



**TO:** P-12 Education Committee

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

**SUBJECT:** Renewal Recommendations for Charter Schools  
Authorized by the Board of Regents

**DATE:** March 27, 2025

**AUTHORIZATION(S):** *Betty M...*

### SUMMARY

#### Issue for Decision

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

#### **Bronx (2):**

- **Mott Hall Charter School** (Two-year renewal);
- **South Bronx Classical Charter School III** (Five-year renewal);

#### **Brooklyn (1):**

- **Hebrew Language Academy Charter School 2** (Five-year renewal and a revision 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);

#### **Buffalo City School District (1):**

- **Buffalo Academy of Science Charter School II** (Five-year renewal and a revision to increase the school's grade span to add grades 6 through 8 to the school's current K through grade 5 and grade 9 through grade 12 configuration, and to make a corresponding increase to the school's authorized enrollment from 720 students to 936 students by year four of the renewal charter term);

#### **Kenmore-Tonawanda Union Free School District (1):**

- **Charter School for Applied Technologies** (Four-year renewal);

**Manhattan (1):**

- **Great Oaks Kathleen Sherry Charter School** (Three-year renewal and a revision to amend the school’s Key Design Elements);

**Queens (2):**

- **Growing Up Green Charter School II** (Four-year renewal); and
- **Renaissance Charter School 2** (Five-year renewal and a revision to increase the school’s grade span to add grades 7 through 8 to the school’s current K through grade 6 and grade 9 through grade 12 configuration, and to make a corresponding increase to the school’s authorized enrollment from 837 students to 1,053 students by year two of the renewal charter term)?

**Reason(s) for Consideration**

Required by State statute.

**Proposed Handling**

This issue will come before the P-12 Education Committee for recommendation to the Full Board for action at the April 2025 meeting.

**Procedural History**

The New York State Education Department (NYSED or “the Department”) made the renewal recommendations being presented to the Board of Regents for approval and issuance as required by Article 56 of the Education Law and 8 NYCRR §119.7.

**Background Information**

The Board of Regents and the Department are bound by law, regulation, and Regents-endorsed 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 policies can be found in the Appendix. For each school, a link to the school’s *Renewal Visit Report*, which provides detailed information on the school’s assessment results and status in relation to each Performance Benchmark can be found in each school’s Table 1.

**Related Regents Items**

[November 2012: Board of Regents Charter School Renewal Policy](https://www.regents.nysed.gov/sites/regents/files/documents/meetings/2012Meetings/November2012/1112p12a1.pdf)

(<https://www.regents.nysed.gov/sites/regents/files/documents/meetings/2012Meetings/November2012/1112p12a1.pdf>)

[September 2018: Charter School Performance Framework](https://www.regents.nysed.gov/sites/regents/files/918p12a7.pdf)

(<https://www.regents.nysed.gov/sites/regents/files/918p12a7.pdf>)

## **Bronx (2):**

### **Mott Hall 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>)

#### **Relocation Revision:**

[February 2016: Revisions to Charters Authorized by the Board of Regents](http://www.regents.nysed.gov/common/regents/files/216p12a4.pdf)

(<http://www.regents.nysed.gov/common/regents/files/216p12a4.pdf>)

#### **First Renewal:**

[January 2017: Recommendations for Charter Schools Authorized by the Board of Regents](http://www.regents.nysed.gov/common/regents/files/117p12a2.pdf)

(<http://www.regents.nysed.gov/common/regents/files/117p12a2.pdf>)

#### **Key Design Element, Organizational Structure and Enrollment Reduction Revision:**

[April 2018: Revisions to Charters Authorized by the Board of Regents](http://www.regents.nysed.gov/common/regents/files/418p12a4.pdf)

(<http://www.regents.nysed.gov/common/regents/files/418p12a4.pdf>)

#### **Second Renewal:**

[March 2019: Renewal Recommendations for Charter Schools Authorized by the Board of Regents](https://www.regents.nysed.gov/common/regents/files/319p12a1.pdf)

(<https://www.regents.nysed.gov/common/regents/files/319p12a1.pdf>)

#### **Third Renewal with Organizational Structure Revision:**

[June 2022: Renewal and Revision Recommendations for Charter Schools Authorized by the Board of Regents](https://www.regents.nysed.gov/common/regents/files/622p12a1revised.pdf)

(<https://www.regents.nysed.gov/common/regents/files/622p12a1revised.pdf>)

### **South Bronx Classical Charter School III**

#### **Initial Charter:**

[November 2014: Charter Schools: Initial Applications Authorized by the Board of Regents](https://www.regents.nysed.gov/common/regents/files/1114p12a3.pdf)

(<https://www.regents.nysed.gov/common/regents/files/1114p12a3.pdf>)

#### **Merger Revision:**

[April 2016: Revisions to Charters Authorized by the Board of Regents](https://www.regents.nysed.gov/common/regents/files/416p12a3.pdf)

(<https://www.regents.nysed.gov/common/regents/files/416p12a3.pdf>)

#### **Merger Revision:**

[May 2018: Revisions to Charters Authorized by the Board of Regents](https://www.regents.nysed.gov/common/regents/files/518p12a2.pdf)

(<https://www.regents.nysed.gov/common/regents/files/518p12a2.pdf>)

**First Renewal with Enrollment and Grade-Level Expansion Revision:**  
[May 2020: Renewal and Revision Recommendations for Charter Schools Authorized by the Board of Regents](https://www.regents.nysed.gov/sites/regents/files/520bra7-REVISED.pdf)  
(<https://www.regents.nysed.gov/sites/regents/files/520bra7-REVISED.pdf>)

**Technical Correction to Enrollment Table Revision:**  
[June 2021: Revisions to Charters Authorized by the Board of Regents](https://www.regents.nysed.gov/common/regents/files/621brca12.pdf)  
(<https://www.regents.nysed.gov/common/regents/files/621brca12.pdf>)

**Brooklyn (1):**

**Hebrew Language Academy Charter School 2**

**Initial Charter:**  
[November 2016: Charter Schools: Initial Applications Authorized by the Board of Regents](https://www.regents.nysed.gov/common/regents/files/1116p12a1.pdf)  
(<https://www.regents.nysed.gov/common/regents/files/1116p12a1.pdf>)

**First Renewal with Key Design Element and Organizational Structure Revisions:**  
[May 2022: Renewal and Revisions Recommendations for Charter Schools Authorized by the Board of Regents](https://www.regents.nysed.gov/common/regents/files/522p12a5.pdf)  
(<https://www.regents.nysed.gov/common/regents/files/522p12a5.pdf>)

**Buffalo City School District (1):**

**Buffalo Academy of Science Charter School II**

**Initial Charter:**  
[December 2019: Charter Schools: Initial Applications Authorized by the Board of Regents](http://www.regents.nysed.gov/meetings/2019/2019-12/p-12-education)  
(<http://www.regents.nysed.gov/meetings/2019/2019-12/p-12-education>)

**Kenmore-Tonawanda Union Free School District (1):**

**Charter School for Applied Technologies**

**Initial Charter:**  
January 2001: Charter Schools: Initial Applications Authorized by the Board of Regents  
(not available on NYSED website)

**First Renewal:**  
[January 2006: Renewal Recommendations for Charter Schools Authorized by the Board of Regents](https://www.regents.nysed.gov/Summaries/0106summary.htm)  
(<https://www.regents.nysed.gov/Summaries/0106summary.htm>)

**Curriculum Revision:**

[July 2008: Revisions to Charters Authorized by the Board of Regents](https://www.regents.nysed.gov/meetings/2008Meetings/July2008/0708emsca9.htm)

(https://www.regents.nysed.gov/meetings/2008Meetings/July2008/0708emsca9.htm)

**Second Renewal:**

[December 2010: Renewal Recommendations for Charter Schools Authorized by the Board of Regents](https://www.regents.nysed.gov/common/regents/files/documents/meetings/2010Meetings/December2010/1210p12a1.pdf)

(https://www.regents.nysed.gov/common/regents/files/documents/meetings/2010Meetings/December2010/1210p12a1.pdf)

**Enrollment and Building Expansion Revisions:**

[April 2014: Revisions to Charters Authorized by the Board of Regents](https://www.regents.nysed.gov/common/regents/files/413p12a7Revised.pdf)

(https://www.regents.nysed.gov/common/regents/files/413p12a7Revised.pdf)

**Third Renewal:**

[March 2015: Renewal Recommendations for Charter Schools Authorized by the Board of Regents](https://www.regents.nysed.gov/common/regents/files/meetings/Mar%202015/315p12a3.pdf)

(https://www.regents.nysed.gov/common/regents/files/meetings/Mar%202015/315p12a3.pdf)

**Fourth Renewal:**

[May 2020: Renewal Recommendations for Charter Schools Authorized by the Board of Regents](https://www.regents.nysed.gov/common/regents/files/520bra7-REVISED.pdf)

(https://www.regents.nysed.gov/common/regents/files/520bra7-REVISED.pdf)

**Manhattan (1):**

**Great Oaks Kathleen Sherry Charter School**

**Initial Charter:**

[November 2012: Charter Schools: Initial Applications Authorized by the Board of Regents](http://www.regents.nysed.gov/common/regents/files/documents/meetings/2012Meetings/November2012/1112p12a3.pdf)

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

**Comprehensive Management Service Revision:**

[October 2014: Revisions to Charters Authorized by the Board of Regents](http://www.regents.nysed.gov/common/regents/files/1014p12a1_0.pdf)

(http://www.regents.nysed.gov/common/regents/files/1014p12a1\_0.pdf)

**Relocation Revision:**

[April 2015: Revisions to Charters Authorized by the Board of Regents](http://www.regents.nysed.gov/common/regents/files/meetings/Apr%202015/415p12a6.pdf)

(http://www.regents.nysed.gov/common/regents/files/meetings/Apr%202015/415p12a6.pdf)

**First Renewal:**

[January 2018: Renewal Recommendations for Charter Schools Authorized by the Board of Regents](https://www.regents.nysed.gov/common/regents/files/118p12a2revised.pdf)

(https://www.regents.nysed.gov/common/regents/files/118p12a2revised.pdf)

**Second Renewal with Key Design Element Revision:**

[June 2022: Renewal and Revision Recommendations for Charter schools Authorized by the Board of Regents](https://www.regents.nysed.gov/common/regents/files/622p12a1revised.pdf)

(<https://www.regents.nysed.gov/common/regents/files/622p12a1revised.pdf>)

**Enrollment and Grade-Level Reduction Revision:**

[February 2023: Revisions to Charters Authorized by the Board of Regents](http://www.regents.nysed.gov/common/regents/files/223p12a2.pdf)

(<http://www.regents.nysed.gov/common/regents/files/223p12a2.pdf>)

**Queens (2):**

**Growing Up Green Charter School II**

**Initial Charter:**

[December 2015: Charter Schools: Initial Applications Authorized by the Board of Regents](http://www.regents.nysed.gov/common/regents/files/1215p12a3.pdf)

(<http://www.regents.nysed.gov/common/regents/files/1215p12a3.pdf>)

**Enrollment and Grade-Level Expansion Revision:**

[February 2020: Revisions to Charters Authorized by the Board of Regents](https://www.regents.nysed.gov/common/regents/files/220p12a2revised.pdf)

(<https://www.regents.nysed.gov/common/regents/files/220p12a2revised.pdf>)

**First Renewal:**

[April 2021: Renewal Recommendations for Charter Schools Authorized by the Board of Regents](https://www.regents.nysed.gov/common/regents/files/421p12a3.pdf)

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

**Merger and Enrollment Expansion Revisions:**

[June 2022: Revisions to Charters Authorized by the Board of Regents](https://www.regents.nysed.gov/common/regents/files/622p12a6.pdf)

(<https://www.regents.nysed.gov/common/regents/files/622p12a6.pdf>)

**Renaissance Charter School 2 (The)**

**Initial Charter:**

[June 2017: Charter Schools: Initial Applications Authorized by the Board of Regents](https://www.regents.nysed.gov/common/regents/files/617p12a5.pdf)

(<https://www.regents.nysed.gov/common/regents/files/617p12a5.pdf>)

**Enrollment and Grade-Level Expansion Revision:**

[March 2022: Revisions to Charters Authorized by the Board of Regents](https://www.regents.nysed.gov/common/regents/files/322p12a2.pdf)

(<https://www.regents.nysed.gov/common/regents/files/322p12a2.pdf>)

**Recommendation**

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

VOTED: That the Board of Regents finds that **Mott Hall 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 **Mott Hall Charter School** and that a renewal charter be issued, and that its provisional charter be extended for a term up through and including **June 30, 2027**.

VOTED: That the Board of Regents finds that **South Bronx Classical Charter School III**: (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 **South Bronx Classical Charter School III** and that a renewal charter be issued, and that its provisional charter be extended for a term up through and including **June 30, 2030**.

VOTED: That the Board of Regents finds that **Hebrew Language Academy Charter School 2: (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 for **Hebrew Language Academy Charter School 2** and that a renewal charter be issued, and that its provisional charter be extended for a term up through and including **June 30, 2030**.

VOTED: That the Board of Regents finds that: **Buffalo Academy of Science Charter School II**: (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 **Buffalo Academy of Science Charter School II** and that a renewal charter be issued, and that its provisional charter be extended for a term up through and including **June 30, 2030**.

VOTED: That the Board of Regents finds that **Charter School for Applied Technologies**: (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 **Charter School for Applied Technologies** and that a renewal charter be issued, and that its provisional charter be extended for a term up through and including **June 30, 2029**.

VOTED: That the Board of Regents finds that **Great Oaks Kathleen Sherry 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 **Great Oaks Kathleen Sherry 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, 2028**.

VOTED: That the Board of Regents finds that **Growing Up Green Charter School II**: (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 **Growing Up Green Charter School II** and that a renewal charter be issued, and that its provisional charter be extended for a term up through and including **June 30, 2029**.

VOTED: That the Board of Regents finds that **Renaissance Charter School 2 (The)**: (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 **Renaissance Charter School 2 (The)** and that a renewal charter be issued, and that its provisional charter be extended for a term up through and including **June 30, 2030**.

### **Timetable for Implementation**

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



**Mott Hall Charter School**  
**Table 1: Charter School Summary**

<b>Name of Charter School</b>	Mott Hall Charter School (MHCS)
<b>Board Chair</b>	Patrick Awosogba
<b>District of Location</b>	New York City (NYC) Community School District 9 <sup>1</sup>
<b>Initial Commencement of Instruction</b>	Fall 2012
<b>Charter Term(s)</b>	<ul style="list-style-type: none"> <li>• Initial Term: August 12, 2012 – June 30, 2017</li> <li>• First Renewal Term: July 1, 2017 – June 30, 2019</li> <li>• Second Renewal Term: July 1, 2019 – June 30, 2022</li> <li>• Third Renewal: July 1, 2022 – June 30, 2025</li> </ul>
<b>Comprehensive Management Service Provider</b>	None
<b>Facilities</b>	<ul style="list-style-type: none"> <li>• 1260 Franklin Avenue, Bronx NY 10456 – Public Space</li> </ul>
<b>Innovative and Noteworthy Programs (as reported by the school)</b>	In the 2024-25 school year, Mott Hall Charter School has added a 12:1:1 special education program to provide increased and targeted services for students with disabilities.
<b>Link to Charter School Renewal Report</b>	<a href="https://www.nysed.gov/charter-schools/mott-hall-cs">https://www.nysed.gov/charter-schools/mott-hall-cs</a>

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

	<b>Year 1 2022 to 2023</b>	<b>Year 2 2023 to 2024</b>	<b>Year 3 2024 to 2025</b>
<b>Grade Configuration</b>	Grades 6-8	Grades 6-8	Grades 6-8
<b>Total Approved Enrollment</b>	280	280	210

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

	<b>Year 1 2025 to 2026</b>	<b>Year 2 2026 to 2027</b>
<b>Grade Configuration</b>	Grades 6-8	Grades 6-8
<b>Total Recommended Enrollment</b>	210	210

**Rationale for Renewal Recommendation**

Based on the Board of Regents Renewal Policy, NYSED recommends that the Board of Regents grant the renewal term described above in the **Issue for Decision** section.

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

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

**Performance Framework Ratings:**

At the time of renewal, the charter school was rated on each of the 10 NYSED Charter School Performance Framework Benchmarks as follows. These ratings reflect performance over the entire charter term and are considered when making a renewal recommendation, pursuant to the Board of Regents Renewal Policy.

- The school received a “Meets” rating on six of the ten benchmarks.
- The school received an “Approaches” rating on four of the ten benchmarks.

**2019 Charter School Performance Framework Benchmark Ratings<sup>2</sup>**  
**Mott Hall Charter School**

2019 Performance Benchmark		Level
Educational Success	<b>Benchmark 1: Student Performance:</b> The school has met or exceeded achievement indicators for academic proficiency, trends toward proficiency, similar schools, college and career readiness, and high school graduation, if applicable. Proficiency at the elementary/middle school level shall be defined as achieving a performance level of 3 or higher on Grade 3-8 state assessments in ELA, math, and science. At the high school level, passing shall be defined as obtaining a Regents exam score of 65 or higher.	Approaches
	<b>Benchmark 2: Teaching and Learning:</b> 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
	<b>Benchmark 3: Culture, Climate, and Student and Family Engagement:</b> 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	<b>Benchmark 4: Financial Condition:</b> The school is in sound and stable financial condition as evidenced by performance on key financial indicators.	Meets
	<b>Benchmark 5: Financial Management:</b> The school operates in a fiscally sound manner with realistic budgets pursuant to a long-range financial plan, appropriate internal controls and procedures, and in accordance with state law and generally accepted accounting practices.	Meets
	<b>Benchmark 6: Board Oversight and Governance:</b> The board of trustees provides competent stewardship and oversight of the school while maintaining policies, establishing performance goals, and implementing systems to ensure academic success, organizational viability, board effectiveness and faithfulness to the terms of its charter.	Approaches
	<b>Benchmark 7: Organizational Capacity:</b> 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	<b>Benchmark 8: Mission and Key Design Elements:</b> The school is faithful to its mission and has implemented the key design elements included in its charter.	Meets
	<b>Benchmark 9: Enrollment, Recruitment, and Retention:</b> The school is meeting or making annual progress toward meeting the enrollment plan outlined in its charter and its enrollment and retention targets for students with disabilities, English language learners, and students who are eligible applicants for the free and reduced priced lunch program; or has demonstrated that it has made extensive good faith efforts to attract, recruit, and retain such students. High schools are meeting persistence rates commensurate with the NYSED target.	Approaches
	<b>Benchmark 10: Legal Compliance:</b> The school complies with applicable laws, regulations, and the provisions of its charter.	Approaches

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

<b>Highlights</b>	
<b>Strengths</b>	<b>Challenges</b>
<ul style="list-style-type: none"> <li>Mott Hall Charter School continues to demonstrate a strong commitment to the social-emotional needs of all students, as well as to meet the individualized learning needs of students with disabilities and English language learners.</li> </ul>	<ul style="list-style-type: none"> <li><b>Benchmark 1 “Approaches”</b> due to the school performing below the district of location, NYC CSD 9, on the New York State Testing Program 3-8 Assessments in math and English language arts.</li> <li><b>Benchmark 6 “Approaches”</b> due to continued board governance and oversight issues related to the submission and accuracy of required reporting. The board has no strategic plan in place, and some of the newer board members are unfamiliar with the Performance Framework.</li> <li><b>Benchmark 9 “Approaches”</b> due to consistent overall under-enrollment and consistently falling below the district of location in the enrollment of students with disabilities (SWD) and English language learners (ELL).</li> <li><b>Benchmark 10 “Approaches”</b> due to ongoing issues with non-compliance and the timely submission and accuracy of reports to the Charter School Office (CSO). The school remains under corrective action to address governance, organizational, and legal compliance deficiencies.</li> </ul>

**Notices of Concern and/or Deficiency in the Current Charter Term:**

- Year 1: In December 2021, the NYSED CSO issued a Notice of Deficiency and a request for a Corrective Action Plan to address governance, organizational, and legal compliance deficiencies. The school remains under corrective action for these issues.
- Year 2: n/a
- Year 3: n/a

**Summary of Public Comment**

The required public hearing was held by the New York City Department of Education on November 6, 2024. Twenty-four people attended, and eight spoke. Eight were in favor of the renewal. No one was opposed.

The school provided evidence of community support for this renewal by submitting three letters of support to the NYSED CSO from one parent and two community stakeholders, including Optical Academy and Laundry New Era.

**South Bronx Classical Charter School III**

**Table 1: Charter School Summary**

<b>Name of Charter School</b>	South Bronx Classical Charter School III (SBC III)
<b>Board Chair</b>	Jacob Elghanayan
<b>District of Location</b>	New York City (NYC) Community School District (CSD) 9 <sup>3</sup>
<b>Initial Commencement of Instruction</b>	Fall 2015
<b>Charter Term</b>	<ul style="list-style-type: none"> <li>Initial Term: August 20, 2015 – June 30, 2020</li> <li>First Renewal Term: July 1, 2020 – June 30, 2025</li> </ul>
<b>Comprehensive Management Service Provider</b>	None
<b>Facilities</b>	<ul style="list-style-type: none"> <li>3458 Third Avenue, Bronx, NY 10456 – Private Space</li> </ul>
<b>Innovative and Noteworthy Programs (as reported by the school)</b>	<ul style="list-style-type: none"> <li>Parent Academy is a series of monthly workshops aimed at connecting parents and staff to develop best practices for supporting scholars. Per the Classical Charter Schools website, sample Parent Academy workshops include: “Advocating for Your Child’s Needs,” “Using Character Pillars to Shape Positive Behavior,” “Making the Most of Your Child’s Summer,” “Time Management,” etc.</li> <li>The school successfully incorporated two new math blocks, Number Stories and Number Routines, to allow scholars to think about mathematical concepts in highly conceptual ways and to push scholars to try new approaches to solve problems. In ELA, Close Reading was incorporated, in order to give scholars more opportunities to deeply analyze all genres of texts and engage in high level, scholar-focused conversations about authors’ craft moves.</li> </ul>
<b>Link to Charter School Renewal Report</b>	<a href="https://www.nysed.gov/charter-schools/south-bronx-classical-cs-iii">https://www.nysed.gov/charter-schools/south-bronx-classical-cs-iii</a>

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

	<b>Year 1 2020 to 2021</b>	<b>Year 2 2021 to 2022</b>	<b>Year 3 2022 to 2023</b>	<b>Year 4 2023 to 2024</b>	<b>Year 5 2024 to 2025</b>
<b>Grade Configuration</b>	K – Grade 6	K – Grade 7	K – Grade 8	K – Grade 8	K – Grade 8
<b>Total Approved Enrollment</b>	406	443	476	476	476

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

	<b>Year 1 2025 to 2026</b>	<b>Year 2 2026 to 2027</b>	<b>Year 3 2027 to 2028</b>	<b>Year 4 2028 to 2029</b>	<b>Year 5 2029 to 2030</b>
<b>Grade Configuration</b>	K – Grade 8	K – Grade 8	K – Grade 8	K – Grade 8	K – Grade 8
<b>Total Recommended Enrollment</b>	476	476	476	476	476

<sup>3</sup> Twenty-eight percent of all students residing in this district attend charter schools.

## **Rationale for Renewal Recommendation**

Based on the Board of Regents Renewal Policy, NYSED recommends that the Board of Regents grant the renewal term described above in the **Issue for Decision** section.

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

### **Performance Framework Ratings:**

At the time of renewal, 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 seven out of the ten benchmarks.
- The school received an “Approaches” rating on three out of the ten benchmarks.

**2019 Charter School Performance Framework Rating<sup>4</sup>**  
**South Bronx Classical Charter School III**

<b>2019 Performance Benchmark</b>		<b>Level</b>
<b>Educational Success</b>	<b>Benchmark 1: Student Performance:</b> The school has met or exceeded achievement indicators for academic proficiency, trends toward proficiency, similar schools, college and career readiness, and high school graduation, if applicable. Proficiency at the elementary/middle school level shall be defined as achieving a performance level of 3 or higher on Grade 3-8 state assessments in ELA, math, and science. At the high school level, passing shall be defined as obtaining a Regents exam score of 65 or higher.	<b>Meets</b>
	<b>Benchmark 2: Teaching and Learning:</b> 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.	<b>Meets</b>
	<b>Benchmark 3: Culture, Climate, and Student and Family Engagement:</b> 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.	<b>Meets</b>
<b>Organizational Soundness</b>	<b>Benchmark 4: Financial Condition:</b> The school is in sound and stable financial condition as evidenced by performance on key financial indicators.	<b>Meets</b>
	<b>Benchmark 5: Financial Management:</b> The school operates in a fiscally sound manner with realistic budgets pursuant to a long-range financial plan, appropriate internal controls and procedures, and in accordance with state law and generally accepted accounting practices.	<b>Meets</b>
	<b>Benchmark 6: Board Oversight and Governance:</b> The board of trustees provides competent stewardship and oversight of the school while maintaining policies, establishing performance goals, and implementing systems to ensure academic success, organizational viability, board effectiveness and faithfulness to the terms of its charter.	<b>Approaches</b>
	<b>Benchmark 7: Organizational Capacity:</b> The school has established a well-functioning organizational structure, 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.	<b>Meets</b>
<b>Faithfulness to Charter &amp; Law</b>	<b>Benchmark 8: Mission and Key Design Elements:</b> The school is faithful to its mission and has implemented the key design elements included in its charter.	<b>Meets</b>
	<b>Benchmark 9: Enrollment, Recruitment, and Retention:</b> The school is meeting or making annual progress toward meeting the enrollment plan outlined in its charter and its enrollment and retention targets for students with disabilities, English language learners, and students who are eligible applicants for the free and reduced priced lunch program; or has demonstrated that it has made extensive good faith efforts to attract, recruit, and retain such students. High schools are meeting persistence rates commensurate with the NYSED target.	<b>Approaches</b>
	<b>Benchmark 10: Legal Compliance:</b> The school complies with applicable laws, regulations, and the provisions of its charter.	<b>Approaches</b>

<sup>4</sup> Charter schools authorized or renewed beginning in the 2019-2020 school year and thereafter use the [2019 Charter School Performance Framework](#), and all other charter schools use the [2015 Charter School Performance Framework](#) until renewal. Refer to the appropriate framework for the applicable benchmark standards.

<b>Highlights</b>	
<b>Strengths</b>	<b>Challenges</b>
<ul style="list-style-type: none"> <li>• On the New York State Testing Program (NYSTP) 3-8 Assessments, the school consistently outperforms the district of location (DOL) and State by wide margins for ELA and math overall and by subgroup.</li> <li>• The school is among the highest performing one percent of schools in the State in terms of ELA and math performance on State assessments.</li> <li>• The school utilizes data daily, both to inform instruction and to group students for remediation.</li> <li>• The school director and her staff work collaboratively and effectively.</li> <li>• The school offers programs for parents to learn ways to support their child’s education.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Benchmark 6 “Approaches”</b>: The board did not do a self-evaluation, have a strategic plan, or take part in professional development. In addition, they were not very familiar with the benchmarks.</li> <li>• <b>Benchmark 9 “Approaches”</b>: South Bronx Classical Charter School III is consistently under-enrolled for the SWD and ELL subgroups.</li> <li>• <b>Benchmark 10 “Approaches”</b>: The school faces challenges with having too many uncertified teachers, complying with the open meetings law, and missing numerous reporting deadlines over multiple years. While the school has a system in place to hire uncertified teachers and support them through the certification process, this approach leaves the school out of compliance during the interim period as these teachers work toward certification.</li> </ul>

**Notices of Concern and/or Deficiency in the Current Charter Term:**

- Year 1: n/a
- Year 2: n/a
- Year 3: n/a
- Year 4: n/a
- Year 5: The school received a Notice of Deficiency for exceeding the statutory limit for uncertified teachers.

**Summary of Public Comment**

The required public hearing was held by the New York City Department of Education on November 6, 2024. One person spoke in favor of the renewal. No one was opposed.

The school has not submitted evidence of community support for this renewal. However, the school’s strong academic achievements, consistent success in meeting overall enrollment targets, and student retention rates suggest significant community satisfaction, in the absence of formal documentation.



## Hebrew Language Academy Charter School 2

### Table 1: Charter School Summary

<b>Name of Charter School</b>	Hebrew Language Academy 2 (HLA 2)
<b>Board Chair</b>	Adam Miller
<b>District of Location</b>	New York City (NYC) Community School District (CSD) 21 <sup>5</sup>
<b>Initial Commencement of Instruction</b>	Fall 2017
<b>Charter Terms</b>	<ul style="list-style-type: none"> <li>• Initial Term: July 1, 2017 – June 30, 2022</li> <li>• First Renewal Term: July 1, 2022 – June 30, 2025</li> </ul>
<b>Comprehensive Management Service Provider</b>	Hebrew Public (HP)
<b>Facilities</b>	2286 Cropsy Avenue, Brooklyn, NY 11214 – Private Space
<b>Innovative and Noteworthy Programs (as reported by the school)</b>	Hebrew Language Academy 2 offers 45-minutes of Hebrew instruction daily. The Hebrew language instruction observed was dynamic, immersive, and included high levels of student engagement. This programming offers students an opportunity to study a second, and in some cases third language, while also introducing the scholars to the Hebrew culture.
<b>Link to Charter School Renewal Report</b>	<a href="https://www.nysed.gov/charter-schools/hebrew-language-academy-cs-2">https://www.nysed.gov/charter-schools/hebrew-language-academy-cs-2</a>

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

	<b>Year 1 2022 to 2023</b>	<b>Year 2 2023 to 2024</b>	<b>Year 3 2024 to 2025</b>
<b>Grade Configuration</b>	K – Grade 5	K – Grade 5	K – Grade 5
<b>Total Approved Enrollment</b>	489	489	489

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

	<b>Year 1 2025 to 2026</b>	<b>Year 2 2026 to 2027</b>	<b>Year 3 2027 to 2028</b>	<b>Year 4 2028 to 2029</b>	<b>Year 5 2029 to 2030</b>
<b>Grade Configuration</b>	K – Grade 6	K – Grade 7	K – Grade 8	K – Grade 8	K – Grade 8
<b>Total Recommended Enrollment</b>	489	489	489	489	489

## Rationale for Renewal and Revision Recommendation

Based on the Board of Regents Renewal Policy, NYSED recommends that the Board of Regents grant the renewal term and revision described above in the **Issue for Decision** section.

<sup>5</sup> Seven percent of all students residing in this district attend charter schools.

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

**Performance Framework Ratings:**

At the time of renewal, 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 eight of the ten benchmarks.
- The school received an “Approaches” rating on two of the ten benchmarks.

**2019 Charter School Performance Framework Benchmark Rating<sup>6</sup>**  
**Hebrew Language Academy Charter School 2**

2019 Performance Benchmark		Level
Educational Success	<b>Benchmark 1: Student Performance:</b> The school has met or exceeded achievement indicators for academic proficiency, trends toward proficiency, similar schools, college and career readiness, and high school graduation, if applicable. Proficiency at the elementary/middle school level shall be defined as achieving a performance level of 3 or higher on Grade 3-8 state assessments in ELA, math, and science. At the high school level, passing shall be defined as obtaining a Regents exam score of 65 or higher.	<b>Meets</b>
	<b>Benchmark 2: Teaching and Learning:</b> 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.	<b>Meets</b>
	<b>Benchmark 3: Culture, Climate, and Student and Family Engagement:</b> 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.	<b>Meets</b>
Organizational Soundness	<b>Benchmark 4: Financial Condition:</b> The school is in sound and stable financial condition as evidenced by performance on key financial indicators.	<b>Meets</b>
	<b>Benchmark 5: Financial Management:</b> The school operates in a fiscally sound manner with realistic budgets pursuant to a long-range financial plan, appropriate internal controls and procedures, and in accordance with state law and generally accepted accounting practices.	<b>Approaches</b>
	<b>Benchmark 6: Board Oversight and Governance:</b> The board of trustees provides competent stewardship and oversight of the school while maintaining policies, establishing performance goals, and implementing systems to ensure academic success, organizational viability, board effectiveness and faithfulness to the terms of its charter.	<b>Meets</b>
	<b>Benchmark 7: Organizational Capacity:</b> 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.	<b>Meets</b>
Faithfulness to Charter & Law	<b>Benchmark 8: Mission and Key Design Elements:</b> The school is faithful to its mission and has implemented the key design elements included in its charter.	<b>Meets</b>
	<b>Benchmark 9: Enrollment, Recruitment, and Retention:</b> The school is meeting or making annual progress toward meeting the enrollment plan outlined in its charter and its enrollment and retention targets for students with disabilities, English language learners, and students who are eligible applicants for the free and reduced priced lunch program; or has demonstrated that it has made extensive good faith efforts to attract, recruit, and retain such students. High schools are meeting persistence rates commensurate with the NYSED target.	<b>Approaches</b>
	<b>Benchmark 10: Legal Compliance:</b> The school complies with applicable laws, regulations, and the provisions of its charter.	<b>Meets</b>

<sup>6</sup> Charter schools authorized or renewed beginning in the 2019-2020 school year and thereafter use the [2019 Charter School Performance Framework](#), and all other charter schools use the [2015 Charter School Performance Framework](#) until renewal. Refer to the appropriate framework for the applicable benchmark standards.

<b>Highlights</b>	
<b>Strengths</b>	<b>Challenges</b>
<ul style="list-style-type: none"> <li>• Hebrew Language Academy Charter School 2 has demonstrated strong academic performance over the charter term on the NYSTP 3-8 Assessments and has consistently outperformed the district of location and New York State in English language arts and math for all students and subgroups.</li> <li>• All Hebrew Language Academy Charter School 2 students receive 45-minutes of instruction in Modern Hebrew daily. Teachers speak exclusively in Hebrew during this period, providing an immersive language experience. The school also offers an afterschool enrichment Hebrew program for students and their families to further build language proficiency.</li> <li>• The school prioritizes and values the creation of a diverse community. The district of location, NYC CSD 21 in Brooklyn, is a vibrant community of diverse populations. The school has welcomed an influx of Ukrainian and Pakistani families and offers supports for students and their families both in and out of the classroom.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Benchmark 5 “Approaches”:</b> The school’s 2023-2024 school year independent audit report identified a deficiency in internal controls that could be considered a material weakness. Previous years’ audited financial statements and auditor’s reports had no findings of a deficiency in internal controls other than those relative to enrollment during this charter term.</li> <li>• <b>Benchmark 9 “Approaches”:</b> The school has been consistently under-enrolled over the charter term. Now in a new private space with plenty of room to grow, the school is aiming at full enrollment.</li> </ul>

**Notices of Concern and/or Deficiency in the Current Charter Term:**

- Year 1: n/a
- Year 2: n/a
- Year 3: n/a

**Material Revision(s):**

The school is seeking approval of the following material revision to the charter:

- To increase the school’s grade span to add Grade 6 through Grade 8 to the school’s current kindergarten through Grade 5 configuration.

Approving this revision request is likely to improve student learning and achievement because all currently enrolled students will have the opportunity to continue their education at Hebrew Language Academy Charter School 2.

Approving this revision request will result in a significant educational benefit to the students expected to attend the charter school because Hebrew Language Academy Charter School 2 has a consistent history of student academic performance exceeding the district of location and New York State.

**Summary of Public Comment**

The required public hearing was held by the New York City Department of Education on November 4, 2024. Fifty-six people attended, and six spoke. Six were in favor of the renewal and revision. No one was opposed.

Although the school provided no formal letters of support to the NYSED CSO, the attendance of Regent Pratts, families, and community stakeholders at the ribbon cutting ceremony for the school's new facility in October 2024 demonstrates community engagement and implicit support for the school.

**Buffalo Academy of Science Charter School II**

**Table 1: Charter School Summary**

<b>Name of Charter School</b>	Buffalo Academy of Science Charter School II (BASCS II)
<b>Board Chair</b>	Ismet Mamnoon
<b>District of Location</b>	Buffalo Public Schools <sup>7</sup>
<b>Initial Commencement of Instruction</b>	Fall 2020
<b>Charter Term(s)</b>	<ul style="list-style-type: none"> <li>Initial Charter: August 28, 2020 – June 30, 2025</li> </ul>
<b>Comprehensive Management Service Provider</b>	None
<b>Facilities</b>	<ul style="list-style-type: none"> <li>335 Doat Street, Buffalo New York 14211 – Private Space (K – Grade 5)</li> <li>24 Agassiz Circle, Buffalo New York 14214 – Private Space (Grades 9 – 12)</li> </ul>
<b>Innovative and Noteworthy Programs (as reported by the school)</b>	The Buffalo Academy of Science Charter School II’s focus on continuous improvement is reflected in the academic performance of its students, the culture of the school, and the stability of staff.
<b>Link to Charter School Renewal Report</b>	<a href="https://www.nysed.gov/charter-schools/buffalo-academy-science-cs-ii">https://www.nysed.gov/charter-schools/buffalo-academy-science-cs-ii</a>

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

	<b>Year 1 2020 to 2021</b>	<b>Year 2 2021 to 2022</b>	<b>Year 3 2022 to 2023</b>	<b>Year 4 2023 to 2024</b>	<b>Year 5 2024 to 2025</b>
<b>Grade Configuration</b>	K - Grade 1	K - Grade 2, Grade 9	K - Grade 3, Grades 9-10	K - Grade 4, Grades 9-11	K - Grade 5, Grades 9-12
<b>Total Approved Enrollment</b>	88	248	432	576	720

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

	<b>Year 1 2025 to 2026</b>	<b>Year 2 2026 to 2027</b>	<b>Year 3 2027 to 2028</b>	<b>Year 4 2028 to 2029</b>	<b>Year 5 2029 to 2030</b>
<b>Grade Configuration</b>	K - Grade - 6, Grades 9-12	K - Grade7, Grades 9-12	K - Grade12	K - Grade 12	K - Grade 12
<b>Total Recommended Enrollment</b>	792	864	936	936	936

**Rationale for Renewal and Revision Recommendation**

Based on the Board of Regents Renewal Policy, NYSED recommends that the Board of Regents grant the renewal term and revision described above in the **Issue for Decision** section.

<sup>7</sup> Twenty-seven percent of all students residing in this district attend charter schools.

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

**Performance Framework Ratings:**

At the time of renewal, 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.

Note: In 2023-2024, BASCS II exceeded the district of location (DOL) enrollment goals for English language learners (ELL) and economically disadvantaged (ED) students by +2 and +4 percentage points, respectively. However, the school received an "Approaches" rating on Benchmark 9 due to a gap of -15 percentage points in meeting the DOL enrollment targets for students with disabilities (SWD).

To address this gap, the school has implemented the following recruitment strategies:

- Implementing a weighted lottery for SWD.
- Running radio ads, distributing flyers, and sending newsletters to increase awareness.
- Partnering with SWD advocacy groups to support recruitment efforts.
- Establishing connections with social service agencies, such as Supplemental Nutrition Assistance Program (SNAP).
- Collaborating with pre-K and Head Start programs to engage families early.
- Presenting SWD programs to relevant agencies and community groups.
- Launching targeted social media campaigns to reach SWD families.
- Organizing door-to-door outreach using trained college students.
- Monitoring SWD application progress through established checkpoints.

**2019 Charter School Performance Framework Benchmark Ratings<sup>8</sup>**  
**Buffalo Academy of Science Charter School II**

2019 Performance Benchmark		Level
Educational Success	<b>Benchmark 1: Student Performance:</b> The school has met or exceeded achievement indicators for academic proficiency, trends toward proficiency, similar schools, college and career readiness, and high school graduation, if applicable. Proficiency at the elementary/middle school level shall be defined as achieving a performance level of 3 or higher on Grade 3-8 state assessments in ELA, math, and science. At the high school level, passing shall be defined as obtaining a Regents exam score of 65 or higher.	Meets
	<b>Benchmark 2: Teaching and Learning:</b> 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
	<b>Benchmark 3: Culture, Climate, and Student and Family Engagement:</b> 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	<b>Benchmark 4: Financial Condition:</b> The school is in sound and stable financial condition as evidenced by performance on key financial indicators.	Meets
	<b>Benchmark 5: Financial Management:</b> The school operates in a fiscally sound manner with realistic budgets pursuant to a long-range financial plan, appropriate internal controls and procedures, and in accordance with state law and generally accepted accounting practices.	Meets
	<b>Benchmark 6: Board Oversight and Governance:</b> The board of trustees provides competent stewardship and oversight of the school while maintaining policies, establishing performance goals, and implementing systems to ensure academic success, organizational viability, board effectiveness and faithfulness to the terms of its charter.	Meets
	<b>Benchmark 7: Organizational Capacity:</b> 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	<b>Benchmark 8: Mission and Key Design Elements:</b> The school is faithful to its mission and has implemented the key design elements included in its charter.	Meets
	<b>Benchmark 9: Enrollment, Recruitment, and Retention:</b> The school is meeting or making annual progress toward meeting the enrollment plan outlined in its charter and its enrollment and retention targets for students with disabilities, English language learners, and students who are eligible applicants for the free and reduced priced lunch program; or has demonstrated that it has made extensive good faith efforts to attract, recruit, and retain such students. High schools are meeting persistence rates commensurate with the NYSED target.	Approaches
	<b>Benchmark 10: Legal Compliance:</b> The school complies with applicable laws, regulations, and the provisions of its charter.	Meets

<sup>8</sup> Charter schools authorized or renewed beginning in the 2019-2020 school year and thereafter use the [2019 Charter School Performance Framework](#), and all other charter schools use the [2015 Charter School Performance Framework](#) until renewal. Refer to the appropriate framework for the applicable benchmark standards.



<b>Highlights</b>	
<b>Strengths</b>	<b>Challenges</b>
<ul style="list-style-type: none"> <li>• The school has demonstrated strong academic performance over the charter term on the New York State Testing Program (NYSTP) 3-8 Assessments and has consistently outperformed the district of location and the State average in English language arts and math for all students and subgroups, except for the students with disabilities subgroup.</li> <li>• There is a pervading sense of community throughout the school, according to all focus group participants.</li> <li>• School leadership is described as being supportive of staff and families and focused on continuous improvement for all students.</li> <li>• The board of trustees is knowledgeable and engaged with school operations.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Benchmark 9 “Approaches”:</b> The school has not met all of the subgroup enrollment targets, although overall enrollment is within the required parameters.</li> </ul>

**Notices of Concern and/or Deficiency in the Current Charter Term:**

- Year 1: n/a
- Year 2: n/a
- Year 3: n/a
- Year 4: n/a
- Year 5: n/a

**Material Revision:**

The school is seeking approval of the following material revision to the charter:

- To increase its grade span to include Grades 6 – 8, thereby making the school’s grade continuum K – Grade 12, and to make a corresponding increase to its authorized enrollment from 720 students to 936 students by year four of the renewal charter term.

Approving this revision request is likely to improve student learning and achievement because by offering a continuous K-12 educational pathway, Buffalo Academy of Science Charter School II can provide a stable and supportive learning environment that addresses the unique challenges faced by the school’s students. Expanding services to include middle grades is not only a logical extension of the school’s mission but also a necessary step toward closing the achievement gap and promoting long-term academic success for students.

Approving this revision request will result in a significant educational benefit to the students expected to attend the charter school because the expansion will eliminate the disruption and uncertainty associated with transitioning to different schools for middle grades, thereby fostering academic continuity and stronger student-teacher relationships. Furthermore, the revision will alleviate the burden on parents, who often struggle to find quality educational options for their children.

## **Summary of Public Comment**

The required public hearing was held by the Buffalo City School District, also known as Buffalo Public Schools, on October 29, 2024. Seven people attended, and two spoke. Two were in favor of the renewal and revision. No one was opposed.

The school provided evidence of community support for this renewal and revision request in the following ways.

- Letters of Support (11)
  - Academy Road/St. Marys Road Block Club
  - Buffalo Museum of Science
  - Common Council, City of Buffalo (3)
  - Cullen Foundation
  - Horizon Health Alliance
  - Kids Escaping Drugs
  - Majority Leader, Assembly, State of New York
  - Mental Health Advocates
  - NOCO Development

**Charter School for Applied Technologies**

**Table 1: Charter School Summary**

<b>Name of Charter School</b>	Charter School for Applied Technologies (CSAT)
<b>Board Chair</b>	Joseph Berti
<b>District of Location</b>	Kenmore-Tonawanda Union Free School District <sup>9</sup>
<b>Initial Commencement of Instruction</b>	Fall 2001
<b>Charter Term(s)</b>	<ul style="list-style-type: none"> <li>• Initial Charter: January 10, 2001 – January 9, 2006</li> <li>• First Renewal: January 10, 2006 – January 9, 2011</li> <li>• Second Renewal: January 10, 2011 – June 30, 2015</li> <li>• Third Renewal: July 1, 2015 – June 30, 2020</li> <li>• Fourth Renewal: July 1, 2020 – June 30, 2025</li> </ul>
<b>Comprehensive Management Service Provider</b>	None
<b>Facilities</b>	<ul style="list-style-type: none"> <li>• 2303 Kenmore Avenue, Buffalo, New York 14207 – Private Space (Elementary School)</li> <li>• 24 Shoshone Street, Buffalo, New York 14214 – Private Space (Middle School)</li> <li>• 2245 Kenmore Avenue, Buffalo, New York 14207 – Private Space (High School)</li> </ul>
<b>Innovative and Noteworthy Programs (as reported by the school)</b>	The Charter School for Applied Technologies is a school-to-career transition organization uniquely preparing students to pursue traditional college-bound careers in applied technologies. The school offers a career exploration program for all grades K-12. The school offers innovative programs and facilities in technology areas that support entry to specialized jobs in applied technologies, avoiding low-skill, entry-level options in these fields. The school’s early college programs have been a resounding success, preparing students for a persistent and successful college experience.
<b>Link to Charter School Renewal Report</b>	<a href="https://www.nysed.gov/charter-schools/cs-applied-technologies">https://www.nysed.gov/charter-schools/cs-applied-technologies</a>

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

	<b>Year 1 2020 to 2021</b>	<b>Year 2 2021 to 2022</b>	<b>Year 3 2022 to 2023</b>	<b>Year 4 2023 to 2024</b>	<b>Year 5 2024 to 2025</b>
<b>Grade Configuration</b>	K – Grade 12	K – Grade 12	K – Grade 12	K – Grade 12	K – Grade 12
<b>Total Approved Enrollment</b>	2365	2365	2365	2365	2365

<sup>9</sup> Four percent of all students residing in this district attend charter schools.

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

	<b>Year 1 2025 to 2026</b>	<b>Year 2 2026 to 2027</b>	<b>Year 3 2027 to 2028</b>	<b>Year 4 2028 to 2029</b>
<b>Grade Configuration</b>	K – Grade 12	K – Grade 12	K – Grade 12	K – Grade 12
<b>Total Recommended Enrollment</b>	2365	2365	2365	2365

### **Rationale for Renewal Recommendation**

Based on the Board of Regents Renewal Policy, NYSED recommends that the Board of Regents grant the renewal term described above in the **Issue for Decision** section.

#### **Performance Framework Ratings:**

At the time of renewal, 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 seven of the 10 benchmarks.
- The school received an “Approaches” rating on three of the 10 benchmarks.

**2019 Charter School Performance Framework Benchmark Ratings<sup>10</sup>**  
**Charter School for Applied Technologies**

2019 Performance Benchmark		Level
Educational Success	<b>Benchmark 1: Student Performance:</b> The school has met or exceeded achievement indicators for academic proficiency, trends toward proficiency, similar schools, college and career readiness, and high school graduation, if applicable. Proficiency at the elementary/middle school level shall be defined as achieving a performance level of 3 or higher on Grade 3-8 state assessments in ELA, math, and science. At the high school level, passing shall be defined as obtaining a Regents exam score of 65 or higher.	Approaches
	<b>Benchmark 2: Teaching and Learning:</b> 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
	<b>Benchmark 3: Culture, Climate, and Student and Family Engagement:</b> 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	<b>Benchmark 4: Financial Condition:</b> The school is in sound and stable financial condition as evidenced by performance on key financial indicators.	Meets
	<b>Benchmark 5: Financial Management:</b> The school operates in a fiscally sound manner with realistic budgets pursuant to a long-range financial plan, appropriate internal controls and procedures, and in accordance with state law and generally accepted accounting practices.	Meets
	<b>Benchmark 6: Board Oversight and Governance:</b> The board of trustees provides competent stewardship and oversight of the school while maintaining policies, establishing performance goals, and implementing systems to ensure academic success, organizational viability, board effectiveness and faithfulness to the terms of its charter.	Meets
	<b>Benchmark 7: Organizational Capacity:</b> 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	<b>Benchmark 8: Mission and Key Design Elements:</b> The school is faithful to its mission and has implemented the key design elements included in its charter.	Meets
	<b>Benchmark 9: Enrollment, Recruitment, and Retention:</b> The school is meeting or making annual progress toward meeting the enrollment plan outlined in its charter and its enrollment and retention targets for students with disabilities, English language learners, and students who are eligible applicants for the free and reduced priced lunch program; or has demonstrated that it has made extensive good faith efforts to attract, recruit, and retain such students. High schools are meeting persistence rates commensurate with the NYSED target.	Approaches
	<b>Benchmark 10: Legal Compliance:</b> The school complies with applicable laws, regulations, and the provisions of its charter.	Approaches

<sup>10</sup> Charter schools authorized or renewed beginning in the 2019-2020 school year and thereafter use the [2019 Charter School Performance Framework](#), and all other charter schools use the [2015 Charter School Performance Framework](#) until renewal. Refer to the appropriate framework for the applicable benchmark standards.

<b>Highlights</b>	
<b>Strengths</b>	<b>Challenges</b>
<ul style="list-style-type: none"> <li>• The CSAT cohort graduation rate has consistently exceeded the New York State graduation rate for all students and all subgroups.</li> <li>• The school offers an early college experience for students as well as systems and programs in place that engage students in career exploration leading to internship opportunities.</li> <li>• Instructional staff receive frequent and targeted support from coaches and instructional leaders to build their expertise in high-quality instructional practices aimed at improving student learning.</li> <li>• Classroom teachers work collaboratively across grade levels and content areas, as well as with special education and ENL teachers to provide students with targeted instruction that meets individual student needs.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Benchmark 1 “Approaches”</b> due to the school’s performance on the New York State Testing Program 3-8 Assessments for English language arts and math. The school’s proficiency for All Students came close to the primary sending district, Buffalo Public Schools, in ELA and math, scoring 2 percentage points below the district in ELA and 1 percentage point above the district in math.</li> <li>• <b>Benchmark 9 “Approaches”</b> due to consistent under-enrollment of students with disabilities and English language learners as compared to Buffalo City School District, the district in which the majority of students reside.</li> <li>• <b>Benchmark 10 “Approaches”</b> due to employing too many uncertified teachers and failing to conduct required monitoring and record keeping related to criminal background checks for staff.</li> </ul>

**Notices of Concern and/or Deficiency in the Current Charter Term:**

- Year 1: n/a
- Year 2: n/a
- Year 3: n/a
- Year 4: n/a
- Year 5: In February 2025, the NYSED CSO issued a Notice of Deficiency to CSAT for exceeding the statutory limit of uncertified teachers with 32 teachers lacking documentation of certification. CSAT submitted a Corrective Action Plan to address this deficiency on March 13, 2025.

**Summary of Public Comment**

The required public hearing was held by the Kenmore-Tonawanda Union Free School District on October 8, 2024. Forty-seven people attended, and none spoke.

The school provided evidence of community support for this renewal recommendation in the following ways. The school provided the NYSED CSO with 22 letters of support from the following partners:

- 26 Shirts
- Catholic Health
- Daemen University
- Dream it Do it of WNY
- Evans Bank
- Frank Lloyd Wright’s Graycliff
- Gateway/Longview
- HFW Industries
- Independent Health
- Junior Achievement of Western New York
- Kellor Technology
- Nickel City Property management

- PCB Piezotronics
- Phillips, Little, LLP
- Quackenbush HVAC Co.
- Southwest Key Programs
- Speed Logistics
- The McGuire Group
- The Plan Room
- T-Mark Heating, Plumbing, and Cooling
- Town of Tonawanda Police Department
- WNY Scholars Foundation

**Great Oaks Kathleen Sherry Charter School**

**Table 1: Charter School Summary**

<b>Name of Charter School</b>	Great Oaks Kathleen Sherry Charter School (GO-NYC)
<b>Board Chair</b>	Susan Akselrad
<b>District of Location</b>	New York City (NYC) Community School District (CSD) 2 <sup>11</sup>
<b>Initial Commencement of Instruction</b>	Fall 2013
<b>Charter Term(s)</b>	<ul style="list-style-type: none"> <li>• Initial Term: August 26, 2013 – June 30, 2018</li> <li>• First Renewal Term: July 1, 2018 – June 30, 2022</li> <li>• Second Renewal Term: July 1, 2022 – June 30, 2025</li> </ul>
<b>Comprehensive Management Service Provider</b>	Great Oaks Foundation
<b>Facilities</b>	<ul style="list-style-type: none"> <li>• 240 Bleecker Street, New York, NY 10014 – Private Space</li> </ul>
<b>Innovative and Noteworthy Programs (as reported by the school)</b>	Great Oaks Charter School provides a highly individualized program through its Great Oaks Fellows Program, partnering students with AmeriCorps members to provide high-dosage tutoring, afterschool and Saturday academic support, extensive extracurriculars, and close personal mentoring. The Great Oaks Fellows Program is supplemented by rigorous academic and behavioral expectations, personalized learning, and strong student support systems.
<b>Link to Charter School Renewal Report</b>	<a href="https://www.nysed.gov/charter-schools/great-oaks-kathleen-sherry-cs">https://www.nysed.gov/charter-schools/great-oaks-kathleen-sherry-cs</a>

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

	<b>Year 1 2022 to 2023</b>	<b>Year 2 2023 to 2024</b>	<b>Year 3 2024 to 2025</b>
<b>Grade Configuration</b>	Grades 6 - 12	Grades 6 - 11	Grades 6 - 12
<b>Total Approved Enrollment</b>	573	340	375

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

	<b>Year 1 2025 to 2026</b>	<b>Year 2 2026 to 2027</b>	<b>Year 3 2027 to 2028</b>
<b>Grade Configuration</b>	Grades 6 - 12	Grades 6 - 12	Grades 6 -12
<b>Total Recommended Enrollment</b>	375	375	375

<sup>11</sup> Five percent of all students residing in this district attend charter schools.



## **Rationale for Renewal and Revision Recommendation**

Based on the Board of Regents Renewal Policy, NYSED recommends that the Board of Regents grant the renewal term and revision described above in the **Issue for Decision** section.

### **Performance Framework Ratings:**

At the time of renewal, the charter school was rated on each of the 10 NYSED Charter School Performance Framework Benchmarks as follows. These ratings reflect performance over the entire charter term and are considered when making a renewal recommendation, pursuant to the Board of Regents Renewal Policy.

- The school received a “Meets” rating on six of the ten benchmarks.
- The school received an “Approaches” rating on three of the ten benchmarks.
- The school received a “Falls Far Below” rating on one of the ten benchmarks.

**2019 Charter School Performance Framework Benchmark Ratings<sup>12</sup>**  
**Great Oaks Kathleen Sherry Charter School**

2019 Performance Benchmark		Level
Educational Success	<b>Benchmark 1: Student Performance:</b> The school has met or exceeded achievement indicators for academic proficiency, trends toward proficiency, similar schools, college and career readiness, and high school graduation, if applicable. Proficiency at the elementary/middle school level shall be defined as achieving a performance level of 3 or higher on Grade 3-8 state assessments in ELA, math, and science. At the high school level, passing shall be defined as obtaining a Regents exam score of 65 or higher.	<b>Approaches</b>
	<b>Benchmark 2: Teaching and Learning:</b> School leaders have systems in place designed to cultivate shared accountability and high expectations 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.	<b>Meets</b>
	<b>Benchmark 3: Culture, Climate, and Student and Family Engagement:</b> 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.	<b>Meets</b>
Organizational Soundness	<b>Benchmark 4: Financial Condition:</b> The school is in sound and stable financial condition as evidenced by performance on key financial indicators.	<b>Falls Far Below</b>
	<b>Benchmark 5: Financial Management:</b> The school operates in a fiscally sound manner with realistic budgets pursuant to a long-range financial plan, appropriate internal controls and procedures, and in accordance with state law and generally accepted accounting practices.	<b>Meets</b>
	<b>Benchmark 6: Board Oversight and Governance:</b> The board of trustees provides competent stewardship and oversight of the school while maintaining policies, establishing performance goals, and implementing systems to ensure academic success, organizational viability, board effectiveness and faithfulness to the terms of its charter.	<b>Meets</b>
	<b>Benchmark 7: Organizational Capacity:</b> 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.	<b>Meets</b>
Faithfulness to Charter & Law	<b>Benchmark 8: Mission and Key Design Elements:</b> The school is faithful to its mission and has implemented the key design elements included in its charter.	<b>Meets</b>
	<b>Benchmark 9: Enrollment, Recruitment, and Retention:</b> The school is meeting or making annual progress toward meeting the enrollment plan outlined in its charter and its enrollment and retention targets for students with disabilities, English language learners, and students who are eligible applicants for the free and reduced priced lunch program; or has demonstrated that it has made extensive good faith efforts to attract, recruit, and retain such students. High schools are meeting persistence rates commensurate with the NYSED target.	<b>Approaches</b>
	<b>Benchmark 10: Legal Compliance:</b> The school complies with applicable laws, regulations, and the provisions of its charter.	<b>Approaches</b>

<sup>12</sup> Charter schools authorized or renewed beginning in the 2019-2020 school year and thereafter use the [2019 Charter School Performance Framework](#), and all other charter schools use the [2015 Charter School Performance Framework](#) until renewal. Refer to the appropriate framework for the applicable benchmark standards.

Highlights	
Strengths	Challenges
<ul style="list-style-type: none"> <li>The Great Oaks Kathleen Sherry Charter School’s instructional practices and priorities, such as inquiry-based learning, project-based learning, and differentiation, were evident in all observed classrooms. These core strategies are embedded in lesson plans and well understood and clearly articulated by all staff interviewed during the site visit.</li> <li>The school’s Great Oaks Fellows Program, which supports its strong academic focus, individualized student learning, and social-emotional development, is implemented in an exemplary and sustainable manner.</li> <li>Great Oaks excels in ensuring a schoolwide understanding and implementation of the school’s key design elements (KDEs), in particular how the KDEs reinforce one another.</li> </ul>	<ul style="list-style-type: none"> <li>Benchmark 1 <b>“Approaches”</b> due to performing below the district of location on the New York State Testing Program 3-8 Assessments in English language arts and math. Notably, the school performed above the Statewide average in English language arts for All Students, students with disabilities, and economically disadvantaged subgroups, as well as in math for students with disabilities and English language learners.</li> <li>Benchmark 4 <b>“Falls far Below”</b> due to operational losses caused by decreases in enrollment. Increases in expenses, particularly for staffing and facility costs, have outpaced enrollment and revenue growth at a generally unsustainable rate.</li> <li>Benchmark 9 <b>“Approaches”</b> due to low retention overall and in all subgroups.</li> <li>Benchmark 10 <b>“Approaches”</b> due to continued teacher certification issues.</li> </ul>

**Notices of Concern and/or Deficiency in the Current Charter Term:**

- Year 1: n/a
- Year 2: n/a
- Year 3: In January 2025, the NYSED CSO issued a Notice of Deficiency and a request for a Corrective Action Plan to address exceeding the statutory limit for uncertified teachers; 26 teachers lacked documentation of certification.

**Material Revision:**

The school is seeking approval of the following material revision to the charter.

- Amend its Key Design Element beginning in the 2025-2026 school year:
  - From** – "A special focus on English Language Learners. In the Lower Manhattan neighborhoods of Community School District 2 that Great Oaks intends to serve, 10% of middle school students were classified as English Language Learners in 2011. Overall, one in three Manhattan residents is an immigrant and Advocates for Children estimate that there are at least 1,000 students in CSD 2 who are immigrants with an interrupted formal education. Alarming, while just under half of the city’s Non-ELL students met the state’s English language arts standards on the most recent state exams, only 11.6% of ELL students did so. Great Oaks intends to aggressively reach out to non-English speakers in Lower Manhattan and will set aside 25% of the seats in each lottery as an at-risk preference for English Language Learners. In addition, Great Oaks will implement an effective, research-based program that uses high-quality classroom instruction, extensive professional development for educators and high-dosage daily tutoring to help students who are English Language Learners and other at-risk student populations reach English proficiency and ultimately go on to college success."
  - To** – "A focus on special populations. Great Oaks Kathleen Sherry Charter School will consistently surpass the district in which it resides in the percentage of English Language Learners, students eligible for Free and Reduced-Price Lunch, and students with disabilities. Great Oaks intends to aggressively reach out to non-English speakers, students with disabilities, and students eligible for Free and Reduced-Price Lunch in Lower

Manhattan and will set aside 25% of the seats in each lottery as an at-risk preference for English Language Learners. In addition, Great Oaks will implement an effective, research-based program that uses high-quality classroom instruction, extensive professional development for educators and high-dosage daily tutoring to help students who are English Language Learners and other at-risk student populations reach English proficiency and ultimately go on to college success.”

The requested revision(s) will have no bearing on the number of students being served by this charter school, which will not change, nor will it impact the number of charters available for issuance in New York City or the State. However, the requested revision may positively impact the school’s ability to enroll more students in the special populations/subgroups.

Approving this revision request is likely to improve student learning and achievement because the school will implement a research-based program offering high-quality classroom instruction, extensive professional development for educators, and high-dosage daily tutoring focused on preparing English language learners and other at-risk student populations for English proficiency and future academic success.

### **Summary of Public Comment**

The required public hearing was held by the New York City Department of Education on November 13, 2024. The hearing was a joint hearing for Great Oaks Kathleen Sherry Charter School and Growing Up Green Charter School II. Forty-four people attended; however, it is not clear whether participants attended for one or both schools. One person, Timberly Wilson, the school leader, spoke in favor of the GO-NYC renewal and revision. No one was opposed.

## Growing Up Green Charter School II

### Table 1: Charter School Summary

<b>Name of Charter School</b>	Growing Up Green Charter School II (GUG II)
<b>Board Chair</b>	Marc Greenberg
<b>District of Location</b>	New York City (NYC) Community School District (CSD) 28 <sup>13</sup>
<b>Initial Commencement of Instruction</b>	Fall 2016
<b>Charter Terms</b>	<ul style="list-style-type: none"> <li>• Initial Term: September 1, 2016 – June 30, 2021</li> <li>• First Renewal Term: July 1, 2021 – June 30, 2025</li> </ul>
<b>Comprehensive Management Service Provider</b>	None
<b>Facilities</b>	<ul style="list-style-type: none"> <li>• 89-25 161st Street, Jamaica, NY 11432 (Elementary School) – Private Space</li> <li>• 84-35 152nd Street, Jamaica NY 11432 (Middle School) – Private Space</li> </ul>
<b>Innovative and Noteworthy Programs (as reported by the school)</b>	<ul style="list-style-type: none"> <li>• Growing Up Green II strongly believes in connecting classroom learning with real-world experiences. As one of the key design elements, the academic program aims to bring multi-sensory experiences through field trips and residencies with local artists. Students explore the communities in and around NYC CSD 28 with carefully curated field trips to Alley Pond Park, Queens Botanical Garden, and the Queens Museum.</li> <li>• Responsive Classroom and Developmental Designs are the two community-building pillars of the school. All staff employees are formally trained in best practices that include the effective use of teacher language, implementation of logical, age-appropriate consequences for children, strategies for building a healthy classroom community and supporting children in making good, productive, healthy, choices during the school day.</li> </ul>
<b>Link to Charter School Renewal Report</b>	<a href="https://www.nysed.gov/charter-schools/growing-up-green-cs-ii">https://www.nysed.gov/charter-schools/growing-up-green-cs-ii</a>

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

	<b>Year 1 2021 to 2022</b>	<b>Year 2 2022 to 2023</b>	<b>Year 3 2023 to 2024</b>	<b>Year 4 2024 to 2025</b>
<b>Grade Configuration</b>	K - Grade 7	K - Grade 8	K - Grade 8	K - Grade 8
<b>Total Approved Enrollment</b>	693	748	812	812

<sup>13</sup> Five percent of all students residing in this district attend charter schools.

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

	<b>Year 1 2025 to 2026</b>	<b>Year 2 2026 to 2027</b>	<b>Year 3 2027 to 2028</b>	<b>Year 4 2028 to 2029</b>
<b>Grade Configuration</b>	K - Grade 8	K - Grade 8	K - Grade 8	K - Grade 8
<b>Total Recommended Enrollment</b>	812	812	812	812

### **Rationale for Renewal Recommendation**

Based on the Board of Regents Renewal Policy, NYSED recommends that the Board of Regents grant the renewal term described above in the **Issue for Decision** section.

#### **Performance Framework Ratings:**

At the time of renewal, the charter school was rated on each of the ten 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 seven of the ten benchmarks.
- The school received an “Approaches” rating on three of the ten benchmarks.

**2019 Charter School Performance Framework Benchmark Ratings<sup>14</sup>**  
**Growing Up Green Charter School II**

2019 Performance Benchmark		Level
Educational Success	<b>Benchmark 1: Student Performance:</b> The school has met or exceeded achievement indicators for academic proficiency, trends toward proficiency, similar schools, college and career readiness, and high school graduation, if applicable. Proficiency at the elementary/middle school level shall be defined as achieving a performance level of 3 or higher on Grade 3-8 state assessments in ELA, math, and science. At the high school level, passing shall be defined as obtaining a Regents exam score of 65 or higher.	<b>Approaches</b>
	<b>Benchmark 2: Teaching and Learning:</b> School leaders have systems in place designed to cultivate shared accountability and high expectations 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.	<b>Meets</b>
	<b>Benchmark 3: Culture, Climate, and Student and Family Engagement:</b> 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.	<b>Meets</b>
Organizational Soundness	<b>Benchmark 4: Financial Condition:</b> The school is in sound and stable financial condition as evidenced by performance on key financial indicators.	<b>Meets</b>
	<b>Benchmark 5: Financial Management:</b> The school operates in a fiscally sound manner with realistic budgets pursuant to a long-range financial plan, appropriate internal controls and procedures, and in accordance with state law and generally accepted accounting practices.	<b>Meets</b>
	<b>Benchmark 6: Board Oversight and Governance:</b> The board of trustees provides competent stewardship and oversight of the school while maintaining policies, establishing performance goals, and implementing systems to ensure academic success, organizational viability, board effectiveness and faithfulness to the terms of its charter.	<b>Meets</b>
	<b>Benchmark 7: Organizational Capacity:</b> 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.	<b>Meets</b>
Faithfulness to Charter & Law	<b>Benchmark 8: Mission and Key Design Elements:</b> The school is faithful to its mission and has implemented the key design elements included in its charter.	<b>Meets</b>
	<b>Benchmark 9: Enrollment, Recruitment, and Retention:</b> The school is meeting or making annual progress toward meeting the enrollment plan outlined in its charter and its enrollment and retention targets for SWD, English language learners, and students who are eligible applicants for the free and reduced priced lunch program; or has demonstrated that it has made extensive good faith efforts to attract, recruit, and retain such students. High schools are meeting persistence rates commensurate with the NYSED target.	<b>Approaches</b>
	<b>Benchmark 10: Legal Compliance:</b> The school complies with applicable laws, regulations, and the provisions of its charter.	<b>Approaches</b>

<sup>14</sup> Charter schools authorized or renewed beginning in the 2019-2020 school year and thereafter use the [2019 Charter School Performance Framework](#), and all other charter schools use the [2015 Charter School Performance Framework](#) until renewal. Refer to the appropriate framework for the applicable benchmark standards.

<b>Highlights</b>	
<b>Strengths</b>	<b>Challenges</b>
<ul style="list-style-type: none"> <li>• Growing Up Green II exceeds the district of location in enrollment of students with disabilities by +10 percentage points. The school has three different special education models available (special education teacher support services, integrated co-teaching, 12:1:1) for student support.</li> <li>• The environmental theme is woven throughout the school in academic lessons, art, hands-on outdoor projects, field trips, and a course in sustainability.</li> <li>• The school has strong, cohesive school leadership teams across two buildings.</li> <li>• The school receives significant family and community support.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Benchmark 1 “Approaches”:</b> Although academic performance is below the district of location, from the 2022-2023 to 2023-2024 school years, overall proficiency in English language arts increased +12 percentage points and +20 percentage points in math.</li> <li>• <b>Benchmark 9 “Approaches”:</b> Enrollment of English language learner students is below that of the district of location but is within two percentage points of a “Meets” rating.</li> <li>• <b>Benchmark 10 “Approaches”:</b> The school has exceeded its allowable number of uncertified teachers but has put detailed plans in place to monitor and address it.</li> </ul>

**Notices of Concern and/or Deficiency in the Current Charter Term:**

- Year 1:
- Year 2:
- Year 3:
- Year 4: In January 2025, the school received a Notice of Deficiency for exceeding the statutory allowance of uncertified teachers with 39 teachers lacking documentation of certification. The school submitted a Corrective Action Plan to address this deficiency on January 22, 2025.

**Summary of Public Comment**

The required public hearing was held by the New York City Department of Education on November 13, 2024. The hearing was a joint hearing for Great Oaks Kathleen Sherry Charter School and Growing Up Green Charter School II. Forty-four people attended; however, it is not clear whether participants attended for one or both schools. Nineteen people spoke about Growing Up Green Charter School II. All were in favor of the renewal. No one was opposed.

The school provided evidence of community support for this renewal recommendation by submitting to the NYSED CSO letters of support from a State senator, a New York City councilperson, the borough president, numerous community organizations, other charter school leaders, and more than 100 Growing Up Green II families.



## Renaissance Charter School 2 (The)

### Table 1: Charter School Summary

<b>Name of Charter School</b>	Renaissance Charter School 2 (The) (TRCS2)
<b>Board Chair</b>	Monte Joffee
<b>District of Location</b>	New York City (NYC) Community School District (CSD) 24 <sup>15</sup>
<b>Initial Commencement of Instruction</b>	Fall 2020
<b>Charter Term(s)</b>	Initial Charter: July 1, 2020 – June 30, 2025
<b>Comprehensive Management Service Provider</b>	None
<b>Facilities</b>	<ul style="list-style-type: none"> <li>45-20 83rd Street, Elmhurst, NY 11373 - Private Space</li> </ul>
<b>Innovative and Noteworthy Programs (as reported by the school)</b>	<ul style="list-style-type: none"> <li>Rensizzle Week engages students in creative projects focusing on topics of particular interest to them. Inspired by innovative educator Joseph Renzulli, TRCS 2s annual Rensizzle Week is a mixed-grade enrichment program that takes problem-based learning to the streets of NYC as well as other exciting learning sites throughout the Tri-State area. During Rensizzle Week, regular classes are suspended, and each student engages in an in-depth exploration of one subject of his, her or their choosing, working in mixed-grade groupings and engaging in authentic, hands-on learning experiences.</li> </ul>
<b>Link to Charter School Renewal Report</b>	<a href="https://www.nysed.gov/charter-schools/renaissance-cs-2">https://www.nysed.gov/charter-schools/renaissance-cs-2</a>

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

	<b>Year 1 2020 to 2021</b>	<b>Year 2 2021 to 2022</b>	<b>Year 3 2022 to 2023</b>	<b>Year 4 2023 to 2024</b>	<b>Year 5 2024 to 2025</b>
<b>Grade Configuration</b>	K – Grade 1	K – Grade 2	K – Grade 3	K – Grades 4; 9	K – Grade 6; Grades 9 – 10
<b>Total Approved Enrollment</b>	243	324	432	594	837

### Table 3: Recommended Renewal Term Grade Levels and Recommended Enrollment

	<b>Year 1 2025 to 2026</b>	<b>Year 2 2026 to 2027</b>	<b>Year 3 2027 to 2028</b>	<b>Year 4 2028 to 2029</b>	<b>Year 5 2029 to 2030</b>
<b>Grade Configuration</b>	K – Grade 7; Grades 9 – 11	K – Grade 12	K – Grade 12	K – Grade 12	K – Grade 12
<b>Total Recommended Enrollment</b>	952	1053	1053	1053	1053

## Rationale for Renewal and Revision Recommendation

Based on the Board of Regents Renewal Policy, NYSED recommends that the Board of Regents grant the renewal term and revision described above in the **Issue for Decision** section.

<sup>15</sup> Seven percent of all students residing in this district attend charter schools.

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

**Performance Framework Ratings:**

At the time of renewal, 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 ten out of the ten benchmarks.

**2015 Charter School Performance Framework Benchmark Ratings<sup>16</sup>**  
**Renaissance Charter School 2 (The)**

2015 Performance Benchmark		Level
Educational Success	<b>Benchmark 1: Student Performance:</b> The school has met or exceeded achievement indicators for academic proficiency, trends toward proficiency, similar schools, college and career readiness, and high school graduation, if applicable. Proficiency at the elementary/middle school level shall be defined as achieving a performance level of 3 or higher on Grade 3-8 state assessments in ELA, math, and science. At the high school level, passing shall be defined as obtaining a Regents exam score of 65 or higher.	Meets
	<b>Benchmark 2: Teaching and Learning:</b> 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 New York State Learning Standards (NYSLs) for all students. Teachers engage in strategic practices and decision-making in order to address the gap between what students know and need to learn so that all students experience consistent high levels of engagement, thinking and achievement.	Meets
	<b>Benchmark 3: Culture, Climate, and Student Engagement:</b> 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.	Meets
Organizational Soundness	<b>Benchmark 4: Financial Condition:</b> The school is in sound and stable financial condition as evidenced by performance on key financial indicators.	Meets
	<b>Benchmark 5: Financial Management:</b> The school operates in a fiscally sound manner with realistic budgets pursuant to a long-range financial plan, appropriate internal controls and procedures, and in accordance with state law and generally accepted accounting practices.	Meets
	<b>Benchmark 6: Board Oversight and Governance:</b> The board of trustees provides competent stewardship and oversight of the school while maintaining policies, establishing performance goals, and implementing systems to ensure academic success, organizational viability, board effectiveness and faithfulness to the terms of its charter.	Meets
	<b>Benchmark 7: Organizational Capacity:</b> 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	<b>Benchmark 8: Mission and Key Design Elements:</b> The school is faithful to its mission and has implemented the key design elements included in its charter.	Meets
	<b>Benchmark 9: Enrollment, Recruitment, and Retention:</b> The school is meeting or making annual progress toward meeting the enrollment plan outlined in its charter and its enrollment and retention targets for students with disabilities, English language learners, and students who are eligible applicants for the free and reduced priced lunch program; or has demonstrated that it has made extensive good faith efforts to attract, recruit, and retain such students.	Meets
	<b>Benchmark 10: Legal Compliance:</b> The school complies with applicable laws, regulations, and the provisions of its charter.	Meets

<sup>16</sup> Charter schools authorized or renewed beginning in the 2019-2020 school year and thereafter use the [2019 Charter School Performance Framework](#), and all other charter schools use the [2015 Charter School Performance Framework](#) until renewal. Refer to the appropriate framework for the applicable benchmark standards.

<b>Highlights</b>	
<b>Strengths</b>	<b>Challenges</b>
<ul style="list-style-type: none"> <li>• The school received a “Meets” rating on all ten benchmarks.</li> <li>• NYSTP 3-8 math and English language arts proficiency outcomes for all students and subgroups exceed the district of location and the State.</li> <li>• The school has received numerous competitive federal grants.</li> <li>• The school receives significant family support, as noted by more than a hundred people attending a “watch party” for the public hearing.</li> </ul>	<ul style="list-style-type: none"> <li>• Newer staff, especially at the high school level, require considerable coaching and support to effectively implement instructional strategies.</li> </ul>

**Notices of Concern and/or Deficiency in the Current Charter Term:**

- Year 1: n/a
- Year 2: n/a
- Year 3: n/a
- Year 4: n/a
- Year 5: n/a

**Material Revision:**

The school is seeking approval of the following material revision to the charter.

- Amend its grade span to add Grades 7- 8 to the school’s current K – Grade 6 and Grade 9 – Grade 12 configuration, and to make a corresponding increase to the school’s authorized enrollment from 837 students to 1,053 students by year two of the renewal charter term.

Approving this revision request is likely to improve student learning and achievement because the staff will be able to address the strengths and needs of individual students based on data and the experience of working with students throughout their educational career. In addition, programs are being replicated from and supported by The Renaissance Charter School, which has had a successful K to Grade 12 program for 25 years.

Approving this revision request will result in a significant educational benefit to the students expected to attend the charter school because the revision will provide students with the curricular, pedagogical, and social-emotional continuity that a K – Grade 12 school can offer.

**Summary of Public Comment**

The required public hearing was held by the New York City Department of Education on November 4, 2024. More than 100 people attended, and four spoke. Four were in favor of the renewal and revision. No one was opposed.

The school provided evidence of community support for this renewal and revision recommendation in the following ways.

- The Renaissance Charter School 2 received several letters of support, including from a New York City councilman, the borough president, a State assemblyman, community organizations, and parents.
- Families attended a “watch party” at the school for the public hearing.

**APPENDIX**  
**Laws, Regulations, and Regents-endorsed internal Policies Applicable to**  
**Board of Regents-authorized Charter School Renewals**

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 renewal 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; 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) 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?

In addition, Renewal Guidelines contained in the Regulations of the Commissioner of Education (8 NYCRR §119.7) 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 charter school's renewal application;
- (b) Any additional material or information submitted by the charter school;
- (c) Any public comments received;
- (d) Any information relating to the site visit and the site visit report;
- (e) The charter school's annual reporting results including, but not limited to, student academic achievement;
- (f) The Department's renewal recommendation and the charter school's written response, if any; and
- (g) Any other information that the board, in its discretion, may deem relevant to its determination whether the charter should be renewed.

- (h) The Regents must also consider the totality of the evidence presented in each case, and may accept or reject, in whole or in part, the department's renewal recommendation, provided however that the Regents are not prohibited from weighing any one factor more heavily than another.

[The Board of Regents Renewal Policy](https://www.regents.nysed.gov/common/regents/files/documents/meetings/2012Meetings/November2012/1112p12a1.pdf) (https://www.regents.nysed.gov/common/regents/files/documents/meetings/2012Meetings/November2012/1112p12a1.pdf) sets forth the following renewal options and standards upon which the Department's recommendation is based:

**Full-Term Renewal:** A school's charter may be renewed for the maximum term of five years. In order for a school to be eligible for a full-term renewal, the school must have compiled a strong and compelling record of meeting or exceeding Benchmark 1 during the current charter term and, at the time of the renewal analysis, have met substantially all of the other performance benchmarks in the Framework.

**Short-Term Renewal:** A school's charter may be renewed for a shorter term, typically of three years. The Regents will place an even greater emphasis on student performance for schools applying for their second or subsequent renewal, which is consistent with the greater time that a school has been in operation and the corresponding increase in the quantity and quality of student achievement data that the school has generated. In order for a school to be eligible for short-term renewal, a school must either: (a) have compiled a mixed or limited record of meeting Benchmark 1 but, at the time of the renewal analysis, have met substantially all of the other performance benchmarks in the Framework, which will likely result in the school's being able to meet Benchmark 1 with the additional time that short-term renewal permits, or (b) have compiled an overall record of meeting Benchmark 1 but falls far below meeting one or more of the other performance benchmarks in the Framework.

**Nonrenewal:** A school's charter will not be renewed if the school does not apply for renewal or the school fails to meet the benchmark standards for either full-term or short-term renewal. In the case of nonrenewal, a school's charter will be terminated upon its expiration, and the school will be required to comply with the [Department's Closing Procedures](https://www.nysed.gov/charter-schools/oversight-plan-board-regents-authorized-charter-schools) (https://www.nysed.gov/charter-schools/oversight-plan-board-regents-authorized-charter-schools) to ensure an orderly closure by the end of the school year.

To operationalize these statutory and regulatory requirements, the Board of Regents endorsed the Charter School Performance Framework. This document, and the ten academic, organizational, and legal domains contained within it, were created based on the limited criteria that can be considered when making decisions pertaining to the authorization of new charter schools, charter school renewals, and charter school revisions as set forth in Section 2852(2) of the Education Law. Comprehensive data for these benchmark standards is included in the charter school Regents item, summary documents, and Regents meeting presentations.

### 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 renewal applications. 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](https://www.nysed.gov/charter-schools/oversight-plan-board-regents-authorized-charter-schools) (<https://www.nysed.gov/charter-schools/oversight-plan-board-regents-authorized-charter-schools>), including review of the information presented by the schools in their Renewal Applications; specific fiscal reviews; a renewal site visit of up to two days conducted by a Department team for each school; comprehensive analysis of achievement data; and consideration of public comment.