



TO: P-12 Education Committee

FROM: Angelique Johnson-Dingle *Angelique Johnson-Dingle*

SUBJECT: Revisions to Charters Authorized by the Board of Regents

DATE: April 24, 2025

AUTHORIZATION(S): *[Signature]*

SUMMARY

Issue for Decision

Should the Board of Regents approve the revision recommendations for the following charter schools authorized by the Board of Regents?

Bronx (2):

- **Rosalyn Yalow Charter School** (Revisions to increase the school's grade span to add grade 6 through grade 8 to the school's current kindergarten (K) through grade 5 configuration and to make a corresponding increase to the school's authorized enrollment from 470 students to 600 students by the 2027-2028 school year; and to amend the school's Key Design Elements);
- **South Bronx Classical Charter School VI** (A revision to change the school's grade span from grade 5 through grade 8 to K through grade 5; and to amend the school's Key Design Elements);

Brooklyn (1):

- **Compass Charter School** (A revision to increase the school's grade span to add grade 6 through grade 8 to the school's current K through grade 5 configuration and to make a corresponding increase to the school's authorized enrollment from 324 students to 534 students by the 2027-2028 school year); and

Mount Vernon City School District (1):

- **Amani Public Charter School** (A revision to increase the school's grade span to add K through grade 4 to the school's current grade 5 through grade 8 configuration and to make a corresponding increase to the school's authorized enrollment from 355 students to 554 students by the 2028-2029 school year)?

Reason(s) for Consideration

Required by State statute.

Proposed Handling

The issue will come before the P-12 Education Committee for recommendation and to the Full Board for action at its May 2025 meeting.

Procedural History

The New York State Education Department (the Department) made the revision recommendations 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 Appendix.

Related Regents Items

Bronx (2)

Rosalyn Yalow Charter School

Initial Charter:

[June 2014: Charter Schools: Initial Applications Authorized by the Board of Regents](https://www.regents.nysed.gov/common/regents/files/614p12a2.pdf)

(<https://www.regents.nysed.gov/common/regents/files/614p12a2.pdf>)

Leadership Structure Revision:

[April 2019: Revisions to Charters Authorized by the Board of Regents](https://www.regents.nysed.gov/common/regents/files/419brca12.pdf)

(<https://www.regents.nysed.gov/common/regents/files/419brca12.pdf>)

First Renewal:

[March 2020: Renewal Recommendations for Charter Schools Authorized by the Board of Regents](https://www.regents.nysed.gov/common/regents/files/320p12a1.pdf)

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

Second Renewal:

[June 2024: Renewal Recommendations for Charter Schools Authorized by the Board of Regents](https://www.regents.nysed.gov/sites/regents/files/624p12a4.pdf)

(<https://www.regents.nysed.gov/sites/regents/files/624p12a4.pdf>)

South Bronx Classical Charter School VI

Initial Charter:

[November 2017: Charter Schools: Initial Applications Authorized by the Board of Regents](#)

(<http://www.regents.nysed.gov/common/regents/files/1117p12a2.pdf>)

Institutional Partner Revision:

[July 2020: Revisions to Charter Schools Authorized by the Board of Regents](#)

(<http://www.regents.nysed.gov/common/regents/files/720bra6.pdf>)

Enrollment Charter Revisions

[May 2021: Revisions to Charters Authorized by the Board of Regents](#)

(<https://www.regents.nysed.gov/common/regents/files/521p12a4.pdf>)

Brooklyn (1):

Compass Charter School

Initial Charter:

[December 2013: Charter Schools: Initial Applications Authorized by the Board of Regents](#)

(<https://www.regents.nysed.gov/common/regents/files/1213p12a2%5B1%5D.pdf>)

Enrollment Reduction Revision:

[October 2015: Revisions to Charters Authorized by the Board of Regents](#)

(<https://www.regents.nysed.gov/sites/regents/files/meetings/Oct%202015/1015p12a2.pdf>)

First Renewal with Key Design Element Revision:

[May 2019: Renewal and Revision Recommendations for Charter Schools Authorized by the Board of Regents](#)

(<https://www.regents.nysed.gov/common/regents/files/519p12a4.pdf>)

Second Renewal:

[April 2021: Renewal Recommendations for Charter Schools Authorized by the Board of Regents](#)

(<https://www.regents.nysed.gov/common/regents/files/421p12a3.pdf>)

Third Renewal:

[June 2024: Renewal Recommendations for Charter Schools Authorized by the Board of Regents](#)

(<https://www.regents.nysed.gov/sites/regents/files/624p12a4.pdf>)

Mount Vernon City School District (1):

Amani Public Charter School

Initial Charter:

[December 2010: Charter Schools: Initial Applications Authorized by the Board of Regents](https://www.regents.nysed.gov/common/regents/files/documents/meetings/2010Meetings/December2010/1210p12a2.pdf)

(<https://www.regents.nysed.gov/common/regents/files/documents/meetings/2010Meetings/December2010/1210p12a2.pdf>)

Initial Charter Reissuance:

[May 2012: Charter Schools: Initial Applications Authorized by the Board of Regents](https://www.regents.nysed.gov/common/regents/files/documents/meetings/2012Meetings/May2012/512bra5.pdf)

(<https://www.regents.nysed.gov/common/regents/files/documents/meetings/2012Meetings/May2012/512bra5.pdf>)

First Renewal:

[April 2016: Renewal Recommendations for Charter Schools Authorized by the Board of Regents](http://www.regents.nysed.gov/common/regents/files/416p12a2.pdf)

(<http://www.regents.nysed.gov/common/regents/files/416p12a2.pdf>)

Second Renewal:

[April 2019: Renewal Recommendations for Charter Schools Authorized by the Board of Regents](https://www.regents.nysed.gov/common/regents/files/419p12a1.pdf)

(<https://www.regents.nysed.gov/common/regents/files/419p12a1.pdf>)

Third Renewal with Key Design Element and Organizational Structure Revisions:

[April 2022: Renewal Recommendations for Charter Schools Authorized by the Board of Regents](https://www.regents.nysed.gov/common/regents/files/422p12a1.pdf)

(<https://www.regents.nysed.gov/common/regents/files/422p12a1.pdf>)

Recommendation

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

VOTED: That the Board of Regents finds that: (1) **Rosalyn Yalow 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 revisions for **Rosalyn Yalow Charter School** and amends the provisional charter accordingly.

VOTED: That the Board of Regents finds that: (1) **South Bronx Classical Charter School VI** 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 **South Bronx Classical Charter School VI** and amends the provisional charter accordingly.

VOTED: That the Board of Regents finds that: (1) **Compass 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 **Compass Charter School** and amends the provisional charter accordingly.

VOTED: That the Board of Regents finds that: (1) **Amani Public 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 **Amani Public Charter School** and amends the provisional charter accordingly.

Timetable for Implementation

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

Rosalyn Yalow 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 to increase its grade span to add Grades 6 – 8 to its current K – Grade 5 configuration and to make a corresponding increase to its authorized enrollment from 470 students to 600 students by the 2027-2028 school year; and to amend the school’s Key Design Elements. For details, see the January 2025 [public notice](#).

Table 1: Charter School Summary

Name of Charter School	Rosalyn Yalow Charter School (RYCS)
Board Chair	Dr. Ross Lyons
District of Location	New York City (NYC) Community School District (CSD) 7 ¹
Initial Commencement of Instruction	Fall 2015
Current Term Authorized Grades /Approved Enrollment	K – Grade 5 / 470 students
Comprehensive Management Service Provider	None
Facilities	650 Grand Concourse Boulevard, Bronx, NY 10451 – Private Space
Mission Statement	<i>The Rosalyn Yalow Charter School will strive to eliminate the learning achievement gap for urban children, including special needs students and English language learners—by using an engaging and demanding curriculum to graduate students at or above grade level in literacy and math.</i>
Key Design Elements	<ul style="list-style-type: none"> • Qualified Staff Focused on At-Risk Students • Robust Response to Intervention • Quality Curriculum and Pedagogy • High-Quality Collaborator • Meticulous Data-Driven School • Comprehensive Professional Development • Team Teaching • Family Involvement • Strong School Culture • Low Student/Teacher Ratio • Extended School Day

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

Recommended Material Revisions

- A revision requested by this charter school to increase its grade span to include Grades 6 through 8 to its current K through Grade 5 configuration and to make a corresponding increase to the school's authorized enrollment from 470 students to 600 students by the 2027-2028 school year.
- A revision requested by this charter school to amend its Team Teaching Key Design Element **FROM** "Team Teaching. Yalow Charter School will utilize a team teaching model that links an experienced teacher with a teacher with a social worker background in K-2 or a certified teaching fellow in the later grades. This two-person team, in conjunction with the school's dedicated special education and ELL teachers supporting classroom teachers, will provide greater capacity for differentiated individual instruction and help for modifying small classroom-behavior problems before they become bigger." **TO** "Team Teaching in Grades K-5. Yalow Charter School will utilize a team teaching model that links an experienced teacher with a teacher with a social worker background in K-2 or a certified teaching fellow in Grades 3-5. This two-person team, in conjunction with the school's dedicated special education and ELL teachers supporting classroom teachers, will provide greater capacity for differentiated individual instruction and help for modifying small classroom-behavior problems before they become bigger."
- A revision requested by this charter school to add the following Key Design Element to its charter beginning in the 2025-2026 school year: "Subject Matter Experts Teaching Grades 6-8. For Grades 6-8, Yalow will utilize one teacher with subject matter expertise for each class, along with special education and ELL teachers supporting classroom teachers. This model aligns with Yalow's expectations that, by Grade 6, Yalow students are learning at a more independent level and teachers have more specialized expertise in their specific subject areas."
- A revision requested by this charter school to amend its Comprehensive Professional Development Key Design Elements **FROM** "Comprehensive Professional Development. To bring out the best in teachers, Yalow Charter School plans for 20-25 days of professional development (including a Summer Teacher Workshop); bi-weekly planning meetings for teaching staff; individual teacher support to implement core lesson plans; and frequent curriculum development to fully utilize the American Museum of Natural History as an extension of our classrooms." **TO** "Comprehensive Professional Development. To bring out the best in teachers, Yalow Charter School plans for 20-25 days of professional development (including a Summer Teacher Workshop); bi-weekly planning meetings for teaching staff; individual teacher support to implement core lesson plans; and frequent curriculum development to fully utilize the American Museum of Natural History as an extension of our classrooms."

	Grade 6-8 teachers will receive customized teacher training to ensure they have mastery of curriculum, strong classroom behavior management skills, and can leverage push-in specialized services teachers (special education and ELL teachers) to ensure specially designed and English proficiency instruction aligns with and supports mastery of grade-level learning standards.”
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Table 2: Current Grade Levels and Approved Enrollment

	Year 1 2024 to 2025	Year 2 2025 to 2026	Year 3 2026 to 2027	Year 4 2027 to 2028
Grade Configuration	K – Grade 5	K – Grade 5	K – Grade 5	K – Grade 5
Total Approved Enrollment	470	536	536	536

***Table 3: Recommended Grade Levels and Recommended Enrollment**

	Year 1 2024 to 2025	Year 2 2025 to 2026	Year 3 2026 to 2027	Year 4 2027 to 2028
Grade Configuration	K – Grade 5	K – Grade 6	K – Grade 7	K – Grade 8
Total Recommended Enrollment	470	536	536	600

*The proposed chart was submitted by the Rosalyn Yalow Charter School. It is subject to change pending the final revision recommendation and approval by the Board of Regents.

Rationale for Revisions Recommendation

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

In June 2014, the Board of Regents approved and chartered the Rosalyn Yalow Charter School (RYCS) in NYC CSD 9 in the Bronx. RYCS relocated to NYC CSD 7, also in the Bronx, in July 2021 after receiving Charter School Office (CSO) approval of the school’s non-material revision request to relocate the school’s two campuses to a single private facility in NYC CSD 7 in February 2020. The CSO was able to grant this approval because both locations were within the same borough of New York City, facilitating the move without requiring a material charter amendment. The school’s educational program focuses on innovative strategies, programs, and services, along with a whole-child approach to support high academic achievement. The school is fully implementing its 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 the material revisions to the school’s charter as specified in Table 1: Charter School Summary.

Approving these revision requests will result in a significant educational benefit to the students expected to attend the charter school by providing families with the opportunity to continue their children's education at RYCS through middle school, allowing continuity of instruction and continued focus on closing learning gaps through targeted teacher training and prioritization of differentiated individual instruction.

Approving these revision requests is likely to improve student learning and achievement by ensuring high-quality instruction to meet the diverse learning needs of RYCS students.

Performance Framework Ratings:

During its November 2023 renewal site visit, the charter school was rated on each of the 10 NYSED Charter School Performance Framework Benchmarks as follows. These ratings reflected performance over the last charter term and were considered when making the school's most recent renewal recommendation pursuant to the Board of Regents Renewal Policy.

- The school received a "Meets" rating on six of the ten benchmarks.
- The school received an "Approaches" rating on four of the ten benchmarks: Benchmark 6, Benchmark 7, Benchmark 9, and Benchmark 10. Reasons included:
 - inadequate staffing levels of teachers and social workers to support the staffing structure identified in the school's charter, which included a social worker in each K – Grade 2 classroom and three teachers supporting each integrated co-teaching (ICT) classroom in Grades 3 – 5, where a current revision request seeks to remedy this issue and also provide greater capacity for differentiated individual instruction at all grade levels;
 - the need for improved strategies to attract students with disabilities (SWD) and increase retention rates across all students and subgroups; and
 - additional factors, which have since been resolved, such as incomplete implementation of a leadership and board evaluation plan, undefined leadership roles and responsibilities, and issues with building compliance and the school's complaint policy.

2019 Charter School Performance Framework Benchmark Ratings
Rosalyn Yalow Charter School

2019 Performance Benchmarks		Level
Educational Success	Benchmark 1: Student Performance: 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.	Meets
	Benchmark 2: Teaching and Learning: 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 to 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 consistent high levels of engagement, thinking, and achievement.	Meets
	Benchmark 3: Culture, Climate, and Student and Family Engagement: The school has systems in place to support students' social and emotional health and to provide for a positive, safe, and respectful learning environment that prepares all students for college and career. 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.	Meets
Organizational Soundness	Benchmark 4: Financial Condition: The school is in sound and stable financial condition as evidenced by performance on key financial indicators.	Meets
	Benchmark 5: Financial Management: 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.	Meets
	Benchmark 6: Board Oversight and Governance: 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.	Approaches
	Benchmark 7: Organizational Capacity: The school has established a well-functioning organizational structure, clearly 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.	Approaches
Faithfulness to Charter & Law	Benchmark 8: Mission and Key Design Elements: The school is faithful to its mission and has implemented the key design elements included in its charter.	Meets
	Benchmark 9: Enrollment, Recruitment, and Retention: 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.	Approaches
	Benchmark 10: Legal Compliance: The school complies with applicable laws, regulations, and the provisions of its charter.	Approaches

Summary of Public Comment

The required public hearing was held by the New York City Department of Education on February 24, 2025. The hearing was a joint hearing for RYCS and Compass Charter School. One hundred ninety-two people attended; however, it was unclear whether participants attended for one or both schools. Ten people spoke about RYCS. All ten were in favor of the revision, and no one spoke in opposition.

The school provided evidence of community support for the revision requests in the following ways:

- The school received 119 letters of support from parents, educators, school staff, and community organizations and leaders, including the Bronx Arts Ensemble and Montefiore School Health Programs.
- RYCS surveyed the parents of enrolled students to determine interest in the proposed Grades 6 – 8 expansion. Eighty-three (83) families (46 percent of the school’s student body) provided a response, with ninety-seven (97) percent of respondents expressing a desire to keep their children enrolled if the expansion were offered.
- RYCS surveyed 55 teachers and administrators regarding their support for the proposed Grades 6 – 8 expansion. Ninety-one percent were in favor.

South Bronx Classical Charter School VI f.k.a. Stradford Preparatory Charter School for Boys

In accordance with Education Law, Article 56, the New York State Education Department recommends that this charter school be permitted to revise its charter to change its grade span from Grades 5 – 8 to K – Grade 5; and amend its Key Design Elements. For details see the January 2025 [public notice](#).

Table 1: Charter School Summary

Name of Charter School	South Bronx Classical Charter School VI (SBC VI)
Board Chair	Jake Elghanayan
District of Location	New York City (NYC) Community School District (CSD) 11 ²
Initial Commencement of Instruction	Planned for Fall 2025
Current Term Authorized Grades /Approved Enrollment	Grades 5-8 / 360 students
Comprehensive Management Service Provider	None
Facilities	South Bronx Classical Charter School VI does not yet have a facility.
Mission Statement	<i>South Bronx Classical Charter School VI prepares students in the South Bronx to excel in college preparatory high schools. Through a classical curriculum and highly structured setting, students become liberated scholars and citizens of impeccable character who achieve proficiency in and advanced mastery of New York State Performance Standards.</i>
Key Design Elements	<ul style="list-style-type: none"> • All Boys Experience • Experiential Learning • Mentoring and Leadership Academy • Alternative Approach to Discipline • The Power of Two: Collaborative Team Teaching
Recommended Material Revisions	<ul style="list-style-type: none"> • A revision requested by this charter school to change its grade span from Grades 5 – 8 to K – Grade 5. • A revision requested by this charter school to amend its Key Design Elements FROM “The All Boys Experience; Experiential Learning; Mentoring and Leadership Academy; Alternative Approach to Discipline; and The Power of Two: Collaborative Team Teaching” TO “Classical Framework; Rigorous and Organized Curriculum; Effective Teaching; Structured Environment; Development of Respectful, Compassionate, and Productive Citizens; Family Engagement.”

² Twenty-one percent of all students residing in this district attend charter schools.

Table 2: Current Grade Levels and Approved Enrollment

	Year 1 2025 to 2026	Year 2 2026 to 2027	Year 3 2027 to 2028	Year 4 2028 to 2029	Year 5 2029 to 2030
Grade Configuration	Grade 5	Grades 5 – 6	Grades 5 – 7	Grades 5 – 8	Grades 5 – 8
Total Approved Enrollment	120	180	240	300	360

***Table 3: Recommended Grade Levels and Recommended Enrollment**

	Year 1 2025 to 2026	Year 2 2026 to 2027	Year 3 2027 to 2028	Year 4 2028 to 2029	Year 5 2029 to 2030
Grade Configuration	K – Grade 1	K – Grade 2	K – Grade 3	K – Grade 4	K – Grade 5
Total Recommended Enrollment	120	180	240	300	360

*The proposed chart was submitted by South Bronx Classical Charter School VI. It is subject to change pending the final revision recommendation and approval by the Board of Regents.

Rationale for Revisions Recommendation

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

In November 2017, the Board of Regents approved and chartered the Stradford Preparatory Charter School for Boys (Stradford Prep) in NYC CSD 9. In 2018, the Charter School Office (CSO) received and approved the school's request to use the 2018-2019 school year as a planning year and to delay opening until 2020-2021 due to facility concerns. In 2019, the CSO received and approved the school's second planning year request to delay opening until 2021-2022, as more time was needed to acquire a facility and to prepare the school's curricular, financial, and marketing plans. Additionally, the CSO approved a non-material revision request to change the school's district of location from NYC CSD 9 to NYC CSD 11, remaining in the Bronx.

In July 2020, the Board of Regents approved a material revision to the school's charter to allow the school to partner with the BRICK Education Network, Inc. as its Comprehensive Management Service Provider to provide back office and curricular support. In May 2021, the school amended its enrollment chart and was approved for an additional planning year. In October 2024, the full Board of Trustees of Classical Charter Schools joined and eventually replaced the Stradford Prep board.

In December 2024, the CSO approved a request for Stradford Prep to change its name to South Bronx Classical Charter School VI (SBC VI) and to reduce the maximum authorized enrollment. In January 2025, the CSO approved a request to change the school's mission, vision, and instructional model to be consistent with other Classical Charter Schools. The current requests to change the grade span and amend the key design elements would complete the school's transformation to be consistent with the Classical Charter Schools model.

The school's trustees request that the Board of Regents approve material revisions to the school's charter as specified in the Table 1: Charter School Summary.

Approving these revision requests will result in a significant educational benefit to the students expected to attend SBC VI because Classical Charter Schools has a proven curriculum and instructional model that has produced consistent academic success at their other four open charter schools. Notably, their most recently renewed Board of Regents-authorized school, South Bronx Classical Charter School III, ranks in the top one percent of all New York schools.

Approving these revision requests is likely to improve student learning and achievement because the Classical Charter Schools system builds on the skills and foundation established at the kindergarten level.

Summary of Public Comment

The required public hearing was held by the New York City Department of Education on February 25, 2025. Four people attended, and one spoke. One was in favor of the revision, and no one spoke in opposition.

Compass 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 to increase its grade span to add Grades 6 – 8 to its current K – Grade 5 configuration and to make a corresponding increase to its authorized enrollment from 324 students to 534 students by the 2027-2028 school year.

Table 1: Charter School Summary

Name of Charter School	Compass Charter School (Compass)
Board Chair	Josh Gordon
District of Location	New York City (NYC) Community School District (CSD) 13 ³
Initial Commencement of Instruction	Fall 2014
Current Term Authorized Grades /Approved Enrollment	K - Grade 5 / 324 students
Comprehensive Management Service Provider	None
Facilities	300 Adelphi Street, Brooklyn, NY 11205 - Public Space
Mission Statement	<i>Compass Charter School is a safe and nurturing educational environment that honors the individuality of each learner. By engaging in a process of inquiry, our graduates will be equipped with the necessary skills to lead fulfilling personal and professional lives, including a developed sense of self, the ability to think in innovative and flexible ways, and the inspiration to make a positive impact on their community.</i>
Key Design Elements	<ul style="list-style-type: none"> • Inquiry based learning • Sustainability education and sustainable practices • Arts-infused curriculum • Multi-faceted assessment practices • Integrated co-teaching model • Looping • Extended school day
Recommended Material Revisions	<ul style="list-style-type: none"> • A revision to increase the grade span to add Grades 6 – 8 to the current K – Grade 5 configuration and to make a corresponding increase to authorized enrollment from 324 students to 534 students by the 2027-2028 school year.

Table 2: Current Grade Levels and Approved Enrollment

	Year 1 2024 to 2025	Year 2 2025 to 2026	Year 3 2026 to 2027	Year 4 2027 to 2028	Year 5 2028 to 2029
Grade Configuration	K – Grade 5	K – Grade 5	K – Grade 5	K – Grade 5	K – Grade 5
Total Approved Enrollment	324	324	324	324	324

³ Twenty-five percent of all students residing in this district attend charter schools.

***Table 3: Recommended Grade Levels and Recommended Enrollment**

	Year 1 2024 to 2025	Year 2 2025 to 2026	Year 3 2026 to 2027	Year 4 2027 to 2028	Year 5 2028 to 2029
Grade Configuration	K – Grade 5	K – Grade 6	K – Grade 7	K – Grade 8	K – Grade 8
Total Recommended Enrollment	324	426	480	534	534

*The proposed chart was submitted by the Compass Charter School. It is subject to change pending the final revision recommendation and approval by the Board of Regents.

Rationale for Revisions Recommendation

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

In December 2013, the Board of Regents approved and chartered the Compass Charter School (Compass) in NYC CSD 13. The school’s educational program provides a “progressive,” student-centered, inquiry-based education that focuses on sustainability through integrated curriculum organized around social justice, economic justice, and the environment and authentic contexts for students to apply their literacy and math skills. The school is fully 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 material revisions to the school’s charter as specified in the Table 1: Charter School Summary.

Approving this revision request will result in a significant educational benefit to the students expected to attend the charter school because Compass implements a proven curriculum and instructional model that has produced consistent academic success over past renewal terms, providing the graduating elementary cohorts an opportunity to continue their education at the school.

Approving this revision request is likely to improve student learning and achievement because the proposed expansion will allow students enrolled at Compass to continue to benefit from the solid academic rigor at the school, while offering an additional educational choice for all other students in the community.

Please note that, if approved to expand to a middle school, Compass plans to lease private space in NYC CSD 17 in Brooklyn. The new proposed facility, which will house the middle school, is located at 1173 Bergen Street. The school and the building owner have discussed a lease rate and timeline pending approval of the expansion request by the Board of Regents.

Performance Framework Ratings:

During its December 2023 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 nine of the ten benchmarks.
- The school received an “Approaches” rating on one of the ten benchmarks due to consistent under-enrollment of economically disadvantaged (ED) students.

2019 Charter School Performance Framework Benchmark Ratings
Compass Charter School

2019 Performance Benchmark		Level
Educational Success	Benchmark 1: Student Performance: 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.	Meets
	Benchmark 2: Teaching and Learning: School leaders have systems in place designed to cultivate shared accountability and high expectations and that lead to students’ well-being, improved academic outcomes, and educational success. The school implements research-based practices and has rigorous and coherent curriculum and assessments that are aligned to 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 consistent high levels of engagement, thinking and achievement.	Meets
	Benchmark 3: Culture, Climate, and Student and Family Engagement: The school has systems in place to support students’ social and emotional health and to provide for a positive, safe, and respectful learning environment that prepares all students for college and career. 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.	Meets
Organizational Soundness	Benchmark 4: Financial Condition: The school is in sound and stable financial condition as evidenced by performance on key financial indicators.	Meets
	Benchmark 5: Financial Management: 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.	Meets
	Benchmark 6: Board Oversight and Governance: 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.	Meets
	Benchmark 7: Organizational Capacity: The school has established a well-functioning organizational structure, clearly 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.	Meets
Faithfulness to Charter & Law	Benchmark 8: Mission and Key Design Elements: The school is faithful to its mission and has implemented the key design elements included in its charter.	Meets
	Benchmark 9: Enrollment, Recruitment, and Retention: 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.	Approaches
	Benchmark 10: Legal Compliance: The school complies with applicable laws, regulations, and the provisions of its charter.	Meets

Summary of Public Comment

The required public hearing was held by the New York City Department of Education on February 24, 2025. The hearing was a joint hearing for Rosalyn Yalow Charter School and Compass. One hundred ninety-two people attended; however, it is not clear whether participants attended for one or both schools. Fifty-seven (57) people spoke about Compass. Thirty-one (31) were in favor of the proposed expansion, 22 were opposed, 2 were opposed only if the middle school grades would be co-located with MS 113, and 2 did not state a position. The CSO also received one email from a community member in opposition to the revision.

Amani Public 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 to increase its grade span to add K – Grade 4 to its current Grade 5 – 8 configuration; and to make a corresponding increase to its authorized enrollment from 355 students to 554 students by the 2028-2029 school year.

Table 1: Charter School Summary

Name of Charter School	Amani Public Charter School (Amani)
Board Chair	Max Smith
District of Location	Mount Vernon City School District ⁴
Initial Commencement of Instruction	Fall 2011
Current Term Authorized Grades /Approved Enrollment	Grades 5 – 8 / 355 students
Comprehensive Management Service Provider	None
Facilities	60 South Third Avenue, Mouth Vernon, NY 10552 – Private Space
Mission Statement	<i>The Mission of the Amani Public Charter School (Amani) is to provide 100% of Mount Vernon students who attend the school from the 5th through the 8th grade with the academic and critical thinking skills necessary to succeed in competitive high school programs, college and the career of their choice.</i>
Key Design Elements	<ul style="list-style-type: none"> • Ridiculously Great Teaching • Rigorous Academic Program • Strong School Culture
Recommended Material Revisions	<ul style="list-style-type: none"> • A revision to increase the grade span to add K – Grade 4 to the current Grades 5 – 8 configuration and to make a corresponding increase to the school’s authorized enrollment from 355 students to 554 students by the 2028-2029 school year.

Table 2: Current Grade Levels and Approved Enrollment

	Year 1 2021 to 2022	Year 2 2022 to 2023	Year 3 2023 to 2024	Year 4 2024 to 2025	Year 5 2025 to 2026
Grade Configuration	Grades 5 – 8	Grades 5 – 8	Grades 5 – 8	Grades 5 – 8	Grades 5 – 8
Total Approved Enrollment	355	355	355	355	355

⁴ Eight percent of all students residing in this district attend charter schools.

***Table 3: Recommended Grade Levels and Recommended Enrollment**

	Year 1 2021 to 2022	Year 2 2022 to 2023	Year 3 2023 to 2024	Year 4 2024 to 2025	Year 5 2025 to 2026
Grade Configuration	Grades 5 – 8	Grades 5 – 8	Grades 5 – 8	Grades 5 – 8	K – Grade 1, Grades 5-8
Total Recommended Enrollment	355	355	355	355	444**

*The proposed chart was submitted by the Amani Public Charter School. It is subject to change pending the final revision recommendation and approval by the Board of Regents.

** If approved by the Regents for renewal, in the next charter term the school will add Grade 2 (494 students) in year 2026-2027, Grade 3 (534 students) in year 2027-2028, and Grade 4 (554 students) in year 2028-2029, at which point they will reach full enrollment.

Rationale for Revisions Recommendation

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

In August 2011, the Board of Regents approved and chartered the Amani Public Charter School (Amani) in the Mount Vernon City School District. The school’s educational program focuses on providing students with the academic and critical thinking skills necessary to succeed in competitive high school programs, college, and careers. The school is fully implementing its 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 as specified in the Table 1: Charter School Summary.

Approving this revision request will result in a significant educational benefit to the students expected to attend the charter school because by enrolling students at the kindergarten level, Amani can address achievement gaps earlier through their rigorous, culturally-responsive curriculum, which is a critical research-based factor impacting students’ long-term academic success. This expansion would also provide a vital educational choice for Mount Vernon families seeking alternatives to current public school options at the elementary level.

Approving this revision request is likely to improve student learning and achievement because the proposed expansion builds naturally on Amani’s successful middle school model, extending the school’s core principles of great teaching, strong school culture, and a rigorous academic program. This would create a seamless K – Grade 8 pathway with a consistent curriculum, culture, and expectations, ultimately preparing students for success in high school and beyond.

Performance Framework Ratings:

During its May 2024 midterm 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 nine of the ten benchmarks.

- The school received a “Falls Far Below” rating on one of the ten benchmarks due to continued under-enrollment of students with disabilities (SWD), English language learners (ELL), and economically disadvantaged (ED) students as compared to the DOL as well as low overall and subgroup retention rates.

2019 Charter School Performance Framework Benchmark Ratings
Amani Public Charter School

2019 Performance Benchmark		Level
Educational Success	Benchmark 1: Student Performance: 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.	Meets
	Benchmark 2: Teaching and Learning: School leaders have systems in place designed to cultivate shared accountability and high expectations and that lead to students' well-being, improved academic outcomes, and educational success. The school implements research-based practices and has rigorous and coherent curriculum and assessments that are aligned to 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 consistent high levels of engagement, thinking and achievement.	Meets
	Benchmark 3: Culture, Climate, and Student and Family Engagement: The school has systems in place to support students' social and emotional health and to provide for a positive, safe, and respectful learning environment that prepares all students for college and career. 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.	Meets
Organizational Soundness	Benchmark 4: Financial Condition: The school is in sound and stable financial condition as evidenced by performance on key financial indicators.	Meets
	Benchmark 5: Financial Management: 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.	Meets
	Benchmark 6: Board Oversight and Governance: 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.	Meets
	Benchmark 7: Organizational Capacity: The school has established a well-functioning organizational structure, clearly 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.	Meets
Faithfulness to Charter & Law	Benchmark 8: Mission and Key Design Elements: The school is faithful to its mission and has implemented the key design elements included in its charter.	Meets
	Benchmark 9: Enrollment, Recruitment, and Retention: 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.	Falls Far Below
	Benchmark 10: Legal Compliance: The school complies with applicable laws, regulations, and the provisions of its charter.	Meets

Summary of Public Comment

The required public hearing was held by the Mount Vernon City School District on February 4, 2025. Fourteen people attended, and seven spoke. Five were in favor of the revision, and two were opposed.

The school provided evidence of community support for this revision recommendation in the following ways:

- Fifty-one (51) families (which represents roughly 15 percent of the school's enrollment) indicated in a response to the school's community-wide survey that they would enroll their children in Amani's inaugural kindergarten and first-grade classes for the 2025-2026 school year, with the following results:
 - 36 kindergarten students; and
 - 15 first grade students.
- The school submitted a petition signed by over 100 current and former Amani families, local educators and school staff, community leaders and advocates, Mount Vernon residents, and educational professionals from surrounding communities. A summary of comments submitted with the signatures included the following broad topics:
 - Multiple petition signers, including alumni and parents, specifically cited the school's effectiveness in preparing students for competitive high schools and college;
 - Many Mount Vernon families expressed the desire for high-quality elementary education options;
 - A number of parents of existing Amani students enthusiastically supported the expansion;
 - Several educators and community leaders stated the potential long-term benefits associated with Amani students being able to begin and then build upon a solid educational foundation starting in kindergarten; and
 - Multiple comments highlighted Amani's supportive learning environment and strong school culture.
- Ten (10) letters of support from community members, parents, educators, and community stakeholders were submitted to the CSO.

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.