



**TO:** P-12 Education Committee  
**FROM:** Angelique Johnson-Dingle *Angelique Johnson-Dingle*  
**SUBJECT:** Revision to Charter Authorized by the Board of Regents  
**DATE:** April 25, 2024  
**AUTHORIZATION(S):** *Betty M...*

**SUMMARY**

**Issue for Decision**

Should the Board of Regents approve the revision recommendation for the following charter school authorized by the Board of Regents?

- **New American Academy Charter School** (Amend the following Key Design Elements **from** four-person teaching teams, embedded master teachers, lower student-to-teacher ratio, and five-week summer training program **to** multi-person teaching teams based on student enrollment, embedded director of teaching and learning (“DTL”) for grades K-1, 2-3, and 4-5, lower student to instructional staff ratio, and multi-week differentiated summer training program).

**Reason(s) for Consideration**

Required by State statute.

**Proposed Handling**

This issue will come before the P-12 Education Committee for recommendation and the Full Board for action at the May 2024 meeting.

**Procedural History**

The New York State Education Department (the Department) made the revision recommendation being presented to the Board of Regents for approval as required by Article 56 of the Education Law.

## **Background Information**

The Board of Regents and the Department are bound by law, regulation, and Regents-endorsed internal policies regarding the criteria that can be considered in decision-making pertaining to the authorization of new charter schools, charter school renewals, and charter school revisions. Detailed information on these laws, regulations, and Regents-endorsed internal policies can be found in the attached Appendix.

## **Related Regents Items**

### **New American Academy Charter School**

November 2012: [Initial Charter](#)

(<https://www.regents.nysed.gov/common/regents/files/documents/meetings/2012Meetings/November2012/1112p12a3.pdf>)

February 2018: [First Renewal](#)

(<https://www.regents.nysed.gov/common/regents/files/218p12a1revised.pdf>)

March 2020: [Second Renewal](#)

(<https://www.regents.nysed.gov/common/regents/files/320p12a1.pdf>)

May 2023: [Third Renewal](#)

(<https://www.regents.nysed.gov/sites/regents/files/523p12a3.pdf>)

## **Recommendation**

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

VOTED: That the Board of Regents finds that: (1) the **New American Academy Charter School** meets the requirements set out in Article 56 of the Education Law, and all other applicable laws, rules, and regulations; (2) the charter school can demonstrate the ability to operate in an educationally and fiscally sound manner; (3) granting the request to amend the 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; and (4) granting the request to amend the charter will have a significant educational benefit to the students expected to attend the charter school, and the Board of Regents therefore approves the charter revision for the **New American Academy Charter School** and amends the provisional charter accordingly.

## **Timetable for Implementation**

The Board of Regents action for the above-named charter school will become effective immediately.

## New American Academy Charter School

In accordance with Education Law, Article 56, the New York State Education Department recommends that this charter school be permitted to revise its charter in accordance with the recommended revisions listed below:

**Table 1: Charter School Summary**

<b>Name of Charter School</b>	New American Academy Charter School
<b>Board Chair</b>	Valerton McDonald
<b>District of Location</b>	New York City (NYC) Community School District (CSD) 18 <sup>1</sup>
<b>Initial Commencement of Instruction</b>	Fall 2013
<b>Current Term Authorized Grades /Approved Enrollment</b>	K - Grade 5 / 370
<b>Comprehensive Management Service Provider</b>	None
<b>Facilities</b>	9301 Ave. B, Brooklyn, NY 11236 - Public Space
<b>Mission Statement</b>	<i>The New American Academy Charter School builds strong relationships and creates an engaging community of lifelong learners.</i>
<b>Key Design Elements</b>	<ul style="list-style-type: none"> <li>• Four Person Teaching Team</li> <li>• Looping Cycles</li> <li>• Mastery-based Career Ladder</li> <li>• Multi-dimensional Teacher Evaluation System</li> <li>• Lower Teacher/Student Ratio</li> <li>• Embedded Master Teacher</li> <li>• Five Week Summer Training Program</li> <li>• Six-Step Hiring Process</li> </ul>
<b>Recommended Material Revisions</b>	Amend the following Key Design Elements <b>from</b> Four-Person Teaching Teams, Embedded Master Teachers, Lower Student-to-Teacher Ratio, and Five-Week Summer Training Program <b>to</b> Multi-Person Teaching Teams based on Student Enrollment, Embedded Director of Teaching and Learning for Grades K/1, 2/3, and 4/5, Lower Student to Instructional Staff Ratio, and Multi-Week Differentiated Summer Training Program.

**Table 2: Current Grade Levels and Approved Enrollment**

	<b>Year 1 2023 to 2024</b>	<b>Year 2 2024 to 2025</b>
<b>Grade Configuration</b>	K- Grade 5	K- Grade 5
<b>Total Approved Enrollment</b>	370	370

<sup>1</sup> Thirty-two percent of all students residing in this district attend charter schools.

## **Rationale for Revision Recommendation**

NYSED recommends that the Board of Regents approve the revision described above in the **Issue for Decision** section for the following reasons.

In November 2012, the Board of Regents approved and chartered the New American Academy Charter School (NAACS) in the NYC CSD 18. The school's educational program focuses on systems designed to cultivate shared accountability and high expectations that lead to students' well-being, improved academic outcomes, and educational success. The school follows a curriculum and assessments aligned with the New York State Learning Standards (NYSLs) for all students. Teachers engage in strategic practices and decision-making in order to address the gap between what students know and need to learn so that all students experience consistently high levels of engagement, thinking, and achievement. The school is partially implementing the mission, Key Design Elements, education program, and organizational plan set forth in the charter.

The school's trustees request that the Board of Regents approve a material revision to the school's charter to allow the school to:

- Amend its key design elements.

Approving this revision request will result in a significant educational benefit to the students expected to attend the charter school because an approved revision to the key design elements will allow the school to provide two weeks of differentiated training and professional development in the summer, followed by continuous training and professional development throughout the school year. This modification to the summer training model will ensure the professional development needs of all current staff are met. In addition, the modification to two weeks of summer training also addresses the need for staff work-life balance and the increase in teacher stress and burnout following the COVID-19 pandemic.

Approving this revision request is likely to improve student learning and achievement because the school will continue to maintain a student-to-staff ratio of between 15:1 and 13:1 while the enrollment and operational needs of the school are considered. Shifting to a director of teaching and learning for each two-year grade span continues the practice of highly skilled professionals supporting all students and mentoring teachers while maintaining fiscal responsibility and sustainability.

NAACS serves students in kindergarten through grade 5. According to 2022-2023 data the school was at 70% of its contracted enrollment. It enrolls students with disabilities, English language learners, and economically disadvantaged students at -3, -6, and -7 percentage-point differentials to the district of location, respectively. According to *New York State Testing Program (NYSTP) 2023 3-8 Assessments' results*, students in Grades 3-8 performed equal to the district of location in ELA and -2 percentage points below the district of location in math. This is an improvement from the NYSTP 2022 data showing NAACS students performing at -3 percentage points below the district of location in ELA and -17 percentage points below in math. The New American Academy Charter School is requesting this revision to its charter based on feedback provided in the 2023 renewal site visit report.

### **Performance Framework Ratings:**

During its November 14-15, 2022 renewal site visit, the charter school was rated on each of the 10 NYSED Charter School Performance Framework Benchmarks as follows. These ratings reflect performance over the entire charter term and are considered when making a renewal recommendation, pursuant to the Board of Regents Renewal Policy.

- The school received a “Meets” rating on six of the 10 benchmarks.
- The school received an “Approaches” rating on four of the 10 benchmarks. Areas needing improvement include student achievement, board governance (setting goals, recruiting experts, and identifying a treasurer), incomplete implementation of key design elements, and falling short of enrollment targets.

**2019 Charter School Performance Framework Benchmark Ratings<sup>2</sup>**  
**New American Academy Charter School**

<b>2019 Performance Benchmark</b>		<b>Level</b>
<b>Educational Success</b>	<b>Benchmark 1: Student Performance:</b> The school has met or exceeded achievement indicators for academic proficiency, trends toward proficiency, similar schools, college and career readiness, and high school graduation, if applicable. Proficiency at the elementary/middle school level shall be defined as achieving a performance level of 3 or higher on Grade 3-8 state assessments in ELA, math, and science. At the high school level, passing shall be defined as obtaining a Regents exam score of 65 or higher.	<b>Approaches</b>
	<b>Benchmark 2: Teaching and Learning:</b> School leaders have systems in place designed to cultivate shared accountability and high expectations that lead to students’ well-being, improved academic outcomes, and educational success. The school implements research-based practices and has a rigorous and coherent curriculum and assessments that are aligned with New York State Learning Standards for all students. Teachers engage in strategic practices and decision-making in order to address the gap between what students know and need to learn so that all students experience consistently high levels of engagement, thinking, and achievement.	<b>Meets</b>
	<b>Benchmark 3: Culture, Climate, and Student and Family Engagement:</b> The school has systems in place to support student’s social and emotional health and to provide a positive, safe, and respectful learning environment that prepares all students for college and careers. Families, community members, and school staff work together to share in the responsibility for student academic progress and social-emotional growth and well-being. Families and students are satisfied with the school’s academics and the overall leadership and management of the school.	<b>Meets</b>
<b>Organizational Soundness</b>	<b>Benchmark 4: Financial Condition:</b> The school is in a sound and stable financial condition as evidenced by performance on key financial indicators.	<b>Meets</b>
	<b>Benchmark 5: Financial Management:</b> The school operates in a fiscally sound manner with realistic budgets pursuant to a long-range financial plan, appropriate internal controls and procedures, and in accordance with state law and generally accepted accounting practices.	<b>Meets</b>
	<b>Benchmark 6: Board Oversight and Governance:</b> The board of trustees provides competent stewardship and oversight of the school while maintaining policies, establishing performance goals, and implementing systems to ensure academic success, organizational viability, board effectiveness, and faithfulness to the terms of its charter.	<b>Approaches</b>
	<b>Benchmark 7: Organizational Capacity:</b> The school has established a well-functioning organizational structure, and delineated roles for staff, management, and board members. The school has systems and protocols that allow for the successful implementation, evaluation, and improvement of its academic program and operations	<b>Meets</b>
<b>Faithfulness to Charter &amp; Law</b>	<b>Benchmark 8: Mission and Key Design Elements:</b> The school is faithful to its mission and has implemented the key design elements included in its charter.	<b>Approaches</b>
	<b>Benchmark 9: Enrollment, Recruitment, and Retention:</b> The school is meeting or making annual progress toward meeting the enrollment plan outlined in its charter and its enrollment and retention targets for students with disabilities, English language learners, and students who are eligible applicants for the free and reduced priced lunch program; or has demonstrated that it has made extensive good faith efforts to attract, recruit, and retain such students. High schools are meeting persistence rates commensurate with the NYSED target.	<b>Approaches</b>
	<b>Benchmark 10: Legal Compliance:</b> The school complies with applicable laws, regulations, and the provisions of its charter.	<b>Meets</b>

<sup>2</sup> Charter schools authorized or renewed beginning in the 2019-2020 school year and thereafter use the [2019 Charter School Performance Framework](#), and all other charter schools use the [2015 Charter School Performance Framework](#) until renewal. Refer to the appropriate framework for the applicable benchmark standards.

## **Summary of Public Comment**

The required public hearing was held by the New York City Department of Education on March 7, 2024. Nineteen people attended, and one spoke in favor of the revision. No one spoke in opposition to the revision.

Note that the school was required to conduct community engagement prior to submitting the revision request. The school provided the following evidence of community support for this revision recommendation:

- The school received an Approaches for Benchmark 8 in the latest renewal site visit report. This information was then shared with the school's Educational Leadership Team and the NAACS Board of Directors.
- The board discussed the proposed changes at a public meeting where board members and the public were given the opportunity to provide feedback on the proposal.

**APPENDIX**  
**Laws, Regulations, and Regents-endorsed Internal Policies Applicable to**  
**Board of Regents-Authorized Charter School Revisions**

Statutory requirements pertaining to Board of Regents charter school decision-making are enumerated in Article 56 of the Education Law. This section of the law sets forth the purpose of charter schools to:

- (a) Improve student learning and achievement;
- (b) Increase learning opportunities for all students, with special emphasis on expanded learning experiences for students who are at risk of academic failure;
- (c) Encourage the use of different and innovative teaching methods;
- (d) Create new professional opportunities for teachers, school administrators, and other school personnel;
- (e) Provide parents and students with expanded choices in the types of educational opportunities that are available within the public school system; and
- (f) Provide schools with a method to change from rule-based to performance-based accountability systems by holding the schools established under this article accountable for meeting measurable student achievement results.

Criteria regarding the evaluation of charter schools, including for revision decisions, are set forth in Section 2852(2) of the Education Law:

- (a) Does the charter school described in the application meet the requirements set out in applicable laws, rules, and regulations?
- (b) Does the charter school demonstrate the ability to operate the school in an educationally and fiscally sound manner?
- (c) Will approving the charter school action make it likely to improve student learning and achievement and materially further the purposes of the law?
- (d) In a school district where the total enrollment of resident students attending charter schools in the base year is greater than five percent of the total public school enrollment of the school district in the base year (i) would granting the application have a significant educational benefit to the students expected to attend the proposed charter school or (ii) did the school district in which the charter school will be located consent to such application?

Performance Framework

The Board of Regents Charter School Performance Framework, which is part of the Board of Regents Charter School Renewal Policy and the Oversight Plan included in the Charter Agreement for each school, outlines three key areas of charter school performance: (1) Educational Success; (2) Organizational Soundness; and (3) Faithfulness to Charter and Law. The Charter School Performance Framework sets forth ten performance benchmarks in these three areas. The Charter School Performance Framework is designed to focus on performance outcomes, preserve operational autonomy, and facilitate transparent feedback to schools. It aligns with the Department's ongoing accountability and effectiveness work under the Every Student Succeeds Act (ESSA) and holds charter schools accountable to standards set forth in the Education Law while providing the Regents with discretion. Generally, charter schools are required to demonstrate performance outcomes that exceed those of traditional public schools.

The Department considers evidence related to all ten performance benchmark areas of the Charter School Performance Framework when making recommendations to the Regents concerning charter revisions. However, student academic performance is of paramount importance when evaluating



each school (See [§ 8 NYCRR 119.7](https://www.nysed.gov/charter-schools/charter-school-regulations-1197) (<https://www.nysed.gov/charter-schools/charter-school-regulations-1197>). The recommendations in this document were made after a full due diligence process over the charter term as set forth in the [NYSED Charter School Monitoring Plan](http://www.nysed.gov/charter-schools/oversight-plan-board-regents-authorized-charter-schools) (<http://www.nysed.gov/charter-schools/oversight-plan-board-regents-authorized-charter-schools>), including review of the information presented by the schools in their application for each revision; specific fiscal reviews; desk audits; comprehensive analysis of achievement data; and consideration of public comment.

# 2024 NYSED Charter School Information Dashboard

## Overview

### Charter School Selection

NEW AMERICAN ACADEMY CHARTER SCHOOL (THE)

### BEDS Code

331800861057

### 2022-2023 Enrollment

258

### ESEA Accountability Designation (2023-2024):

This school is designated as a school in need of **Local Support and Improvement** under current New York State criteria as defined by the Elementary and Secondary Education Act.

### Charter School Information

School District of Location:	NYC CSD 18
Total Public School Enrollment of Resident Students attending Charter Schools:	32%
Additional School District: (if applicable)*	-
Total Public School Enrollment of Resident Students attending Charter Schools:	-
Grades Served:	K-5
Address:	9301 AVE B, BROOKLYN, NY, 11236
Website:	www.tnaacs.org
RIC:	NEW YORK CITY
Regents Region:	NEW YORK CITY - BROOKLYN
Regent:	Vacant
Active Date:	7/1/2013
Authorizer:	REGENTS
CEO:	MS. LISA PARQUETTE SILVA
CEO Phone:	718-385-1709
CEO Email:	lsilva@thenewamericanacademy.org
BOT President:	MR. VALERTON MCDONALD
BOT President Phone:	718-968-6520
BOT President Email:	sjfcedu@gmail.com
Institution ID:	800000075846

\*An additional district may be used for comparison if a school is chartered to serve a school district other than the one in which they are located or if 40% of their students are residents of a district other than the district in which they are located.

### BoR Charter School Office Information

Regional Liaison:	Jennifer Marshall
Performance Framework:	2019
Current Term:	07/01/23 - 06/30/25
2019-2020	Renewal
2020-2021	Midterm
2021-2022	Check-in
2022-2023	Renewal
2023-2024	Midterm

### Benchmark Rating

### Year of Rating

BM1	
BM2	
BM3	
BM4	
BM5	
BM6	
BM7	
BM8	
BM9	
BM10	

### CSO Survey Results

Confidence Interval	Response Rate	Survey Population	Total Responses
Parent Survey	N/A	N/A	N/A
Student Survey (Grades 9-12)	N/A	N/A	N/A
Teacher Survey	N/A	N/A	N/A

# 2024 NYSED Charter School Information Dashboard

## Benchmark 1 - Indicator 1: Similar Schools Comparison

### Charter School

NEW AMERICAN ACADEMY CHARTER SCHOOL (THE)

New American Academy CS (The)		ELA Differential	Math Differential	Science Differential	Graduation Rate Differential		
Elementary	+/- 5	Brocton ES	+17	-2	-10	.	
		Bronx CS for Excellence 4	-15	-34	-9	.	
		Brooklyn Landmark ES	-19	-38	-24	.	
		Calvin Coolidge School	+13	+6	+29	.	
		Carlyle C Ring ES	+4	-8	+17	.	
		Clinton V Bush ES	+17	-7	+28	.	
		Cultural Arts Academy CS At Spring Creek	+4	+9	-12	.	
		Cynthia Jenkins School	+15	+7	+1	.	
		Enfield School	+29	+17	+5	.	
		Fairley School	+10	-3	+8	.	
		Fe Smith Intermediate School	+15	-10	+8	.	
		Flatbush Ascend CS	-15	-44	+76	.	
		George L Cooke School	+37	+23	+76	.	
		John F Kennedy School	+27	+13	+25	.	
		Kenneth L Rutherford School	+23	+11	+22	.	
		Kingsborough School	+37	+23	+76	.	
		Marie Curie Institute of Engineering and Communicati	+13	+1	+9	.	
		Milton J Fletcher ES	+21	+5	+11	.	
		Ohio Street School	+16	0	+13	.	
		PS 108 Captain Vincent G Fowler	-19	-30	-18	.	
		PS 118 Lorraine Hansberry	+6	0	-4	.	
		PS 121	-36	-54	-17	.	
		PS 132 Ralph Bunche	-10	-24	-12	.	
		PS 136 Roy Wilkins	+2	-2	+1	.	
		PS 14	+9	-14	-12	.	
		PS 15 Jackie Robinson	+3	-10	-13	.	
		PS 208 Elsa Ebeling	+2	-14	-16	.	
		PS 279 Herman Schreiber	-10	-33	-12	.	
		PS 61 Arthur O Eve School of Distinction	+14	+6	+9	.	
		PS 93 Albert G Oliver	+26	+3	+26	.	
		Success Academy CS - Bronx 4	-32	-63	+76	.	
		Success Academy CS-Bed Stuy 2	-16	-51	+76	.	
		Success Academy CS-Fort Greene	-8	-57	+76	.	
	Success Academy CS-Harlem 4	-40	-73	+76	.		
	Theodore Roosevelt School	+17	+13	+28	.		
	Van Corlaer ES	+25	+16	+40	.		
	West Street ES	+37	+23	+76	.		
	Yonkers Early Childhood Academy	+37	+23	+76	.		
	Zeta CS - Inwood	-31	-57	-24	.		
	Zeta CS -South Bronx	-22	-36	-21	.		
		Mean	+5	-12	+19	.	
		+/- 7.5	Baychester Academy	-30	-46	-7	.
			Benjamin Franklin ES	+27	+15	+26	.
	Boulevard School		+15	+6	+2	.	
	Bronx Arts and Science CS		+24	+16	+25	.	
	Bronx CS for Better Learning		-8	-25	-11	.	
	Bronx Delta School		+3	-18	-11	.	
	Brooklyn Arts and Science ES		+9	-2	+14	.	
	Carroll Hill School		+21	+5	+20	.	
	Cornerstone Academy for Social Action		+19	+2	+10	.	
	East Flatbush Ascend CS (Efacs)		-26	-43	+76	.	
	Gov George Clinton School		+14	+6	-1	.	
	Jackson Heights School		-3	-2	-7	.	
	Jermaine L Green Stem Institute of Queens (The)		+18	+7	-5	.	
	Lincoln ES		+34	+20	+49	.	
	Our World Neighborhood CS 2		+11	-1	+18	.	
	PS 114 Ryder Elementary		-15	-19	-12	.	
	PS 123	-4	-21	-2	.		
	PS 140 Edward K Ellington	-14	-50	-24	.		

# 2024 NYSED Charter School Information Dashboard

## Benchmark 1 - Indicator 1: Similar Schools Comparison

	PS 15 Roberto Clemente	+8	-3	+28	.
	PS 155	-26	-36	-5	.
	PS 156 Laurelton	-1	-5	+19	.
	PS 160 Walt Disney	+12	+8	+1	.
	PS 178 Dr Selman Waksman	+17	+1	-2	.
	PS 182	+14	+4	-13	.
	PS 195 William Haberle	+3	-3	-3	.
	PS 20 Anna Silver	+15	-8	+22	.
	PS 21 Crispus Attucks	-14	-27	-24	.
	PS 223 Lyndon B Johnson	+17	-3	+3	.
	PS 251 Paerdegat	+12	+9	-8	.
	PS 36 Saint Albans School	+1	-1	-10	.
	PS 38 Rosedale	-7	-28	+4	.
	PS 397 Foster-Laurie	-19	-25	-11	.
	PS 52	+20	+8	+11	.
	PS 55 Maure	-10	-25	-19	.
	PS 78 Anne Hutchinson	+12	+6	+18	.
	PS 80 Thurgood Marshall Magnet School of Multimed	+11	-3	+4	.
	PS 97	+3	-4	0	.
	Paige ES	+22	+6	+4	.
	Pleasant Valley ES	+21	+15	+40	.
	Queens Explorers ES	-12	-24	-14	.
	Raphael J McNulty Academy for Intern Studies & Litera	+24	+11	+26	.
	Rensselaer Park ES	+19	+7	+16	.
	Starbuck ES	+14	+6	+1	.
	Success Academy CS-Bronx 1	-16	-57	+76	.
	Success Academy CS-Harlem 6	-30	-53	+76	.
	Thomas S O'brien Academy of Science & Technology	+9	0	+3	.
	Turnpike ES	+37	+23	+76	.
	Watervliet ES	+12	+2	-3	.
	William B Tecler Arts In Education	+10	-3	-4	.
	Yates ES	+14	+10	+17	.
	Mean	+6	-7	+10	.
+/- 10	Achievement First Legacy CS	+37	+23	+76	.
	Arbor Hill ES	+35	+14	+42	.
	Brighter Choice CS for Boys	+2	-2	-6	.
	Bronx CS for Better Learning II	-1	-16	-10	.
	Bronx CS for Excellence 3	-14	-22	-21	.
	Bronx Stem and Arts Academy (The)	+18	+15	+29	.
	Brooklyn CS (The)	+12	+3	+16	.
	Charles F Johnson Jr ES	+11	+5	+10	.
	Deauville Gardens East ES	-9	-15	-7	.
	Deauville Gardens West ES	+10	-9	-13	.
	Dr Martin Luther King School Jr ES	+22	+18	+43	.
	East Syracuse ES	+24	-2	+4	.
	Exploration Elementary CS for Science and Technology	+7	+6	+44	.
	Gouverneur ES	+16	+13	+7	.
	Greece Community Early Learning Center	+35	+19	+76	.
	Hamilton ES	+28	+18	+32	.
	Harlem Village Academy West 2 CS	-22	-40	+76	.
	Henry J Kalfas Magnet School	+37	+23	+76	.
	Herkimer ES	+10	-12	-6	.
	Horizon-On-The-Hudson Magnet School	+20	+10	+31	.
	Jamaica Children's School	+9	0	+33	.
	Johnson City Elementary/Intermediate School	+14	+1	+4	.
	Johnson City Elementary/Primary School	+37	+23	+76	.
	Lemoyne ES	+12	-2	+3	.
	Locke School of Arts and Engineering (The)	+9	0	+30	.
	New Bridges Elementary	+2	-12	-7	.
	North ES	+10	-10	+4	.
	North Street ES	+17	+3	+17	.
	PS 100 Isaac Clason	+17	+6	+15	.
	PS 108 Philip J Abinanti	-11	-34	-19	.
	PS 121 Throop	+10	-7	+4	.
	PS 135 Sheldon A Brookner	-5	-13	+4	.
	PS 138 Samuel Randall	+12	+5	+10	.
	PS 145 Bloomingdale School (The)	+10	-12	+13	.

# 2024 NYSED Charter School Information Dashboard

## Benchmark 1 - Indicator 1: Similar Schools Comparison

PS 147 Issac Remsen	-2	0	-16	.
PS 153 Helen Keller	-17	-26	-19	.
PS 160 Walter Francis Bishop	+7	+4	-5	.
PS 181 Brookfield	-14	-15	+11	.
PS 196 Ten Eyck	+6	-10	-21	.
PS 198	-13	-6	-8	.
PS 201 Discovery School for Inquiry and Research (The	+5	-2	0	.
PS 203 Floyd Bennett School	+2	-23	+6	.
PS 21 Philip H Sheridan	+19	+8	+7	.
PS 229 Emanuel Kaplan	-17	-30	-13	.
PS 233 Langston Hughes	-6	-16	-2	.
PS 241 Emma L Johnston	-11	-18	-13	.
PS 244 Richard R Green	-7	-21	+5	.
PS 250 George H Lindsay	+11	-17	+23	.
PS 268 Emma Lazarus	-2	-16	-15	.
PS 272 Curtis Estabrook	+16	+10	-21	.
PS 273 Wortman	+20	+8	+45	.
PS 309 George E Wibecan Preparatory Academy (The)	+17	+10	+28	.
PS 31 Samuel F Dupont	-49	-65	-24	.
PS 346 Abe Stark	+5	-15	+18	.
PS 40 Samuel Huntington	-7	-23	-24	.
PS 54 Samuel C Barnes	+24	+17	+6	.
PS 583	-6	-10	+12	.
PS 68	-12	-18	-11	.
PS 72 Dr William Dorney	+7	-4	-1	.
PS 87	+18	+6	+13	.
PS 96 Richard Rodgers	-9	-37	-11	.
Rebecca Turner ES	-17	-14	-7	.
Sisulu-Walker CS of Harlem	-27	-41	-24	.
Sodus ES	+11	0	+76	.
Success Academy CS - Washington Heights	-28	-58	+76	.
Success Academy CS-Flatbush	-23	-51	+76	.
Truman ES	+37	+23	+76	.
Woodlawn ES	+14	-7	+11	.
Mean	+6	-7	+14	.
Mean	+5	-8	+14	.

\*See NOTES (1) and (11).

# 2024 NYSED Charter School Information Dashboard

## Benchmark 1 - Indicator 2: Elementary/Middle School Outcomes

### Charter School

NEW AMERICAN ACADEMY CHARTER SCHOOL (THE)

### 2.a.i. and 2.a.ii. Trending Toward Proficiency – Aggregate and Subgroup Standards-Based Trend Toward Proficiency:

#### Elementary/Middle School Trending Toward Proficiency - Minimum Expectation = 80%

New American Academy CS (The)	ELA			Math		
	All Students	SWD	ED	All Students	SWD	ED
2016-2017	38%	17%	31%	18%	17%	17%
2017-2018	55%	32%	56%	45%	22%	43%
2018-2019	47%	11%	51%	43%	23%	44%
2022-2023	59%	69%	54%	71%	63%	64%

\*See NOTES (2), (3), (7), and (8).

# 2024 NYSED Charter School Information Dashboard

## Benchmark 1 - Indicator 2: Elementary/Middle School Outcomes

### 2.b.i. and 2.b.ii Proficiency - Aggregate and Subgroup School Level Proficiency:

**Elementary/Middle School Assessment Proficiency State and District Differentials Over Time  
Comparison New American Academy Charter School (The) and NYC CSD 18**



\*See NOTES (1), (2), (3), and (6).

# 2024 NYSED Charter School Information Dashboard

## Benchmark 1 - Indicator 2: Elementary/Middle School Outcomes

### 2.b.i. and 2.b.ii Proficiency - Aggregate and Subgroup School Level Proficiency:

#### Elementary/Middle School Assessment Proficiency Outcomes: Charter School, District, and NYS

		ELA					Math					Science				
		New American Academy CS (The)	NYC CSD 18	District Differential	NYS	NYS Differential	New American Academy CS (The)	NYC CSD 18	District Differential	NYS	NYS Differential	New American Academy CS (The)	NYC CSD 18	District Differential	NYS	NYS Differential
All Students	2016-2017	21%	36%	-15	42%	-21	16%	32%	-16	46%	-30	83%	84%	-1	86%	-3
	2017-2018	45%	37%	+8	45%	0	40%	35%	+5	49%	-9	91%	89%	+2	89%	+2
	2018-2019	47%	41%	+6	46%	+1	39%	41%	-2	51%	-12	88%	86%	+2	86%	+2
	2021-2022	37%	40%	-3	42%	-5	23%	40%	-17	43%	-20	76%	84%	-8	80%	-4
	2022-2023	47%	47%	0	46%	+1	50%	52%	-2	53%	-3	.	.	.	.	.
SWD	2016-2017	12%	8%	+4	14%	-2	0%	10%	-10	20%	-20	70%	62%	+8	69%	+1
	2017-2018	18%	11%	+7	18%	0	14%	14%	0	22%	-8	80%	75%	+5	75%	+5
	2018-2019	6%	14%	-8	17%	-11	7%	19%	-12	22%	-15	80%	72%	+8	69%	+11
	2021-2022	27%	15%	+12	15%	+12	37%	18%	+19	18%	+19	58%	64%	-6	60%	-2
	2022-2023	27%	20%	+7	19%	+8	36%	25%	+11	26%	+10	.	.	.	.	.
ELL	2021-2022	33%	30%	+3	28%	+5	0%	34%	-34	31%	-31	.	.	.	.	.
	2022-2023	29%	32%	-3	32%	-3	14%	41%	-27	38%	-24	.	.	.	.	.
ED	2016-2017	19%	35%	-16	31%	-12	13%	30%	-17	34%	-21	82%	83%	-1	80%	+2
	2017-2018	47%	34%	+13	35%	+12	39%	32%	+7	38%	+1	91%	89%	+2	84%	+7
	2018-2019	50%	39%	+11	36%	14	37%	38%	-1	40%	-3	88%	86%	+2	81%	+7
	2021-2022	36%	38%	-2	31%	+5	20%	37%	-17	31%	-11	74%	83%	-9	72%	+2
	2022-2023	45%	43%	+2	36%	+9	47%	49%	-2	41%	+6	.	.	.	.	.

\*See NOTES (1), (2), (3), (6), and (7).



# 2024 NYSED Charter School Information Dashboard

## Benchmark 1 - Indicator 2: Elementary/Middle School Outcomes

### 2.b.iii. Aggregate Grade-Level Proficiency:

#### All Students Grade-Level Proficiency

All Students		ELA					Mathematics					Science				
		New American Academy CS (The)	NYC CSD 18	Differential to District	NYS	Differential to NYS	New American Academy CS (The)	NYC CSD 18	Differential to District	NYS	Differential to NYS	New American Academy CS (The)	NYC CSD 18	Differential to District	NYS	Differential to NYS
Grade 3	2017	18%	34%	-16	43%	-25	21%	38%	-17	49%	-28	.	.	.	.	.
	2018	50%	40%	+10	51%	-1	55%	44%	+11	54%	+1	.	.	.	.	.
	2019	51%	49%	+2	52%	-1	46%	50%	-4	55%	-9	.	.	.	.	.
	2022	35%	49%	-14	46%	-11	21%	53%	-32	48%	-27	.	.	.	.	.
	2023	49%	44%	+5	45%	+4	51%	56%	-5	54%	-3	.	.	.	.	.
Grade 4	2017	23%	37%	-14	41%	-18	10%	27%	-17	43%	-33	83%	84%	-1	86%	-3
	2018	49%	41%	+8	48%	+1	33%	34%	-1	48%	-15	91%	89%	+2	89%	+2
	2019	50%	42%	+8	48%	2	38%	39%	-1	51%	-13	88%	86%	+2	86%	+2
	2022	43%	42%	+1	42%	+1	22%	38%	-16	43%	-21	76%	84%	-8	80%	-4
	2023	53%	50%	+3	49%	+4	58%	51%	+7	54%	+4	.	.	.	.	.
Grade 5	2018	32%	30%	+2	37%	-5	30%	27%	+3	44%	-14	.	.	.	.	.
	2019	41%	32%	+9	38%	+3	33%	33%	0	46%	-13	.	.	.	.	.
	2022	33%	33%	0	38%	-5	25%	31%	-6	37%	-12	.	.	.	.	.
	2023	43%	46%	-3	45%	-2	43%	50%	-7	50%	-7	.	.	.	.	.

\*See NOTES (1), (3), (6), and (7).

# 2024 NYSED Charter School Information Dashboard

## Benchmark 1 - Indicator 2: Elementary/Middle School Outcomes

### 2.b.iv. Subgroup Grade-Level Proficiency:

#### Students with Disabilities Grade-Level Proficiency

Students with Disabilities		ELA					Mathematics					Science				
		New American Academy CS (The)	NYC CSD 18	Differential to District	NYS	Differential to NYS	New American Academy CS (The)	NYC CSD 18	Differential to District	NYS	Differential to NYS	New American Academy CS (The)	NYC CSD 18	Differential to District	NYS	Differential to NYS
Grade 3	2017	13%	6%	+7	15%	-2	.	12%	-12	22%	-22	.	.	.	.	.
	2018	22%	13%	+9	24%	-2	11%	21%	-10	28%	-17	.	.	.	.	.
	2022	40%	25%	+15	20%	+20	50%	32%	+18	24%	+26	.	.	.	.	.
	2023	11%	19%	-8	19%	-8	11%	31%	-20	29%	-18	.	.	.	.	.
Grade 4	2017	10%	10%	0	13%	-3	.	8%	-8	17%	-17	70%	62%	+8	69%	+1
	2018	20%	13%	+7	19%	+1	15%	11%	+4	21%	-6	80%	75%	+5	75%	+5
	2019	20%	12%	+8	18%	+2	11%	11%	0	22%	-11	80%	72%	+8	69%	+11
	2022	33%	16%	+17	14%	+19	25%	16%	+9	18%	+7	58%	64%	-6	60%	-2
	2023	57%	25%	+32	21%	+36	83%	23%	+60	27%	56	.	.	.	.	.
Grade 5	2018	11%	7%	+4	11%	0	13%	9%	+4	17%	-4	.	.	.	.	.
	2019	.	9%	-9	11%	-11	6%	12%	-6	17%	-11	.	.	.	.	.
	2022	11%	8%	+3	11%	0	44%	9%	+35	13%	+31	.	.	.	.	.
	2023	21%	16%	+5	17%	+4	31%	21%	+10	22%	+9	.	.	.	.	.

\*See NOTES (1), (2), (3), (6), and (7).

# 2024 NYSED Charter School Information Dashboard

## Benchmark 1 - Indicator 2: Elementary/Middle School Outcomes

### 2.b.iv. Subgroup Grade-Level Proficiency:

#### Economically Disadvantaged Grade-Level Proficiency

Economically Disadvantaged		ELA					Mathematics					Science				
		New American Academy CS (The)	NYC CSD 18	Differential to District	NYS	Differential to NYS	New American Academy CS (The)	NYC CSD 18	Differential to District	NYS	Differential to NYS	New American Academy CS (The)	NYC CSD 18	Differential to District	NYS	Differential to NYS
Grade 3	2017	18%	34%	-16	32%	-14	18%	37%	-19	37%	-19	.	.	.	.	.
	2018	52%	37%	+15	40%	+12	54%	40%	+14	43%	+11	.	.	.	.	.
	2019	53%	46%	+7	42%	11	42%	48%	-6	44%	-2	.	.	.	.	.
	2022	32%	46%	-14	35%	-3	16%	51%	-35	36%	-20	.	.	.	.	.
	2023	52%	41%	11	34%	+18	59%	52%	+7	42%	+17	.	.	.	.	.
Grade 4	2017	20%	35%	-15	31%	-11	8%	24%	-16	32%	-24	82%	83%	-1	80%	+2
	2018	49%	40%	+9	38%	+11	32%	32%	0	37%	-5	91%	89%	+2	84%	+7
	2019	50%	38%	+12	38%	12	36%	36%	0	40%	-4	88%	86%	+2	81%	+7
	2022	42%	39%	+3	30%	+12	17%	35%	-18	31%	-14	74%	83%	-9	72%	+2
	2023	53%	46%	+7	38%	+15	54%	48%	+6	42%	+12	.	.	.	.	.
Grade 5	2018	34%	26%	+8	27%	+7	26%	25%	+1	33%	-7	.	.	.	.	.
	2019	47%	32%	+15	28%	19	35%	31%	+4	36%	-1	.	.	.	.	.
	2022	33%	29%	+4	27%	+6	26%	28%	-2	26%	0	.	.	.	.	.
	2023	36%	43%	-7	36%	0	36%	47%	-11	38%	-2	.	.	.	.	.

\*See NOTES (1), (3), (6), and (7).

# 2024 NYSED Charter School Information Dashboard

## Benchmark 9 - Indicator 1: Enrollment and Retention

### Charter School

NEW AMERICAN ACADEMY CHARTER SCHOOL (THE)

#### 1.a.i. Aggregate Enrollment:

#### Aggregate Enrollment: Reported vs Contracted - Target = 100%

New American Academy CS (The)	Contracted Enrollment	Reported Enrollment	Percent of Contracted Enrollment
2018-2019	370	364	98%
2019-2020	370	331	89%
2020-2021	370	287	78%
2021-2022	370	235	64%
2022-2023	370	258	70%

#### 1.a.ii. Subgroup Enrollment:

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

	SWD			ELL			ED		
	New American Academy CS (The)	NYC CSD 18	Differential to District	New American Academy CS (The)	NYC CSD 18	Differential to District	New American Academy CS (The)	NYC CSD 18	Differential to District
2018-2019	16%	21%	-5	2%	9%	-7	75%	78%	-3
2019-2020	16%	21%	-5	0%	10%	-10	79%	78%	+1
2020-2021	17%	20%	-3	0%	9%	-9	75%	78%	-3
2021-2022	19%	21%	-2	5%	9%	-4	79%	77%	+2
2022-2023	19%	22%	-3	4%	10%	-6	74%	81%	-7

\*See NOTES (2) and (6).

# 2024 NYSED Charter School Information Dashboard

## Benchmark 9 - Indicator 1: Enrollment and Retention

### 1.b.i. and 1.b.ii. Retention:

#### Retention - Aggregate and Subgroups

	All Students			SWD			ELL			ED		
	New American Academy CS (The)	NYC CSD 18	Differential to District	New American Academy CS (The)	NYC CSD 18	Differential to District	New American Academy CS (The)	NYC CSD 18	Differential to District	New American Academy CS (The)	NYC CSD 18	Differential to District
2018-2019	86%	83%	+3	77%	81%	-4	89%	85%	+4	85%	83%	2
2019-2020	79%	83%	-4	84%	85%	-1	86%	81%	+5	79%	84%	-5
2020-2021	89%	88%	+1	93%	85%	+8	100%	84%	+16	90%	88%	+2
2021-2022	78%	80%	-2	69%	72%	-3	100%	84%	+16	77%	81%	-4
2022-2023	79%	83%	-4	72%	83%	-11	60%	83%	-23	77%	83%	-6

\*See NOTES (2) and (6) below.

# 2024 NYSED Charter School Information Dashboard

## Notes

- (1) Data in the table above represents tested students who scored proficiently on the NYSTP ELA, math, or science assessments or on the Regents math or science exams.*
- (2) For the students with disabilities and the English language learners subgroups, both current and former members of the subgroups have been combined.*
- (3) Pursuant to NYSED business rules, the data was suppressed for subgroups containing <5 students and the subgroup category may not be included for the metric.*
- (4) Data in the table above represents students who passed the Annual Regents or equivalents (score of 65 or better).*
- (5) The 4- and 5-year graduation rates reported are as of August. The 6-year graduation rates are as of June.*
- (6) Data in the table above represents a comparison between those grades served in the charter school to only those same grades in the district.*
- (7) A "." in any table indicates that the data was suppressed, no student sat for the exam, or the exam was not given.*
- (8) Data in the table above represents tested students who either maintained a proficient score from one year to the next or students whose proficiency level increased from one year to the next (a proficient score is level 3 or 4).*
- (9) Data in the table above represents students within their respective subgroups who have passed three out of the five Annual Regents and Regents Common Core Examinations (score of 65 or better) or equivalents.*
- (10) Data in the table above represents the percentage of students from the original 9th grade cohort who persisted within the same school to a 4-year graduation (includes August graduates).*
- (11) Data in the table above is a comparison of the differentials of the 3-8 assessments and the 4-year graduation rate for the school and other schools with the same grade structure and similar subgroup enrollment pattern. The notation +/- 5, indicates the highest level of similarity.*
- (12) Data in the table above represents students who passed their Regents ELA exam with a score equal to or higher than 75 and also passed at least one of their Regents math exams with a score equal to or higher than 80.*
- (13) Schools are considered 'similar' for the purpose of this comparison when they serve the same grade band as the school in question. The degree of similarity is determined by comparison of the percentage of each subgroup's enrollment (students with disabilities, English language learners, and economically disadvantaged students). An assignment of +/- 5 (7.5, or 10) indicates that the schools' subgroup enrollments are within 5 (7.5, or 10) percentage points for each subgroup.*