



New York State Education Department

2021-2022 Renewal Site Visit Report for BoR-Authorized Charter Schools under the 2015 Charter School Performance Framework

SYRACUSE ACADEMY OF SCIENCE AND CITIZENSHIP CHARTER SCHOOL

Renewal Site Visit Date: October 28, 2021

Date of Report: April 19, 2022

[Charter School Office](#)

89 Washington Avenue

Albany, New York 12234

charterschools@nysed.gov

518-474-1762

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ATTACHMENT 1: 2021 NYSED CHARTER SCHOOL INFORMATION DASHBOARD

ATTACHMENT 2: CHARTER SCHOOL FISCAL ACCOUNTABILITY SUMMARY DASHBOARD

SCHOOL DESCRIPTION

Charter School Summary¹

Name of Charter School	Syracuse Academy of Science and Citizenship Charter School
Board Chair	Dr. Fehmi Damkaci
District of location	Syracuse City School District
Opening Date	Fall 2017
Charter Term	Initial Charter: September 1, 2017 - June 30, 2022
Current Term Authorized Grades/ Approved Enrollment	K - Grade 6 / 525 Students
Proposed Renewal Term Authorized Grades/ Proposed Approved Enrollment	K - Grade 12 / 975 Students
Facilities	301 Valley Drive. Syracuse, NY 13207 - Private Space
Mission Statement	<i>The Syracuse Academy of Science and Citizenship Charter School provides support, challenges, and opportunities for its students, and it instills the necessary skills and knowledge in math, science, and technology that empower students, with high intellectual standards, preparing them for college, career, and citizenship. The Syracuse Academy of Science and Citizenship Charter School seeks to graduate students who can think critically and creatively, who are committed to a lifetime of learning and civic involvement, and who are conscious of local, global, and environmental issues.</i>
Key Design Elements	<ul style="list-style-type: none"> • College Preparation: Aligned with the school's mission to graduate college ready and civic-minded students, SASCCS provides students with access to high-quality instruction and curriculum, programs during school, after school, and during the summer have been developed and practiced ensuring every student has an opportunity to attend college. The school has a college-bound culture in all its school buildings and provides an extensive and targeted curriculum aimed at college preparation. SASCCS has had a 91 percent or higher average college acceptance rate over the last four years. A college-prep culture will not start and end in school, but rather becomes an entire lifestyle. • Focus on STEM and the Environment: At all K-12 levels, SASCCS promotes real-world problem solving and exploration in science and

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

	<p>mathematics, interactive engagement and collaborative problem-solving opportunities, field trips to environmentally friendly locations and science museums, and regular use of technology: computer laboratories, Smartboard, iPad, one-on-one Chromebooks, internet, and apps. As stated in its mission, SASCCS is focused on science, technology, engineering, and math (STEM), which provides the necessary foundation for college entrance and careers in technical fields</p> <ul style="list-style-type: none"> • Glocal Education: The school provides several opportunities to teach students to think globally and act locally to all its students by character education, community service, international trips and activities, and various citizenship programs. • Student-Centered School Structure: SASCCS creates small, safe, nurturing environment to its students at each of its campus locations - elementary, middle, and high school buildings. Parent surveys responses confirm that the small environment and individualized attention in each campus building is valuable. • Parental Involvement and Home Visits: Student success and performance are affected not only by their teachers, but also by their parents and home environment. Parental involvement is a significant part of our school's strategic goals, and the school has created a Home School Organization (HSO) policy, resulting in separate HSOs in each school building to increase parental participation. Deans implemented virtual coffee conversations with parents. Teachers perform home visits to understand students' problems and abilities, and to create a better triad of parent-student-teacher relationships. During home visits, teachers encourage parents to take an active role in their child's learning at home. SASCCS educators contact a minimum of 10 school parents each week and carry out a minimum of 12 home visits each academic year. Several teachers carry out more than 20 home visits during the academic year. • Performance-Based Accountability: Student performance and teaching and learning are measured monthly and/or quarterly through data collected and tracked by multiple assessment instruments, including STAR Math and Reader
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	<p>Testing, i-Ready assessments, benchmark exams, and full-length practice tests for state assessments. Student performance is documented and reviewed by teachers, and school administrators. From these performance results, teachers create intervention plans to improve individual student achievement. There is an extensive teacher observation and enrichment program in which every teacher is visited biweekly and given feedback, along with resources tailored for their individual needs, using NYSED-approved models, such as Danielson Framework for teacher evaluation and the Frontline program. SASCCS' deans and academic coaches-coordinators perform class observations as well as feedback to improve the instruction. Teachers are incentivized (up to \$8,550) based on student performance, home visits, and extracurricular activities. School deans are also incentivized (up to \$15,000) using school operations and school leadership rubrics, such as the Marzano rubric.</p>
<p>Requested Revisions (Revisions are not approved unless approved by the Board of Regents)</p>	<ul style="list-style-type: none"> • A revision to increase the charter school's grade span to add Grades 7 - 12 to the currently approved K - Grade 6 configuration. If approved, the school would expand by one grade level each academic year and would enroll Grade 12 students in the subsequent charter term. • A corresponding revision to increase the charter school's authorized enrollment from 525 students in K - Grade 6 to 900 students in K - Grade 11. The school would then enroll an additional 75 students in Grade 12 beginning in the 2027-2028 school year, the subsequent charter term, increasing the total authorized enrollment to 975 students. • A revision to change the name of the school from Syracuse Academy of Science and Citizenship Charter School to Citizenship and Science Academy of Syracuse Charter School. • A revision to amend the charter school's organizational chart to reflect significant changes. This revision is proposed to commence upon approval in the 2021-2022 school year. • Relocate Grades 6 - 12 to a leased facility within the Liverpool City School District. K - Grade 5 students will continue to be housed in the current facility in the Syracuse City School District.

Noteworthy: The *Positivity Project*, a third-party provider of social-emotional learning (SEL) supports, named Syracuse Academy of Science and Citizenship Charter School's (SASCCS) a "showcase school" citing that the school implemented the program with fidelity.

COVID-19 PANDEMIC NOTE: As of the publication of this document, New York State continues to be in the midst of responding to the COVID-19 pandemic. NYSED understands that these are challenging times. The NYSED Charter School Performance Framework is a robust document that allows NYSED to continue to use it as an evaluative tool even during the current statewide crisis. With state assessments cancelled for the 2019-2020 school year and administered under the constraints of the COVID-19 pandemic for the 2020-2021 school year (see the applicable memos at [Laws, Regulations & Memos | New York State Education Department](#)). Benchmark 1 allows for the use of longitudinal data. NYSED has also implemented a local assessment plan that will supplement, not supplant, state assessment data as per the [memo](#) (See Monitoring Plan section).

Renewal Outcomes

Pursuant to the Board of Regents Renewal Policy, the following are possible renewal outcomes:

- **Full-Term Renewal:** A school's charter may be renewed for the maximum term of five years. For a school to be eligible for a full-term renewal, during the current charter term the school must have compiled a strong and compelling record of meeting or exceeding Benchmark 1, and at the time of the renewal analysis, have met substantially all other performance benchmarks in the Framework.
- **Short-Term Renewal:** A school's charter may be renewed for a shorter term, typically of three years. As discussed above, 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.
- **Non-Renewal:** A school's charter will not be renewed if the school does not apply for renewal or the school fails to meet the criteria for either full-term or short-term renewal. In the case of non-renewal, a school's charter will be terminated upon its expiration and the school will be required to comply with the Charter School Office's Closing Procedures to ensure an orderly closure by the end of the school year.

Please Note: The Regents may include additional terms, conditions, and/or requirements in a school's Full-Term or Short-Term Renewal charter to address specific situations or areas of concern. For example, a school may meet the standards for full-term renewal or short-term renewal with regard to its educational success but may be required to address organizational deficiencies that need to be corrected

but do not prevent the Regents from making the required legal findings for renewal. A school may also meet the standards for full-term renewal or short-term renewal of only a portion of its educational program (e.g., for the elementary school program, but not the middle school program). Such additional terms and/or requirements may include, but are not limited to, restrictions on the number of students and grades to be served by the school, additional student performance metrics, heightened reporting requirements, or specific corrective action.

SCHOOL CHARACTERISTICS
Current Grade Levels and Approved Enrollment

	Year 1 2017 to 2018	Year 2 2018 to 2019	Year 3 2019 to 2020	Year 4 2020 to 2021	Year 5 2021 to 2022
Grade Configuration	K - Grade 2	K - Grade 3	K - Grade 4	K - Grade 5	K - Grade 6
Total Approved Enrollment	171	246	375	450	525

Proposed Renewal Term Grade Levels and Proposed Enrollment Requested by the School²

	Year 1 2022 to 2023	Year 2 2023 to 2024	Year 3 2024 to 2025	Year 4 2025 to 2026	Year 5³ 2026 to 2027
Grade Configuration	K - Grade 7	K - Grade 8	K - Grade 9	K - Grade 10	K - Grade 11
Total Proposed Enrollment	600	675	750	825	900

METHODOLOGY

Purpose of the Renewal Report

The primary purpose of the renewal site visits to Board of Regents-authorized charter schools is to supplement and validate the information collected over the charter term by the New York State Education Department (NYSED) Charter School Office (CSO). This information is used to inform the action taken by the Board of Regents to approve, modify, or disapprove the charter school's request for renewal. In advance of action by the Board of Regents, the CSO prepares a renewal recommendation that is based on the school's performance in three broad areas:

1. The school's **academic success** and ability to operate in an educationally sound manner;
2. The school's **organizational viability** and ability to operate in a fiscally sound manner; and
3. The school's faithfulness to the terms of its charter and **adherence to applicable laws and regulations**.

In addition, NYSED, on behalf of the New York State Board of Regents, is a community-based authorizer committed to principles of equity and access for all students across New York State. Community-based

² This proposed chart was submitted SASCCS in its renewal application. It is subject to change pending the final renewal recommendation and approval by the Board of Regents.

³ The charter school will add Grade 12 (with a beginning cohort of 75 students) to commence in the 2027-2028 school year which will be the first year of the next renewal term. The charter school's enrollment plan to serve a maximum of 975 students in K - Grade 12 will be fully implemented.

authorizing is based on the principle that community stakeholder voice, and response to community need, is an integral component of charter school decision making at all levels. During the renewal visit, the CSO will look for evidence of community voice across the school from governance to the educational program, as well as a commitment to the principles of diversity, equity, and inclusion, in the school's policies and practices.

A one-day remote renewal site visit was conducted at Syracuse Academy of Science and Citizenship Charter School on October 28, 2021. The NYSED CSO team conducted interviews with the board of trustees, school leadership team, teachers, parents, and students. In cooperation with school leadership, the CSO administered anonymous online surveys to and parents.

The team conducted six remote classroom observations and had access to SANYS instructional video from other schools in the network in K - Grade 6. The observations were approximately 10 minutes in length and conducted jointly with the School Leader. NYSED utilizes the CSO's remote Classroom Observation Worksheet as a lens for remote classroom observations. It is shared with the school prior to the site visit and can be found in the [Renewal SV Protocol](#). The documents and data reviewed by the team before, during, and after the site visit included the following:

- **Current 2021-2022 organizational chart;**
- **A 2021-2022 master school schedule;**
- **Board materials (roster, minutes, and strategic plan, if applicable) and a narrative describing the board's self-evaluation process;**
- **Narrative describing the process used to evaluate school leadership;**
- **Narrative describing the process school leadership uses to evaluate teachers;**
- **2021 CSO Parent, Teacher, and Student Surveys' Results;**
- **Current school policies, including the discipline policy, complaint policy, enrollment and admissions policy, and by-laws;**
- **NYSED Attachment 1: 2021 NYSED Charter School Information Dashboard;**
- **NYSED Attachment 2: Charter School Fiscal Accountability Summary Dashboard;**
- **Narrative describing the school's progress and efforts made toward reaching its enrollment and retention targets;**
- **Admissions and Waitlist information;**
- **2021-2022 Faculty/Staff Roster;**
- **Fingerprint Clearance Certificates for all instructional and non-instructional staff;**
- **School-submitted Annual Reports during current charter term;**
- **School's 2021 Self-Evaluation Tool;**
- **Prior CSO monitoring reports (check-in, renewal);**
- **School's 2021 renewal application;**
- **School's 2019 Notices of Deficiency/Concern; and**
- **Any supplementary evidence or data submitted to NYSED by the school.**

BENCHMARK ANALYSIS

The 2015 Performance Framework, which is part of the oversight plan included in the Charter Agreement for each school, outlines 10 Performance Framework benchmarks in three key areas of charter school performance:

- Educational Success
- Organizational Soundness
- Faithfulness to Charter and Law

Observational findings from the review of the renewal application, supporting data, and the site visit will be presented in alignment with the 2015 Performance Framework benchmarks and Indicators according to the rating scale below. A brief summary of the school's strengths will precede the benchmark analysis. Each benchmark will be rated; and the report narrative will provide evidence-based information relative to each indicator.

Level	Description
Exceeds	The school meets the performance benchmark; potential exemplar in this area.
Meets	The school generally meets the performance benchmark; few concerns are noted.
Approaches	The school does not meet the performance benchmark; a number of concerns are noted.
Falls Far Below	The school falls far below the performance benchmark; significant concerns are noted.

For the site visit conducted on October 28, 2021, Syracuse Academy of Science and Citizenship Charter School, see the following Performance Framework benchmark ratings and narrative.

**New York State Education Department
2015 Charter School Performance Framework Rating⁴**

2015 Performance Benchmark		Level
Educational Success	Benchmark 1: Student Performance: The school has met or exceeded achievement indicators for academic trends toward proficiency, proficiency and high school graduation. At all grade levels and all assessments, scoring proficiently means achieving a performance level of 3 or higher (high school Regents and Common Core Regents exam score of 65 or higher) Note: Due to the ongoing impact of the COVID-19 pandemic, the data used to formulate this rating has not been updated since the administration of the state 3-8 math and ELA Assessments in SY 2018-2019. Therefore, this rating does not reflect the efficacy of the school's academic program in SY 2019-2020 through the current academic year which is reflected in the Benchmark 2 and 3 ratings.	Approaches
	Benchmark 2: Teaching and Learning: School leaders have systems in place designed to cultivate shared accountability and high expectations and that lead to students' well-being, improved academic outcomes, and educational success. The school has rigorous and coherent curriculum and assessments that are aligned to the 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
	Benchmark 3: Culture, Climate, and Family Engagement: The school has systems in place to support students' social and emotional health and to provide for a safe and respectful learning environment. Families, community members and school staff work together to share in the responsibility for student academic progress and social-emotional growth and well-being. Families and students are satisfied with the school's academics and the overall leadership and management of the school.	Meets
Organizational Soundness	Benchmark 4: Financial Condition: The school is in sound and stable financial condition as evidenced by performance on key financial indicators.	Meets
	Benchmark 5: Financial Management: The school operates in a fiscally sound manner with realistic budgets pursuant to a long-range financial plan, appropriate internal controls and procedures, and in accordance with state law and generally accepted accounting practices.	Meets
	Benchmark 6: Board Oversight and Governance: The board of trustees provides competent stewardship and oversight of the school while maintaining policies, establishing performance goals, and implementing systems to ensure academic success, organizational viability, board effectiveness and faithfulness to the terms of its charter.	Meets
	Benchmark 7: Organizational Capacity: The school has established a well-functioning organizational structure, clearly delineated roles for staff, management, and board members. The school has systems and protocols that allow for the successful implementation, evaluation, and improvement of its academic program and operations.	Meets
Faithfulness to Charter & Law	Benchmark 8: Mission and Key Design Elements: The school is faithful to its mission and has implemented the key design elements included in its charter.	Meets
	Benchmark 9: Enrollment, Recruitment, and Retention: The school is meeting or making annual progress toward meeting the enrollment plan outlined in its charter and its enrollment and retention targets for students with disabilities, English language learners, and students who are eligible applicants for the free and reduced priced lunch program; or has demonstrated that it has made extensive good faith efforts to attract, recruit, and retain such students.	Approaches
	Benchmark 10: Legal Compliance: The school complies with applicable laws, regulations, and the provisions of its charter.	Meets

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

Summary of Findings

- Syracuse Academy of Science and Citizenship Charter School (SASCCS) is in year 5 of operation and serves students in K - Grade 6. During its current charter term, the school is rated in the following manner: meeting eight benchmarks and approaching two benchmarks. A summary of those ratings is provided below.
- **Summary of Areas of Growth and Strengths:** Instructional delivery fosters engagement with students. SASCCS uses data analysis to inform instruction, in particular through the network-created *TED Solutions* platform. The school has systems to monitor the progress of individual students. Classroom environments are conducive to learning and generally free from disruption. SASCCS has programs in place to support the social-emotional needs of students. The board demonstrates active oversight of the school's academic program. The school has an effective school leadership team. SASCCS successfully retains key personnel with low teacher turnover. The school implements its key design elements.
- **Summary of Areas in Need of Improvement:** Given the challenges of the past two years, the school will continue to hone its K- Grade 8 curriculum, instruction, assessments and interventions designed to address academic deficiencies including the development of pacing guides across all grade levels for ELA and math; data and Professional Learning Community (PLC) meetings; additional literacy and math intervention coordinators; and small intervention or enrichment groups. The school recognizes the need to expand and strengthen its Response to Intervention (RtI) program with a focus on students' deficiencies in math and the need to hire two additional ENL teachers to support English language acquisition, reading and comprehension of its English language learners (ELLs). The school currently has one English as a New Language (ENL) teacher to serve the needs of 55 designated ELLs.

Benchmark 1: Student Performance

The school has met or exceeded achievement indicators for academic trends toward proficiency, proficiency, and high school graduation. At all grade levels and all assessments, scoring proficiently means achieving a performance level of 3 or higher (high school Regents and Common Core Regents exam score of 65 or higher).

Finding: Approaches

Note: State assessments were not administered in the 2019-2020 school year and were administered under the COVID-19 constraints during the 2020-2021 school year. As such, NYSED is limited to what results it can include from those two years in the analysis of this benchmark. In the Spring of 2021 NYSED instituted a Local Assessment Plan. The Local Assessment Plan is designed to help charter schools demonstrate academic progress and growth, the NYSED CSO is implementing a local assessment plan to collect authorizer-approved local/interim assessment data from Board of Regents-authorized schools. More details regarding this initiative can be found in the [NYSED Local Assessment Plan memo](#). Local assessment data will be shared starting in the 2021-2022 school year.

Summative Evidence for Benchmark 1:

Over this charter term, the trajectory for this benchmark has been consistent as an Approaches. It currently is positive based on observations, the school's local assessments, and the NYSTP 3-8 Assessments. Prior to the onset of the COVID-19 pandemic, SASCCS served K - Grade 3 in the 2018-2019 school year and administered for the first time the NYSTP 3-8 Assessments in ELA and math. Proficiency levels were 34 percent on the ELA assessment and 21 percent on the math assessment.

The school added Grades 4 and 5 in the 2019-2020 and 2020-2021 school years and administered the NYSTP 3-8 Assessments in 2020-2021 to all grades. Proficiency rates for ELA and math were 22 percent and 16 percent, respectively, with participation rates of 56 percent and 53 percent, respectively. The COVID-19 pandemic impacted both participation and performance levels on the 2021 NYSTP 3-8 Assessments at this school, as it did across the State.

See Attachment 1 for data tables and additional academic information.

Benchmark 2: Teaching and Learning

School leaders have systems in place designed to cultivate shared accountability and high expectations and that lead to students' well-being, improved academic outcomes, and educational success. The school has rigorous and coherent curriculum and assessments that are aligned to the New York State Learning Standards (NYSL) 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.

Finding: Meets

<u>Element</u>	<u>Indicators</u>
1. Curriculum	<ul style="list-style-type: none">a. The school has a documented curriculum that is aligned to the NYSL.b. Teachers use unit and lesson plans that introduce complex materials, stimulate higher order thinking, and build deep conceptual understanding and knowledge around specific content.c. The curriculum is aligned horizontally across classrooms at the same grade level and vertically between grades.d. The curriculum is differentiated to provide opportunities for all students to master grade-level skills and concepts.e. The curriculum is systematically reviewed and revised.
2. Instruction	<ul style="list-style-type: none">a. The school staff has a common understanding of high-quality instruction, and observed instructional practices align to this understanding.b. Instructional delivery fosters engagement with all students.
3. Assessment and Program Evaluation	<ul style="list-style-type: none">a. The school uses a balanced system of formative, diagnostic and summative assessments.b. The school uses qualitative and quantitative data to inform instruction and improve student outcomes.c. The school uses qualitative and quantitative data to evaluate the quality and effectiveness of the academic program and modifies the program accordingly.
4. Supports for Diverse Learners	<ul style="list-style-type: none">a. The school provides supports to meet the academic needs for all students, including but not limited to: students with disabilities, English language learners, and economically disadvantaged students.b. The school has systems to monitor the progress of individual students and facilitate communication between interventionists and classroom teachers regarding the needs of individual students.

Academic Program

Across the six remote classrooms, the renewal site visit team observed the following:

- The school focuses on building foundations in literacy and mathematics.
- SASCS promotes a college readiness mindset across the elementary and middle school levels.

Academic Program for Students with Disabilities (SWDs) and English language learners:

- **Diverse Learners:**
 - The renewal application states that the school has two ELL teachers, four Special Education teachers, three math specialists, five literacy specialists, and four AIS specialists presently on staff. Additionally, literacy and math coordinators ensure student progress is regularly monitored, and intervention plans are created for small groups of students using data collected on a weekly basis and targeting skill-based gap area.
- **SWDs:**
 - SASCCS serves its SWDs through an inclusive co-teaching model in K - Grade 4 and provides multiple intervention support teachers for K - Grade 6.
 - Teachers also provide push-in and pull-out services to support students' progress towards their IEP goals.
- **ELLs:**
 - At the time of the visit, SASCCS had only one of its planned two ELL teachers on staff. The ELL teacher provides push-in and pull-out services to ELL students.

Summative Evidence for Benchmark 2:

Over this charter term, the trajectory for this benchmark the school has been consistent as a Meets.

1. Element: *Curriculum*:

- **Indicator a:** The school has a documented curriculum that is aligned to the NYSLs. In focus groups, school leaders and teachers reported that the school relies on pacing guides in ELA and math that instructional leaders ensure are aligned with requisite standards. In the 2021 CSO Teacher Survey (23 of 28 expected responses; 82 percent response rate), 100 percent of the 23 teachers who responded agreed that the school has a documented curriculum that is aligned to the New York State learning standards. During the renewal site visit, staff described a fully articulated elementary school curriculum aligned to the NYSLs and in place at all network schools.
- **Indicator b:** Teachers use unit and lesson plans that introduce complex promote higher order thinking. In focus groups, school leaders and teachers reported that the standards-based grading assures standards alignment thus promotes higher-order thinking. In a focus group, students reported that some of the teachers' lessons are challenging to students and require higher order thinking. In the 2021 CSO Parents/Guardians Survey (102 out of 435 possible responses; 23 percent response rate), 95 percent of parents agreed that the charter school has high academic expectations for their children. During the renewal site visit, SASCCS instructional leaders reported reviewing lesson plans prior to implementation and providing feedback to teachers to ensure a consistent level of rigor across classrooms and grade levels.
- **Indicator c:** The curriculum is aligned horizontally and vertically. In focus groups, school leaders reported that the school's use of third-party curricula, the school-created pacing guides, and standards-based grading results in horizontally and vertically aligned curriculum. In the 2021 CSO Teacher Survey, 100 percent of teachers who responded agreed that the school's curriculum is aligned horizontally across same grade level classrooms and 100 percent agreed that the school's curriculum is aligned vertically between grade levels. During the renewal site visit, staff described processes for maintaining horizontal and vertical alignment and utilizing data to identify learning

standards for each grade level and subject area that required deeper reinforcement through lesson planning and learning activities.

- **Indicator d:** The curriculum is differentiated. In focus groups, school leaders and teachers reported that teachers differentiate the curriculum used in daily ELA and math intervention blocks to attempt to meet students' individual needs. Additionally, during those intervention blocks, students utilize web-based tools such as *i-Ready* that provide content paced to individual student needs. In the 2021 CSO Teacher Survey, 96 percent of teachers who responded agreed that the curriculum and corresponding materials are differentiated to provide opportunities for all students to master grade-level skills and concepts. During the renewal site visit, instructional staff described how teachers utilized individual student performance data to scaffold lesson materials such as texts and assignments, as well as form small groups for interventions and re-teaching.
- **Indicator e:** The curriculum is reviewed and revised. In focus groups, school leaders and teachers reported that instructional leaders regularly revise pacing guides, including significant revisions to the pacing guides during the summer of 2021. In the 2021 CSO Teacher Survey, 96 percent of teachers who responded agreed that the curriculum is systematically reviewed and revised. At the time of the renewal site visit, academic deans across all network campuses, including SASCCS, led the curriculum review and revision processes over the course of the year, including frameworks and pacing guides, based on emphasized learning standards.

2. Element: ***Instruction:***

- **Indicator a:** The school staff generally has a common understanding of high-quality instruction. In observed lessons, teachers assessed work that students produced in small groups and teachers provided feedback to students regarding student work when working in small groups. In some observed lessons delivered outside of the instructional block, lessons were primarily teacher-led with less opportunities for independent student work and teachers did not systematically check for understanding of all students. In the 2021 CSO Teacher Survey, 100 percent of teachers agreed that the school staff has a shared understanding of high-quality instruction that supports all learners.
- **Indicator b:** Instructional delivery fosters engagement with students. In observed lessons, teachers generally maximized learning time with no student behaviors interrupting instruction. In the 2021 CSO Teacher Survey, 96 percent of teachers agreed that instructional delivery fosters engagement with all students and 100 percent of teachers responding also agreed that the school differentiates instruction to ensure equity and access for all students. During the renewal visit, staff utilized a variety of instructional delivery techniques as well as positive reinforcement systems to foster and maintain engagement with all students.

3. Element: ***Assessment and Program Evaluation:***

- **Indicator a:** The school uses a balanced system of assessments. In focus groups, school leaders and teachers reported that the school utilizes benchmark assessments, web-based *i-Ready* assessments, other vendor-created assessments such as *Fountas and Pinnell* assessments, end-of-unit third-party assessments, and weekly quizzes. In the 2021 CSO Teacher Survey, 100 percent of teachers who responded agreed that the school uses a system of formative, diagnostic, and summative assessments. During the renewal site visit, when SASCCS transitioned to remote instruction due to the pandemic, teachers continued a balanced assessment protocol that was in place prior to the pandemic.

- **Indicator b:** The school uses data analysis to inform instruction. In focus groups, school leaders and teachers reported that the school utilizes a network-created platform, *TED Solutions*, to identify student learning trends in assessment results. School leaders and teachers also reported that staff members regularly review assessment results to determine which students require interventions, and which students require enrichment, during intervention blocks. In the 2021 CSO Teacher Survey, 100 percent of teachers who responded agreed that the school uses qualitative and quantitative data to inform instruction and improve student outcomes. At the time of the renewal site visit, the school had transitioned to *Datapooler* software to compile the school's qualitative and quantitative data to inform classroom groupings, curricular revisions and supplementation, interventions, staffing assignments, teacher supports, and professional development topics.
- **Indicator c:** The school and network utilize data analysis to adjust the school program. In focus groups, school leaders and teachers reported that, based on remote learning assessment results indicating significant learning loss, the school hired numerous additional intervention teachers for the 2021-2022 school year. The analysis of recent assessment results also convinced the school to purchase additional library books and math manipulatives. In the 2021 CSO Teacher Survey, 89 percent of teachers who responded agreed that the school uses qualitative and quantitative data to evaluate the quality and effectiveness of the academic program and 95 percent of teachers who responded agreed that the school modifies its academic program after using data measurements. During the renewal site visit, the school reported SASCCS had recently expanded its Response to Intervention (RtI) model to include multiple, well defined tiers of support. The school administered local assessments throughout the charter term using the STAR assessments.
 - ELA
 - The 3rd grade in the 2018-2019 school year had 66 percent proficiency which was 23 students out of 35 students total. The same cohort as Grade 5 students in the 2020-2021 school year had 30 percent proficiency which was 18 students out of 60 students total.
 - The 3rd grade in the 2019-2020 school year had 43 percent proficiency which was 21 students out of 49 students total. The same cohort as Grade 4 students in the 2020-2021 school year had 33 percent proficiency which was 19 students out of 58 students total.
 - The 3rd grade in the 2020-2021 school year had 35 percent proficiency which was 23 students out of 66 students total.
 - Math
 - The 3rd grade in the 2018-2019 school year had 74 percent proficiency which was 26 students out of 35 students total. The same cohort as Grade 5 students in the 2020-2021 school year had 36 percent proficiency which was 21 students out of 59 students total.
 - The 3rd grade in the 2019-2020 school year had 55 percent proficiency which was 27 students out of 49 students total. The same cohort as Grade 4 students in the 2020-2021 school year had 38 percent proficiency which was 21 students out of 56 students total.
 - The 3rd grade in the 2020-2021 school year had 38 percent proficiency which was 24 students out of 64 students total.

SASCCS identified two reasons for the lack of improvement in student performance on local assessments that began to decline in 2019-2020. Due to the nature of the transition to online learning, the age of students, and significant family adjustments, the COVID-19 pandemic caused many parents to choose remote learning options for their students. The transition to this model

for students created gaps in learning. At the same time, the school continued to grow as planned which resulted in increased numbers of students who entered the school with significant learning gaps. In an effort to increase student academic achievement and close the learning gap. SANY developed and implemented various network-wide projects in the last two years to strengthen the K- Grade 8 curriculum, instruction and assessments. These projects included the development of robust pacing guides across all grade levels for ELA and math; data and Professional Learning Community (PLC) meetings; additional Literacy and Math Intervention Coordinators; and small intervention or enrichment groups to individualize instruction and serve specific student needs.

4. Element: ***Supports for Diverse Learners:***

- **Indicator a:** The school provides supports to meet the academic needs for most of its students. In focus groups, school leaders and teachers reported the school employs interventionist teachers, special education teachers, and literacy and math coordinators to provide support to students struggling in ELA and math. The school employs a three-tiered Response to Intervention (RtI) program to provide increasing levels of support to students most in need. Teachers reported that the school recently identified, based on assessment results, 39 students that may have reading disabilities but has yet to identify students that may have math learning disabilities. The school has one ENL teacher though, due to the school having 55 designated ELLs, the school wants to hire two additional ENL teachers. Thus, the school may not be providing all ELLs with sufficient support in English language acquisition. In the 2021 CSO Teacher Survey, 79 percent of teachers who responded agreed that the school provides staff with professional development opportunities that promote best practices and improves all students' success, including subgroups: SWDs, ELLs, and ED. In the 2021 CSO Teacher Survey, 100 percent of teachers who responded agreed that the school provides supports to meet the academic needs for students with disabilities, 95 percent of teachers who responded agreed that the school provides supports to meet the academic needs for ELLs, and 100 percent of teachers who responded agreed that the school provides supports to meet the academic needs for ED students. At the time of the renewal site visit, the school's RtI model and programming for SWDs, ELLs, and ED students provided a ladder of accelerated supports to meet the academic needs of its students through an array of academic and social-emotional interventions.
- **Indicator b:** The school has systems to monitor the progress of individual students. In focus groups, teachers reported that intervention and other teachers utilize the *TED Solutions* platform to track individual student needs. Teachers and interventionists also regularly track the progress of students participating in small groups during intervention blocks. In the 2021 CSO Teacher Survey, 100 percent of teachers who responded agreed that the school has systems to monitor the progress of individual students and to facilitate communication between interventionists and classroom teachers regarding the needs of individual students. At the time of the renewal site visit, staff were participating in frequent informal and formal meetings and communicate often to share information about trends as well as the rates of progress of specific students.

Benchmark 3: Culture, Climate, and Family Engagement

The school has systems in place to support students' social and emotional health and to provide for a safe and respectful learning environment. Families, community members and school staff work together to share in the responsibility for student academic progress and social-emotional growth and well-being. Families and students are satisfied with the school's academics and the overall leadership and management of the school.

Finding: Meets

<u>Element</u>	<u>Indicators</u>
1. <i>Behavior Management and Safety</i>	<ul style="list-style-type: none">a. The school has a clear approach to behavioral management, including a written discipline policy.b. The school appears safe and all school constituents are able to articulate how the school community maintains a safe environment.c. The school has systems in place to ensure that the environment is free from harassment and discrimination.d. Classroom environments are conducive to learning and generally free from disruption.
2. <i>Family Engagement and Communication</i>	<ul style="list-style-type: none">a. The school communicates with and engages families with the school community.b. Teachers communicate with parents to discuss students' strengths and needs.c. The school assesses family and student satisfaction using strategies such as surveys, feedback sessions, community forums, or participation logs, and considers results when making schoolwide decisions.d. The school has a systematic process for responding to family or community concerns.e. The school shares school-level academic data with the broader school community to promote transparency and accountability among parents, students and school constituents.
3. <i>Social-Emotional Supports</i>	<ul style="list-style-type: none">a. The school has systems or programs in place to support the social-emotional needs of students.b. School leaders collect and use data to track the socio-emotional needs of students.c. School leaders collect and use data regarding the impact of programs designed to support students' social and emotional health.

Summative Evidence for Benchmark 3:

Over this charter term, the trajectory for this benchmark has been consistent as a Meets.

1. Element: ***Behavior Management and Safety:***

- **Indicator a:** The school has a clear approach to behavioral management. In observed lessons, all students followed teacher directives when participating in whole group, small group, or independent activities. During the renewal site visit, staff described the school's clear approach to behavioral management, including a clearly defined code of conduct and a written discipline policy focused on restorative justice principles and positive behavior interventions and supports to reduce the need for exclusionary discipline and subsequent learning loss. In the 2021 CSO Teacher Survey, 96 percent of teachers who responded agreed that the school's discipline policy is clear. In the 2021 CSO Parents/Guardians Survey, 89 percent of parents who responded agreed that the school's discipline policy is clear.
- **Indicator b:** The school appears safe. In a focus group, all students reported feeling safe at school. In the 2021 CSO Teacher Survey, 100 percent of teachers who responded agreed that the provides a safe environment. In the 2021 CSO Parents/Guardians Survey, 94 percent of parents who responded agreed that the school provides a safe environment. During the renewal site visit, staff articulated that in addition to the staff dedicated to behavior management such as deans and interventionists, the school has security patrol and cameras to maintain secure facilities and campus perimeters.
- **Indicator c:** The school has systems in place to help ensure that the environment is free from harassment and discrimination. In the 2021 CSO Teacher Survey, 100 percent of teachers who responded agreed that the school has systems in place to ensure that the environment is free from bullying, harassment, and discrimination. In the 2021 CSO Parents/Guardians Survey, 87 percent of parents who responded agreed that the school has systems in place to ensure that the environment is free from bullying, harassment, and discrimination. At the time of the renewal site visit, to ensure that any acts of bullying, intimidation, or harassment at SASCCS are investigated and dealt with appropriately through the school-wide discipline policy, the school appointed a trained dignity act coordinator.
- **Indicator d:** Classroom environments are conducive to learning and generally free from disruption. During observed lessons, no student behaviors interrupted instruction or the learning of other students. In the 2021 CSO Teacher Survey, 100 percent of teachers who responded agreed that classroom environments support learning and are generally free from disruption. In the 2021 CSO Parents/Guardians Survey, 91 percent of parents who responded agreed that Classroom environments support learning and are generally free from disruption. During the renewal site visit, observed virtual classes and assignments were well organized with clear objectives and scaffolded materials, were conducive to learning, and included games and other engaging components that provided age-appropriate ways for students to virtually connect with their peers and teachers.

2. Element: ***Family Engagement and Communication:***

- **Indicator a:** The school communicates with families. In a focus group, parents reported that the school regularly sends notes home with students, staff members personally contact families, and teachers conduct home visits to some families. In focus groups, parents and teachers expressed high satisfaction with the school and professed the feeling that the school has cultivated an environment in which all stakeholders, including parents, feel like one “family.” In the 2021 CSO Teacher Survey, 95 percent of teachers agreed that the school provides opportunities for parent participation within the school community. In the 2021 CSO Parents/Guardians Survey, 88 percent of parent respondents agreed that they receive regular and timely information on their

children's academic progress in their home language. During the renewal site visit, staff described a variety of ways SASCCS "ensured there is no lapse in communication" with students' families.

- **Indicator b:** Teachers communicate with parents to discuss students' strengths and needs. In a focus group, parents reported that teachers use Class Dojo, a web-based application, and ad hoc meetings with parents at school dismissal to communicate children's academic and behavioral progress. Parents reported believing parents are fully aware of their children's needs. In the CSO teacher survey, 100 percent of teachers who responded agreed that parents receive regular and timely information on their child's academic progress in their home language. During the renewal site visit, staff described using regular phone calls, emails, texts, and online grade book platforms to keep parents informed about their students' progress, strengths, and needs.
- **Indicator c:** The school somewhat assesses family satisfaction. In a focus group, parents reported that the school sends surveys to parents. There is no parent organization through which parents can communicate with school leadership. In the 2021 CSO Teacher Survey, 100 percent of teachers agreed that the school seeks feedback from parents through surveys, meetings, or some other way. In the 2021 CSO Parents/Guardians Survey, 86 percent of parents who responded agreed that the school seeks feedback from parents through surveys, meetings, or some other way. During the renewal site visit, school stakeholders reported that the network developed and distributed comprehensive parent surveys several times per year and reported using the results to inform school improvement discussions and efforts.
- **Indicator d:** The school responds to family concerns. In a focus group, parents reported that the school leader responds quickly to parent concerns and inquiries and that teachers and staff members regularly respond immediately to communiques parents send after hours. In the 2021 CSO Teacher Survey, 100 percent of teachers who responded agreed that the school has a systematic and transparent process for responding to family or community concerns. In the 2021 CSO Parents/Guardians Survey, 73 percent of parents who responded agreed that the school has a complaint policy that is easy to find and 71 percent of parents who responded agreed that the school has a complaint policy that is easy to understand. During the renewal site visit, school leaders articulated SASCCS' processes for assessing stakeholder satisfaction with the school during virtual focus group interviews.
- **Indicator e:** The school shares school-level academic data with the broader school community. In focus groups, school leaders reported that the school shares comparative school-level academic data during parent workshops though in a focus group parents reported not receiving such school-level data. In the 2021 CSO Teacher Survey, 87 percent of teachers who responded agreed that the school informs parents about how it performs compared to other schools in the district and New York State. In the 2021 CSO Parents/Guardians Survey, 78 percent of parents who responded agreed that the school informs parents about how it performs compared to other schools in the district and New York State. At the time of the renewal site visit, school leaders utilized the school website, social media, and press releases to traditional media platforms to disseminate school-level information widely.

3. Element: ***Social-Emotional Supports:***

- **Indicator a:** The school has programs in place to support the social-emotional needs of students. In focus groups, school leaders and teachers reported the school implements the *Positivity Project*, a program in which the school focuses on a particular character value or strength and includes daily lessons and discussions accordingly. School leaders reported that the program empowers students to have good relationships with peers, adults, and themselves. In the 2021

CSO Teacher Survey, 78 percent of teachers who responded agreed that the school has social, emotional, and mental health programs and supports for all students. In the 2021 CSO Parents/Guardians Survey, 76 percent of parents who responded agreed that the school has social, emotional, and mental health programs and supports for all students. At the time of the renewal site visit, SASCCS had systems, programs, and staffing in place to meet students' social-emotional needs in age-appropriate ways.

- **Indicator b:** School leaders collect and use data to track the socio-emotional needs of students. School leaders reported that the school had approximately 1,600 discipline referrals in the school's first year but, since the school began deploying the *Positivity Project* in the school's second year, discipline referrals have steadily reduced so that in the school's fifth year there are few student suspensions. In the 2021 CSO Teacher Survey, 78 percent of teachers who responded agreed that school leaders collect and use data to track the social-emotional needs of all students, including students in subgroups. At the time of the renewal site visit, SASCCS leaders collected social-emotional data from surveys, classroom and counseling observations, and disciplinary infractions to inform both individualized interventions for students as well as school-wide programs.
- **Indicator c:** School leaders use data regarding the impact of programs designed to support students' social and emotional health. In a focus group, school leaders reported that the school considers data of stakeholders' perceptions regarding school "safety, comfort, and culture." In the 2021 CSO Teacher Survey, 87 percent of teachers who responded agreed that school leaders collect and use data regarding the impact of programs designed to support the social and emotional health of all students. During the renewal site visit, school leaders reported surveying students and teachers and using their feedback to continue, adjust, or expand programs offerings during and outside the traditional school day.

Benchmark 4: Financial Condition

The school is in sound and stable financial condition as evidenced by performance on key financial indicators.

Finding: Meets

Over this charter term, the trajectory for this this benchmark has been consistent as a Meets.

Summative Evidence for Benchmark 4:

See the school's fiscal dashboard attached to the end of this report (Charter School Fiscal Accountability Summary). The fiscal dashboard provides detailed information regarding the school's compliance with Benchmark 4 of the Charter School Performance Framework. Unless otherwise indicated, financial data is derived from the school's annual independently audited financial statements which can be found on the NYSED website at <http://www.p12.nysed.gov/psc/csdirectory/CSLaunchPage.html>.

- Financial Composite Score
- Working Capital
- Debt to Asset
- Cash Position
- Total Margin

Financial Condition

Syracuse Academy of Science and Citizenship Charter School is part of the Science Academies of New York Charter Schools education corporation. Science Academies of New York Charter Schools appears to be in very good financial condition as evidenced by performance on key indicators derived from the education corporation's independently audited financial statements.

Overall Financial Outlook

A financial composite score is an overall measure of financial health based on a weighting of primary reserves, equity, and net income. A charter school with a score between 1.5 and 3.0 is generally considered to be in good financial health. Science Academies of New York Charter Schools' 2020-2021 composite score is 3.00.

**Composite Scores
2017-2018 to 2020-2021**

<i>Year</i>	<i>Composite Score</i>
2017-2018	3.00
2018-2019	3.00
2019-2020	3.00
2020-2021	3.00

Benchmark 5: Financial Management

The school operates in a fiscally sound manner with realistic budgets pursuant to a long-range financial plan, appropriate internal controls and procedures, and in accordance with state law and generally accepted accounting practices.

Finding: Meets

Over this charter term, the trajectory for this benchmark has been consistent as a Meets.

Renewal is based on evidence that the following indicators are generally present:

1. The school has an accurate and functional accounting system that includes monthly budgets.
2. The school sets budget objectives and regularly analyzes its budget in relation to those objectives.
3. The school has allocated budget surpluses in a manner that is fiscally sound and directly attends to the social and academic needs of the students attending the school.
4. The school has and follows a written set of fiscal policies.
5. The school has complied with state and federal financial reporting requirements.
6. The school has and is maintaining appropriate internal controls and procedures.
7. The school follows generally accepted accounting principles as evidenced by independent financial audits with an unqualified audit opinion, a limited number of findings that are quickly corrected, and the absences of a going concern disclosure.

Summative Evidence for Benchmark 5:

NYSED CSO reviewed Science Academies of New York Charter Schools' 2020-2021 audited financial statements to determine whether the independent auditor observed sufficient internal controls over financial reporting. The auditor did not identify deficiencies in internal controls that could be considered material weaknesses.

In 2018, the Office of the State Comptroller conducted an audit of Science Academies of New York (SANY) Charter Schools, which operates Syracuse Academy of Science and Citizenship Charter School (<https://www.osc.state.ny.us/files/local-government/audits/pdf/lgsa-audit-school-2018-science-academies-charter.pdf>) with the objective of determining whether the Board conducted an appropriate cost-benefit analysis when deciding whether to lease or purchase school buildings.

The auditor found that SANY officials did not analyze purchasing options before deciding to lease buildings and estimate SANY could have achieved savings of nearly \$3 million over the 15-year terms of the leases by purchasing and renovating the four buildings acquired during the audit period rather than leasing them.

The auditor recommended that the Board perform and document a thorough cost-benefit analysis of leasing versus purchasing buildings to ensure the best interests of SANY are met and that they should explore purchasing its school buildings.

School officials generally disagreed with the findings. However, they indicated they would take corrective action.

Benchmark 6: Board Oversight and Governance

The board of trustees provides competent stewardship and oversight of the school while maintaining policies, establishing performance goals, and implementing systems to ensure academic success, organizational viability, board effectiveness and faithfulness to the terms of its charter.

Finding: Meets

<u>Element</u>	<u>Indicators</u>
1. <i>Board Oversight and Governance</i>	<ul style="list-style-type: none">a. The board recruits and selects board members with skills and expertise that meet the needs of the school.b. The board engages in strategic and continuous improvement planning by setting priorities and goals that are aligned with the school's mission and educational philosophy.c. The board demonstrates active oversight of the charter school management, fiscal operations, and progress toward meeting academic and other school goals.d. The board regularly updates school policies.e. The board utilizes a performance-based evaluation process for evaluating school leadership, itself, and providers.f. The board demonstrates full awareness of its legal obligations to the school and stakeholders.

Summative Evidence for Benchmark 6:

Over this charter term, the trajectory for this benchmark the school has been consistent as a Meets. The CSO, however, reminds the board to be more aware of and careful to adhere to its board policies especially by-laws, conflict of interest, and OML going forward.

1. Element: **Board Oversight and Governance:**

- **Indicator a:** The board recruits and selects board members with some of the skills and expertise that meet the needs of the school. Several board members have expertise in STEM-related fields and higher education. The board also has a member with expertise in K-12 education. During the renewal site visit, trustees articulated that they often source potential candidates that demonstrate strong mission alignment and a personal connection to the school from its comprehensive line up of guest speakers.
- **Indicator b:** The board engages in strategic and continuous improvement planning. In a focus group, the board reported that the board has historically engaged in strategic planning every two years. Board members also reported that recent strategic planning resulted in the school enhancing and augmenting its ELL student recruitment techniques, the board regularly comparing the school's *STAR* assessment results with those of previous years, and the school adding an operations manager to enable the dean to focus on matters related to teaching and learning.

During the renewal site visit, trustees described reviewing school data monthly and plans for improvements on an ongoing basis.

- **Indicator c:** The board demonstrates active oversight. In a focus group, board members reported that the school and network historically provided the board with results of internal school assessments and quarterly student benchmark assessments. Board members reported that the school and network provide board members with frequent and detailed reports on student assessment reports, and trends thereof, through the school's new assessment tracking platform. During the renewal site visit, trustees articulated how they individually and collectively demonstrated active oversight of charter school management, fiscal operations, and progress toward meeting academic and other school goals through regular review of data.
- **Indicator d:** The board has a process to regularly evaluate its school policies. In a focus group, board members reported that the board currently, and historically, ensures educational and legal experts conduct monthly audits of all school policies. During the renewal site visit, board members reported that the board reviews all school policies annually, with the support of a trustee with deep legal experience as well as engaging external legal counsel.
- **Indicator e:** The board utilizes a process to evaluate network leadership and itself. In a focus group, board members reported that the board regularly completes a survey that, based on a rubric, evaluates the effectiveness of the network and network leader regarding academic, organizational, and financial matters. The board also reported that it uses the results from that same survey to evaluate the board's own effectiveness and that the board has made changes to its own practices, such as more in depth reporting and discussions on financial matters during board meetings, as a result of that evaluation. During the renewal site visit, board members reported that the board utilized an internally developed performance-based evaluation process to evaluate the schools' superintendent each year and that the trustees utilized a comprehensive self-evaluation tool to measure their individual and collective performance.
- **Indicator f:** The board generally demonstrates awareness of its legal obligations. The CSO notes that in the course of reviewing a revision request for another school in the SANY network the board chair failed to publicly recuse himself for the public record involving a board vote on a contract associated with partner organization where the board chair is also a board member. The school acknowledges that the board chair refrained from the discussion and vote as per board policy but inadvertently failed to acknowledge the conflict of interest and publicly recuse himself. The board corrected the record and indicated that the board would be more careful to adhere to board policy, by-laws, and OML going forward. In a focus group, board members reported that the board has an educational legal expert on retainer that informs the board of any changes to laws regarding education. At the time of the renewal site visit, a trustee with deep legal experience monitored and alerted the board of its obligations, with support from legal counsel through a local firm with deep expertise in school law and charter schools.

Benchmark 7: Organizational Capacity

The school has established a well-functioning organizational structure, clearly delineated roles for staff, management, and board members. The school has systems and protocols that allow for the successful implementation, evaluation, and improvement of its academic program and operations.

Finding: Meets

<u>Element</u>	<u>Indicators</u>
1. <i>School Leadership</i>	<p>a. The school has an effective school leadership team that obtains staff commitment to a clearly defined mission and set of goals, allowing for continual improvement in student learning.</p> <p>b. Roles and responsibilities for leaders, staff, management, and board members are clearly defined. Members of the school community adhere to defined roles and responsibilities.</p> <p>c. The school has clear and well-established communication systems and decision-making processes in place which ensure effective communication across the school.</p> <p>d. The school successfully recruits, hires, and retains key personnel, and makes decisions – when warranted – to remove ineffective staff members.</p>
2. <i>Professional Climate</i>	<p>a. The school is fully staffed with high quality personnel to meet all educational and operational needs, including finance, human resources, and communication.</p> <p>b. The school has established structures for frequent collaboration among teachers.</p> <p>c. The school ensures that staff has requisite skills, expertise, and professional development necessary to meet students' needs.</p> <p>d. The school has systems to monitor and maintain organizational and instructional quality—which includes a formal process for teacher evaluation geared toward improving instructional practice.</p> <p>e. The school has mechanisms to solicit teacher feedback and gauge teacher satisfaction.</p>
3. <i>Contractual Relationships</i> □N/A	<p>a. The board of trustees and school leadership establish effective working relationships with the management company or comprehensive service provider.</p> <p>b. Changes in the school's charter management or comprehensive service provider contract comply with required charter amendment procedures.</p> <p>c. The school monitors the efficacy of contracted service providers or partners.</p>

Summative Evidence for Benchmark 7:

Over this charter term, the trajectory for this benchmark the school has been consistent as a Meets.

1. Element: ***School Leadership:***

- **Indicator a:** The school has an effective school leadership team. In a focus group, teachers reported satisfaction with school leadership, and some cited the relationship with school

leadership as the reason for teachers remaining at this school. In the 2021 CSO teacher survey, 86 percent of teachers who responded agreed that the school has an effective school leadership team that communicates a clearly defined mission and set of goals to staff and the school community. During the renewal site visit, each member of the school leadership team demonstrated a clear and actionable commitment as well as demonstrated plans to improving teaching, learning, and student performance outcomes.

- **Indicator b:** Roles and responsibilities for staff members are somewhat defined. In a focus group, teachers reported the roles are clear. The school's organizational chart is not posted on the school's website. In the 2021 CSO Teacher Survey, 80 percent of teachers who responded agreed that roles and responsibilities for leaders, staff, management, and the board of trustees are clearly defined and adhered to. At the time of the renewal visit, roles, and responsibilities for all members of the school community were transparently defined.
- **Indicator c:** The school has clear communication systems and decision-making processes in place. In a focus group, school leaders reported that the school conducts weekly staff meetings and sends weekly newsletters to staff members. In the 2021 CSO Teacher Survey, 80 percent of teachers who responded agreed that the school has a clear and well-established communication systems and decision-making processes in place to ensure effective communication across the school. During the renewal site visit, staff reported frequent and varied opportunities to raise questions, concerns, and share information via email, regularly scheduled meetings with peers and leaders, and online feedback surveys several times per year.
- **Indicator d:** The school successfully retains key personnel. In a focus group, school leaders reported that of 21 teachers, one teacher left prior to this school year and that teacher transferred to another school in the network to reduce the teacher's commute time. In the 2021 CSO Teacher Survey, 74 percent of teachers who responded agreed that the school successfully recruits, hires, and retains key personnel that meets the needs of all students and subgroups, and makes decisions – when warranted – to remove ineffective staff members. At the time of the renewal site visit, to retain high quality teachers, the school had developed an internal career development pathway that enabled staff to develop leadership capacities and had invested significant resources to make salary and benefit packages competitive with local charter and district schools.

2. Element: ***Professional Climate:***

- **Indicator a:** The school is nearly fully staffed. In a focus group, school leaders reported that this school year the school added 23 instructional staff members, including multiple interventionists to address learning loss stemming from COVID-19 related remote learning, to have a total of 65 instructional staff members. In a focus group, teachers reported that, though the school wants to hire two additional ENL teachers, the school has yet to hire those two ENL teachers because the school has yet to find ENL candidates that are certified teachers. In the 2021 CSO Teacher Survey, 86 percent of teachers who responded agreed that the school is fully staffed with high quality personnel to meet all educational and operational needs, including finance, human resources, and communication. At the time of the renewal site visit, the school was fully staffed with quality instructional and operational staff.
- **Indicator b:** The school has established structures for frequent collaboration among teachers. In a focus group, school leaders reported that grade level meetings occur weekly and Professional Learning Communities (PLCs) of like subject-matter teachers occur weekly or once every two weeks. In the 2021 CSO teacher survey, 89 percent of teachers who responded agreed that the

school has established structures for frequent collaboration among teachers. At the time of the renewal visit, teachers met with their grade-level teams weekly, department teams monthly, and with the entire school staff each Friday, in addition to informal check ins daily.

- **Indicator c:** The school ensures that staff has professional development. In a focus group, teachers reported that the school provides teachers multiple training opportunities provided by school staff members, vendors associated with purchased curricula, and off-site trainers. In the 2021 CSO Teacher Survey, 84 percent of teachers who responded agreed that the school provides staff with professional development opportunities to support the social- emotional and mental health of students in a culturally responsive manner. Also, in the 2021 CSO Teacher Survey, 84 percent of teachers who responded agreed that the school ensures that staff has the requisite skills, expertise, and professional development necessary to meet all students' needs, including students in subgroups. At the time of the renewal site visit, staff engaged in frequent professional development with both leaders and peers to improve teaching skills and students' academic performance.
- **Indicator d:** The school has a formal process for teacher evaluation. In a focus group, school leaders reported the school utilizes the *Danielson Framework* to conduct two formal observations, one announced and one unannounced of all teachers. School leaders and teachers also reported that school leaders conduct informal observations throughout the year. The reported that teachers have opportunities to observe other teachers. In the 2021 CSO teacher survey, 91 percent of teachers who responded agreed that the school has systems to monitor and maintain organizational and instructional quality through a formal evaluation process for teacher and other staff. At the time of the renewal site visit, instructional leaders utilized the *Danielson Framework* to observe all teachers twice per year.
- **Indicator e:** The school has mechanisms to solicit teacher feedback and gauge teacher satisfaction. In a focus group, school leaders reported that school leaders annually issue two teacher surveys; and instructional leaders attend teacher meetings. In the 2021 CSO Teacher Survey, 83 percent of teachers who responded agreed that the school has mechanisms to solicit teacher feedback and gauge teacher satisfaction. During the renewal site visit, instructional leaders described regularly attending planning meetings with teachers not only to discuss student performance and review formative and summative assessment data, but to identify and address teachers' concerns on an ongoing basis.

3. Element: ***Contractual Relationships:***

- **Indicator a:** N/A
- **Indicator b:** N/A
- **Indicator c:** The school monitors the efficacy of third party-led trainings. In a focus group, school leaders reported that the school issues evaluative surveys to teachers in all professional development provided by individuals that are not full-time school employees.

Benchmark 8: Mission and Key Design Elements

The school is faithful to its mission and has implemented the key design elements included in its charter.

Finding: Meets

<u>Element</u>	<u>Indicators</u>
1. <i>Mission and Key Design Elements</i>	<p>a. School stakeholders share a common and consistent understanding of the school's mission and key design elements outlined in the charter.</p> <p>b. The school has fully implemented the key design elements in the approved charter and in any subsequently approved revisions.</p>

Summative Evidence for Benchmark 8:

Over this charter term, the trajectory for this benchmark the school has been consistent as a Meets.

1. Element: ***Mission and Key Design Elements:***

- **Indicator a:** School stakeholders share a common and consistent understanding of the school's mission. In focus groups, board members, school leaders, and teachers conveyed SASCCS's emphasis on community service and volunteerism. In the 2021 CSO Parents/Guardians Survey, 74 percent of parents agreed that the school is fulfilling its mission. At the time of the renewal site visit, a majority of SASCCS stakeholders shared a common and consistent understanding of the school's mission and key design elements outlined in the school's charter.
- **Indicator b:** The school implements its key design elements. According to school leader participants in a focus group, the school promotes college preparedness, in part, through visits to local colleges and universities and through college students volunteering at the school. The school focuses on STEM, in part, through hosting Saturday STEM academies and providing summer STEM-related opportunities. The school facilitates students thinking globally and acting locally through involving students, as early as first grade, in project-based learning activities designed to benefit the local community. The school demonstrates student-centered practices through providing numerous interventions to meet students' individual needs. Even during remote learning as a result of COVID-19 pandemic, school staff conducted between 300-350 social-distanced home visits to students' households. School leaders promote performance based accountability partly through providing incentives for teachers for their students to hit particular targets. At time of the renewal site visit, SASCCS had fully implemented the key design elements in the approved charter.

Benchmark 9: Enrollment, Recruitment, and Retention

The school is meeting or making annual progress toward meeting the enrollment plan outlined in its charter and its enrollment and retention targets for students with disabilities, English language learners, and students who are eligible applicants for the free and reduced priced lunch program; or has demonstrated that it has made extensive good faith efforts to attract, recruit, and retain such students.

Finding: Approaches

<u>Element</u>	<u>Indicators</u>
1. <i>Targets are met</i>	a. The school maintains sufficient enrollment demand for the school to meet or come close to meeting the enrollment plan outlined in the charter.
2. <i>Targets are not met</i>	<p>a. The school is making regular and significant annual progress toward meeting the targets.</p> <p>b. The school has implemented extensive recruitment strategies and program services to attract and retain students with disabilities, English language learners, and students who are eligible for free and reduced priced lunch. Strategies include, but are not limited to: outreach to parents and families in the surrounding communities, widely publicizing the lottery for such school, efforts to academically support these students, and enrollment policy revisions, such as employing a weighted lottery or enrollment preference, to increase the proportion of enrolled students from the three priority populations.</p> <p>c. The school has implemented a systematic process for evaluating recruitment and outreach strategies and program services for each of the three categories of students, and makes strategic improvements as needed.</p>

Summative Evidence for Benchmark 9:

Over this charter term, the trajectory for this benchmark has been consistent as an Approaches. While the school consistently meets its yearly maximum enrollment target and has retention rates equal to or greater than the district of location, the school has not met its enrollment and retention targets for SWDs and ELLs

1. Element: **Target are met:**

- **Indicator a:** The school has met and maintained its overall yearly maximum enrollment targets. For the 2020-2021 school year, the school was at 100 percent of its contracted enrollment. For the 2020-2021 school year, the school's retention rate of All Students and of the ELL subgroup is +1 percentage point better than the district of location. The retention rates for the SWD and the ED subgroups are equal to that of the district of location.

2. Element: **Targets are not met:**

- **Indicator a:** SASCCS remains on corrective action plan as per its March 2020 Notice of Deficiency issued by the CSO for failure to meet enrollment targets for SWDs. The school has improved from having 12 percent SWDs in 2017-2018 to having 16 percent SWDs in 2020-2021. The school is now -6 percentage points below the district of location, rather than -10 percentage points below

in the previous year. In addition, and with regard to the school's ELLs, it has improved from 9 percent in 2017-2018 to 15 percent in 2020-2021, now being -5 percentage points below the district of location rather than -11 percentage points below in 2017-2018.

- **Indicator b:** The school has implemented recruitment strategies and program services to attempt to attract SWDs, ELLs, and students who are eligible for free and reduced priced lunch. In a focus group, school leaders reported:
 - The school partners with local charities and pre-kindergarten centers to recruit students and advertise the school's services for diverse learners.
 - The school has a lottery double weighted for ELLs. School leaders reported that the school's comprehensive RtI program helps retain students.
 - At the time of the renewal site visit, the school continued to invest in significant marketing and promotional efforts to spread information about its program offerings to community stakeholders in fourteen languages and media formats.
- **Indicator c:** SASCCS has worked to improve its student retainment of SWDs, ELLs, and students who are eligible for free and reduced priced lunch. In a focus group, school leaders reported that the increased number of intervention teachers has and will further help retain students. At the time of the renewal visit, SASCCS had implemented a systematic process for evaluating recruitment and outreach strategies and program services for each of the three subgroup student populations and made strategic improvements as needed.

See Attachment 1 for data tables and additional information.

Benchmark 10: Legal Compliance

The school complies with applicable laws, regulations, and the provisions of its charter.

Finding: Meets

<u>Element</u>	<u>Indicators</u>
1. <i>Legal Compliance</i>	<p>a. The school has compiled a record of substantial compliance with applicable state and federal laws and the provisions of its charter including, but not limited to: those related to student admissions and enrollment; FOIL and Open Meetings Law; protecting the rights of students and employees; financial management and oversight; governance and reporting; and health and safety requirements.</p> <p>b. The school has undertaken appropriate corrective action when needed and has implemented necessary safeguards to maintain compliance with all legal requirements.</p> <p>c. The school has sought Board of Regents and/or Charter School Office approval for significant revisions.</p>

Summative Evidence for Benchmark 10:

Over this charter term, the trajectory for this benchmark has been consistent as a Meets. However, the school needs to ensure that all new hires are fingerprinted and receive fingerprint clearances before the start of their employment. The CSO liaison will work with the school to ensure that this is clearly understood and monitored by school officials.

1. Element: **Legal Compliance:**

- **Indicator a:** A review of CSO records affirms that over the life of the school's charter that the SASCCS leadership team and board of trustees have compiled a record of substantial compliance with applicable state and federal laws and the provisions of its charter including, but not limited to: those related to student admissions and enrollment; FOIL and Open Meetings Law; protecting the rights of students and employees; financial management and oversight; governance and reporting; and health and safety requirements.
- **Indicator b:** Generally, SASCCS has undertaken appropriate corrective action when needed and has implemented necessary safeguards to maintain compliance with all legal requirements. The school's leadership team and board of trustees ensure they remain compliant by retaining legal counsel through a local firm with deep expertise in school law and charter schools, in particular.
 - SASCCS remains on correction action as per its March 2020 Notice of Deficiency in overall student and SWD performance in ELA; overall student, SWD and ED student performance in math; and failure to meet enrollment targets for SWD.
 - The school has failed to ensure that all new hires are fingerprinted and receive fingerprint clearance before the start of their employment.
 - In 2018-2019, the school hired four new staff; three of whom began their employment prior to receiving a fingerprint clearance date; and one that still has no clearance.

- In 2019-2020, the school hired 21 new staff; three of whom began employment prior to receiving a fingerprint clearance date.
 - In 2020-2021, the school hired seven new staff and two of these staff members started their employment prior to receiving a fingerprint clearance date.
- **Indicator c:** The school has sought Board of Regents and/or CSO for significant revisions since opening in 2017. However, the school did implement an organizational change to its charter in error without authorizer approval. The school has since requested the necessary revision to reflect a change in the reporting structure to commence in the 2022-2023 school year.

2022 NYSED Charter School Information Dashboard

Overview

Charter School Selection

SYRACUSE ACADEMY OF SCIENCE AND CITIZENSHIP CHARTER SCHOOL

BEDS Code

421800861124

2020-2021 Enrollment

448

ESEA Accountability Designation (2019-2020):

This school is designated as a school in **Good Standing** under current New York State criteria as defined by the Elementary and Secondary Education Act.

Charter School Information

School District of Location:	SYRACUSE CITY SCHOOL DISTRICT
Total Public School Enrollment of Resident Students attending Charter Schools:	10%
Additional School District: (if applicable)*	N/A
Total Public School Enrollment of Resident Students attending Charter Schools:	-
Grades Served:	Elementary
Address:	301 VALLEY DR SYRACUSE NY 13207
Website:	www.saccs.org
RIC:	CENTRAL/OCM/CNYRIC
Regents Region:	CENTRAL REGION
Regent:	ELIZABETH S. HAKANSON
Active Date:	7/1/2017
Authorizer:	NYS BOR
CEO:	TOLGA HAYALI
CEO Phone:	(315) 671-0270
CEO Email:	hayali@sany.org
BOT President:	FEHMI DAMKACI
BOT President Phone:	(617) 319-2778
BOT President Email:	fehmidamkaci@yahoo.com
Institution ID:	800000089046

BoR Charter School Office Information

Regional Liaison:	Vickie Smith
Performance Framework:	2015
Current Term:	9/1/17-6/30/22
2017-2018	Check-in
2018-2019	Check-in
2019-2020	Midterm
2020-2021	Check-in
2021-2022	Renewal

Benchmark Rating

Year of Rating

BM1

BM2

BM3

BM4

BM5

BM6

BM7

BM8

BM9

BM10

2021 Survey Results	Expected Responses	Total Responses	Response Rate
Parent Survey	435	102	23%
Student Survey (Grades 9-12)	N/A	N/A	N/A
Teacher Survey	-	23	-

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

2022 NYSED Charter School Information Dashboard

Benchmark 1 - Indicator 1: Similar Schools Comparison

Charter School

SYRACUSE ACADEMY OF SCIENCE AND CITIZENSHIP CHARTER SCHOOL

2018-2019

SYRACUSE ACADEMY OF SCIENCE AND CITIZENSHIP CS			ELA Differential	Math Differential	Science Differential	Graduation Rate Differential
Elementary School	+/- 5	ALBANY ELEMENTARY SCHOOL	-2	-25	.	.
		BRONX CHARTER SCH FOR EXCELLENCE 2	-58	-74	.	.
		GENERAL HERKIMER ELEMENTARY SCHOOL	0	-24	.	.
		PS 135 SHELDON A BROOKNER	-3	-20	.	.
		PS 161 ARTHUR ASHE SCHOOL	-25	-44	.	.
		PS 35 NATHANIEL WOODHULL	-5	-22	.	.
		PS 96	-27	-44	.	.
		SCHOOL 9	+10	+1	.	.
		Mean	-14	-32	.	.
	+/- 7.5	AMBER CHARTER SCHOOL EAST HARLEM	-34	-37	.	.
		AMBER CHARTER SCHOOL KINGSBRIDGE	-35	-76	.	.
		BROOKLYN CHARTER SCHOOL	-20	-32	.	.
		FAMILY LIFE ACADEMY CHARTER SCH III	-22	-58	.	.
		GREAT NECK ROAD ELEMENTARY SCHOOL	-3	-26	.	.
		HENRY J KALFAS MAGNET SCHOOL	+28	+6	.	.
		HYDE LEADERSHIP CS-BROOKLYN	-12	-22	.	.
		JOHN S HOBART ELEMENTARY SCHOOL	0	-24	.	.
		LA CIMA CHARTER SCHOOL	-6	-22	.	.
		LIBERTY ELEMENTARY SCHOOL	-5	-10	.	.
		MAPLE HILL ELEMENTARY SCHOOL	+7	-25	.	.
		MARIE CURIE INST OF ENGIN AND COMM	+5	-13	.	.
		MORSE YOUNG MAGNET SCHOOL	+4	+2	.	.
		PARK AVENUE SCHOOL	+8	-5	.	.
		PENINSULA PREP ACAD CHARTER SCH	-28	-28	.	.
		PS 108 CAPT VINCENT G FOWLER	-25	-43	.	.
		PS 108 PHILIP J ABINANTI	-23	-34	.	.
		PS 14	0	-12	.	.
		PS 145 ANDREW JACKSON	+7	-6	.	.
		PS 155	-28	-48	.	.
		PS 214 MICHAEL FRIEDSAM	-6	-21	.	.
		PS 250 GEORGE H LINDSAY	+10	-16	.	.
		PS 34 JOHN HARVARD	-12	-22	.	.
		PS 345 PATROLMAN ROBERT BOLDEN	+15	-6	.	.
		PS 63 OLD SOUTH	-11	-33	.	.
		PS 76 BENNINGTON SCHOOL (THE)	+12	+6	.	.
		R J MCNULTY ACADEMY	+14	+1	.	.
		SODUS ELEMENTARY SCHOOL	+5	0	.	.
		SUCCESS ACADEMY CHARTER-BRONX 1	-56	-77	.	.
		SUCCESS ACADEMY CS-BUSHWICK	-64	-79	.	.
		WILLIAM A CARTER ELEMENTARY	+14	-11	.	.
		Mean	-8	-25	.	.
		ACHIEVEMENT FIRST NORTH BROOKLYN PRE	-30	-68	.	.
		BAYCHESTER ACADEMY	-23	-27	.	.

1/24/2022

2022 NYSED Charter School Information Dashboard

Benchmark 1 - Indicator 1: Similar Schools Comparison

+/- 10	BENJAMIN COSOR ELEMENTARY SCHOOL	+11	-7	.	.
	BRIGHTER CHOICE CHARTER SCHOOL-BOYS	-26	-21	.	.
	BRIGHTER CHOICE CHARTER SCHOOL-GIRLS	-19	-19	.	.
	BRONX CHARTER SCHOOL FOR CHILDREN	-22	-17	.	.
	CARLYLE C RING ELEMENTARY SCHOOL	-7	-17	.	.
	CENTRAL BROOKLYN ASCEND CHARTER	-23	-43	.	.
	DEAUVILLE GARDENS WEST ELEMENTARY	-20	-30	.	.
	DR MARTIN LUTHER KING JR ELEMENTARY	+19	+18	.	.
	EAST NEW YORK ELEMENTARY-EXCELLENCE	+10	-7	.	.
	EDWARD WILLIAMS SCHOOL	+16	+4	.	.
	GEORGE L COOKE SCHOOL	+22	-5	.	.
	GIFFEN MEMORIAL ELEMENTARY SCHOOL	+21	+8	.	.
	GLOBAL COMMUNITY CHARTER SCHOOL	-17	-37	.	.
	GOV GEORGE CLINTON SCHOOL	+10	-11	.	.
	GREENPORT ELEMENTARY SCHOOL	+3	-19	.	.
	GROWING UP GREEN CHARTER SCHOOL II	-13	-18	.	.
	HAMILTON ELEMENTARY SCHOOL	+6	+9	.	.
	JOHN F HUGHES ELEMENTARY SCHOOL	+17	-9	.	.
	LINCOLN ELEMENTARY SCHOOL	+14	+17	.	.
	MARTIN ROAD ELEMENTARY SCHOOL	+18	+1	.	.
	NORMA ADAMS CLEMONS ACADEMY	+3	-9	.	.
	NORTHWEST ELEMENTARY SCHOOL	-17	-20	.	.
	PINE HILLS ELEMENTARY SCHOOL	-2	-10	.	.
	PLEASANT VALLEY ELEMENTARY SCHOOL	+14	+7	.	.
	PORTER ELEMENTARY SCHOOL	+12	+1	.	.
	PS 118 LORRAINE HANSBERRY	+1	0	.	.
	PS 121	-34	-54	.	.
	PS 123	-6	-22	.	.
	PS 139 ALEXINE A FENTY	-3	-16	.	.
	PS 140 EDWARD K ELLINGTON	-15	-23	.	.
	PS 147 ISSAC REMSEN	-13	-20	.	.
	PS 158 WARWICK	+9	-4	.	.
	PS 159 ISAAC PITKIN	-12	-23	.	.
	PS 160 WALTER FRANCIS BISHOP	0	-9	.	.
	PS 182	-9	-21	.	.
	PS 213 NEW LOTS	+17	+4	.	.
	PS 234	-41	-51	.	.
	PS 241 EMMA L JOHNSTON	-19	-40	.	.
	PS 251 PAERDEGAT	+10	+1	.	.
	PS 254 ROSA PARKS SCHOOL (THE)	-19	-41	.	.
	PS 268 EMMA LAZARUS	-6	-7	.	.
	PS 276 LOUIS MARSHALL	+3	-8	.	.
	PS 279 HERMAN SCHREIBER	-11	-16	.	.
	PS 306	+2	-6	.	.
	PS 31 SAMUEL F DUPONT	-36	-53	.	.
	PS 310 MARBLE HILL	-4	-19	.	.
	PS 33 EDWARD M FUNK	-19	-28	.	.
	PS 36 UNIONPORT	-16	-28	.	.
	PS 376	-26	-49	.	.
	PS 397 FOSTER-LAURIE	-15	-33	.	.

2022 NYSED Charter School Information Dashboard

Benchmark 1 - Indicator 1: Similar Schools Comparison

	PS 40 GEORGE W CARVER	-21	-42	.	.
	PS 50 TALFOURD LAWN ELEMENTARY	-12	-29	.	.
	PS 536	+6	0	.	.
	PS 54 SAMUEL C BARNES	+2	-11	.	.
	PS 58 SCHOOL OF HEROES (THE)	-21	-32	.	.
	PS 61 FRANCISCO OLLER	+2	-11	.	.
	PS 7 ABRAHAM LINCOLN	-1	-17	.	.
	PS 71 FOREST	-7	-31	.	.
	PS 748 BROOKLYN SCH-GLOBAL SCHOLARS	-31	-61	.	.
	PS 78 ANNE HUTCHINSON	+6	-3	.	.
	PS 88 SENECA	0	-19	.	.
	PS 96 RICHARD RODGERS	+8	-7	.	.
	QUEENS EXPLORERS ELEMENTARY SCHOOL	-24	-35	.	.
	QUEENS SCHOOL FOR LDSHP-EXCELLENCE	-15	-33	.	.
	SALEM HYDE ELEMENTARY SCHOOL	+13	+4	.	.
	SCHOOL 5	-10	-39	.	.
	SHERIDAN PREP ACADEMY	+21	+8	.	.
	SMITH STREET ELEMENTARY SCHOOL	-30	-39	.	.
	SUCCESS ACAD CHARTER SCH-BRONX 3	-50	-74	.	.
	SUCCESS ACAD CHARTER SCH-FORT GREENE	-63	-79	.	.
	SUCCESS ACAD CHARTER SCH-HARLEM 4	-63	-78	.	.
	SUCCESS ACADEMY CS - BRONX 4	-58	-78	.	.
	SUSAN E WILEY SCHOOL	-4	-21	.	.
	THEODORE ROOSEVELT SCHOOL	+18	+4	.	.
	THOMAS JEFFERSON ELEMENTARY SCHOOL	+1	-18	.	.
	VAILS GATE STEAM ACADEMY	+13	-1	.	.
	WEST HAVERSTRAW ELEMENTARY SCHOOL	+5	-1	.	.
	WEST RIDGE ELEMENTARY SCHOOL	+10	-7	.	.
	WILLIAM B TECLER ARTS IN EDUCATION	+14	-2	.	.
	WOODLAWN ELEMENTARY SCHOOL	-10	-18	.	.
	WOODROW WILSON SCHOOL	+15	-3	.	.
	YATES ELEMENTARY SCHOOL	+18	+13	.	.
	Mean	-7	-20	.	.
	Mean	-8	-22	.	.

2022 NYSED Charter School Information Dashboard

Benchmark 1 - Indicator 2: Elementary/Middle School Outcomes

Charter School

SYRACUSE ACADEMY OF SCIENCE AND CITIZENSHIP CHARTER SCHOOL

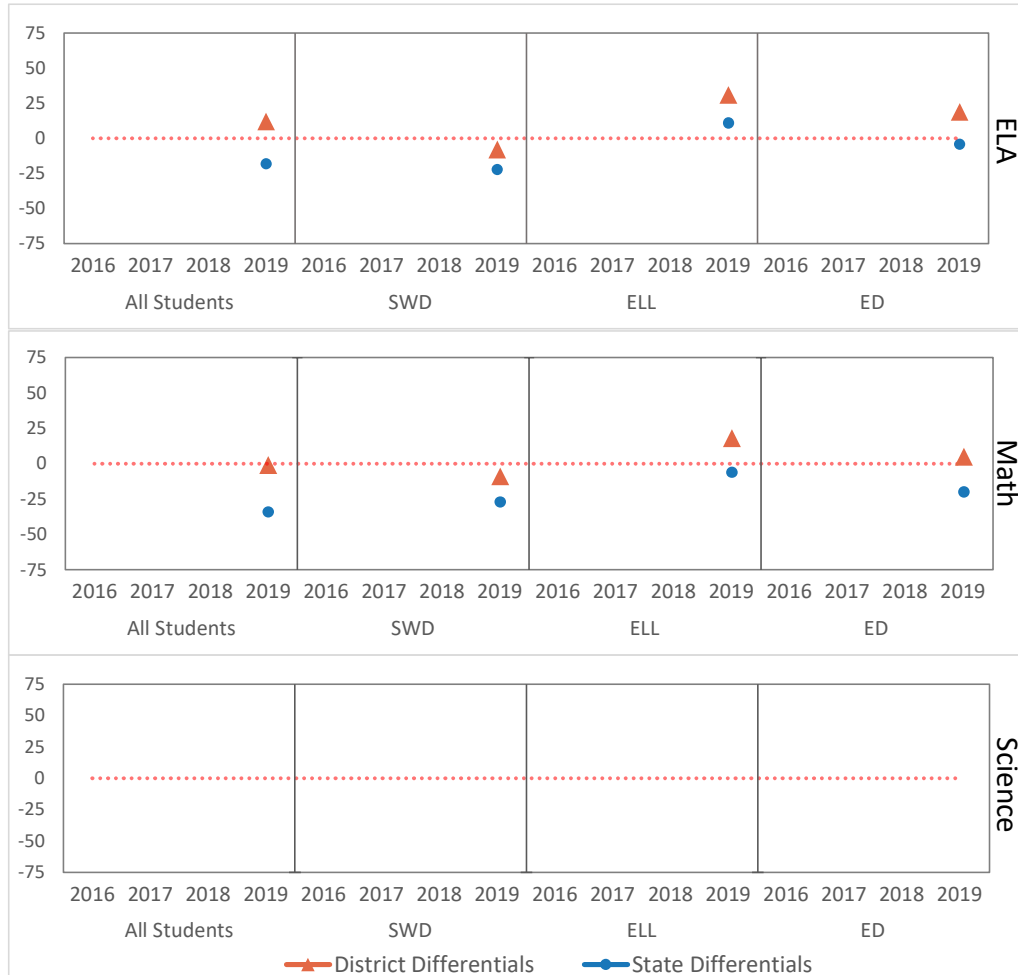
2.a.i. and 2.a.ii. Trending Toward Proficiency – Aggregate and Subgroup Standards-Based Trend Toward Proficiency :
Not applicable to this charter school

2022 NYSED Charter School Information Dashboard

Benchmark 1 - Indicator 2: Elementary/Middle School Outcomes

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

Elementary/Middle School Assessment Proficiency State and District Differentials Over Time Comparison of Syracuse Academy of Science And Citizenship Charter School and Syracuse City School District



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

2022 NYSED Charter School Information Dashboard

Benchmark 1 - Indicator 2: Elementary/Middle School Outcomes

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

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

		ELA					Math					Science				
		Syracuse Academy of Science and Citizenship CS	Syracuse CSD	Differential to District	NYS	Differential to NYS	Syracuse Academy of Science and Citizenship CS	Syracuse CSD	Differential to District	NYS	Differential to NYS	Syracuse Academy of Science and Citizenship CS	Syracuse CSD	Differential to District	NYS	Differential to NYS
All Students	2018-2019	34%	22%	+12	52%	-18	21%	22%	-1	55%	-34	-	-	-	-	-
SWD	2018-2019	0%	8%	-8	22%	-22	0%	9%	-9	27%	-27	-	-	-	-	-
ELL	2018-2019	44%	13%	+31	33%	+11	33%	15%	+18	39%	-6	-	-	-	-	-
ED	2018-2019	38%	19%	+19	42%	-4	24%	19%	+5	44%	-20	-	-	-	-	-

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

2022 NYSED Charter School Information Dashboard

Benchmark 1 - Indicator 2: Elementary/Middle School Outcomes

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

All Students Grade-Level Proficiency

		ELA					Math					Science				
		Syracuse Academy of Science And Citizenship CS	Syracuse CSD	Differential to District	NYS	Differential to NYS	Syracuse Academy of Science And Citizenship CS	Syracuse CSD	Differential to District	NYS	Differential to NYS	Syracuse Academy of Science And Citizenship CS	Syracuse CSD	Differential to District	NYS	Differential to NYS
Grade 3	2018-2019	34%	22%	+12	52%	-18	21%	22%	-1	55%	-34	-	-	-	-	-

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

2022 NYSED Charter School Information Dashboard

Benchmark 1 - Indicator 2: Elementary/Middle School Outcomes

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

Students with Disabilities Grade-Level Proficiency

		ELA					Math					Science				
		Syracuse Academy of Science And Citizenship CS	Syracuse CSD	Differential to District	NYS	Differential to NYS	Syracuse Academy of Science And Citizenship CS	Syracuse CSD	Differential to District	NYS	Differential to NYS	Syracuse Academy of Science And Citizenship CS	Syracuse CSD	Differential to District	NYS	Differential to NYS
Grade 3	2018-2019	0%	8%	-8	22%	-22	0%	9%	-9	27%	-27	-	-	-	-	-

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

2022 NYSED Charter School Information Dashboard

Benchmark 1 - Indicator 2: Elementary/Middle School Outcomes

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

English Language Learners Grade-Level Proficiency

		ELA					Math					Science				
		Syracuse Academy of Science And Citizenship CS	Syracuse CSD	Differential to District	NYS	Differential to NYS	Syracuse Academy of Science And Citizenship CS	Syracuse CSD	Differential to District	NYS	Differential to NYS	Syracuse Academy of Science And Citizenship CS	Syracuse CSD	Differential to District	NYS	Differential to NYS
Grade 3	2018-2019	44%	13%	+31	33%	+11	33%	15%	+18	39%	-6	-	-	-	-	-

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

2022 NYSED Charter School Information Dashboard

Benchmark 1 - Indicator 2: Elementary/Middle School Outcomes

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

Economically Disadvantaged Grade-Level Proficiency

		ELA					Math					Science				
		Syracuse Academy of Science And Citizenship CS	Syracuse CSD	Differential to District	NYS	Differential to NYS	Syracuse Academy of Science And Citizenship CS	Syracuse CSD	Differential to District	NYS	Differential to NYS	Syracuse Academy of Science And Citizenship CS	Syracuse CSD	Differential to District	NYS	Differential to NYS
Grade 3	2018-2019	38%	19%	+19	42%	-4	24%	19%	+5	44%	-20	-	-	-	-	-

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

2022 NYSED Charter School Information Dashboard

Regents Outcomes

Charter School

SYRACUSE ACADEMY OF SCIENCE AND CITIZENSHIP CHARTER SCHOOL

Regents Testing Outcomes – Aggregate and Subgroup Annual Regents Outcomes:

Not applicable to this charter school

2022 NYSED Charter School Information Dashboard

Benchmark 1 - Indicator 3: High School Outcomes

Charter School

SYRACUSE ACADEMY OF SCIENCE AND CITIZENSHIP CHARTER SCHOOL

3.a.i. and 3.a.ii. High School Outcomes – Aggregate and Subgroup Total Cohort Regents Testing Outcomes:

Not applicable to this charter school

2022 NYSED Charter School Information Dashboard

Benchmark 1 - Indicator 3: High School Outcomes

3.a.iii. and 3.a.vi. High School Outcomes – Aggregate and Subgroup College and Career Readiness:

Not applicable to this charter school

2022 NYSED Charter School Information Dashboard

Benchmark 1 - Indicator 3: High School Outcomes

3.b.i. and 3.b.ii. Graduation Outcomes – Aggregate and Subgroup Cohort Graduation Rates:

Not applicable to this charter school

3.b.iii. and 3.b.iv. Graduation Outcomes – Aggregate and Subgroup Cohort On-Track to Graduate:

Not applicable to this charter school

2022 NYSED Charter School Information Dashboard

Benchmark 9 - Indicator 1: Enrollment and Retention

Charter School

SYRACUSE ACADEMY OF SCIENCE AND CITIZENSHIP CHARTER SCHOOL

1.a.i. Aggregate Enrollment:

Aggregate Enrollment: Reported vs Contracted - Target = 100%

Syracuse Academy of Science and Citizenship CS	Contracted Enrollment	Reported Enrollment	Percent of Contracted Enrollment
2017-2018	171	161	94%
2018-2019	246	250	102%
2019-2020	375	366	98%
2020-2021	450	448	100%

1.a.ii. Subgroup Enrollment:

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

	SWD			ELL			ED		
	Syracuse Academy of Science and Citizenship CS	Syracuse CSD	Differential to District	Syracuse Academy of Science and Citizenship CS	Syracuse CSD	Differential to District	Syracuse Academy of Science and Citizenship CS	Syracuse CSD	Differential to District
2017-2018	12%	22%	-10	9%	20%	-11	83%	89%	-6
2018-2019	12%	23%	-11	16%	21%	-5	84%	88%	-4
2019-2020	13%	23%	-10	15%	20%	-5	86%	83%	+3
2020-2021	16%	22%	-6	15%	20%	-5	88%	83%	+5

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

2022 NYSED Charter School Information Dashboard

Benchmark 9 - Indicator 1: Enrollment and Retention

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

Retention - Aggregate and Subgroups

	All Students			SWD			ELL			ED		
	Syracuse Academy of Science and Citizenship CS	Syracuse CSD	Differential to District	Syracuse Academy of Science and Citizenship CS	Syracuse CSD	Differential to District	Syracuse Academy of Science and Citizenship CS	Syracuse CSD	Differential to District	Syracuse Academy of Science and Citizenship CS	Syracuse CSD	Differential to District
2018-2019	88%	88%	0	84%	91%	-7	93%	87%	+6	90%	88%	+2
2019-2020	85%	89%	-4	87%	91%	-4	93%	90%	+3	84%	90%	-6
2020-2021	89%	88%	+1	87%	87%	0	87%	86%	+1	88%	88%	0

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

1.c.i. and 1.c.ii. High School Persistence:

Not applicable to this charter school

2022 NYSED Charter School Information Dashboard

Notes

- (1) Data in the table above represents tested students who scored proficiently (level 3 or above) on the NYS ELA and/or math assessment.
- (2) For the students with disabilities and the English language learners subgroups, both current and former members of the subgroups have been combined.
- (3) Pursuant to NYSED business rules, the data was suppressed for subgroups containing <5 students and the subgroup category may not be included for the metric.
- (4) Data in the table above represents students who passed the Annual Regents or equivalents (score of 65 or better).
- (5) The 4- and 5-year graduation rates reported are as of August. The 6-year graduation rates are as of June.
- (6) Data in the table above represents a comparison between those grades served in the charter school to only those same grades in the district.
- (7) A "." in any table indicates that the data was suppressed, no student sat for the exam, or the exam was not given.
- (8) Data in the table above represents tested students who either maintained a proficient score from one year to the next or students whose proficiency level increased from one year to the next (a proficient score is level 3 or 4).
- (9) Data in the table above represents students within their respective subgroups who have passed three out of the five Annual Regents and Regents Common Core Examinations (score of 65 or better) or equivalents.
- (10) Data in the table above represents the percentage of students from the original 9th grade cohort who persisted within the same school to a 4-year graduation (includes August graduates).



Charter School Fiscal Accountability Summary

SYRACUSE ACADEMY OF SCIENCE AND CITIZENSHIP CHARTER SCHOOL

Grades Served
Maximum Chartered Grades Served
Chartered Enrollment
Maximum Chartered Enrollment
Actual Enrollment

2016-17	2017-18	2018-19	2019-20	2020-21
-	K-2	K-3	K-4	K-5
-	K-6	K-6	K-6	K-6
-	171	246	375	450
-	525	525	525	525
-	161	250	366	448

ASSETS

Current Assets

Cash and Cash Equivalents
Grants and Contracts Receivable
Prepaid Expenses
Other Current Assets

-	7,550,368	10,044,257	12,963,757	14,825,108
-	778,828	1,094,739	815,277	1,359,831
-	171,896	211,347	531,825	175,432
-	428,784	257,882	1,153,473	669,660
-	8,929,876	11,608,225	15,464,332	17,030,031

Non-Current Assets

Property, Building and Equipment, net
Restricted Cash
Security Deposits
Other Non-Current Assets

-	3,447,496	4,089,248	7,416,860	13,292,786
-	81,192	204,439	229,643	230,104
-	208,286	233,286	209,874	209,874
-	-	94,101	-	216,741
-	3,736,974	4,621,074	7,856,377	13,949,505
-	12,666,850	16,229,299	23,320,709	30,979,536

LIABILITIES and NET ASSETS

Current Liabilities

Accounts Payable and Accrued Expenses
Accrued Payroll and Payroll Taxes
Due to Related Parties
Refundable Advances
Other Current Liabilities

-	388,292	475,892	186,993	507,955
-	1,456,838	1,701,672	1,564,036	1,646,314
-	-	-	-	-
-	-	-	-	-
-	142,141	94,101	1,250,620	99,998
-	1,987,271	2,271,665	3,001,649	2,254,267

Long-Term Liabilities

Deferred Rent
Other Long-Term Liabilities

-	-	-	-	-
-	-	-	1,839,242	-
-	-	-	1,839,242	-
-	1,987,271	2,271,665	4,840,891	2,254,267

NET ASSETS

Unrestricted
Restricted

-	10,639,480	13,957,634	18,479,818	16,975,269
-	40,099	-	-	11,750,000
-	10,679,579	13,957,634	18,479,818	28,725,269
-	12,666,850	16,229,299	23,320,709	30,979,536

OPERATING REVENUE

State and Local Per Pupil Revenue - Reg. Ed
State and Local Per Pupil Revenue - SPED
State and Local Per Pupil Facilities Revenue
Federal Grants
State and City Grants
Other Operating Income

-	18,497,132	21,247,385	24,739,687	26,333,888
-	558,315	574,491	589,706	906,785
-	-	-	-	-
-	1,554,804	1,643,943	1,499,349	2,148,563
-	753,662	645,976	173,721	163,379
-	984,025	1,408,203	1,120,811	834,184
-	22,347,938	25,519,998	28,123,274	30,386,799

EXPENSES

Program Services

Regular Education
Special Education
Other Expenses

-	14,517,891	15,485,418	16,641,085	17,242,250
-	1,377,154	1,551,980	1,888,467	1,362,371
-	1,226,794	1,518,718	1,258,234	650,567
-	17,121,839	18,556,116	19,787,786	19,255,188

Supporting Services

Management and General
Fundraising

-	3,167,583	3,685,827	3,813,304	3,887,092
-	-	-	-	-
-	3,167,583	3,685,827	3,813,304	3,887,092
-	20,289,422	22,241,943	23,601,090	23,142,280
-	2,058,516	3,278,055	4,522,184	7,244,519

SUPPORT AND OTHER REVENUE

Interest and Other Income
Contributions and Grants
Fundraising Support
Other Support and Revenue

-	-	-	-	-
-	-	-	-	-
-	-	-	-	-
-	-	-	-	3,000,932
-	-	-	-	3,000,932
-	2,058,516	3,278,055	4,522,184	10,245,451
-	8,621,063	10,679,579	13,957,634	18,479,818
-	10,679,579	13,957,634	18,479,818	28,725,269

REVENUE & EXPENSE BREAKDOWN

Revenue - Per Pupil

Operating
Support and Other Revenue

-	138,807	102,080	76,840	67,828
-	-	-	-	6,699
-	138,807	102,080	76,840	74,526

Expenses - Per Pupil

Program Services
Management and General, Fundraising

-	106,347	74,224	54,065	42,980
-	19,674	14,743	10,419	8,677
-	126,021	88,968	64,484	51,657

Total Expenses
% of Program Services
% of Management and Other
% of Revenue Exceeding Expenses

0.0%	84.4%	83.4%	83.8%	83.2%
0.0%	15.6%	16.6%	16.2%	16.8%
0.0%	10.1%	14.7%	19.2%	44.3%

FINANCIAL COMPOSITE SCORE

Composite Score
BENCHMARK and FINDING:
Strong: 1.5 - 3.0 / Adequate: 1.0 - 1.4 /
Needs Monitoring: -1.0 - 0.9

-	3.00	3.00	3.00	3.00
-	Strong	Strong	Strong	Strong

WORKING CAPITAL

Net Working Capital
Working Capital (Current) Ratio
BENCHMARK and FINDING:
Ratio should be equal to or greater than 1.2

-	6,942,605	9,336,560	12,462,683	14,775,764
-	4.5	5.1	5.2	7.6
-	Meets Standard	Meets Standard	Meets Standard	Meets Standard

DEBT TO ASSET

Debt to Asset Ratio
BENCHMARK and FINDING:
Ratio should be equal to or less than 1.0

-	0.2	0.1	0.2	0.1
-	Meets Standard	Meets Standard	Meets Standard	Meets Standard

CASH POSITION

Days of Cash
BENCHMARK and FINDING:
Ratio should be equal to or greater than 60 days

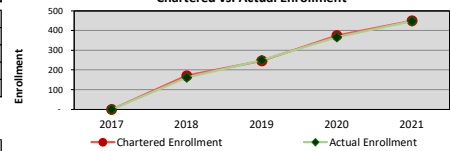
-	135.8	164.8	200.5	233.8
-	Meets Standard	Meets Standard	Meets Standard	Meets Standard

TOTAL MARGIN

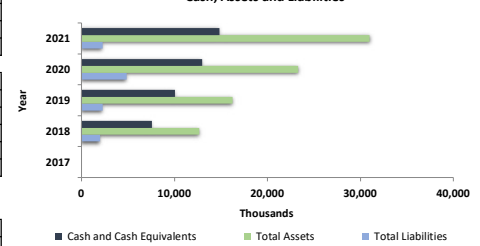
Total Margin Ratio
BENCHMARK and FINDING:
Ratio should be equal to or greater than 0.0

-	0.1	0.1	0.2	0.3
-	Meets Standard	Meets Standard	Meets Standard	Meets Standard

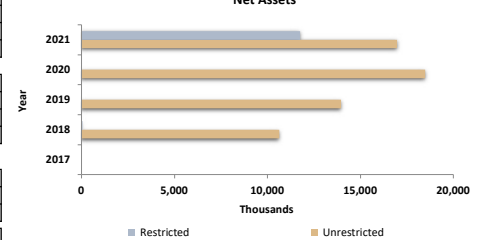
Chartered vs. Actual Enrollment



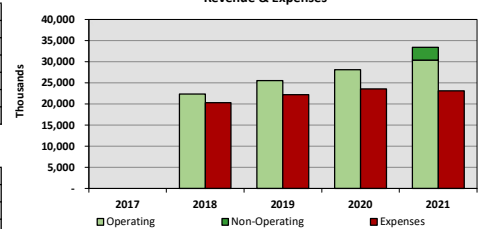
Cash, Assets and Liabilities



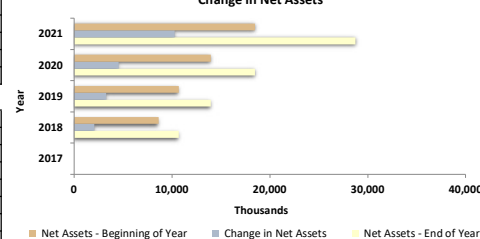
Net Assets



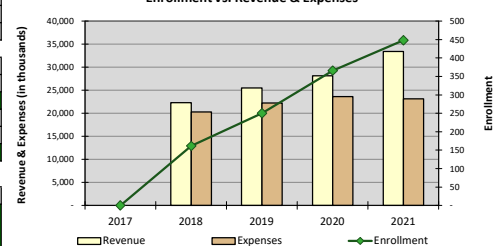
Revenue & Expenses



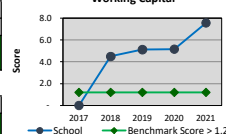
Change in Net Assets



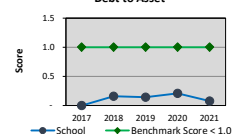
Enrollment vs. Revenue & Expenses



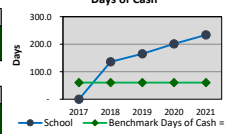
Working Capital



Debt to Asset



Days of Cash



Total Margin

