that may flow through the district to be received by the school in its proposed budget, this analysis does not account for these sources of potential revenue, nor does it include the value of certain services (e.g., transportation) that the district is required to provide the charter school. However, the analysis also does not account for district per-pupil expense and overall resource savings that is likely to result from a significant reduction in the number of students attending district public schools.

Below, for your reference, please find additional data on New York City Community School District 5.<sup>18</sup>

**New York City Community School District 5 Data**

<b>Enrollment Data</b>	<b>CSD 3</b>	<b>CSD 5</b>
<b>Total District Enrollment:</b>	22,411	12,952
<b>Grade K through 5 Enrollment:</b>	8,670	5,723
<b>White:</b>	25%	2%
<b>Black/African-American:</b>	31%	57%
<b>Hispanic/Latino:</b>	36%	38%
<b>American Indian/Alaskan Native:</b>	0%	0%
<b>Asian/Native Hawaiian/Pacific Islander:</b>	7%	2%
<b>Free/Reduced Priced Lunch:</b>	55%	78%
<b>English Language Learners:</b>	9%	11%
<b>Students with Disabilities:</b> <sup>19</sup>	14%	14%

<b>2009-10 State Assessments (% proficient)</b>				
	<b>CSD 3</b>		<b>CSD 5</b>	
<b>Grade level</b>	<b>English Language Arts</b>	<b>Mathematics</b>	<b>English Language Arts</b>	<b>Mathematics</b>
3	33%	39%	54%	56%
4	28%	38%	54%	63%
5	27%	38%	56%	64%

**Public Hearing and Public Comment**

As required by the Charter Schools Act, the New York City Department of Education (NYCDOE) conducted public hearings on Wednesday, May 25 in CSD 5 and Wednesday, June 1 in CSD 3, to solicit comments from the community concerning the proposed charter school. Eighteen community members attended the hearing in CSD 5. Five persons spoke in general opposition to charter schools; one person spoke in general favor of charter schools. In CSD 3, 25 persons attended the hearing and six persons spoke, all in opposition to co-location of charter and district schools. The comments were directed toward another proposed school, also on the hearing agenda, which had included the intent to pursue a co-located district facility in the school application. There were no comments made specific to the Global Community Charter School application.

The Department directly notified the NYCDOE, as well as public and private schools in the region, of the charter school application, and issued an open call for written public comment via the State Education Department Charter School Office website. Chancellor Walcott was contacted by letter and invited to comment directly. The Chancellor provided a letter in support of the Global Community Charter School, noting: “The NYC DOE found this proposal to be well-designed and features a rigorous educational model ...[and] recommends this charter application to support the children of New York City.”

<sup>18</sup> Source: 2009-2010 New York State School Report Card (<http://www.p12.nysed.gov/irs/reportcard/2010/home.html>) and Special Education School District Data Profile for 2009-10 (<http://eservices.nysed.gov/sepubrep/>).

<sup>19</sup> This figure is the available city-wide classification rate: the ratio of the count of school-age students with disabilities (ages 4-21) to the total enrollment of all school-age students in the school district, including students who are parentally placed in nonpublic schools located in the school district. The numerator includes all school-age students for whom a district has Committee on Special Education (CSE) responsibility to ensure the provision of special education services. The denominator includes all school-age students who reside in the district. In the case of parentally placed students in nonpublic schools, it includes the number of students who attend the nonpublic schools located in the school district. Source data are drawn from the Student Information Repository System (SIRS) and from the Basic Education Data System (BEDS).

Four letters of support were submitted with the Global Community Charter School application from community members and community organizations, including Geoffrey Canada, President and CEO of Harlem Children's Zone and the International Youth Leadership Institute.

### **Application Review Process**

On January 3, 2011, as required by the New York State Charter Schools Act, the New York State Education Department released the *2011 Request for Proposals ("RFP") to Establish Charter Schools Authorized by the Board of Regents*. In this cycle, the Department could legally award 58 new charters per Education Law subdivision 2852(9), 25 of which reflect charters that were available but not awarded during the 2010 RFP cycle. The charter school application process utilized by the Board of Regents and the Department during the 2011 RFP cycle is multi-stage, and designed to ensure that any charter school applicant presented to the Board of Regents for possible approval demonstrates four essential competencies:

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.

During this 2011 cycle, 100 letters of intent were received in January 2011, 80 charter school prospectuses were submitted by January 31, 2011, and, after an initial review process, 37 applicants were invited to submit full applications. The Department received 36 full applications, including the application for Global Community Charter School.

To assess all four necessary competencies, the Department reviewed and evaluated a letter of intent, a prospectus, and a full application. The prospectus and the educational, organizational, and fiscal plan presented in the full application were evaluated by Department and external reviewers. After determining that the written materials submitted sufficiently met application criteria, the Department staff also conducted a two-hour capacity interview with the founding group and proposed board members for the school.

## **Findings**

Based on the comprehensive review of the application and of the applicant, founding group, and proposed board of trustees, the Department makes the following findings:

1. The charter school described in the application meets the requirements of Article 56 of the Education Law (as amended) and other applicable laws, rules, and regulations.<sup>20</sup> This finding is based on the following (among other things):
  - the applicant has included in the application the information required by §2851(2)
  - the proposed charter school would meet or exceed enrollment and retention targets, as prescribed by the NYS Board of Regents,<sup>21</sup> of students with disabilities, English language learners, and students who are eligible applicants for the federal free and reduced price lunch program as required by Education Law subdivision 2852(9-a)(b)(i)
  - the applicant has conducted public outreach to solicit community input regarding the proposed charter school and to address comments received from the impacted community concerning the educational and programmatic needs of students in conformity with Education Law subdivision 2852(9-a)(b)(ii).
2. The applicant has demonstrated the ability to operate the proposed charter school in an educationally and fiscally sound manner<sup>22</sup> and the four essential competencies prescribed by the Regents for charter approval noted above. This finding is based on the following (among other things):
  - the presentation of a sound educational plan in the application, which rigorously addresses the criteria outlined in the Department's RFP in the areas of curriculum and instruction, school calendar and daily schedule, target population, assessment, and school climate and discipline.
  - the presentation of a sound organizational plan in the application, which rigorously addresses the criteria outlined in the Department's RFP in the areas of governing body, founding group, management and operation, staffing and human resources, student recruitment, enrollment and evidence of demand, community involvement and partnerships.
  - the presentation of a sound financial plan in the application, which rigorously addresses the criteria outlined in the Department's RFP in the areas of budget and cash flow, financial management, facility, transportation, food service, facility, and pre-opening plan.
  - an understanding of the New York State Charter Schools Act, and the skill, will and capacity to successfully launch and operate a high quality public charter school.
3. Granting the proposed charter is likely to improve student learning and achievement, will materially further the purposes of the Act,<sup>23</sup> and will have a significant educational benefit to the students expected to attend the charter school.<sup>24</sup> This finding is based on the totality of the information presented in the application and during the application review process, as summarized in this document.

## **Recommendation**

Based on the Department's review and findings, Commissioner John B. King, Jr. recommends that the New York State Board of Regents approve the proposal to establish the Global Community Charter School to open in New York City in 2012.

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<sup>20</sup> Education Law §2852(2)(a).

<sup>21</sup> Note, the data upon which to base the enrollment and retention targets mandated by the amendments to the Act was not available at the time the statute mandated the RFP be issued. As a result, the Department evaluated the plans for student enrollment, recruitment, and retention plans of each class of student referenced in the amendments to the Act such that the Department could make the determination that the applicant would meet or exceed the enrollment and retention targets when developed. During the first year of the charter term, the Department will develop such targets and incorporate these targets into the school's charter agreement performance expectations.

<sup>22</sup> Education Law §2852(2)(b).

<sup>23</sup> Education Law §2852(2)(c)

<sup>24</sup> As applicable pursuant to Education Law §2852(2)(d),



# New York State Education Department Charter School Office

## **Charter School Application Summary, Findings, and Recommendation**

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*Application in response to the  
New York State Education Department 2011 Request for Proposals to Establish  
Charter Schools Authorized by the Board of Regents  
to establish the proposed:*

**KIPP NYC Washington Heights Academy Charter School**

September 6, 2011

## Summary of the Proposed KIPP NYC Washington Heights Academy Charter School

<b>Charter School Name:</b>	KIPP NYC Washington Heights Academy Charter School
<b>Lead Applicant(s)</b>	David Levin
<b>District of Location</b>	NYC CSD 6
<b>Opening Date</b>	Summer/Fall 2012
<b>Projected Charter Term</b>	September 13, 2011 – June 30, 2017
<b>Not-for-Profit Management Company</b>	KIPP NYC, LLC
<b>Partners</b>	None
<b>Projected Enrollment and Grade Span during Charter Term</b>	Opening with 90 students in grade 5 in 2012-13, growing to 695 students in grades K through 2 and 5 through 9 in 2016-17.
<b>Maximum Enrollment and Grade Span</b>	1060 students in grades K – 12 in 2019-20.
<b>Mission Statement</b>	“The mission of KIPP NYC Washington Heights Academy Charter School is to help our students develop the academic and character skills necessary to achieve success in high school and college, be self-sufficient in the competitive world and beyond, and build a better tomorrow for themselves and us all.”

The KIPP NYC Washington Heights Academy Charter School is a K through 12 college preparatory program that builds off the success of the four existing K through 12 KIPP charter schools in New York City (KIPP Academy, KIPP STAR, KIPP Infinity and KIPP AMP). Key design elements of the school include:

- A model of instruction with a 15 year history of effectively serving students from low-income families and helping them to achieve academically and socially through a program of academic rigor and character development.
- Commitment to the “Five Pillars” model: high expectations, more time on task, focus on results, power to lead, choice and commitment.
- A formal relationship with KIPP NYC, LLC, a not-for-profit network serving the four existing New York City charter schools through its Shared Services Team, which provides finance, operations, technology, human resources and professional development services for the schools through a cooperative fee-based arrangement.
- Location in the Washington Heights section of Manhattan, a predominantly Hispanic/ Latin American community with a high percentage of new immigrants, high poverty rates and students at risk of academic failure.

The KIPP Washington Heights Academy Charter School proposed school calendar includes 210 days of instruction, including Saturday sessions and three weeks of mandatory summer school, which KIPP considers to be the beginning of the regular academic year. The daily schedule is structured to offer a longer school day; however, the day begins and ends at different times for the elementary, middle and high school grades. The schedules all begin and end within the hours of 7:22 a.m. and 5:15 p.m., with 53 - 95 minute daily blocks of ELA instruction and 50 - 72 minute daily blocks of Mathematics instruction.

The KIPP Shared Services Teaching and Learning Team will support the school’s focus on data-driven instruction and assist teachers to use ongoing assessment data to identify where students are failing to progress toward proficiency and to develop effective strategies for re-teaching material. The proposed school will utilize curriculum developed in other KIPP model schools across the country. Teachers at KIPP NYC Washington Heights Academy Charter School will work together to develop, share and refine effective teaching strategies, which can be used in team-teaching experiences. The academic calendar will assure that faculty members have

bi-weekly opportunities to collaborate on planning (lessons, curriculum, school and classroom culture), observe one another and provide feedback. KIPP NYC considers high quality instruction to be the result of meticulous planning, varied and rigorous instructional techniques and methods that are relevant to students. Because more than academic and intellectual skills are required to maximize a student's potential in college and beyond, character development is a focus of the KIPP academic culture, as is the implementation of a consistent and fair behavior management system. Throughout their experience at KIPP NYC Washington Heights Academy Charter School, students will receive ongoing support and counseling as necessary to help them achieve their greatest potential. Home visits will continue to be a cornerstone practice at all grade levels, as well as providing an on-staff social worker who is invested in the success of KIPP students and the KIPP mission.

KIPP NYC Washington Heights Academy will administer the same standardized exams in ELA and mathematics as the New York City Department of Education and the NYS Testing Program in grades K through 12. The Measure of Academic Progress (MAP) assessment will be used at the elementary and middle school level to provide teachers with nationally-normed, real time data that highlights students' strengths and areas of growth in Math and English. In addition, KIPP NYC has invested significant resources and staff time into the development of common interim assessments. These teacher-designed assessments are tied to a common scope and sequence and allow teachers to evaluate the effectiveness of instruction and make appropriate adjustments. To supplement the interim assessments, teachers utilize an array of weekly and daily quizzes. These weekly and interim assessments will be used by teachers at KIPP NYC Washington Heights Academy Charter School to inform and optimize ongoing instruction.

KIPP NYC Washington Heights Academy Charter School will employ the following strategies to support and retain teachers:

- All new teachers will be assigned a mentor teacher.
- The Principal will work closely with individual teachers and department heads to support and assist teachers.
- A culture of a community of learners will be established through the teacher evaluation process and departmental planning meetings to support staff.
- The utilization of monetary incentives through sign-on bonuses, student performance and the assumption of additional duties.
- Implementation of a supportive professional development program that allows teachers the opportunities to explore best practices across the city, state and nationally.

KIPP NYC Washington Heights Academy Charter School will use a variety of performance indicators to annually review the effectiveness of staff. Such measures will include student achievement data as measured on interim assessments and NYS tests, feedback from the KIPP Healthy Schools survey (completed by teachers, students and parents) and classroom observations by the Principal and Deans of Teaching and Learning

KIPP NYC Washington Heights Charter School proposes to establish a preference for at-risk students in the lottery admission process. The criterion, which is consistent with the lottery admission policies of all KIPP NYC charter schools, would be defined by the applicant's free and reduced lunch eligibility. Admission preferences would be applied in this order: 1) returning students; 2) siblings; 3) students residing within CSD 6 and eligible for free and reduced meals; 4) students residing outside of CSD 6 and eligible for free and reduced meals; 5) students residing within CSD 6 and not eligible for free and reduced meals; and 6) students residing outside of CSD 6 and not eligible for free and reduced meals.

As required, the founding group provided a set of draft by-laws and code of ethics. Additionally, each founding group member proposed for a seat on the board of trustees has provided a resume or curriculum vitae, a statement of assurances and a completed request for information from prospective charter school board members form.

The founding group consists of individuals who have a range of expertise in the areas of education, charter school governance, administration, curriculum development, law, financial planning, business management, not-for profit management, accounting, fundraising, and community engagement.

The proposed initial members of the board of trustees are described below.

- **David B. Massey** is the proposed board chair for KIPP NYC Washington Heights Academy Charter School. He currently holds the position of Assistant United States Attorney for the Office of U.S. Attorney for the Southern District of New York. Through extensive service on the charter school boards of KIPP Academy, KIPP STAR, KIPP Infinity, and KIPP AMP, Mr. Massey has significant knowledge of non-profit governance and the KIPP mission.
- **Rafael Mayer** is a Managing Director and Co-Founder of Khronos LLC, an investment management firm responsible for over \$2 billion of assets under management. Mr. Mayer is the proposed Secretary of the KIPP NYC Washington heights Charter School Board of Trustees, and brings four years of experience serving on the KIP AMP Board, as well as governance expertise through roles as a trustee of the Dalton School and a board member of Planned Parenthood of New York City.
- **Joseph Negron** began his teaching career in the Washington Heights section of New York City, and has served as Principal of KIPP Infinity Charter School for the past five years. During his tenure as Principal, the school has outperformed all other middle schools in Harlem, and, in 2008, KIPP Infinity Charter School was named the highest performing public middle school in the city.
- **Jane Martinez Dowling** has been committed to providing educational opportunities to underserved children for over fifteen years. Ms. Dowling is currently the Executive Director of KIPP through College (KTC), the alumni support program at KIPP NYC, LLC
- **Carrie Gennuso** brings many years of experience in management at Gap, Inc., as well as governance experience as a founding board member of KIPP STAR and a current board member of the Frederick Douglas Academy in Harlem.
- **Brian Zied** is the CEO and Portfolio Manager of Charter Bridge Capital, a long/short equity hedge fund. He is a graduate of the University of Pennsylvania with a degree in Management and Technology. He also serves on the board of Education Reform Now.
- **Dawn Palo** is currently a Managing Director at BNP Paribas, a European leader in global banking and financial services. She has worked for Merrill Lynch/Bank of America and Goldman Sachs. She also serves on the KIPP Academy board of trustees.

The members of the founding group that will provide services to the proposed school are describe below.

- **David Levin** is the co-founder of the national Knowledge Is Power Program (KIPP), the KIPP Foundation and KIPP NYC (the family of KIPP programming in New York City). Prior to July 2011, Mr. Levin was also the Superintendent of the KIPP NYC. He has extensive experience launching, leading and operating charter schools nationally and in NYC and has received numerous awards and recognition for his work.
- **Vicki Zubovic** is currently the Managing Director of Development at KIPP NYC. She is responsible for fundraising to support the eight KIPP schools in New York. Under her leadership, private funding for KIPP NYC has increased from \$6 million to over \$10 million in two and a half years.
- **Quinton Vance** is the Executive Director of KIPP NYC and will play an integral role in ensuring the successful launch of KIPP NYC Washington Heights Academy Charter School. He is the former principal of KIPP Academy Charter School and a former teacher through Teach for America.
- **Jack Chorowsky** is the Chief Operating Officer of KIPP NYC. He leads the Shared Services Team's work in data, development, finance, human resources, operations, recruitment and technology. Prior to joining KIPP NYC, he worked as a lawyer in Washington, D.C. and as an educational publishing and digital media executive.
- **Kaya Stone** is currently the Managing Director of Operations, Human Resources and Technology at KIPP NYC and an alumnus of the Broad Residency in Urban Education. He has served as a Business Development Manager, AmeriCorps Vista member and an Education Pioneer with the Oakland Unified School District.

- **Carrie Mauer** is the Managing Director of Data and Special Projects at KIPP NYC. She oversees the network's data efforts, and is responsible for public funding, facilities and new school start-up.
- **Charizma Williams** is the Managing Director of Finance at KIPP NYC. She has worked as a consultant and business analyst with a supplemental educational firm and as a financial analyst for a leading financial firm. She has been working to improve the financial processes and systems across the KIPP NYC network.
- **Kerry Mullins** is the Managing Director of Recruiting at KIPP NYC. In addition, she has worked in the executive/legal recruiting industry for more than eight years. She is responsible for ensuring every school in the KIPP NYC network receives a strong cadre of applicants for all teaching and staff vacancies.

Once the principals of KIPP NYC Washington Heights Academy have been hired by the KIPP NYC Washington Heights Charter School's Board of Trustees, they will be responsible for the day-to-day operation of their respective elementary, middle or high school program. While they will receive significant support from KIPP NYC Superintendent David Levin and from the KIPP NYC Shared Services Team, including Executive Director of KIPP NYC Programs, Quinton Vance, the Principals will ultimately be responsible for the day-to-day management of their schools.

The proposed school will form a partnership with KIPP NYC, LLC. KIPP NYC is a non-profit charter school network comprised of four K through 12 charter schools: KIPP Academy, KIPP STAR, KIPP Infinity, and KIPP AMP. Each of the current KIPP NYC schools receive development, finance, operations, technology, recruiting, teaching and learning and human resources support from KIPP NYC's Shared Services Team (SST) through a cooperative fee-based arrangement. Prior to 2009, these services were provided by staff employed by KIPP Academy; shared services staff and related non-personnel expenses were, during this period, allocated by KIPP Academy pro-rata to the other KIPP NYC schools. In 2009, SST was formalized within KIPP NYC, a distinct New York limited liability company whose parent is KIPP New York Inc., a non-profit corporation. Each of the existing four KIPP NYC charter schools has a shared services agreement with KIPP NYC. The intention is to have KIPP NYC Washington Heights Charter School access these support services from KIPP NYC, following a similar structure as KIPP Academy, KIPP STAR, KIPP Infinity and KIPP AMP.

The founding group is seeking space in a New York City Department of Education (NYCDOE) facility. In a letter of support for KIPP NYC Washington Heights Academy, NYCDOE Chancellor Dennis Walcott indicated that "while we continue to assess space availability...we will work with the [applicant] to consider split siting options and possible incubation spaces."

### **Fiscal Impact on District of Location**

The projected fiscal impact of the KIPP Academy Washington Heights Charter School during its first five-year charter term on its district of residence, the New York City School District ("NYCSD"), is summarized below.

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<sup>25</sup> Source: KIPP Academy Washington Heights Charter School Application.

<sup>26</sup> Source: Education Law §2856(1)(a)(iii) and NYS Education Department Office of State Aid Charter School Basic Tuition Rate Analysis, September 2011.

<sup>27</sup> Source: NYCDOE Financial Status Report May 2011.

Year	Number of Students Enrolled in Charter School Per Year <sup>(1)</sup>	Charter School Basic Tuition Rate <sup>(2)</sup>	Total Charter School Basic Tuition Only	Estimated District Special Education Payment <sup>(1)</sup>	Total District General Fund Budget <sup>(3)</sup>	Percent of District Budget
2012-13	90	\$13,527	\$1,217,430	\$207,800	\$19,218,074,295	0.007%
2016-17	695	\$17,199	\$11,953,305	\$933,457	\$19,218,074,295	0.067%

The calculations above assume that there will be no annual increase in the charter school basic tuition rate in year one (2012-13) and a 6.2% average annual increase each year thereafter for the remainder of the charter period (2013-14 thru 2016-17). Per the latest NYCSD Financial Status Report (FSR),<sup>28</sup> dated May 2011 and published on the NYCDOE website, the NYCDOE is projecting its NYCSD budget to increase at a rate of 1.59% over the next three years. In order to conservatively avoid underestimating the fiscal impact that the charter school will have on the district going forward, the New York State Education Department (the “Department”) is assuming no growth in the NYCSD budget during the duration of the school’s charter.<sup>29</sup>

It should be noted that, given the nature of district-based per-pupil funding, the estimates made by the Department in conducting this analysis are subject to unpredictable financial fluctuations. For forecasting purposes, the fiscal impact of this charter school on the district in which it will be located assumes that: there will be no fluctuations in the grade levels served by existing charter schools over the course of the charter term; the charter school will be able to meet its projected maximum enrollment; all students will come from NYCSD; and, all students will attend every day for a 1.0 FTE.

The specifics of the school’s enrollment composition are still unavailable; however, the Department acknowledges that the programmatic and fiscal impact of the proposed charter school on other public and private schools in the same area will also be influenced by the proportion of charter school enrollees that would have attended a same-district public or private school had it not been for the presence of this charter school.

<sup>28</sup> NYCSD’s Total District General Fund Budget includes federal special education revenue and other federal grants and/or funds provided.

<sup>29</sup> Additional notes: While the school has included other federal grants and/or funds that may flow through the district to be received by the school in its proposed budget, this analysis does not account for these sources of potential revenue, nor does it include the value of certain services (e.g., transportation) that the district is required to provide the charter school. However, the analysis also does not account for district per-pupil expense and overall resource savings that is likely to result from a significant reduction in the number of students attending district public schools.

Below, for your reference, please find additional data on New York City Community School District 6.<sup>30</sup>

**New York City Community School District 6 Data**

<b>Enrollment Data</b>	
<b>Total District Enrollment:</b>	24,801
<b>Grade K through 12 Enrollment:</b>	24,322
<b>White:</b>	3%
<b>Black/African-American:</b>	8%
<b>Hispanic/Latino:</b>	89%
<b>American Indian/Alaskan Native:</b>	0%
<b>Asian/Native Hawaiian/Pacific Islander:</b>	1%
<b>Free/Reduced Priced Lunch:</b>	89%
<b>English Language Learners:</b>	36%
<b>Students with Disabilities:<sup>31</sup></b>	14%
<b>Graduation Rate</b>	
<b>Graduation Rate for 2005 Cohort:</b>	72%

<b>2009-10 State Assessments (% proficient)</b>		
<b>Grade level</b>	<b>English Language Arts</b>	<b>Mathematics</b>
3	33%	41%
4	33%	45%
5	33%	49%
6	24%	40%
7	27%	43%
8	27%	41%
Cohort 9-12	79%	78%

<sup>30</sup> Source: 2009-2010 New York State School Report Card (<http://www.p12.nysed.gov/irs/reportcard/2010/home.html>) and Special Education School District Data Profile for 2009-10 (<http://eservices.nysed.gov/sepubrep/>).

<sup>31</sup> This figure is the available city-wide classification rate: the ratio of the count of school-age students with disabilities (ages 4-21) to the total enrollment of all school-age students in the school district, including students who are parentally placed in nonpublic schools located in the school district. The numerator includes all school-age students for whom a district has Committee on Special Education (CSE) responsibility to ensure the provision of special education services. The denominator includes all school-age students who reside in the district. In the case of parentally placed students in nonpublic schools, it includes the number of students who attend the nonpublic schools located in the school district. Source data are drawn from the Student Information Repository System (SIRS) and from the Basic Education Data System (BEDS).

## **Public Hearing and Public Comment**

As required by the Charter Schools Act, the New York City Department of Education held a hearing on Thursday, May 19, 2011 to solicit comments from the community concerning the proposed charter school. Thirteen community members spoke at the meeting. Many speakers had questions about the proposed program. Four speakers were in support of the proposed school. In addition, there were a number of questions posed during the hearing and a few oppositional comments regarding “charter schools kicking district schools out of districts”, KIPPS’ “skewed test scores” and the KIPP organization’s lack of efforts to enroll English language learners.

The Department directly notified the NYDOE, as well as public and private schools in the in the region, of the charter school application and also issued an open call for written public comment via the State Education Department Charter School Office website. Chancellor Dennis Walcott submitted a letter in support of the KIPP NYC Washington Heights Academy Charter School, noting that the proposal is a replication of existing NYCDOE-authorized high-performing charter schools and his support for the school “to support the children of New York City.”

### **Application Review Process**

On January 3, 2011, as required by the New York State Charter Schools Act, the New York State Education Department released the *2011 Request for Proposals (“RFP”) to Establish Charter Schools Authorized by the Board of Regents*. In this cycle, the Department could legally award 58 new charters per Education Law subdivision 2852(9), 25 of which reflect charters that were available but not awarded during the 2010 RFP cycle. The charter school application process utilized by the Board of Regents and the Department during the 2011 RFP cycle is multi-stage, and designed to ensure that any charter school applicant presented to the Board of Regents for possible approval demonstrates four essential competencies:

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.

During this 2011 cycle, 100 letters of intent were received in January 2011, 80 charter school prospectuses were submitted by January 31, 2011, and, after an initial review process, 37 applicants were invited to submit full applications. The Department received 36 full applications, including the application for KIPP NYC Washington Heights Academy Charter School.

To assess all four necessary competencies, the Department reviewed and evaluated a letter of intent, a prospectus, and a full application. The prospectus and the educational, organizational, and fiscal plan presented in the full application were evaluated by Department and external reviewers. After determining that the written materials submitted sufficiently met application criteria, the Department staff also conducted a two-hour capacity interview with the founding group and proposed board members for the school.

## **Findings**

Based on the comprehensive review of the application and of the applicant, founding group, and proposed board of trustees, the Department makes the following findings:

1. The charter school described in the application meets the requirements of Article 56 of the Education Law (as amended) and other applicable laws, rules, and regulations.<sup>32</sup> This finding is based on the following (among other things):
  - the applicant has included in the application the information required by §2851(2).
  - the proposed charter school would meet or exceed enrollment and retention targets, as prescribed by the NYS Board of Regents<sup>33</sup>, of students with disabilities, English language learners, and students who are eligible applicants for the federal free and reduced price lunch program as required by Education Law subdivision 2852(9-a)(b)(i).
  - the applicant has conducted public outreach to solicit community input regarding the proposed charter school and to address comments received from the impacted community concerning the educational and programmatic needs of students in conformity with Education Law subdivision 2852(9-a)(b)(ii).
2. The applicant has demonstrated the ability to operate the proposed charter school in an educationally and fiscally sound manner<sup>34</sup> and the four essential competencies prescribed by the Regents for charter approval noted above. This finding is based on the following (among other things):
  - the presentation of a sound educational plan in the application, which rigorously addresses the criteria outlined in the Department's RFP in the areas of curriculum and instruction, school calendar and daily schedule, target population, assessment, and school climate and discipline.
  - the presentation of a sound organizational plan in the application, which rigorously addresses the criteria outlined in the Department's RFP in the areas of governing body, founding group, management and operation, staffing and human resources, student recruitment, enrollment and evidence of demand, community involvement and partnerships.
  - the presentation of a sound financial plan in the application, which rigorously addresses the criteria outlined in the Department's RFP in the areas of budget and cash flow, financial management, facility, transportation, food service, facility, and pre-opening plan.
  - an understanding of the New York State Charter Schools Act, and the skill, will and capacity to successfully launch and operate a high quality public charter school.
3. Granting the proposed charter is likely to improve student learning and achievement, will materially further the purposes of the Act,<sup>35</sup> and will have a significant educational benefit to the students expected to attend the charter school.<sup>36</sup> This finding is based on the totality of the information presented in the application and during the application review process, as summarized in this document.

## **Recommendation**

Based on the Department's review and findings, Commissioner John B. King, Jr. recommends that the New York State Board of Regents approve the proposal to establish the KIPP NYC Washington Heights Academy Charter School, to open in New York City in 2012.

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<sup>32</sup> Education Law §2852(2)(a).

<sup>33</sup> Note, the data upon which to base the enrollment and retention targets mandated by the amendments to the Act was not available at the time the statute mandated the RFP be issued. As a result, the Department evaluated the plans for student enrollment, recruitment, and retention plans of each class of student referenced in the amendments to the Act such that the Department could make the determination that the applicant would meet or exceed the enrollment and retention targets when developed. During the first year of the charter term, the Department will develop such targets and incorporate these targets into the school's charter agreement performance expectations.

<sup>34</sup> Education Law §2852(2)(b).

<sup>35</sup> Education Law §2852(2)(c)

<sup>36</sup> As applicable pursuant to Education Law §2852(2)(d),



# New York State Education Department Charter School Office

## **Charter School Application Summary, Findings, and Recommendation**

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*Application in response to the  
New York State Education Department 2011 Request for Proposals to  
Establish Charter Schools Authorized by the Board of Regents  
to establish the proposed:*

**Neighborhood Charter School of Harlem**

September 6, 2011

## Summary of the Proposed Neighborhood Charter School of Harlem

<b>Name of Charter School</b>	Neighborhood Charter School of Harlem
<b>Lead Applicant(s)</b>	Ruth Meyler
<b>District of Location</b>	New York City Community School District 5
<b>Opening Date</b>	Summer/Fall 2012
<b>Projected Charter Term</b>	September 13, 2011 – June 30, 2017
<b>Management Company</b>	None
<b>Partners</b>	YAI Autism Center
<b>Projected Enrollment and Grade Span during Charter Term</b>	Opening with 106 students in grades K through 1 in 2012-13, growing to 323 students in grades K through 5 in 2016-17.
<b>Maximum Enrollment and Grade Span</b>	323 students in grades K through 5
<b>Mission Statement</b>	“The mission of the Neighborhood Charter School of Harlem is to provide the children of Harlem with new educational opportunities through a rigorous, comprehensive K-8 program that cultivates the intellectual, social and emotional development of each child. Our students, who will include high functioning children with autism spectrum disorders, will become independent learners and critical thinkers, will acquire the academic skills that they need to succeed in college preparatory high schools and will exhibit the social and emotional skills that will allow them to reach their full potential.”

The Neighborhood Charter School of Harlem will offer a comprehensive, full-inclusion program with a focus to serve neighborhood children with Autism Spectrum Disorder (ASD) who are high-functioning, as well as typical children, English language learners and students with other disabilities. The education plan is designed to provide rigorous, appropriate instruction with specialized behavior modification in a program that will help all students to become independent learners and critical thinkers and to acquire the academic, social and emotional skills needed to reach their full potential. Key design elements of the school include:

- A specialized program of supports for high-functioning children with ASD in an inclusion setting, modeled on the NYC Department of Education NEST program.
- Collaborative team teaching, with two certified teachers in each classroom
- A rigorous academic program with a focus on literacy, math and a strong arts program, that will combine direct instruction in essential skills and factual knowledge with opportunities to develop independent learning and critical thinking.
- A “no excuses” approach to school design, with a focus on social and emotional learning and an orderly, consistent school-wide culture.
- Longer school day and year
- Extensive teacher professional development and specialized training
- A partnership with YAI Autism Center to identify and screen children with signs of ASD in community early childhood programs

The Neighborhood Charter School of Harlem will provide a strong and balanced focus on literacy instruction that is aligned with the NY Common Core State Standards, and has identified several research-based programs of proven effectiveness with a low-income, high need population of learners (Teachers College Reading and Writing, supplemented with Foundations, Reading Mastery, and Text Talk). Instructional programs have been identified for all core subject instruction. The school will use Responsive Classroom to foster the social, emotional and academic growth of all students. The process of curriculum development and alignment with the

NY Common Core State Standards and the NYS Testing Program will commence in the pre-opening period and be developed with teachers through a “backward planning” process during summer professional development.

The school will offer a robust professional development program to prepare teachers to provide rigorous, responsive instruction for all Neighborhood Charter School of Harlem students. The professional development program will include eleven full days and four half days in August before school starts. Five full days will be provided during the school year and two-hour professional development blocks every week. All teachers in the ASD classrooms and the Director of Special Education will complete two classes in autism-specific strategies at Hunter College during the summer before school starts. The teachers and speech and language pathologists will also take coursework in Social Development Intervention and will work with general education teachers following initial training to ensure that techniques and language from the social development intervention curriculum are incorporated into the Responsive Classroom curriculum. Teachers will also receive training in the Teachers College Reading and Writing Project and core instructional programs and ongoing support in the analysis of student data.

The use of data to drive instruction and determine progress towards meeting educational objectives is a key element of Neighborhood Charter School of Harlem’s educational program. Data analysis will drive rigorous instruction that will respond to the individual needs of students. The assessment program will include formative assessments aligned to the common core state standards and nationally normed Terra Nova 3 tests in Reading Language and Mathematics. The school will assess students often using a variety of tools, including baseline assessments in reading and math before the beginning of each academic year, formative assessments daily and weekly, interim assessments every six weeks and the Terra Nova in the spring of each year, as well as the NYS tests starting in third grade. Neighborhood Charter School of Harlem will use a data management system to analyze assessment data quickly and to generate reports that will be immediately accessible to teachers.

The school calendar will include 195 days of instruction. The daily schedule is structured to offer a longer school day, with the day starting at 8:00 a.m. and ending at 4:00 p.m. The sample kindergarten schedule offers two hours per day of English language arts instruction, and one hour and fifteen minutes per day of math, with the exception of Wednesday, which offers forty-five minutes of math instruction.

Neighborhood Charter School of Harlem teachers will be NYS certified or have reciprocity or will be otherwise qualified, and will have experience teaching in an urban setting and a record of demonstrated success in raising academic achievement. When hiring staff, the school will comply with all requirements of New York State Education Law. The hiring of general education teachers will be in accordance with Article 56, Section 2854(3)(a-1). All special education teachers will be New York State-certified in special education and will be “highly qualified” as defined by NCLB and IDEA. Whenever possible, teachers with experience working with children on the autism spectrum will be hired. In order to retain staff the school will provide an environment that supports and sustains teachers through ample professional development and time for collaboration with peers.

The educational plan of the Neighborhood Charter School of Harlem specifies the grade/classroom configuration of ASD and non-ASD students for an effective inclusion program. The school proposes to serve eight ASD students in each grade K through 2 and ten ASD students in the higher grades. All ASD students will be evaluated and qualified by YAI prior to applying for admission to the school. The school proposes to conduct a lottery set-aside for ASD students, and to conduct separate lotteries and maintain separate waiting lists for ASD students and general students, in order to maintain the appropriate configuration. The school has prepared detailed procedures for the proposed lottery model and will work with the Department to review and modify the admissions policy during the pre-opening period.

As required, the founding group provided a set of draft by-laws and code of ethics. Additionally, each founding group member proposed for a seat on the board of trustees has provided a resume or curriculum vitae, a completed statement of assurances, and a completed request for information from prospective charter school board member form.

The founding group consists of twelve individuals, eleven of whom will transition to the board of trustees. The initial members of the board of trustees have a range of expertise in the areas of education, special education for students with autism, law, business management, journalism, architecture, investment management, real estate and community engagement.

The proposed initial members of the board of trustees are described below:

- **Ruth Meyler**, Lead Applicant, has experience in charter start-up and school governance. Ms. Meyler is a former trustee and Chief of Staff of Gateway Charter High School in San Francisco, as well as a founding trustee of Leadership Prep Charter School in New York City. She is presently a trustee of St. Hope Leadership Academy. Ms. Meyler is an attorney.
- **Marva Allen** is the owner of the Hue-Man Bookstore in Harlem. She is the founder of *The Power of One*, an organization that supports small businesses in Harlem. Ms. Allen was also a founding member of St. Hope Leadership Academy Charter School and is a current trustee of LitWorld, which promotes literacy around the world.
- **Gail Brousal** is an educator, who served as the head of the high school at St Ann's School in Brooklyn for more than 30 years. She was a founding trustee of Leadership Prep Charter School. In addition, she has taught adult literacy at the Borough of Manhattan Community College in New York City.
- **Erik Dowling** is a Vice President and Head of Originations with Strategic Capital Solutions, an international real estate merchant banking company. He is also an adjunct professor at New York University. He is a founding member and current president of the Young Real Estate professional (YREP).
- **Derek Fleming** is a Harlem resident who has been involved in community economic development in San Francisco and with the Empire State Development Corporation in New York. He is currently a partner in the Red Rooster restaurant in Harlem and is also a trustee of Complexions Contemporary Ballet Company.
- **Angela Bronner Helm** is a Harlem resident and the Managing Editor of the Harlem-based Uptown Magazine. She is also the parent of a child on the autism spectrum.
- **Everardo Jefferson** is an architect and partner in the award-winning firm of Caples Jefferson Architects. The firm works for local communities in New York City and at least 50% of its projects are public projects for the community.
- **Sharon Joseph** is a member of Community Board 10 in Central Harlem. She is a Wealth Management Advisor at Merrill Lynch and is also the co-founder and owner of Harlem Lanes in Harlem. She serves on the board of Junior Achievement New York and the Tufts Alumni Council.
- **Andrew Popper** is a photojournalist and news editor who was most recently a Senior Photo Editor at Business Week Magazine. He is also the parent of a child diagnosed with Asperger Syndrome.
- **Adam Rashid** is an analyst at Eminence Capital, an investment management firm in New York with \$3.5 billion under management. He is also a volunteer mentor for Big Brothers, Big Sisters with a strong commitment to urban youth.
- **Patricia Sousloff** is an attorney and until recently worked for Partnership for Children's Rights. She is the Board Chair of Partnership with Children, a non-profit that provides social and emotional support to at-risk children in NYC public schools.

One member of the founding group, Joshua Klaris, is relocating away from New York and will not become a trustee. Three additional persons with professional expertise in special education and autism spectrum disorders served as advisors to the founding group through the development of the application, but will not serve as trustees. They are:

- Dorothy Siegel is one of the founders of the NEST program and is currently its Director. She is a Senior Researcher and Project Director at the New York University Institute for Education and Social Policy.
- Dr. Charles Cartwright is a nationally known expert on autism spectrum disorders and is the Director of the YAI Autism Center.
- Lauren Hough was until recently, a special education teacher in the NEST program and is currently creating and implementing professional development programs for teachers in the NEST program as a

Research Associate at New York University. In addition, she is one of the developers of the Social Development Intervention (SDI) curriculum.

The board of trustees will have final authority for the policy and operational decisions of the school. The Head of School will report to the board of trustees and will be accountable for the overall management and day-to-day operation of the school, including both the educational program and the operations of the school. The Head of School will be assisted by a leadership team consisting of a Director of Curriculum, a Director of Special Education and Director of Operations.

Neighborhood Charter School of Harlem will enter into a formal partnership with the YAI Autism Center to identify and evaluate children with characteristics of autism spectrum disorder in community and early childhood programs in the Harlem community.

The founding group is presently working with a realtor to identify suitable short-term and long-term private space for the Neighborhood Charter School of Harlem in CSD 5. At least one potential site has been identified. Also, the school has requested both incubation and long-term space in CSD 5 through the New York City Department of Education (NYCDOE).

## **Fiscal Impact on District of Location**

The projected fiscal impact of the Neighborhood Charter School of Harlem on its district of residence, the New York City School District (“NYCSD”), is summarized below.

<b>Year</b>	<b>Number of Students Enrolled in Charter Schools Per Year <sup>(1)</sup></b>	<b>Charter School Basic Tuition Rate <sup>(2)</sup></b>	<b>Total Charter School Basic Tuition Only</b>	<b>Estimated District Special Education Payment <sup>(1)</sup></b>	<b>Total District General Fund Budget <sup>(3)</sup></b>	<b>Percent of District Budget</b>
2012-13	106	\$13,527	\$1,433,862	\$899,148	\$19,218,074,295	0.012%
2016-17	323	\$17,199	\$5,555,277	\$2,838,372	\$19,218,074,295	0.044%

The calculations above assume that there will be no annual increase in the charter school basic tuition rate in year one (2012-13) and a 6.2% average annual increase each year thereafter for the remainder of the charter period (2013-14 thru 2016-17). Per the latest NYCSD Financial Status Report (FSR),<sup>39</sup> dated May 2011 and published on the NYCDOE website, the NYCDOE is projecting its NYCSD budget to increase at a rate of 1.59% over the next three years. In order to conservatively avoid underestimating the fiscal impact that the charter school will have on the district going forward, the New York State Education Department (the “Department”) is assuming no growth in the NYCSD budget during the duration of the school’s charter.<sup>40</sup>

It should be noted that, given the nature of district-based per-pupil funding, the estimates made by the Department in conducting this analysis are subject to unpredictable financial fluctuations. For forecasting purposes, the fiscal impact of this charter school on the district in which it will be located assumes that: there will be no fluctuations in the grade levels served by existing charter schools over the course of the charter term; the charter school will be able to meet its projected maximum enrollment; all students will come from NYCSD; and, all students will attend every day for a 1.0 FTE. In addition, while the school has included special education revenue and other federal grants and/or funds provided by the district to be received by the school in its proposed budget, Department calculations do not account for these sources of potential revenue.<sup>41</sup>

The specifics of the school’s enrollment composition are still unavailable; however, the Department acknowledges that the programmatic and fiscal impact of the proposed charter school on other public and private schools in the same area will also be influenced by the proportion of charter school enrollees that would have attended a same-district public or private school had it not been for the presence of this charter school.

Below, for your reference, please find additional data on New York City Community School District 5.<sup>42</sup>

<sup>37</sup> Source: Neighborhood Charter School of Harlem Application.

<sup>38</sup> Source: Education Law §2856(1)(a)(iii) and NYS Education Department Office of State Aid Charter School Basic Tuition Rate Analysis, September 2011.

<sup>39</sup> NYCSD’s Total District General Fund Budget includes federal special education revenue and other federal grants and/or funds provided.

<sup>40</sup> Additional notes: While the school has included other federal grants and/or funds that may flow through the district to be received by the school in its proposed budget, this analysis does not account for these sources of potential revenue, nor does it include the value of certain services (e.g., transportation) that the district is required to provide the charter school. However, the analysis also does not account for district per-pupil expense and overall resource savings that is likely to result from a significant reduction in the number of students attending district public schools.

<sup>41</sup> NYCSD 15’s Total District General Fund Budget includes federal special education revenue and other federal grants and/or funds provided.

<sup>42</sup> Source: 2009-2010 New York State School Report Card (<http://www.p12.nysed.gov/irs/reportcard/2010/home.html>) and Special Education School District Data Profile for 2009-10 (<http://eservices.nysed.gov/sepuprep/>).

## New York City Community School District 5 Data

<b>Enrollment Data</b>	
<b>Total District Enrollment:</b>	12,952
<b>Grade K through 5 Enrollment:</b>	5,723
<b>White:</b>	2%
<b>Black/African-American:</b>	57%
<b>Hispanic/Latino:</b>	38%
<b>American Indian/Alaskan Native:</b>	0%
<b>Asian/Native Hawaiian/Pacific Islander:</b>	2%
<b>Free/Reduced Priced Lunch:</b>	78%
<b>English Language Learners:</b>	11%
<b>Students with Disabilities:<sup>43</sup></b>	14%

<b>2009-10 State Assessments (% proficient)</b>		
<b>Grade level</b>	<b>English Language Arts</b>	<b>Mathematics</b>
3	33%	39%
4	28%	38%
5	27%	38%

### Public Hearing and Public Comment

As required by the Charter Schools Act, the NYCDOE conducted a public hearing on Wednesday, May 25, 2011, in Community School District 5, to solicit comments from the community concerning the proposed charter school. Eighteen community members attended the hearing. Five persons spoke in general opposition to charter schools; one person spoke in general favor of charter schools. There were not comments made specific to the Neighborhood Charter School of Harlem.

The Department directly notified the NYCDOE, as well as public and private schools in the region, of the charter school application, and issued an open call for written public comment via the State Education Department Charter School Office website. Chancellor Walcott was contacted by letter and invited to comment directly. The Chancellor provided a statement in support of the Neighborhood Charter School of Harlem, noting: “The NYC DOE found this proposal to be well-designed and features a rigorous educational model ...[and] recommends this charter application to support the children of New York City.”

Ten letters of support were submitted with the application, from community organizations involved with young children, including Resources for Children with Special Needs, Early Childhood Direction Center, Advocates for Children, Asperger Syndrome and High Functioning Autism Association, Mount Sinai School of Medicine, NYU School of Medicine, Northside Center for Child Development and The Children’s Village. No other public comment has been submitted.

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<sup>43</sup> This figure is the available city-wide classification rate: the ratio of the count of school-age students with disabilities (ages 4-21) to the total enrollment of all school-age students in the school district, including students who are parentally placed in nonpublic schools located in the school district. The numerator includes all school-age students for whom a district has Committee on Special Education (CSE) responsibility to ensure the provision of special education services. The denominator includes all school-age students who reside in the district. In the case of parentally placed students in nonpublic schools, it includes the number of students who attend the nonpublic schools located in the school district. Source data are drawn from the Student Information Repository System (SIRS) and from the Basic Education Data System (BEDS).

## **Application Review Process**

On January 3, 2011, as required by the New York State Charter Schools Act, the New York State Education Department released the *2011 Request for Proposals (“RFP”) to Establish Charter Schools Authorized by the Board of Regents*. In this cycle, the Department could legally award 58 new charters per Education Law subdivision 2852(9), 25 of which reflect charters that were available but not awarded during the 2010 RFP cycle. The charter school application process utilized by the Board of Regents and the Department during the 2011 RFP cycle is multi-stage, and designed to ensure that any charter school applicant presented to the Board of Regents for possible approval demonstrates four essential competencies:

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.

During this 2011 cycle, 100 letters of intent were received in January 2011, 80 charter school prospectuses were submitted by January 31, 2011, and, after an initial review process, 37 applicants were invited to submit full applications. The Department received 36 full applications, including the application for Neighborhood Charter School of Harlem.

To assess all four necessary competencies, the Department reviewed and evaluated a letter of intent, a prospectus, and a full application. The prospectus and the educational, organizational, and fiscal plan presented in the full application were evaluated by Department and external reviewers. After determining that the written materials submitted sufficiently met application criteria, the Department staff also conducted a two-hour capacity interview with the founding group and proposed board members for the school.

## **Findings**

Based on the comprehensive review of the application and of the applicant, founding group, and proposed board of trustees, the Department makes the following findings:

1. The charter school described in the application meets the requirements of Article 56 of the Education Law (as amended) and other applicable laws, rules, and regulations.<sup>44</sup> This finding is based on the following (among other things):
  - the applicant has included in the application the information required by §2851(2)
  - the proposed charter school would meet or exceed enrollment and retention targets, as prescribed by the NYS Board of Regents,<sup>45</sup> of students with disabilities, English language learners, and students who are eligible applicants for the federal free and reduced price lunch program as required by Education Law subdivision 2852(9-a)(b)(i)
  - the applicant has conducted public outreach to solicit community input regarding the proposed charter school and to address comments received from the impacted community concerning the educational and programmatic needs of students in conformity with Education Law subdivision 2852(9-a)(b)(ii).

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<sup>44</sup> Education Law 2852(2)(a).

<sup>45</sup> Note, the data upon which to base the enrollment and retention targets mandated by the amendments to the Act was not available at the time the statute mandated the RFP be issued. As a result, the Department evaluated the plans for student enrollment, recruitment, and retention plans of each class of student referenced in the amendments to the Act such that the Department could make the determination that the applicant would meet or exceed the enrollment and retention targets when developed. During the first year of the charter term, the Department will develop such targets and incorporate these targets into the school’s charter agreement performance expectations.

2. The applicant has demonstrated the ability to operate the proposed charter school in an educationally and fiscally sound manner<sup>46</sup> and the four essential competencies prescribed by the Regents for charter approval noted above. This finding is based on the following (among other things):
  - the presentation of a sound educational plan in the application, which rigorously addresses the criteria outlined in the Department's RFP in the areas of curriculum and instruction, school calendar and daily schedule, target population, assessment, and school climate and discipline.
  - the presentation of a sound organizational plan in the application, which rigorously addresses the criteria outlined in the Department's RFP in the areas of governing body, founding group, management and operation, staffing and human resources, student recruitment, enrollment and evidence of demand, community involvement and partnerships.
  - the presentation of a sound financial plan in the application, which rigorously addresses the criteria outlined in the Department's RFP in the areas of budget and cash flow, financial management, facility, transportation, food service, facility, and pre-opening plan.
  - an understanding of the New York State Charter Schools Act, and the skill, will and capacity to successfully launch and operate a high quality public charter school.
3. Granting the proposed charter is likely to improve student learning and achievement, will materially further the purposes of the Act,<sup>47</sup> and will have a significant educational benefit to the students expected to attend the charter school.<sup>48</sup> This finding is based on the totality of the information presented in the application and during the application review process, as summarized in this document.

### **Recommendation**

Based on the Department's review and findings, Commissioner John B. King, Jr. recommends that the New York State Board of Regents approve the proposal to establish the Neighborhood Charter School of Harlem, to open in New York City in 2012.

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<sup>46</sup> Education Law §2852(2)(b).

<sup>47</sup> §2852(2)(c)

<sup>48</sup> As applicable pursuant to §2852(2)(d),



# New York State Education Department Charter School Office

## **Summary, Findings, and Recommendation**

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*Application in response to the  
New York State Education Department 2011 Request for Proposals to  
Establish Charter Schools Authorized by the Board of Regents  
to establish the proposed*

**New Dawn Charter High School**

September 6, 2011

## Summary of the New Dawn Charter High School

<b>Name of Charter School</b>	New Dawn Charter High School
<b>Lead Applicant</b>	Sara Asmussen
<b>District of Location</b>	NYC CSD 15 (Sunset Park)
<b>Opening Date</b>	Summer/Fall 2012
<b>Projected Charter Term</b>	September 13, 2011 through June 30, 2017
<b>Management Company</b>	None
<b>Partners</b>	Borough of Manhattan Community College/The City of the University of New York's College Now Program and Lutheran Hospital
<b>Projected Enrollment and Grade Span during Charter Term</b>	Opening with 30 students in grade 9 and 40 students each in grades 10, 11, and 12 in 2012-13, growing to 500 students (80 students in grade 9 and 140 students in grades 10, 11, and 12) in 2015-16.
<b>Maximum Enrollment and Grade Span</b>	500 students in grades 9 through 12 in 2016-17
<b>Mission Statement</b>	"New Dawn Charter High School will provide over-aged and under-credited students 15-21 years of age living in Sunset Park, including those who are English Language Learners and those with special needs, the opportunity to return to school and obtain a high school diploma through a rigorous NYSED standards-based education program. Within the framework of the education program, three programs will be offered: 1) Interventions for those with fewer than 11 credits, and for those with 11 or more credits: 2) Internships in the community and 3) College enrollment.

The school is designed as an academic intervention model predicated on the assumption that students enrolled have already failed at a traditional school. The key elements of the school's design include:

- a literacy-rich general education program
- an intensive Grade 9 intervention program for students with fewer than 11 credits
- a daily advisory to address social-emotional needs
- a community internship program
- balanced instruction integrated into the workshop model
- a pre-college program following completion of internships
- a longer school year of at least 200 days beginning Year 2
- a daily common planning time and professional development
- a regularly embedded professional development in the classroom

The proposed charter school calendar includes 180 days of instruction the first year. In the second year, students will attend school year round for an extended school year of at least 200 school days. The daily schedule is structured to offer a longer school day, beginning at 9:00 a.m. and ending at 5:00 pm, with seven 50-minute periods of instruction and one 85-minute period for Advisory daily. Thus, the length of the school day is nine hours, or six hours and 25 minutes of organized instruction (31 hours 15 minutes per week), which exceeds the 5.5 hours of instruction per day required by Education Law 2852(2)(n).

The proposed charter school will offer two basic educational programs (an Intensive Grade 9 Intervention and a General Education Program). All students in the Intensive Grade 9 Intervention Program will be required to attend school every day. The Intensive Grade 9 Intervention will include the following expectations of students: 1) attendance in ELA, math, science, and social studies for four periods prior to lunch; 2) participation in a series of advisories which lead students through the process of self-acceptance and responsibility to community; 3) participation in Art and Gym/Health; 4) completion of a Student Individual Learning Plan (ILP) with the help

of advisors and counselors, and 5) completion of at least one semester in a pre-college preparation program offered through CUNY.

Students in the General Education Program will participate in six classes and one Advisory during the day and in the Community Internship Program. The internships are aligned with the academic curriculum and Student ILP, exposing students to the soft skills necessary to succeed in the world of work (i.e., timeliness, dress, social behavior, work norms). Internships provide the “carrot” to return to school, and anecdotal data from alumni from Wildcat Academy suggests that students developed a skill set that made the transition to adulthood easier.

The schedule for students in the General Education Program, who are participating in the New Dawn Internship Program will attend school year round (except for the first year of operation during which time there will be no internships), attending school one week and working on an internship the next week and attending school full time during the summer. The students in the College Now program will attend school every week, attending college on Saturdays and/or 8th period and in the summer. Students will meet all requirements for graduation as specified under NYSED Part 100 Regulations.

When hiring staff, the proposed school will comply with all requirements of New York State Education Law. The hiring of general education teachers will be in accordance with Article 56, Section 2854(3)(a-1), and all special education teachers will be New York State certified in special education and will be “highly qualified” as defined by NCLB and IDEA. To retain staff, the proposed school will offer competitive salaries and benefits, professional development opportunities, and incentives.

The proposed school has developed an aggressive teacher recruitment campaign, which will include advertisements in print media and internet job search engines, participation at college fairs, and advertising through the charter school community. Working at the proposed school will require not only the entrepreneurial spirit necessary to work at any charter school, but the willingness to work with an at-risk, struggling group of students. The proposed school will work with Hunter College and other institutions of higher education to identify teachers who have the skills and capacities to work effectively in a transfer school.

All teachers and staff of the proposed New Dawn Charter High School will develop individual growth goals for the year and be evaluated using the Danielson Rubric of Professional Development. All first year teachers will work towards becoming a master teacher and simultaneously become involved in the governance of the school. After a teacher has reached master teacher status and met their growth goals and been involved in the governance in the school for at least four years, he/she will be eligible to participate in continuing education towards principal certification. The daily scheduling of common planning time and professional development is an important component of teacher development. This faculty growth and development plan will benefit the school by producing engaged, master teachers, and help to retain teachers as well. Across the board raises of 5% are built into the budget, contingent on meeting annual growth goals. In addition, the proposed school has budgeted for awards of up to \$5,000 per teacher based on student outcomes.

The design for the proposed school is built on the School Improvement Engine (SIE), which is currently used by 10 or more consortium charter schools involved with the Partnership for Innovation in Compensation for Charter Schools (PICCS). PICCS is a \$10.5 million project, funded by the USED Teacher Incentive Fund. The SIE includes all curricular, assessment, student tracking tools and procedures necessary for the implementation of a data driven culture, allowing teachers to use real-time data to inform instructional decisions.

Additionally, the proposed school will be steeped in the history and experience of an existing Regents-approved transfer charter school, the John V. Lindsay Wildcat Academy Charter School. The proposed school will adopt the Wildcat curriculum, which was initially approved by the authorizer, audited by an external agency, and undergone extensive review. Under the SIE, the curriculum is digitalized so teachers can map their lesson plans directly to the curriculum and the Common Core State Standards.

Assessments align back to curriculum and learning standards for the purpose of tracking student proficiency and informing instruction. This John V. Lindsay Wildcat Academy Charter School will provide all the procedural

materials (database structure, manuals, fiscal controls, compliance procedures, etc.) and educational materials (curriculum, Internship Program, tracking programs) needed for the proposed school to maintain viability.

Teachers at New Dawn, working together, will create “diary maps” (lesson plans) using the PICCS Warehouse which includes a variety of components. Using CurriculumCONNECTOR, teachers can tailor instruction to best address the needs of students. AssessmentBUILDER allows staff and administration to carefully plot assessments based on core and diary maps in CurriculumCONNECTOR, which enables teachers to grab snapshots of student performance and develop responsive instructional practices. In addition to the staff ‘drilling down’ on proficiency, administration can “drill down” on trends in specific cohort groups, based on attendance, race, lunch status, gender, among other pertinent variables.

Teachers and administrators will develop common assessments across subject areas. Teachers can diagnose the issues, prescribe best practices to impact these issues, monitor the progress and effectiveness of interventions, and finally introduce remedies or mid-course corrections when benchmarks are not met. The components of the PICCS system allow the school personnel to track the pathways of instruction to curriculum and the academic performance of students over time. Overall, this system and data derived from it will help to identify potential weaknesses in the curriculum and instruction and promote the prompt instructional delivery of appropriately targeted interventions.

The proposed school will not establish new enrollment preferences for students beyond those listed in statute. Students will be between the ages of 15 and 21, will be behind their four-year 9th grade cohort (peers with whom they started 9th grade), and will either be drop-outs, in-school truants or behind grade level struggling to remain in school—students who are over-aged and under-credited. Looking at the needs of students in specific communities within NYC, there are a number of neighborhoods, including Sunset Park, identified as in need of transfer school services. When needed services are assessed for the English Language Learners, Sunset Park, Corona, and Flushing are most in need of transfer school services.

The proposed school will be no student’s first high school and recruitment from the 8th grade will not occur. The proposed school expects to have a very large proportion of students with disabilities (24%) and a smaller proportion of English Language Learners (15%). At least 85% of the students will be eligible for free/reduced lunch. 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.

As required, the founding group provided a set of draft by-laws and code of ethics. Additionally, a curriculum vitae or resume, a completed statement of assurances, and a completed request for information from prospective charter school board member 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 nine individuals, seven of whom will transition to the Board of Trustees. This group of individual has a range of expertise in the areas of general education, special education, administration, curriculum development, law, financial planning, business management, not-for profit management, real estate, accounting, fundraising, community engagement and parent involvement. The founding group has experience with launching and operating a charter school.

The proposed initial members of the board of trustees are described below:

- **Ronald Tabano**, the CEO/Principal at Wildcat, has over 40 years of experience in education beginning as a 6th grade teacher, to teaching middle and high school social studies and ELA, to eventually becoming an Assistant Principal. He was a founding member of both the Wildcat Academy Charter School, which opened in 1992 under the NYC DOE and the first Second Opportunity School, which opened in 1997 in the Bronx. Mr. Tabano also started the first New Beginnings School in 1999 in Queens.
- **Samir Souidi**, currently works for the Population Council as a Senior Programmer and Database Developer with projects all across northern Africa. Prior to this, he worked at Wildcat as the Senior

Research Analyst and was involved in many aspects of the school, including the design of the school's student data system and the scheduling program for this very educationally diverse group of students. Originally from Morocco, he is fluent in Arabic and French. In addition to his knowledge about transfer charter schools, he will act as the liaison to the Arabic communities in the neighborhood.

- **George Crowley**, CPA, was Chief Financial Officer of Wildcat Services, Corp. a multi-million dollar not-for-profit until his retirement in 2005. He was responsible for the filing of all the fiscal and legal paperwork for the conversion of the Wildcat Charter School from a DOE school to a charter school. He has also been the Vice President of Finance and Operations at Laventhol & Horwath, a large, international accounting firm.
- **Alicia A. McFarlane**, J.D., is an Assistant DA in the Narcotics Trial Bureau—Alternative Sentencing division of the Queens DA's office, and works on the Queens Youth Diversion Program. Ms. McFarlane has extensive experience with youth and family services, having served as a case worker in the past.
- **Leslie Winter**, M.P.A., M.A., is the former Executive Director of the Achilles Foundation, was formerly the Assistant Commissioner for Planning in the Division of Real Property in NYC and the Director of Real Estate Programs for NYU's Real Estate institute. He has been purchasing commercial real estate in NYC and is the chairperson or president of two economic development not-for-profits and sits on the Boards of two others. He will assist in the identification of both the temporary and permanent sites for the school.
- **Lisa DiGaudio** is the former Director of Curriculum & Instruction at Hebrew Language Academy. She joined HLA after teaching 5th and 6th grades at Merrick Charter School. Prior to this she worked on Long Island in a variety of positions, including teaching Social Studies and Resource Room for high schools. As a center director, she worked with students who had dropped out of school and were returning to night school to obtain their high school diplomas. She, a NYSED certified teacher, recently received her Initial School Building Leadership and Initial School District Leadership Certifications.
- **Frank San Felice**, Director of PICCS and Senior Partner of JPS Solutions, has extensive experience in supporting schools through the various legal, compliance, and fiscal hurdles. He has extensive experience as a school administrator, as well as District Superintendent level at Dutchess County BOCES.

Additional members of the founding group who are proposed school employees include:

- **Dr. Sara Asmussen**, the lead applicant and proposed Executive Director, is currently the Director of Compliance & Accountability at Wildcat Academy Charter School. She has responsibility for compliance and reporting, as well as all data responsibilities, which includes the school's Performance Based Incentive Plan, upkeep of the PICCS data warehouse and all student outcome tracking. She serves as the lead Data Coordinator for the PICCS project, and has extensive experience with the development and implementation of new programs and grant activities.
- **Ed Peterman**, the proposed Principal, is currently the Assistant Principal at Wildcat Academy. In 1997, he was a founding ELA teacher at the Second Opportunity School and joined Wildcat as an ELA and technology teacher in 1999. After completing State school and district leader certification, he joined the Wildcat administrative team in 2008. His current responsibilities include working with teachers to re-map the Wildcat curriculum and to develop common assessments.

One additional member of the founding group will not move forward in an official capacity but will serve in a voluntary capacity with a board committee:

- **Marco Castro**, B.A., has lived in CSD 15 for 11 years and in Sunset Park for eight years. Formerly from Mexico City, he immigrated to NYC in 1993. He is a freelance photographer who has worked for the Mexican President Carlos Salinas de Gortari, the Mexican Mission in NYC, the United Nations, and Bryant Park Corporation. He recently completed his undergraduate work in Communication and Culture at CUNY on the Mexicanization of Sunset Park which tracked the changing of the icons and culture of the neighborhood with the influx of Mexican immigrants. He will ensure that the Spanish speaking community is represented in the school.

The organizational structure of the proposed school is headed by an Executive Director with responsibility for the management and administration, who will report directly to the Board of Trustees. The heads of each of the school's four organizational components will report to the Executive Director. This roles include: the Principal, who will be responsible for the school's pedagogy, parent involvement, and student outreach and enrollment and who will have the support of an Assistant Principal; the Director of Support Services, who will have oversight responsibility for of all support services including social workers, counselors, Internship Program and College Now program; the Executive Associate, who will have responsibility for all non-academic aspects of the school including finance (until year 2 when the Director of Finance is hired), facilities, all areas of compliance, health, safety, and data systems; and the Director of Finance who will be responsible (when hired in year 2) for purchasing, accounting, payroll, and human resources.

The proposed school has established a formal partnership with the Borough of Manhattan Community College/The City University of New York's College Now Program. College Now is a collaborative program between CUNY and NYCDOE, which aims to give students a head start in college while helping them to do better in high school. The program offers academic courses, tutoring, arts, campus tours and more, and is available to over 200 high schools at 17 CUNY campuses. CUNY will provide all curriculum materials and provide no-cost professional development for the teacher who will be in charge of the curriculum and the program at the school, as well as provide college professors who will teach college credit courses on campus. There are no tuition costs or fees (for courses, books, or activities) to the students. Additionally, the proposed school has formed a relationship with Lutheran Hospital to establish a School Health program, providing physical and mental health care services for students, on-site at the school.

Upon receiving a charter, the proposed Executive Director and Chair of the Board will begin communications with the NYCDOE to determine the availability of public school space in the Sunset Park community, to house the school for the first two years of operation. Staff will also work with Fillmore Real Estate to identify other possible community spaces. Simultaneously, the board of trustees will start a contractual process with Civic Builders to begin the search for the permanent space for the proposed school.

## **Fiscal Impact on District of Location**

The projected fiscal impact of the New Dawn Charter High School on its district of residence, the New York City School District (“NYCSD”), is summarized below.

<b>Year</b>	<b>Number of Students Enrolled in Charter Schools Per Year <sup>(1)</sup></b>	<b>Charter School Basic Tuition Rate <sup>(2)</sup></b>	<b>Total Charter School Basic Tuition Only</b>	<b>Estimated District Special Education Payment <sup>(1)</sup></b>	<b>Total District General Fund Budget <sup>(3)</sup></b>	<b>Percent of District Budget</b>
2012-13	150	\$13,527	\$2,029,050	\$163,350	\$19,218,074,295	0.011%
2016-17	500	\$17,199	\$8,599,500	\$592,920	\$19,218,074,295	0.048%

The calculations above assume that there will be no annual increase in the charter school basic tuition rate in year one (2012-13) and a 6.2% average annual increase each year thereafter for the remainder of the charter period (2013-14 thru 2016-17). Per the latest NYCSD Financial Status Report (FSR),<sup>52</sup> dated May 2011 and published on the NYCDOE website, the NYCDOE is projecting its NYCSD budget to increase at a rate of 1.59% over the next three years. In order to conservatively avoid underestimating the fiscal impact that the charter school will have on the district going forward, the New York State Education Department (the “Department”) is assuming no growth in the NYCSD budget during the duration of the school’s charter.<sup>53</sup>

It should be noted that, given the nature of district-based per-pupil funding, the estimates made by the Department in conducting this analysis are subject to unpredictable financial fluctuations. For forecasting purposes, the fiscal impact of this charter school on the district in which it will be located assumes that: there will be no fluctuations in the grade levels served by existing charter schools over the course of the charter term; the charter school will be able to meet its projected maximum enrollment; all students will come from NYCSD; and, all students will attend every day for a 1.0 FTE.

The specifics of the school’s enrollment composition are still unavailable; however, the Department acknowledges that the programmatic and fiscal impact of the proposed charter school on other public and private schools in the same area will also be influenced by the proportion of charter school enrollees that would have attended a same-district public or private school had it not been for the presence of this charter school.

<sup>49</sup> Source: New Dawn Charter School Application.

<sup>50</sup> Source: Education Law §2856(1)(a)(iii) and NYS Education Department Office of State Aid Charter School Basic Tuition Rate Analysis, September 2011.

<sup>51</sup> Source: New York City DOE Financial Status Report May 2011.

<sup>52</sup> NYCSD’s Total District General Fund Budget includes federal special education revenue and other federal grants and/or funds provided.

<sup>53</sup> Additional notes: While the school has included other federal grants and/or funds that may flow through the district to be received by the school in its proposed budget, this analysis does not account for these sources of potential revenue, nor does it include the value of certain services (e.g., transportation) that the district is required to provide the charter school. However, the analysis also does not account for district per-pupil expense and overall resource savings that is likely to result from a significant reduction in the number of students attending district public schools.

Below, for your reference, please find additional data on New York City Community School District 15.<sup>54</sup>

**New York City Community School District 15 Data**

<b>Enrollment Data</b>	
<b>Total District Enrollment:</b>	25,162
<b>Grade 9 through 12 Enrollment:</b>	4,763
<b>White:</b>	21%
<b>Black/African-American:</b>	23%
<b>Hispanic/Latino:</b>	44%
<b>American Indian/Alaskan Native:</b>	0%
<b>Asian/Native Hawaiian/Pacific Islander:</b>	12%
<b>Free/Reduced Priced Lunch:</b>	67%
<b>English Language Learners:</b>	16%
<b>Students with Disabilities:<sup>55</sup></b>	14%
<b>Graduation Rate</b>	
<b>Graduation Rate for 2005 Cohort:</b>	57%

<b>2009-10 State Assessments (% proficient)</b>		
<b>Grade level</b>	<b>English Language Arts</b>	<b>Mathematics</b>
Cohort 9-12	63%	61%

**Public Hearing and Public Comment**

As required by the Charter Schools Act, the NYCDOE held a hearing on Thursday, May 26, 2011 in CSD 15, to solicit comments from the community concerning the proposed charter school. One member of the community spoke at the hearing, and voiced support for the proposed charter school. The Department directly notified the NYCDOE Chancellor, as well as public and private schools in the region, of the charter school application, and issued an open call for written public comment via the State Education Department Charter School Office website. The Chancellor was contacted by letter and invited to comment directly.

<sup>54</sup> Source: 2009-2010 New York State School Report Card (<http://www.p12.nysed.gov/irs/reportcard/2010/home.html>) and Special Education School District Data Profile for 2009-10 (<http://eservices.nysed.gov/sepubrep/>).

<sup>55</sup> This figure is the available city-wide classification rate: the ratio of the count of school-age students with disabilities (ages 4-21) to the total enrollment of all school-age students in the school district, including students who are parentally placed in nonpublic schools located in the school district. The numerator includes all school-age students for whom a district has Committee on Special Education (CSE) responsibility to ensure the provision of special education services. The denominator includes all school-age students who reside in the district. In the case of parentally placed students in nonpublic schools, it includes the number of students who attend the nonpublic schools located in the school district. Source data are drawn from the Student Information Repository System (SIRS) and from the Basic Education Data System (BEDS).

## **Application Review Process**

On January 3, 2011, as required by the New York State Charter Schools Act, the New York State Education Department (the “Department”) released the *2011 Request for Proposals (“RFP”) to Establish Charter Schools Authorized by the Board of Regents*. In this cycle, the Department could legally award 58 new charters per Education Law subdivision 2852(9), 25 of which reflect charters that were available but not awarded during the 2010 RFP cycle. The charter school application process utilized by the Board of Regents and the Department during the 2011 RFP cycle is multi-stage, and designed to ensure that any charter school applicant presented to the Board of Regents for possible approval demonstrates four essential competencies:

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.

During this 2011 cycle, 100 letters of intent were received in January 2011, 80 charter school prospectuses were submitted by January 31, 2011, and after an initial review process, 37 applicants were invited to submit full applications. The Department received 36 full applications, including the application for New Dawn Charter High School.

To assess all four necessary competencies, the Department reviewed and evaluated a letter of intent, a prospectus, and a full application. The prospectus, and the educational, organizational, and fiscal plan presented in the full application were evaluated by Department and external reviewers. After determining that the written materials submitted sufficiently met application criteria, the Department staff also conducted a two-hour capacity interview with the founding group and proposed board members for the school.

## **Findings**

Based on the comprehensive review of the application and of the applicant, founding group, and proposed board of trustees, the Department makes the following findings:

1. The charter school described in the application meets the requirements of Article 56 of the Education Law (as amended) and other applicable laws, rules, and regulations.<sup>56</sup> This finding is based on the following (among other things):
  - the applicant has included in the application the information required by §2851(2)
  - the proposed charter school would meet or exceed enrollment and retention targets, as prescribed by the NYS Board of Regents,<sup>57</sup> of students with disabilities, English language learners, and students who are eligible applicants for the federal free and reduced price lunch program as required by Education Law subdivision 2852(9-a)(b)(i)
  - the applicant has conducted public outreach to solicit community input regarding the proposed charter school and to address comments received from the impacted community concerning the educational and programmatic needs of students in conformity with Education Law subdivision 2852(9-a)(b)(ii).

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<sup>56</sup> Education Law §2852(2)(a).

<sup>57</sup> Note, the data upon which to base the enrollment and retention targets mandated by the amendments to the Act was not available at the time the statute mandated the RFP be issued. As a result, the Department evaluated the plans for student enrollment, recruitment, and retention plans of each class of student referenced in the amendments to the Act such that the Department could make the determination that the applicant would meet or exceed the enrollment and retention targets when developed. During the first year of the charter term, the Department will develop such targets and incorporate these targets into the school’s charter agreement performance expectations.

2. The applicant has demonstrated the ability to operate the proposed charter school in an educationally and fiscally sound manner<sup>58</sup> and the four essential competencies prescribed by the Regents for charter approval noted above. This finding is based on the following (among other things):
  - The presentation of a sound educational plan in the application, which rigorously addresses the criteria outlined in the Department’s RFP in the areas of curriculum and instruction, school calendar and daily schedule, target population, assessment, and school climate and discipline.
  - The presentation of a sound organizational plan in the application, which rigorously addresses the criteria outlined in the Department’s RFP in the areas of governing body, founding group, management and operation, staffing and human resources, student recruitment, enrollment and evidence of demand, and community involvement.
  - The presentation of a sound financial plan in the application, which rigorously addresses the criteria outlined in the Department’s RFP in the areas of budget and cash flow, financial management, facility, transportation, food service, facility, and pre-opening plan.
  - An understanding of the New York State Charter Schools Act, and the skill, will and capacity to successfully launch and operate a high quality public charter school.
3. Granting the proposed charter is likely to improve student learning and achievement, will materially further the purposes of the Act,<sup>59</sup> and will have a significant educational benefit to the students expected to attend the charter school.<sup>60</sup> This finding is based on the totality of the information presented in the application and during the application review process, as summarized in this document.

### **Recommendation**

Based on the Department’s review and findings, Commissioner John B. King, Jr. recommends that the New York State Board of Regents approve the proposal to establish the New Dawn Charter High School to open in New York City in September of 2012.

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<sup>58</sup> Education Law §2852(2)(b).

<sup>59</sup> Education Law §2852(2)(c)

<sup>60</sup> As applicable pursuant to Education Law §2852(2)(d),



# New York State Education Department Charter School Office

## **Charter School Application Summary, Findings, and Recommendation**

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*Application in response to the  
New York State Education Department 2011 Request for Proposals to  
Establish Charter Schools Authorized by the Board of Regents  
to establish the proposed:*

**New Visions Charter High School for Advanced Math and Science II  
New Visions Charter High School for the Humanities II**

September 6, 2011

**Summary of the Proposed New Visions Charter High School for Advanced Math and Science II and New Visions Charter High School for the Humanities II**

<b>Name of Charter School</b>	New Visions Charter High School for Advanced Math and Science II
<b>Lead Applicant(s)</b>	Julia Chun
<b>District of Location</b>	New York City Community School District 7, 8, 9, 10, 11 or 12 (The Bronx)
<b>Opening Date</b>	Summer/Fall 2012
<b>Projected Charter Term</b>	September 13, 2011 – June 30, 2017
<b>Not-for-Profit Management Company</b>	New Visions for Public Schools
<b>Partners</b>	Lincoln Center Institute
<b>Projected Enrollment and Grade Span during Charter Term</b>	Opening with 125 students in grade 9 in 2012-13, growing to 600 students (150 students per grade) in grades 9 through 12 in 2016-17.
<b>Maximum Enrollment and Grade Span</b>	600 students in grades 9 through 12
<b>Mission Statement</b>	“The New Visions Charter High School for Advanced Math and Science II (AMS II) provides all students, regardless of their previous academic history, the highest quality education in an atmosphere of respect, responsibility and rigor. AMS II ensures that its graduates have the skills and content knowledge necessary to succeed in their post-secondary choices by engaging its students, teachers and administrators in coherent learning experiences that allow risk-taking, embrace multiple attempts at learning, cultivate students’ imaginative and creative abilities, and celebrate achievement. Through an intensive study of math and science concepts, students generate research questions, develop the skills necessary to answer those questions, imagine and create products that demonstrate their understanding, and defend their knowledge publicly.”

<b>Name of Charter School</b>	New Visions Charter High School for the Humanities II
<b>Lead Applicant(s)</b>	Brad Haggerty
<b>District of Location</b>	NYC CSD 7, 8, 9, 10, 11
<b>Opening Date</b>	Summer/Fall 2012
<b>Projected Charter Term</b>	September 13, 2011 – June 30, 2017
<b>Management Company</b>	New Visions for Public Schools
<b>Partners</b>	Lincoln Center Institute
<b>Projected Enrollment and Grade Span during Charter Term</b>	Opening with 125 students in grade 9 in 2012-13, growing to 600 students (150 students per grade) in grades 9 through 12 in 2016-17.
<b>Maximum Enrollment and Grade Span</b>	600 students in grades 9 through 12
<b>Mission Statement</b>	“The New Visions Charter High School for the Humanities II (HUM Charter II) provides all students, regardless of their previous academic history, the

	<p>highest quality education in an atmosphere of respect, responsibility and rigor. HUM CHARTER II ensures that its graduates have the skills and content knowledge necessary to succeed in their post-secondary choices by engaging its students, teachers and administrators in coherent learning experiences that allow risk-taking, embrace multiple attempts at learning, cultivate students' imaginative and creative abilities, and celebrate achievement. Through an intensive study of the humanities – the stories, the ideas, and the words that help us make sense of our lives – students generate research questions, develop the skills necessary to answer those questions, imagine and create products that demonstrate their understanding, and defend their knowledge publicly.”</p>
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The design of the New Visions Charter High Schools for AMS II and HUM II features paired co-located small charter high schools with a program designed to address the needs for high quality high school seats generated through the closure of persistently low-achieving district schools. New Visions and its flagship enterprise, New Century High School Initiative, have an extensive record of effectively providing school support, school turnaround and school start-up services, in New York City and nationally. New Visions for Public Schools is now seeking to implement and replicate the proposed curriculum, technology, data initiatives and teacher training and leadership development model within a charter school governance structure, with the stated goal of establishing 18 schools over a five year period. The New Visions Charter High Schools for AMS II and HUM II would be the second pair of charter high schools under this design. New Visions Charter High Schools for AMS and HUM were authorized through SUNY in September, 2010 and opened in August, 2011.

Key design elements of the schools include:

- A coordinated school- and network-wide approach to intensive instruction in writing and literacy, as defined in the NYS Common Core Standards (NYSCCS), in the Lower House. Lower House is considered to include the following instructional terms: Transition to Grade 9 Summer Bridge, Grade 9, Transition to Grade 10 Summer Bridge and Grade 10.
- A differentiated program in the Upper House (Grades 10 through 11) of the paired schools, so as to offer expanded choice of coursework in STEM subjects (AMS II) and history, ELA and the arts (HUM II)
- An instructional inquiry model that uses challenge curricula and anchor projects to address questions relevant to students and their communities throughout all four years of the program
- The systematic use of assessment information aligned to the NYSCCS, to guide all growth and learning
- Ongoing analysis of data by cohort and network inquiry teams composed of teachers and administrators, to review performance, reflect on practice and determine emerging needs of students, cohorts and schools
- Partnership with Lincoln Center Institute for instructional support, school wide language and learning framework to implement the challenge-based curriculum
- Extended school day and year
- A staffing structure in which teacher teams, including special education and English language learner teachers, guidance counselors and Assistant Principals will loop with student cohorts

The Lower House program is designed to accelerate learning and skills through a twelve day (half days) summer bridge program for incoming grade 9 and rising grade 10 students, as well as provide a clear focus on individual learning needs and additional daily instructional time when needed. In order to advance to Upper House, students must demonstrate mastery in writing and literacy (evaluation is aligned with the NYSCCS), Regents credit-accumulation and completion of anchor projects.

The Upper House program offers a small school environment with expanded subject offerings through the build-out of advanced level mathematics/science or humanities focused coursework and will offer cross-registration for students in grades 11 and 12. Students will be able to earn up to 10 college credits in the Upper House.

The proposed school calendar includes 180 days of instruction in a trimester schedule, plus an additional 12 days in July for the bridge program. The daily schedule is structured to offer a longer school day, beginning at 8:30 a.m. and ending at 4:30 p.m. The schedule includes morning extended day and enrichment activities, all core and required subjects and daily common planning time for teachers.

Teachers of core subjects will loop with students for two years in the Lower House. Assistant principals and guidance counselors will loop with the cohort of students in grades 9 through 12.

New Visions for Public Schools will contract with The New Teacher Project to recruit and hire teachers, based on expertise or interest in project-based learning, teaching of reading and writing, collaborative teaching and looping. When hiring staff, the schools will comply with all requirements of New York State Education Law. The hiring of general education teachers will be in accordance with Article 56, Section 2854(3)(a-1). All special education teachers will be New York State-certified in special education and will be “highly qualified” as defined by NCLB and IDEA. In order to retain staff the schools will offer competitive salaries and benefits, access to the New Visions Urban Teacher Residency Program (a well-established and positive adult learning environment), participation in decision-making committees at the school and network levels; and ongoing professional support.

The schools’ assessment plan is comprehensive and describes multiple types of assessment that will be used to set student-, teacher- and school-level goals and measure growth. These include NYS tests, norm-referenced measures of proficiency, teacher-created measures for information about content mastery, performance-based measures for information about skill progress, anchor projects, portfolios. Assessment data will be systematically provided to all stakeholders, including administrators, teachers, students, families, trustees. Teacher evaluation will be based on assessment-based evidence of student learning, as well as evidence of addressing student needs, evidence of effective classroom practice, and student survey information.

The founding group expresses the goal to establish “New Vision umbrella campuses” which would include paired sister charter schools with district schools started within the New Visions Partnership Support Organization. This arrangement will facilitate the sharing of promising practices and allow for campus-wide services, such as clinically rich teacher training and leadership development, technology and data initiatives, that are currently not affordable to any single small school. New Visions for Public Schools commits to the necessary community engagement and outreach to resolve any potential building-specific issues.

The proposed school will not establish enrollment preferences, beyond those listed in statute. Upon notification of the schools’ placement by the New York City Department of Education (NYCDOE), New Visions for Public Schools will target the feeder middle schools, their principals, guidance counselors and parent coordinators in the district in which the school is going to be placed for effective collaborations and articulations. Wherever feasible, New Visions will work with the guidance counselors, parent coordinators and youth services coordinators to convene parent information and student recruitment sessions that introduce the New Visions Charter High Schools model to students and families. The New Visions Charter High Schools anticipate that student enrollment will mirror that of the New Visions Partner Support Organization schools in the district of location, with 14.9% Students with Disabilities and 14.7% English Language Learners. The founding group presented a detailed, substantive narrative of how the proposed schools will attract and retain students, in particular those students with disabilities or who are English language learners.

As required, the founding group provided a set of draft by-laws and code of ethics. Additionally, each founding group member proposed for a seat on the board of trustees has provided a resume or curriculum vitae, a completed statement of assurances, and a completed request for information from prospective charter school board members form.

The founding group for both schools consists of the same individuals who have a range of expertise in the areas of education, administration, curriculum development, law, real estate, business management, community engagement and parent involvement.

The proposed initial members of the board of trustees for both schools are described below.

- **Yvette Armstrong** practices residential real estate law and is a former NYC Commissioner of Equal Employment Practices (1991-1997). Ms. Armstrong has held various educational leadership and governance positions in addition to her legal practice.
- **Sheila Breslaw** is a School Coach for the Institute of Student Achievement, where she provides mentoring and support for principals, teachers and guidance counselors in various locations. Ms. Breslaw has extensive experience as a teacher and as a principal.
- **Ronald Chaluisan** (ex-officio) is Vice President, New Visions for Public Schools, Charter School Unit. Since 2002, when he began his work with New Visions, Mr. Chaluisan has overseen a comprehensive program of creating new small schools and has developed and evaluated the supports provided to 76 New Visions Partnership Support Organization membership schools. He has also developed the Scaffolded Apprenticeship Program (SAM), a high school leadership certification that has been earned by over 100 NYC principals to date. Mr. Chaluisan has extensive experience in a range of teaching, administrative and educational policy settings.
- **Robert Menken** is a School Coach for the Institute of Student Achievement, where he provides mentoring and support for principals, teachers and guidance counselors in various locations. Mr. Menken has extensive experience as an English teacher and as a principal.
- **Angel Rodriguez** is the Principal of a highly rated Bronx middle school (MS x302), and has extensive teaching and administrative experience
- **Edna Vega** is an educator who has held a number of leadership positions with a focus on the needs of English language learners. Ms. Vega's most recent position was the National Director of English Language Learner services at EdisonLearning, Inc. Prior to that, Ms. Vega served with the College Board New York Education Initiative, as the Superintendent of the Division of English Language Learners and Parent Outreach for the NYCDOE, as a Local Instructional Superintendent and as a Community School District Superintendent.

Additional members of the founding group, all associated with New Visions for Public Schools, are described below.

- **Julia Chun**, Principal, New Visions Charter High School for Advanced Math and Science
- **Brad Haggerty**, Leadership Development Facilitator
- **Genevieve de Gaillande**, Program Coordinator
- **Robert Hiller**, Instructional Specialist
- **Madeleine Holzer**, Educational Director, Lincoln Center Institute
- **Stacy Martin**, Chief Financial Officer, Chief Operating Officer
- **Lori Mei**, Director of Operations
- **Jennie Soler-McIntosh**, Director, Charter Schools Community Engagement
- **Janet Price**, Director of Instruction, Charter Schools
- **Lewis Thomas**, Principal, New Visions Charter High School for Humanities

New Visions for Public Schools is a charter management organization and will provide academic, programmatic and operational support to the New Visions Charter High Schools, as described in the letter of intent submitted with the applications. The New Visions Charter High Schools Board of Trustees will delegate authority to New Visions for Public Schools to run the daily operations of the school, including the selection and evaluation of the Principals, the professional development of Inquiry Teams, the provision and analysis of data, and the setting of targets and development of action plans to attain the targets. New Visions for Public Schools will also provide administrative start-up support and resources, fiscal management and payroll administration services, support for teacher recruitment and development, community engagement, curriculum support, network collaboration support and other services.

The New Visions Charter High Schools will be led by the school Principals, who will be hired by the Board of Trustees. Under the New Visions partnership letter of intent provided with the applications, New Visions for Public Schools will assume responsibility to recruit, train, provide ongoing support, and evaluate the school

Principals. The Principals will serve as the instructional leaders and managers of the New Visions Charter High Schools. A Chief Operating Officer will report to the Principal in each school, and will manage the schools' operations team, consisting of an office manager, nurse, parent coordinator and teaching aides. Each school will be staffed with four Assistant Principals, who will work in conjunction with the Guidance Counselors to lead a grade group cohort from grade 9 through grade 12. Teachers and Guidance Counselors will report to the Assistant Principals, who will report to the Principal.

The New Visions Charter High Schools will have a formal partnership with the Lincoln Center Institute, which will provide instructional support to the schools at the direction of the Principals.

The applicants have not yet identified facilities for these schools. In his letter of support for the applications NYCDOE Chancellor Dennis Walcott said, " We have not identified a specific school at this time but see need for higher quality high school seats in New York City and will work with the applicant to identify space where available."

## **Fiscal Impact on District of Location**

The projected fiscal impact of the New Visions Charter High Schools on their district of residence, the New York City School District (“NYCSD”), is summarized below.

<b>Year</b>	<b>Number of Students Enrolled in Charter Schools Per Year <sup>(1)</sup></b>	<b>Charter School Basic Tuition Rate <sup>(2)</sup></b>	<b>Total Charter School Basic Tuition Only</b>	<b>Estimated District Special Education Payment <sup>(1)</sup></b>	<b>Total District General Fund Budget <sup>(3)</sup></b>	<b>Percent of District Budget</b>
2012-13	250	\$13,527	\$3,381,750	\$213,019	\$19,218,074,295	0.019%
2016-17	1200	\$17,199	\$20,638,800	\$964,549	\$19,218,074,295	0.112%

The calculations above assume that there will be no annual increase in the charter school basic tuition rate in year one (2012-13) and a 6.2% average annual increase each year thereafter for the remainder of the charter period (2013-14 thru 2016-17). Per the latest NYCSD Financial Status Report (FSR),<sup>64</sup> dated May 2011 and published on the NYCDOE website, the NYCDOE is projecting its NYCSD budget to increase at a rate of 1.59% over the next three years. In order to conservatively avoid underestimating the fiscal impact that the charter school will have on the district going forward, the New York State Education Department (the “Department”) is assuming no growth in the NYCSD budget during the duration of the school’s charter.<sup>65</sup>

It should be noted that, given the nature of district-based per-pupil funding, the estimates made by the Department in conducting this analysis are subject to unpredictable financial fluctuations. For forecasting purposes, the fiscal impact of this charter school on the district in which it will be located assumes that: there will be no fluctuations in the grade levels served by existing charter schools over the course of the charter term; the charter school will be able to meet its projected maximum enrollment; all students will come from NYCSD; and, all students will attend every day for a 1.0 FTE.

The specifics of the school’s enrollment composition are still unavailable; however, the Department acknowledges that the programmatic and fiscal impact of the proposed charter school on other public and private schools in the same area will also be influenced by the proportion of charter school enrollees that would have attended a same-district public or private school had it not been for the presence of this charter school.

Below, for your reference, please find additional data on New York City Community School Districts 7, 8, 9, 10, 11 and 12 (Bronx).<sup>66</sup>

<sup>61</sup> Source: Applications for New Visions Charter High School for Advanced Math and Science II and Humanities IIMS II.

<sup>62</sup> Source: Education Law §2856(1)(a)(iii) and NYS Education Department Office of State Aid Charter School Basic Tuition Rate Analysis, September 2011.

<sup>63</sup> Source: NYCDOE Financial Status Report May 2011.

<sup>64</sup> NYCSD’s Total District General Fund Budget includes federal special education revenue and other federal grants and/or funds provided.

<sup>65</sup> Additional notes: While the school has included other federal grants and/or funds that may flow through the district to be received by the school in its proposed budget, this analysis does not account for these sources of potential revenue, nor does it include the value of certain services (e.g., transportation) that the district is required to provide the charter school. However, the analysis also does not account for district per-pupil expense and overall resource savings that is likely to result from a significant reduction in the number of students attending district public schools.

<sup>66</sup> Source: 2009-2010 New York State School Report Card (<http://www.p12.nysed.gov/irs/reportcard/2010/home.html>) and Special Education School District Data Profile for 2009-10 (<http://eservices.nysed.gov/sepubrep/>).

**New York City Community School Districts 7, 8, 9, 10, 11, and 12 (The Bronx) Data**

<b>Enrollment Data</b>	<b>CSD 7</b>	<b>CSD 8</b>	<b>CSD 9</b>	<b>CSD 10</b>	<b>CSD 11</b>	<b>CSD 12</b>
<b>Total District Enrollment:</b>	18,526	31,184	34,694	55,419	38,163	22,111
<b>Grade K through 5 Enrollment:</b>	8,013	13,769	17,296	24,462	18,817	11,100
<b>White:</b>	1%	6%	1%	6%	7%	1%
<b>Black/African-American:</b>	29%	27%	33%	20%	45%	29%
<b>Hispanic/Latino:</b>	69%	63%	64%	67%	41%	68%
<b>American Indian/Alaskan Native:</b>	0%	0%	0%	9%	1%	1%
<b>Asian/Native Hawaiian/Pacific Islander:</b>	1%	4%	1%	7%	6%	2%
<b>Free/Reduced Priced Lunch:</b>	91%	85%	91%	84%	77%	93%
<b>English Language Learners:</b>	19%	12%	25%	22%	11%	19%
<b>Students with Disabilities:<sup>67</sup></b>	14%	14%	14%	14%	14%	14%
<b>Graduation Rate</b>	<b>CSD 7</b>	<b>CSD 8</b>	<b>CSD 9</b>	<b>CSD 10</b>	<b>CSD 11</b>	<b>CSD 12</b>
<b>Graduation Rate for 2005 Cohort:</b>	54%	46%	64%	64%	60%	53%

<b>2009-10 State Assessments (% proficient) for 2006 Cohort, Grades 9-12</b>						
<b>CSD</b>	<b>CSD 7</b>	<b>CSD 8</b>	<b>CSD 9</b>	<b>CSD 10</b>	<b>CSD 11</b>	<b>CSD 12</b>
<b>English Language Arts</b>	63%	60%	70%	68%	65%	60%
<b>Mathematics</b>	58%	59%	68%	70%	64%	55%

<sup>67</sup> This figure is the available city-wide classification rate: the ratio of the count of school-age students with disabilities (ages 4-21) to the total enrollment of all school-age students in the school district, including students who are parentally placed in nonpublic schools located in the school district. The numerator includes all school-age students for whom a district has Committee on Special Education (CSE) responsibility to ensure the provision of special education services. The denominator includes all school-age students who reside in the district. In the case of parentally placed students in nonpublic schools, it includes the number of students who attend the nonpublic schools located in the school district. Source data are drawn from the Student Information Repository System (SIRS) and from the Basic Education Data System (BEDS).

## **Public Hearing and Public Comment**

As required by the Charter Schools Act, the NYCDOE conducted public hearings in CSD 7 (May 19, 2011), CSD 8 (May 18, 2011), CSD 9 (May 17, 2011) to solicit comments from the community concerning the proposed charter school. The New Visions for Public Schools Director of Community Engagement presented information about the proposed schools and took questions from the audience. No comments, either in favor or in opposition, were made.

The Department directly notified the NYCDOE, as well as public and private schools in the region, of the New Visions Charter High School applications, and issued an open call for written public comment via the State Education Department Charter School Office website. The NYCDOE Chancellor was contacted by letter and invited to comment. Chancellor Walcott submitted a letter of support, recommending the New Visions Charter High School applications, noting: “These applications are proposing to turn-around an existing school that has been slated for phase-out/closure. New Visions has proved to be a great partner in developing, supporting, and sustaining quality school models.”

### **Application Review Process**

On January 3, 2011, as required by the New York State Charter Schools Act, the New York State Education Department released the *2011 Request for Proposals (“RFP”) to Establish Charter Schools Authorized by the Board of Regents*. In this cycle, the Department could legally award 58 new charters per Education Law subdivision 2852(9), 25 of which reflect charters that were available but not awarded during the 2010 RFP cycle. The charter school application process utilized by the Board of Regents and the Department during the 2011 RFP cycle is multi-stage, and designed to ensure that any charter school applicant presented to the Board of Regents for possible approval demonstrates four essential competencies:

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.

During this 2011 cycle, 100 letters of intent were received in January 2011, 80 charter school prospectuses were submitted by January 31, 2011, and, after an initial review process, 37 applicants were invited to submit full applications. The Department received 36 full applications, including the applications for the New Visions Charter High Schools.

To assess all four necessary competencies, the Department reviewed and evaluated a letter of intent, a prospectus, and a full application. The prospectus and the educational, organizational, and fiscal plan presented in the full application were evaluated by Department and external reviewers. After determining that the written materials submitted sufficiently met application criteria, the Department staff also conducted a two-hour capacity interview with the founding group and proposed board members for the school.

## Findings

Based on the comprehensive review of the application and of the applicant, founding group, and proposed board of trustees, the Department makes the following findings:

1. The charter schools described in the application meet the requirements of Article 56 of the Education Law (as amended) and other applicable laws, rules, and regulations<sup>7</sup>. This finding is based on the following (among other things):
    - the inclusion in the application of the information required by §2851(2)
    - the proposed charter school would meet or exceed enrollment and retention targets, as prescribed by the NYS Board of Regents<sup>8</sup>, of students with disabilities, English language learners, and students who are eligible applicants for the federal free and reduced price lunch program as required by Education Law subdivision 2852(9-a)(b)(i)
    - the applicant has conducted public outreach to solicit community input regarding the proposed charter school and to address comments received from the impacted community concerning the educational and programmatic needs of students in conformity with Education Law subdivision 2852(9-a)(b)(ii).
  2. The applicants have demonstrated the ability to operate the proposed charter school in an educationally and fiscally sound manner<sup>9</sup> and the four essential competencies prescribed by the Regents for charter approval noted above. This finding is based on the following (among other things):
    - the presentation of a sound educational plan in the application, which rigorously addresses the criteria outlined in the Department's RFP in the areas of curriculum and instruction, school calendar and daily schedule, target population, assessment, and school climate and discipline.
    - the presentation of a sound organizational plan in the application, which rigorously addresses the criteria outlined in the Department's RFP in the areas of governing body, founding group, management and operation, staffing and human resources, student recruitment, enrollment and evidence of demand, community involvement and partnerships.
    - the presentation of a sound financial plan in the application, which rigorously addresses the criteria outlined in the Department's RFP in the areas of budget and cash flow, financial management, facility, transportation, food service, facility, and pre-opening plan.
    - an understanding of the New York State Charter Schools Act, and the skill, will and capacity to successfully launch and operate a high quality public charter school.
  3. Granting the proposed charters is likely to improve student learning and achievement, will materially further the purposes of the Act<sup>10</sup>, and will have a significant educational benefit to the students expected to attend the charter schools<sup>11</sup>. This finding is based on the totality of the material and information presented in the application and during the application review process, as summarized in this document.
- Recommendation

Based on the Department's review and findings, Commissioner John B. King, Jr. recommends that the New York State Board of Regents approve the proposal to establish the New Visions Charter High School for Advanced Math and Science II and the New Visions Charter High School for Humanities II, to open in New York City in 2012.

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<sup>7</sup> Education Law §2852(2)(a)

<sup>8</sup> Note, the data upon which to base the enrollment and retention targets mandated by the amendments to the Act was not available at the time the statute mandated the RFP be issued. As a result, the Department evaluated the plans for student enrollment, recruitment, and retention plans of each class of student referenced in the amendments to the Act such that the Department could make the determination that the applicant would meet or exceed the enrollment and retention targets when developed. During the first year of the charter term, the Department will develop such targets and incorporate these targets into the school's charter agreement performance expectations.

<sup>9</sup> Education Law §2852(2)(b)

<sup>10</sup> Education Law §2852(2)(c)

<sup>11</sup> As applicable pursuant to Education Law S2852(2)(d)



# New York State Education Department Charter School Office

## **Charter School Application Summary, Findings, and Recommendation**

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*Application in response to the  
New York State Education Department 2011 Request for Proposals to  
Establish Charter Schools Authorized by the Board of Regents  
to establish the proposed:*

**Rochester Career Mentoring Charter School**

September 6, 2011

## Summary of the Proposed Rochester Career Mentoring Charter School

<b>Name of Charter School</b>	Rochester Career Mentoring Charter School
<b>Lead Applicant</b>	Dennis P. Francione
<b>District of Location</b>	Rochester City School District
<b>Opening Date</b>	Summer/Fall 2012
<b>Projected Charter Term</b>	September 13, 2011 through June 30, 2017
<b>Management Company</b>	None
<b>Partners</b>	None
<b>Projected Enrollment and Grade Span during Charter Term</b>	Opening with 80 students in grade 9 in 2012-13, growing to 320 students (80 students per grade) in grades 9 through 12 in 2016-17.
<b>Maximum Enrollment and Grade Span</b>	320 students in grades 9 through 12
<b>Mission Statement</b>	“Rochester Career Mentoring Charter School (CMCS) is a model secondary school offering a community of diverse learners in the City of Rochester a small, personalized 9th through 12th grade high school that engages each student in career exploration, college preparation, and rigorous academic standards.”

The primary focus of the school is to graduate every student with a Regents diploma and the academic and technical skills needed for today’s work force and/or entrance into college. Key design elements of the school include:

- An academically rigorous, student-centered curriculum
- Individualized Learning Plans with Teacher-Advisor “looping”
- Project Based Learning approach to integrated humanities and math-science
- Career exploration through community-based projects or internships
- Comprehensive set of assessments across several outcome areas – academic, college, job readiness.

The proposed school calendar includes 193 days of instruction. The daily schedule is structured to offer a longer school day, beginning at 8:15 a.m. to 4:00 p.m., with more time allotted per week for instruction than in the traditional public schools.

When hiring staff, the proposed school states that it will comply with all requirements of New York State Education Law. The hiring of general education teachers will be in accordance with Article 56, Section 2854(3) (a-1). All special education teachers will be New York State certified in special education and will be “highly qualified” as defined by NCLB and IDEA. In order to retain staff the proposed school will offer competitive salaries and benefits, and professional development opportunities.

The planning team will draw upon the Rochester City School District curriculum framework as the foundation of the proposed school’s pedagogy and will enhance it by offering a student-centered environment with project-based learning, career exploration, and an internship program as its core. Teachers will be trained in creating a workshop setting in classrooms and will generate projects and activities that are aligned with the NYS Common Core Standards (NYSCCS). Teachers will also receive training and resources in curriculum integration and career internship program development. The school learning environment will be extended beyond school walls to the home, libraries, museums, college, and the work place.

Prior to entering the charter school, prospective 9<sup>th</sup> and 10<sup>th</sup> grade students will meet with advisement teachers and parents to create Individual Learning Plans (ILP). The Individual Learning Plan will contain three major

components: 1) Individual Student Profile which is a summary of each student's educational and career achievement, accomplishments, interests, skill strengths and gaps; 2) Learning Goals and Success Plan which details a minimum of five goals per year that reflect educational, career, and personal growth interests of each student; and 3) Student Work, Assessment Checklists & Rubrics which includes student work that demonstrates academic rigor and completion of required projects, internship work products, and a job-readiness skill checklist that will be measured utilizing teacher developed rubrics. For some students, an intervention plan will be incorporated. The goal is to link academic achievement as closely as possible to something that the student cares deeply about in the real world.

An advisement teacher will be responsible for navigating and guiding the learning process with 14-18 students, over two to four years. In this role, he or she will take on aspects of administration, guidance, management, recruitment, and community outreach. The advisement teachers will build relationships with each student and his or her family by meeting, conferencing, and visiting each student's family routinely. Though certified in one area, advisement teachers will be able to draw on many disciplines to meet the needs of each student and to facilitate students' completion of projects and advisory activities.

The school plans to introduce Grade 9 students to the Career Choices Program, developed by Academic Innovations, a curriculum development company that infuses career guidance themes into the English, math, and social science. Through this program, the school will teach students, through a myriad of projects and activities, how to make decisions when selecting a career choice, how to use effective communications, and how to work with others in pairs, in groups, and/or in teams.

The school will connect students and the school to the community and businesses and will provide them with greater opportunities to become employable citizens in this high tech region. Students will go out in the real world to learn, with the aid of business mentors. Community members will serve as a resource for students, providing a varied menu of options which will include workshops on job-readiness skills and career exploration information. The school will likewise serve as an asset to the local community and its needs, giving students authentic ways to utilize skills and knowledge while contributing to the local community as valued citizens—something not done in a traditional high school setting.

Students in Grades 11 and 12 will participate in community internships to learn in an authentic way as they contribute their time and enthusiasm to their field of interest. In addition, interns will produce, with input from their mentors, projects that will be useful to their host sites. A School Coordinator of Internship will pool together several resources, work sites, and mentors and align them with each student's career interest and choice and a Hillside Work-Scholarship Connection Youth Advocate will assist in the coordination and placement of students at their internship sites.

The school plans to use COMET, a web-based, user-friendly, customized database management system which allows staff to manage, store, and access student data to inform instruction and to collect data on socio-emotional indicators, which combined serve as an early warning system. This data system is a key piece of the school's continuous improvement model and the development of a student's Individual Learning Plans (ILP). COMET is locally operated at the Children's Institute of Rochester, New York.

The founding group has expressed its desire to work with the Rochester City School District and will participate in the District/Charter Collaboration Compact upon charter approval. Through the District/Charter Collaboration Compact, the district and charter school leaders commit to collaboration in the interest of positive outcomes for all students in the city of Rochester. This collaboration includes a specific commitment to sharing effective practices with schools throughout the city of Rochester.

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 16.9 percent of its student population will be Students with Disabilities and 10.5 percent will be English Language Learners, based on data included in the Rochester City School District 2009-2010 school report card. The proposed school anticipates that student enrollment will mirror the district of location. 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.

As required, the founding group provided a set of draft by-laws and code of ethics. Additionally, a curriculum vitae or resume, a completed statement of assurances, and a completed request for information from prospective charter school board member 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 ten individuals, all but one of whom will transition to the Board of Trustees. The group consists of individuals who have a range of expertise in the areas of education (including higher education), school administration, curriculum development, career development, law, financial planning, business management, not-for profit management, real estate, accounting, fundraising, community engagement and parent involvement.

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

- **Dr. Jeannine Dingus-Eason**, the proposed President of the Board of Trustees, is an Assistant Professor of Educational Leadership at St. John Fisher College. She is a city parent who is knowledgeable about urban school reform, teacher quality, and culturally relevant pedagogy.
- **Kevin McCormick**, the proposed Vice-President of the Board, is the Senior Vice President of Informational Technology at Rochester Midland Company. Mr. McCormick brings expertise in organizational development, finance, and student career exploration and was a member of a Design Team to create a model small high school for the City School District.
- **Eugenio Cotto, Jr.**, a city resident, is the proposed Secretary of the Board. As Executive Director of Group 14621, a community-based organization, he has been active for 36 years in assisting city residents with civic engagement. His work has also included student recruitment, and providing internship opportunities.
- **Ellen Tomasso**, a city resident and lawyer in Rochester, provides guidance in the areas of charter school law and governance. Her children have attended city schools.
- **Connie Felder** is the Deputy Director of Rochester Works, Inc., a federally funded non-profit representing the local Workforce Investment Board which provides workforce preparation services and programs for youth, adults, and employers.
- **Dianne Spang** is the Director of K-12 Programs at Rochester Institute of Technology (RIT) and has worked with Rochester public schools on college readiness programming, including GEAR UP (Gaining Early Awareness and Readiness for Undergraduate Programs), STEP (Science, Technology and Entry Programs), and Liberty Partnerships Program. She also was a member of a Design Team to create a model small high school for the City School District.
- **Roderick Green** is the Executive Director of the Hillside Work-Scholarship Connection, an exemplary program targeting academic enhancement, career readiness skills, mentoring, and college scholarships for Rochester youth.
- **Christine Hill**, a city resident and retired Rochester City School District's Director of Special Education, secondary assistant principal and former charter school administrator, provides knowledge of the critical components of special education, ELL, and charter school operations.

Additional members of the founding group who are proposed school employees include:

- **Dennis Francione**, founder and proposed Chief Executive Officer, is a retired Rochester City School District Principal and city resident who has created and implemented a small high school design with the support and resources of the Rochester City School District and the Bill & Melinda Gates Foundation. Dennis served as a teacher and school administrator for 35 years, having spent 31 years in the Rochester City School District. He worked on project-based activities with the National Center on Education and the Economy, participated in Atlas Communities, and organized and implemented communication studies programs in two separate high schools.

Members of the founding group who will not move forward in an official capacity but are willing to serve as a resource in the future:

- **Marci Miller**, the Rochester Regional Vice President for the Empire State Chapter of Associated Builders and Contractors, Inc., will serve in an advisory capacity and facilitate the matching of students with member companies that will provide internship opportunities within the building trades.

The organizational structure of the proposed school includes a Chief Executive Officer, who will report directly to the Board of Trustees, and an Education Leader and Director of Operations, who will report directly to the Chief Executive Officer.

The proposed school has not identified a specific facility in which to house the proposed school. However, several local facilities under the auspices of the Catholic Diocese are suitable and under consideration. Upon approval of a charter, the Board of Trustees will select a realtor to identify other potential locations and make the most appropriate selection.

**Fiscal Impact on District of Location Fiscal Impact on District of Location**

The projected fiscal impact of the Rochester Career Mentoring Charter School on its district of residence, the Rochester City School District (“RCSD”), is summarized below.

<b>Year</b>	<b>Number of Students Enrolled in Charter School Per Year <sup>(1)</sup></b>	<b>Charter School Basic Tuition Rate <sup>(2)</sup></b>	<b>Total Charter School Basic Tuition Only</b>	<b>Estimated District Special Education Payment <sup>(1)</sup></b>	<b>Total District General Fund Budget <sup>(3)</sup></b>	<b>Percent of District Budget</b>
2012-13	80	\$12,090	\$967,200	\$22,000	\$681,165,332	0.15%
2016-17	320	\$14,533	\$4,650,560	\$80,000	\$667,643,860	0.71%

The calculations above assume that there will be no annual increase in the charter school basic tuition rate in year one (2012-13) and a 4.7% average annual increase each year thereafter for the remainder of the charter period (2013-14 thru 2016-17). Projections for Rochester’s Total District General Fund Budget were not available; therefore, the 2012-2013 budget was assumed to remain flat over the 2011-2012 budget.<sup>71</sup> However, since the budget of RCSD has declined over the last two years, the New York State Education Department (the “Department”) assumes a modest 0.5% annual budget decline during the remaining years of the charter, so as to avoid underestimating the fiscal impact that the charter school will have on the district going forward.<sup>72</sup>

It should be noted that, given the nature of district-based per-pupil funding, the estimates made by the Department in conducting this analysis are subject to unpredictable financial fluctuations. For forecasting purposes, the fiscal impact of this charter school on the district in which it will be located assumes that: there will be no fluctuations in the grade levels served by existing charter schools over the course of the school’s charter term; the charter school will be able to meet its projected maximum enrollment; all students will come from RCSD; and, all students will attend every day for a 1.0 FTE.

The specifics of the proposed school’s enrollment composition is not yet available; however, the Department acknowledges that the programmatic and fiscal impact of the proposed charter school on other public and private schools in the same area will also be influenced by the proportion of charter school enrollees that would have attended a same-district public or private school had it not been for the presence of this charter school.

<sup>68</sup> Source: Rochester Career Mentoring Charter School Application.

<sup>69</sup> Source: Education Law §2856(1)(a)(iii) and NYS Education Department Office of State Aid Charter School Basic Tuition Rate Analysis, September 2011.

<sup>70</sup> Source: Rochester CSD Budget Book and District Profile 2011.

<sup>71</sup> Rochester’s Total District General Fund Budget includes federal special education revenue and other federal grants and/or funds provided.

<sup>72</sup> Additional notes: While the school has included other federal grants and/or funds that may flow through the district to be received by the school in its proposed budget, this analysis does not account for these sources of potential revenue, nor does it include the value of certain services (e.g., transportation) that the district is required to provide the charter school. However, the analysis also does not account for district per-pupil expense and overall resource savings that is likely to result from a significant reduction in the number of students attending district public schools.

Below, for reference, please find additional data on the Rochester City School District.<sup>73</sup>

### **Rochester City School District Data**

<b>Enrollment Data</b>	
<b>Total District Enrollment:</b>	31,653
<b>Grade 9 through 12 Enrollment:</b>	9,848
<b>White:</b>	10%
<b>Black/African-American:</b>	64%
<b>Hispanic/Latino:</b>	22%
<b>American Indian/Alaskan Native:</b>	0%
<b>Asian/Native Hawaiian/Pacific Islander:</b>	3%
<b>Free/Reduced Priced Lunch:</b>	85%
<b>English Language Learners:</b>	10%
<b>Students with Disabilities:<sup>74</sup></b>	17%
<b>Graduation Rate</b>	
<b>Graduation Rate for 2005 Cohort:</b>	46%

<b>2009-10 State Assessments (% proficient)</b>		
<b>Grade level</b>	<b>English Language Arts</b>	<b>Mathematics</b>
Cohort 9-12	54%	54%

### **Public Hearing and Public Comment**

As required by the Charter Schools Act, the Rochester City School District held a hearing on Thursday, May 26, 2011 to solicit comments from the community concerning the proposed charter school. Six community members spoke at the meeting; two in support of and four who opposed the proposed charter school. Those voicing opposition to the charter school cite the loss of funding by the public school district of location, and generally expressed opposition to the reforms previously outlined by the former Superintendent of Rochester City School District.

Additionally, the Department notified the school district as well as public and private schools in the region of the proposed school application, and issued an open call for written public comment via the State Education Department Charter School Office. The Superintendent of Rochester City School District was contacted by letter and invited to comment directly. Included in the application to establish the proposed school were letters of support from the Rochester City School District's Board President Malik Evans and from the former Superintendent Jean-Claude Brizard.

<sup>73</sup> Source: 2009-2010 New York State School Report Card (<http://www.p12.nysed.gov/irs/reportcard/2010/home.html>) and Special Education School District Data Profile for 2009-10 (<http://eservices.nysed.gov/sepubrep/>).

<sup>74</sup> This figure is the available city-wide classification rate: the ratio of the count of school-age students with disabilities (ages 4-21) to the total enrollment of all school-age students in the school district, including students who are parentally placed in nonpublic schools located in the school district. The numerator includes all school-age students for whom a district has Committee on Special Education (CSE) responsibility to ensure the provision of special education services. The denominator includes all school-age students who reside in the district. In the case of parentally placed students in nonpublic schools, it includes the number of students who attend the nonpublic schools located in the school district. Source data are drawn from the Student Information Repository System (SIRS) and from the Basic Education Data System (BEDS).

## **Application Review Process**

On January 3, 2011, as required by the New York State Charter Schools Act, the New York State Education Department (the “Department”) released the *2011 Request for Proposals (“RFP”) to Establish Charter Schools Authorized by the Board of Regents*. In this cycle, the Department could legally award 58 new charters per Education Law subdivision 2852(9), 25 of which reflect charters that were available but not awarded during the 2010 RFP cycle. The charter school application process utilized by the Board of Regents and the Department during the 2011 RFP cycle is multi-stage, and designed to ensure that any charter school applicant presented to the Board of Regents for possible approval demonstrates four essential competencies:

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.

During this 2011 cycle, 100 letters of intent were received in January 2011, 80 charter school prospectuses were submitted by January 31, 2011, and after an initial review process, 37 applicants were invited to submit full applications. The Department received 36 full applications, including the application for Rochester Career Mentoring Charter School.

To assess all four necessary competencies, the Department reviewed and evaluated a letter of intent, a prospectus, and a full application. The prospectus, and the educational, organizational, and fiscal plan presented in the full application were evaluated by Department and external reviewers. After determining that the written materials submitted sufficiently met application criteria, the Department staff also conducted a two-hour capacity interview with the founding group and proposed board members for the school.

## **Findings**

Based on the comprehensive review of the application and of the applicant, founding group, and proposed board of trustees, the Department makes the following findings:

1. The charter school described in the application meets the requirements of Article 56 of the Education Law (as amended) and other applicable laws, rules, and regulations.<sup>75</sup> This finding is based on the following (among other things):
  - the applicant has included in the application the information required by §2851(2)
  - the proposed charter school would meet or exceed enrollment and retention targets, as prescribed by the NYS Board of Regents,<sup>76</sup> of students with disabilities, English language learners, and students who are eligible applicants for the federal free and reduced price lunch program as required by Education Law subdivision 2852(9-a)(b)(i)
  - the applicant has conducted public outreach to solicit community input regarding the proposed charter school and to address comments received from the impacted community concerning the educational and programmatic needs of students in conformity with Education Law subdivision 2852(9-a)(b)(ii).

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<sup>75</sup> Education Law §2852(2)(a).

<sup>76</sup> Note, the data upon which to base the enrollment and retention targets mandated by the amendments to the Act was not available at the time the statute mandated the RFP be issued. As a result, the Department evaluated the plans for student enrollment, recruitment, and retention plans of each class of student referenced in the amendments to the Act such that the Department could make the determination that the applicant would meet or exceed the enrollment and retention targets when developed. During the first year of the charter term, the Department will develop such targets and incorporate these targets into the school’s charter agreement performance expectations.

2. The applicant has demonstrated the ability to operate the proposed charter school in an educationally and fiscally sound manner<sup>77</sup> and the four essential competencies prescribed by the Regents for charter approval noted above. This finding is based on the following (among other things):
  - The presentation of a sound educational plan in the application, which rigorously addresses the criteria outlined in the Department’s RFP in the areas of curriculum and instruction, school calendar and daily schedule, target population, assessment, and school climate and discipline.
  - The presentation of a sound organizational plan in the application, which rigorously addresses the criteria outlined in the Department’s RFP in the areas of governing body, founding group, management and operation, staffing and human resources, student recruitment, enrollment and evidence of demand, and community involvement.
  - The presentation of a sound financial plan in the application, which rigorously addresses the criteria outlined in the Department’s RFP in the areas of budget and cash flow, financial management, facility, transportation, food service, facility, and pre-opening plan.
  - An understanding of the New York State Charter Schools Act, and the skill, will and capacity to successfully launch and operate a high quality public charter school.
3. Granting the proposed charter is likely to improve student learning and achievement, will materially further the purposes of the Act,<sup>78</sup> and will have a significant educational benefit to the students expected to attend the charter school.<sup>79</sup> This finding is based on the totality of the information presented in the application and during the application review process, as summarized in this document.

### **Recommendation**

Based on the Department’s review and findings, Commissioner John B. King, Jr. recommends that the New York State Board of Regents approve the proposal to establish the Rochester Career Mentoring Charter School to open in 2012 in the city of Rochester.

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<sup>77</sup> Education Law §2852(2)(b).

<sup>78</sup> Education Law §2852(2)(c)

<sup>79</sup> As applicable pursuant to Education Law §2852(2)(d),



# New York State Education Department Charter School Office

## **Charter School Application Summary, Findings, and Recommendation**

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*Application in response to the  
New York State Education Department 2011 Request for Proposals to  
Establish Charter Schools Authorized by the Board of Regents  
to establish the proposed:*

**Young Women's College Prep Charter School of Rochester**

September 6, 2011

**Summary of the Proposed Young Women’s College Prep Charter School of Rochester**

<b>Name of Charter School</b>	Young Women’s College Prep Charter School of Rochester
<b>Lead Applicant(s)</b>	Laura Rebell Gross
<b>District of Location</b>	Rochester City School District
<b>Opening Date</b>	September 2012
<b>Proposed Charter Term</b>	September 13, 2011 through June 30, 2017
<b>Management Company</b>	None
<b>Partners</b>	Young Women’s Leadership Network
<b>Projected Enrollment and Grade Span during Charter Term</b>	Opening with 75 students in grade 7 in 2012-13, growing to 375 students in grades 7 through 11 in 2016-17.
<b>Maximum Enrollment and Grade Span</b>	450 students in grades 7 through 12
<b>Mission Statement</b>	“Young Women’s College Prep Charter School of Rochester will offer young women from the city of Rochester the opportunity to learn in a single-gender environment where a central focus is placed on preparation for college enrollment and graduation. YWCP will partner with families and the community to instill in each student a sense of leadership, responsibility, and ethics, supporting young women in their endeavors to achieve excellence in and out of the classroom.”

The primary focus of the school is to instill in each young woman a sense of leadership, responsibility, and ethics to achieve excellence in and out of the classroom. Key design elements of the school include:

- Small, single gender school with an average class size of 25 students
- Curriculum based on Young Women’s Leadership Network Schools
- Focus on literacy and the humanities
- Interdisciplinary and Project-Based Learning
- Leadership development
- College prep focus
- Curriculum-based advisories
- Attention to health and wellness
- Partnerships with parents and community
- Extended school day and year

The proposed school calendar includes 195 days of instruction. The daily schedule is structured to offer a longer school day, beginning at 8:00 a.m. and ending at 4:00 p.m.

When hiring staff, the school states that it will comply with all requirements of New York State Education Law. The hiring of general education teachers will be in accordance with Article 56, Section 2854(3) (a-1). All special education teachers will be New York State-certified in special education and will be “highly qualified” as defined by NCLB and IDEA. In order to retain staff, the school will offer competitive salaries and benefits and professional development opportunities.

The planning team has consulted with the education team at the Young Women’s Leadership Network and studied the curriculum being used at the Network’s schools in East Harlem and Astoria. The curriculum is an inquiry-based model and allows teachers to employ pedagogical strategies that encourage questioning and independent thinking. The middle school curriculum is specifically designed to be interdisciplinary and to allow for co-planning and co-teaching throughout the academic year. The high school curriculum focuses on teaching

beyond the tests and preparing students for college success and leadership roles in the community. The school will design its curriculum to focus on the development of strong reading, writing, and communication skills.

Every student will have Individual Learning Plans (ILP), a living document which identifies a student's specific strengths, interests, and areas of concern. Each student's Advisor will work with the student to update and consult the ILP on a regular basis. The ILP will be used in consultation with parents as well. The staff and Principal will use the Friday faculty meeting as an opportunity to assess each student's progress and to determine what academic intervention services are needed.

The school is in the process of identifying an appropriate online data management or student information system, which will serve as a platform to aggregate and analyze student data. Teachers will access multiple reports and visual representations of student data at the classroom, group, and individual levels. This platform will allow for timely access to data in a format and presentation that will help drive planning, instruction, and intervention. This platform will also be a resource for the Principal and the administration to draw upon when planning professional development and evaluating teachers.

The founding group has expressed its desire to work with the Rochester City School District and will participate in the District/Charter Collaboration Compact upon charter approval. Through the District/Charter Collaboration Compact, the district and charter school leaders commit to collaboration in the interest of positive outcomes for all students in the city of Rochester. This collaboration includes a specific commitment to sharing effective practices with schools throughout the city of Rochester.

The 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 city of Rochester, and recruitment efforts will focus on resident students residing in the northeast zone. The school anticipates that nearly 17 percent of its student population will be Students with Disabilities and 10.4 percent will be English Language Learners. The founding group presented a detailed, substantive narrative of how the proposed school will attract and retain its students, in particular students who are English Language Learners and students with disabilities. The school anticipates that student enrollment will mirror the district of location and has presented reasonable projections based on data included in the Rochester City School District 2009-2010 School Report Card.

As required, the founding group provided a set of draft by-laws and code of ethics. Additionally, a curriculum vitae or resume, a completed statement of assurances, and a completed request for information from prospective charter school board member 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, four of whom will transition to the Board of Trustees. The group consists of individuals who have a range of expertise in the areas of education (including single-gender education), administration and policy development, curriculum development and effective instructional practices, law, financial planning, business management, not-for profit management, real estate, accounting, fundraising, and new school development (including charter schools).

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

- **Laura Rebell Gross**, the lead applicant, co-founder, and proposed Vice Chair of the Board of Trustees, has had a 15 year career as an educator, which includes seven years of experience as a teacher and Head of the English Department at The Young Women's Leadership School of East Harlem. Ms. Gross currently works as a consultant in the areas of curriculum and staff development. She has held a position on the Young Women's Leadership Network Board of Trustees the past seven years.
- **K. Brooke Stafford-Brizard, Ph.D.**, a co-founder, has worked in urban education for 12 years as a middle school teacher and as a Director of Research within New York City Department of Education's Division of Teaching and Learning Division. She is currently a consultant supporting schools and organizations in the practice of knowledge management (codifying and sharing effective practice).
- **Duffy Palmer**, the proposed Chair of the Board of Trustees, is currently a Vice President with Global Partnership Schools. He was a classroom teacher for over 30 years and holds several certifications. Mr.

Palmer served as Director of Education Policy and was promoted by former Governor David Paterson to Deputy Secretary of Education, the most senior advisor to the Governor on education issues and initiatives.

- **Erika Duthiers** is Associate Counsel for the Rochester Institute of Technology. She has also worked with Nixon Peabody, a large law firm active with non-profit organizations. Ms. Duthiers brings that experience to the Board.
- **Flor Colon** is Associate Counsel for Xerox. Ms. Colon was a member of the founding Board of Trustees for the Maria Eugenio de Hostos Charter School in Rochester.
- **Howie Jacobson** is a managing partner at the Dixon Schwabl Marketing firm and an active community member who sits on boards of Hillside Work-Scholarship and the Golisano Children's Hospital.
- **Dennis Kessler** is co-owner of Kessler Restaurants LLC and a Professor at the University of Rochester William E. Simon Graduate School of Business Administration and Director of the Entrepreneurial Studies Program.
- **Jennie Schaff**, the proposed Board Secretary, is an Associate Professor at Nazareth College with expertise in the field of educational technology. Dr. Schaff was on the Board of the ARC of Monroe County and has served actively on numerous committees at Nazareth College in the areas civic engagement, social justice, and service learning.
- **Tonya Taylor** is currently the Development Director at The Harley School, an independent school in the Rochester community. Ms. Taylor formerly served as Executive Director of the Newark Wayne Community Hospital Foundation, as the Director of Marketing and Community Services for the Health System, and as Director of Development and Communications for Wilson Commencement Park.
- **Jennifer Vossler**, the proposed Board Treasurer, is Vice President and Controller at Paychex. Ms. Vossler has over 25 years of progressive finance experience. She has held executive and senior management positions with responsibilities including management of external reporting, internal control systems, international finance functions, banking and treasury operations, and corporate accounting and planning.
- **Susan Solomon** is a former Vice President of Marketing for Mercer Management Consulting in New York City. Currently a philanthropist, Ms. Solomon is active on the boards of Sesame Street, National Public Radio, and the Peace Corps. Ms. Solomon is a longtime supporter and donor to the Young Women's Leadership Network.
- **Ann Rubenstein Tisch** is the President and Founder of the Young Women's Leadership Network. Ms. Tisch took her vision for a public single-gender school for girls and transformed it into a network of some of the most high-performing schools in New York City.

Additional members of the founding group who are proposed school employees or consultants include:

- **Daniel Deckman**, the proposed Director of Operations, is the former Chief Operating Officer for the True North network of Uncommon Schools in Rochester and currently consults with operating and prospective charter in Western New York.
- **Kathleen Ponze** is the Director of New Initiatives for the Young Women's Network and former Principal of The Young Women's Leadership School of East Harlem. Ms. Ponze has supported the development and opening of more than ten schools, including the hiring of several principals.

The organizational structure of the proposed school includes a School Principal. The Principal will be the instructional leader of the school and will report directly to the Board of Trustees. A Director of Operations will be responsible for day-to-day non-instructional operations and will report directly to the Principal.

The proposed school has established a formal institutional Partnership with the Young Women's Leadership Network, which has developed a proven model for all-girls schooling and currently supports five such schools in New York City and Philadelphia and six affiliate schools across the country. The Network is committed to providing consultative services during the application and start-up phases, on-site support including mentoring for the proposed school leader, professional development, academic and advisory curricula, and support/guidance in the hiring of staff. The Network's support will not involve any fees.

The proposed school has extensive knowledge of school facility options in the city of Rochester and has identified several promising short- and long-term options. The founding group prefers to acquire permanent space through financing and purchase of a school building. Two former school facilities that are suitable and appear to be available for purchase include the Rochester Christian School located at 208 Goodman Street, N. and the St. Andrew School located at 923 Portland Ave. Additionally, one former school building is available for lease (the Corpus Christi School located at 546 Oxford Street) and various other incubation facility options are currently under review.

## Fiscal Impact on District of Location

The projected fiscal impact of the Young Women’s College Prep Charter School of Rochester during its first five-year charter term on its district of residence, the Rochester City School District (“RCSD”), is summarized below.

Year	Number of Students Enrolled in Charter School Per Year <sup>(1)</sup>	Charter School Basic Tuition Rate <sup>(2)</sup>	Total Charter School Basic Tuition Only	Estimated District Special Education Payment <sup>(1)</sup>	Total District General Fund Budget <sup>(3)</sup>	Percent of District Budget
2012-13	75	\$12,090	\$906,750	\$33,000	\$681,165,332	0.14%
2016-17	375	\$14,533	\$5,449,875	\$93,000	\$667,643,860	0.83%

The calculations above assume that there will be no annual increase in the charter school basic tuition rate in year one (2012-13) and a 4.7% average annual increase each year thereafter for the remainder of the charter period (2013-14 thru 2016-17). Projections for Rochester’s Total District General Fund Budget were not available; therefore, the 2012-2013 budget was assumed to remain flat over the 2011-2012 budget.<sup>83</sup> However, since the budget of RCSD has declined over the last two years, the New York State Education Department (the “Department”) assumes a modest 0.5% annual budget decline during the remaining years of the charter, so as to avoid underestimating the fiscal impact that the charter school will have on the district going forward.<sup>84</sup>

It should be noted that, given the nature of district-based per-pupil funding, the estimates made by the Department in conducting this analysis are subject to unpredictable financial fluctuations. For forecasting purposes, the fiscal impact of this charter school on the district in which it will be located assumes that: there will be no fluctuations in the grade levels served by existing charter schools over the course of the school’s charter term; the charter school will be able to meet its projected maximum enrollment; all students will come from RCSD; and, all students will attend every day for a 1.0 FTE.

The specifics of the proposed school’s enrollment composition are not yet available; however, the Department acknowledges that the programmatic and fiscal impact of the proposed charter school on other public and private schools in the same area will also be influenced by the proportion of charter school enrollees that would have attended a same-district public or private school had it not been for the presence of this charter school.

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<sup>80</sup> Source: Young Women’s College Prep Charter School of Rochester Application.

<sup>81</sup> Source: Education Law §2856(1)(a)(iii) and NYS Education Department Office of State Aid Charter School Basic Tuition Rate Analysis, September 2011.

<sup>82</sup> Source: Rochester CSD Budget Book and District Profile 2011.

<sup>83</sup> Rochester’s Total District General Fund Budget includes federal special education revenue and other federal grants and/or funds provided.

<sup>84</sup> Additional notes: While the school has included other federal grants and/or funds that may flow through the district to be received by the school in its proposed budget, this analysis does not account for these sources of potential revenue, nor does it include the value of certain services (e.g., transportation) that the district is required to provide the charter school. However, the analysis also does not account for district per-pupil expense and overall resource savings that is likely to result from a significant reduction in the number of students attending district public schools.

Below, for reference, please find additional data on the Rochester City School District.

<b>Enrollment Data</b>	
<b>Total District Enrollment:</b>	31,653
<b>Grade 9 through 12 Enrollment:</b>	9,848
<b>White:</b>	10%
<b>Black/African-American:</b>	64%
<b>Hispanic/Latino:</b>	22%
<b>American Indian/Alaskan Native:</b>	0%
<b>Asian/Native Hawaiian/Pacific Islander:</b>	3%
<b>Free/Reduced Priced Lunch:</b>	85%
<b>English Language Learners:</b>	10%
<b>Students with Disabilities:<sup>86</sup></b>	17%
<b>Graduation Rate</b>	
<b>Graduation Rate for 2005 Cohort:</b>	46%

<b>2009-10 State Assessments (% proficient)</b>		
<b>Grade level</b>	<b>English Language Arts</b>	<b>Mathematics</b>
7	20%	23%
8	21%	15%
Cohort 9-12	54%	54%

### **Public Hearing and Public Comment**

As required by the Charter Schools Act, the Rochester City School District held a hearing on Thursday, May 26, 2011 to solicit comments from the community concerning the proposed charter school. Three community members spoke at the meeting, with one voicing support and two voicing opposition. Those in opposition cite the loss of funding by the public school district of location and the perceived opinion that charter schools are not successful at raising student achievement.

The Department directly notified the school district, as well as public and private schools in the region, of the charter school application, and also issued an open call for written public comment via the State Education Department Charter School Office website. The Superintendent of Rochester City School District was contacted by letter and invited to comment directly. In a January 27, 2011, the Department received a letter from the Ms. Mary Doyle, Senior Director of School Innovation for the Rochester City School District, expressing the District's support for the establishment of the Young Women's College Prep Charter School of Rochester. Ms. Doyle wrote, *"There is a great need in Rochester for high-quality school options at the middle and high school levels and an all-girls public school currently does not exist...The Rochester City School District supports the partnership with the Young Women's Leadership Network and the school's core values...In addition, the school's core values reflect the district's commitment to academic rigor and supporting students...This school is an important addition to Rochester's portfolio of schools."*

<sup>85</sup> Source: 2009-2010 New York State School Report Card

<sup>86</sup> This figure is the available city-wide classification rate: the ratio of the count of school-age students with disabilities (ages 4-21) to the total enrollment of all school-age students in the school district, including students who are parentally placed in nonpublic schools located in the school district. The numerator includes all school-age students for whom a district has Committee on Special Education (CSE) responsibility to ensure the provision of special education services. The denominator includes all school-age students who reside in the district. In the case of parentally placed students in nonpublic schools, it includes the number of students who attend the nonpublic schools located in the school district. Source data are drawn from the Student Information Repository System (SIRS) and from the Basic Education Data System (BEDS).

## **Application Review Process**

On January 3, 2011, as required by the New York State Charter Schools Act, the New York State Education Department (the “Department”) released the *2011 Request for Proposals (“RFP”) to Establish Charter Schools Authorized by the Board of Regents*. In this cycle, the Department could legally award 58 new charters per Education Law subdivision 2852(9), 25 of which reflect charters that were available but not awarded during the 2010 RFP cycle. The charter school application process utilized by the Board of Regents and the Department during the 2011 RFP cycle is multi-stage, and designed to ensure that any charter school applicant presented to the Board of Regents for possible approval demonstrates four essential competencies:

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.

During this 2011 cycle, 100 letters of intent were received in January 2011, 80 charter school prospectuses were submitted by January 31, 2011, and after an initial review process, 37 applicants were invited to submit full applications. The Department received 36 full applications, including the application for Young Women’s College Prep Charter School.

To assess all four necessary competencies, the Department reviewed and evaluated a letter of intent, a prospectus, and a full application. The prospectus, and the educational, organizational, and fiscal plan presented in the full application were evaluated by Department and external reviewers. After determining that the written materials submitted sufficiently met application criteria, the Department staff also conducted a two-hour capacity interview with the founding group and proposed board members for the school.

## **Findings**

Based on the comprehensive review of the application and of the applicant, founding group, and proposed board of trustees, the Department makes the following findings:

1. The charter school described in the application meets the requirements of Article 56 of the Education Law (as amended) and other applicable laws, rules, and regulations.<sup>87</sup> This finding is based on the following (among other things):
  - the applicant has included in the application the information required by §2851(2)
  - the proposed charter school would meet or exceed enrollment and retention targets, as prescribed by the NYS Board of Regents,<sup>88</sup> of students with disabilities, English language learners, and students who are eligible applicants for the federal free and reduced price lunch program as required by Education Law subdivision 2852(9-a)(b)(i)
  - the applicant has conducted public outreach to solicit community input regarding the proposed charter school and to address comments received from the impacted community concerning the educational and programmatic needs of students in conformity with Education Law subdivision 2852(9-a)(b)(ii).

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<sup>87</sup> Education Law §2852(2)(a).

<sup>88</sup> Note, the data upon which to base the enrollment and retention targets mandated by the amendments to the Act was not available at the time the statute mandated the RFP be issued. As a result, the Department evaluated the plans for student enrollment, recruitment, and retention plans of each class of student referenced in the amendments to the Act such that the Department could make the determination that the applicant would meet or exceed the enrollment and retention targets when developed. During the first year of the charter term, the Department will develop such targets and incorporate these targets into the school’s charter agreement performance expectations.

2. The applicant has demonstrated the ability to operate the proposed charter school in an educationally and fiscally sound manner<sup>89</sup> and the four essential competencies prescribed by the Regents for charter approval noted above. This finding is based on the following (among other things):
  - The presentation of a sound educational plan in the application, which rigorously addresses the criteria outlined in the Department’s RFP in the areas of curriculum and instruction, school calendar and daily schedule, target population, assessment, and school climate and discipline.
  - The presentation of a sound organizational plan in the application, which rigorously addresses the criteria outlined in the Department’s RFP in the areas of governing body, founding group, management and operation, staffing and human resources, student recruitment, enrollment and evidence of demand, and community involvement.
  - The presentation of a sound financial plan in the application, which rigorously addresses the criteria outlined in the Department’s RFP in the areas of budget and cash flow, financial management, facility, transportation, food service, facility, and pre-opening plan.
  - An understanding of the New York State Charter Schools Act, and the skill will and capacity to successfully launch and operate a high quality public charter school.
3. Granting the proposed charter is likely to improve student learning and achievement, will materially further the purposes of the Act,<sup>90</sup> and will have a significant educational benefit to the students expected to attend the charter school.<sup>91</sup> This finding is based on the totality of the information presented in the application and during the application review process, as summarized in this document.

### **Recommendation**

Based on the Department’s review and findings, Commissioner John B. King, Jr. recommends that the New York State Board of Regents approve the proposal to establish the Young Women’s College Prep Charter School of Rochester to open in 2012 in the city of Rochester.

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<sup>89</sup> Education Law §2852(2)(b).

<sup>90</sup> Education Law §2852(2)(c).

<sup>91</sup> As applicable pursuant to Education Law §2852(2)(d)