


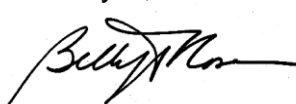


TO: P-12 Education Committee

FROM: James N. Baldwin 

SUBJECT: Renewal Recommendations for Charter Schools Authorized by the New York City Department of Education Chancellor

DATE: May 5, 2022

AUTHORIZATION(S): 

SUMMARY

Issue for Decision

Should the Board of Regents approve the renewal recommendations for the following charter schools authorized by the New York City Department of Education Chancellor pursuant to Article 56 of the Education Law (the New York Charter Schools Act):

- **Brooklyn Charter School** (Three-year renewal)
- **Future Leaders Institute Charter School** (Four-year renewal)
- **Nuasin Next Generation Charter School** (Five-year renewal and a revision to increase authorized enrollment from 676 students to 1151 students)
- **Pharos Academy Charter School** (Four-year renewal)

Reason(s) for Consideration

Required by State statute.

Proposed Handling

This issue will come before the P-12 Education Committee and for recommendation to the Full Board for action at its May 2022 meeting.

Procedural History

The New York City Department of Education Chancellor made the renewal and revision recommendations being presented to the Board of Regents for approval and issuance as required by Article 56 of the Education Law.

Background Information

The New York City Department of Education Chancellor is bound by Article 56 of the Education Law regarding criteria that can be considered in decision-making pertaining to charter school renewals and revisions.

Related Regents Items

Brooklyn Charter School

2000 Initial Charter (as Clearpool Charter School)
Not Available Electronically

December 2003 [Revision to Change School Name](https://www.regents.nysed.gov/common/regents/files/documents/meetings/2004Meetings/January2004/0104emscvesidca1.htm)
<https://www.regents.nysed.gov/common/regents/files/documents/meetings/2004Meetings/January2004/0104emscvesidca1.htm>

June 2005 [First Renewal](https://www.regents.nysed.gov/common/regents/files/documents/meetings/2005Meetings/June2005/0605emscvesida4.htm)
<https://www.regents.nysed.gov/common/regents/files/documents/meetings/2005Meetings/June2005/0605emscvesida4.htm>

May 2006 [Second Renewal](https://www.regents.nysed.gov/common/regents/files/documents/meetings/2006Meetings/May2006/0506emscvesida6.htm)
<https://www.regents.nysed.gov/common/regents/files/documents/meetings/2006Meetings/May2006/0506emscvesida6.htm>

June 2011 [Third Renewal](https://www.regents.nysed.gov/common/regents/files/documents/meetings/2011Meetings/June2011/611p12a2.pdf)
<https://www.regents.nysed.gov/common/regents/files/documents/meetings/2011Meetings/June2011/611p12a2.pdf>

March 2016 [Fourth Renewal](http://www.regents.nysed.gov/common/regents/files/316p12a5.pdf)
<http://www.regents.nysed.gov/common/regents/files/316p12a5.pdf>

June 2019 [Fifth Renewal](https://www.regents.nysed.gov/common/regents/files/619p12a4.pdf)
<https://www.regents.nysed.gov/common/regents/files/619p12a4.pdf>

Future Leaders Institute Charter School

March 2005 [Initial Charter](#)

<http://www.regents.nysed.gov/Summaries/0305summary.htm>

July 2009 [Revision to Increase Enrollment](#)

<http://www.regents.nysed.gov/meetings/2009Meetings/July2009/0709bra6.htm>

April 2010 [First Renewal](#)

<https://www.regents.nysed.gov/meetings/2010Meetings/April2010/0410emsca1.htm>

February 2013 [Administrative Renewal](#)

<http://www.regents.nysed.gov/common/regents/files/213p12a2%5B1%5D.pdf>

April 2013 [Second Renewal](#)

<http://www.regents.nysed.gov/report/apr-2013/p-12-education>

March 2016 [Third Renewal](#)

<http://www.regents.nysed.gov/common/regents/files/316p12a5.pdf>

March 2019 [Fourth Renewal](#)

<https://www.regents.nysed.gov/common/regents/files/319p12a2.pdf>

Nuasin Next Generation Charter School

September 2009 [Initial Charter](#)

<https://www.regents.nysed.gov/meetings/2009/2009-09-7>

May 2014 [First Renewal](#)

<https://www.regents.nysed.gov/common/regents/files/514p12a4.pdf>

April 2019 [Second Renewal](#)

<https://www.regents.nysed.gov/common/regents/files/419p12a4.pdf>

May 2021 [Revision to Terminate CMO Relationship and Change the School Name](#)

<https://www.regents.nysed.gov/common/regents/files/521p12a2.pdf>

Pharos Academy Charter School

May 2004 [Initial Charter](#)

<http://www.regents.nysed.gov/common/regents/files/documents/Summaries/0504Summary.htm>

April 2009 [First Renewal](#)

<http://www.regents.nysed.gov/meetings/2009Meetings/April2009/0409emsca6.htm>

March 2014 [Second Renewal](#)

https://www.regents.nysed.gov/common/regents/files/413bra2_1.pdf
March 2016 [Third Renewal](#)
<http://www.regents.nysed.gov/common/regents/files/316p12a5.pdf>

March 2019 [Fourth Renewal](#)
<https://www.regents.nysed.gov/common/regents/files/319p12a2.pdf>

July 2020 [Revision to Terminate CMO Relationship and Change the School Name](#)
<https://www.regents.nysed.gov/common/regents/files/720bra4.pdf>

Recommendation

It is recommended that the Board of Regents take the following action(s):

VOTED: That the Board of Regents finds that **Brooklyn Charter School**: (1) meets the requirements set out in Article 56 of the Education Law, and all other applicable laws, rules, and regulations; (2) the applicant can demonstrate the ability to operate the school in an educationally and fiscally sound manner; (3) granting the application 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 this article; and (4) granting the application would have a significant educational benefit to the students expected to attend the charter school, and the Board of Regents, therefore, approves the renewal application of **Brooklyn Charter School** and that a renewal charter be issued, and that its provisional charter be extended for a term up through and including **June 30, 2025**.

VOTED: That the Board of Regents finds that **Future Leaders Institute Charter School**: (1) meets the requirements set out in Article 56 of the Education Law, and all other applicable laws, rules, and regulations; (2) the applicant can demonstrate the ability to operate the school in an educationally and fiscally sound manner; (3) granting the application 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 this article; and (4) granting the application would have a significant educational benefit to the students expected to attend the charter school, and the Board of Regents therefore approves the renewal application of **Future Leaders Institute Charter School** and that a renewal charter be issued, and that its provisional charter be extended for a term up through and including **June 30, 2026**.

VOTED: That the Board of Regents finds that **Nuasin Next Generation Charter School**: (1) meets the requirements set out in Article 56 of the Education Law, and all other applicable laws, rules, and regulations; (2) the applicant can demonstrate the ability to operate the school in an educationally and fiscally sound manner; (3) granting the application 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 this article; and (4) granting the application would have a significant educational benefit to the students expected to attend the charter school, and the Board of Regents

therefore approves the renewal application of **Nuasin Next Generation Charter School** and that a renewal charter be issued, and that its provisional charter be extended for a term up through and including **June 30, 2027**.

VOTED: That the Board of Regents finds that **Pharos Academy Charter School**: (1) meets the requirements set out in Article 56 of the Education Law, and all other applicable laws, rules, and regulations; (2) the applicant can demonstrate the ability to operate the school in an educationally and fiscally sound manner; (3) granting the application 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 this article; and (4) granting the application would have a significant educational benefit to the students expected to attend the charter school, and the Board of Regents therefore approves the renewal application of **Pharos Academy Charter School** and that a renewal charter be issued, and that its provisional charter be extended for a term up through and including **June 30, 2026**.

Timetable for Implementation

The Regents action for the above-named charter schools will become effective immediately.

Brooklyn Charter School

Table 1: Charter School Summary

Name of Charter School	Brooklyn Charter School
Board Chair	Henry Lambert
District of Location	NYC CSD 14 ¹
Initial Commencement of Instruction	Fall 2000
Charter Term(s)	<ul style="list-style-type: none"> • Initial Charter: April 4, 2000 – April 3, 2005 • First Renewal: June 21, 2005 – July 1, 2006² • Second Renewal: May 23, 2006 – June 30, 2011³ • Third Renewal: July 1, 2011 – June 30, 2016 • Fourth Renewal: July 1, 2016 – June 30, 2019 • Fifth Renewal: July 1, 2019 – June 20, 2022
Facilities	545 Willoughby Avenue, Brooklyn NY 11221 – Public Space
Innovative and Noteworthy Programs	<ul style="list-style-type: none"> • Two teachers per classroom & small class size • Strong cultural arts program (music & dance)

Table 2: Current Grade Levels and Authorized Enrollment

	Year 1 2019 to 2020	Year 2 2020 to 2021	Year 3 2021 to 2022
Grade Configuration	K – Grade 5	K – Grade 5	K – Grade 5
Total Authorized Enrollment	240	240	240

Table 3: Recommended Renewal Term Grade Levels and Recommended Enrollment

	Year 1 2022 to 2023	Year 2 2023 to 2024	Year 3 2024 to 2025
Grade Configuration	K – Grade 5	K – Grade 5	K – Grade 5
Total Recommended Enrollment	240	240	240

¹ 7 percent of all students residing in this district attend charter schools.

² There was a short delay in approving the first renewal charter between April and June 2005.

³ There was an overlap in approval between the first and second renewal charters in 2006.

Rationale for Renewal Recommendation

In accordance with Education Law, Article 56, Sections 2851(4), and 2852(2), the New York City Department of Education (NYCDOE) recommends that the Board of Regents grant the renewal term described above in the Issue for Decision section, for the following reasons:

Renewal:

During the current charter term the school has compiled a strong and compelling record of academic success, and at the time of the renewal analysis, has met substantially other, non-fiscal, standards set forth in the NYCDOE Charter School Accountability Framework, and has partially met standards around financial condition and management.

Renewal Conditions:

1. The school must have audited financial statements that are free from any significant deficiency in internal controls in each year of the charter term.
2. The school must maintain at least 60 days of cash on hand in each year of the charter term.

Monitoring and Oversight:

- During the school’s current charter term, the NYCDOE conducted the following site visits:
 - Year 2 (2020-2021): Annual Comprehensive Review (ACR) visit
 - Year 3 (2021-2022): Renewal Visit
- The school did not receive any Notices of Concern or Deficiency during the charter term.

Summary of Evidence for Renewal

Prior to the pandemic, the school’s proficiency rates in ELA and Math were consistently above the Community School District (CSD) in which the school is located and the state, for all students as well as special populations. Brooklyn Charter School (BCS) offers academic and social-emotional support, combining more traditional “teacher-directed” with student-centered and project-based approaches to instruction in a tight-knit small community.

Essential Question 1: Is the school an academic success?

Student Performance – Elementary School Outcomes

See Table 4 below regarding NYS 3-8 math and ELA Assessments aggregate and subgroup student performance compared to the district of location and the NYS proficiency rates through 2018-2019. **According to the 2020-2021 school year ESEA accountability designation, BCS is *In Good Standing*.**

Academic Program: BCS offers curricula and coursework aligned to New York State Next Generation learning standards in ELA, Math, Social Studies, and Science. The school also offers technology, dance, and music classes.

Academic Program for Students with Disabilities and English language learners (ELLs): The school offers Integrated Co-Teaching (ICT) in all grades and provides mandated and at-risk counseling. The school employs one English as a New Language (ENL) teacher to provide supports to ELL students.

Table 4: Elementary/Middle School Assessment Proficiency Outcomes

		ELA					Math				
		Brooklyn CS (The)	NYC CSD 14	Differential to District	NYS	Differential to NYS	Brooklyn CS (The)	NYC CSD 14	Differential to District	NYS	Differential to NYS
All Students	2014-2015	19%	29%	-10	31%	-12	34%	37%	-3	43%	-9
	2015-2016	37%	39%	-2	39%	-2	31%	38%	-7	43%	-12
	2016-2017	39%	39%	0	40%	-1	51%	39%	+12	45%	+6
	2017-2018	47%	46%	+1	45%	+2	67%	46%	+21	49%	+18
	2018-2019	54%	47%	+7	46%	+8	53%	48%	+5	50%	+3
SWD	2014-2015	5%	7%	-2	8%	-3	14%	15%	-1	16%	-2
	2015-2016	6%	11%	-5	11%	-5	17%	16%	+1	16%	+1
	2016-2017	22%	12%	+10	12%	+10	44%	16%	+28	18%	+26
	2017-2018	31%	21%	+10	18%	+13	54%	23%	+31	21%	+33
	2018-2019	42%	19%	+23	17%	+25	45%	23%	+22	22%	+23
ELL	2014-2015	17%	10%	+7	13%	+4	50%	17%	+33	24%	+26
	2016-2017	17%	15%	+2	15%	+2	17%	18%	-1	23%	-6
	2017-2018	38%	24%	+14	28%	+10	63%	33%	+30	34%	+29
	2018-2019	46%	29%	+17	29%	+17	67%	35%	+32	36%	+31
ED	2014-2015	17%	22%	-5	21%	-4	35%	30%	+5	31%	+4
	2015-2016	37%	31%	+6	28%	+9	28%	30%	-2	31%	-3
	2016-2017	33%	29%	+4	29%	+4	48%	29%	+19	33%	+15
	2017-2018	48%	38%	+10	35%	+13	65%	38%	+27	38%	+27
	2018-2019	56%	38%	+18	36%	+20	52%	39%	+13	40%	+12

Essential Question 2: Is the school effective and well run?

Use of Data/ Ability to Monitor Progress

The school has a formal process of evaluating student progress, as evidenced by:

- A robust interim assessment program that includes iReady, Fountas & Pinnel, and pre-and post-module curricular assessments.
- Coaches that assist teachers with adjusting grouping and lesson plans in response to data.

Enrollment, Recruitment, and Retention

The school is currently meeting the target (85%) for aggregate enrollment (see Table 5 below) and has in all previous years of the current charter term.

Table 5: Aggregate Enrollment: Reported vs Contracted

Brooklyn CS (The)	Contracted Enrollment	Reported Enrollment	Percent of Contracted Enrollment
2016-2017	240	234	98%
2017-2018	240	194	81%
2018-2019	240	209	87%
2019-2020	240	222	93%
2020-2021	240	211	88%

The school is exceeding targets for enrollment of economically disadvantaged (ED) students, meeting the target for enrollment of students with disabilities (SWDs), and below the target range for enrollment of ELL students (see Table 6 below).

The school is within the target range for aggregate retention (see Table 7 below).

The school is exceeding the target for retention of SWDs, and within the target range for retention of ED students (see Table 7 below).

The school is making good faith efforts to recruit, serve, and retain at-risk students⁴. The school has an enrollment preference for ELL students, SWDs, and ED students. Efforts to recruit and retain students in the ED, ELL, and SWD populations include:

- Engaging a part-time bilingual Recruitment Consultant to target specific day-cares, afterschool programs, educational facilities, summer camps, and other places where special student populations are served;
- Providing personal one-on-one outreach to prospective families that may need additional support; and
- Engaging a professional firm to assist with targeting special populations through online ads and social media presence in multiple languages.

⁴ Education Law §2854(2)(a) requires that schools demonstrate good faith efforts to attract and retain a comparable or greater enrollment of students with disabilities, FRPL-eligible students and English language learners when compared to the enrollment figures for such students in the school district in which the charter is located. SUNY and the Regents were charged with setting specific enrollment and retention targets for each charter school and have done so (Education Law §2852(9-a)(b)(i)). All charter schools that were initially chartered after August 2010 or renewed after January 1, 2011 are expected to meet or exceed the enrollment and retention targets set by the Regents and SUNY. When submitting an application for renewal of the charter, schools are required to provide information detailing the means by which they will meet the enrollment and retention targets (Education Law §2851(4)(e)), and this information is considered by the Regents in the review of the school's performance over the charter term. A school's plan to change its enrollment practices, whether by weighting the lottery or preferencing, may also be considered when determining whether the school will meet the targets in the upcoming charter term. A school's repeated failure to meet or exceed its enrollment and retention targets, when combined with a failure to show that extensive efforts to meet the targets have been made, may be cause for termination or revocation of the charter, pursuant to Section Education Law §2855(1)(e).

Table 6: Subgroup Enrollment: Students with Disabilities, English Language Learners, and Economically Disadvantaged

	SWD			ELL			ED		
	Brooklyn CS (The)	NYC CSD 14	Differential to District	Brooklyn CS (The)	NYC CSD 14	Differential to District	Brooklyn CS (The)	NYC CSD 14	Differential to District
2016-2017	15%	24%	-9	6%	15%	-9	73%	63%	+10
2017-2018	16%	24%	-8	7%	17%	-10	82%	69%	+13
2018-2019	16%	23%	-7	9%	16%	-7	78%	68%	+10
2019-2020	17%	23%	-6	8%	16%	-8	84%	67%	+17
2020-2021	18%	21%	-3	1%	14%	-13	84%	66%	+18

Table 7: Student Retention – Aggregate and Subgroups

	All Students			SWD			ELL			ED		
	Brooklyn CS (The)	NYC CSD 14	Differential to District	Brooklyn CS (The)	NYC CSD 14	Differential to District	Brooklyn CS (The)	NYC CSD 14	Differential to District	Brooklyn CS (The)	NYC CSD 14	Differential to District
2016-2017	84%	87%	-3	85%	83%	+2	94%	87%	+7	85%	88%	-3
2017-2018	82%	87%	-5	70%	85%	-15	79%	86%	-7	83%	86%	-3
2018-2019	89%	88%	+1	96%	88%	+8	90%	86%	+4	87%	88%	-1
2019-2020	87%	88%	-1	79%	88%	-9	88%	87%	+1	88%	87%	+1
2020-2021	71%	73%	-2	78%	71%	+7	67%	74%	-7	71%	75%	-4

Legal Compliance

Brooklyn Charter School operates in accordance with applicable laws, regulations, rules, and other policies, including the terms of its charter, its by-laws, and other school-specific policies. The NYCDOE is currently reviewing the school’s disciplinary policies for SWDs to ensure compliance with federal, state, and applicable regulations, and the school is working in good faith to make any necessary revisions. The board holds meetings in accordance with the Open Meetings Law.

Essential Question 3: Is the school financially viable?

Financial Condition

The school has partially demonstrated financial viability as evidenced by performance on key indicators derived from the school’s independently audited financial statements.

The NYCDOE reviews the financial performance and management of charter schools using quantitative and qualitative methods. Near-term fiscal indicators, such as the current asset ratio and unrestricted days of cash on hand, are measures of liquidity and of the charter school's capacity to maintain operations; one was below target over the duration of the charter term. Long-term indicators, such as total margin and debt-to-asset ratio, are measures of the charter school's capacity to remain viable and to meet financial obligations; none were below target in the last two fiscal years.⁵

Financial Management

The NYCDOE reviewed BCS's audited financial statements from 2018-2019, 2019-2020, and 2020-2021 to determine whether the independent auditor observed sufficient internal controls over financial reporting. The auditor did identify a deficiency in internal controls that could be considered a material weakness in fiscal year 2021. The school has rectified the noted issue and has submitted a Corrective Action Plan.

Summary of Public Comment

The required public hearing was held by the NYCDOE on December 14, 2021. Eighty-five people attended, and twenty-one spoke. All were in favor of the renewal. No one was opposed. No written comment was submitted.

⁵ These rigorous indicators of fiscal soundness are aligned with those recommended by the National Association of Charter School Authorizers.

Future Leaders Institute Charter School

Table 1: Charter School Summary

Name of Charter School	Future Leaders Institute Charter School
Board Chair	Co-Chairs Natalie Deak Jaros & Julie Cohen Wilson
District of Location	NYC CSD 3
Initial Commencement of Instruction	Fall 2005
Charter Term(s)	<ul style="list-style-type: none"> • Initial Charter: March 15, 2005 – March 14, 2010 • First Renewal: March 15, 2010 – March 14, 2013 • Second Renewal/Administrative Extension: March 15, 2013 – June 30, 2013 • Third Renewal: July 1, 2013 – June 30, 2016 • Fourth Renewal: July 1, 2016 – June 30, 2019 • Fifth Renewal: July 1, 2019 – June 30, 2022
Facilities	134 West 122 nd Street New York, NY 10027 – Public Space
Innovative and Noteworthy Programs	<ul style="list-style-type: none"> • Values-centered school with responsive classroom and restorative practices • Emphasis on small group instruction

Table 2: Current Grade Levels and Authorized Enrollment

	Year 1 2019 to 2020	Year 2 2020 to 2021	Year 3 2021 to 2022
Grade Configuration	K – Grade 8	K – Grade 8	K – Grade 8
Total Authorized Enrollment	387	387	387

Table 3: Recommended Renewal Term Grade Levels and Recommended Enrollment

	Year 1 2022 to 2023	Year 2 2023 to 2024	Year 3 2024 to 2025	Year 4 2025 to 2026
Grade Configuration	K – Grade 8	K – Grade 8	K – Grade 8	K – Grade 8
Total Recommended Enrollment	387	387	387	387

Rationale for Renewal Recommendation

In accordance with Education Law, Article 56, Sections 2851(4), and 2852(2), the New York City Department of Education (NYCDOE) recommends that the Board of Regents grant the renewal term described above in the **Issue for Decision** section, for the following reasons:

Renewal:

During the current charter term, the school has compiled a strong and compelling record of academic success, and at the time of the renewal analysis, has met substantially other standards set forth in the NYCDOE Charter School Accountability Framework.

As the total enrollment of resident students attending charter schools in the district is greater than 5 percent of the total public school enrollment, pursuant to Education Law Section 2852(2)(d), the NYCDOE notes that granting this renewal application provides a significant educational benefit to the students attending and expected to attend this charter school.

Of note, economically disadvantaged (ED) students enrolled in this school demonstrate strong academic outcomes when compared to the school's Community School District (CSD) of location, NYC CSD 3.

Renewal Conditions:

1. By June 30th of each year of the next charter term, the school must demonstrate growth in meeting CSD 5's enrollment rate of Students with Disabilities (SWD) and ultimately meet (or be within 10 percentage points of) CSD 5's enrollment of SWDs by the end of the charter term.

Monitoring and Oversight:

- During the school's current charter term, the NYCDOE conducted the following site visits:
 - Year 2 (2020-2021): Annual Comprehensive Review (ACR) visit
 - Year 3 (2021-2022): Renewal Visit
- The school did not receive Notices of Concern or Deficiency during the charter term.

Summary of Evidence for Renewal

Future Leaders Institute Charter School (FLI) emphasizes a values-centered approach that includes responsive classroom and restorative justice practices. Small group instruction is prioritized.

Essential Question 1: Is the school an academic success?

Student Performance – Elementary/Middle School Outcomes

See Table 4 below regarding NYS 3-8 math and ELA Assessments aggregate and subgroup student performance compared to the CSD of location and NYS proficiency rates, through 2018-2019. **According to the 2020-2021 school year ESEA accountability designation, FLI is *In Good Standing*.**

Academic Program: FLI offers curricula and coursework aligned to New York State Next Generation learning standards in ELA, Math, Social Studies, and Science. The school offers the Algebra I Regents Exam

to 8th grade students. The school also offers art, music, and physical education classes during the extended day program.

Academic Program for SWDs and English language learners (ELLs): The school provides Special Education Teacher Support Services (SETSS) for SWDs, as well as counseling, and is in the process of adding Integrated Co-Teaching (ICT) sections to each grade over the course of the next charter term. The school employs one ELL teacher to provide push-in and pull-out services for ELL students.

Table 4: Elementary/Middle School Assessment Proficiency Outcomes - CSD 3

		ELA					Math				
		Future Leaders Institute CS	NYC CSD 3	Differential to District	NYS	Differential to NYS	Future Leaders Institute CS	NYC CSD 3	Differential to District	NYS	Differential to NYS
All Students	2014-2015	22%	49%	-27	31%	-9	31%	50%	-19	38%	-7
	2015-2016	28%	56%	-28	38%	-10	23%	51%	-28	39%	-16
	2016-2017	31%	60%	-29	40%	-9	27%	54%	-27	40%	-13
	2017-2018	46%	65%	-19	45%	+1	33%	57%	-24	45%	-12
	2018-2019	39%	64%	-25	45%	-6	37%	60%	-23	47%	-10
SWD	2014-2015	9%	19%	-10	7%	+2	9%	22%	-13	12%	-3
	2015-2016	9%	21%	-12	9%	0	9%	21%	-12	12%	-3
	2016-2017	8%	28%	-20	11%	-3	10%	25%	-15	14%	-4
	2017-2018	18%	33%	-15	16%	+2	8%	30%	-22	17%	-9
	2018-2019	7%	33%	-26	15%	-8	11%	31%	-20	17%	-6
ELL	2014-2015	0%	10%	-10	11%	-11	9%	23%	-14	21%	-12
	2015-2016	20%	14%	+6	13%	+7	13%	20%	-7	20%	-7
	2016-2017	13%	12%	+1	12%	+1	7%	20%	-13	19%	-12
	2017-2018	39%	34%	+5	25%	+14	28%	32%	-4	29%	-1
	2018-2019	18%	34%	-16	25%	-7	24%	38%	-14	31%	-7
ED	2014-2015	21%	23%	-2	21%	0	30%	25%	+5	27%	+3
	2015-2016	27%	32%	-5	27%	0	24%	25%	-1	28%	-4
	2016-2017	30%	32%	-2	29%	+1	27%	26%	+1	29%	-2
	2017-2018	46%	40%	+6	35%	+11	33%	31%	+2	34%	-1
	2018-2019	39%	40%	-1	36%	+3	38%	35%	+3	36%	+2

Essential Question 2: Is the school effective and well run?

Use of Data/ Ability to Monitor Progress

The school has a formal process of evaluating student progress, as evidenced by:

- A thorough interim assessment program that includes iReady and ANET, as well as the STEP assessments;
- Regular execution of “Data Days” to study student data; and
- Staff training on how to use data through well-developed Professional Learning Communities to improve and evolve teaching practice.

Enrollment, Recruitment, and Retention

The school has exceeded the target (85%) for aggregate enrollment over the course of the charter term (see Table 5 below).

Table 5: Aggregate Enrollment: Reported vs Contracted

Future Leaders Institute CS	Contracted Enrollment	Reported Enrollment	Percent of Contracted Enrollment
2016-2017	391	377	96%
2017-2018	391	361	92%
2018-2019	391	370	95%
2019-2020	387	391	101%
2020-2021	387	388	100%

The school is within the target range for the enrollment of SWDs and ELL students and far exceeds the target enrollment of ED students when compared to the district of location (see Table 6 below).

The school is exceeding the target for aggregate retention (see Table 7 below).

The school is meeting or exceeding targets for retention of SWDs and ED students (see Table 7 below).

The school is making good faith efforts to recruit, serve, and retain at-risk students⁶. The school has recently added a preference for SWDs and ELLs. Efforts to recruit and retain students in the ED, ELL, and SWD populations include:

- Hiring a Director of Enrollment & Engagement to focus recruitment on pre-school programs and offer workshops to families not yet enrolled.
- Increased use of social media to target special populations.
- Focusing outreach to communities and organizations that serve special populations.

⁶ Education Law §2854(2)(a) requires that schools demonstrate good faith efforts to attract and retain a comparable or greater enrollment of students with disabilities, FRPL-eligible students and English language learners when compared to the enrollment figures for such students in the school district in which the charter is located. SUNY and the Regents were charged with setting specific enrollment and retention targets for each charter school and have done so (Education Law §2852(9-a)(b)(i)). All charter schools that were initially chartered after August 2010 or renewed after January 1, 2011 are expected to meet or exceed the enrollment and retention targets set by the Regents and SUNY. When submitting an application for renewal of the charter, schools are required to provide information detailing the means by which they will meet the enrollment and retention targets (Education Law §2851(4)(e)), and this information is considered by the Regents in the review of the school's performance over the charter term. A school's plan to change its enrollment practices, whether by weighting the lottery or preferencing, may also be considered when determining whether the school will meet the targets in the upcoming charter term. A school's repeated failure to meet or exceed its enrollment and retention targets, when combined with a failure to show that extensive efforts to meet the targets have been made, may be cause for termination or revocation of the charter, pursuant to Section Education Law §2855(1)(e).

Table 6: Subgroup Enrollment: Students with Disabilities, English Language Learners, and Economically Disadvantaged - CSD 3

	SWD			ELL			ED		
	Future Leaders Institute CS	NYC CSD 3	Differential to District	Future Leaders Institute CS	NYC CSD 3	Differential to District	Future Leaders Institute CS	NYC CSD 3	Differential to District
2016-2017	17%	22%	-5	7%	7%	0	85%	43%	+42
2017-2018	15%	23%	-8	8%	8%	0	91%	46%	+45
2018-2019	16%	23%	-7	8%	8%	0	88%	45%	+43
2019-2020	16%	23%	-7	9%	8%	+1	84%	42%	+42
2020-2021	16%	21%	-5	7%	8%	-1	84%	44%	+40

Table 7: Student Retention – Aggregate and Subgroups - CSD 3

	All Students			SWD			ELL			ED		
	Future Leaders Institute CS	NYC CSD 3	Differential to District	Future Leaders Institute CS	NYC CSD 3	Differential to District	Future Leaders Institute CS	NYC CSD 3	Differential to District	Future Leaders Institute CS	NYC CSD 3	Differential to District
2016-2017	83%	88%	-5	83%	84%	-1	80%	84%	-4	85%	85%	0
2017-2018	83%	88%	-5	81%	85%	-4	76%	81%	-5	84%	84%	0
2018-2019	80%	88%	-8	82%	86%	-4	79%	83%	-4	81%	84%	-3
2019-2020	78%	88%	-10	73%	87%	-14	90%	82%	+8	76%	85%	-9
2020-2021	72%	69%	+3	70%	68%	+2	59%	67%	-8	71%	71%	0

Legal Compliance

FLI has operated in accordance with applicable laws, regulations, rules, and other policies, including the terms of its charter, its by-laws, and other school-specific policies. The NYCDOE is currently reviewing the school’s disciplinary policies for students with disabilities to ensure compliance with federal, state, and applicable regulations, and the school is working in good faith to make any necessary revisions. The board holds meetings in accordance with the Open Meetings Law.

Essential Question 3: Is the school financially viable?

Financial Condition

The school has demonstrated financial viability as evidenced by performance on key indicators derived from the school’s independently audited financial statements.

The NYCDOE reviews the financial performance and management of charter schools using quantitative and qualitative methods. Near-term indicators, such as the current ratio and unrestricted days cash, are measures of liquidity and of the charter school’s capacity to maintain operations; none were below target in the last two fiscal years. Long-term indicators, such as total margin and debt-to-asset ratio, are measures of the charter school’s capacity to remain viable and to meet financial obligations; none were below target in the last two fiscal years.⁷

Financial Management

The NYCDOE reviewed FLI’s audited financial statements from 2018-2019, 2019-2020, and 2020-2021 to determine whether the independent auditor observed sufficient internal controls over financial reporting. The auditor did not identify any deficiencies in internal controls that could be considered material weaknesses in any of the aforementioned years.

Summary of Public Comment

The required public hearing was held by the NYCDOE on November 9, 2021. Sixty-three people attended, and ten spoke. Ten were in favor of the renewal. No one was opposed. Ten individuals submitted written comments, ten were in favor of the renewal, and none were opposed.

⁷ These rigorous indicators of fiscal soundness are aligned with those recommended by the National Association of Charter School Authorizers.

Nuasin Next Generation Charter School

Table 1: Charter School Summary

Name of Charter School	Nuasin Next Generation Charter School
Board Chair	Aaron Bothner
District of Location	NYC CSD 9 ⁸
Initial Commencement of Instruction	Fall 2010
Charter Term(s)	<ul style="list-style-type: none"> Initial Charter: September 15, 2009 – September 14, 2014 First Renewal: September 15, 2014 – June 30, 2019 Second Renewal: July 1, 2019 – June 30, 2022
Facilities	<ul style="list-style-type: none"> 180 W. 165th St, Bronx, NY 10452 – Private Space
Innovative and Noteworthy Programs	<ul style="list-style-type: none"> Extended year and day Inquiry-based approach to teaching & learning College preparatory model Focus on social-emotional learning and restorative practices
Recommended Revisions	<ul style="list-style-type: none"> Expand enrollment in the currently approved grade levels from 676 students to 1151 students.

Table 2: Current Grade Levels and Authorized Enrollment

	Year 3 2019 to 2020	Year 4 2020 to 2021	Year 5 2021 to 2022
Grade Configuration	K – Grade 11	K – Grade 12	K – Grade 12
Total Authorized Enrollment	624	676	676

Table 3: Recommended Renewal Term Grade Levels and Recommended Enrollment

	Year 1 2022 to 2023	Year 2 2023 to 2024	Year 3 2024 to 2025	Year 4 2025 to 2026	Year 5 2026 to 2027
Grade Configuration	K – Grade 12	K – Grade 12	K – Grade 12	K – Grade 12	K – Grade 12
Total Recommended Enrollment	676	808	940	1072	1151

⁸ 21 percent of all students residing in this district attend charter schools.

Rationale for Renewal and Revision(s) Recommendation

In accordance with Education Law, Article 56, Sections 2851(4), and 2852(2), the New York City Department of Education (NYCDOE) recommends that the Board of Regents grant the renewal term and revision described above in the **Issue for Decision** section, for the following reasons:

Renewal:

During the current charter term the school has compiled a strong and compelling record of academic success, and at the time of the renewal analysis, has met substantially many other standards set forth in the NYCDOE Charter School Accountability Framework.

As the total enrollment of resident students attending charter schools in the district is greater than 5 percent of the total public school enrollment, pursuant to Education Law Section 2852(2)(d), the NYCDOE notes that granting this renewal application provides a significant educational benefit to the students attending and expected to attend this charter school.

Renewal Conditions: N/A

Material Revision(s):

The requested revision(s) will not impact the number of charters available for issuance in New York City or the State.

Approving these revision request(s) will result in a significant educational benefit to the students expected to attend the charter school as the school has a track record of outperforming similar local schools.

Monitoring and Oversight:

- During the school’s current charter term, the NYCDOE conducted the following site visits:
 - Year 2 (2020-2021): Annual Comprehensive Review (ACR) visit
 - Year 3 (2021-2022): Renewal Visit
- The school did not receive Notices of Concern or Deficiency during the charter term.

Summary of Evidence for Renewal

Prior to the pandemic, the school’s proficiency rates for both ELA and Math exceeded that of the Community School District of location (CSD). Nuasin Next Generation Charter School (NNG) maintains a rigorous interim assessment program. The school prioritizes inquiry-based teaching and learning, trauma-informed practices, and the use of restorative justice.

Essential Question 1: Is the school an academic success?

Student Performance – Elementary/Middle/ High School Outcomes

See Table 4 below regarding NYS 3-8 math and ELA Assessments aggregate and subgroup student performance compared to the district of location and State proficiency rates through 2018-2019.

According to the 2020-2021 school year ESEA accountability designations, the school is *In Good Standing*.

The school's first class graduated in the spring of 2021; the 2017 Cohort had a 4-year graduation rate of 92 percent. See Table 6.

Academic Program: NNG offers curricula and coursework aligned to New York State Next Generation learning standards in ELA, Math, Social Studies, and Science. The school offers the Algebra I and Living Environment Regents Exams to 8th grade students. The school offers AP World History, and also offers Spanish, technology, and Physical Education classes.

Academic Program for Students with Disabilities and English language learners (ELLs): The school currently offers Integrated Co-Teaching (ICT) sections in three grades, and will offer it from K to Grade 9 by 2023-2024. The school provides Special Education Teacher Support Services (SETSS) for Students with Disabilities (SWD), as well as counseling. The school employs three ELL teachers and a teacher/coordinator to provide ELL students with services.

Table 4: Elementary/Middle School Assessment Proficiency Outcomes

		ELA					Math				
		Nuaslin Next Generation CS	NYC CSD 9	Differential to District	NYS	Differential to NYS	Nuaslin Next Generation CS	NYC CSD 9	Differential to District	NYS	Differential to NYS
All Students	2014-2015	11%	13%	-2	31%	-20	23%	18%	+5	42%	-19
	2015-2016	22%	20%	+2	37%	-15	32%	19%	+13	41%	-9
	2016-2017	32%	22%	+10	40%	-8	29%	19%	+10	40%	-11
	2017-2018	41%	30%	+11	45%	-4	40%	26%	+14	45%	-5
	2018-2019	31%	30%	+1	45%	-14	37%	28%	+9	47%	-10
SWD	2014-2015	3%	3%	0	7%	-4	9%	6%	+3	14%	-5
	2015-2016	2%	5%	-3	9%	-7	14%	6%	+8	13%	+1
	2016-2017	11%	7%	+4	11%	0	18%	7%	+11	14%	+4
	2017-2018	26%	11%	+15	16%	+10	19%	11%	+8	17%	+2
	2018-2019	8%	11%	-3	15%	-7	11%	10%	+1	17%	-6
ELL	2014-2015	3%	7%	-4	12%	-9	5%	11%	-6	22%	-17
	2015-2016	5%	8%	-3	14%	-9	19%	10%	+9	21%	-2
	2016-2017	22%	7%	+15	12%	+10	17%	9%	+8	19%	-2
	2017-2018	17%	17%	0	25%	-8	24%	18%	+6	29%	-5
	2018-2019	12%	18%	-6	25%	-13	21%	19%	+2	31%	-10
ED	2014-2015	12%	13%	-1	21%	-9	22%	18%	+4	30%	-8
	2015-2016	22%	19%	+3	27%	-5	32%	19%	+13	30%	+2
	2016-2017	31%	22%	+9	29%	+2	29%	19%	+10	29%	0
	2017-2018	41%	29%	+12	35%	+6	39%	25%	+14	34%	+5
	2018-2019	32%	30%	+2	36%	-4	37%	27%	+10	36%	+1

Table 5: Aggregate and Subgroup Cohort Regents Outcomes

		All Students				SWD				ELL				ED			
		Charter Total Cohort	Nuaslin Next Generation CS	NYS	Differential to NYS	Charter Total Cohort	Nuaslin Next Generation CS	NYS	Differential to NYS	Charter Total Cohort	Nuaslin Next Generation CS	NYS	Differential to NYS	Charter Total Cohort	Nuaslin Next Generation CS	NYS	Differential to NYS
ELA	2017	50	98%	89%	+9	8	88%	69%	+19	9	100%	75%	+25	43	98%	86%	+12
Global History	2017	50	96%	87%	+9	8	88%	66%	+22	9	89%	69%	+20	43	95%	84%	+11
Math	2017	50	100%	90%	+10	8	100%	69%	+31	9	100%	79%	+21	43	100%	88%	+12
Science	2017	50	98%	90%	+8	8	88%	70%	+18	9	100%	74%	+26	43	98%	87%	+11
US History	2017	50	94%	85%	+9	8	88%	66%	+22	9	89%	67%	+22	43	93%	81%	+12

Table 6: High School Graduation Rates by Cohort

		All Students				SWD				ELL				ED			
		Charter Total Cohort	Nuasin Next Generation CS	NYS	Differential to NYS	Charter Total Cohort	Nuasin Next Generation CS	NYS	Differential to NYS	Charter Total Cohort	Nuasin Next Generation CS	NYS	Differential to NYS	Charter Total Cohort	Nuasin Next Generation CS	NYS	Differential to NYS
2017 Cohort	4 Year	50	92%	86%	+6	8	75%	65%	+10	9	89%	70%	+19	43	91%	81%	+10

Essential Question 2: Is the school effective and well run?

Use of Data/ Ability to Monitor Progress

NNG has a formal process of evaluating student progress, as evidenced by:

- Robust interim assessment program (NWEA/ iReady, dibels, Fountas & Pinnell), as well as quarterly administration of internally created interim assessments.
- Weekly data meetings.
- Various changes to the scheduling and curriculum based on interim assessment data gathered in school year 2020-2021 (i.e. moving to inquiry-based instruction, expanding guided reading, implementing daily number stories, and a more rigorous scope and sequence at the HS level).

Enrollment, Recruitment, and Retention

The school has exceeded the target (85%) for aggregate enrollment over the course of the charter term (see Table 7 below).

Table 7: Aggregate Enrollment: Reported vs Contracted

Nuasin Next Generation CS	Contracted Enrollment	Reported Enrollment	Percent of Contracted Enrollment
2016-2017	414	474	114%
2017-2018	460	525	114%
2018-2019	506	606	120%
2019-2020	624	629	101%
2020-2021	676	685	101%

NNG enrolls fewer students with disabilities (SWDs), ELL students when compared to the district of location but is within the target range for the enrollment of economically disadvantaged (ED) students (see Table 8 below).

The school is exceeding targets for aggregate retention (see Table 9 below).

The school is exceeding targets for retention of all subgroups: SWDs, ELL students, and ED students (see Table 9 below).

The school is making good faith efforts to recruit, serve, and retain at-risk students⁹. The school has recently added a preference for SWDs and ELLs. Efforts to recruit and retain students in the ED, ELL, and SWD populations include:

- Increasing direct marketing/advertising throughout the Bronx, participating in the NYC Charter Center’s common online application for the lottery, attending the NYC DOE’s High School Fair in the Bronx, and attending local events to target the recruiting for high school grades;
- Advertising at community colleges, local libraries, public transit stops, and cultural centers;
- Leveraging well-developed relationships with local community centers, daycares, and elementary schools to provide information to parents; and
- Attending local open houses of daycare centers in the area to introduce local families to the school.

Table 8: Subgroup Enrollment: Students with Disabilities, English Language Learners, and Economically Disadvantaged

	SWD			ELL			ED		
	Nuaslin Next Generation CS	NYC CSD 9	Differential to District	Nuaslin Next Generation CS	NYC CSD 9	Differential to District	Nuaslin Next Generation CS	NYC CSD 9	Differential to District
2016-2017	12%	24%	-12	17%	27%	-10	91%	91%	0
2017-2018	12%	25%	-13	19%	30%	-11	92%	94%	-2
2018-2019	12%	25%	-13	20%	30%	-10	92%	93%	-1
2019-2020	12%	25%	-13	21%	30%	-9	94%	94%	0
2020-2021	15%	27%	-12	22%	31%	-9	94%	94%	0

⁹ Education Law §2854(2)(a) requires that schools demonstrate good faith efforts to attract and retain a comparable or greater enrollment of students with disabilities, FRPL-eligible students and English language learners when compared to the enrollment figures for such students in the school district in which the charter is located. SUNY and the Regents were charged with setting specific enrollment and retention targets for each charter school and have done so (Education Law §2852(9-a)(b)(i)). All charter schools that were initially chartered after August 2010 or renewed after January 1, 2011 are expected to meet or exceed the enrollment and retention targets set by the Regents and SUNY. When submitting an application for renewal of the charter, schools are required to provide information detailing the means by which they will meet the enrollment and retention targets (Education Law §2851(4)(e)), and this information is considered by the Regents in the review of the school’s performance over the charter term. A school’s plan to change its enrollment practices, whether by weighting the lottery or preferencing, may also be considered when determining whether the school will meet the targets in the upcoming charter term. A school’s repeated failure to meet or exceed its enrollment and retention targets, when combined with a failure to show that extensive efforts to meet the targets have been made, may be cause for termination or revocation of the charter, pursuant to Section Education Law §2855(1)(e).

Table 9: Student Retention – Aggregate and Subgroup

	All Students			SWD			ELL			ED		
	Nuasini Next Generation CS	NYC CSD 9	Differential to District	Nuasini Next Generation CS	NYC CSD 9	Differential to District	Nuasini Next Generation CS	NYC CSD 9	Differential to District	Nuasini Next Generation CS	NYC CSD 9	Differential to District
2016-2017	94%	83%	+11	88%	82%	+6	90%	86%	+4	94%	84%	+10
2017-2018	82%	79%	+3	83%	80%	+3	85%	80%	+5	82%	79%	+3
2018-2019	83%	78%	+5	78%	77%	+1	85%	79%	+6	83%	78%	+5
2019-2020	89%	78%	+11	90%	78%	+12	90%	80%	+10	88%	78%	+10
2020-2021	93%	74%	+19	94%	72%	+22	94%	73%	+21	93%	74%	+19

Legal Compliance

NNG has operated in accordance with applicable law, regulations, rules, and other policies, including the terms of its charter, its by-laws, and other school-specific policies. NYCDOE is currently reviewing the school’s disciplinary policies for students with disabilities to ensure compliance with federal, state, and applicable regulations, and the school is working in good faith to make any necessary revisions. The board holds meetings in accordance with the Open Meetings Law.

Essential Question 3: Is the school financially viable?

Financial Condition

The school has demonstrated financial viability as evidenced by performance on key indicators derived from the school’s independently audited financial statements.

The NYCDOE reviews the financial performance and management of charter schools using quantitative and qualitative methods. Near-term indicators, such as the current asset ratio and unrestricted days cash on hand, are measures of liquidity and of the charter school’s capacity to maintain operations; none were below target in any year of the current charter term. Long-term indicators, such as total margin and debt-to-asset ratio, are measures of the charter school’s capacity to remain viable and to meet financial obligations; none were below target in any year of the current charter term.¹⁰

Financial Management

The NYCDOE reviewed NNG’s audited financial statements from 2018-2019, 2019-2020, and 2020-2021 to determine whether the independent auditor observed sufficient internal controls over financial reporting. The auditor did not identify any deficiencies in internal controls that could be considered material weaknesses in any of the aforementioned years.

¹⁰ These rigorous indicators of fiscal soundness are aligned with those recommended by the National Association of Charter School Authorizers.

Summary of Public Comment

The required public hearing was held by the NYCDOE on December 6, 2021. Ninety-eight people attended, and fifteen spoke. Fifteen were in favor of the renewal and revision. No one was opposed. Ten people submitted written comments, all were in favor of the renewal and revision. In addition, six people submitted comments via video; all were in favor of the renewal and revision.

Pharos Academy Charter School

Table 1: Charter School Summary

Name of Charter School	Pharos Academy Charter School
Board Chair	Javier Lopez-Molina
District of Location	NYC CSD 12 ¹¹
Initial Commencement of Instruction	Fall 2004
Charter Term(s)	<ul style="list-style-type: none"> • Initial Charter: May 18, 2004 – May 17, 2009 • First Renewal: April 21, 2009 – May 17, 2014 • Second Renewal: May 18, 2014 – June 30, 2016 • Third Renewal: July 1, 2016 – June 30, 2019 • Fourth Renewal: July 1, 2019 – June 30, 2022
Facilities	<ul style="list-style-type: none"> • 1001 Intervale Avenue, Bronx, NY 10459 – Private Space • 1005 Intervale Avenue, Bronx, NY 10459 – Private Space
Innovative and Noteworthy Programs	<ul style="list-style-type: none"> • “Crew” based school culture • Strong development & coaching models for staff

Table 2: Current Grade Levels and Authorized Enrollment

	Year 1 2019 to 2020	Year 1 2020 to 2021	Year 3 2021 to 2022
Grade Configuration	K – Grade 12	K – Grade 12	K – Grade 12
Total Authorized Enrollment	678	678	678

Table 3: Recommended Renewal Term Grade Levels and Recommended Enrollment

	Year 1 2022 to 2023	Year 2 2023 to 2024	Year 3 2024 to 2025	Year 4 2025 to 2026
Grade Configuration	K – Grade 12	K – Grade 12	K – Grade 12	K – Grade 12
Total Recommended Enrollment	678	678	678	678

¹¹ 20 percent of all students residing in this district attend charter schools.

Rationale for Renewal Recommendation

In accordance with Education Law, Article 56, Sections 2851(4) and 2852(2), the New York City Department of Education (NYCDOE) recommends that the Board of Regents grant the renewal term described above in the **Issue for Decision** section, for the following reasons.

Renewal:

During the current charter term the school has compiled a strong and compelling record of academic success, and at the time of the renewal analysis, has met substantially many other standards set forth in the NYCDOE Charter School Accountability Framework.

As the total enrollment of resident students attending charter schools in the district is greater than 5 percent of the total public school enrollment, pursuant to Education Law Section 2852(2)(d), NYCDOE notes that granting this renewal application provides a significant educational benefit to the students attending and expected to attend this charter school.

Renewal Conditions: N/A

Pharos Academy Charter School

Monitoring and Oversight:

- During the school's current charter term, the NYCDOE conducted the following site visits:
 - Year 2 (2020-2021): Annual Comprehensive Review (ACR) visit
 - Year 3 (2021-2022): Renewal Visit
- The school did not receive a Notice of Concern or Notice of Deficiency during the charter term.

Summary of Evidence for Renewal

Prior to the pandemic, the school's proficiency rates for Math exceeded those of the CSD and the state. The school's ELA proficiency rates exceeded those of the CSD and were one percentage point below the statewide rate. Pharos Academy Charter School (PACS) maintains a rigorous interim assessment program. The school prioritizes student culture, and is implementing inquiry-based teaching and learning, with a focus on authentic work and learning experiences, as well as discourse.

Essential Question 1: Is the school an academic success?

Student Performance – Elementary/Middle/ High School Outcomes

See Table 4 below regarding the NYS 3-8 math and ELA Assessments aggregate and subgroup student performance compared to the district of location and NYS proficiency rates, through 2018-2019. **According to the 2020-2021 school year ESEA accountability designation, the school is *In Good Standing*.**

With few exceptions, the school's cohort-based regents outcomes exceed those of the state (see Table 5 below).

The school's 2016 and 2017 cohorts had graduation rates below that of the state. However, prior to the pandemic, the school maintained graduation rates in the high 80s (above the respective statewide graduation rates, in the aggregate as well as for special populations). During the pandemic, the school felt that maintaining pre-pandemic graduation standards was in the best long-term interest of its students. The school will continue to work with students who did not meet graduation standards to work towards graduating in future years through strong academic and social-emotional interventions. See Table 6.

Academic Program: PACS offers curricula and coursework aligned to New York State Next Generation learning standards in ELA, Math, Social Studies, and Science. The school offers the Algebra I and Living Environment Regents Exams to 8th grade students. The school offers AP World History, AP Calculus, and AP Literature. PACS also partners with Monroe College to offer dual credit courses. The school offers classes in music, art, physical education, technology, and Spanish.

Academic Program for Students with Disabilities (SWDs) and English language learners (ELLs): The school currently offers Integrated Co-Teaching (ICT) sections in every grade except Kindergarten. The school provides Special Education Teacher Support Services (SETSS) for (SWDs, as well as counseling. The school employs two English and a New Language (ENL) teachers to provide ELL students with services.

Table 4: Elementary/Middle School Assessment Proficiency Outcomes

		ELA					Math				
		Pharos Academy CS	NYC CSD 12	Differential to District	NYS	Differential to NYS	Pharos Academy CS	NYC CSD 12	Differential to District	NYS	Differential to NYS
All Students	2014-2015	18%	12%	+6	31%	-13	27%	15%	+12	38%	-11
	2015-2016	28%	16%	+12	38%	-10	21%	15%	+6	39%	-18
	2016-2017	35%	20%	+15	40%	-5	30%	14%	+16	40%	-10
	2017-2018	33%	24%	+9	45%	-12	43%	18%	+25	45%	-2
	2018-2019	44%	26%	+18	45%	-1	51%	23%	+28	47%	+4
SWD	2014-2015	2%	3%	-1	7%	-5	7%	5%	+2	12%	-5
	2015-2016	6%	4%	+2	9%	-3	2%	6%	-4	12%	-10
	2016-2017	9%	5%	+4	11%	-2	12%	4%	+8	14%	-2
	2017-2018	13%	8%	+5	16%	-3	18%	8%	+10	17%	+1
	2018-2019	15%	8%	+7	15%	0	34%	9%	+25	17%	+17
ELL	2014-2015	10%	4%	+6	10%	0	10%	8%	+2	19%	-9
	2015-2016	13%	5%	+8	13%	0	9%	7%	+2	20%	-11
	2016-2017	20%	5%	+15	12%	+8	20%	7%	+13	19%	+1
	2017-2018	13%	12%	+1	25%	-12	33%	12%	+21	29%	+4
	2018-2019	31%	14%	+17	25%	+6	40%	16%	+24	31%	+9
ED	2014-2015	16%	12%	+4	21%	-5	24%	14%	+10	27%	-3
	2015-2016	28%	16%	+12	27%	+1	20%	15%	+5	28%	-8
	2016-2017	33%	19%	+14	29%	+4	30%	14%	+16	29%	+1
	2017-2018	31%	23%	+8	35%	-4	42%	18%	+24	34%	+8
	2018-2019	44%	25%	+19	36%	+8	50%	23%	+27	36%	+14

Table 5: Aggregate and Subgroup 4-Year Cohort Regents Testing Outcomes

		All Students				SWD				ELL				ED			
		Charter Total Cohort	Pharos Academy CS	NYS	Differential to NYS	Charter Total Cohort	Pharos Academy CS	NYS	Differential to NYS	Charter Total Cohort	Pharos Academy CS	NYS	Differential to NYS	Charter Total Cohort	Pharos Academy CS	NYS	Differential to NYS
ELA	2013	59	100%	85%	+15	.	.	.	.	.	.	.	.	56	100%	80%	+20
	2014	54	96%	84%	+12	5	60%	54%	+6	.	.	.	.	47	96%	78%	+18
	2015	58	95%	84%	+11	7	86%	55%	+31	7	100%	55%	+45	49	94%	79%	+15
	2016	57	96%	88%	+8	7	86%	66%	+20	.	.	.	.	50	96%	84%	+12
	2017	51	80%	89%	-9	10	50%	69%	-19	5	40%	75%	-35	47	79%	86%	-7
Global History	2013	59	92%	78%	+14	.	.	.	.	.	.	.	.	56	93%	70%	+23
	2014	54	85%	77%	+8	5	40%	42%	-2	.	.	.	.	47	83%	69%	+14
	2015	58	84%	78%	+6	7	71%	43%	+28	7	71%	48%	+23	49	84%	70%	+14
	2016	57	79%	84%	-5	7	71%	60%	+11	.	.	.	.	50	76%	80%	-4
	2017	51	76%	87%	-11	10	50%	66%	-16	5	20%	69%	-49	47	79%	84%	-5
Math	2013	59	100%	85%	+15	.	.	.	.	.	.	.	.	56	100%	80%	+20
	2014	54	98%	83%	+15	5	80%	49%	+31	.	.	.	.	47	98%	77%	+21
	2015	58	98%	84%	+14	7	100%	51%	+49	7	100%	60%	+40	49	98%	78%	+20
	2016	57	96%	88%	+8	7	100%	64%	+36	.	.	.	.	50	96%	85%	+11
	2017	51	92%	90%	+2	10	80%	69%	+11	5	80%	79%	+1	47	91%	88%	+3
Science	2013	59	98%	84%	+14	.	.	.	.	.	.	.	.	56	98%	78%	+20
	2014	54	98%	83%	+15	5	80%	52%	+28	.	.	.	.	47	98%	76%	+22
	2015	58	93%	83%	+10	7	71%	51%	+20	7	100%	51%	+49	49	94%	76%	+18
	2016	57	98%	87%	+11	7	100%	64%	+36	.	.	.	.	50	98%	83%	+15
	2017	51	86%	90%	-4	10	70%	70%	0	5	60%	74%	-14	47	85%	87%	-2
US History	2013	59	86%	81%	+5	.	.	.	.	.	.	.	.	56	88%	74%	+14
	2014	54	87%	80%	+7	5	60%	48%	+12	.	.	.	.	47	85%	72%	+13
	2015	58	84%	79%	+5	7	71%	48%	+23	7	100%	48%	+52	49	84%	71%	+13
	2016	57	54%	84%	-30	7	43%	61%	-18	.	.	.	.	50	50%	79%	-29
	2017	51	80%	85%	-5	10	40%	66%	-26	5	60%	67%	-7	47	79%	81%	-2

Table 6: High School Graduation Rates by Cohort

		All Students				SWD				ELL				ED			
		Charter Total Cohort	Pharos Academy CS	NYS	Differential to NYS	Charter Total Cohort	Pharos Academy CS	NYS	Differential to NYS	Charter Total Cohort	Pharos Academy CS	NYS	Differential to NYS	Charter Total Cohort	Pharos Academy CS	NYS	Differential to NYS
2013 Cohort	4 Year	59	88%	82%	+6	.	.	.	.	.	.	.	.	56	89%	76%	+13
	5 Year	59	92%	85%	+7	.	.	.	.	.	.	.	.	55	95%	80%	+15
	6 Year	59	93%	86%	+7	.	.	.	.	.	.	.	.	53	98%	82%	+16
2014 Cohort	4 Year	54	87%	83%	+4	5	80%	60%	+20	.	.	.	.	47	89%	76%	+13
	5 Year	54	93%	86%	+7	5	80%	66%	+14	.	.	.	.	35	94%	81%	+13
	6 Year	54	96%	87%	+9	5	100%	68%	+32	.	.	.	.	33	97%	83%	+14
2015 Cohort	4 Year	58	88%	83%	+5	7	86%	62%	+24	7	100%	58%	+42	49	86%	77%	+9
	5 Year	58	90%	87%	+3	7	86%	67%	+19	7	100%	68%	+32	46	87%	82%	+5
	6 Year	58	93%	88%	+5	7	86%	70%	+16	7	100%	70%	+30	46	91%	84%	+7
2016 Cohort	4 Year	57	75%	85%	-10	7	43%	63%	-20	.	.	.	.	50	74%	80%	-6
	5 Year	57	91%	88%	+3	7	86%	69%	+17	.	.	.	.	46	91%	83%	+8
2017 Cohort	4 Year	51	65%	86%	-21	10	20%	65%	-45	5	40%	70%	-30	47	62%	81%	-19

Essential Question 2: Is the school effective and well run?

Use of Data/ Ability to Monitor Progress

PACS has a formal process of evaluating student progress, as evidenced by:

- Robust interim assessment program (NWEA/ iReady), internally created Interim Assessments, and weekly quizzes.
- Data cycles every 8 weeks to analyze assessment data and build action plans.
- Thoughtful teacher training in the use of data and instructional practices to reach each learner.

Enrollment, Recruitment, and Retention

The school has exceeded the target (85%) for aggregate enrollment over the course of the charter term (see Table 7 below).

Table 7: Aggregate Enrollment: Reported vs Contracted

Pharos Academy CS	Contracted Enrollment	Reported Enrollment	Percent of Contracted Enrollment
2016-2017	678	670	99%
2017-2018	678	649	96%
2018-2019	678	675	100%
2019-2020	678	647	95%
2020-2021	678	664	98%

PACS is within the target range for enrollment of SWDs, ELL students, and economically disadvantaged (ED) students (see Table 8 below).

The school is exceeding targets for aggregate retention (see Table 9 below).

The school is exceeding targets for the retention of SWDs, ELL students, and ED students (see Table 10 below).

The school is making good faith efforts to recruit, serve, and retain at-risk students¹². The school has recently added a preference for SWDs and ELLs. Efforts to recruit and retain students in the ED, ELL, and SWD populations include:

- Including information on services offered for SWDs in all advertising materials;
- Creating and advertising programming and supports available to special populations as well as their families; and
- Publishing all materials in the languages most used by families.

¹² Education Law §2854(2)(a) requires that schools demonstrate good faith efforts to attract and retain a comparable or greater enrollment of students with disabilities, FRPL-eligible students and English language learners when compared to the enrollment figures for such students in the school district in which the charter is located. SUNY and the Regents were charged with setting specific enrollment and retention targets for each charter school and have done so (Education Law §2852(9-a)(b)(i)). All charter schools that were initially chartered after August 2010 or renewed after January 1, 2011 are expected to meet or exceed the enrollment and retention targets set by the Regents and SUNY. When submitting an application for renewal of the charter, schools are required to provide information detailing the means by which they will meet the enrollment and retention targets (Education Law §2851(4)(e)), and this information is considered by the Regents in the review of the school's performance over the charter term. A school's plan to change its enrollment practices, whether by weighting the lottery or preferencing, may also be considered when determining whether the school will meet the targets in the upcoming charter term. A school's repeated failure to meet or exceed its enrollment and retention targets, when combined with a failure to show that extensive efforts to meet the targets have been made, may be cause for termination or revocation of the charter, pursuant to Section Education Law §2855(1)(e).

Table 8: Subgroup Enrollment: Students with Disabilities, English Language Learners, and Economically Disadvantaged

	SWD			ELL			ED		
	Pharos Academy CS	NYC CSD 12	Differential to District	Pharos Academy CS	NYC CSD 12	Differential to District	Pharos Academy CS	NYC CSD 12	Differential to District
2016-2017	18%	24%	-6	10%	22%	-12	89%	89%	0
2017-2018	19%	24%	-5	14%	26%	-12	91%	93%	-2
2018-2019	18%	25%	-7	18%	26%	-8	92%	92%	0
2019-2020	18%	25%	-7	16%	27%	-11	85%	93%	-8
2020-2021	18%	27%	-9	20%	27%	-7	90%	93%	-3

Table 9: Student Retention – Aggregate and Subgroups

	All Students			SWD			ELL			ED		
	Pharos Academy CS	NYC CSD 12	Differential to District	Pharos Academy CS	NYC CSD 12	Differential to District	Pharos Academy CS	NYC CSD 12	Differential to District	Pharos Academy CS	NYC CSD 12	Differential to District
2016-2017	92%	78%	+14	90%	75%	15	88%	79%	+9	92%	78%	14
2017-2018	89%	78%	+11	86%	76%	+10	91%	79%	+12	90%	78%	+12
2018-2019	90%	76%	+14	87%	75%	+12	95%	78%	+17	91%	76%	15
2019-2020	88%	76%	+12	80%	77%	+3	88%	77%	+11	88%	76%	+12
2020-2021	91%	73%	+18	86%	71%	+15	93%	71%	+22	91%	73%	+18

Legal Compliance

PACS has operated in accordance with applicable law, regulations, rules, and other policies, including the terms of its charter, its by-laws, and other school-specific policies. The NYCDOE is currently reviewing the school’s disciplinary policies for students with disabilities to ensure compliance with federal, state, and applicable regulations, and the school is working in good faith to make any necessary revisions. The board holds meetings in accordance with the Open Meetings Law.

Essential Question 3: Is the school financially viable?

Financial Condition

The school has demonstrated financial viability as evidenced by performance on key indicators derived from the school’s independently audited financial statements.

The NYCDOE reviews the financial performance and management of charter schools using quantitative and qualitative methods. Near-term indicators, such as the current ratio and unrestricted days cash, are measures of liquidity and of the charter school’s capacity to maintain operations; none were below target in any year of the current charter term. Long-term indicators, such as total margin and debt-to-asset ratio, are measures of the charter school’s capacity to remain viable and to meet financial obligations; none were below target in any year of the current charter term.¹³

Financial Management

The NYCDOE reviewed PACS’s audited financial statements from 2018-2019, 2019-2020, and 2020-2021 to determine whether the independent auditor observed sufficient internal controls over financial reporting. The auditor did not identify any deficiencies in internal controls that could be considered material weaknesses in any of the aforementioned years.

Summary of Public Comment

The required public hearing was held by the NYCDOE on December 7, 2021. Twenty-eight people attended, and twelve spoke. Twelve were in favor of the renewal. No one was opposed. Three individuals submitted written comments, and all three were in favor of the renewal.

¹³ These rigorous indicators of fiscal soundness are aligned with those recommended by the National Association of Charter School Authorizers.