



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

**TO:** The Honorable the Members of the Board of Regents

**FROM:**

James A. Kadamus

**COMMITTEE:** Elementary, Middle, Secondary and Continuing Education

**TITLE OF ITEM:** Charter School Proposed Charters

**DATE OF SUBMISSION:** March 18, 2003

**PROPOSED HANDLING:** Action

**RATIONALE FOR ITEM:** Legislative authority to act on charter school proposed  
charters

**STRATEGIC GOAL:** Goals 1 and 2

**AUTHORIZATION(S):**

**SUMMARY:**

The Board of Regents is required to act upon proposed charters received from another charter entity within 60 days of such receipt. We have a total of three such proposed charters from the Board of Trustees of the State University of New York and one from the Buffalo Board of Education that will be presented to you at your March meeting. The proposed charters are for:

- Bronx Charter School for Better Learning  
New York City (CSD 11, Bronx)
- KIPP S.T.A. R. College Preparatory Charter School  
New York City (CSD 5, Harlem)
- KIPP Sankofa Charter School  
Buffalo, NY
- Enterprise Charter School  
Buffalo, NY

VOTED: that the Board of Regents approve and issue the proposed charters for the following charter schools, and incorporate such schools by granting them provisional

charters for a period of five years, based upon the information contained in the attachments and upon a finding by the Board of Regents that: (1) the charter schools meet the requirements set out in Article 56 of the Education Law, and all other applicable laws, rules, and regulations; (2) the applicants can demonstrate the ability to operate the schools in an educationally and fiscally sound manner; and (3) granting the applications is likely to improve student learning and achievement and materially further the purposes set out in subdivision two of section twenty-eight hundred fifty of Article 56 of the Education Law:

- Bronx Charter School for Better Learning
- KIPP S.T.A.R. College Preparatory Charter School
- KIPP Sankofa Charter School
- Enterprise Charter School

**New York State Education Department**

**Summary of Charter School Review**

***Summary of Applicant Information***

**Name of Proposed Charter School:** Bronx Charter School for Better Learning

**Address:** 971 East 227 Street / Bronx, New York 10466

**Applicant(s):** William Bernhart, Paula Hajar, Marilyn Maye, Theodore F. Swartz, and Daniel Tamulonis

**Anticipated Opening Date:** September 2, 2003

**District of Location:** New York City School District (CSD 11)

**Charter Entity:** State University of New York Board of Trustees

**Institutional Partner(s):** The Gattegno Foundation for Education, Inc. and the Association for the Science of Education, Inc.

**Management Partner(s):** None

**Grades Served:** 1 (K-4)

**Projected Enrollment:** 50 (250)

***Application Highlights***

**Applicants**

William Bernhart is a New York City resident and an Associate Professor of English, Speech, and World Literature with the City University of New York. He is the President of the Gattegno Foundation for Education, Inc.

Paula Hajar is a New York City resident and parent. She is the Director of Program Evaluation and Assessment for the Mamaroneck Public Schools.

Marilyn Maye is a resident of the North Bronx. She is an Assistant Professor in New Jersey City University's Department of Educational Leadership.

Theodore Swartz is the Superintendent and Principal of a one-school, K-8 district in New Jersey.

Daniel Tamulonis is a New York City resident and parent. He is Director of Columbia University's Peace Corps Fellows Program.

### **Institutional Partner(s)**

- The Gattegno Foundation for Education, Inc., which has Section 501(c)(3) status, will provide financial support for the school.
- The Association for the Science of Education, Inc., which has Section 501(c)(3) status, will provide assistance to the charter school in the dissemination of information about the school and provision of in-service for the professional and support staff free of charge.

### **Curriculum/Assessment/Instruction**

- The educational focus of the proposed school is an approach called the "Subordination of Teaching to Learning." This approach is rooted in the awareness that all human beings are endowed with great intelligence and that human learning is different from that of other creatures. Teachers who practice it are vigilant of how students use their time and are prepared to intervene to the extent required to ensure that students have everything necessary to become independent and that they take charge of their learning and assume responsibility for it.
- The subordination of teaching to learning approach is accompanied by learning materials and associated techniques, including full programs for literacy ("Words in Color"), mathematics ("Gattegno Mathematics"), and world languages ("The Silent Way").
- In addition to mandated New York State assessments and New York City-wide tests, the proposed school will incorporate assessment into daily instruction and will administer an additional standardized test yearly. The subordination of teaching to learning has built into all phases of its implementation a process called "continuous monitoring." Evaluation of student performance is a part of every lesson. In addition, the proposed charter school would administer a nationally normed, standardized test, yet to be chosen, to all but kindergarten students.
- The application includes a curriculum crosswalk for English Language Arts, Mathematics, Science, and Social Studies, which borrows heavily from the Core Curriculum Guides published by the New York State Education Department.

### **Governance**

- The Board of Trustees will consist of nine members, four of whom will be faculty of the school and one of whom will be the parent of a child in attendance at the school.
- All of the teachers and instructional assistants will serve as members, with the School Director, on the school's Administrative/Faculty/Staff Council, which will provide guidance and direction in the daily operation of all facets of the school.

- The School Director will be directly responsible for implementation of the policies of the Board of Trustees and compliance with all applicable Federal and State laws, regulations, and mandates.
- All salaried employees and most contracted agents will report to the School Director, who will report to the Board of Trustees.

### **Students**

- The proposed charter school does not target any special student population, but expects that, by locating the school in the North Bronx, a high-percentage of students will be academically at-risk.
- The proposed charter school intends to serve 50 students in the first grade in the first year of its charter and to serve 250 students in grades K through 4 by the last year of its charter.

### **Budget/Facilities**

- The applicants have secured commitment for a three-year lease at 971 East 227 Street, Bronx, New York 10466. The facility is part of an existing structure, on the lower level of a two-story church building owned by the Bronx Bethany Church of Nazarene.
- The applicants submit that the financial feasibility of the proposed charter school is aided by a low, multi-year lease rate and by an organizational structure that avoids the need for extensive administrative and support staff. With this additional flexibility, the school intends to pay its teachers \$60,000 per year with an annual increase of five percent.
- The applicants expect to receive \$382,656 in per pupil aid in the first year, have obtained commitments of financial support from several individual donors, and intend to pursue Federal grant opportunities.

### **Personnel**

- The proposed charter school plans to hire one part-time and three full-time classroom teachers, one part-time special education teacher, and four instructional assistants in the first year of its charter. The proposed charter school plans to employ 11 classroom teachers, one full-time and one part-time special education teacher, and 10 instructional assistants by the last year of its charter.
- Roles and responsibilities, which in other settings may be assigned to additional staff, will be structured as "coordinator" positions and assigned to teachers for an additional stipend.

### **Fiscal/Programmatic Impact**

- The proposed budget represents less than .01percent of the budget of the New York City school district.

- Projecting a per pupil expenditure amount of \$8,371 and assuming that all students are residents in the Community School District 11 attendance area, the fiscal impact on Community School District 11 would be \$418,550.

**Recommendation**

Approve the proposed charter.

**Reasons for Recommendation**

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

**New York State Education Department**

**Summary of Charter School Review**

***Summary of Applicant Information***

**Name of Proposed Charter School:** KIPP Success through Teamwork, Achievement and Responsibility College Preparatory Charter School (KIPP S.T.A.R.)

**Address:** TBD

**Applicants:** Maggie Runyan-Shefa

**Anticipated Opening Date:** July 21, 2003

**District of Location:** New York City (CSD 5)

**Charter Entity:** State University of New York Board of Trustees

**Institutional Partner:** KIPP Foundation, Inc.

**Management Partners:** None

**Grades Served:** Grade 5 (5-8)

**Projected Enrollment:** 90 (360)

***Application Highlights***

**Applicants**

Maggie Runyan-Shefa is a founding member of the KIPP S.T.A.R. College Prep Charter School Board of Trustees and is a resident of New York, New York. Ms. Runyan-Shefa is a former teacher and board member of the John A. Reisenbach Charter School in New York City and is enrolled in the 2002-2003 KIPP School Leadership Program. She is a former Teach for America Corps member and is an active alumna.

**Institutional Partner**

- The KIPP S.T.A.R. Charter School will be established in conjunction with the KIPP Foundation, Inc.

- The KIPP Foundation, Inc. will not manage the school. It will leverage its resources to support the development of the school leaders and of a high-performing school.
- Support services will be provided for at least two years and include leadership training, facilities identification, curriculum development, financial planning, professional development, and school evaluation.
- Ongoing support will focus on academic leadership, community development, organizational leadership and culture, and operations management.

### **Curriculum / Assessment / Instruction**

- Instruction will commence July 21, 2003 with a mandatory summer session for all students.
- The school will provide instruction from 7:30 a.m. to 5:00 p.m. Monday through Friday, and for four hours on selected Saturdays.
- The school will also provide instruction for three to four weeks in the summer.
- Instruction will be provided in each of the seven learning standard areas.
- The English/Language Arts curriculum is derived largely from Core Knowledge and Open Court Reading and Writing.
- KIPP Math is activity-focused, and will be integrated with Saxon Math.
- The science curriculum will use inquiry methodologies and will rely upon Delta Science Modules, which was developed by the Livermore Science Center at the University of California at Berkeley.
- The social studies curriculum is a basic curriculum covering all aspects of the subject.
- All required New York State assessments will be administered and be supplemented by the Stanford 9 tests in English/Language Arts and mathematics.
- The school will provide a resource room and will also have a special education coordinator/teacher.
- The New York City Department of Education will be asked to provide other special education services.
- An English immersion program will be provided for limited English proficient students.
- The school will offer a hot/cold breakfast, snack and lunch program, and will participate in the Federal School Breakfast Program and the National School Lunch Program.

### **Governance**

- A School Leadership Team will be established and will consist of all grade level chairs and one parent member. It will meet monthly to discuss plans regarding curriculum changes, staffing issues, discipline policy, class field lessons, and high school placement.
- The chair of the School Leadership Team will report monthly to the Board of Trustees and shall serve as a non-voting member of the Board.



- There will be eight members of the initial Board of Trustees, including one non-voting parent member and one non-voting staff member.
- The Trustees will set all policies and will approve all significant financial budgets and transactions.
- The School Leader will have authority to manage the day-to-day operations of the school and will report to the KIPP S.T.A.R. Board of Trustees.
- The relationship between KIPP Foundation, Inc. and the School Leader is advisory only. The KIPP Foundation Inc. will provide support and expertise to the school and the School Leader for all KIPP-specific areas of the school.

### **Students**

- The school will commence instruction with 90 students in grade 5.
- The average class size will be 23 students.
- The school will enroll 90 students per grade, for a total of 360 students in grades 5-8 by the 2006-07 school year.
- It is expected that all students will meet or exceed the student performance standards set by the Board of Regents.
- Collectively, it is expected that the eighth grade students will measure among the top 25 percent of all students in New York City as measured by the New York State assessments in English/Language Arts, mathematics, social studies, and science.
- Students will be required to adhere to a uniform dress code, which includes wearing a KIPP shirt every day.

### **Budget/Facilities**

- The start-up budget for the period of March 1, 2003 through June 30, 2003 shows expected revenues of \$191,333 and expected expenditures of \$186,672.
- The start-up budget shows a surplus of \$4,661.
- Anticipated revenues are from a federal Public Charter School Program (PCSP) grant, as well as private grants that have been promised pending the receipt of a charter.
- The first-year budget shows anticipated revenues of \$1,140,831 from per pupil payments, Title I aid, a Federal PCSP grant, and other private grants that have been promised pending the receipt of a charter.
- First-year expenditures are anticipated to be \$1,016,555, for a first-year surplus of \$124,276.
- A final site has yet to be determined. The applicant hopes to locate in Harlem, New York. The school is working with a real estate broker as well as KIPP National's Facilities Director.
- The school will likely lease its facility and expects to pay no more than \$20.00 per square foot.

### **Personnel**

- The school will have one teacher per classroom with no teaching assistants or paraprofessionals.
- The school will have five teachers in year one, nine in year two, 13 in year three, and 17 in years four and five.

### **Fiscal Impact**

- The proposed budget represents less than .01percent of the budget of the New York City school district.
- Programmatic and fiscal audits will comply with all requirements made of public schools. The school will employ a New York State licensed public accountant or certified public accountant to perform the fiscal audit. In addition, the school will ensure that it is conducted in accordance with GAAP issued by the U.S. Comptroller General.

### **Recommendation**

Approve the proposed charter.

### **Reasons for Recommendation**

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

**New York State Education Department**

**Summary of Charter School Review**

***Summary of Applicant Information***

**Name of Proposed Charter School:** KIPP Sankofa Charter School

**Address:** TBD

**Applicant(s):** Uchenna Smith

**Anticipated Opening Date:** July 21, 2003

**District of Location:** Buffalo City School District

**Charter Entity:** State University of New York Board of Trustees

**Institutional Partner(s):** KIPP Foundation, Inc.

**Management Partner(s):** None

**Grades Served:** 5 (5-8)

**Projected Enrollment:** 90 (360)

***Application Highlights***

**Applicant**

Ms. Smith is a former mathematics teacher in the Buffalo City School District.

**Institutional Partner**

- The KIPP Sankofa Charter School will be established in conjunction with the KIPP Foundation, Inc.
- The KIPP Foundation, Inc. will not manage the school. It will leverage its resources to support the development of the school leaders and of a high-performing school.
- Support services will be provided for at least two years and include leadership training, facilities identification, curriculum development, financial planning, professional development, and school evaluation.
- Ongoing support will focus on academic leadership, community development, organizational leadership and culture, and operations management.

## **Curriculum/Assessment/Instruction**

- Instruction will commence July 21, 2003 with a mandatory summer session for all students.
- All teachers will be available by cell phone 24 hours a day, seven days a week.
- The school will provide instruction from 7:30 a.m. to 5:00 p.m. Monday through Friday, and for four hours on selected Saturdays.
- The school will also provide instruction for three to four weeks in the summer.
- Instruction will be provided in each of the seven learning standard areas.
- The English/Language Arts curriculum is derived largely from Core Knowledge and Open Court Reading and Writing.
- KIPP Math is activity-focused, and will be integrated with Saxon Math.
- The science curriculum will use inquiry methodologies and will rely upon Delta Science Modules, which was developed by the Livermore Science Center at the University of California at Berkeley.
- The social studies curriculum is a basic curriculum covering all aspects of the subject.
- All required New York State assessments will be given, and will be supplemented by the Stanford 9 tests in English/Language Arts and mathematics.
- The school will provide a resource room and will also have a special education coordinator/teacher.
- The Buffalo Board of Education will be asked to provide other special education services.
- An English immersion program will be provided for limited English proficient students.
- The school will offer a hot/cold breakfast, snack and lunch program, and will participate in the federal School Breakfast Program and the National School Lunch Program.

## **Governance**

- A School Leadership Team will be established and will consist of all grade-level chairs and one parent member. It will meet monthly to discuss plans regarding curriculum changes, staffing issues, discipline policy, class field lessons, and high school placement.
- The chair of the School Leadership Team will report monthly to the Board of Trustees and shall serve as a non-voting member of the Board.
- There will be nine members of the initial Board of Trustees, including one non-voting parent member and one non-voting staff member.
- The Trustees will set all policy and will approve all significant financial budgets and transactions.
- The School Leader will have authority to manage the day-to-day operations of the school and will report to the KIPP Sankofa Board of Trustees.

- The relationship between KIPP Foundation, Inc. and the School Leader is advisory only. The KIPP Foundation, Inc. will provide support and expertise to the school and the School Leader for all KIPP-specific areas of the school.

### **Students**

- The school will commence instruction with 90 students in grade 5.
- The average class size will be 23 students.
- The school will enroll 90 students per grade, for a total of 360 students in grades 5-8 by the 2006-07 school year.
- It is expected that all students will meet or exceed the student performance standards set by the Board of Regents.
- Collectively, it is expected that the eighth grade students will measure among the top 25 percent of all students in Buffalo as measured by the New York State assessments in English/Language Arts, mathematics, social studies, and science.
- Students will be required to adhere to a uniform dress code, which includes wearing a KIPP shirt every day.

### **Budget/Facilities**

- The start-up budget for the period of March 1, 2003 through June 30, 2003 shows expected revenues of \$191,333 and expected expenditures of \$186,672.
- The start-up budget shows a surplus of \$4,661.
- Anticipated revenues are from a federal Public Charter School Program (PCSP) grant, as well as private grants that have been promised pending the receipt of a charter.
- The first-year budget shows anticipated revenues of \$1,214,271 from per pupil payments, Title I aid, a federal PCSP grant, and other private grants that have been promised pending the receipt of a charter.
- First-year expenditures are anticipated to be \$1,016,555, for a first-year surplus of \$197,716.
- A final site has yet to be determined. The applicant hopes to locate in the east side of Buffalo. The school is working with a real estate broker as well as KIPP National's Facilities Director.
- The school will likely lease its facility and expects to pay no more than \$20.00 per square foot.
- In the long term, the school intends to acquire a facility of approximately 25,000 to 30,000 square feet, including 16 750-square foot classrooms, two to three 900 square foot labs, two to three offices, storage space, a 3,200 square foot multi-purpose room/cafeteria, a gym, and adequate toilet facilities.

### **Fiscal Impact**

- It is anticipated that the total KIPP budget of \$790,000 for the first year of operation (2003-04) will have a 0.13–0.17 percent impact upon the Buffalo City School District, depending upon the amount of the 2003-04 per pupil payment.

- It is anticipated that the cumulative total impact of all charter schools upon the Buffalo City School District is 6.14 percent for the 2003-04 school year.

### **Personnel**

- The school will have one teacher per classroom with no teaching assistants or paraprofessionals.
- The school will have five teachers in year one, nine in year two, 13 in year three, and 17 in years four and five.

### **Recommendation**

Approve the proposed charter.

### **Reason for Recommendation**

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

**New York State Education Department**

**Summary of Charter School Review**

***Summary of Applicant Information***

**Name of Proposed Charter School:** Enterprise Charter School

**Address:** 377 Main Street, Buffalo, New York 14221

**Applicant(s):** Gary Stillman, Karen Brown, Kristen Mihalko, Jill Norton, Michelle Stevens

**Anticipated Opening Date:** August 11, 2003

**District of Location:** Buffalo City School District

**Charter Entity:** Buffalo Board of Education

**Institutional Partner(s):** Buffalo State College; Buffalo Community Schools Arts and Athletic Association; Western New York Peace Center; Erie County Council for the Prevention of Alcohol and Substance Abuse

**Management Partner(s):** None

**Grades Served:** K-8

**Projected Enrollment:** 405

***Application Highlights***

**Applicants**

Mr. Stillman is the lead applicant and is the Principal of PS 18 in the Buffalo City School District.

Ms. Brown is a 5<sup>th</sup> grade teacher at PS 18 in the Buffalo City School District.

Ms. Mihalko is a 7<sup>th</sup> and 8<sup>th</sup> grade ELA teacher at PS 18 in the Buffalo City School District.

Ms. Norton is the technology coordinator at PS 18 in the Buffalo City School District.

Ms. Stevens is a parent advocate in the Buffalo City School District. She is also the Executive Employment Director of the Independent Insurance Agents Association of Western New York.

### **Institutional Partners**

The Professional Development School Project of the Center for Excellence in Urban and Rural Education (CEURE) and the Department of Elementary Education and Reading at Buffalo State College is a collaborative partnership effort achieved as college faculty, school administrators, and practicing teachers deliberate on how to (1) cooperatively and closely supervise pre-service (uncertified) teachers and provide closer connections to classroom practice; (2) promote professional development for in-service teachers; (3) improve student learning; and (4) research the problems of educational practice. The Enterprise Charter School (ECS) will serve as a professional development school for the College, with the College having opportunities for applied research in education, urban field experiences (K-8) for teacher candidates beyond student teaching, site-based instruction of College education courses, advisement on other CEURE initiatives, and other school and reform activities appropriate to ECS needs.

The Erie County Council for the Prevention of Alcohol and Substance Abuse will provide a number of services to the ECS, including the Student Assistance Prevention Counseling program, which puts at-risk students directly in contact with the Council's trained staff to help them and to link them with other community resources, as needed.

The Buffalo Community Schools Arts and Athletic Association will offer several programs including the Buffalo Schools Swim Racers, the *Community School create!* (cultural respect enhanced by arts training and education), and Recycle-a-Bicycle, a life-skills program.

The Western New York Peace Center will provide training to staff and students in the area of non-violent conflict resolution.

### **Management Partner**

None.

### **Curriculum/Assessment/Instruction**

- The proposed curriculum is aligned with all New York State Learning Standards.
- The curriculum will be based upon that offered by the Buffalo City School District.
- Students will be engaged in project-based learning linked with technology.
- Constructivist-based instruction will be provided in multi-age classrooms.
- Each grade level K-8 will have three multi-age classrooms.



- There will be three classrooms for combinations of kindergarten, kindergarten/pre1st (referred to as grade 1a), grade 1b and 2; grades 3 and 4; grades 5 and 6; and grades 7 and 8.
- Departmentalized instruction will be offered starting in grade 3.
- Reading instruction will follow a Guided Reading Program in grades K-4, supplemented with trade books.
- Grades 5-8 will use a Reading-Writing workshop approach where students work more collaboratively.
- Conflict resolution training will be provided.
- Students will participate in two culminating projects per school year.
- Foreign language will be offered at all grade levels.
- Community-based field trips, before- and after-school programs, and hands-on experiences will be provided.
- An enrichment/remedial period will be built into the daily schedule.
- All required New York State assessments will be administered.
- TerraNova exams will be given on an annual basis.
- Performance-based assessments will also be used.
- Students will attend school for 200 days, teachers for 205 days.

### **Governance**

- A site-based management team will be in place to address daily academic concerns.
- Grade-level decisions will be made collaboratively during common planning time.
- Nine persons will comprise the initial Board of Trustees, including two parents and two teachers.
- A Director will serve as the head of the school.
- The Director will be assisted by an Assistant Director, a Program Coordinator, a Special Education Coordinator, a Developmental Specialist, a Social Worker, and an Operations Manager.
- A parent involvement program will be implemented.

### **Students**

- The ECS will target "at risk" students, who are defined as those eligible for free or reduced lunch.
- There will be a maximum of 27 children in each of the multi-age classrooms.
- The ECS will serve 405 students in grades K-8. There are no plans to expand beyond these numbers during the term of the initial five-year charter.

### **Budget/Facilities**

- Funds from the federal Public Charter Schools Program in the amount of \$175,000 will help offset start-up costs. The proposed charter school has also received a line of credit from HSBC in the amount of \$500,000.

- The proposed first-year budget shows expected revenues of \$3,762,855 (\$3,560,355 in per pupil payments from the districts of residence and \$202,500 in Title I funds).
- The proposed first-year budget shows expected expenses in the amount of \$3,716,765.
- A surplus of \$46,090 is anticipated after the first year of operation.
- The ECS will lease the former Taylor Building at 377 Main Street in Buffalo. It was formerly retail space.
- The ECS will lease 60,000 square feet on two floors.
- The lease amount will be at the rate of \$7.50 per square foot, for approximately \$450,000 per year.
- The ECS will have the option of first refusal for the remaining square footage of approximately 100,000 square feet.

### **Fiscal Impact**

- The anticipated fiscal impact of the ECS upon the Buffalo City School District is 0.75 percent.
- It is anticipated that the cumulative total impact of all charter schools upon the Buffalo City School District is 6.14 percent for the 2003-04 school year.

### **Personnel**

- The ECS will hire 15 classroom teachers and 11 support personnel.
- No more than five teachers, or 30 percent of the teaching staff (whichever is less), will be uncertified per §2854(3)(a-1) of the Education Law.

### **Recommendation**

Approve the proposed charter.

### **Reason for Recommendation**

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