# 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 CHARTER SCHOOL**

**Renewal Site Visit Date: October 26, 2021**
**Date of Report: April 21, 2022**

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**ATTACHMENT 1: 2021 NYSED CHARTER SCHOOL INFORMATION DASHBOARD**

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# SCHOOL DESCRIPTION

**Charter School Summary**[1]

| | |
|---|---|
| **Name of Charter School** | Syracuse Academy of Science Charter School |
| **Board Chair** | Dr. Fehmi Damkaci |
| **District of location** | Syracuse City School District |
| **Opening Date** | Fall 2003 |
| **Charter Terms** | • Initial Charter: January 15, 2003 - January 14, 2008<br>• First Renewal: January 15, 2008 - June 30, 2012<br>• Second Renewal: July 1, 2012 - June 30, 2017<br>• Third Renewal: July 1, 2017 - June 30, 2022 |
| **Current Term Authorized Grades/ Approved Enrollment** | K - 12 / 975 Students |
| **Proposed Renewal Term Authorized Grades/ Proposed Approved Enrollment** | K - 12 / 975 Students |
| **Facilities** | • ES (K-4): 4837 South Salina St., Syracuse, NY, 13205 - Private Space<br>• MS (5-7): 200 West High Terrace, Syracuse, NY, 13219 - Private Space<br>• HS (8-12): 1001 Park Avenue Syracuse, NY 13219 - Private Space |
| **Mission Statement** | *Syracuse Academy of Science Charter School will provide support, challenges, and opportunities for its students, and it will instill the necessary skills and knowledge in math, science, and technology to empower students, through high intellectual standards, preparing them for college, career, and citizenship. The 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.* |
| **Key Design Elements** | • **College Preparation:** Aligned with the school's mission to graduate college ready and civic-minded students, SASCS 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. SASCS has had a 91 percent or higher average college acceptance rate over the |

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

| | |
|---|---|
| | last four years. A college-prep culture will not start and end in school, but rather becomes an entire lifestyle.<br>• **Focus on STEM and the Environment:** At all K-12 levels, SASCS promotes real-world problem solving and exploration in science and 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, SASCS is focused on science, technology, engineering, and math (STEM), which provides the necessary foundation for college entrance and careers in technical fields<br>• **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.<br>• **Student-Centered School Structure:** SASCS creates small, safe, nurturing environment to its students at each of its campus locations - elementary, middle, and high school buildings. Parent survey responses confirm that the small environment and individualized attention in each campus building is valuable.<br>• **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. SASCS 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 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. SASCS' 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**.** |
| **Requested Revisions** (Revisions are not approved unless approved by the Board of Regents) | • A proposed 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. |

**Noteworthy:** Syracuse Academy of Science Charter School's (SASCS) Grades 9-12 provide students opportunities to acquire college credits while in high school, which results in some recent SASCS graduates earning an Associate in Arts (AA) upon graduation from high school.

**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<br>2017 to 2018 | Year 2<br>2018 to 2019 | Year 3<br>2019 to 2020 | Year 4<br>2020 to 2021 | Year 5<br>2021 to 2022 |
|---|---|---|---|---|---|
| **Grade Configuration** | K - Grade 12 | K - Grade 12 | K - Grade 12 | K - Grade 12 | K - Grade 12 |
| **Total Approved Enrollment** | 975 | 975 | 975 | 975 | 975 |

**Proposed Renewal Term Grade Levels and Proposed Enrollment Requested by the School[2]**

| | Year 1<br>2022 to 2023 | Year 2<br>2023 to 2024 | Year 3<br>2024 to 2025 | Year 4<br>2025 to 2026 | Year 5<br>2026 to 2027 |
|---|---|---|---|---|---|
| **Grade Configuration** | K - Grade 12 | K - Grade 12 | K - Grade 12 | K - Grade 12 | K - Grade 12 |
| **Total Proposed Enrollment** | 975 | 975 | 975 | 975 | 975 |

# 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 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 site visit, the CSO will look for evidence of community voice across the school from governance to the educational

[2] This proposed chart was submitted by Syracuse Academic of Science Charter School in its renewal application. It is subject to change pending the final renewal recommendation and approval by the Board of Regents.

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 Charter School (SASCS) on October 26, 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 14 remote classroom observations in K - Grade 12. The observations were approximately 20 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 (mid-term);**
- **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 26, 2021 Syracuse Academy of Science Charter School, see the following Performance Framework benchmark ratings and narrative.

**2015 Charter School Performance Framework Rating[3]**
**Syracuse Academy of Science Charter School**

| | 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** |

[3] 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 CS is in year 18 of operation and serves students in K - Grade 12. 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**: The school is consistently designated as a school in Good Standing under current New York State criteria as defined by the Elementary and Secondary Education Act. The school has a common understanding of high-quality instruction; teachers present well organized lessons, assess work that students produce in small groups, provide feedback to students regarding student work, and generally maximized learning time. SASCS uses a robust system to track the results of student assessments and analyze trends in student data and utilize data analysis to adjust the school's academic program. The board demonstrates active oversight of the school's academic program. The school has an effective school leadership team. SASCS has structures for frequent collaboration among teachers. The school implements its key design elements, especially college preparedness.

- **Summary of Areas in Need of Improvement**: At the time of the renewal visit and recent return to full-time in-person instruction, school leaders did not systematically collect and use data to track the socio-emotional needs of students. Nor did school leaders collect and use data to analyze the impact of programs designed to support students' social and emotional health during the traditional school day. There is no parent organization through which parents can collectively present concerns and ideas to school leadership. Nonetheless, the school does have very exceptionally strong relationships and engagement with its parents.

**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 school has shown modest but steady improvement in proficiency and growth on the NYSTP 3-8 Assessments including and prior to 2018-2019 making the trajectory for this benchmark consistently an Approaches. The school outperforms the district of location; however, the school performs below the state. The school has a consistently high graduation rate (100 percent in 2020-2021); with 97 percent of students were on-track to graduate in 2020-2021.

Prior to the COVID-19 pandemic, the CSO issued SASCS a Notice of Deficiency for academic deficiencies as evidenced on the NYSTP 3-8 Assessments which required the school to develop and submit a corrective action plan (CAP). The school submitted a CAP which outlined goals, strategies employed to achieve the identified goals, and measurable outcomes to demonstrate progress toward achieving those goals. With the strategies employed and the percentage difference between the school's proficiency rate and the state's proficiency rate on state ELA and math assessments, the school's CAP well-positioned the school to address the following academic deficiencies by June of 2020.

- According to proficiency data from the 2018-2019 administration of the NYSTP 3-8 ELA assessments, SASCS's overall performance was +16 percentage points above the district of location and -11 percentage points below the New York State (NYS) proficiency rate in ELA. SWDs were +2 percentage points above the district of location and -9 percentage points below NYS. ELLs were above both the district of location and NYS by +19 and +3 percentage points, respectively. ED students were +16 percentage points above the district of location and -6 percentage points below NYS.
- According to proficiency data from the 2018-2019 administration of the NYSTP 3-8 mathematics assessments, SASCS's overall performance was +23 percentage points above the district of location and -9 percentage points below the NYS proficiency rate. SWDs were +2 percentage points above the district of location and -11 percentage points below NYS. ELLs were above both the district of location and NYS by +31 and +10 percentage points, respectively. ED students were +21 percentage points to the district of location and -3 percentage points below NYS.

- SASCS Grade 8 students taking Algebra 1 and Living Environment have consistently met or exceeded the NYS proficiency rate across the charter term with the exception of Algebra I in 2018-2019, which was a -7 percentage-point differential to NYS.

***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 (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.*

**Finding: Meets**

| *Element* | *Indicators* |
|---|---|
| *1. Curriculum* | a. The school has a documented curriculum that is aligned to the NYSLS.<br>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.<br>c. The curriculum is aligned horizontally across classrooms at the same grade level and vertically between grades.<br>d. The curriculum is differentiated to provide opportunities for all students to master grade-level skills and concepts.<br>e. The curriculum is systematically reviewed and revised. |
| *2. Instruction* | a. The school staff has a common understanding of high-quality instruction, and observed instructional practices align to this understanding.<br>b. Instructional delivery fosters engagement with all students. |
| *3. Assessment and Program Evaluation* | a. The school uses a balanced system of formative, diagnostic and summative assessments.<br>b. The school uses qualitative and quantitative data to inform instruction and improve student outcomes.<br>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* | 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.<br>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 for Elementary School/Middle School/High School:**

- ES:

- At the elementary level, the school focuses on building foundations in literacy and mathematics.
- SASCS promotes a college readiness mindset across the elementary-school level.

- MS:
  - At the middle school level, the school focuses on preparing students for challenging high school academic coursework.
  - SASCS offers some social-emotional learning supports.
  - SASCS promotes a college readiness mindset across the middle school level.
- HS:
  - At the high school level, SASCS offers students a wide array of courses, along with service-learning opportunities.
  - SASCS promotes college preparedness, in part, through having a dedicated college counselor, providing two career paths at the high school level, and administering the PSAT examination to students in Grades 9 and 10.

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

- SWDs:
  - SASCS serves its SWDs through an inclusive co-teaching model at most grade levels.
  - Teachers also provide push-in and pull-out services to support students' progress towards their IEP goals.
- ELLs:
  - SASCS employs English as a New Language (ENL) teachers to support lesson planning and attempt to meet ELL students' language acquisition needs through push-in and pull-out assistance.

**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 process to align its self-created curricula with standards. In focus groups, school leaders reported that across the elementary, middle, and high school levels, the school employs a mix of vendor-created curricula and curricula developed by the school and network. To help align the school- and network-created curricula with state standards, the school first identifies the requisite standards for each subject then develops curricular material, essential questions, and assessments to teach to those standards. In the 2021 CSO Teacher Survey (63 of 64 teachers responded, a 98 percent response rate), 100 percent of the teachers who responded agreed that the school has a documented curriculum that is aligned to the NYSLS. 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 units and lesson plans though those materials do not consistently stimulate students' higher order thinking. The NYSED CSO observed limited student-led discourse in some classroom observations. Limited opportunities for students to debate their positions resulted in less instances in which students contributed to, or built on, other students' assertions and perspectives, thus limiting the opportunities for students to build their higher order thinking

skills. During the renewal site visit, staff described how the school's deans, academic coaches, and instructional coaches supported teachers in creating lesson plans that aimed to stimulate higher order thinking.

- **Indicator c:** The school aligns curricula horizontally and vertically. In focus groups, school leaders reported that the school recently aligned its ELA and science curricula from K-Grade 8. Additionally, K - Grade 4 teams meet quarterly to vertically align curricula while teachers in Grades 5-7 participate regularly in professional learning communities (PLCs) in which departments meet to plan and align curricular materials across grade levels. In the 2021 CSO Teacher Survey, 96 percent of teachers who responded agreed that the school curriculum is aligned horizontally across same grade-level classrooms and 93 percent of teachers who responded agreed that the school's curriculum is aligned vertically between grade levels. During the renewal site visit, staff described processes for maintaining alignment and utilizing data to identify learning standards for each grade level and subject area.
- **Indicator d:** The school differentiates some of its curricula. Participants in school leader and teacher focus groups reported that students participate in daily intervention blocks, in which some students utilize web-based tools that provide content paced to individual student needs while other students meet with teachers in small groups. In the 2021 CSO Teacher Survey, 95 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. In the 2021 CSO Teacher Survey, 95 percent of teachers who responded agreed that the school differentiates instruction to ensure equity and access for all students. 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 school regularly reviews its curricula. In focus groups, school leaders reported that departments review curricula, including teachers meeting with their counterparts in other schools in the network to, in part, evaluate the efficacy of the curricula. In the 2021 CSO Teacher Survey, 98 percent of teachers who responded agreed that the curriculum is systematically reviewed and revised. During the renewal site visit, staff described regular professional development sessions where teachers collaboratively reviewed curriculum materials and pacing guides.

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

- **Indicator a:** The school has a common understanding of high-quality instruction. In observed lessons, teachers presented well organized lessons, teachers assessed work that students produced in small groups, teachers provided feedback to students regarding student work, and teachers generally maximized learning time. In the 2021 CSO Teacher Survey, 100 percent of teachers who responded agreed that the school staff has a shared understanding of high-quality instruction that supports all learners. During the renewal site visit, staff described instructional techniques covered in professional development workshops that are followed up on during classroom walk-throughs and observations to ensure that pedagogy aligns to leadership's vision.
- **Indicator b:** Instructional delivery fosters engagement with students. In observed lessons, students were largely on-task and participating in independent and small group activities per teacher directives. In the 2021 CSO Teacher Survey, 100 percent of teachers who responded agreed that instructional delivery fosters engagement with all students. At the time of the renewal

site 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 assessment. In focus groups, school leaders and teachers reported that the school utilizes benchmark assessments, teacher-created assessments, web-based *i-Ready* assessments, and other vendor-created assessments such as *STAR* and *Fountas and Pinnell* assessments. In the 2021 CSO Teacher Survey, 95 percent of teachers who responded agreed that the school uses multiple measures to assess student progress toward State learning standards. At time of the renewal site visit, the most recently submitted annual report describes how staff measure student performance through a balanced assessment protocol.
- **Indicator b:** The school uses data 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 and inform instructional planning. In the 2021 CSO Teacher Survey, 97 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*, which compiled 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 education program. In school leader and teacher focus groups, participants reported that, based on student assessment results during remote learning indicated learning loss thus the school hired additional intervention teachers for the 2021-2022 school year to provide more, small group and individualized instruction for struggling students. In the 2021 CSO Teacher Survey 92 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 92 percent of teachers who responded agreed that the school modifies its academic program after using data measurements. At the time of the renewal site visit, the network had recently expanded its schools' Response to Intervention (RtI) model to include multiple, well-defined tiers of support. As COVID-19 pandemic emerged, this led to the school delivering instruction via either remotely or via a hybrid schedule of two days in-person and 3 days remote during the 2020-2021 school year. SWDs and ELLs received four days of in-person learning. At the end of 2020-2021, all students including those learning remotely were invited to take the STAR assessments in-person toward helping the school identify student needs and determine a plan to address student need in the 2021-2022 school year. SASCS, based on the STAR assessment results, invited some students to participate in a summer school program.

**Summary of STAR reading data:**

- In the 2017-2018 school year, 49 percent (or 27 of 55) of Grade 5 students tested proficient on the STAR reading assessment. In the 2020-2021 school year, 37 percent of the same cohort as Grade 8 students (26 of 70 students) tested proficient.
- In the 2017-2018, 51 percent (or 29 of 57) of Grade 4 students tested proficient. Thirty-six percent (or 29 of 80 students) of the same cohort as Grade 7 students in the 2020-2021 school year tested proficient.

- In the 2017-2018 school year, 68 percent (or 41 of 60) of Grade 3 students tested proficient. Thirty-two percent (or 25 of 77) of this cohort as Grade 6 students in the 2020-2021 school year tested proficient. In the 2018-2019 school year, 68 percent (or 42 of 62) of Grade 3 students tested proficient. The same cohort as Grade 5 students in the 2020-2021 school year tested 38 percent (28 of 72 students) proficient.
- Grade 3 students (or 37 of 67) in the 2019-2020 school year had a 55 percent proficiency rate the same cohort as Grade 4 students in the 2020-2021 school year had a 42 percent (or 29 of 69) proficiency rate
- The Grade 3 students in the 2020-2021 school year had a 52 percent proficiency rate (or 34 of 66).

**Summary of STAR math data:**

- The Grade 5 students Grade 5 students in the 2017-2018 school year had a 75 percent proficiency rate which was 41 of 55 students. The same cohort as Grade 8students in the 2020-2021 school year had a 51 percent proficiency rate which was 38 of 75 students.
- The Grade 4 students in the 2017-2018 school year had a 72 percent proficiency rate which was 41 students of 57 students. The same cohort as Grade 7 students in the 2020-2021 school year had a 53 percent proficiency which was 42 of 80 students.
- The Grade 3 students in the 2017-2018 school year had an 80 percent proficiency rate which was 48 of 60 students. The same cohort as Grade 6 students in the 2020-2021 school year had a 48 percent proficiency rate which was 37 of 77 students.
- The Grade 3 students in the 2018-2019 school year had a 77 percent proficiency which was 48 of 62 students. The same cohort Grade 5 students in the 2020-2021 school year had 39 percent proficiency which was 28 students out of 72 students total.
- The Grade 3 students in the 2019-2020 school year had 72 percent proficiency which was 48 students out of 67 students total. The same cohort Grade 4 students in the 2020-2021 school year had 36 percent proficiency which was 25 students out of 69 students total.
- The Grade 3 students in the 2020-2021 school year had 36 percent proficiency rate which was 24 of 66 students.

  The school's perspective, as shared across the country, is that the COVID-19 pandemic has had a profound impact on students and their families. SASCS found that the transition to online learning, the age of students and family adjustments, resulted in learning gaps at the elementary and middle-school levels. At the same time the school continued to enroll new students before and during the pandemic at all grade levels entering the school with academic and social-emotional challenges which furthered the learning gap. In an effort to increase academic achievement and decrease the learning gap created by the pandemic and continuous enrollment, SANY developed and implemented various projects for its K through Grade 8 students for its network schools.

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

- **Indicator a:** The school provides supports to meet the academic needs for all students. In focus groups, school leaders and teachers reported the school employs numerous interventionist teachers, special education teachers, and literacy and math coordinators to provide support to a range of students and their needs. Teachers reported the school utilizes Sheltered Instruction Observation Protocols (SIOP) methodologies and push-in and pull-out practices to support the language acquisition needs of ELLs. In the 2021 CSO Teacher Survey, 93 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, EDs. In the 2021 CSO Teacher Survey, 97 percent of teachers who responded agreed that the school provides supports to meet the academic needs for SWDs, 92 percent of teachers who responded agreed that the school provides supports to meet the academic needs for ELLs, and 97 percent agreed that the school provides supports to meet the academic needs for EDs students. At the time of the renewal site visit, the school's RtI model and programming for SWDs, ELLs, and EDs 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 and determine whether at-risk students require enhanced and additional intervention techniques to improve the level of those students' learning. In the 2021 CSO Teacher Survey, 93 percent of teachers who responded agreed that 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. At the time of the renewal site visit, staff participated 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**

| *Element* | *Indicators* |
|---|---|
| 1. *Behavior Management and Safety* | a. The school has a clear approach to behavioral management, including a written discipline policy.<br>b. The school appears safe and all school constituents are able to articulate how the school community maintains a safe environment.<br>c. The school has systems in place to ensure that the environment is free from harassment and discrimination.<br>d. Classroom environments are conducive to learning and generally free from disruption. |
| 2. *Family Engagement and Communication* | a. The school communicates with and engages families with the school community.<br>b. Teachers communicate with parents to discuss students' strengths and needs.<br>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.<br>d. The school has a systematic process for responding to family or community concerns.<br>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. *Social-Emotional Supports* | a. The school has systems or programs in place to support the social-emotional needs of students.<br>b. School leaders collect and use data to track the socio-emotional needs of students.<br>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. The school employs three behavior specialists that help address individual student behavior concerns. In the 2021 CSO Teacher Survey, 95 percent of teachers who responded agreed that the school's discipline policy is clear. In the 2021 CSO Parents/Guardians Survey (23 percent response rate), 89 percent of parents who responded agreed that the school's discipline policy is clear. 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.
- **Indicator b:** The school appears safe. In a focus group, all students reported feeling safe at school. In the 2021 CSO Teacher Survey, 99 percent of teachers who responded agreed that the school 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 had 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, 97 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, 82 percent of parents who responded agreed that school has systems in place to ensure that the environment is free from harassment and discrimination. At the time of the renewal site visit, the school had appointed trained Dignity Act Coordinators to ensure that any acts of bullying, intimidation, or harassment were investigated and dealt with appropriately.
- **Indicator d:** Classroom environments are conducive to learning and generally free from disruption. In observed lessons, there were few or no student behaviors that interrupted instruction. In the 2021 CSO Teacher Survey, 93 percent of teachers who responded agreed that classroom environments are conducive to learning and generally free from disruption. In the 2021 CSO Parents/Guardians Survey, 82 percent of parents who responded agreed that classroom environments support learning and are generally free from disruption. At the time of the renewal site visit, observed virtual classes and assignments were well organized with clear objectives, scaffolded materials, and were conducive to learning.

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

- **Indicator a:** The school communicates with families. In focus groups of school leaders and parents, participants reported that the school's deans have "coffees with the dean" in which the deans and some parents discuss school matters. In the 2021 CSO Teacher Survey, 92 percent of teachers who responded agreed that the school provides opportunities for parent participation within the school community and 100 percent agreed that the school uses many methods of communication with families. In the 2021 CSO Parents/Guardians Survey, 90 percent of parents who responded agreed that are aware of the academic supports available to their children, 87 percent who

responded agreed that the school provides opportunities for parent participation within the school community, and 92 percent agreed that the school uses many methods of communication with families. During the renewal site visit, staff described a variety of ways SASCS maintained frequent communication with students' families.

- **Indicator b:** Teachers communicate with parents regarding students' strengths and needs. In a focus group, parents reported that the school keeps parents well informed of their students' academic progress and needs. In the 2021 CSO Teacher Survey, 92 percent of teachers who responded agreed that parents receive regular and timely information on their child's academic progress in their home language. In the 2021 CSO Parents/Guardians Survey, 86 percent of parents who responded agreed that parents receive regular and timely information on their children's academic progress in my 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.
- **Indicator c:** The school somewhat assesses family satisfaction. In a focus group, parents reported that the school issues surveys to parents; but that they do not know the results of those surveys. There is no parent organization through which parents can collectively present concerns and ideas to school leadership. In the 2021 CSO Teacher Survey, 95 percent of teachers who responded agreed that the school seeks feedback from parents through surveys, meetings, or some other way. In the 2021 CSO Parents/Guardians Survey, 94 percent of parents who responded agreed that the school seeks feedback from parents through surveys, meetings, or some other way. At the time of the renewal site visit, the network developed and distributed 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 regular home visits, that teachers and other school personnel perform, are an important mechanism to address and discuss family concerns. In the 2021 CSO Teacher Survey, 93 percent of teachers who responded agreed that the school has a systematic process for responding to family or community concerns. In the 2021 CSO Parents/Guardians Survey, 61 percent of parents who responded agreed that the school has a complaint policy that is easy to find and 63 percent of parents who responded agreed that the school has a complaint policy that is easy to understand. During the renewal site visit, staff described how even informal issues are escalated promptly.
- **Indicator e:** The school shares school-level academic data with the broader school community. In a focus group, parents reported that school staff conduct meetings with parents in which school staff members show charts that compare the performance of SASCS to other schools. In the NYSED teachers survey, 89 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, 65 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, SASCS leaders utilized the school website, social media, and press releases to traditional media platforms to widely disseminate school information.

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

- **Indicator a:** The school has some efforts in place to support the social-emotional needs of students. In focus groups, school leaders reported that the counselor has provided lessons to

elementary students, middle school teachers conduct "mood checks" early in their daily lessons, and that school has assigned approximately 25 percent of students in Grades 8-12 with a mentor. However, approximately two months after returning from over one year of remote learning during the COVID-19 pandemic, the school has yet to launch the third-party school-wide SEL support program, *CharacterStrong*, and associated lessons. At the time of the renewal site visit, SASCS had systems, programs, and staffing in place to meet students' social-emotional needs.

- **Indicator b:** At the time of the renewal visit and recent return to full-time in-person instruction, school leaders do not systematically collect and use data to track the socio-emotional needs of students. In focus groups, school leaders and teachers reported that, though the school has access to the network's data management platform, *TED Solutions*, which has the ability to track and identify trends in students' social-emotional needs, the school has yet to initiate the SEL-tracking functionalities of *TED Solutions*. At the time of the renewal site visit, SASCS leaders collected social-emotional data to inform individualized student interventions for students and school-wide programs such as advisory.
- **Indicator c:** At the time of the renewal visit and recent return to full-time in-person instruction, school leaders do not collect and use data regarding the impact of programs designed to support students' social and emotional health during the traditional school day. During the renewal site visit, SASCS leaders reported using student survey data to continue, adjust, or expand program 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**

**Summative Evidence for Benchmark 4:**

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

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 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**

| *Year* | *Composite Score* |
|---|---|
| 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 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**

| *Element* | *Indicators* |
|---|---|
| *1. Board Oversight and Governance* | a. The board recruits and selects board members with skills and expertise that meet the needs of the school.<br>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.<br>c. The board demonstrates active oversight of the charter school management, fiscal operations, and progress toward meeting academic and other school goals.<br>d. The board regularly updates school policies.<br>e. The board utilizes a performance-based evaluation process for evaluating school leadership, itself, and providers.<br>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 has been consistent as a Meets, with the exception of one recent error of note.

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. However, board meeting minutes reveal that the school has not always complied with the requirements for entering executive session. In addition, 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 relevant meeting minutes 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 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**

| *Element* | *Indicators* |
|---|---|
| *1. School Leadership* | 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.<br>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.<br>c. The school has clear and well-established communication systems and decision-making processes in place which ensure effective communication across the school.<br>d. The school successfully recruits, hires, and retains key personnel, and makes decisions – when warranted – to remove ineffective staff members. |
| *2. Professional Climate* | a. The school is fully staffed with high quality personnel to meet all educational and operational needs, including finance, human resources, and communication.<br>b. The school has established structures for frequent collaboration among teachers.<br>c. The school ensures that staff has requisite skills, expertise, and professional development necessary to meet students' needs.<br>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.<br>e. The school has mechanisms to solicit teacher feedback and gauge teacher satisfaction. |
| *3. Contractual Relationships ☐N/A* | a. The board of trustees and school leadership establish effective working relationships with the management company or comprehensive service provider.<br>b. Changes in the school's charter management or comprehensive service provider contract comply with required charter amendment procedures.<br>c. The school monitors the efficacy of contracted service providers or partners. |

**Summative Evidence for Benchmark 7:**

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

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

- **Indicator a:** The school has an effective school leadership team. In a focus group, some teachers stated the school leaders are the most effective of any leadership team at any school at which they have worked. Teachers also reported that the deans and operations manager work together in an effective and collaborative manner. In the 2021 CSO Teacher Survey, 88 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 leaders, staff, management, and board members are somewhat defined. In a focus group, teachers reported that the roles of teachers are clear and that there are now clearer expectations for teaching assistants and co-teachers. The school's organizational chart is not posted on the school's website. In the 2021 CSO Teacher Survey, 89 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. During the renewal site visit, leaders consistently referenced frequent meetings for collaboration and data analysis to inform supports for staff to optimize their roles.
- **Indicator c:** The school has clear communication systems and decision-making processes in place. In the 2021 CSO Teacher Survey, 78 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. At the time of the renewal site visit, SASCS maintained clear and well-established communication systems and decision-making processes for effective communication across the school.
- **Indicator d:** The school successfully retains key personnel. In focus groups, school leaders reported low frequency of teacher turnover this year, namely, 6 out of 80 teachers are new to the school this school year. In the 2021 CSO Teacher Survey, 76 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. During the renewal site visit, staff explained how the school leadership team successfully recruited, hired, and retained key personnel by promoting staff from within as often as possible when vacancies occur.

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

- **Indicator a:** The school is sufficiently staffed. The school has three deans who act as instructional leads, and three operational leads, to promote effective practices at the elementary, middle, and high school levels. The school's organizational chart is not posted on the school's website. At time of the renewal site visit, SASCS was fully staffed with quality instructional and operational staff.
- **Indicator b:** The school has structures for frequent collaboration among teachers. In focus groups, school leaders and teachers reported that there are regularly scheduled grade level and department meetings of SASCS and that there are consistent opportunities for teachers to

collaborate with their peers at other schools in the network. In the 2021 CSO Teacher Survey, 93 percent of teachers who responded agreed that the school has established structures for frequent collaboration among teachers. At time of the renewal site visit, staff from all network campuses convene for common planning meetings to share best practices.

- **Indicator c:** The school ensures that staff has professional development to help meet students' needs. In a focus group, teachers reported that the school provides teachers with ten days of summer training that enables teacher collaboration and planning. Teachers also reported satisfaction with the school pairing teachers new to the school with a teacher mentor. In the 2021 CSO Teacher Survey, 86 percent of teachers who responded agreed that the school is fully staffed with personnel who are able to meet all operational needs, including finance, human resources, and communications. 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 focus groups, school leaders reported the school utilizes the *Danielson Framework* to conduct two formal evaluations of all teachers. In the 2021 CSO Teacher Survey, 98 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. During the renewal site visit, in addition to frequent classroom walk-throughs that generated brief feedback on observed strengths and weaknesses, 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 focus groups, school leaders reported that the school issues anonymous surveys annually to teachers, the middle school teachers submit an analysis of the school's practices, and some high school teachers participate in a voluntary school improvement team that makes suggestions to the dean. In the 2021 CSO Teacher Survey, 92 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 to discuss student performance and review formative and summative assessment data as well as 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 leaders indicated that the monitors the efficacy of consultant-led trainings. In focus groups, teachers confirmed that the school issues evaluative surveys to all staff participating in professional development provided by consultants.

**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**

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

**Summative Evidence for Benchmark 8:**

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

1. Element: ***Missions 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 SASCS's emphasis on STEM-related instruction as a way to support students' college matriculation. In the 2021 CSO Parents/Guardians Survey, 87 percent of parents who responded agreed that the school is fulfilling its mission. At the time of the renewal site visit, a majority of SASCS stakeholders shared a common and consistent understanding of the school's mission and key design elements outlined in the school's charter.
- **Indicator b:** At the renewal site visit, SASCS had fully implemented the key design elements in the approved charter.
    - According to school leader participants in focus groups the school promotes college preparedness, in part, through having a dedicated college counselor, providing two career paths at the high school level, and administering the PSAT examination to students in Grades 9 and 10.
    - The school plans to resume student field trips to STEM-related workplaces in 2022.
    - The school facilitates students thinking globally and acting locally through encouraging students to participate in *The Congressional Award* program, which recognizes initiative, community service, and student achievement.
    - The school demonstrated student-centered practices during COVID-19 pandemic-required remote learning by assigning a staff mentor to every student to "check-in" with every student at least once a week. Even during the height of the COVID-19 pandemic, school staff conducted social-distanced home visits to most students' households.
    - School leaders promote performance-based accountability partly through conducting regular informal class walk throughs and sending teachers written feedback on those informal observations.

**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**

| *Element* | *Indicators* |
|---|---|
| *1. Targets are met* | 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. Targets are not met* | a. The school is making regular and significant annual progress toward meeting the targets.<br>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.<br>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. |

**Summative Evidence for Benchmark 9:**

Over this charter term, the trajectory for this benchmark has been consistent as an Approaches. The school has met its overall yearly maximum enrollment targets but has not met its enrollment targets for ELLs, SWD and ED students. The school has developed a strategic plan describing its good faith efforts to attract and recruit students from these special populations group.

1. Element: ***Target are met:***
   - **Indicator a:** The school consistently meets and maintains 100% of its overall yearly maximum enrollment targets. For 2020-2021 the school was at 102 percent of contracted enrollment.
2. Element: ***Targets are not met:***
   - **Indicator a:** The school is on corrective action for failure in 2018-2019 to meet enrollment targets for ELLs (-15 percentage points below the district of location), SWD (-12 percentage points below) and ED students (-9 percentage points below) when compared to the district of location. The school's enrollment for 2020-2021 remains below the district of location for all three subgroups. While the below the district of location for all three subgroups, the school has demonstrated growth over the charter term in SWDs by +3 percentage points, and ED students by +4 percentage

points. Because SASCS takes in 75 new students in kindergarten annually, the school uses the weighted lottery to increase the opportunity for ELL students to be selected from the lottery.

- **Indicator b:** The school has implemented extensive recruitment strategies and program services to attract and increase its enrollment of SWDs, ELLs, and students who are eligible for free and reduced priced lunch.
    - In a focus group, school leaders reported that the school is working with refugee centers to attract newly arriving immigrant families and students to the charter school.
    - The school has a lottery double weighted for ELLs.
    - During virtual focus group interviews with the SASCS leadership team and the board of trustees, staff described the school's good faith efforts to increase subgroup enrollment rates. The school continues to invest in significant marketing and promotional efforts to spread information about its program offerings to community stakeholders through multiple languages and media formats.
    - SASCS leadership and staff also offer daily school tours to potential students and their families.
    - During virtual focus group interviews with school leadership and conversations with individual teachers, staff shared that "every day is an open house." SASCS' most recently submitted annual report outlined additional outreach efforts, including developing broader community relationships with local nonprofits, agencies, and health care facilities to provide opportunities for SASCS students, and offering a parent institute to educate parents on various community opportunities and resources, including financial literacy.
- **Indicator c:** The school assesses its program services for these categories of students. For example, in a focus group, school leaders reported that the school regularly evaluates its systems for identifying SWDs and the part the local school district plays in identifying those students. At the time of the renewal visit, staff and board members continuously monitored enrollment patterns to determine which outreach and student recruitment methods were most effective and adjusted its program services accordingly.

***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**

| *Element* | *Indicators* |
|---|---|
| *1. Legal Compliance* | 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.<br>b. The school has undertaken appropriate corrective action when needed and has implemented necessary safeguards to maintain compliance with all legal requirements.<br>c. The school has sought Board of Regents and/or Charter School Office approval for significant revisions. |

**Summative Evidence for Benchmark 10:**

Over this charter term, the school has compiled a record of substantial compliance with applicable state and federal laws and the provisions of its charter and generally satisfying the legal compliance indicators.

1. Element: ***Legal Compliance:***

- **Indicator a:** CSO records affirm that over the life of the school's charter, SASCS' leadership team and board of trustees have compiled a mixed record of compliance with applicable state and federal laws and the provisions of its charter.
    - In the 2018-2019 SY, SASCS was found to be in violation of fingerprinting and clearance requirements for staff, a serious safety violation.
    - A check of the school's staff clearance records in the 2020-2021 SY revealed multiple instances of noncompliance with staff clearance requirements. The school must ensure that there are adequate procedures in place for fingerprinting and securing NYSED clearances for all prospective employees prior to employment, in accordance with state education law and Regulations of the NYS Commissioner of Education.
    - As discussed in benchmark 6, above, the board has not always complied with Open Meetings Law requirements related to conflicts of interest, procedures for entering executive session, and keeping accurate board meeting minutes.
    - The school has also failed to submit fire inspection documents in a timely manner.
- **Indicator b:** As of March 2020, SASCS has submitted and implemented an updated corrective action plan to address academic performance of all students and SWDs in ELA and math, and to address enrollment deficiencies of ELLs. SASCS 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.

**Indicator c:** The school has sought Board of Regents and/or CSO for significant revisions since opening in 2003. 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.

# 2022 NYSED Charter School Information Dashboard

## Overview

| Charter School Selection | BEDS Code | 2020-2021 Enrollment |
|---|---|---|
| SYRACUSE ACADEMY OF SCIENCE CHARTER SCHOOL | 421800860854 | 993 |

| | |
|---|---|
| **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:** | K-12 |
| **Address:** | 1001 PARK AVE SYRACUSE NY 13204 |
| **Website:** | www.sascs.org |
| **RIC:** | CENTRAL/OCM/CNYRIC |
| **Regents Region:** | CENTRAL REGION |
| **Regent:** | ELIZABETH S. HAKANSON |
| **Active Date:** | 7/1/2003 |
| **Authorizer:** | NYS BOR |
| **CEO:** | TOLGA HAYALI |
| **CEO Phone:** | (315) 428-8997 |
| **CEO Email:** | hayali@sany.org |
| **BOT President:** | FEHMI DAMKACI |
| **BOT President Phone:** | (617) 319-2778 |
| **BOT President Email:** | fehmidamkaci@yahoo.com |
| **Institution ID:** | 800000056174 |

### BoR Charter School Office Information

| | |
|---|---|
| **Regional Liaison:** | Vickie Smith |
| **Performance Framework:** | 2015 |
| **Current Term:** | 7/1/17-6/30/22 |
| **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** | 992 | 231 | 23% |
| **Student Survey (Grades 9-12)** | 286 | 43 | 15% |
| **Teacher Survey** | - | 63 | - |

***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 CHARTER SCHOOL**

*2018-2019*

| SYRACUSE ACADEMY OF SCIENCE CS | | | ELA Differential | Math Differential | Science Differential | Graduation Rate Differential |
|---|---|---|---|---|---|---|
| K - 12 | +/- 5 | ACHIEVEMENT FIRST APOLLO CHARTER | -31 | -47 | +2 | . |
| | | ACHIEVEMENT FIRST BROWNSVILLE CHARTE | -23 | -38 | . | +20 |
| | | CHARTER SCHOOL FOR APPLIED TECHNOLOG | +4 | +8 | +4 | +1 |
| | | LEADERSHIP PREP OCEAN HILL CHARTER | -30 | -35 | -17 | +6 |
| | | TRUE NORTH ROCHESTER PREP CHARTER | -9 | -20 | -12 | +10 |
| | | Mean | -18 | -26 | -6 | +9 |
| | +/- 7.5 | ACHIEVEMENT FIRST CROWN HEIGHTS | -27 | -35 | +2 | +3 |
| | | ACHIEVEMENT FIRST E NY CHARTER SCH | -36 | -48 | -16 | +14 |
| | | ACHIEVEMENT FIRST ENDEAVOR CHARTER | -29 | -43 | -7 | . |
| | | BROOKLYN ASCEND CHARTER SCHOOL | -28 | -37 | +4 | +11 |
| | | EXCELLENCE GIRLS CHARTER SCHOOL | -34 | -29 | -10 | +48 |
| | | GLOBAL CONCEPTS CHARTER SCHOOL | -6 | -2 | -12 | +4 |
| | | KINGS COLLEGIATE CHARTER SCHOOL | -12 | -16 | . | . |
| | | LEADERSHIP PREP BEDFORD STUYVESANT | -28 | -40 | -15 | +2 |
| | | SUCCESS ACADEMY CHARTER-HARLEM 1 | -50 | -59 | -25 | +24 |
| | | UTICA ACADEMY OF SCIENCE CHARTER SCH | -6 | -13 | +11 | +2 |
| | | Mean | -26 | -32 | -8 | +14 |
| | +/- 10 | ACADEMY CHARTER SCHOOL | -35 | -32 | -18 | 0 |
| | | HARLEM CHILDREN'S ZONE PROMISE | -22 | -32 | +3 | +1 |
| | | HARLEM CHLDRN ZONE ACADEMY II | -18 | -35 | -2 | +7 |
| | | KIPP AMP CHARTER SCHOOL | -19 | -29 | -3 | . |
| | | RENAISSANCE CHARTER SCHOOL | -14 | -16 | -13 | +9 |
| | | STAMFORD CENTRAL SCHOOL | +4 | +6 | +19 | +21 |
| | | TAPESTRY CHARTER SCHOOL | -6 | +3 | +12 | +2 |
| | | TRUE NORTH TROY PREP CHARTER SCHOOL | -19 | -29 | -9 | . |
| | | Mean | -16 | -21 | -1 | +7 |
| | | Mean | -21 | -27 | -5 | +10 |

# 2022 NYSED Charter School Information Dashboard

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

**Charter School**

**SYRACUSE ACADEMY OF SCIENCE CHARTER SCHOOL**

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

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

| Syracuse Academy of Science CS | ELA | | | | Math | | | |
|---|---|---|---|---|---|---|---|---|
| | All Students | SWD | ELL | ED | All Students | SWD | ELL | ED |
| 2015-2016 | 39% | 25% | 32% | 35% | 33% | 22% | 24% | 31% |
| 2016-2017 | 40% | 9% | 33% | 37% | 39% | 29% | 40% | 34% |
| 2017-2018 | 50% | 27% | 65% | 44% | 40% | 8% | 48% | 34% |
| 2018-2019 | 42% | 11% | 29% | 38% | 41% | 13% | 35% | 36% |

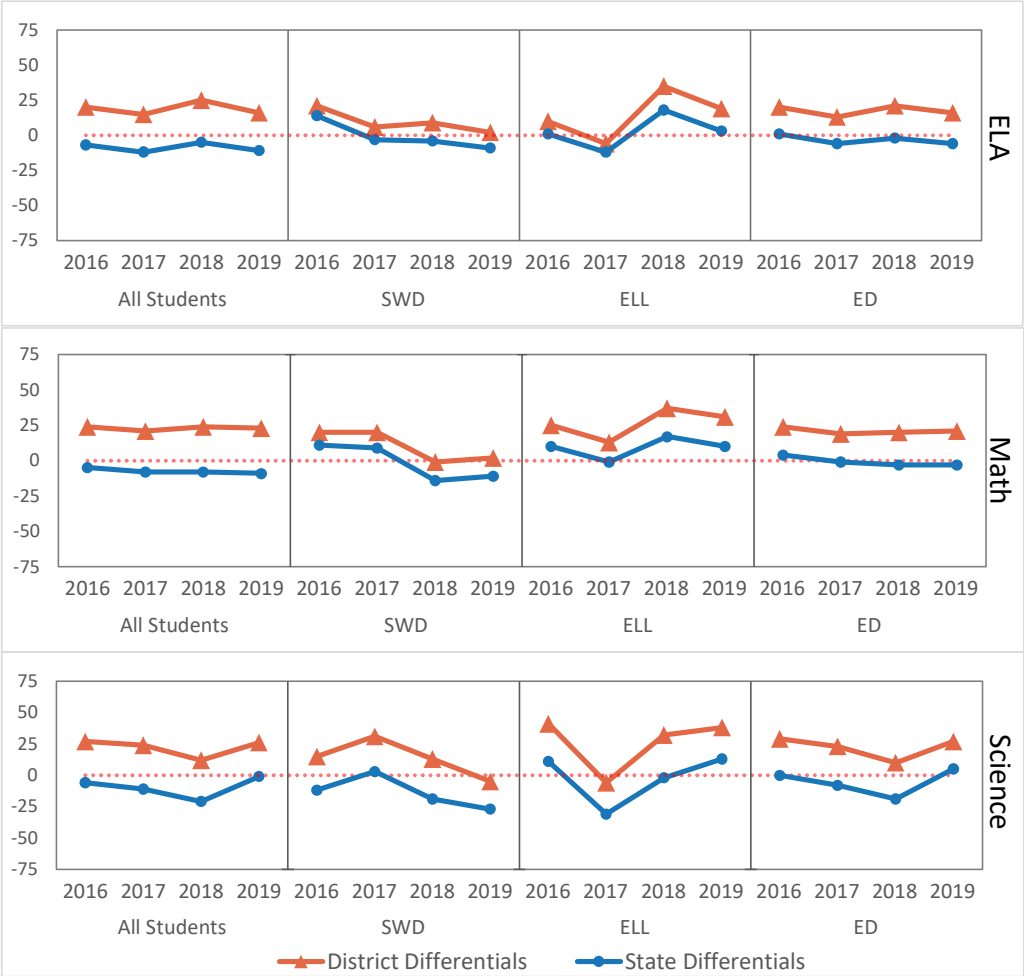
**See NOTES (2), (3), (7), and (8) below.*

# 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 State and District Differentials Over Time**
**Comparison of**
**Syracuse Academy of Science 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 CS | Syracuse CSD | Differential to District | NYS | Differential to NYS | Syracuse Academy of Science CS | Syracuse CSD | Differential to District | NYS | Differential to NYS | Syracuse Academy of Science CS | Syracuse CSD | Differential to District | NYS | Differential to NYS |
| **All Students** | 2015-2016 | 31% | 11% | +20 | 38% | -7 | 34% | 10% | +24 | 39% | -5 | 73% | 46% | +27 | 79% | -6 |
| | 2016-2017 | 28% | 13% | +15 | 40% | -12 | 32% | 11% | +21 | 40% | -8 | 64% | 40% | +24 | 75% | -11 |
| | 2017-2018 | 40% | 15% | +25 | 45% | -5 | 37% | 13% | +24 | 45% | -8 | 58% | 46% | +12 | 79% | -21 |
| | 2018-2019 | 34% | 18% | +16 | 45% | -11 | 38% | 15% | +23 | 47% | -9 | 76% | 50% | +26 | 77% | -1 |
| **SWD** | 2015-2016 | 23% | 2% | +21 | 9% | +14 | 23% | 3% | +20 | 12% | +11 | 44% | 29% | +15 | 56% | -12 |
| | 2016-2017 | 8% | 2% | +6 | 11% | -3 | 23% | 3% | +20 | 14% | +9 | 55% | 24% | +31 | 52% | +3 |
| | 2017-2018 | 12% | 3% | +9 | 16% | -4 | 3% | 4% | -1 | 17% | -14 | 38% | 25% | +13 | 57% | -19 |
| | 2018-2019 | 6% | 4% | +2 | 15% | -9 | 6% | 4% | +2 | 17% | -11 | 25% | 30% | -5 | 52% | -27 |
| **ELL** | 2015-2016 | 14% | 4% | +10 | 13% | +1 | 30% | 5% | +25 | 20% | +10 | 64% | 23% | +41 | 53% | +11 |
| | 2016-2017 | 0% | 6% | -6 | 12% | -12 | 18% | 5% | +13 | 19% | -1 | 17% | 23% | -6 | 48% | -31 |
| | 2017-2018 | 43% | 8% | +35 | 25% | +18 | 46% | 9% | +37 | 29% | +17 | 57% | 25% | +32 | 59% | -2 |
| | 2018-2019 | 28% | 9% | +19 | 25% | +3 | 41% | 10% | +31 | 31% | +10 | 71% | 33% | +38 | 58% | +13 |
| **ED** | 2015-2016 | 28% | 8% | +20 | 27% | +1 | 32% | 8% | +24 | 28% | +4 | 71% | 42% | +29 | 71% | 0 |
| | 2016-2017 | 23% | 10% | +13 | 29% | -6 | 28% | 9% | +19 | 29% | -1 | 60% | 37% | +23 | 68% | -8 |
| | 2017-2018 | 33% | 12% | +21 | 35% | -2 | 31% | 11% | +20 | 34% | -3 | 52% | 42% | +10 | 71% | -19 |
| | 2018-2019 | 30% | 14% | +16 | 36% | -6 | 33% | 12% | +21 | 36% | -3 | 73% | 46% | +27 | 68% | +5 |

**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 CS | Syracuse CSD | Differential to District | NYS | Differential to NYS | Syracuse Academy of Science CS | Syracuse CSD | Differential to District | NYS | Differential to NYS | Syracuse Academy of Science CS | Syracuse CSD | Differential to District | NYS | Differential to NYS |
| **Grade 3** | 2015-2016 | 54% | 11% | +43 | 42% | +12 | 57% | 16% | +41 | 44% | +13 | - | - | - | - | - |
| | 2016-2017 | 24% | 15% | +9 | 43% | -19 | 34% | 18% | +16 | 48% | -14 | - | - | - | - | - |
| | 2017-2018 | 41% | 20% | +21 | 51% | -10 | 57% | 24% | +33 | 54% | +3 | - | - | - | - | - |
| | 2018-2019 | 35% | 22% | +13 | 52% | -17 | 39% | 22% | +17 | 55% | -16 | - | - | - | - | - |
| **Grade 4** | 2015-2016 | 18% | 13% | +5 | 41% | -23 | 46% | 14% | +32 | 45% | +1 | 74% | 59% | +15 | 89% | -15 |
| | 2016-2017 | 27% | 13% | +14 | 41% | -14 | 52% | 13% | +39 | 43% | +9 | 83% | 56% | +27 | 86% | -3 |
| | 2017-2018 | 33% | 16% | +17 | 47% | -14 | 29% | 14% | +15 | 48% | -19 | 76% | 58% | +18 | 88% | -12 |
| | 2018-2019 | 41% | 21% | +20 | 48% | -7 | 54% | 18% | +36 | 50% | +4 | 91% | 63% | +28 | 86% | +5 |
| **Grade 5** | 2015-2016 | 22% | 9% | +13 | 33% | -11 | 18% | 12% | +6 | 40% | -22 | - | - | - | - | - |
| | 2016-2017 | 20% | 11% | +9 | 35% | -15 | 34% | 13% | +21 | 43% | -9 | - | - | - | - | - |
| | 2017-2018 | 28% | 12% | +16 | 37% | -9 | 43% | 15% | +28 | 44% | -1 | - | - | - | - | - |
| | 2018-2019 | 12% | 14% | -2 | 38% | -26 | 21% | 14% | +7 | 46% | -25 | - | - | - | - | - |
| **Grade 6** | 2015-2016 | 27% | 9% | +18 | 34% | -7 | 26% | 8% | +18 | 40% | -14 | - | - | - | - | - |
| | 2016-2017 | 32% | 10% | +22 | 32% | 0 | 26% | 11% | +15 | 40% | -14 | - | - | - | - | - |
| | 2017-2018 | 48% | 17% | +31 | 49% | -1 | 44% | 11% | +33 | 44% | 0 | - | - | - | - | - |
| | 2018-2019 | 46% | 17% | +29 | 47% | -1 | 42% | 15% | +27 | 47% | -5 | - | - | - | - | - |
| **Grade 7** | 2015-2016 | 25% | 11% | +14 | 35% | -10 | 13% | 7% | +6 | 36% | -23 | - | - | - | - | - |
| | 2016-2017 | 35% | 11% | +24 | 42% | -7 | 30% | 5% | +25 | 38% | -8 | - | - | - | - | - |
| | 2017-2018 | 46% | 12% | +34 | 40% | +6 | 21% | 11% | +10 | 41% | -20 | - | - | - | - | - |
| | 2018-2019 | 37% | 13% | +24 | 40% | -3 | 44% | 11% | +33 | 43% | +1 | - | - | - | - | - |
| **Grade 8** | 2015-2016 | 37% | 12% | +25 | 41% | -4 | 35% | 0% | +35 | 24% | +11 | 72% | 30% | +42 | 69% | +3 |
| | 2016-2017 | 33% | 18% | +15 | 45% | -12 | 13% | 1% | +12 | 22% | -9 | 43% | 13% | +30 | 58% | -15 |
| | 2017-2018 | 42% | 15% | +27 | 48% | -6 | 30% | 2% | +28 | 30% | 0 | 41% | 30% | +11 | 69% | -28 |
| | 2018-2019 | 36% | 19% | +17 | 48% | -12 | 27% | 4% | +23 | 33% | -6 | 61% | 34% | +27 | 66% | -5 |

**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 CS | Syracuse CSD | Differential to District | NYS | Differential to NYS | Syracuse Academy of Science CS | Syracuse CSD | Differential to District | NYS | Differential to NYS | Syracuse Academy of Science CS | Syracuse CSD | Differential to District | NYS | Differential to NYS |
| **Grade 3** | 2015-2016 | 50% | 2% | +48 | 13% | +37 | 67% | 7% | +60 | 18% | +49 | - | - | - | - | - |
| | 2016-2017 | 9% | 3% | +6 | 15% | -6 | 27% | 7% | +20 | 22% | +5 | - | - | - | - | - |
| **Grade 4** | 2015-2016 | 11% | 3% | +8 | 11% | 0 | 22% | 5% | +17 | 16% | +6 | 33% | 39% | -6 | 74% | -41 |
| | 2016-2017 | 20% | 1% | +19 | 13% | +7 | 80% | 4% | +76 | 16% | +64 | 80% | 34% | +46 | 69% | +11 |
| | 2017-2018 | 14% | 4% | +10 | 19% | -5 | 14% | 5% | +9 | 20% | -6 | 43% | 34% | +9 | 74% | -31 |
| **Grade 5** | 2016-2017 | 0% | 1% | -1 | 9% | -9 | 11% | 3% | +8 | 15% | -4 | - | - | - | - | - |
| | 2018-2019 | 0% | 3% | -3 | 11% | -11 | 17% | 2% | +15 | 17% | 0 | - | - | - | - | - |
| **Grade 6** | 2016-2017 | 0% | 3% | -3 | 7% | -7 | 0% | 3% | -3 | 11% | -11 | - | - | - | - | - |
| | 2017-2018 | 22% | 2% | +20 | 16% | +6 | 0% | 3% | -3 | 14% | -14 | - | - | - | - | - |
| **Grade 7** | 2017-2018 | 0% | 3% | -3 | 12% | -12 | 0% | 2% | -2 | 12% | -12 | - | - | - | - | - |
| | 2018-2019 | 14% | 2% | +12 | 10% | +4 | 0% | 2% | -2 | 12% | -12 | - | - | - | - | - |
| **Grade 8** | 2015-2016 | 14% | 2% | +12 | 9% | +5 | 17% | 1% | +16 | 6% | +11 | 57% | 13% | +44 | 31% | +26 |
| | 2016-2017 | 17% | 1% | +16 | 13% | +4 | 17% | 0% | +17 | 5% | +12 | 33% | 7% | +26 | 30% | +3 |
| | 2018-2019 | 13% | 2% | +11 | 15% | -2 | 13% | 0% | +13 | 10% | +3 | 13% | 9% | +4 | 29% | -16 |

**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 CS | Syracuse CSD | Differential to District | NYS | Differential to NYS | Syracuse Academy of Science CS | Syracuse CSD | Differential to District | NYS | Differential to NYS | Syracuse Academy of Science CS | Syracuse CSD | Differential to District | NYS | Differential to NYS |
| **Grade 3** | 2015-2016 | 33% | 5% | +28 | 21% | +12 | 50% | 9% | +41 | 28% | +22 | - | - | - | - | - |
| | 2018-2019 | 50% | 13% | +37 | 33% | +17 | 58% | 15% | +43 | 39% | +19 | - | - | - | - | - |
| **Grade 5** | 2017-2018 | - | - | - | - | - | 80% | 12% | +68 | 28% | +52 | - | - | - | - | - |
| **Grade 6** | 2016-2017 | 0% | 4% | -4 | 6% | -6 | 0% | 6% | -6 | 15% | -15 | - | - | - | - | - |
| | 2017-2018 | 80% | 5% | +75 | 24% | +56 | 80% | 6% | +74 | 23% | +57 | - | - | - | - | - |
| **Grade 7** | 2017-2018 | 60% | 6% | +54 | 15% | +45 | 14% | 7% | +7 | 20% | -6 | - | - | - | - | - |
| **Grade 8** | 2015-2016 | 20% | 2% | +18 | 9% | +11 | 22% | 0% | +22 | 12% | +10 | 60% | 8% | +52 | 27% | +33 |
| | 2018-2019 | 20% | 10% | +10 | 19% | +1 | 20% | 4% | +16 | 21% | -1 | - | - | - | - | - |

**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 CS | Syracuse CSD | Differential to District | NYS | Differential to NYS | Syracuse Academy of Science CS | Syracuse CSD | Differential to District | NYS | Differential to NYS | Syracuse Academy of Science CS | Syracuse CSD | Differential to District | NYS | Differential to NYS |
| **Grade 3** | 2015-2016 | 52% | 7% | +45 | 31% | +21 | 56% | 12% | +44 | 33% | +23 | - | - | - | - | - |
| | 2016-2017 | 18% | 12% | +6 | 32% | -14 | 32% | 15% | +17 | 37% | -5 | - | - | - | - | - |
| | 2017-2018 | 28% | 16% | +12 | 40% | -12 | 50% | 21% | +29 | 43% | +7 | - | - | - | - | - |
| | 2018-2019 | 34% | 19% | +15 | 42% | -8 | 33% | 19% | +14 | 44% | -11 | - | - | - | - | - |
| **Grade 4** | 2015-2016 | 15% | 10% | +5 | 30% | -15 | 50% | 11% | +39 | 33% | +17 | 76% | 56% | +20 | 84% | -8 |
| | 2016-2017 | 21% | 10% | +11 | 31% | -10 | 45% | 10% | +35 | 31% | +14 | 79% | 53% | +26 | 80% | -1 |
| | 2017-2018 | 25% | 13% | +12 | 37% | -12 | 21% | 11% | +10 | 37% | -16 | 75% | 55% | +20 | 84% | -9 |
| | 2018-2019 | 33% | 17% | +16 | 38% | -5 | 51% | 16% | +35 | 39% | +12 | 89% | 60% | +29 | 80% | +9 |
| **Grade 5** | 2015-2016 | 18% | 7% | +11 | 23% | -5 | 11% | 9% | +2 | 28% | -17 | - | - | - | - | - |
| | 2016-2017 | 19% | 8% | +11 | 25% | -6 | 31% | 10% | +21 | 31% | 0 | - | - | - | - | - |
| | 2017-2018 | 25% | 9% | +16 | 27% | -2 | 35% | 13% | +22 | 32% | +3 | - | - | - | - | - |
| | 2018-2019 | 14% | 10% | +4 | 28% | -14 | 19% | 10% | +9 | 36% | -17 | - | - | - | - | - |
| **Grade 6** | 2015-2016 | 23% | 7% | +16 | 25% | -2 | 20% | 5% | +15 | 28% | -8 | - | - | - | - | - |
| | 2016-2017 | 26% | 7% | +19 | 23% | +3 | 24% | 8% | +16 | 28% | -4 | - | - | - | - | - |
| | 2017-2018 | 40% | 13% | +27 | 39% | +1 | 38% | 9% | +29 | 32% | +6 | - | - | - | - | - |
| | 2018-2019 | 39% | 14% | +25 | 37% | +2 | 36% | 12% | +24 | 36% | 0 | - | - | - | - | - |
| **Grade 7** | 2015-2016 | 20% | 8% | +12 | 25% | -5 | 14% | 5% | +9 | 25% | -11 | - | - | - | - | - |
| | 2016-2017 | 23% | 8% | +15 | 31% | -8 | 19% | 3% | +16 | 26% | -7 | - | - | - | - | - |
| | 2017-2018 | 49% | 10% | +39 | 31% | +18 | 20% | 8% | +12 | 30% | -10 | - | - | - | - | - |
| | 2018-2019 | 29% | 10% | +19 | 30% | -1 | 39% | 8% | +31 | 32% | +7 | - | - | - | - | - |
| **Grade 8** | 2015-2016 | 35% | 8% | +27 | 31% | +4 | 30% | 0% | +30 | 19% | +11 | 65% | 24% | +41 | 56% | +9 |
| | 2016-2017 | 29% | 14% | +15 | 37% | -8 | 17% | 1% | +16 | 18% | -1 | 38% | 11% | +27 | 49% | -11 |
| | 2017-2018 | 34% | 12% | +22 | 39% | -5 | 20% | 2% | +18 | 25% | -5 | 32% | 24% | +8 | 56% | -24 |
| | 2018-2019 | 32% | 16% | +16 | 39% | -7 | 25% | 3% | +22 | 28% | -3 | 59% | 29% | +30 | 53% | +6 |

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

# 2022 NYSED Charter School Information Dashboard

## Regents Outcomes

**Charter School**

**SYRACUSE ACADEMY OF SCIENCE CHARTER SCHOOL**

***Regents Testing Outcomes – Aggregate and Subgroup Annual Regents Outcomes:***

**Annual Regents Outcomes: Pre-High School**

| | | All Students | | | | SWD | | | | ELL | | | | ED | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | Charter Total Tested | Syracuse Academy of Science CS | NYS | Differential to NYS | Charter Total Tested | Syracuse Academy of Science CS | NYS | Differential to NYS | Charter Total Tested | Syracuse Academy of Science CS | NYS | Differential to NYS | Charter Total Tested | Syracuse Academy of Science CS | NYS | Differential to NYS |
| **Algebra I (Common Core)** | 2016-2017 | 20 | 100% | 94% | +6 | - | - | - | - | - | - | - | - | 13 | 100% | 88% | +12 |
| | 2017-2018 | 24 | 96% | 90% | +6 | - | - | - | - | - | - | - | - | 12 | 92% | 81% | +11 |
| | 2018-2019 | 22 | 82% | 89% | -7 | - | - | - | - | - | - | - | - | 15 | 80% | 80% | 0 |
| | 2019-2020 | 43 | 100% | 100% | 0 | - | - | - | - | - | - | - | - | 33 | 100% | 100% | 0 |
| **Living Environment** | 2016-2017 | 20 | 95% | 100% | +8 | - | - | - | - | - | - | - | - | 13 | 92% | 79% | +13 |
| | 2017-2018 | 25 | 96% | 100% | +10 | - | - | - | - | - | - | - | - | 12 | 100% | 77% | +23 |
| | 2018-2019 | 21 | 95% | 100% | +10 | - | - | - | - | - | - | - | - | 14 | 93% | 76% | +17 |
| | 2019-2020 | 25 | 100% | 100% | 0 | - | - | - | - | - | - | - | - | 17 | 100% | 100% | 0 |
| | 2020-2021 | 26 | 100% | 99% | +1 | - | - | - | - | - | - | - | - | 14 | 100% | 98% | +2 |

**See NOTES (1), (2), (4), and (7) below.*

# 2022 NYSED Charter School Information Dashboard

## Regents Outcomes

***Regents Testing Outcomes – Aggregate and Subgroup Annual Regents Outcomes:***

### Annual Regents Outcomes: High School

| | | All Students | | | | SWD | | | | ELL | | | | ED | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | Charter Total Tested | Syracuse Academy of Science CS | NYS | Differential to NYS | Charter Total Tested | Syracuse Academy of Science CS | NYS | Differential to NYS | Charter Total Tested | Syracuse Academy of Science CS | NYS | Differential to NYS | Charter Total Tested | Syracuse Academy of Science CS | NYS | Differential to NYS |
| **Algebra I (Common Core)** | 2016-2017 | 81 | 78% | 70% | +8 | 6 | 67% | 46% | +21 | 5 | 60% | 49% | +11 | 64 | 75% | 63% | +12 |
| | 2017-2018 | 65 | 58% | 64% | -6 | 13 | 23% | 39% | -16 | 5 | 60% | 46% | +14 | 55 | 55% | 56% | -1 |
| | 2018-2019 | 94 | 50% | 66% | -16 | 17 | 29% | 43% | -14 | 5 | 60% | 50% | +10 | 81 | 51% | 59% | -8 |
| | 2019-2020 | 108 | 94% | 93% | +1 | 15 | 80% | 90% | -10 | 6 | 100% | 90% | +10 | 87 | 94% | 92% | +2 |
| | 2020-2021 | 32 | 100% | 97% | +3 | - | - | - | - | - | - | - | - | 24 | 100% | 97% | +3 |
| **Algebra II (Common Core)** | 2016-2017 | 14 | 57% | 81% | -24 | - | - | - | - | - | - | - | - | 10 | 60% | 70% | -10 |
| | 2017-2018 | 34 | 76% | 82% | -6 | - | - | - | - | 6 | 83% | 65% | +18 | 20 | 80% | 72% | +8 |
| | 2018-2019 | 44 | 66% | 83% | -17 | - | - | - | - | - | - | - | - | 30 | 67% | 72% | -5 |
| | 2019-2020 | 67 | 99% | 99% | 0 | - | - | - | - | - | - | - | - | 48 | 98% | 99% | -1 |
| | 2020-2021 | 57 | 100% | 100% | 0 | - | - | - | - | 5 | 100% | 100% | 0 | 44 | 100% | 100% | 0 |
| **English Language Arts (Common Core)** | 2016-2017 | 66 | 79% | 84% | -5 | 6 | 17% | 59% | -42 | - | - | - | - | 49 | 82% | 77% | +5 |
| | 2017-2018 | 64 | 64% | 79% | -15 | 5 | 0% | 52% | -52 | 7 | 57% | 47% | +10 | 45 | 60% | 70% | -10 |
| | 2018-2019 | 89 | 74% | 84% | -10 | 11 | 27% | 61% | -34 | 8 | 50% | 56% | -6 | 68 | 71% | 78% | -7 |
| | 2019-2020 | 89 | 97% | 96% | +1 | 13 | 100% | 91% | +9 | 5 | 60% | 89% | -29 | 74 | 96% | 94% | +2 |
| | 2020-2021 | 81 | 100% | 99% | +1 | - | - | - | - | - | - | - | - | 62 | 100% | 99% | +1 |
| **Geometry (Common Core)** | 2016-2017 | 74 | 38% | 63% | -25 | - | - | - | - | 5 | 40% | 39% | +1 | 54 | 37% | 50% | -13 |
| | 2017-2018 | 88 | 47% | 67% | -20 | - | - | - | - | 7 | 43% | 45% | -2 | 59 | 46% | 54% | -8 |
| | 2018-2019 | 81 | 27% | 70% | -43 | 10 | 0% | 41% | -41 | 5 | 0% | 46% | -46 | 57 | 23% | 57% | -34 |
| | 2019-2020 | 97 | 85% | 98% | -13 | 11 | 82% | 97% | -15 | - | - | - | - | 81 | 84% | 97% | -13 |
| | 2020-2021 | 122 | 100% | 100% | 0 | 6 | 100% | 100% | 0 | 6 | 100% | 100% | 0 | 94 | 100% | 100% | 0 |
| **Global History** | 2020-2021 | 66 | 100% | 100% | 0 | - | - | - | - | - | - | - | - | 45 | 100% | 100% | 0 |
| **Global History Transition** | 2017-2018 | 81 | 59% | 73% | -14 | 10 | 30% | 45% | -15 | 9 | 44% | 44% | 0 | 64 | 53% | 62% | -9 |
| | 2018-2019 | 93 | 44% | 62% | -18 | 14 | 21% | 34% | -13 | 5 | 40% | 36% | +4 | 73 | 36% | 51% | -15 |
| | 2019-2020 | 39 | 13% | 84% | -71 | 9 | 11% | 76% | -65 | - | - | - | - | 36 | 14% | 80% | -66 |
| **Living Environment** | 2016-2017 | 83 | 59% | 96% | -13 | 10 | 40% | 45% | -5 | 7 | 29% | 37% | -8 | 63 | 56% | 62% | -6 |
| | 2017-2018 | 79 | 41% | 96% | -29 | 10 | 10% | 44% | -34 | 9 | 56% | 43% | +13 | 70 | 40% | 60% | -20 |
| | 2018-2019 | 90 | 31% | 96% | -40 | 11 | 18% | 45% | -27 | - | - | - | - | 76 | 29% | 61% | -32 |
| | 2019-2020 | 99 | 85% | 96% | -11 | 8 | 63% | 93% | -30 | 5 | 80% | 94% | -14 | 83 | 82% | 95% | -13 |
| | 2020-2021 | 67 | 100% | 98% | +2 | 9 | 100% | 97% | +3 | 6 | 100% | 98% | +2 | 53 | 100% | 98% | +2 |
| **Physical Setting/ Chemistry** | 2016-2017 | 34 | 38% | 74% | -36 | - | - | - | - | - | - | - | - | 26 | 35% | 61% | -26 |
| | 2017-2018 | 32 | 16% | 72% | -56 | - | - | - | - | 7 | 0% | 50% | -50 | 22 | 5% | 59% | -54 |
| | 2018-2019 | 48 | 31% | 73% | -42 | - | - | - | - | 5 | 60% | 48% | +12 | 30 | 30% | 60% | -30 |
| | 2019-2020 | 39 | 62% | 98% | -36 | - | - | - | - | - | - | - | - | 25 | 60% | 98% | -38 |
| | 2020-2021 | 52 | 100% | 100% | 0 | - | - | - | - | - | - | - | - | 38 | 100% | 100% | 0 |

# 2022 NYSED Charter School Information Dashboard

## Regents Outcomes

| | | | | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **Physical Setting/ Earth Science** | 2016-2017 | 56 | 66% | 64% | +2 | 5 | 40% | 40% | 0 | - | - | - | - | 43 | 67% | 53% | +14 |
| | 2017-2018 | 64 | 59% | 68% | -9 | 9 | 33% | 44% | -11 | - | - | - | - | 51 | 55% | 58% | -3 |
| | 2018-2019 | 77 | 23% | 64% | -41 | 14 | 7% | 39% | -32 | - | - | - | - | 62 | 19% | 53% | -34 |
| | 2019-2020 | 96 | 80% | 97% | -17 | 18 | 67% | 95% | -28 | 5 | 80% | 96% | -16 | 85 | 78% | 96% | -18 |
| | 2020-2021 | 30 | 100% | 98% | +2 | - | - | - | - | - | - | - | - | 22 | 100% | 98% | +2 |
| **Physical Setting/ Physics** | 2017-2018 | 12 | 67% | 83% | -16 | - | - | - | - | - | - | - | - | 9 | 56% | 75% | -19 |
| | 2018-2019 | 14 | 100% | 82% | +18 | - | - | - | - | - | - | - | - | 10 | 100% | 73% | +27 |
| | 2019-2020 | 32 | 100% | 100% | 0 | - | - | - | - | - | - | - | - | 23 | 100% | 100% | 0 |
| | 2020-2021 | 20 | 100% | 100% | 0 | - | - | - | - | - | - | - | - | 12 | 100% | 100% | 0 |
| **US History and Government** | 2016-2017 | 65 | 77% | 81% | -4 | - | - | - | - | 5 | 60% | 50% | +10 | 44 | 77% | 73% | +4 |
| | 2017-2018 | 67 | 57% | 81% | -24 | 6 | 33% | 56% | -23 | 7 | 71% | 58% | +13 | 50 | 54% | 73% | -19 |
| | 2018-2019 | 90 | 67% | 77% | -10 | 8 | 25% | 51% | -26 | 7 | 86% | 47% | +39 | 68 | 63% | 67% | -4 |
| | 2019-2020 | 79 | 91% | 97% | -6 | 14 | 86% | 93% | -7 | - | - | - | - | 67 | 90% | 95% | -5 |
| | 2020-2021 | 65 | 100% | 100% | 0 | - | - | - | - | - | - | - | - | 53 | 100% | 100% | 0 |

**See NOTES (1), (2), (4), and (7) below.*

# 2022 NYSED Charter School Information Dashboard

## Benchmark 1 - Indicator 3: High School Outcomes

**Charter School**

**SYRACUSE ACADEMY OF SCIENCE CHARTER SCHOOL**

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

**Aggregate and Subgroup 4-Year Cohort Regents Testing Outcomes**

| | | All Students | | | | SWD | | | | ELL | | | | ED | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | Charter Total Cohort | Syracuse Academy of Science CS | NYS | Differential to NYS | Charter Total Cohort | Syracuse Academy of Science CS | NYS | Differential to NYS | Charter Total Cohort | Syracuse Academy of Science CS | NYS | Differential to NYS | Charter Total Cohort | Syracuse Academy of Science CS | NYS | Differential to NYS |
| **ELA** | 2013 Cohort | 62 | 94% | 85% | +9 | - | - | - | - | - | - | - | - | 41 | 95% | 80% | +15 |
| | 2014 Cohort | 53 | 91% | 84% | +7 | - | - | - | - | - | - | - | - | 34 | 85% | 78% | +7 |
| | 2015 Cohort | 54 | 91% | 84% | +7 | - | - | - | - | - | - | - | - | 36 | 89% | 79% | +10 |
| | 2016 Cohort | 68 | 88% | 88% | 0 | 9 | 67% | 66% | +1 | 5 | 60% | 69% | -9 | 54 | 87% | 84% | +3 |
| | 2017 Cohort | 59 | 100% | 89% | +11 | 5 | 100% | 69% | +31 | - | - | - | - | 44 | 100% | 86% | +14 |
| **Global History** | 2013 Cohort | 62 | 90% | 78% | +12 | - | - | - | - | - | - | - | - | 41 | 90% | 70% | +20 |
| | 2014 Cohort | 53 | 81% | 77% | +4 | - | - | - | - | - | - | - | - | 34 | 74% | 69% | +5 |
| | 2015 Cohort | 54 | 80% | 78% | +2 | - | - | - | - | - | - | - | - | 36 | 75% | 70% | +5 |
| | 2016 Cohort | 68 | 74% | 84% | -10 | 9 | 22% | 60% | -38 | 5 | 60% | 63% | -3 | 54 | 69% | 80% | -11 |
| | 2017 Cohort | 59 | 64% | 87% | -23 | 5 | 20% | 66% | -46 | - | - | - | - | 44 | 57% | 84% | -27 |
| **Math** | 2013 Cohort | 62 | 90% | 85% | +5 | - | - | - | - | - | - | - | - | 41 | 93% | 80% | +13 |
| | 2014 Cohort | 53 | 92% | 83% | +9 | - | - | - | - | - | - | - | - | 34 | 88% | 77% | +11 |
| | 2015 Cohort | 54 | 89% | 84% | +5 | - | - | - | - | - | - | - | - | 36 | 86% | 78% | +8 |
| | 2016 Cohort | 68 | 90% | 88% | +2 | 9 | 56% | 64% | -8 | 5 | 100% | 72% | +28 | 54 | 87% | 85% | +2 |
| | 2017 Cohort | 59 | 100% | 90% | +10 | 5 | 100% | 69% | +31 | - | - | - | - | 44 | 100% | 88% | +12 |
| **Science** | 2013 Cohort | 62 | 92% | 84% | +8 | - | - | - | - | - | - | - | - | 41 | 95% | 78% | +17 |
| | 2014 Cohort | 53 | 92% | 83% | +9 | - | - | - | - | - | - | - | - | 34 | 88% | 76% | +12 |
| | 2015 Cohort | 54 | 93% | 83% | +10 | - | - | - | - | - | - | - | - | 36 | 92% | 76% | +16 |
| | 2016 Cohort | 68 | 87% | 87% | 0 | 9 | 67% | 64% | +3 | 5 | 80% | 66% | +14 | 54 | 85% | 83% | +2 |
| | 2017 Cohort | 59 | 97% | 90% | +7 | 5 | 80% | 70% | +10 | - | - | - | - | 44 | 95% | 87% | +8 |
| **US History** | 2013 Cohort | 62 | 94% | 81% | +13 | - | - | - | - | - | - | - | - | 41 | 93% | 74% | +19 |
| | 2014 Cohort | 53 | 87% | 80% | +7 | - | - | - | - | - | - | - | - | 34 | 85% | 72% | +13 |
| | 2015 Cohort | 54 | 70% | 79% | -9 | - | - | - | - | - | - | - | - | 36 | 64% | 71% | -7 |
| | 2016 Cohort | 68 | 85% | 84% | +1 | 9 | 56% | 61% | -5 | 5 | 100% | 61% | +39 | 54 | 83% | 79% | +4 |
| | 2017 Cohort | 59 | 100% | 85% | +15 | 5 | 100% | 66% | +34 | - | - | - | - | 44 | 100% | 81% | +19 |

**See NOTES (1), (2), (4), and (7) below.*

# 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:***

**Aggregate and Subgroup College and Career Readiness**

| | | College and Career Readiness | | | ELA | | | Math | | |
|---|---|---|---|---|---|---|---|---|---|---|
| | | Syracuse Academy Of Science CS | NYS | Differential to NYS | Syracuse Academy Of Science CS | NYS | Differential to NYS | Syracuse Academy Of Science CS | NYS | Differential to NYS |
| **All Students** | 2012 Cohort | 16% | 43% | **-27** | 48% | 69% | **-21** | 18% | 46% | **-28** |
| | 2013 Cohort | 23% | 39% | **-16** | 66% | 72% | **-6** | 27% | 41% | **-14** |
| | 2014 Cohort | 17% | 29% | **-12** | 64% | 71% | **-7** | 23% | 30% | **-7** |
| | 2015 Cohort | 19% | 34% | **-15** | 44% | 68% | **-24** | 20% | 36% | **-16** |
| **ED** | 2012 Cohort | 7% | 29% | **-22** | 48% | 58% | **-10** | 7% | 33% | **-26** |
| | 2013 Cohort | 24% | 27% | **-3** | 68% | 63% | **+5** | 29% | 29% | **0** |
| | 2014 Cohort | 6% | 18% | **-12** | 59% | 61% | **-2** | 15% | 19% | **-4** |
| | 2015 Cohort | 17% | 22% | **-5** | 39% | 58% | **-19** | 19% | 24% | **-5** |

**See NOTES (1), (2), (3), (4), and (8) below.*

# 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:***

**High School Graduation Rates by Cohort**

| | | All Students | | | | SWD | | | | ELL | | | | ED | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | Charter Total Cohort | Syracuse Academy of Science CS | NYS Graduation Rate | Differential to NYS | Charter Total Cohort | Syracuse Academy of Science CS | NYS Graduation Rate | Differential to NYS | Charter Total Cohort | Syracuse Academy of Science CS | NYS Graduation Rate | Differential to NYS | Charter Total Cohort | Syracuse Academy of Science CS | NYS Graduation Rate | Differential to NYS |
| **2013 Cohort** | 4 Year | 62 | 95% | 82% | +13 | - | - | - | - | - | - | - | - | 41 | 98% | 76% | +22 |
| | 5 Year | 62 | 97% | 85% | +12 | - | - | - | - | - | - | - | - | 41 | 100% | 80% | +20 |
| | 6 Year | 62 | 97% | 86% | +11 | - | - | - | - | - | - | - | - | 41 | 100% | 82% | +18 |
| **2014 Cohort** | 4 Year | 53 | 98% | 83% | +15 | - | - | - | - | - | - | - | - | 34 | 97% | 76% | +21 |
| | 5 Year | 53 | 100% | 86% | +14 | - | - | - | - | - | - | - | - | 34 | 100% | 81% | +19 |
| | 6 Year | 53 | 100% | 87% | +13 | - | - | - | - | - | - | - | - | 34 | 100% | 83% | +17 |
| **2015 Cohort** | 4 Year | 54 | 89% | 83% | +6 | - | - | - | - | - | - | - | - | 36 | 89% | 77% | +12 |
| | 5 Year | 54 | 93% | 87% | +6 | - | - | - | - | - | - | - | - | 36 | 92% | 82% | +10 |
| | 6 Year | 54 | 93% | 88% | +5 | - | - | - | - | - | - | - | - | 36 | 92% | 84% | +8 |
| **2016 Cohort** | 4 Year | 68 | 99% | 85% | +14 | 9 | 89% | 63% | +26 | 5 | 100% | 63% | +37 | 54 | 98% | 80% | +18 |
| | 5 Year | 68 | 100% | 88% | +12 | 9 | 100% | 69% | +31 | 5 | 100% | 70% | +30 | 54 | 100% | 83% | +17 |
| **2017 Cohort** | 4 Year | 59 | 100% | 86% | +14 | 5 | 100% | 65% | +35 | - | - | - | - | 44 | 100% | 81% | +19 |

**See NOTES (1), (2), (4), and (9) below.*

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

**Third Year On-Track to Graduate – Target = 75%**

| Syracuse Academy of Science CS | All Students | | | SWD | | | ELL | | | ED | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Charter Total Cohort | Total On-Track | On-Track | Charter Total Cohort | Total On-Track | On-Track | Charter Total Cohort | Total On-Track | On-Track | Charter Total Cohort | Total On-Track | On-Track |
| 2014 | 55 | 48 | 87% | - | - | - | - | - | - | 39 | 35 | 90% |
| 2015 | 56 | 44 | 79% | - | - | - | 6 | 5 | 83% | 41 | 30 | 73% |
| 2016 | 74 | 51 | 69% | 10 | 1 | 10% | 6 | 4 | 67% | 56 | 35 | 63% |
| 2017 | 63 | 60 | 95% | 8 | 7 | 88% | - | - | - | 52 | 49 | 94% |
| 2018 | 65 | 63 | 97% | - | - | - | - | - | - | 55 | 53 | 96% |

**See NOTES (1), (2), (4), (7), and (10) below.*

# 2022 NYSED Charter School Information Dashboard

## Benchmark 9 - Indicator 1: Enrollment and Retention

**Charter School**

**SYRACUSE ACADEMY OF SCIENCE CHARTER SCHOOL**

***1.a.i. Aggregrate Enrollment:***

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

| Syracuse Academy of Science CS | Contracted Enrollment | Reported Enrollment | Percent of Contracted Enrollment |
|---|---|---|---|
| 2016-2017 | 933 | 926 | 99% |
| 2017-2018 | 975 | 944 | 97% |
| 2018-2019 | 975 | 968 | 99% |
| 2019-2020 | 975 | 965 | 99% |
| 2020-2021 | 975 | 993 | 102% |

***1.a.ii. Subgroup Enrollment:***

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

| | SWD | | | ELL | | | ED | | |
|---|---|---|---|---|---|---|---|---|---|
| | Syracuse Academy of Science CS | Syracuse CSD | Differential to District | Syracuse Academy of Science CS | Syracuse CSD | Differential to District | Syracuse Academy of Science CS | Syracuse CSD | Differential to District |
| 2016-2017 | 9% | 21% | -12 | 7% | 19% | -12 | 76% | 81% | -5 |
| 2017-2018 | 8% | 20% | -12 | 7% | 21% | -14 | 74% | 88% | -14 |
| 2018-2019 | 9% | 21% | -12 | 6% | 21% | -15 | 77% | 86% | -9 |
| 2019-2020 | 10% | 21% | -11 | 6% | 21% | -15 | 80% | 81% | -1 |
| 2020-2021 | 11% | 21% | -10 | 6% | 20% | -14 | 78% | 82% | -4 |

**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 CS | Syracuse CSD | Differential to District | Syracuse Academy of Science CS | Syracuse CSD | Differential to District | Syracuse Academy of Science CS | Syracuse CSD | Differential to District | Syracuse Academy of Science CS | Syracuse CSD | Differential to District |
| 2016-2017 | 86% | 86% | 0 | 88% | 87% | +1 | 79% | 86% | -7 | 88% | 86% | +2 |
| 2017-2018 | 87% | 88% | -1 | 87% | 88% | -1 | 91% | 88% | +3 | 88% | 89% | -1 |
| 2018-2019 | 89% | 88% | +1 | 86% | 90% | -4 | 85% | 88% | -3 | 91% | 88% | +3 |
| 2019-2020 | 90% | 88% | +2 | 87% | 88% | -1 | 93% | 88% | +5 | 91% | 88% | +3 |
| 2020-2021 | 93% | 74% | +19 | 95% | 73% | +22 | 91% | 73% | +18 | 94% | 74% | +20 |

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

# 2022 NYSED Charter School Information Dashboard

## Benchmark 9 - Indicator 1: Enrollment and Retention

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

**Aggregate and Subgroup 4-, 5-, and 6-year Cohort Persistence Rates – Target = 85%**

| | | All Students | | | SWD | | | ELL | | | ED | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | Original Cohort | Persistent | Percent Persistent | Original Cohort | Persistent | Percent Persistent | Original Cohort | Persistent | 4 Year Persistent | Original Cohort | Persistent | Percent Persistent |
| 2014 Cohort | 4-Year | 63 | 42 | 67% | 5 | 4 | 80% | 7 | 4 | 57% | 45 | 33 | 73% |
| | 5-Year | 63 | 42 | 67% | 5 | 4 | 80% | 7 | 4 | 57% | 45 | 33 | 73% |
| | 6-Year | 63 | 42 | 67% | 5 | 4 | 80% | 7 | 4 | 57% | 45 | 33 | 73% |
| 2015 Cohort | 4-Year | 63 | 43 | 68% | - | - | - | 7 | 5 | 71% | 48 | 34 | 71% |
| | 5-Year | 63 | 45 | 71% | - | - | - | 7 | 5 | 71% | 48 | 34 | 71% |
| | 6-Year | 63 | 45 | 71% | - | - | - | 7 | 5 | 71% | 48 | 34 | 71% |
| 2016 Cohort | 4-Year | 83 | 63 | 76% | 10 | 6 | 60% | 7 | 5 | 71% | 64 | 48 | 75% |
| | 5-Year | 83 | 64 | 77% | 10 | 7 | 70% | 7 | 5 | 71% | 64 | 49 | 77% |
| 2017 Cohort | 4-Year | 63 | 53 | 84% | 5 | 5 | 100% | - | - | - | 49 | 40 | 82% |

**See NOTES (2), (3), and (10) below.*

## 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).*

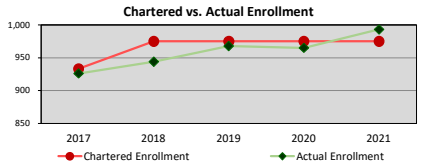
# Charter School Fiscal Accountability Summary

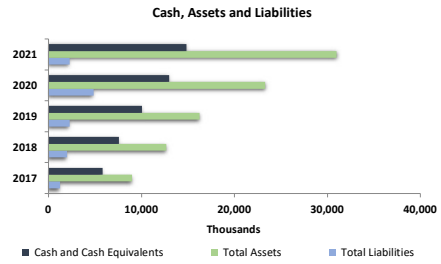
## SYRACUSE ACADEMY OF SCIENCE CHARTER SCHOOL

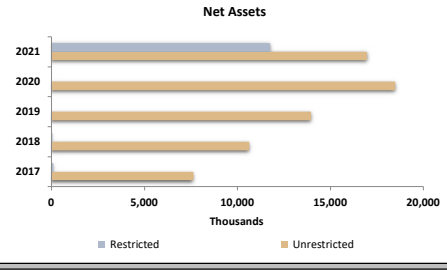
AUDITED FINANCIALS

STATEMENT OF FINANCIAL POSITION

| | 2016-17 | 2017-18 | 2018-19 | 2019-20 | 2020-21 |
|---|---|---|---|---|---|
| **Grades Served** | K-12 | K-12 | K-12 | K-12 | K-12 |
| **Maximum Chartered Grades Served** | K-12 | K-12 | K-12 | K-12 | K-12 |
| **Chartered Enrollment** | 933 | 975 | 975 | 975 | 975 |
| **Maximum Chartered Enrollment** | 975 | 975 | 975 | 975 | 975 |
| **Actual Enrollment** | 926 | 944 | 968 | 965 | 993 |
| **ASSETS** | | | | | |
| **Current Assets** | | | | | |
| Cash and Cash Equivalents | 5,804,526 | 7,550,368 | 10,044,257 | 12,963,757 | 14,825,108 |
| Grants and Contracts Receivable | 356,308 | 778,828 | 1,094,739 | 815,277 | 1,359,831 |
| Prepaid Expenses | 214,436 | 171,896 | 211,347 | 531,825 | 175,432 |
| Other Current Assets | 36,738 | 428,784 | 257,882 | 1,153,473 | 669,660 |
| **Total Current Assets** | 6,412,008 | 8,929,876 | 11,608,225 | 15,464,332 | 17,030,031 |
| **Non-Current Assets** | | | | | |
| Property, Building and Equipment, net | 2,386,511 | 3,447,496 | 4,089,248 | 7,416,860 | 13,292,786 |
| Restricted Cash | 58,860 | 81,192 | 204,439 | 229,643 | 230,104 |
| Security Deposits | 117,151 | 208,286 | 233,286 | 209,874 | 209,874 |
| Other Non-Current Assets | - | - | 94,101 | - | 216,741 |
| **Total Non - Current Assets** | 2,562,522 | 3,736,974 | 4,621,074 | 7,856,377 | 13,949,505 |
| **Total Assets** | 8,974,530 | 12,666,850 | 16,229,299 | 23,320,709 | 30,979,536 |
| **LIABILITIES and NET ASSETS** | | | | | |
| **Current Liabilities** | | | | | |
| Accounts Payable and Accrued Expenses | 179,960 | 388,292 | 475,892 | 186,993 | 507,955 |
| Accrued Payroll and Payroll Taxes | 996,525 | 1,456,838 | 1,701,672 | 1,564,036 | 1,646,314 |
| Due to Related Parties | - | - | - | - | - |
| Refundable Advances | - | - | - | - | - |
| Other Current Liabilities | 58,860 | 142,141 | 94,101 | 1,250,620 | 99,998 |
| **Total Current Liabilities** | 1,235,345 | 1,987,271 | 2,271,665 | 3,001,649 | 2,254,267 |
| **Long-Term Liabilities** | | | | | |
| Deferred Rent | - | - | - | - | - |
| Other Long-Term Liabilities | - | - | - | 1,839,242 | - |
| **Total Long-Term Liabilities** | - | - | - | 1,839,242 | - |
| **Total Liabilities** | 1,235,345 | 1,987,271 | 2,271,665 | 4,840,891 | 2,254,267 |
| **NET ASSETS** | | | | | |
| Unrestricted | 7,634,826 | 10,639,480 | 13,957,634 | 18,479,818 | 16,975,269 |
| Restricted | 104,359 | 40,099 | - | - | 11,750,000 |
| **Total Net Assets** | 7,739,185 | 10,679,579 | 13,957,634 | 18,479,818 | 28,725,269 |
| **Total Liabilities and Net Assets** | 8,974,530 | 12,666,850 | 16,229,299 | 23,320,709 | 30,979,536 |

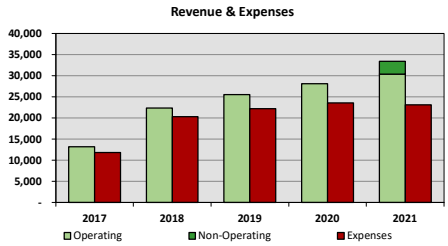


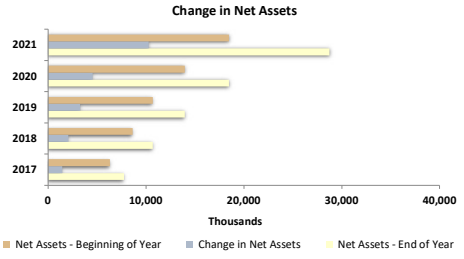



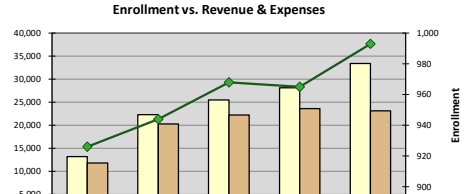
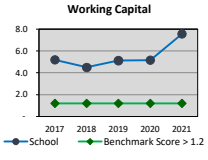
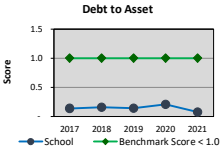
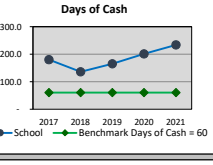
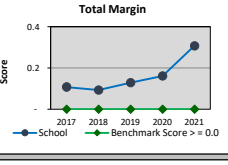

STATEMENT OF ACTIVITIES

| | | | | | |
|---|---|---|---|---|---|
| **OPERATING REVENUE** | | | | | |
| State and Local Per Pupil Revenue - Reg. Ed | 11,275,657 | 18,497,132 | 21,247,385 | 24,739,687 | 26,333,888 |
| State and Local Per Pupil Revenue - SPED | 409,635 | 558,315 | 574,491 | 589,706 | 906,785 |
| State and Local Per Pupil Facilities Revenue | 188,665 | - | - | - | - |
| Federal Grants | 538,551 | 1,554,804 | 1,643,943 | 1,499,349 | 2,148,563 |
| State and City Grants | 107,590 | 753,662 | 645,976 | 173,721 | 163,379 |
| Other Operating Income | 698,990 | 984,025 | 1,408,203 | 1,120,811 | 834,184 |
| **Total Operating Revenue** | 13,219,088 | 22,347,938 | 25,519,998 | 28,123,274 | 30,386,799 |
| **EXPENSES** | | | | | |
| **Program Services** | | | | | |
| Regular Education | 8,398,680 | 14,517,891 | 15,485,418 | 16,641,085 | 17,242,250 |
| Special Education | 473,597 | 1,377,154 | 1,551,980 | 1,888,467 | 1,362,371 |
| Other Expenses | 832,939 | 1,226,794 | 1,518,718 | 1,258,234 | 650,567 |
| **Total Program Services** | 9,705,216 | 17,121,839 | 18,556,116 | 19,787,786 | 19,255,188 |
| **Supporting Services** | | | | | |
| Management and General | 2,095,163 | 3,167,583 | 3,685,827 | 3,813,304 | 3,887,092 |
| Fundraising | - | - | - | - | - |
| **Total Support Services** | 2,095,163 | 3,167,583 | 3,685,827 | 3,813,304 | 3,887,092 |
| **Total Expenses** | 11,800,379 | 20,289,422 | 22,241,943 | 23,601,090 | 23,142,280 |
| **Surplus/Deficit from Operations** | 1,418,709 | 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 |
| **Total Support and Other Revenue** | - | - | - | - | 3,000,932 |
| **Change in Net Assets** | 1,418,709 | 2,058,516 | 3,278,055 | 4,522,184 | 10,245,451 |
| **Net Assets - Beginning of Year** | 6,320,476 | 8,621,063 | 10,679,579 | 13,957,634 | 18,479,818 |
| **Net Assets - End of Year** | 7,739,185 | 10,679,579 | 13,957,634 | 18,479,818 | 28,725,269 |




FISCAL ANALYSIS

RATIOS, BENCHMARKS and FINDINGS

| | | | | | |
|---|---|---|---|---|---|
| **REVENUE & EXPENSE BREAKDOWN** | | | | | |
| **Revenue - Per Pupil** | | | | | |
| Operating | 14,275 | 23,674 | 26,364 | 29,143 | 30,601 |
| Support and Other Revenue | - | - | - | - | 3,022 |
| **Total Revenue** | 14,275 | 23,674 | 26,364 | 29,143 | 33,623 |
| **Expenses - Per Pupil** | | | | | |
| Program Services | 10,481 | 18,138 | 19,170 | 20,505 | 19,391 |
| Mangement and General, Fundraising | 2,263 | 3,355 | 3,808 | 3,952 | 3,914 |
| **Total Expenses** | 12,743 | 21,493 | 22,977 | 24,457 | 23,305 |
| % of Program Services | 82.2% | 84.4% | 83.4% | 83.8% | 83.2% |
| % of Management and Other | 17.8% | 15.6% | 16.6% | 16.2% | 16.8% |
| **% of Revenue Exceeding Expenses** | 12.0% | 10.1% | 14.7% | 19.2% | 44.3% |
| **FINANCIAL COMPOSITE SCORE** | | | | | |
| Composite Score | 3.00 | 3.00 | 3.00 | 3.00 | 3.00 |
| **BENCHMARK and FINDING:** Strong; 1.5 - 3.0 / Adequate; 1.0 - 1.4 / Needs Monitoring; -1.0 - 0.9 | Strong | Strong | Strong | Strong | Strong |
| **WORKING CAPITAL** | | | | | |
| Net Working Capital | 5,176,663 | 6,942,605 | 9,336,560 | 12,462,683 | 14,775,764 |
| Working Capital (Current) Ratio | 5.2 | 4.5 | 5.1 | 5.2 | 7.6 |
| **BENCHMARK and FINDING:** Ratio should be equal to or greater than 1.2 | Meets Standard | Meets Standard | Meets Standard | Meets Standard | Meets Standard |
| **DEBT TO ASSET** | | | | | |
| Debt to Asset Ratio | 0.1 | 0.2 | 0.1 | 0.2 | 0.1 |
| **BENCHMARK and FINDING:** Ratio should be equal to or less than 1.0 | Meets Standard | Meets Standard | Meets Standard | Meets Standard | Meets Standard |
| **CASH POSITION** | | | | | |
| Days of Cash | 179.5 | 135.8 | 164.8 | 200.5 | 233.8 |
| **BENCHMARK and FINDING:** Ratio should be equal to or greater than 60 days | Meets Standard | Meets Standard | Meets Standard | Meets Standard | Meets Standard |
| **TOTAL MARGIN** | | | | | |
| Total Margin Ratio | 0.1 | 0.1 | 0.1 | 0.2 | 0.3 |
| **BENCHMARK and FINDING:** Ratio should be equal to or greater than 0.0 | Meets Standard | Meets Standard | Meets Standard | Meets Standard | Meets Standard |