



New York State Education Department

2023-2024 Renewal Site Visit Report for Board of Regents-Authorized Charter Schools under the 2015 Charter School Performance Framework

Ivy Hill Preparatory Charter School

Renewal Site Visit Dates: December 6-7, 2023
Date of Final Draft Site Visit Report: April 18, 2024
Date of Final Site Visit Report: May 1, 2024

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SCHOOL DESCRIPTION

Charter School Summary¹

Name of Charter School	Ivy Hill Preparatory Charter School
Board Chair	Nancy Olisma
District of Location	New York City (NYC) Community School District (CSD) 18
Initial Commencement of Instruction	Fall 2019
Charter Term	Initial Charter Term: August 28, 2019 - June 30, 2024
Current Term Authorized Grades/ Approved Enrollment	K- Grade 5 / 265 students
Proposed Renewal Term Authorized Grades/ Proposed Approved Enrollment	K- Grade 5 / 265 students
Comprehensive Management Service Provider	None
Facilities	475 E 57th St, Brooklyn, NY 11203 - Private Space
Mission Statement	<i>Through high-quality curriculum and instruction, intentional leadership development, and a commitment to excellence in all that we do, Ivy Hill Preparatory Charter School educates kindergarten through fifth grade scholars to thrive in middle and high school, graduate from the college of their choice, and access lives of promise and opportunity.</i>
Key Design Elements	<ul style="list-style-type: none"> • The road to college begins in kindergarten. • Reading is fundamental. Literacy is power. • Student success requires a data-driven approach and a relentless commitment to results. • Exceptional teaching produces exceptional results. • Intentional character development creates student leaders. • It takes a village to raise a child.
Requested Revisions (Revisions are not approved unless approved by the Board of Regents.)	Amend its Key Design Element “Reading is fundamental. Literacy is power.” as described in the September 2023 public notice .

Innovative and Noteworthy Programs: Ivy Hill Preparatory Charter School’s (IHP) commitment to raising the educational outcomes of students is evident in their use of Ujima plans. These unique plans are co-created by educators and parents to support students’ academic and social-emotional needs. They are constantly revisited and assessed to support students appropriately.

Renewal Outcomes: Reference the [Board of Regents Renewal Policy](#).

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

SCHOOL CHARACTERISTICS

Current Grade Levels and Approved Enrollment

	Year 1 2019 to 2020	Year 2 2020 to 2021	Year 3 2021 to 2022	Year 4 2022 to 2023	Year 5 2023 to 2024
Grade Configuration	K - Grade 1	K - Grade 2	K - Grade 3	K - Grade 4	K - Grade 5
Total Approved Enrollment	120	180	240	300	265

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

	Year 1 2024-2025	Year 2 2025-2026	Year 3 2026-2027	Year 4 2027-2028	Year 5 2028-2029
Grade Configuration	K - Grade 5	K - Grade 5	K - Grade 5	K - Grade 5	K - Grade 5
Total Proposed Enrollment	265	265	265	265	265

METHODOLOGY

Purpose of the Renewal Report

The primary purpose of the renewal site visit 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 visit, the CSO will look for evidence of community voice across the school from governance to the educational program,

² This proposed chart was submitted by the Ivy Hill Preparatory Charter School in its Renewal Application. It is subject to change pending the final renewal recommendation and approval by the Board of Regents.

as well as a commitment to the principles of diversity, equity, and inclusion, in the school’s policies and practices.

A two-day renewal site visit was conducted at IHP on December 6-7, 2023. The New York State Education Department’s Charter School Office (CSO) team conducted interviews with the board of trustees, school leadership team, teachers, parents, and support staff.

The team conducted twenty-two classroom observations in K - Grade 5. The observations were approximately 20 minutes in length and conducted jointly with school leadership and the NYSED Charter School Office site visit team. NYSED utilizes the CSO’s Classroom Observation Worksheet as a lens for classroom observations. It is shared with the school prior to the site visit, and can be found in the 2023-2024 [Renewal SV Protocol](#).

To draft this report, the CSO site visit team reviewed school-specific documents and data such as the school’s 2023-2024 Renewal Application, 2022-2023 Annual Report, surveys, data, and fiscal dashboards, CSO site visit reports and memos, and complaints, and corrective action plans.

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.

**New York State Education Department
2015 Charter School Performance Framework Rating³**

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

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

- Ivy Hill Prep Charter School is in year 4 of operation and serves students in K - Grade 5. During its current charter term, the school is rated in the following manner: meeting seven benchmarks, approaching one benchmark, and falling far below two benchmarks. A summary of those ratings is provided below.
- **Summary of Areas of Growth and Strengths:** Over the course of its charter, IHP students have performed at levels close to and above the district of location in ELA and have made significant gains in math scores from the 2021-2022 school year to the 2022-2023. Its attention to instruction and learning is evidenced by their commitment to daily coaching and frequent co-planning. All members of the school community share a commitment to providing strong, research-based instruction for students in the school. In addition, IHP is fully implementing its key design elements in all aspects of its operations.
- **Summary of Challenges:** Reporting compliance is an area where IHP acknowledges the need for improvement. They are building a relationship with a mentor school and creating action plans to fix this. IHP also struggles to meet its enrollment targets for overall contracted enrollment and all subgroups. They are working with a consultant to address this issue but cite both bussing issues and fluctuating populations of subgroup students in the district of location (DOL), NYC CSD 18, as contributing factors.

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

Summative Evidence for Benchmark 1:

Benchmark 1 was not rated during IHP's 2022 midterm site visit. The current finding for this Benchmark is Approaches due to participation rates on the 2023 NYSTP 3-8 Assessments for all students and subgroups being 75 percent or less.

Based on the 2023 NYSTP 3-8 Assessments for ELA, shown in Attachment 1, IHP's assessment proficiency outcomes are below the DOL, NYC CSD 18, and NYS by -1 percentage point in ELA. For ELA subgroup outcomes, students with disabilities (SWD) performed below the DOL, by -8 percentage points and below the state by -6 percentage points. Economically disadvantaged (ED) students at IHP performed equal to the DOL, and above the state by +8 percentage points.

Based on the 2022-2023 NYSTP Assessments for math, shown in Attachment 1, IHP students performed above the DOL and the state for all students and all subgroups.

IHP's results on the 2022-2023 NYSTP 3-8 Assessments should be considered along with the school's testing participation rates. IHP had a 75 percent participation rate for all students in ELA and 58 percent participation rate for all students in math. SWD had the low participation rates with 41 percent participating in ELA testing and 29 percent participating in math testing. The ED subgroup students participated at a rate of 75 percent for ELA and 61 percent for math.

See Attachment 1 for data tables and additional academic information.

Benchmark 2: Teaching and Learning

School leaders have systems in place designed to cultivate shared accountability and high expectations and that lead to students' well-being, improved academic outcomes, and educational success. The school has rigorous and coherent curriculum and assessments that are aligned to the New York State Learning Standards (NYSL) for all students. Teachers engage in strategic practices and decision-making in order to address the gap between what students know and need to learn so that all students experience consistent high levels of engagement, thinking and achievement.

Finding: Meets

<u>Element</u>	<u>Indicators</u>
1. Curriculum	<p>a. The school has a documented curriculum that is aligned to the NYSL.</p> <p>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.</p> <p>c. The curriculum is aligned horizontally across classrooms at the same grade level and vertically between grades.</p> <p>d. The curriculum is differentiated to provide opportunities for all students to master grade-level skills and concepts.</p> <p>e. The curriculum is systematically reviewed and revised.</p>
2. Instruction	<p>a. The school staff has a common understanding of high-quality instruction, and observed instructional practices align to this understanding.</p> <p>b. Instructional delivery fosters engagement with all students.</p>
3. Assessment and Program Evaluation	<p>a. The school uses a balanced system of formative, diagnostic and summative assessments.</p> <p>b. The school uses qualitative and quantitative data to inform instruction and improve student outcomes.</p> <p>c. The school uses qualitative and quantitative data to evaluate the quality and effectiveness of the academic program and modifies the program accordingly.</p>
4. Supports for Diverse Learners	<p>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.</p> <p>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.</p>

Academic Program for Elementary School:

- ES:
 - ELA-Tier 1: Reading Mastery (K-2 Phonics), Chicago U-Step, Fountas and Pinnell (Guided Reading); Tier 2: I-Ready; Tier 3-Wilson

- Handwriting: Uncommon Schools
- Math-Tier 1: Achievement First; Tier 2: I-Ready and SplashLearn
- Science: Full Option Science System (FOSS)
- Humanities: Achievement First
- SEL: Character Strong
- Electives
 - Martial Arts
 - Theater
 - Dance
 - Art

Academic Program for Students with Disabilities and English language learner(s) (ELL):

- SWD:
 - The school has adopted a Multi-Tiered System of Supports and the curricula listed above are tiered as needed.
- ELL:
 - TEAM Toolkits: Teaching Els for Academic Language Mastery.

Summative Evidence for Benchmark 2:

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

1. Element: ***Curriculum:***

- **Indicator a:** According to the application for charter school renewal, IHP has a curriculum that aligns to NYSLS. The application states, “Ivy Hill Prep seeks to cultivate a culture of high expectations, shared responsibility, and accountability that leads to students’ success academically, socially, and emotionally. Our curriculum is designed to challenge all learners and ensure rigorous, coherent learning and assessments that are aligned to the Common Core Learning Standards (CCLS).” During the site visit focus group, the school’s leadership talked about how the growth of the curriculum has been a focus for them so far in their charter.
- **Indicator b:** According to the application for charter school renewal, IHP has a curriculum that requires teachers use unit and lesson plans that introduce complex materials, stimulate higher order thinking, and build deep conceptual understanding and knowledge around specific content. In grades K - Grade 2 teachers utilize Reading Mastery to provide data-informed phonics instruction to students. Teachers pair the Reading Mastery with a data-informed oral drill components aligned to the Chicago U STEP Assessment such as onset-rime, segmentation, and first letter activities. Teachers use Achievement First curriculum for math instruction, math meeting, and cognitively guided instruction (CGI) for Tier I instruction. During the renewal site visit, the CSO site visit team observed that teachers submit weekly lesson plans and receive feedback from their direct manager to implement before the conclusion of the week. In focus groups, school leaders explained that teachers use a common lesson plan model that includes objectives, teacher modeling, student explorative time, and formative assessment. Teachers utilize Universal Design for Learning (UDL) as a tool to differentiate.
- **Indicator c:** According to the application for charter school renewal, IHP has a curriculum that is aligned horizontally across classrooms at the same grade level and vertically between grades. They state, “IHP staff work to ensure curriculum is aligned horizontally across classrooms at the same grade level and vertically across grades and to differentiate so that curriculum is accessible

to all students.” As stated in the renewal application and confirmed during site visit focus groups, this process begins with directors of curriculum and instruction (DCIs) leading department and grade-level meetings to review scope and sequence documents. The department leads then run weekly department meetings to unpack units and ensure alignment across the grade level. During focus groups, teachers mentioned that this collaboration has helped them grow as professionals.

- **Indicator d:** According to the application for charter school renewal, IHP has a curriculum that is differentiated to provide opportunities for all students to master grade-level skills and concepts. During observation, lessons were scaffolded, and classroom instruction was designed to provide targeted, small-group instruction to students. The school also utilizes the i-Ready program to provide targeted skills and intervention.
- **Indicator e:** In the renewal application, IHP describes how curricula for all subjects is reviewed annually in a collaborative effort between instructional leaders and teachers. Input is also garnered from parents and students on a unit-by-unit basis, all of which informs adjustments, updates, and changes to curriculum materials and topics. In the renewal application, IHP explains that on a weekly basis, IHP teachers collect student work and do a data analysis that allows them to evaluate the effectiveness of their teaching. This information helps them make decisions about what needs to be retaught to ensure mastery. During focus groups, Teachers talked about these meetings as being pivotal in pacing their lessons.

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

- **Indicator a:** The IHP school staff has a common understanding of high-quality instruction, and observed instructional practices align to this understanding. According to the application for renewal, IHP staff receive coaching and feedback in order to ensure there is a common understanding of high-quality instructional practices. The CSO site visit team observed teachers using effective teaching strategies. Students clearly understood classroom routines and expectations. Leaders also mentioned, in focus groups, that they use a Strong Start model where all staff reinforce routines for learning during the first weeks of school. Coaches and leaders provide ongoing feedback and walkthroughs. According to school leaders, teacher evaluations are based on the Danielson Framework for Learning, which all evaluators are trained to use.
- **Indicator b:** Instructional delivery fosters engagement with all students. According to the application for charter school renewal, teachers use a variety of strategies to engage students in their learning. The renewal application describes, and the site visit team observed teachers engaging students in chants, cheers, and instructional drills. One teacher in a focus group said: “Differentiation doesn’t just happen for our students with disabilities it happens for all students.”

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

- **Indicator a:** IHP uses a balanced system of formative, diagnostic and summative assessments. According to the application for charter school renewal, Ivy Hill Prep assesses student progress in reading using the STEP and F&P Reading assessments four times a year, along with the MAP and i-Ready assessments two times a year. For math assessment, IHP administers the MAP Assessment and i-Ready Diagnostic two times a year. The MAP Assessment is also used three times a year to assess students’ mastery of science standards. In addition to the scheduled assessments, teachers utilize subject based assessments, quizzes, and spiral review to assess students. The NYSITELL and NYSESLAT are used to test ELL English proficiency and development.
- **Indicator b:** According to the application for charter school renewal, quantitative data is collected regularly through benchmark and diagnostic assessments. IHP teachers and leaders talked about the importance of their data reviews in making curricular decisions. The CSO renewal site visit

team observed several classes in which teachers worked with small groups of students who had been preselected as needing reteaching during these data review meetings.

- **Indicator c:** IHP uses qualitative and quantitative data to evaluate the quality and effectiveness of the academic program and modifies the program accordingly. According to the renewal application and teacher focus groups, the school used data to review the effectiveness of the curriculum to ensure IHP is meeting the needs of all students.

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

- **Indicator a:** IHP provides supports to meet the academic needs for all students, SWD, ELL, and ED students. According to the New York City Department of Education, the school and the CSE have a positive partnership with open communication. The school is knowledgeable about specially designed instruction (SDI), and, during IEP meetings, the teachers consistently provide examples of the SDI they implement. According to the application for charter school renewal, “Ivy Hill Prep believes in meeting the learning and behavioral needs of all students and has adopted Multi-Tiered Systems of Support (MTSS) as a more comprehensive support. All classrooms feature two teachers to support the differentiated co-teaching model that exists across the school.” In focus group, school leaders explained that for students who require more intensive Tier 3 support, the school creates Ujima plans. These plans are created in teams with parents, paraprofessionals, teachers, and leaders, who share collective responsibility. They use the goals in the Ujima plans to track students’ progress, and they meet regularly to evaluate the plan.
- **Indicator b:** According to the renewal application, Ivy Hill Prep leadership and Student Support Team monitor the academic progress regularly. Aside from Academic Dashboards that contain the academic performance of students in ELA, math, and science, stakeholders meet weekly for 40 minutes to specifically review class performance, intervention progress, and additional support needed for ELA and math. Special education teachers regularly observe small-group instruction within the classroom to provide feedback to teachers on strategies to respond to the needs of individual students. During focus group discussions, teachers and school leaders talked about the importance of their team planning sessions for strategic instructional planning. The CSO site visit team witnessed several classes where this strategic instruction was implemented to a high level.

Benchmark 3: Culture, Climate, and Family Engagement

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

Finding: Meets

<u>Element</u>	<u>Indicators</u>
<p>1. <i>Behavior Management and Safety</i></p>	<p>a. The school has a clear approach to behavioral management, including a written discipline policy. b. The school appears safe, and all school constituents are able to articulate how the school community maintains a safe environment. c. The school has systems in place to ensure that the environment is free from harassment and discrimination. d. Classroom environments are conducive to learning and generally free from disruption.</p>
<p>2. <i>Family Engagement and Communication</i></p>	<p>a. The school communicates with and engages families with the school community. b. Teachers communicate with parents to discuss students’ strengths and needs. c. The school assesses family and student satisfaction using strategies such as surveys, feedback sessions, community forums, or participation logs, and considers results when making schoolwide decisions. d. The school has a systematic process for responding to family or community concerns. e. The school shares school-level academic data with the broader school community to promote transparency and accountability among parents, students and school constituents.</p>
<p>3. <i>Social-Emotional Supports</i></p>	<p>a. The school has systems or programs in place to support the social-emotional needs of students. b. School leaders collect and use data to track the socio-emotional needs of students. c. School leaders collect and use data regarding the impact of programs designed to support students’ social and emotional health.</p>

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:** IHP has a clear approach to behavioral management, including a written discipline policy. According to the renewal application, behavior management at IHP is based on their LEAGUE values and an individual positive reinforcement system. The IHP written discipline policy is easily located on the school's website and distributed to families at the start of each school year. In a focus group, parents expressed the feeling that their children are safe and well cared for, and when issues arise, their concerns are heard. According to the 2023 NYC School Survey, 93 percent of parent respondents agreed that the school leaders promote a safe and respectful environment at the school.
- **Indicator b:** The CSO site visit team observed a school that is orderly and safe. Students appear to be following known procedures and routines in classrooms and hallways. According to the Renewal Application, confirmed in focus groups, and observed during the site visit, the dean of school culture provides support for students when experiencing difficult behaviors. In the teacher focus group, teachers talked about the new administration creating a more orderly and focused environment and stated that you can tell by the students skipping down the hallway that we are moving in a positive direction. According to the 2023 NYC School Survey 97 percent of parent respondents feel their child is safe at school.
- **Indicator c:** According to the renewal application and confirmed during the site visit, IHP's dean of school culture is designated as the school's DASA Coordinator and handles all violations of DASA, especially bullying. The dean of school culture also collaborates with the social worker to respond to DASA violations. Teachers receive DASA training prior to the start of the school year.
- **Indicator d:** IHP's classroom environments were conducive to learning and generally free from disruption, during site visit classroom observations. In focus groups, teachers, parents, and school leaders all discussed the role that SEL has played in supporting students and teaching them coping skills. This has led to decreased behavior referrals and more time engaged in learning. In observations, students appeared to know the routines and school rules. In all classroom observations, no students were disruptive.

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

- **Indicator a:** IHP communicates and engages families within the school community. In focus group, parents talked about the ways IHP communicates with them. They mentioned the town hall meetings, where they voice their concerns and offer potential ideas. Participants found these very effective for initiating changes.
- **Indicator b:** IHP teachers communicate with parents to discuss students' strengths and needs. According to the renewal application, teachers are required to communicate with all parents at least one time monthly. Parents are free to contact teachers anytime via email, phone, text, Class Dojo, or by scheduling a meeting. In focus groups, parents talked about the communication they receive from teachers regarding the progress their students are making. Parent Square, Class Dojo, and Dean's List were all mentioned as programs that teachers use to communicate academic progress regularly. According to the 2023 NYC School Survey, 92 percent of parent respondents indicated that the school communicates with them about their child's performance.
- **Indicator c:** IHP assesses family and student satisfaction using strategies such as surveys, feedback sessions, community forums, or participation logs, and considers results when making schoolwide decisions. In focus group, school leaders indicated that they had 63 percent participation rate for an internal survey which is an increase from last year. To achieve this level of participation they employed email blasts, weekly print materials and teacher/leader communication. This survey indicated a concern with bussing. This has remained unchanged due to lack of drivers and

consolidation in the city. Families that cannot get bussing are banding together to provide private bussing. Leaders are helping to manage this and are actively seeking grants for this situation.

- **Indicator d:** IHP has a systematic process for responding to family or community concerns. In focus groups, parents, and school leaders both indicated that Town Halls were the primary way in which parents can voice community wide concerns. Individual concerns are shared through individual conversations, Dean’s List, Class Dojo and Parent Square.
- **Indicator e:** IHP shares student academic data with parents. According to the renewal application and confirmed in the parent focus group, IHP shares student data during parent conferences, and through Parent Square. This data includes individual assessments, homework, classwork, and state testing results.

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

- **Indicator a:** IHP has systems or programs in place to support the social-emotional needs of students. In focus groups, teachers explained that students enjoy participating in daily SEL lessons, using the Character Strong Curriculum. The curriculum explicitly teaches skills and is aligned to the CASEL competencies. The SEL program is overseen by the dean of students, who provides feedback to teachers on implementation of the program. In addition, the School Culture Team works together to identify students who may need extra support from the social worker. IHP has also received a grant to participate in the Primary Project, a play based SEL program.
- **Indicator b:** IHP leaders collect and use data to track the socio-emotional needs of students. In focus groups, teachers and school leaders explained that IHP use the program, Dean’s List to collect and review SEL data. They explained that they revisit this data in meetings to create student plans and adjust curriculum as needed. Teachers also indicated that they use Parent Square to communicate SEL concerns with parents.
- **Indicator c:** IHP leaders collect and use data regarding the impact of programs designed to support students’ social and emotional health. In focus group, school leaders discussed the daily SEL lessons and how they connect the core competencies to the IHP values. Teachers get verbal feedback from the dean of school culture during walkthroughs. During focus groups, leadership explained that the school collects data on behavior and referrals and communicates the results with teachers. Teachers have access to Dean’s List data and use it to drive MTSS bi-weekly meetings.

Benchmark 4: Financial Condition

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

Finding: Meets

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

Summative Evidence for Benchmark 4:

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

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

Financial Condition

IHP appears to be in good financial condition as evidenced by performance on key indicators derived from the school’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. IHP’s 2022-2023 composite score is 1.16.

**Composite Scores
2018-2019 to 2022-2023**

Year	Composite Score
2018-2019	-
2019-2020	1.13
2020-2021	2.09
2021-2022	2.58
2022-2023	1.16

In July 2022, IHP adopted a new accounting standard, taking on a lease liability of approximately \$13 million and a right-of-use asset of \$14.5 million. This new accounting standard negatively impacted the school’s FY 2023 statement of financial position and its composite score.

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 absence of a going concern disclosure.

Summative Evidence for Benchmark 5:

NYSED CSO reviewed IHP's 2022-2023 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.

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

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

Summative Evidence for Benchmark 6:

Over this charter term, the trajectory for this benchmark has improved from Approaching to Meets due to the board increasing their membership, participating in strategic planning, and utilizing legal counsel for policy revisions.

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

- **Indicator a:** IHP Board recruits and selects members with skills and expertise that meet the needs of the school. The board currently has five members with skills in operations, youth development, and technology. In focus group discussions, the board stated they are currently recruiting and interviewing candidates. Since the time of the renewal site visit, the board has added three board members. One member application has been submitted and approved, and two others are in the process of approval. The school is also interviewing an additional prospective member. These members add board expertise in partnerships, operations, strategic planning, financial management, and communications.
- **Indicator b:** IHP’s board engages in professional development through Board On Track workshops and receiving legal counsel on best practices. In focus group discussion, board members spoke about using a recent board retreat as a reset for setting school priorities following the change in school leadership. They are utilizing goal setting documents and in committees are strategically planning for future goals.

- **Indicator c:** IHP Board demonstrates active oversight of the charter school management, fiscal operations, and progress toward meeting academic and other school goals. Board members each sit on committees that oversee various aspects of the school’s operations.
- **Indicator d:** IHP Board regularly updates school policies. This work, according to the board, is mostly done through legal counsel who regularly review the school’s policies and make recommendations for modification on an ongoing basis.
- **Indicator e:** IHP Board utilizes a performance-based evaluation process for evaluating school leadership, itself, and providers. In a focus group, the board indicated that it continues to use Board On Track to evaluate the performance of the Head of School on an ongoing basis. In addition, it uses Board On Track to access professional development for board members and school leaders.
- **Indicator f:** IHP board demonstrates full awareness of its legal obligations to the school and stakeholders. The board indicated that they are in regular communication with legal counsel on matters relating to the policies that govern the school.

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

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

Summative Evidence for Benchmark 7:

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

1. Element: *School Leadership*:

- **Indicator a:** IHP has undergone a change in leadership during its first charter term. In focus group conversations the board, leadership, and teachers described this as a difficult but positive change. During the focus group, the school leaders answered questions about the management of school

operations. During focus groups, teachers, parents, and the school board spoke highly of the school's leadership, citing many examples of their vision, hard work, and competency.

- **Indicator b:** In its renewal application, IHP clearly defined the roles and responsibilities for leaders, staff, management, and board members. Members of the school community adhere to defined roles and responsibilities. In focus group, board members openly acknowledged that leadership had shifted and that the transition was difficult; but the current leadership team is solid and capable. In discussions with teachers and support staff, this same sentiment was echoed.
- **Indicator c:** IHP has clear and well-established communication systems and decision-making processes in place which ensure effective communication across the school. The school leadership team and instructional leadership team meet weekly to ensure they are aligned for meeting school goals and to review instructional data. Teachers and parents all indicated that they are satisfied with the communication within the school community. Board meetings, town hall meetings, and classroom communication systems all function to maintain clarity and purpose across constituencies, according to focus group discussions.
- **Indicator d:** IHP successfully recruits, hires, and retains key personnel, and makes decisions – when warranted – to remove ineffective staff members. The board made clear their commitment to excellence when they discussed the removal of previous leadership. They also indicated that they are in constant communication with the current head of school about their performance. The leadership team openly discussed their coaching model which is built to improve teacher performance and student achievement.

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

- **Indicator a:** IHP is fully staffed. According to the renewal application the school selects teachers and staff based on strong academic preparation, instructional and operational expertise, professional competence, intellectual rigor, and appreciation of diversity. During the site visit the CSO team discussed teacher certification concerns with leadership and the board. Ensuring teacher certification guidelines and fingerprint clearance requirements are met could not be confirmed.
- **Indicator b:** IHP has established structures for frequent collaboration among teachers. According to the renewal application and confirmed during focus group conversations, grade teams meet weekly to plan and review data. IHP also has weekly meetings with all staff to share initiatives, successes, and provide targeted professional development. Teachers commented that they benefit from the coaching model and planning time. Leadership made clear that instructional planning time is a commitment that they intentionally preserve.
- **Indicator c:** IHP ensures that staff has requisite skills, expertise, and professional development necessary to meet students' needs. In the focus group, IHP leadership explained that they are providing daily instructional and SEL coaching of their staff. Teachers commented that they appreciate this model and can see the difference it makes in student success. In addition to regularly embedded weekly professional development, coaching, and observations, teachers and leaders at IHP have opportunities for professional development including a summer leader institute and professional development known as summer institute for teachers each August.
- **Indicator d:** IHP has systems to monitor and maintain organizational and instructional quality. According to the renewal application and confirmed during focus group conversations, IHP utilizes the New Leaders Framework and the Danielson Framework for both teachers and social workers. In focus groups, teachers talked about the benefits of daily walk throughs and coaching provided by IHP leadership. Teachers also describe a scheduled set of instructional focuses that all teachers work on and discuss with coaching staff and leadership.

- **Indicator e:** According to the renewal application and focus group discussions with teachers and leadership, IHP uses 1:1 meetings, weekly staff meetings, and regular email surveys to solicit feedback from staff. Teachers explained that they have regular interactions with school leadership in meetings, coaching sessions, and daily walk throughs. In the renewal application the school listed the NYC School survey as a tool to solicit feedback from staff; however, the 2022 and 2023 surveys did not include staff respondents.

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

- **Indicator a:** n/a
- **Indicator b:** n/a
- **Indicator c:** n/a

Benchmark 8: Mission and Key Design Elements

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

Finding: Meets

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

Summative Evidence for Benchmark 8:

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

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

- **Indicator a:** IHP stakeholders share a common and consistent understanding of the school's mission and key design elements outlined in the charter. IHP publishes their mission and vision statement in their Scholar and Parent Handbook. In its mission IHP commits to provide high-quality curriculum and instruction, intentional leadership development, and a commitment to excellence. Throughout the renewal site visit observations and focus groups, the CSO team observed a shared understanding of the mission and key design elements. Parents in focus groups referred to their students as scholars and referenced their classrooms by their college name. The board, leadership, and teachers in focus groups referenced the key design elements and their implementation in the school.
- **Indicator b:** IHP has fully implemented the key design elements in the approved charter and has submitted a revision request in the CSO Portal to amend the description of one of its key design elements.
 - **The road to college begins in kindergarten:** The site visit team observed all classrooms named and decorated with individual college themes. Teachers and parents in focus groups referred to classrooms by their college names. The professional, and rigorous environment observed during the site visit immerses students in a scholarly atmosphere. According to the renewal application, IHP has partnered with NYU to provide reciprocal in person and virtual visits. This high-quality environment prepares them for college beginning in kindergarten.
 - **Reading is fundamental. Literacy is power:** According to the renewal application and confirmed during renewal site visit observations and focus groups, IHP provides extended time for literacy instruction and implements high quality, data driven literacy instruction, differentiation, and intervention that aligns with best practices and the New York State Next Generation ELA Learning Standards. The CSO team observed all teachers using common practices such as small-group and whole-group phonics and guided reading instruction, close reading, and small-group intervention.
 - **Student success requires a data driven approach and a relentless commitment to results:** According to the renewal application and discussed during leadership, teacher, and student

- support staff focus groups, IHP utilizes multiple methods of formative, summative, and benchmark testing for academics and SEL, as described in Benchmark 2 and Benchmark 3 of this report.
- **Exceptional teaching produces exceptional results:** As indicated in the renewal application and observed during the site visit classroom observations, the teaching staff at IHP demonstrated exceptional teaching. IHP also provides teaching staff with ongoing embedded coaching, weekly differentiated professional development, and summer professional development.
 - **Intentional character development creates student leaders:** Ivy Hill Preparatory Academy focuses on intentional character development. During site visit focus groups with leadership, student support staff, and teachers, the multi-faceted approach was described and observed. IHP teachers use SEL curriculum daily with coaching and support from the Dean of School Culture. Students receive extra support with the Primary Project, and school social workers. Character development is also facilitated through the school's martial arts program. According to the renewal application and observed on site, staff at IHP model and set the expectations for the school's Ivy LEAGUE (**L**eadership, **E**xcellence, **A**cademic **G**rowth, **U**nique, **C**onfidence) Values.
 - **It takes a village to raise a child:** IHP's use of Ujima Plans exemplifies this key design element. During the site visit focus groups with parents, teachers, and leadership, all stakeholders described the use of these collaborative plans for students in need of extra support in any area. Teachers, student support staff, school leadership, and families meet to create an intervention plan that is implemented and reviewed regularly.

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: Falls Far Below

<u>Element</u>	<u>Indicators</u>
1. <i>Targets are met</i>	a. The school maintains sufficient enrollment demand for the school to meet or come close to meeting the enrollment plan outlined in the charter.
2. <i>Targets are not met</i>	a. The school is making regular and significant annual progress toward meeting the targets. 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. 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:

During this charter term, the trajectory for this benchmark has declined from Approaches to Falls Far Below due to a decline in overall enrollment, consistent under-enrollment of subgroups, and a decline in retention rates.

1. Element: **Targets are met:**

- **Indicator a:** n/a

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

- **Indicator a:** IHP’s overall enrollment declined to 71 percent in the most current year, 2022-2023, and is now a violation of their charter agreement. SWD, ELL, and ED student enrollments are all below the DOL. SWD is -5 percentage points below, ELL is -10, and ED is -7. Retention rates overall and for SWD and ED students declined in 2022-2023 and are currently -19 percentage points below the DOL overall, -8 for SWD, and -16 for ED students. There were no enrolled ELL students in 2022-2023 to be retained.
- **Indicator b:** IHP has implemented some recruitment strategies. According to the renewal application, the school is leveraging bilingual and multilingual staff members to support outreach

efforts by ensuring media and advertising campaigns are translated in multiple languages. School personnel visit local Pre-K and Head Start organizations, conduct tours of the school, and have begun a partnership with SchoolMint to create paid advertisements on social media platforms.

- **Indicator c:** According to the renewal application, IHP Board of Trustees and leadership team meet bi-weekly to analyze overall and subgroup enrollment recruitment strategies and make improvements as needed. During the site visit focus group, the board confirmed that IHP is actively communicating with families via a consultant who speaks Creole, Haitian, and Spanish to actively enroll ELL.

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: Falls Far Below

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

Summative Evidence for Benchmark 10:

During this charter term, the trajectory for this benchmark has declined from Approaches to Falls Far Below due to inconsistent and incomplete reporting, overall and subgroup under-enrollment, ongoing fingerprint clearance issues, and teacher certification issues.

1. Element: *Legal Compliance*:

- **Indicator a:** IHP has a poor record of legal compliance. The school is currently out of compliance regarding timely reporting including student attendance, BEDS IMF, EFT Reports, Safety Plan, End of Year Certification, Staff Snapshot, and other staff reports. Analysis of the faculty/staff roster submitted with the school’s 2022-2023 Annual Report showed four employees whose fingerprint clearance could not be verified, and the school has not provided documentation for them. This has been an ongoing issue during the charter term. Of the 20 people hired during the 2022-2023 school year, 18 of them worked at the school prior to receiving clearance an average of 147 days. These are serious safety violations. IHP continues to have challenges with teacher certification. Further analysis of the rosters showed that of the 30 teachers reported, 21 of them are uncertified. That is above the limit allowed by statute. The school is currently out of compliance with its overall enrollment obligation and subgroup enrollment is below that of the DOL (see Benchmark 9 narrative for details).
- **Indicator b:** As of the site visit date, the school has not had to undertake formal corrective action measures, but according to school and CSO liaison email communication it has proactively been developing its own action plans for improvement of reporting and compliance. A 2022 New York City Department of Education audit found the school to have a 78% immunization compliance rate. Recent data provided by the school indicates IHP now has a 92% compliance rate in this area.
- **Indicator c:** IHP has sought Board of Regents and/or Charter School Office approval for significant revisions by maintaining an ongoing dialogue with their NYSED CSO Liaison.

2024 NYSED Charter School Information Dashboard

Overview

Charter School Selection

IVY HILL PREPARATORY CHARTER SCHOOL

BEDS Code

331800861146

2022-2023 Enrollment

212

ESEA Accountability Designation (2023-2024):

This school is designated as a school in need of **Local Support and Improvement** under current New York State criteria as defined by the Elementary and Secondary Education Act.

Charter School Information

School District of Location:	NYC CSD 18
Total Public School Enrollment of Resident Students attending Charter Schools:	32%
Additional School District: (if applicable)*	-
Total Public School Enrollment of Resident Students attending Charter Schools:	-
Grades Served:	K-5
Address:	475 E 57TH ST, BROOKLYN, NY, 11203
Website:	https://www.ivyhillprep.org
RIC:	NEW YORK CITY
Regents Region:	NEW YORK CITY - BROOKLYN
Regent:	Vacant
Active Date:	7/1/2019
Authorizer:	REGENTS
CEO:	MS. ANNEDREA COLEMAN
CEO Phone:	347-622-2269
CEO Email:	acoleman@ivyhillprep.org
BOT President:	MS. NANCY OLISMA
BOT President Phone:	347-266-6723
BOT President Email:	nancy.olisma@gmail.com
Institution ID:	800000090255

*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.

BoR Charter School Office Information

Regional Liaison:	Jennifer Marshall
Performance Framework:	2015
Current Term:	07/01/19 - 06/30/24
2019-2020	Check-in
2020-2021	Check-in
2021-2022	Midterm
2022-2023	Check-in
2023-2024	Renewal

Benchmark Rating	Year of Rating
BM1	
BM2	
BM3	
BM4	
BM5	
BM6	
BM7	
BM8	
BM9	
BM10	

CSO Survey Results

	Confidence Interval	Response Rate	Survey Population	Total Responses
Parent Survey	N/A	N/A	N/A	N/A
Student Survey (Grades 9-12)	N/A	N/A	N/A	N/A
Teacher Survey	N/A	N/A	N/A	N/A

2024 NYSED Charter School Information Dashboard

Benchmark 1 - Indicator 1: Similar Schools Comparison

Charter School

IVY HILL PREPARATORY CHARTER SCHOOL

Not applicable to this charter school

*See NOTES (1) and (11).

2024 NYSED Charter School Information Dashboard

Benchmark 1 - Indicator 2: Elementary/Middle School Outcomes

Charter School

IVY HILL PREPARATORY 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%

Ivy Hill Preparatory CS	ELA		Math	
	All Students	ED	All Students	ED
2022-2023	25%	20%	91%	89%

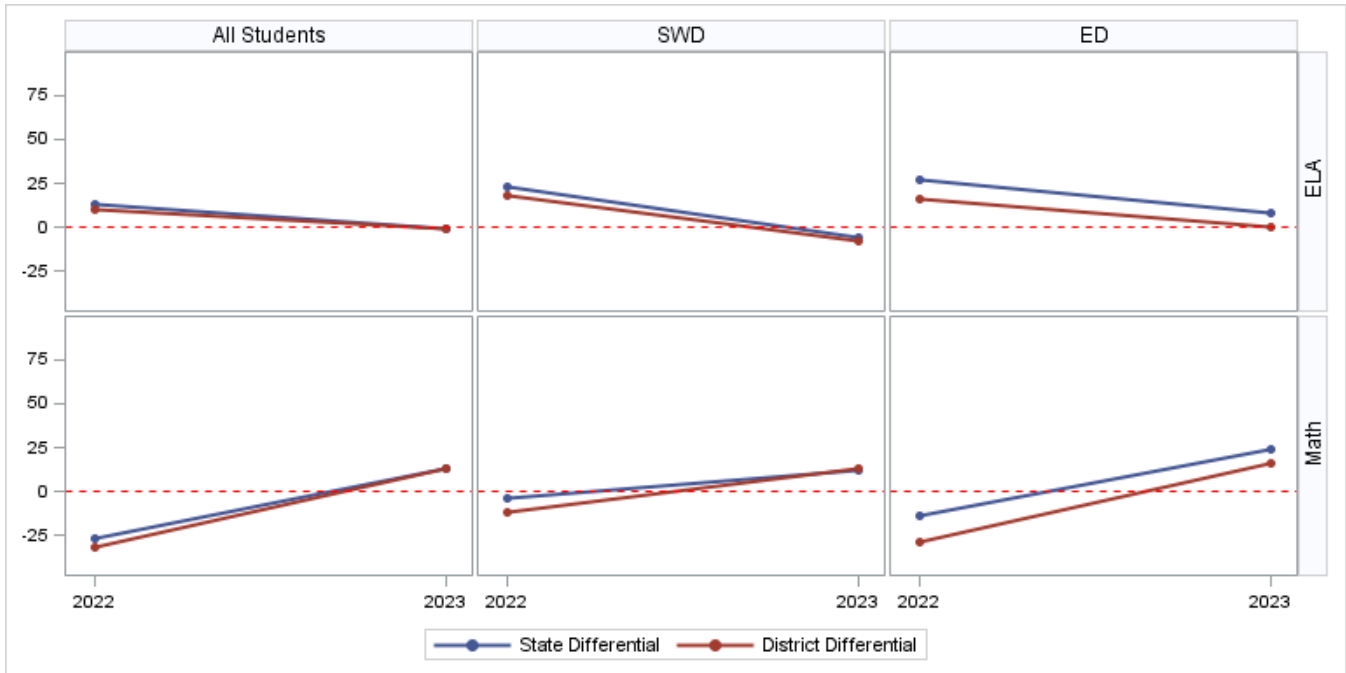
*See NOTES (2), (3), (7), and (8).

2024 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 Ivy Hill CS and NYC CSD 18**



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

2024 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				
		Ivy Hill Preparatory CS	NYC CSD 18	District Differential	NYS	NYS Differential	Ivy Hill Preparatory CS	NYC CSD 18	District Differential	NYS	NYS Differential
All Students	2021-2022	59%	49%	+10	46%	+13	21%	53%	-32	48%	-27
	2022-2023	46%	47%	-1	47%	-1	67%	54%	+13	54%	+13
SWD	2021-2022	43%	25%	+18	20%	+23	20%	32%	-12	24%	-4
	2022-2023	14%	22%	-8	20%	-6	40%	27%	+13	28%	+12
ED	2021-2022	62%	46%	+16	35%	+27	22%	51%	-29	36%	-14
	2022-2023	44%	44%	0	36%	+8	66%	50%	+16	42%	+24

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

2024 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

All Students		ELA					Mathematics				
		Ivy Hill Preparatory CS	NYC CSD 18	Differential to District	NYS	Differential to NYS	Ivy Hill Preparatory CS	NYC CSD 18	Differential to District	NYS	Differential to NYS
Grade 3	2022	59%	49%	+10	46%	+13	21%	53%	-32	48%	-27
	2023	53%	44%	+9	45%	+8	69%	56%	+13	54%	+15
Grade 4	2023	25%	50%	-25	49%	-24	65%	51%	+14	54%	+11

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

2024 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

Students with Disabilities		ELA					Mathematics				
		Ivy Hill Preparatory CS	NYC CSD 18	Differential to District	NYS	Differential to NYS	Ivy Hill Preparatory CS	NYC CSD 18	Differential to District	NYS	Differential to NYS
Grade 3	2022	43%	25%	+18	20%	+23	20%	32%	-12	24%	-4
	2023	17%	19%	-2	19%	-2

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

2024 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

Economically Disadvantaged		ELA					Mathematics				
		Ivy Hill Preparatory CS	NYC CSD 18	Differential to District	NYS	Differential to NYS	Ivy Hill Preparatory CS	NYC CSD 18	Differential to District	NYS	Differential to NYS
Grade 3	2022	62%	46%	+16	35%	+27	22%	51%	-29	36%	-14
	2023	50%	41%	+9	34%	+16	69%	52%	+17	42%	+27
Grade 4	2023	29%	46%	-17	38%	-9	60%	48%	+12	42%	+18

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

2024 NYSED Charter School Information Dashboard

Benchmark 9 - Indicator 1: Enrollment and Retention

Charter School

IVY HILL PREPARATORY CHARTER SCHOOL

1.a.i. Aggregate Enrollment:

Aggregate Enrollment: Reported vs Contracted - Target = 100%

Ivy Hill Preparatory CS	Contracted Enrollment	Reported Enrollment	Percent of Contracted Enrollment
2019-2020	120	115	96%
2020-2021	180	176	98%
2021-2022	240	235	98%
2022-2023	300	212	71%

1.a.ii. Subgroup Enrollment:

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

	SWD			ELL			ED		
	Ivy Hill Preparatory CS	NYC CSD 18	Differential to District	Ivy Hill Preparatory CS	NYC CSD 18	Differential to District	Ivy Hill Preparatory CS	NYC CSD 18	Differential to District
2019-2020	17%	17%	0	0%	9%	-9	86%	78%	+8
2020-2021	14%	17%	-3	0%	8%	-8	75%	78%	-3
2021-2022	13%	19%	-6	0%	9%	-9	82%	77%	+5
2022-2023	17%	22%	-5	0%	10%	-10	74%	81%	-7

*See NOTES (2) and (6).

2024 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		
	Ivy Hill Preparatory CS	NYC CSD 18	Differential to District	Ivy Hill Preparatory CS	NYC CSD 18	Differential to District	Ivy Hill Preparatory CS	NYC CSD 18	Differential to District	Ivy Hill Preparatory CS	NYC CSD 18	Differential to District
2020-2021	90%	88%	+2	95%	87%	+8	.	.	.	89%	87%	2
2021-2022	83%	79%	+4	72%	72%	0	.	.	.	81%	80%	+1
2022-2023	63%	82%	-19	74%	82%	-8	.	.	.	66%	82%	-16

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

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

Not applicable to this charter school

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

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

2024 NYSED Charter School Information Dashboard

Notes

- (1) Data in the table above represents tested students who scored proficiently on the NYSTP ELA, math, or science assessments or on the Regents math or science exams.*
- (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).*
- (11) Data in the table above is a comparison of the differentials of the 3-8 assessments and the 4-year graduation rate for the school and other schools with the same grade structure and similar subgroup enrollment pattern. The notation +/- 5, indicates the highest level of similarity.*
- (12) Data in the table above represents students who passed their Regents ELA exam with a score equal to or higher than 75 and also passed at least one of their Regents math exams with a score equal to or higher than 80.*
- (13) Schools are considered 'similar' for the purpose of this comparison when they serve the same grade band as the school in question. The degree of similarity is determined by comparison of the percentage of each subgroup's enrollment (students with disabilities, English language learners, and economically disadvantaged students). An assignment of +/- 5 (7.5, or 10) indicates that the schools' subgroup enrollments are within 5 (7.5, or 10) percentage points for each subgroup.*

Charter School Fiscal Accountability Summary

IVY HILL PREPARATORY CHARTER SCHOOL

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

	2018-19	2019-20	2020-21	2021-22	2022-23
Grades Served	-	K-1	K-2	K-3	K-4
Maximum Chartered Grades Served	-	K-5	K-5	K-5	K-5
Chartered Enrollment	-	120	180	240	300
Maximum Chartered Enrollment	-	360	360	360	360
Actual Enrollment	-	115	176	235	213

ASSETS

Current Assets

Cash and Cash Equivalents	-	744,349	1,924,273	3,151,912	2,385,554
Grants and Contracts Receivable	-	181,766	45,165	118,952	456,525
Prepaid Expenses	-	8,974	89,499	22,348	30,692
Other Current Assets	-	-	-	-	-
Total Current Assets	-	935,089	2,058,937	3,293,212	2,872,771

Non-Current Assets

Property, Building and Equipment, net	-	358,472	303,993	279,481	441,503
Restricted Cash	-	20,000	50,000	75,000	100,000
Security Deposits	-	93,750	93,750	93,750	312,500
Other Non-Current Assets	-	-	-	-	13,257,377
Total Non-Current Assets	-	472,222	447,743	448,231	14,111,380
Total Assets	-	1,407,311	2,506,680	3,741,443	16,984,151

LIABILITIES and NET ASSETS

Current Liabilities

Accounts Payable and Accrued Expenses	-	176,242	83,077	162,498	151,475
Accrued Payroll and Payroll Taxes	-	62,849	65,453	132,901	143,875
Due to Related Parties	-	-	-	-	-
Refundable Advances	-	-	23,745	9,261	-
Other Current Liabilities	-	701,938	451,938	201,938	950,058
Total Current Liabilities	-	941,029	624,213	506,598	1,245,408

Long-Term Liabilities

Deferred Rent	-	224,000	1,175,938	1,877,877	-
Other Long-Term Liabilities	-	-	-	-	14,464,072
Total Long-Term Liabilities	-	224,000	1,175,938	1,877,877	14,464,072
Total Liabilities	-	1,165,029	1,800,151	2,384,475	15,709,480

NET ASSETS

Unrestricted	-	242,282	696,529	1,356,968	1,274,671
Restricted	-	-	10,000	-	-
Total Net Assets	-	242,282	706,529	1,356,968	1,274,671
Total Liabilities and Net Assets	-	1,407,311	2,506,680	3,741,443	16,984,151

OPERATING REVENUE

State and Local Per Pupil Revenue - Reg. Ed	-	1,829,391	2,819,107	3,837,383	3,734,581
State and Local Per Pupil Revenue - SPED	-	217,548	185,204	343,606	456,343
State and Local Per Pupil Facilities Revenue	-	521,828	750,000	1,000,000	1,125,508
Federal Grants	-	905,916	158,355	340,656	512,353
State and City Grants	-	28,831	-	-	65,936
Other Operating Income	-	2,364	14,048	24,856	-
Total Operating Revenue	-	3,505,878	3,926,713	5,546,501	5,894,721

EXPENSES

Program Services

Regular Education	-	2,139,006	2,059,759	3,272,568	3,859,496
Special Education	-	908,900	933,980	1,090,455	1,450,510
Other Expenses	-	-	-	-	-
Total Program Services	-	3,047,906	2,993,739	4,363,023	5,310,006

Supporting Services

Management and General	-	563,324	443,741	523,992	657,467
Fundraising	-	33,788	24,986	9,047	14,654
Total Support Services	-	597,112	468,727	533,039	672,121
Total Expenses	-	3,645,018	3,462,466	4,896,062	5,982,127
Surplus/Deficit from Operations	-	(139,140)	464,247	650,439	(87,406)

SUPPORT AND OTHER REVENUE

Interest and Other Income	-	-	-	-	3,559
Contributions and Grants	-	381,422	-	-	1,550
Fundraising Support	-	-	-	-	-
Other Support and Revenue	-	-	-	-	-
Total Support and Other Revenue	-	381,422	-	-	5,109
Change in Net Assets	-	242,282	464,247	650,439	(87,297)
Net Assets - Beginning of Year	-	-	242,282	706,529	1,356,968
Net Assets - End of Year	-	242,282	706,529	1,356,968	1,274,671

REVENUE & EXPENSE BREAKDOWN

Revenue - Per Pupil		2019-20	2020-21	2021-22	2022-23
Operating	-	30,486	22,311	23,602	27,675
Support and Other Revenue	-	3,317	-	-	24
Total Revenue	-	33,803	22,311	23,602	27,699
Expenses - Per Pupil		2019-20	2020-21	2021-22	2022-23
Program Services	-	26,504	17,010	18,566	24,930
Management and General, Fundraising	-	5,192	2,663	2,268	3,155
Total Expenses	-	31,696	19,673	20,834	28,085
% of Program Services	0.0%	83.6%	86.5%	89.1%	88.8%
% of Management and Other	0.0%	16.4%	13.5%	10.9%	11.2%
% of Revenue Exceeding Expenses	0.0%	6.6%	13.4%	13.3%	-1.4%

FINANCIAL COMPOSITE SCORE

Composite Score	-	1.13	2.09	2.58	1.16
BENCHMARK and FINDING: Strong: 1.5 - 3.0 / Adequate: 1.0 - 1.4 / Needs Monitoring: -1.0 - 0.9	-	Adequate	Strong	Strong	Adequate

WORKING CAPITAL

Net Working Capital	-	(5,940)	1,434,724	2,786,614	1,627,363
Working Capital (Current) Ratio	-	1.0	3.3	6.5	2.3
BENCHMARK and FINDING: Ratio should be equal to or greater than 1.2	-	Does Not Meet Standard	Meets Standard	Meets Standard	Meets Standard

DEBT TO ASSET

Debt to Asset Ratio	-	0.8	0.7	0.6	0.9
BENCHMARK and FINDING: Ratio should be equal to or less than 1.0	-	Meets Standard	Meets Standard	Meets Standard	Meets Standard

CASH POSITION

Days of Cash	-	74.5	202.8	235.0	145.6
BENCHMARK and FINDING: Ratio should be equal to or greater than 60 days	-	Meets Standard	Meets Standard	Meets Standard	Meets Standard

TOTAL MARGIN

Total Margin Ratio	-	0.1	0.1	0.1	(0.0)
BENCHMARK and FINDING: Ratio should be equal to or greater than 0.0	-	Meets Standard	Meets Standard	Meets Standard	Does Not Meet Standard

