



**Charter Schools Institute**  
The State University of **New York**

## Summary of Findings and Recommendations

---

*Proposal to Establish*  
**NEW YORK CITY CHARTER SCHOOLS OF THE ARTS**

October 1, 2015

Charter Schools Institute  
State University of New York  
41 State Street, Suite 700  
Albany, New York 12207  
(518) 433-8277  
(518) 320-1572 (fax)  
[www.newyorkcharters.org](http://www.newyorkcharters.org)

## **Executive Summary**

The applicants submitted the proposal to establish the **New York City Charter School of the Arts** (“City School of the Arts”) to the SUNY Charter Schools Institute (the “Institute”) on July 29, 2015 in response to the Institute’s Request for Proposals (the “RFP”) (available at: [www.newyorkcharters.org/create/request-for-proposals/2015-suny-request-for-proposals](http://www.newyorkcharters.org/create/request-for-proposals/2015-suny-request-for-proposals)) that was released on behalf of the of the State University of New York Board of Trustees (the “SUNY Trustees”) on July 2, 2015.

City School of the Arts intends to operate one school to be located in a public or private facility in New York City Community School District (“CSD”) 1 or 2 in Manhattan. The new school will open in August 2016 with 102 students in 6<sup>th</sup> grade and will grow one grade each year to serve 306 students in grades 6-8 during its first charter term. The City School of the Arts will admit new students and backfill all vacant seats at all grade levels. As a charter school with lottery admission, the proposed school would not require an audition or portfolio for admission.

The Institute finds that the proposal for City School of the Arts rigorously demonstrates the criteria detailed in the RFP, which are consistent with the New York Charter Schools Act of 1998 (as amended, the “Act”).

Based on the proposal, as amended, and the foregoing:

The Institute recommends that the SUNY Trustees approve the proposal to establish the **New York City Charter School of the Arts**.

## **Background and Description**

Amendments to the Act in 2015 increased the total number of charter schools allowable in the state to 482 charters. The 2015 amendments to the Act allow New York authorizers (the SUNY Trustees as well as the New York State Board of Regents) the ability to grant 50 of the 180 available charters to applicants seeking to open schools in New York City. The Institute received six total proposals to create new charter schools in response to the July round of the 2015 RFP.

The Institute conducted a rigorous evaluation of the proposal under consideration including academic, fiscal and legal soundness reviews. In addition, the Institute engaged independent consultants to evaluate the academic, fiscal and organizational soundness of the school based on the criteria set forth in the RFP. Pursuant to its protocols, the Institute, as well as Trustee Joseph Belluck, Chairman of the SUNY Trustees' Charter Schools Committee, conducted interviews with the applicants, the proposed board of trustees, and key City School of the Arts leadership.

## **Mission and Key Design Elements**

The mission of City School of the Arts will be “to inspire a diverse community of young people to engage with the arts as a pathway to rich and rigorous academic scholarship and a creative, purposeful life.”

Key design elements of the City School of the Arts' academic program and school model include:

- **Curriculum:** Guided by a growing body of research that demonstrates that in-depth study in the visual and performing arts results in measurably better academic performance for all students, the City School of the Arts will leverage arts-infused learning across all content areas to produce exceptional academic outcomes. In addition to alignment with the Common Core State Standards (“CCSS”), the school’s coursework will also meet National Core Arts Standards, which overlap with the CCSS at over 400 points of convergence. The academic program will include extended humanities and mathematics blocks, a purposeful variety of formative, summative and interim assessments to measure student progress and inform instruction, and comprehensive artistic offerings. All 6<sup>th</sup> grade students will study piano and become fluent in reading music, all 7<sup>th</sup> grade students will study dance and visual art, and all 8<sup>th</sup> grade students will pursue advanced study in a chosen artistic major.
- **Catching Up/Catching Air:** The school will employ intervention methods grounded in the arts to maximize student engagement, provide targeted academic supports for struggling students and design creative extensions for those who are ready for more challenging work. Full time special educators and English as a Second Language teachers will work closely with leaders and academic and artistic staff to support students across a wide range of learning needs. The school will offer end of day tutoring for students performing in the lowest 30

percent on interim assessments, in addition to biweekly intervention blocks embedded in the instructional schedule.

- **Capacity:** City School of the Arts will invest significant resources into a robust professional development program to develop and sustain an innovative, results driven and collaborative staff. In addition to four weeks of summer pre-service training for all teachers, leaders will hold weekly differentiated professional development sessions throughout the school year. City School of the Arts has forged partnerships with multiple community organizations, such as the Juilliard School and the Yellin Center for Mind, Brain and Education, that will support school leaders in training teachers to design effective cross-disciplinary curricular frameworks, units, and daily lesson plans to develop students' creative and academic skills. The school will also hold data analysis sessions after the administration of each interim assessment to support teachers in the agile and responsive use of data to inform instruction with maximum effectiveness.
- **Culture:** The school will build community by supporting students' socio-emotional wellness through its advisory curriculum developed in partnership with the Community of Unity. During dedicated Circle advisory periods each day, students will use mindfulness practices to enhance focus, improve academic performance, manage stress, develop empathy and navigate difference with resilience and creativity.
- **Camp:** City School of the Arts' students will participate in three separate trips per year to Camp Vacamas, the school's partner wilderness facility in New Jersey, to learn in a natural environment that dramatically contrasts with their life in the city. The school will integrate these unique hands-on learning experiences with its science curriculum through long-term stewardship projects in areas such as composting, recycling and water purity.

### **Calendar and Schedule**

City School of the Arts will offer an extended school day and year with 185 days of instruction; the first day of the 2016-17 school year will be on or around August 29, 2016 and the last day would be on or around June 23, 2017. Subsequent school years will follow a similar calendar. The extended school day will run from 8:00 a.m.- 4:35 p.m. four days per week; on Thursdays, the school will dismiss students at 1:35 p.m. to allow for school-wide professional development activities. City School of the Arts will provide students with a total of 1,955 minutes of instruction per week, an increase of 33% over the state minimum of 1,500 minutes mandated in New York Education Law § 2851(2)(n) and 8 NYCRR § 175.5, and provided at the majority of New York City Department of Education ("NYCDOE") schools.

## **Academic Program**

The school's academic program is structured as follows:

- City School of the Arts will offer 560 minutes of integrated English language arts (“ELA”) and social studies instruction through double period humanities blocks each day, using a teacher-designed humanities curriculum to contextualize material through thematic units tailored to students’ developmental needs at each grade level.
- The school will offer 380 weekly minutes of math instruction based on Pearson’s inquiry-based Connected Math Program as well as school-identified or created supplemental tools to ensure both conceptual and procedural understanding of all content.
- Students will partake in 275 weekly minutes of science instruction using the Full Option Science System curriculum including an extended two hour lab period each week, during which students would formulate hypotheses, conduct experiments, and analyze and present data and findings.
- Each year, students will complete two interdisciplinary, arts-infused culminating projects, one focused on humanities and one focused on science, technology, engineering and math (“STEM”), in conjunction with two of the proposed school’s partner organizations: Young Audiences and the Lower East Side Ecology Center.
- Each week, all 6<sup>th</sup> grade students will also receive 165 minutes of piano instruction, 220 minutes of Ensemble programming in physical education and/or visual arts, and spend 230 minutes in a Circle advisory class designed to strengthen life, study and socio-emotional skills through team building activities.
- Each student will attend three, 3-day camp experiences over the course of the year at the school’s wilderness partner, Camp Vacamas in New Jersey, to participate in hands-on science and ecology instruction as well as kinesthetic team building activities.
- City School of the Arts will use Restorative Justice practices to create and maintain a strong school culture with high behavioral expectations for all students.
- The City School of the Arts will offer a well developed, school wide Response to Intervention procedure to support struggling students, and provide Special Education Teacher Support Services (SETSS) for students with disabilities. An English as a Second Language Specialist will address the language acquisition and literacy needs of English language learners (“ELLs”).

## **Organizational Capacity**

City School of the Arts will implement a dual leadership structure, splitting instructional and operational responsibilities between two leaders: a Principal will serve as the instructional head of school, responsible for overseeing curriculum, instruction, school culture and community relations; a Director of Operations will oversee facilities, enrollment, financial management, compliance reporting and other non-instructional matters. This division of responsibilities will allow the Principal to maximize time in classrooms with teachers and students, while the Director of Operations runs the day to day operations of the school. City School of the Arts will also employ a Director of Integration and Partnerships, a Director of Student Support and an Artistic Director, each of whom will oversee and support a delegation of subject area teachers. Throughout the year, various community partners will provide additional on-site training, and support and collaborate on instruction with the school's faculty and students. Through an endowment, teaching artists from the Juilliard School of Music will augment the school's music program by providing piano instruction and instruments at no cost for all students.

## **Governance**

The proposed by-laws of City School of the Arts indicate that the education corporation board will consist of no fewer than nine and no more than 15 voting members with the exact number to be fixed once chartered. The proposed initial members of the board of trustees are set forth below.

- 1. Danal Abrams, Proposed Chair.** Mr. Abrams is transaction counsel at Moore Capital Management, LP, a global alternative investment manager. He graduated from Columbia Law School in 1984 and from Carleton College in 1976. Mr. Abrams and his wife Wendy have lived in New York City for the past 25 years and are heavily involved in the Brearley School, where their daughter attended K-12. He will provide pro bono legal support to the founding team, focusing on facilities negotiation, contracts and accountability.
- 2. Laura Blankfein, Proposed Vice Chair.** Mrs. Blankfein is an active school reform champion and charter school advocate. She currently sits on the board of trustees of Excellence Boys and Excellence Girls Charter Schools (authorized by SUNY), and serves as their board representative to The Uncommon Charter High School (a shared program between SUNY authorized charter schools within the Uncommon New York City Charter Schools education corporation). She also serves on the board of the Ethical Culture Fieldston School, where she was board co-chair from 2008-2012. Mrs. Blankfein graduated magna cum laude from Barnard College, where she subsequently served on the board of trustees. She received her law degree from Georgetown University, and was in private practice for four years. She went on to spend nine years practicing in the office of the Corporation Counsel of the City of New York. Her tutoring work with students at the Association to Benefit Children's Echo Park in East Harlem inspired her to fund Echo Park's Saturday program, one of many

examples of the impact that the Lloyd and Laura Blankfein Foundation has had on education reform and youth services in New York City.

- 3. Matthias Ederer, Proposed Treasurer.** Mr. Ederer is a financial analyst at Wingspan Capital Management, an investment firm he founded with former colleagues from Goldman Sachs. Prior to joining Wingspan, Mr. Ederer worked for seven years at Goldman Sachs in New York and London. Possessing a passionate interest in both education and the arts, he was a teaching assistant during his time at Oxford and attended violin master classes at the Vienna University of Music and Performing Arts and the Liszt Academy of Music in Budapest. Mr. Ederer holds a Bachelor of Arts from the University of Warwick and a Master's of Economics from Oxford.
- 4. Benjamin Gliklich, Proposed Secretary.** Mr. Gliklich is the Director of Corporate Development at Platform Specialty Products. Prior to joining Platform, he worked for three years at General Atlantic, a global growth equity firm, and at Goldman Sachs in the investment banking division for 4 years. Mr. Gliklich graduated cum laude from Princeton University and Columbia Business School.
- 5. Jim Chu, Proposed Community Liaison.** Mr. Chu was born and raised on the Lower East Side, but attended Stuyvesant, one of the most selective public high schools in the Northeast, for lack of adequate public local options. He sees the gap in access pervade still today. Mr. Chu is an actor and local businessman; among restaurants, bars, and other projects, he recently opened a local innovation space on the Lower East Side, 'Specials on C,' in an unused storefront to foster community engagement in the arts, entrepreneurship, and STEM. He serves on the board of Trinity's Service and Food for the Homeless, also on the Lower East Side, and holds a Bachelor of Arts in Psychology from Augustana University.
- 6. Arthur Levine, Proposed Trustee.** Dr. Levine is the president of the Woodrow Wilson National Fellowship Foundation and president emeritus of Teachers College at Columbia University. He previously served as Chair of the Higher Education Program, Chair of the Institute for Educational Management, and senior lecturer at the Harvard Graduate School of Education. Dr. Levine currently oversees the creation of MIT's teacher preparation institute and is the author of nine books on American education, as well as dozens of articles and reviews including a series of noted reports for the Education Schools Project. Dr. Levine will support the creation of structures and school culture that would help attract, develop and retain exceptional leaders and teachers.
- 7. Jose De Jesus, Proposed Trustee.** Mr. De Jesus is the head of the upper school at Packer Collegiate in Brooklyn Heights. Mr. De Jesus grew up in Manhattan, attending Horace Mann before graduating cum laude from Wesleyan and earning his Master's Degree from Teachers College at Columbia University. Prior to assuming his role as head of upper school, Mr. De Jesus was the director of community affairs at the Spence School.

- 8. Alejandro Duran, Proposed Trustee.** Mr. Duran is a photographer, filmmaker, poet and educator. As the founding director of The Digital Project, he has directed educational videos for Expeditionary Learning, Columbia University and The Museum of Arts and Design. Mr. Duran will advise the founding team on technology design and establish their digital media program.
- 9. Elizabeth (Betsy) Burke, Proposed Trustee.** Ms. Burke is a corporate associate in the commercial banking and securities groups at Cravath, Swaine & Moore, LLP, and would work with Mr. Abrams to provide legal counsel to the founding team. Prior to earning her law degree at Yale, Ms. Burke taught 7<sup>th</sup> and 8<sup>th</sup> grade ELA at M.S. 279 in the Bronx as a Teach for America Corps member. She graduated summa cum laude from Dartmouth University.
- 10. Thomas McDermott, Proposed Trustee.** Mr. McDermott is the Director of School Support at the Achievement Network in Boston. Mr. McDermott will advise the leadership team on the use of data to support targeted instruction that meets the needs of all students.
- 11. Denisse Polanco, Proposed Trustee.** Ms. Polanco is a lead teacher for a bilingual Head Start preschool supported by the Children’s Aid Society. A proud graduate of Bronx Prep and a leader in the musical theater program, Ms. Polanco is honored to collaborate with her former teachers and mentors.
- 12. Adam Falkner, Proposed Trustee.** Mr. Falkner is the founder of the Dialogue Arts Project, an organization that uses the arts, and especially writing, to help students and leaders collaborate and communicate more effectively across difference. A former high school English teacher in New York City’s public schools, and an award-winning speaker, writer and performer, he is currently an instructor of English Education at Columbia University’s Teachers College, where he is also pursuing a Doctor of Philosophy in Sociology and English Education.
- 13. Daniel Hew, Proposed Trustee.** Mr. Hew is a high school English instructor at KIPP NYC College Preparatory Charter School in the Bronx (authorized by the New York State Board of Regents). Previously, Mr. Hew was a teacher and grade team leader at Bronx Preparatory Charter School (authorized by SUNY) and a Teach for America Corps member. He graduated magna cum laude with a Bachelor of Arts in English from Rutgers University and holds a Master’s of Science in teaching from Fordham University.

## Facilities

The school has indicated that they will work with the NYCDOE to explore the option of using space in underutilized public schools in CSDs 1 or 2. Its contingency plan is to locate in a private facility in CSD 1 or 2. The Institute reviews all proposed facilities in accordance with the charter agreement.

## Fiscal Impact

The fiscal impact of City School of the Arts on the district of residence, the New York City School District (the “District”), is summarized below.

### **CITY SCHOOL OF THE ARTS**

Charter Year	Expected Number of Students (A)	Basic Charter School Per Pupil Aid (B)	Projected Per Pupil Revenue (A x B)	Public Facility Aid (D)*	Total Project Funding From District to Charter School (C+D)	New York City School District Budget (F)**	Projected District Impact (E/F)
Year 1 (2016-17)	102	\$13,877	\$1,415,454	\$283,091	\$1,698,545	\$21,800,000,000	.008%
Year 5 (2020-21)	306	\$13,877	\$4,246,362	\$849,272	\$5,095,634	\$21,800,000,000	.023%

\* 20% additional funding over standard per pupil funding if the schools are unable to locate in a public facility.

\*\*The NYCDOE budget was derived from the NYCDOE’s website: <http://schools.nyc.gov/AboutUs/funding/overview>.

The calculations above conservatively assume the current basic per pupil aid will not increase during the term of the charter. While it is likely that the District’s budget will grow over time, the Institute is being conservative by leaving it unchanged in five years. Since the proposed school would seek to locate in public space, the estimates reflect the 20% addition to per pupil funding that the school would receive if suitable public space were not available. Based on these assumptions, and projections that the charter school would have full enrollment, City School of the Arts will have minimal fiscal impact on public schools in the District.

The estimates used by the Institute to conduct its analysis are subject to unpredictable changes in the District’s budget in any given year, changes in the charter school per-pupil funding, and the actual enrollment in the charter school. For example, in the event that the budget of the District increases 5% in five years (assumes a 1% increase each year) to \$22.9 billion and the basic per pupil aid to charter schools remains unchanged, the impact to the District would remain minimal: 0.23% in the 2020-21 school year. While the school has included in its proposal estimated calculations accounting for special education revenue, federal Title I funds, other federal grants and/or funds provided by the District and to be received by the charter school, the Institute’s calculations and analysis do not account for these sources of potential revenue.

The Institute finds that the fiscal impact of the proposed school on the District, public charter, public District and nonpublic schools in the same geographic area will be minimal. In the event that the school opens with a slightly larger enrollment, the Institute has determined that the fiscal

impact of the proposed school on the District, public charter, public District and nonpublic schools in the same geographic area will also be minimal.

The Institute reviewed the school's proposed start-up and fiscal plans and supporting evidence for each year of the proposed charter term. The Institute finds the budgets and fiscal plans are sound and that sufficient start-up funds will be available to the new charter school.

### **Notification and Public Comments**

The Institute notified the District as well as public and private schools in the same geographic area of the proposed school about receipt of the proposal, and the proposal was posted on the Institute's website for public review. The NYCDOE held a public hearing pertaining to the proposal on October 1, 2015. The Institute has separately compiled any comments received by the Institute in a Summary of Public Comments (Appendix C). The Institute carefully reviews and considers all public comments received prior to finalizing its recommendation. To date, the SUNY Trustees have not received any District comments on the proposal.

### **Preference Scoring**

The RFP identified the minimum eligibility requirements and preference criteria required by Education Law § 2852(9-a). The proposal met the eligibility requirements, as evidenced by the following:

- the proposal was sufficiently complete, i.e., it included a Transmittal Sheet, Proposal Summary and responses to all RFP requests as prescribed by the Institute;
- the proposal included a viable plan to meet the enrollment and retention targets established by the SUNY Trustees for students with disabilities, ELLs, and students who are eligible to participate in the federal Free and Reduced Price Lunch ("FRPL") program (as detailed in Request No. 15); and,
- the proposal provided evidence of public outreach that conforms to the Act and the process prescribed by the SUNY Trustees for the purpose of soliciting and incorporating community input regarding the proposed charter school and its academic program (as detailed in Request No. 3).

As City School of the Arts proposal met the eligibility criteria, the Institute's evaluation continued with a full review of the proposal, an interview of the founding team and proposed board of trustees, and requests for clarification and/or amendments to the proposal. The review process then continued with an evaluation of the proposal in relation to the 10 Preference Criteria contained in the RFP for which proposals can earn credit as described in the RFP's Preference Scoring Guidance. The purpose of the Preference Criteria is to prioritize proposals in the event that the number of proposals meeting the SUNY Trustees' requirements exceeds the maximum number

of charters to be issued in 2015. In the event of a tie for the last charter (or the last available in New York City), both proposals will be rejected unless one applicant agrees to withdraw his or her proposal for consideration in a subsequent RFP. The preference criteria, which in addition to eligibility criteria and the overall high standards established by the SUNY Trustees, include the demonstration of the following in compliance with Education Law §§ 2852(9-a)(c)(i)-(viii):

- increasing student achievement and decreasing student achievement gaps in reading/language arts and mathematics;
- increasing high school graduation rates and focusing on serving specific high school student populations including, but not limited to, students at risk of not obtaining a high school diploma, re-enrolled high school drop-outs, and students with academic skills below grade level;
- focusing on the academic achievement of middle school students and preparing them for a successful transition to high school;
- utilizing high-quality assessments designed to measure a student's knowledge, understanding of, and ability to apply critical concepts through the use of a variety of item types and formats;
- increasing the acquisition, adoption, and use of local instructional improvement systems that provide teachers, principals, and administrators with the information and resources they need to inform and improve their instructional practices, decision-making, and overall effectiveness;
- partnering with low performing public schools in the area to share best educational practices and innovations;
- demonstrating the management and leadership techniques necessary to overcome initial start-up problems to establish a thriving, financially viable charter school; and,
- demonstrating the support of the school district in which the proposed charter school will be located and the intent to establish an ongoing relationship with such school district.

While the Institute received a total of six proposals in response to the July round of the 2015 RFP, it recommends only two for approval. Both proposals recommended for approval met the eligibility criteria and were therefore assigned a score using the guidance contained in the RFP. The proposal for City School of the Arts earned a score of 38.5 preference points out of a possible total of 45. Based on this score and the other information and findings set forth herein, the Institute recommends that the SUNY Trustees approve the proposal to establish the New York City Charter School of the Arts, which would not exceed the statutory limits in Education Law § 2852(9-a)(a).

## **Findings**

Based on the comprehensive review of the proposal and interviews of the applicant and the proposed board of trustees, the Institute makes the following findings.

1. The charter school described in the proposal meets the requirements of Article 56 of the Education Law (as amended) and other applicable laws, rules, and regulations as reflected in (among other things):
  - the inclusion of appropriate policies and procedures for the provision of services and programs for students with disabilities and ELLs;
  - the required policies for addressing the issues related to student discipline, personnel matters and health services;
  - an admissions policy that complies with the Act, federal law and the U.S. Constitution;
  - the inclusion of the proposed by-laws for the operation of the proposed education corporation's board of trustees; and
  - the inclusion of an analysis of the projected fiscal and programmatic impact of the school on surrounding public and private schools.
  
2. The applicant(s) has demonstrated the ability to operate the school in an educationally and fiscally sound manner as reflected in (among other things):
  - the provision of an educational program that meets or exceeds the state performance standards;
  - the articulation of a culture of self-evaluation and accountability at both the administrative and board level;
  - the student achievement goals articulated by the applicant;
  - an appropriate roster of educational personnel;
  - a sound mission statement;
  - a comprehensive assessment plan;
  - the provision of sound start-up, first-year, and five-year budget plans;
  - a plan to acquire comprehensive general liability insurance to include any vehicles, employees, and property;
  - evidence of adequate community support for, and interest in, the charter school sufficient to allow the school to reach its anticipated enrollment;
  - the inclusion of descriptions of programmatic and independent fiscal audits, with fiscal audits occurring at least annually;
  - the inclusion of a school calendar and school day schedule that provide at least as much instruction time during the school year as required of other public schools; and,

- the inclusion of methods and strategies for serving students with disabilities in compliance with federal laws and regulations.
3. Granting the proposal is likely to: a) have a significant educational benefit to the students expected to attend the proposed charter school; b) improve student learning and achievement; and, c) materially further the purposes of the Act. This finding is supported by (among other things):
    - extended learning opportunities with 535 minutes of integrated ELA and social studies instruction through daily double period humanities blocks and 370 weekly minutes of mathematics instruction;
    - a strong commitment to serving the most at-risk students with multiple programs to address the needs of students at-risk of academic failure including students with disabilities and ELLs;
    - the inclusion of a robust professional development program for instructional staff prior the start of each school year and throughout the year;
    - an organizational structure that provides ample instructional leadership to develop the pedagogical skills of all teachers; and,
    - a deep commitment to providing a comprehensive artistic program, in concert with multiple community partnerships, as a lever to produce high levels of student engagement and exceptional academic outcomes.
  4. The proposed charter school would meet or exceed enrollment and retention targets, as prescribed by the SUNY Trustees, of students with disabilities, ELLs, and students who are eligible applicants for the FRPL program as required by Education Law § 2852(9-a)(b)(i).
  5. The applicant has conducted public outreach for the school, in conformity with a thorough and meaningful public review process prescribed by the SUNY Trustees, to solicit community input regarding the proposed charter school and to address comments received from the impacted community concerning the educational and programmatic needs of students in conformity with Education Law § 2852(9-a)(b)(ii).
  6. The Institute has determined that the proposal rigorously demonstrates the criteria and best satisfies the objectives contained within the RFP, and, therefore, is a “qualified application” within the meaning of Education Law § 2852(9-a)(d) that should be submitted to the Board of Regents for approval.

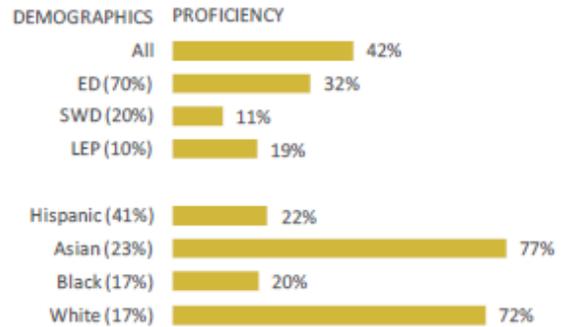
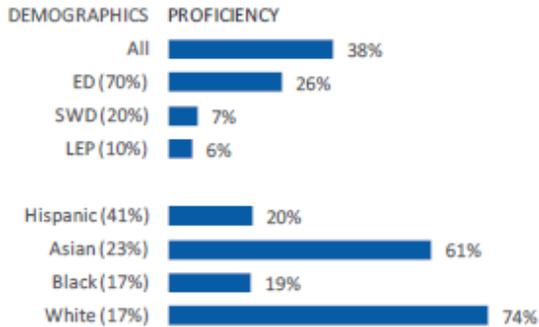
### **Conclusion and Recommendations**

Based on its review and findings, the Institute recommends that the SUNY Trustees approve the proposal to establish the **New York City Charter School of the Arts** education corporation and approve its school of the same name to open in August 2016.

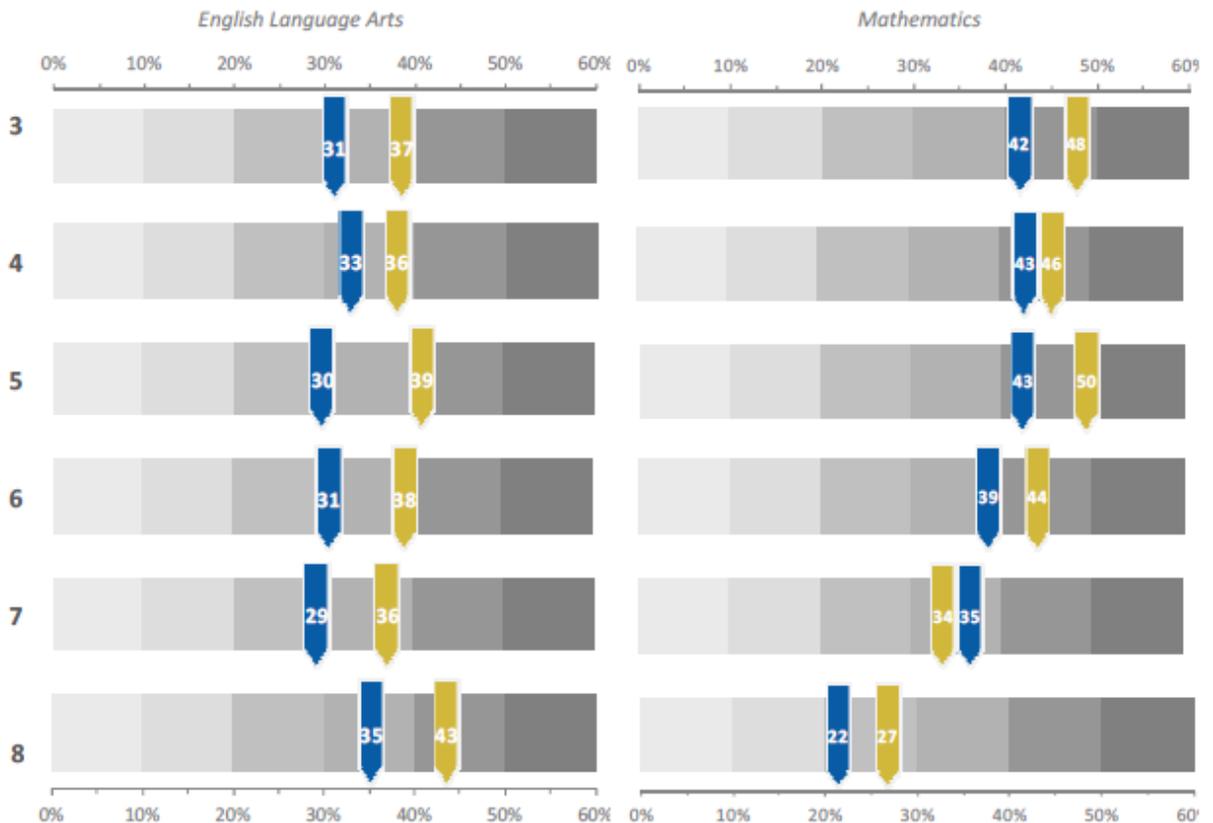
## APPENDIX A

### 2014-15 CSD 1 ENGLISH LANGUAGE ARTS AND MATH PERCENT PROFICIENCY BY TARGET POPULATION

K-12 Enrollment: 11,083



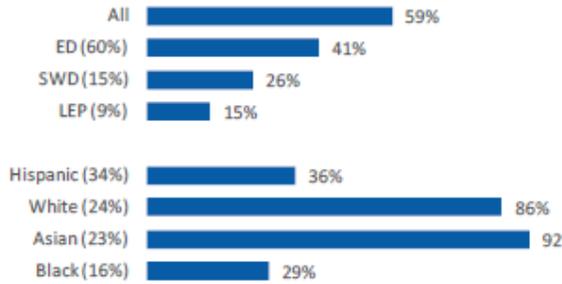
### CSD 1 AND STATE PROFICIENCY BY GRADE LEVEL



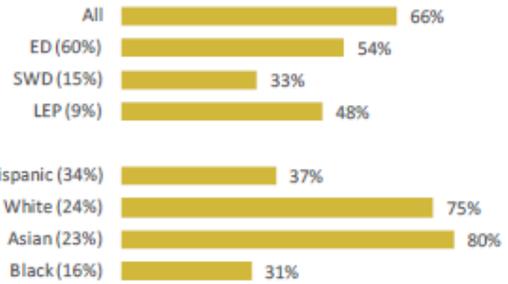
## 2014-15 CSD 2 ENGLISH LANGUAGE ARTS AND MATH PERCENT PROFICIENCY BY TARGET POPULATION

K-12 Enrollment: 60,751

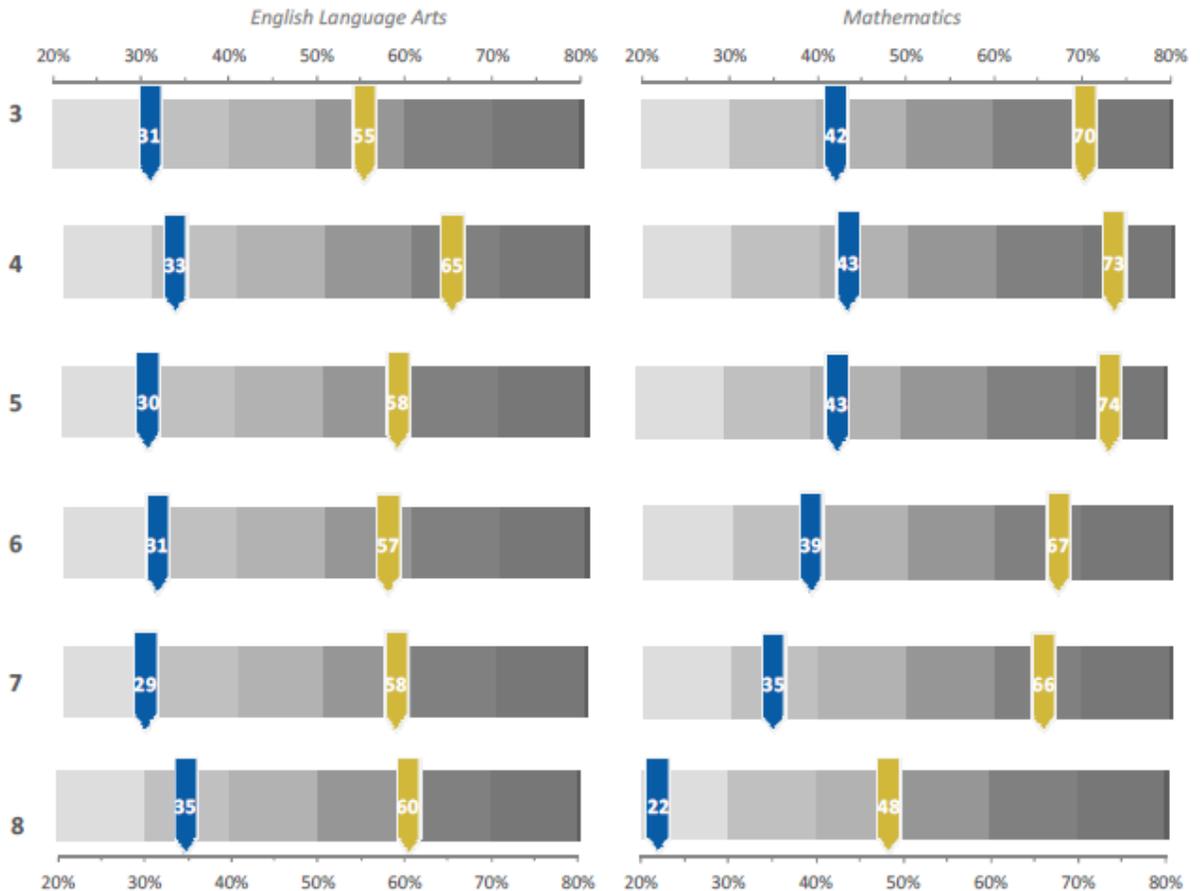
### DEMOGRAPHICS PROFICIENCY



### DEMOGRAPHICS PROFICIENCY



## CSD 2 AND STATE GRADE LEVEL PROFICIENCY ON STATE EXAMINATIONS



## APPENDIX B

### NEW YORK CITY CHARTER SCHOOL OF THE ARTS

#### Basic Identification Information

Lead Applicant(s):	Jamie Davidson Dr. Geoffrey Kiorpes Kate Quarfordt
Management Co.:	N/A
Community Partners:	The Juilliard School Camp Vacamas Ethical Culture Fieldston School The Yellin Center National Coalition for Diverse Schools Lower East Side Ecology Center
Location (District):	NYC CSD 1 or 2
Student Pop./Grade Span at Scale:	306 students/ Grades 6-8
Opening Date:	August 2016

## APPENDIX C



### **Summary of Public Comments Received During the SUNY Public Comment Period through October 1, 2015**

On or about August 4, 2015, in accordance with Education Law § 2857(1), the Institute notified the NYCDOE as well as public and private schools in the same geographic area of the proposed school about receipt of the proposal to establish the New York City Charter School of the Arts. The notice reminded the district that the New York State Commissioner of Education's regulations require the school district to hold a public hearing within 30 days of the notice for each new charter application. A redacted copy of the New York City Charter School of the Arts proposal was also posted on the Institute's website for public review at: [www.newyorkcharters.org/pubic-notices/](http://www.newyorkcharters.org/pubic-notices/).

The NYCDOE held a public hearing pertaining to the proposal on October 1, 2015. As of the date of publication for this Summary & Findings, NYCDOE has provided no comments from that hearing.

The Institute has received no comments from NYCDOE about the proposal.

The Institute has had questions on the proposal from a person listed as a member of Community Education Counsel 1's Charter School Application Committee, but to date has received no written public comments.