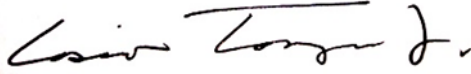





THE STATE EDUCATION DEPARTMENT / THE UNIVERSITY OF THE STATE OF NEW YORK / ALBANY, NY 12234

**TO:** P-12 Education Committee

**FROM:** Cosimo Tangorra, Jr. 

**SUBJECT:** Renewal Decision for Charter School Authorized by the Board of Regents

**DATE:** April 6, 2015

**AUTHORIZATION(S):** 

## **SUMMARY**

### **Issue for Decision**

Should the Regents approve the proposed renewal charter for the following charter school authorized by the Board of Regents pursuant to Article 56 of the Education Law (the New York Charter Schools Act):

- Elmwood Village Charter School

### **Reason(s) for Consideration**

Required by New York State law.

### **Proposed Handling**

This issue will be before the Board of Regents P-12 Education Committee and the Full Board for action at the April 2015 Regents meeting.

### **Background – Performance Framework**

In June of 2010, the New York State Board of Regents (the “Regents”), and the New York State Education Department (the “Department”) embarked on a new approach to charter school authorizing, aligning the Regents’ and Department’s work with the best practices of the highest quality authorizers nationally. A key component of this approach is the Performance Framework (the “Framework”) for charter schools

authorized by the Regents, which outlines quality benchmarks for charter schools that represent the high-levels of performance necessary to earn charter renewal.

The Framework, which is part of the Oversight Plan included in the Charter Agreement for each school, outlines three key areas of charter school performance: (1) Educational/Academic Success; (2) Organizational Soundness; and (3) Faithfulness to Charter and Law. The Framework also contains ten (10) performance benchmarks in each area, as follows:

#### Performance Area 1 - Educational Success

Benchmark 1: Student Performance: The school has met or come close to meeting student achievement goals for academic growth, proficiency, and college and career readiness on state standards and achievement goals outlined in the school's charter.

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 has rigorous and coherent curriculum and assessments that are aligned to the Common Core Learning Standards (CCLS) 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.

Benchmark 3: Culture, Climate, and Family Engagement: The school has systems in place to support students' social and emotional health and to provide for a safe and respectful learning environment. 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.

#### Performance Area 2 - Organizational Soundness

Benchmark 4: Financial Condition: The school is in sound and stable financial condition as evidenced by performance on key financial indicators.

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.

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.

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.

### Performance Area 3 - 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.

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.

Benchmark 10: Legal Compliance: The school complies with applicable laws, regulations, and the provisions of its charter.

The Performance Framework applies only to Regents-authorized charter schools opened in 2012 and thereafter, and schools with Renewal Charter Agreements signed in 2012 and thereafter. However, schools authorized or renewed before the development of the Framework were evaluated using similar performance standards.

Additional information regarding the Performance Framework is available on the New York State Education Department's Charter School Office website:

<http://www.p12.nysed.gov/psc/SectionIIIPerformanceFramework.html>

### **Charter School Renewal Applications**

Education Law Section 2852(2) requires the chartering entity (in this case the Board of Regents) to make the following findings when considering a charter renewal application:

- (a) The charter school described in the application meets the requirements set out in this article and all other applicable laws, rules and regulations;

- (b) The applicant can demonstrate the ability to operate the school in an educationally and fiscally sound manner;
- (c) Granting the application is likely to improve student learning and achievement and materially further the purposes set out in subdivision two of section twenty-eight hundred fifty of this article; and
- (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) granting the application would have a significant educational benefit to the students expected to attend the proposed charter school or (ii) the school district in which the charter school will be located consents to such application.

In addition, Renewal Guidelines contained in the Regulations of the Commissioner (8 NYCRR 119.7(d)) were adopted by the Board of Regents, and require that the Board further consider the following when evaluating a charter renewal application:

- (a) The information in the renewal application submitted pursuant to paragraph (b)(1) of this section (the charter school's renewal application);
- (b) Any additional material or information submitted by the charter school pursuant to paragraph (b)(2) of this section (additional information requested by the State Education Department);
- (c) Comments received pursuant to Education Law section 2857(1), as provided for in paragraph (c)(1) of this section;
- (d) Any information relating to the site visit and the site visit report, if any, pursuant to paragraph (c)(2) of this section;
- (e) The charter school's annual reporting results including, but not limited to, student academic achievement;
- (f) The Department's renewal recommendation pursuant to paragraph (c)(3) of this section and the charter school's written response, if any, pursuant to subparagraph (c)(3)(ii) of this section; and
- (g) Any other information that the board, in its discretion, may deem relevant to its determination whether the charter should be renewed, including, but not limited to, information related to whether renewal should be denied to protect the interests of students, families and the public including, but not limited to, instances involving criminal violations, fraud, unsafe environment, organizational stability or other serious or egregious violations of law or of the school's charter.

Beyond the requirements to make the findings set forth in the Education Law and consider the factors set forth above, the Charter Schools Act leaves the decision of whether to renew a charter to the sound discretion of the Board of Regents.

## **The Importance of Enrollment and Retention Targets**

As enacted, section 2854(2)(a) of the Education Law required that schools demonstrate good faith efforts to attract and retain a comparable or greater enrollment of students with disabilities (“SWD”) and limited English proficient students when compared to the enrollment figures for such students in the school district in which the charter is located.

In 2010, the legislature amended the law to provide more stringent requirements regarding enrollment and retention targets. In addition to requiring a demonstration of efforts, the Charter Schools Act now requires that public charter schools enroll and retain students with disabilities, English language learners (“ELL”), and students eligible for the federal free and reduced price lunch program (“FRPL”), and charged the Board of Regents and the Board of Trustees of the State University of New York (“SUNY”) to set specific numeric enrollment and retention targets tailored to each individual charter school.

All charter schools that were initially chartered after August 2010 or renewed after January 1, 2011, are expected to meet or exceed the enrollment and retention targets set by the Regents and SUNY. When submitting an application for renewal of the charter, schools are required to provide information detailing the means by which they will meet the enrollment and retention targets (Education Law Section 2851(4)(e), and this information is considered by the Regents in the review of the school’s performance over the charter term. Schools are also required to submit information regarding the targets in their annual reports 2857(2)(d)). A school’s repeated failure to comply with the requirement to meet or exceed their enrollment and retention targets is cause for termination or revocation of the charter pursuant to section 2855(1)(e) of the Education Law.

## **State Education Department Renewal Recommendations**

The Department considers evidence related to all of the Performance Benchmark areas, for the applicable schools, when making recommendations to the Regents concerning charter renewal applications. However, student academic performance is of paramount importance when evaluating each school. Each of the recommendations below was made after a full due-diligence process over the charter term, including review of the information presented by each school in its Renewal Application, a specific fiscal review, a two-day renewal site visit conducted by a Department team during the fall of 2014, comprehensive analysis of achievement data and consideration of public comment. The attached Renewal Recommendation Reports provide summary information about each of the Renewal Applications that are before the Regents for action today as well as an analysis of the academic and fiscal performance of each school over the charter term.

The fiscal impact on a school that receives a short-term renewal can vary greatly from school-to-school and, depending on their particular situation, may not impact their

fiscal outlook at all. A few variables include – whether or not a school owns or leases their buildings, a school’s fiscal standing over the charter term, a community’s general perception of/confidence in the school’s stability and whether a school can maintain enrollment or recruit new students – to name a few.

It should be clearly noted, therefore, that the analysis of the potential fiscal impact of a short-term renewal is prospective and largely based on speculation rather than clear quality/quantitative metrics our office can apply to our performance oversight. Additionally, as an authorizer, we are held to considerations under law. To that point, the term for renewal must follow Education Law Section 2851(4) and 8 NYCRR 119.7, which do not include a consideration of the impact of the renewal decision on the school.

The renewal term is our primary carrot to ensure that schools meet student performance/financial metrics. If an authorizer gives poorly performing schools five year terms to assuage potential fiscal impact on a school, we lose a major lever/ incentive for improvement, and devalue full term renewals given to high-performing schools.

### **April 2015 Charter School Renewal Overview**

#### **Elmwood Village Charter School – 5 years**

<b>Board Chair</b>	Mimi Barnes-Coppola
<b>District of location</b>	Buffalo City School District
<b>Opening Date</b>	August 2006
<b>Charter Terms</b>	Initial Charter Term: January 10, 2006 – January 8, 2011 First renewal term: January 9, 2011 – June 30, 2015
<b>Management Company</b>	None
<b>Partners</b>	None
<b>Facilities</b>	2012 – present: 40 Days Park, Buffalo, New York 2011-2012: 124 Elmwood Avenue, Buffalo, New York (K-5) and Pennsylvania Avenue, Buffalo, New York (Grades 6-7)
<b>Grades / Maximum Enrollment</b>	K-8 / 350 students
<b>Revision request</b>	K-8/ 450 students (adding 25 students/year)

<b>Mission Statement</b>	The Elmwood Village Charter School will provide a stimulating and engaging learning environment that recognizes student capability, fosters their connectedness to their immediate and broader communities, and offers them ways to contribute to school life. EVCS believes that all students can and will learn at high levels when provided with the right learning conditions.
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### **Renewal Recommendations**

VOTED: That the Board of Regents finds that, the **Elmwood Village Charter School**: (1) meets the requirements set out in Article 56 of the Education Law, and all other applicable laws, rules and regulations; (2) the applicant can demonstrate the ability to operate the school in an educationally and fiscally sound manner; (3) granting the application is likely to improve student learning and achievement and materially further the purposes set out in subdivision two of section twenty-eight hundred fifty of this article; and (4) granting the application would have a significant educational benefit to the students expected to attend the charter school, and the Board of Regents therefore approves the renewal application of the Elmwood Village Charter School and that a renewal charter be issued, and that its provisional charter be extended for a term up through and including June 30, 2020.

### **Timetable for Implementation**

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

Attachments



New York State Education Department

***Charter School Renewal Recommendation Report  
Application for Second Charter Renewal***

**Elmwood Village Charter School**

**April 2015**



## **Introduction**

In accordance with Education Law, Article 56, Sections 2851(4) and 2852(2), Commissioners Regulation 119.7 and the Board of Regents Charter School Renewal Policy (November 2012), the **New York State Education Department (NYSED)** recommends a second renewal term for a period of five years for the **Elmwood Village Charter School (EVCS)**. The school has demonstrated strong academic performance and faithful implementation of the mission, key design elements, education program and organizational design set forth in the charter. EVCS has demonstrated efforts toward meeting enrollment and retention targets as prescribed by the Board of Regents for students with disabilities, English language learners and students who are economically disadvantaged. Although not subject to the targets in the prior charter term, the school has shown steady progress toward recruiting these special populations. In addition, the school has formally committed to additional measures that appear likely to accelerate progress toward meeting the targets in the upcoming charter term. The charter term would begin on July 1, 2015 and expire on June 30, 2020.

This report is the primary means by which NYSED summarizes for the New York State Board of Regents its findings and recommendations regarding a charter school's Renewal Application.

## **Charter School Summary<sup>1</sup>**

<b>Name of Charter School</b>	Elmwood Village Charter School
<b>Board Chair</b>	Mimi Barnes-Coppola
<b>District of location</b>	Buffalo City School District
<b>Opening Date</b>	August 2006
<b>Charter Terms</b>	Initial Charter Term: January 10, 2006 – January 8, 2011 First Renewal Term: January 9, 2011 – June 30, 2015
<b>Management Company</b>	None
<b>Partners</b>	None
<b>Facilities</b>	2012 – present: 40 Days Park, Buffalo 2011-2012: 124 Elmwood Avenue, Buffalo (K-5) Pennsylvania Avenue, Buffalo (6-7)
<b>Mission Statement (proposed revision for upcoming charter term)</b>	The Elmwood Village Charter School will provide a stimulating and engaging learning environment that recognizes student capability, fosters their connectedness to their immediate and broader communities, and offers them ways to contribute to school life. EVCS believes that all students can and will learn at high levels when provided with the right learning conditions.

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<sup>1</sup> The information in this section was provided by the NYS Education Department Charter School Office.

## Enrollment

School Year	Chartered Enrollment	Grades Served
2014-2015	350	K-8
2013-2014	325	K-8
2012-2013	300	K-8
2011-2012	250	K-7
Maximum enrollment: 350		

## Student Demographics: EVCS Compared to District of Location<sup>2</sup>

	2012-2013			2013-2014			2014-2015 <sup>3</sup>		
	School Enrollment	Buffalo CSD Enrollment	Variance <sup>4</sup>	School Enrollment	Buffalo CSD Enrollment	Variance	School Enrollment	Buffalo CSD Enrollment	Variance
<b>Special Populations</b>									
Students with Disabilities	14%	21%	-7	13%	21%	-8	13%	N/A	N/A
English language learners	2%	12%	-10	2%	13%	-11	2%	N/A	N/A
Economically Disadvantaged	41%	86%	-45	47%	81%	-34	49%	N/A	N/A

<sup>2</sup> As enacted, section 2854(2)(a) of the Education Law required that schools demonstrate good faith efforts to attract and retain a comparable or greater enrollment of students with disabilities ("SWD") and limited English proficient students when compared to the enrollment figures for such students in the school district in which the charter is located. 2010 amendments to the law require a demonstration of good faith efforts to enroll and retain SWD, English language learners ("ELL"), and students eligible for the Federal free and reduced price lunch program ("FRPL"), and charged the Board of Regents ("Regents") and the Board of Trustees of the State University of New York ("SUNY") to set specific enrollment and retention targets for each charter school (2852(9-a)(b)(i)). All charter schools that were initially chartered after August 2010 or renewed after January 1, 2011, are expected to meet or exceed the enrollment and retention targets set by the Regents and SUNY. When submitting an application for renewal of the charter, schools are required to provide information detailing the means by which they will meet the enrollment and retention targets (2851(4)(e)), and this information is considered by the Regents in the review of the school's performance over the charter term. Schools are also required to submit information regarding the targets in their annual reports 2857(2)(d)). A school's repeated failure to comply with the requirement to meet or exceed their enrollment and retention targets is cause for termination or revocation of the charter pursuant to section 2855(1)(e) of the Education Law.

<sup>3</sup> 2014-15 enrollment data reported by the school and current as of January 29, 2015.

<sup>4</sup> Variance is defined as the percent difference of subgroup enrollment between the charter school and district of location.

### Student Retention (Self-Reported by School)

	2010	2011	2012	2013
Number of students enrolled	198	249	299	324
Number of students who left during the school year	6	7	3	2
Number of students who did not re-enroll the next school year and had not completed the highest grade at the school	22	15	22	15
Retention rate	86%	91%	92%	95%

### Current Board of Trustees

Board Member Name	Term	Position/Committees
Mimi Barnes-Coppola	Reappointed June 2013; term expires June 2016	Chair
Marguerite Battaglia	Initial term expires June 2015	Trustee
Jennifer Bernacki-Smith	Initial term expires June 2016	Vice Chair
Roy Clay	Initial term expires June 2015	Parent Representative
Kathy Franklin-Adams	Reappointed June 2014; term expires June 2017	Trustee
Ingrid R. Johnson-Jacobs	Initial term expires June 2017	Parent Representative
Andrew Mouw	Initial term expires June 2015	Treasurer
Pamela Pollock	Reappointed June 2013; term expires June 2016	Secretary
Matthew Ryan	Reappointed June 2013; term expires June 2016	Trustee
Natalie Stoyanoff	Initial term expires June 2015	Trustee

### School Leader

School Year	School Leader(s) Name and Title
2006 - present	John Sheffield, Director

## School Visit History

Site visits have been conducted each year of the current charter term. A full site visit was conducted on May 14, 2013. A two-day renewal site visit was completed at Elmwood Village Charter School on October 7-8, 2014. The NYSED team conducted interviews with the board of trustees, school leadership team, director of operations, teachers, parents and students.

## Background

Elmwood Village Charter School is located in downtown Buffalo, in a former business site that was renovated into a bright, attractive school. It opened in the fall of 2006 with 125 students in grades K through 4 and grew to serve 200 students in grades K through 6 over the first charter term. Based on a solid record of academic achievement, the school was renewed for a five year term in January 2011, and approved to expand to grade 8 and serve 350 students during the renewal charter period. EVCS is now seeking a second renewal and approval to serve 450 students in grades K through 8.

## Summary of Evidence

### **Educational Success**

#### **Student Performance**

Academic performance at Elmwood Village Charter School has remained strong. The school continues to outperform in the district and state aggregate and grade level averages for ELA and math.

#### Growth – 3-8 Outcomes

In a comparative analysis of Elmwood Village's 3-8 ELA and math growth outcomes, the school showed a positive growth trend in the first implementation of Common Core mathematics, yet regressed slightly in Common Core ELA. In the second implementation of Common Core testing, this trend reversed with math showing slight regression and ELA improving in growth.

*Chart 1: Three-year 3-8<sup>th</sup> grade growth*

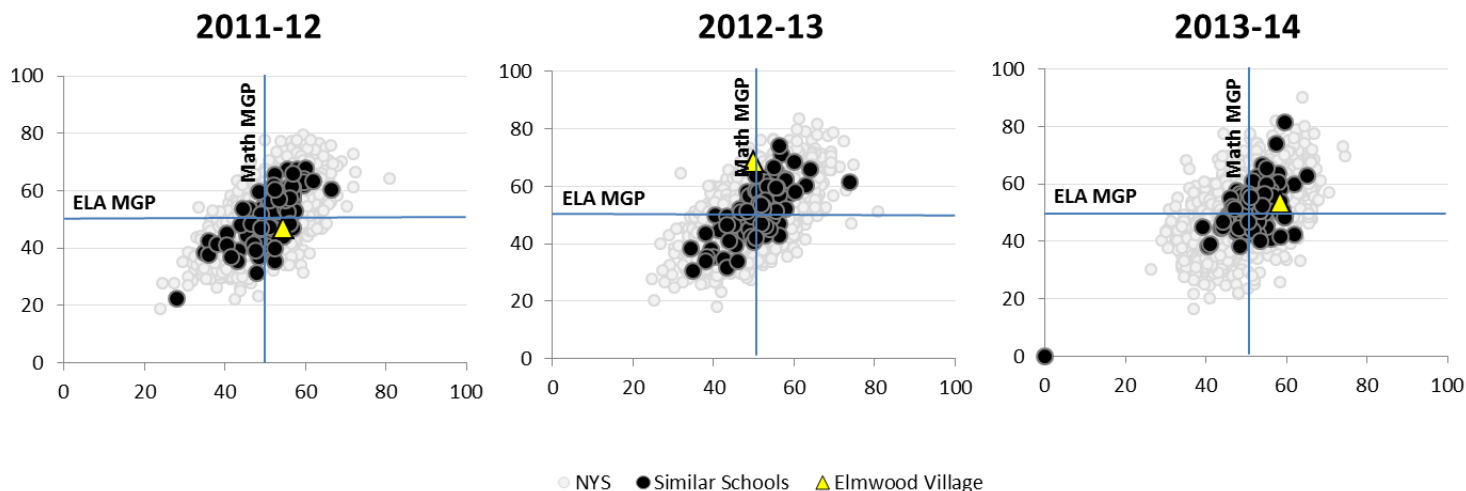


Chart 1: The scatterplots above show the adjusted mean growth percentile of schools with similar grade configuration and demographics to Elmwood Village Charter School's 3-8<sup>th</sup> grade continuum. The model requires at least one base year of testing and calculates growth from the base year to the testing year on a per pupil basis. As a result, the growth scores displayed here show growth only from 4<sup>th</sup> grade to 8<sup>th</sup> grade at Elmwood Village, using the 3<sup>rd</sup> grade results as a base year. The model also controls for student characteristics, including students with disabilities, English Language Learners, and students in poverty. This allows for all students in all schools to be compared fairly. Each mark represents a school's adjusted mean growth percentile in ELA and math. The crosshairs on the plot represents the state average for growth in ELA and math in that testing year.

### Proficiency – 3-8 Outcomes

In a direct reflection of growth trends, students in grades 3-8 at Elmwood Village showed progress in ELA and math, exceeding the Buffalo CSD and NYS proficiency rates from 2011-2014.

Chart 2: Four-year Gr 3-8 Elmwood Village proficiency outcomes compared to Buffalo CSD and NYS Mean;  
Compares district to NYS mean

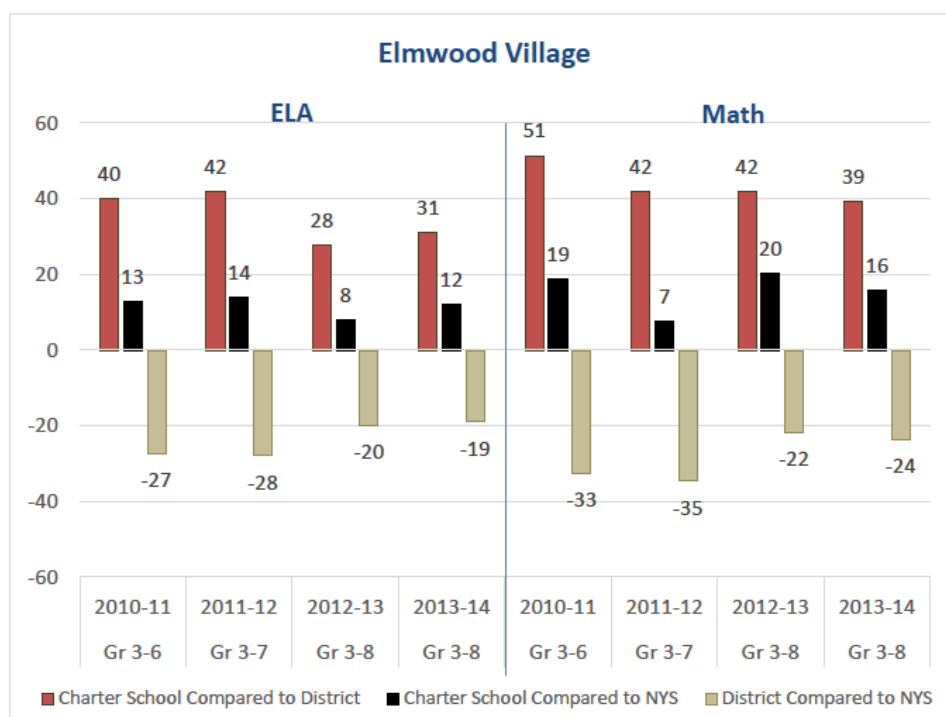


Chart 2: The above histogram compares the school's 3-8 grade proficiency outcomes with that of the district of location and the NYS mean in comparable grades tested. The district's proficiency outcomes are also compared to the NYS mean to gauge whether or not a school's comparison to the state mean mirrors trends seen in the district or if the school is able to overcome the district's academic and socioeconomic challenges. Where (x=0), this line serves as the mean for the school's comparison to the district mean, state mean, or the district's comparison to the state mean. Marks above or below this line indicate how far each comparison has been calculated from the associated mean.

According to the Department’s accountability designations for 2014-15<sup>5</sup>, Elmwood Village is *In Good Standing*.

### **Teaching and Learning**

Elmwood Village Charter School frames the content of the education program on the Common Core Learning Standards and uses the textbook series *Everyday Math* and *Open Court*, as well as Engage NY modules, as curricular resources for teachers. During two weeks of summer professional development each year, teachers plan instruction and develop year-long pacing guides. Daily lesson plans are prepared and reviewed by administrators.

During site visits conducted over the charter term, SED staff observed a pervasive culture of high expectations and collaboration, which is conducive to learning. Relevant application of content to real-world scenarios and portability across disciplines is evident in some classes. A common understanding through language and consistent strategies to promote rigor (higher-order thinking and real world application) are not yet fully developed across all grades and subject areas. The renewal site visit team observed limited differentiation of content, product and process.

School leaders reported that extensive data reports, as well as formative and summative assessment information, are widely used by teachers, administrators and the board of trustees to track student achievement. The school holds four data-focused meetings each year, intended to directly contribute to effective instructional practice.

### **Culture, Climate and Family Engagement**

At EVCS, A reciprocal respect between adults and students was clearly demonstrated in all aspects of classroom and school wide interactions. All stakeholders report that they are physically safe in the school. Adult visibility before, during and after school, contributes to students’ and families’ sense of safety. Although a wide scale construction project is underway at the school, causing adjustments in routine and use of the physical space, a disruption free environment conducive to learning is maintained.

School leaders, teachers, parents and students describe the school as proactive and transparent in communications with families. Weekly classroom newsletters, email, the website, phone calls, and backpack letters facilitate this process.

## **Organizational Viability**

### **Financial Condition**

Elmwood Village Charter School is in sound and stable financial condition as evidenced by performance on key indicators derived from the schools independently audited financial statements.

The Department reviews the financial performance and management of charter schools using quantitative and qualitative methods. Quantitative reporting is done through the fiscal dashboard (See Appendix A). The

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<sup>5</sup> 2014-15 accountability designations are based on 2012-2013 NYS testing data.

dashboard presents several near-term and long-term financial performance indicators.<sup>6</sup> Near-term indicators, such as the current ratio and unrestricted days cash, are measures of liquidity and of the charter school's capacity to maintain operations. Long-term indicators, such as total margin and debt-to asset ratio, are measures of the charter school's capacity to remain viable and to meet financial obligations.

#### Overall Financial Health

A *composite score* is an overall measure of financial health calculated by the NYSED Office of Audit Services. This score is based on a weighting of primary reserves, equity and net income. A charter school with a score between 1.5 and 3.0 is considered in strong financial health. EVCS's composite score for 2013-14 is 3.00. The table below shows the school's composite scores from 2010-11 through 2013-14.

**Elmwood Village Charter School Composite Scores  
2010-2011 to 2013-2014**

<i>Year</i>	<i>Composite Score</i>
2013-2014	3.00
2012-2013	3.00
2011-2012	3.00
2010-2011	3.00

Source: NYSED Office of Audit Services

#### Near Term Indicators

Near term indicators of financial health are used to understand the current financial performance and viability of the school. The Department uses three measures:

The *current ratio* is a financial ratio that measures whether or not a school has enough resources to pay its debts over the next 12 months. The ratio is mainly used to give an idea of the school's ability to pay back its short-term liabilities (debt and payables) with its short-term assets (cash, inventory, receivables). The higher the current ratio, the more capable the school is of paying its obligations, with a ratio under 1.0 indicating concern. For 2013-2014, EVCS had a current ratio of 2.8x and therefore the school should be able to pay obligations as they come due.

*Unrestricted cash* measures in days whether the school can meet operating expenses without receiving new income. Schools typically strive to maintain at least 90 days cash on hand. For 2013-2014, EVCS operated with 270.8 days unrestricted cash.

*Enrollment stability* measures whether or not a school is meeting its enrollment projections, thereby generating sufficient revenue to fund ongoing operations. Schools typically strive to have low variability in enrollment over time. Actual enrollment that is over 85 percent of the projected total is considered reasonable. For 2013-2014 and 2012-2013, EVCS enrollment stability was at 99%.

#### Long Term Indicators

A school's *debt to asset ratio* measures the extent to which the school relies on borrowed funds to finance its operations. It is calculated as total liabilities divided by total assets. A ratio of 0.9 or less meets a standard of low risk. For 2013-2014, EVCS's debt to asset ratio was 0.48x.

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<sup>6</sup> These rigorous indicators of fiscal soundness are aligned with those recommended by the National Association of Charter School Authorizers, and are also used by the Trustees at the State University of New York (SUNY) in their capacity as a charter school authorizer (SUNY-CSI) in New York State.

*Total margin* measures the deficit or surplus a school yields out of its total revenues; in other words, whether or not the school is living within its available resources. Total margin is calculated as net income divided by total revenue. A total margin that is positive indicates low risk. For 2013-2014, the EVCS total margin was 12.7 percent.

For additional information regarding these metrics and figures, the CSO staff has prepared a series of graphs to illustrate the long-term (three-year trend analysis) performance of the school (See Appendix A).

## **Financial Management**

The Elmwood Village Charter School's 2013-2014 Independent Audit had no material findings. The EVCS 2013-2014 Schedule of Functional Expenses did not follow the template provided in the Charter School Audit Guide. The school's executed charter agreement requires adherence to the Charter School Audit Guide.

The NYS Office of State Comptroller conducted an audit of the school's student enrollment and billing (2013M-174). The school annually requests that parents/guardians update student information and relies on parents/guardians to notify the school if a student's address changes during the school year. However, the school does not verify student information by periodically requiring new proof of residence, such as a utility bill, or requiring that a new proof of residence be submitted when a student's address changes. The report's recommendation focused primarily on strengthening the policies and procedures regarding student enrollment and billing of the school districts of residence. School officials agreed with the report finding.

## **Board Oversight and Governance**

Membership on the board of trustees is maintained with reasonable turnover, with new members recruited to meet needs identified within the board. The board of trustees operates consistently within their bylaws and term limits. Turnover occurs on a staggered alternating basis. This past year, the treasurer and parent representative are new members. At the renewal site visit, the board of trustees described a recruitment process from a procedural standpoint and new member perspective, indicating that they always look to see what the needs are on the board at the time in order to fill or create new spots.

## **Organizational Capacity**

Instructional staff at Elmwood Village Charter School has been generally stable, with few turnovers. The school leader uses a recruitment and screening process to ensure that candidates are supportive of the school's mission and practice, but on occasion staff members have been removed for unsatisfactory implementation of the school's priorities.

Regular classroom visits are carried out by the leadership team members, with the director conducting formal observations and evaluations. The Danielson Framework and rubric are used to convey timely targeted feedback.

The board of trustees indicated that the director is evaluated annually and held accountable for critical school outcomes. However, they stated that the criteria and methodology are outdated and in need of revision. The school leaders make regular presentations to the board of trustees to report on the progress of school-wide goals and indicators.



## **Faithfulness to the Charter and Law**

### **Mission and Key Design Elements**

The mission, vision, and educational philosophy of the school are explicitly evident in many aspects of staff decisions and practices as well as student outcomes. An engaging learning environment is clearly evident in most classrooms at the school. Students are enthusiastic participants in the learning community, show an intrinsic desire to contribute, and are provided with opportunities to do so inside the classroom and school-wide.

Many of the instructional practices that are aligned to the key design characteristics were observed in most classrooms visited. The ratio and class size design elements were clearly evident in all classes. Evidence of interdisciplinary approaches to integrate the arts and technology in the general curriculum was limited, although school leaders indicated that interdisciplinary connections and robust technology integration will be included in the next phase of curricular planning.

## **Legal Compliance**

### **Enrollment, Recruitment and Retention**

According to Department records, Elmwood Village Charter School is not meeting Board of Regents-prescribed enrollment and retention targets for any of the three subgroups, students with disabilities, English language learners or economically disadvantaged students. The school has provided a detailed policy statement setting forth the outreach and retention strategies for each of these groups of students for the upcoming charter term. Strategies to identify and serve these special populations are included. These include promoting public knowledge of the school's commitment to provide appropriate special education and English language learner services, involving the special education and English as a second language staff in the recruitment process, holding the director accountable for these efforts, and choosing educational and social-emotional programs that have a proven track record of success with school wide Title I settings.

Additionally, in March 2015, the EVCS board developed and approved a resolution to update the admissions policy so as to intensify recruitment efforts for the three target population groups.

A detailed description of these efforts is attached in Appendix B.

### **Applicable Laws and Charter Provisions**

The school is in compliance with all applicable law, rules and regulations, as well as its own by-laws. The board has a code of ethics, appropriate bylaws, and all required policies. The board meetings are held in accordance with Open Meetings Law. In January 2015, the school attorney reviewed the school discipline policy to assure that the policy includes disciplinary procedures for students with disabilities to address section 300.519-300.529 of the Code of Federal Regulations and NYS DASA requirements. Several recommendations were made and adopted by the board in February 2015, to bring the policy into compliance.

## Proposals for Revision

### Revised Mission Statement

Elmwood Village Charter School Board of Trustees resolved on August 20, 2014 to revise the mission statement to read: *The Elmwood Village Charter School will provide a stimulating and engaging learning environment that recognizes student capability, fosters connectedness to immediate and broader communities, and offers ways to contribute to school life. EVCS believes all children can and will learn at high levels when provided with the right learning conditions.*

This is a restatement and simplification of the school's former mission statement, which reads:

*The Elmwood Village Charter School will provide a stimulating and engaging learning environment that recognizes student capability, fosters their connectedness to their immediate and broader communities, and offers them ways to contribute to school life. It will aim to meet or exceed state performance standards through a strong curriculum and a rigorous academic program that will be enhanced by the school's focus on social responsibility and community. We will achieve this by 1) offering small class sizes, 2) valuing individual learning styles, and 3) implementing both the Responsive Classroom approach to teaching and the Cooperative Discipline model developed by Rudolph Dreikurs. Fostering students' social and emotional development is a prerequisite for academic success. In order to enhance students' sense of connection to school and community life, EVCS will draw on the rich cultural, historical, and educational resources available in Buffalo and the region. By creating a sense of belonging, it will generate a vital school culture where the teaching of classic academics becomes highly effective. EVCS believes that all students can and will learn at high levels when provided with the right learning conditions.*

### Revised Enrollment Plan

Elmwood Village Charter School proposes to expand enrollment from the current maximum approved enrollment of 350 students to a revised maximum enrollment of 450 students. This will permit the addition of 25 students annually over four years to add a section at each grade level (Grades 5-8).

Grades	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
K	50	50	50	50	50
1 <sup>st</sup>	50	50	50	50	50
2 <sup>nd</sup>	50	50	50	50	50
3 <sup>rd</sup>	50	50	50	50	50
4 <sup>th</sup>	50	50	50	50	50
5 <sup>th</sup>	50	50	50	50	50
6 <sup>th</sup>	25	50	50	50	50
7 <sup>th</sup>	25	25	50	50	50
8 <sup>th</sup>	25	25	25	50	50
Total	375	400	425	450	450

### Public Hearing Information

The required hearing was held on October 22, 2014 by the Buffalo City School Board. Questions were asked regarding the waiting list, renovations, textbooks that had not been received, and minority representation on the staff. No additional comments in support or opposition to the Elmwood Village Charter School charter renewal were made.

<b>Charter School:</b>	<b>Elmwood Village Charter School</b>
<b>Report as of:</b>	<b>2014</b>



General Information:			
<b>School District:</b>	<b>Buffalo CSD</b>	<b>Years in Operation:</b>	<b>8</b>
		<b>Grade(s) Served:</b>	<b>K-8</b>
		<b>Actual Enrollment:</b>	<b>323</b>
		<b>Budgeted Enrollment</b>	<b>325</b>

Income Statement:		Balance Sheet & Cash Flow:		Key Performance Metrics:	
<b>Total Revenues:</b>	<b>\$ 4,652,847</b>	<b>Assets:</b>		<b>Near-Term Metrics:</b>	
<b>Expenses:</b>	<b>Enrollment Stability</b>	Cash - Unrestricted	\$3,012,443	Current Ratio	2.8x
Total Program Services	\$ 3,299,124	Cash in Escrow	\$0	Unrestricted Days Cash	270.8
Management and General	\$ 761,329	Other Current Assets	\$166,168	Enrollment Stability	99.4%
Development	\$ -	Investments & PP&E	\$3,968,164	Total Revenue Per Student:	\$14,405
Fundraising	\$ -	Other Long Term Assets	\$0	Total Expenses Per Student:	\$12,571
Disposal Losses	\$ -	<b>Total Assets:</b>	<b>\$ 7,146,775</b>		
Other	\$ -	<b>Liabilities:</b>		<b>Sustainable Metrics:</b>	
<b>Total Expenses:</b>	<b>\$ 4,060,453</b>	Current Liabilities	\$1,129,620	Total Margin	12.7%
		Long Term Liabilities	\$2,266,649	Debt to Asset Ratio	0.48x
<b>Operating Surplus</b>	<b>\$592,394</b>	<b>Total Liabilities:</b>	<b>\$3,396,269</b>	Debt Service Coverage Ratio	3.3
				Composite Score	3.00
<b>% Management &amp; General</b>	<b>18.75%</b>	<b>Net Assets:</b>	<b>\$3,750,506</b>		
<b>Statewide Average</b>	<b>15.24%</b>				
		<b>Total Liab. &amp; Net Assets:</b>	<b>\$7,146,775</b>		
<b>% Programmatic Services</b>	<b>81.25%</b>				
<b>Statewide Average</b>	<b>84.12%</b>	<b>Change in Cash</b>	<b>\$337,747</b>		



## Performance Evaluation Master

### Symbol Legend:

	Meets Standard (Low Risk)
	Adequate (Moderate Risk)
	Requires Review (High Risk)

### Financial Indicator:

#### Near-Term Indicators:

1a.	Current Ratio
1b.	Unrestricted Days Cash
1c.	Enrollment Stability

#### Financial Composite Score:

1d.	Composite Score
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#### Long-Term Indicators:

2a.	Total Margin
2b.	Debt to Asset Ratio
2c.	Debt Service Coverage Ratio

### 2014 Key Inputs:

Target School:	Elmwood Village Charter School
Time Period:	2014

### Target: Elmwood Village Charter School

Current Metric:	Performance:		
2.8			
270.8			
99.4%			

Current Metric:	Performance:		
3.0x			

Current Metric:	Performance:		
12.7%			
0.48x			
3.3x			

## Near-Term Performance Evaluation: Elmwood Village Charter School

	2014	2013	2012	Average
<b>1a. Current Ratio</b>	2.81x	4.63x	1.96x	3.14x
Explanation: Current Ratio (CR) is a measure of operational efficiency and short-term financial health. CR is calculated as current assets divided by current liabilities.				



**Meets Standard - Low Risk** (if satisfies any of the following two):

<b>X</b>	CR is greater than or equal to 1.1
	CR is between 1.0 and 1.1 and one-year trend is positive (current year ratio is higher than last year's)



**Adequate - Moderate Risk** (if satisfies any of the following two):

	Current Ratio is between 0.9 and 1.0 or equal to 1.0
	CR is between 1.0 and 1.1 and one-year trend is negative



**Requires Review - High Risk:**

	Current ratio is less than or equal to 0.9
--	--

	2014	2013	2012	Average
<b>1b. Unrestricted Days Cash</b>	270.8	277.1	217.4	255.1
2c.				



**Meets Standard - Low Risk** (if satisfies any of the following two):

<b>X</b>	30 days or more of cash
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**Adequate - Moderate Risk** (if satisfies any of the following two):

	Days Cash is between 15 and 30 days
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**Requires Review - High Risk:**

	Less than 15 Days Cash
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	2014	2013	2012	Average
<b>1c. Enrollment Stability</b>	99.4%	99.3%	99.2%	99.3%
Explanation: Enrollment stability tells authorizers whether or not the school is meeting its enrollment projections, thereby generating sufficient revenue to fund ongoing operations. Actual Enrollment divided by Enrollment Projection in Charter School Budget.				



**Meets Standard - Low Risk:**

<b>X</b>	Enrollment Variance equals or exceeds 95% in most recent year
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**Adequate - Moderate Risk** (if satisfies any of the following two):

	Enrollment Variance is between 85% and 95% in the most recent year
--	--



**Requires Review - High Risk:**

	Enrollment Variance is equal to or less than 85% in most recent year
--	--

2c.

## Financial Composite Score: Elmwood Village Charter School

	Current
<b>Financial Composite Score</b>	3.00
Explanation: Accounting for an Institution's Total Financial Condition. We evaluate the financial health of schools using a blended score that measures institutions' performances on key financial indicators. The blended score allows an institution's sources of financial strength to offset areas of financial weakness. To calculate: Step 1: Calculate Three Financial Ratios from Financial Statements (Primary Reserve Ratio, Equity Ratio, and Net Income Ratio). Step 2: Convert Ratio Results to Strength Factor Scores. Step 3: Multiply the Strength Factor Scores by a Weighting Factor. Step 4: Add the Weighted Strength Factor Scores to Obtain the Composite Score.	



**Meets Standard: Fiscally Strong**

<b>X</b>	Composite Score Range of 1.5-3.0.
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**Fiscally Adequate**

	Composite Score Range of 1.0-1.4.
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**Requires Review: Fiscally Needs Monitoring**

	Composite Score Range of -1.0-0.9.
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## Long-Term Performance Evaluation: Elmwood Village Charter School

	2014	2013	2012	Average
<b>2a. Total Margin</b>	12.7%	17.9%	19.3%	16.7%
Explanation: Total margin measures the deficit or surplus a school yields out of its total revenues; in other words, whether or not the school is living within its available resources. Calculated as Net Income divided by Total Revenue.				



**X**

**Meets Standard - Low Risk** (if satisfies any of the following two):

Most recent year Total Margin is positive



**Adequate - Moderate Risk:**

Most recent Total Margin is less than 0 but greater than -10%



**Requires Review - High Risk** (if satisfies any of the following two):

Current year Total Margin is less than -10%

	2014	2013	2012	Average
<b>2b. Debt to Asset Ratio</b>	0.48x	0.49x	0.28x	0.42x
Explanation: Measures the extent to which the school relies on borrowed funds to finance its operations. Calculated as Total Liabilities divided by Total Assets.				



**X**

**Meets Standard - Low Risk:**

Debt to Asset Ratio is less than 0.90



**Adequate - Moderate Risk:**

Debt to Asset Ratio is between 0.90 and 1.0



**Requires Review - High Risk:**

Debt to Asset Ratio is greater than 1.0

	2014	2013	2012	Average
<b>2c. Debt Service Coverage Ratio</b>	3.32	0.29	65.07	22.89
Explanation: Debt service coverage ratio indicates a school's ability to cover its debt obligations in the current year. Calculated as: (Net Income + Depreciation + Interest Expense)/(Principal and Interest Payments).				



**X**

**Meets Standard - Low Risk:**

Debt Service Coverage Ratio is equal to or exceeds 1.10



**Adequate - Moderate Risk:**

Debt Service Coverage Ratio is less than 1.10

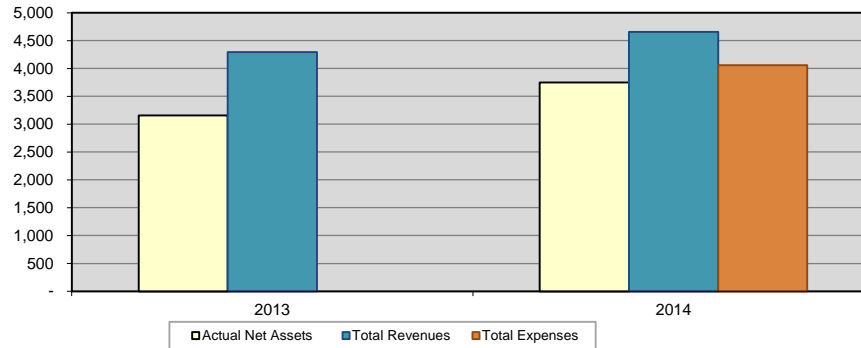


**Requires Review - High Risk:**

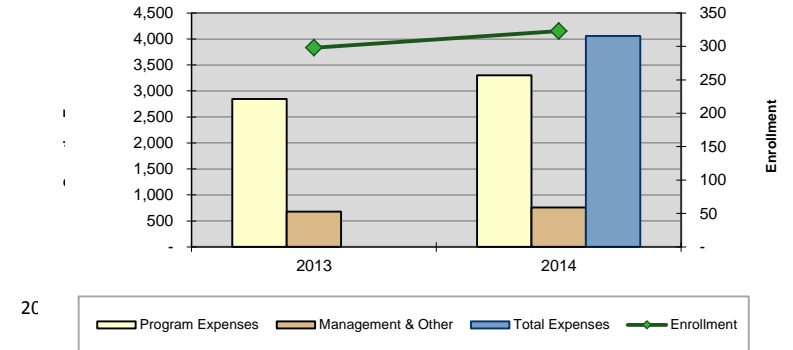
Debt Service Coverage Ratio is less than 0.90

(\$'s in thousands)

### Revenues, Expenses & Change in Net Assets



### Enrollment vs. Operating Expenses



#### Enrollment Stability

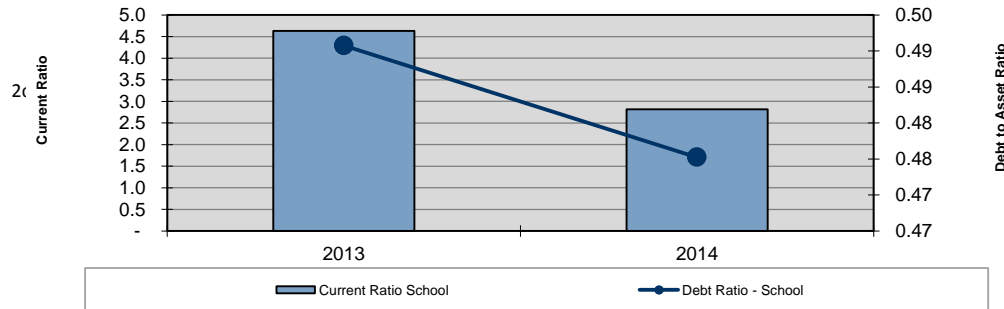
This chart illustrates total revenue and expenses each year and the relationship those subsets have on the increase/decrease of net assets on a year-over-year basis.

2014

This chart illustrates to what extent the school's operating expenses have followed its student enrollment pattern.

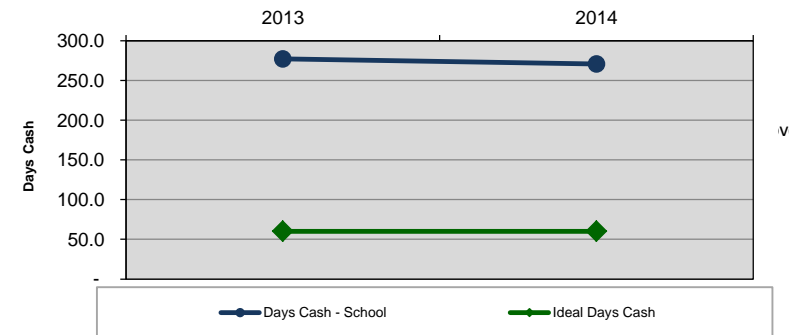
### Current Ratio / Debt to Asset Ratio

CURRENT RATIO - Risk = Low > 1.1 / Medium 0.9 - 1.1 / High < 0.9  
DEBT TO ASSET RATIO - Risk = Low < 0.90 / Medium 0.9 - 1.0 / High > 1.0



Current Ratio is a measure of operational efficiency and short-term financial health. Debt to Asset indicates what proportion of debt a school has relative to its assets.

### Days Cash



Unrestricted days cash on hand indicates how many days a school can pay its expenses without another inflow of cash.

		School		Elmwood Village Charter School
		COMPOSITE SCORE:		3.0
PRIMARY RESERVE RATIO	Unrestricted Net Assets	\$	3,750,506.00	
	ADD: Temporarily Restricted Net Assets	\$	-	
	LESS: Annuities, term endowments & life income funds that are temporarily restricted	\$	-	
	LESS: Intangible Assets	\$	-	
	Less: Net Property, Plant and Equipment (PPE)	\$	(3,968,164.00)	
	ADD: Post Employment Benefits	\$	-	
	ADD: All debt obtained for long term purposes (up to net PPE)	\$	2,445,070.00	
	EXPENDABLE NET ASSETS	\$	2,227,412.00	
	DIVIDE BY: TOTAL EXPENSES	\$	4,060,453.00	
PRIMARY RESERVE RATIO:			0.549x	
EQUITY RATIO	Unrestricted Net Assets	\$	3,750,506.00	
	ADD: Temporarily Restricted Net Assets	\$	-	
	ADD: Permanently Restricted Net Assets	\$	-	
		\$	-	
	LESS: Deferred Financing Costs	\$	-	
	LESS: Note Receivable from Related Party	\$	-	
	MODIFIED NET ASSETS	\$	3,750,506.00	
	DIVIDE BY: MODIFIED ASSETS	\$	7,146,775.00	
	EQUITY RATIO:			0.525x
NET INCOME RATIO:	CHANGE IN UNRESTRICTED NET ASSETS	\$	592,394.00	
	DIVIDE BY: TOTAL UNRESTRICTED REVENUE	\$	4,652,847.00	
	NET INCOME RATIO:			0.127x
STRENGTH FACTOR SCORE (cannot be <-1 or >3)	PRIMARY RESERVE strength factor score = 10 x Primary Reserve ratio result	10	3.000	
	EQUITY strength factor score = 6 x Equity ratio result	6	3.000	
	Net Income strength factor score = 1 + (25 x Net Income Ratio Result) IF Negative Net Inc.	25	0.000	
	Net Income strength factor score = 1 + (50 x Net Income Ratio Result) IF Positive Net Inc.	50	3.000	
	NET INCOME Strength Factor:			3.000
WEIGHTED AND COMPOSITE SCORE	Primary Reserve Weighted Score = 40% x Primary Reserve Strength Factor Score:	40.0%	1.200	
	Equity Weighted Score = 40% x Equity Strength Factor Score:	40.0%	1.200	
	Net Income Weighted Score = 20% x Net Income Strength Factor:	20.0%	0.600	
	Composite Score = Sum of ALL Weighted Scores		3.000	
	Round to one digit after the decimal to determine the final score:			3.0



## COMPOSITE SCORE EXPLANATION:



2014



**How the Rule Works.** Charter schools are measured on three financial ratios that are blended to produce a single composite score. The ratios and composite scores address and adjust for differences across business sectors. The model used by NYSED is weighted for "private, non-profit" institutions. The formula may be modified to analyze schools using different financial models.



Institutions earning a high composite score are considered financially responsible and may continue to operate without additional monitoring from CSO.



Institutions with low composite scores are not financially responsible and may be subjected to additional monitoring and oversight from CSO.



Current Ratio

Schools between high and low scores are considered to be "in the zone" of uncertain financial responsibility. They are financially responsible but are subject to additional monitoring and closer scrutiny to protect the interests of students and taxpayers. The zone alternative may only be used for three consecutive years.



Enrollment Stability

The ratio methodology combines elements from the audited financial statement into a single blended composite score. The regulatory result depends on the composite score, as illustrated in the following table.

## Understanding COMPOSITE SCORES

Regulatory Result	Composite Score Range	Interpretation of Score Range
Financially Responsible	1.5 to 3.0	School is financially healthy enough to operate without additional monitoring
	1.0 to 1.4	In the zone, additional monitoring needed by CSO
Not Financially Responsible	-1.0 to 0.9	School is not financially healthy enough to be considered financially responsible

Debt Service Coverage Ratio

## 4 Steps to Calc. COMPOSITE SCORES

### Step 1: Calculate Three Financial Ratios from Financial Statements

Primary Reserve Ratio	Equity Ratio	Net Income Ratio
Expendable Net Assets /	Modified Net Assets /	Change in Unrestricted Net Assets /
Total Expenses	Modified Assets	Total Unrestricted Revenue

### Step 2: Convert Ratio Results to Strength Factor Scores

Strength Factor Score	Interpretation of Score	Primary Reserve Ratio		Equity Ratio		Net Income Ratio	
		Private Non-profit	Pro- pri- tary	Private Non-profit	Pro- pri- tary	Private Non-profit	Pro- pri- tary
-1	Liabilities exceed resources	(0.10)	(0.05)	(0.17)	(0.17)	(0.08)	(0.06)
0	No demonstrable net resources	0.00	0.00	0.00	0.00	(0.04)	(0.03)
1	Minimal resources, but not enough for clear financial health	0.10	0.05	0.17	0.17	0.00	0.00
1.5	Minimal level of resources to indicate financial health	0.15	0.08	0.25	0.25	0.01	0.02
3	Clearly financially healthy on that resource	0.30	0.15	0.50	0.50	0.04	0.06

### Step 3: Multiply the Strength Factor Scores by a Weighting Factor

Charter School Educational Sector	Primary Reserve Strength Factor	Equity Strength Factor	Net Income Strength Factor
Private Non-profit	40%	40%	20%
Proprietary	30%	40%	30%

### Step 4: Add the Weighted Strength Factor Scores to Obtain the Composite Score

**ADMISSIONS POLICY RESOLUTION  
OF THE BOARD OF TRUSTEES OF  
THE ELMWOOD VILLAGE CHARTER SCHOOL**

**March 18, 2015**

WHEREAS, since its inception in 2006 as a small K-6 urban charter school, the Elmwood Village Charter School (hereinafter “EVCS”), has deeply valued the diversity of its school community and has been committed to providing education for all children, while remaining in full compliance with the laws of NYS;

WHEREAS, EVCS recognizes and believes that quality education is vital to all children, especially those children in at-risk categories;

WHEREAS, EVCS’s student population currently mirrors the racial and economically diverse demographics of the City of Buffalo;

WHEREAS, EVCS recognizes that NYS law requires a charter school to aim for enrollment of at-risk groups, including those in poverty, in percentages that are comparable to those of the school district of location (Buffalo Public Schools, hereinafter, “BPS”), and to make good faith efforts to do so;

WHEREAS, the New York State Education Department (hereinafter “NYSED”) states that “all charter schools... are expected to meet or exceed the enrollment and retention targets set by the Regents or, if not, to show that the School has made good faith efforts to attract and retain students in certain academically at risk categories, including those in poverty ;”

WHEREAS NYSED guidance states that “The Board of Regents may consider interventions and sanctions for charter schools not making good faith efforts to meet effective targets, or for schools repeatedly failing to meet effective targets;”

WHEREAS, NYSED has not defined “good faith efforts;”

WHEREAS, EVCS has made significant efforts to attract, enroll and retain students from at-risk groups, including the implementation of busing in 2013 to become more accessible to economically disadvantaged (hereinafter “ED”) families;

WHEREAS, since busing began, EVCS kindergarten students in poverty increased by 15% in two years (8% in 2013-2014 and 7% in 2014-15);

WHEREAS, EVCS recognizes that ED classifications are not static or fixed. The changing nature of ED percentages and the timing of reporting cloud the accuracy of such data, complicate its tracking and affect overall recruitment and compliance outcomes;

WHEREAS, EVCS’s commitment to attracting and serving the ED population is further supported by substantial fiscal expenditures, such as staffing and materials for its before-school programming (approximately \$15,000 per year), and added busing costs for additional instructional days when BPS is not in session (approximately \$16,000 annually);

WHEREAS, the US census estimate of Buffalo school-aged population of children in poverty differs substantially from BPS's numbers, calling into question the accuracy of said ED "target" numbers;

WHEREAS, EVCS has high levels of parent satisfaction and student retention rates, resulting in few open seats each year, with said openings primarily being in Kindergarten and Fifth grade (due to transfers to a test-in 5-12 school);

WHEREAS, EVCS's pool of applicants has grown each year due to EVCS high performance, high retention of existing students and the lack of quality options offered by BPS;

WHEREAS, EVCS's open enrollment lottery (as outlined in NYS charter school law) ensures that everyone has the same inherently fair chance to any seat in the school;

WHEREAS, the EVCS Board of Trustees is mindful of its responsibilities not to discriminate against other at-risk subgroups such as students with disabilities or English Language Learners (ELL) who may or may not be from economically disadvantaged families.

IT IS HEREBY RESOLVED,

EVCS maintains that it is in compliance with all applicable enrollment and retention requirements under NYS law.

Nevertheless, EVCS will immediately intensify its recruitment efforts to further effectuate and enhance its previous good faith efforts to meet targets set by SED for ED students. EVCS will implement additional policies and procedures, including, but not limited to:

- Amending the 2016 application to include optional economic information sections for applying families. This information will be used to track applicants to determine the makeup of the lottery pool and to further focus and adjust future recruiting efforts.
- Developing data tracking techniques (color coding, referral codes, etc.) to determine and track origination point of application and inform future recruiting efforts.
- Creating and defining an official recruitment position and/or adding such responsibilities to an existing position; said employee will be responsible for outreach, tracking data and reporting to administration and the Board of Trustees.
- Further developing and/or creating relationships with relevant community partners, including but not limited to those parent groups involved with BPS failing schools, non-profit, religious and other community associations that serve at-risk populations.
- Increasing budget allocation for recruitment targeting under-served subgroups and additional marketing efforts such as radio, print, billboard, social media, etc., especially promoting the date of the EVCS admissions lottery, the provision of busing transportation for all, before-school programming, after-school programming, special education services, services for English Language Learners (ELL), and academic intervention supports (Title 1 Services).

- Amending current procedures for identifying economically disadvantaged applicants and for all enrolled students. Currently, ED students are identified by Free and Reduced Price Lunch forms alone. Per SED's definition of economically disadvantaged, EVCS will expand on this by also asking families to report participation in other economic assistance programs, such as Social Security Insurance (SSI), Food Stamps, Foster Care, , Earned Income Tax Credit (EITC), Home Energy Assistance Program (HEAP), Safety Net Assistance (SNA), Bureau of Indian Affairs (BIA) or Family Assistance; Temporary Assistance for Needy Families (TANF).

EVCS is strongly committed to carrying out said additional measures and continuing its previous good faith enrollment efforts. In doing so, EVCS will saturate the lottery pool with economically disadvantaged applicants, enrollment of target populations will organically increase, evidenced by the continued and steady increases in the past two years, while maintaining fairness for all.

EVCS Board of Trustees recognizes that future legislation may affect enrollment preferences and will make necessary changes to the school's policies and procedures upon the passage of any such NYS law.

  
Pamela Pollock, Secretary