

THE LONG ISLAND CENTER FOR SOCIO-ECONOMIC POLICY

**ACADEMY CHARTER HIGH SCHOOL:
CONTINUING ACADEMIC EXCELLENCE - FILLING A NEED IN HEMPSTEAD**

PREPARED FOR

ACADEMY CHARTER SCHOOL

PREPARED BY

By Dr. Martin R. Cantor, CPA

October 22, 2015

**The Long Island Center for Socio-Economic Policy
Director, Dr. Martin R. Cantor, CPA
28 Woodmont Road
Melville, New York 11747
Tel: (631) 491-1388
Fax: (631) 491-6744
E-Mail: EcoDev1@aol.com
Web Site: WWW.MARTINCANTOR.COM**

Academy Charter High School
Continuing Academic Excellence – Filling a Need in Hempstead
October 22, 2015

Table of Contents

| | | |
|--|------|----|
| Abstract | Page | 3 |
| Introduction | Page | 4 |
| Chapter One: Charter Schools - Nationwide, New York State, Long Island | Page | 6 |
| Chapter Two: Academy Charter School Student Academic Achievement | Page | 11 |
| Chapter Three: Economic Justification for Academy Charter High School | Page | 13 |
| Chapter Four: Academy Charter School Budget and Academic Efficiency | Page | 20 |
| Chapter Five: Academy Charter High School: Importance to Hempstead Village Students and Residents | Page | 21 |
| Conclusion | Page | 22 |
| References | Page | 24 |
| Principle Researcher | Page | 25 |

ABSTRACT

The Academy Charter School is the top-performing charter school on Long Island. It has the most students passing the standardized tests in English Language Arts, mathematics and Common Core assessments with grades well above those achieved by students in other New York public school districts for the 2013-2014 school year. In every measurement of academic achievement, the Academy Charter School exceeds the New York State, New York City and other presented Long Island school districts.

The academic success of students at the Academy Charter School will also help reverse the loss of the Village of Hempstead's young people, who have been leaving the village at greater rate than the young people of Nassau County. This is important to the Village of Hempstead because its population is aging faster as compared to all of Nassau County.

Academic success is important for the economy of any community with a correlation between higher earned income and higher levels of education attainment. With lower levels of education attainment, middle to lower income households in the Village of Hempstead decreased, with the percent of households with incomes below \$75,000 being nearly twice the percent of Nassau County households in the same income bracket.

There is potential for improvement in the economy of the Village of Hempstead if higher levels of educational attainment are achieved. The Village of Hempstead residents have higher percent distributions in the lower education attainment levels and lag behind those in the United States and Nassau County in higher education attainment.

The direct wages and resulting economic activity lost to the Village of Hempstead from Hempstead 2013-2014 school year high school graduates and non-graduates, had they completed college, would have been \$18,387,585 of direct wages resulting in a combined primary and secondary economic impact of \$32,178,274.

Academic achievement is based on a solid foundation of learning in the K-12 grades. The students at Academy Charter School, based on their academic progress, are obtaining that solid foundation as they learn how to learn and carry that culture as they progress from Kindergarten to eighth grade.

The results were that the Academy Charter School had the lowest average cost per student, one percent below the highest attendance rate, lowest suspensions, and lowest teacher turnover rate for teachers with five years or less experience. The average class size was equivalent to the

Hempstead Public Schools and the teacher turnover rate for all teachers was significantly less than in the Hempstead Public Schools. These results illustrate the level of academic and administrative achievement at the Academy Charter School.

Another issue is the 750 students waiting to enroll in the Charter Elementary School and who will have to return to an academically underperforming Hempstead High School, further exacerbating the existing overcrowded conditions. This will happen if there is no Academy Charter High School for the academically achieving charter school students to advance to. Students in the Academy Charter Elementary and Middle Schools have outperformed students in all the other Long Island charter schools and academically outperform students in the Hempstead School District.

The proposed Academy Charter High School is a natural progression for Charter Elementary and Middle School students and the academic achievement they have displayed.

INTRODUCTION

The Academy Charter School is a publicly funded public school with an independent local school board that is authorized to provide education through a “charter,” between the charter school board of trustees and the State University of New York Charter School Institute. Charter schools typically focus on innovative curricula, new approaches to school organization or instruction, or other educational approaches that differentiate them from regular public schools. Students may choose to attend any charter school they wish and are accepted through an impartial lottery application process.

Illustrating a growing demand for charter schools is that between the 1999-2000 and 2012–13 school years, the percentage of charter schools to all public schools nationally increased from 1.7 to 6.2 percent, with the total number of public charter schools increasing from 1,500 to 6,100.

The Center for Research on Education Outcomes (CREDO), in 2009 and 2013 studies of 16 states in 2009 and 27 states in 2013 found that students in poverty attending charter schools performed better, especially critical in an academic environment where growth in achievement is stressed. Charter Schools had a positive educational impact with English language learners in both reading and math growth, and contributed to lowering the education attainment gap for black students in poverty by gaining an additional 29 days of learning in reading and 36 days in math per year over traditional public schools counterparts.

The Academy Charter School's performance in Common Core Math and ELA assessments relative to other New York public school districts for the 2013-2014 exceeded New York State, New York City and other presented Long Island school districts.

Additionally, the Village of Hempstead is aging and losing its young people. Between 2000 and 2013, those between the ages of 5 and 19 decreased nearly 19 times greater than Nassau County. While those between 20 and 64 years of age in the Village of Hempstead population increased nearly three times that of Nassau County. Lastly, those over 65 years of age in Nassau County decreased, as compared to the increase in the Village of Hempstead. With the median age of the residents of the Village of Hempstead increasing, the Village of Hempstead population was aging faster as compared to all of Nassau County.

Middle class households in the Village of Hempstead modestly increased as compared to decreasing in Nassau County. However the 66.7 percent of Village of Hempstead households with incomes below \$75,000 were 73 percent greater than the 38.5 percent of Nassau County households with the same income.

There is however potential for improvement in the economy of the Village of Hempstead if higher levels of educational attainment are reached. Village of Hempstead residents have higher percent distributions in the lower education attainment levels and lag behind all the higher education categories. The potential for improving the economy of the Village of Hempstead lies in improving the post high school graduation education attainment levels since higher education attainment levels result in higher median earnings.

The projected direct wages and resulting economic activity lost to the Village of Hempstead, had the 2013-2014 Hempstead School District high school graduates and non-graduates completed college, would have been \$18,387,585 of direct wages resulting in \$32,178,274 of primary and secondary economic activity.

Critical to higher wages is academic achievement, which is based on a solid foundation of learning in the K-12 grades. The students at Academy Charter School, based on their academic progress are obtaining that solid foundation which should result in additional economic activity for the Village of Hempstead.

That Academy Charter School had lowest cost per student, and when compared to Hempstead, Glen Cove, and Freeport School Districts had the highest attendance rate, lowest suspension rate, and lowest teacher turnover rate for teachers with five years or less experience. The average class size was equivalent to the Hempstead Public Schools and the teacher turnover

rate for all teachers was 44 percent less than in the Hempstead Public Schools. These results illustrate a level of academic and administrative achievement at the Academy Charter School.

The proposed Academy Charter High School is the natural progression of the students from the Charter Elementary and Middle School so they can continue the academic achievement they have displayed, which outperforms students in all the other Long Island charter schools and students in the Hempstead School District.

The Academy Charter High School will also provide benefits to the community. The pool, athletic field and gymnasium will be made available for supervised community activities. The ESL program administered by Academy will be accessible to children from the Hempstead community who require that assistance.

The Academy Charter High School will also provide economic benefits to the community. The unsightly armory that adversely impacts area home values will be replaced by a modern high school providing community activities and any construction and permanent teaching and administrative jobs will be made available to qualified Hempstead Village residents creating new economic activity.

CHAPTER ONE

History of Charter Schools - Nationwide, New York State, and Long Island

Nationwide

A charter school is a public school with an independent local school board financed through public local, State and federal funds. The authority of the charter school to provide education is through a “charter,” a type of contract, between the charter school board of trustees and one of the chartering entities. Charter schools typically focus on innovative curricula, new approaches to school organization or instruction, or other educational approaches that differentiate them from regular public schools. Students may choose to attend any charter school they wish and are accepted through an application and impartial lottery process.

Charter schools have flexibility and autonomy in their education mission while also meeting the accountability standards outlined in its charter. A school’s charter is reviewed periodically (typically every 3 to 5 years) by the group or jurisdiction that granted its charter. The charter can be revoked if guidelines on curriculum and management are not followed or if the educational attainment standards for their children are not met. The first law allowing the establishment of

charter schools was passed in Minnesota in 1991. As of the 2012-2013 school year, legislation establishing charter schools have been passed in 42 states and the District of Columbia.

According to the United States Department of Education's National Center for Education Statistics, between the 1999-2000 and 2012-13 school years, the percentage of charter schools to all public schools nationally increased from 1.7 to 6.2 percent, with the total number of public charter schools increasing from 1,500 to 6,100.

Furthermore, for the school years between 1999-2000 and 2012-13, charter schools experienced similar demographic changes in their students as those in traditional public schools. The percentage of Hispanic charter school students increased from 20 to 29 percent, while Asian/Pacific Islander students increased from three to four percent. In contrast, the percent of White students decreased from 42 to 35 percent, Black students decreased from 34 to 38 percent and American Indian/Alaska Native students decreased from two to one percent (U.S. Department of Education, National Center for Education Statistics, 2015).

There were also differences between charter schools and public schools in the percentage of students attending high-poverty schools, defined as schools in which more than 75 percent of students qualified for free or reduced-price lunch (FRPL) under the National School Lunch Program. In the 2012-2013 school year the 36 percent of students in poverty in charter schools was greater than the 23 percent of students in poverty attending traditional public schools. In the same school year, 20 percent of charter school students and 21 percent of traditional public school students attended low-poverty schools, in which 25 percent or less students qualified for FRPL (U.S. Department of Education, National Center for Education Statistics, 2015).

Nationwide Educational Success of Charter Schools

Affirming the educational success of charter schools are the 2009 and 2013 analyses of charter schools by the Center for Research on Education Outcomes (CREDO). The 2009 study included 16 states, with 27 states included in 2013.

CREDO found that while overall educational achievement of charter schools and public schools compare relatively closely, both the 2009 and 2013 studies found that students in poverty attending charter schools performed better, especially critical in an academic environment where growth in achievement is stressed.

In addition to having a positive impact on students in poverty, CREDO also found in its 2009 study that Charter Schools had a positive educational impact with English language learners in both reading and math growth. These positive results continued, with increased growth illustrated in the 2013 study.

Another conclusion in the CREDO study was the contribution that charter schools had in lowering the education attainment gap for black students in poverty. The study report noted that “Black students in poverty who attend charter schools gain an additional 29 days of learning in reading and 36 days in math per year over their traditional public school counterparts”.

The results from a random study of charter school lotteries in Massachusetts conducted by Angrist, Pathak, and Walters found that while non-urban charter schools for the most part did not outperform public schools, urban charter schools benefited black and poor students.

Black and Hispanic students benefited considerably from their attendance in urban charter middle schools with urban charter middle schools producing larger achievement gains for students in poverty and for those with low baseline scores.

Source: <http://www.forbes.com/sites/modeledbehavior/2015/01/11/charter-success/http://www.publicschoolreview.com/blog/charter-schools-vs-traditional-public-schools-which-one-is-under-performing>

New York State

In New York State, a charter school may be authorized by the State University of New York through its Charter Schools Institute, New York State's Education Department's Board of Regents, or the New York City Department of Education through the Superintendent's (formally the Chancellor's) office.

To be considered for authorization to establish a charter school, applicants must demonstrate how the following requirements will be achieved.

- 1) Improve student learning and achievement.
- 2) Increase learning opportunities for academically at-risk students.
- 3) Encourage innovative teaching methods.
- 4) Create new professional opportunities for educators.
- 5) Provide parents and students with the additional educational opportunity choices available in the public school system.

6) Provide support for transitioning to performance-based accountability systems.

In New York State, the current 460 charter schools cap is more than twice the 200 charter school limit included in the May 28, 2010 enactment of Chapter 101 of the Laws of 2010 authorizing charter schools. From their inception in 1998, public charter schools in New York State have benefited from a quality education environment, public demand, and a sophisticated network of support partners. As of the 2014-15 school year New York State has 248 operating charter schools serving approximately 92,132 students.

(Sources: <http://www.p12.nysed.gov/psc/CharterSchoolsFact.html>
<http://www.p12.nysed.gov/psc/documents/csparentguide.PDF>

Long Island

The demand for Long Island charter schools is illustrated by those perspective students waiting to enroll. Long Island's five charter schools have a current total enrollment in their elementary and middle schools of more than 2,000 students, as compared to the 448,000-plus Long Island students in public school grades K-12.

Charter schools, authorized in 1998 by New York State law, are public schools created by parents, educators and community leaders that operate under a five-year contract and funded through locally collected school property taxes.

In New York State, the authorized charter schools are considered for renewal by one of two government entities -- the state Board of Regents or the SUNY Charter Schools Institute. These entities establish enrollment limits and must approve any expansions of the student body and class levels. Students who wish to enroll in a charter school apply for admission, with those selected for enrollment chosen by lottery.

New York State Education Department data places Long Island's five charter schools and their enrolled students in perspective with all New York State Charter schools. Of all the charter schools in New York State, nearly 78 percent or 71,422 of the 92,132 charter school students and 197 of the 248 charter schools are in New York City.

Thus there is an opportunity for charter schools to educate more Long Island students. One such charter school ready to add to its' student body is the Academy Charter School in Hempstead, whose students are top-performing charter school students on state assessment tests.

In 2014, the Academy Charter School opened a middle school which now includes grades, 6, 7, and 8.

Charter schools, because of the manner in which they are funded must provide the same education standards as public schools for fewer dollars, resulting in charter schools not receiving funding equal to traditional public schools. Cited, is that charter schools do not receive money for facilities, thus receiving 60 to 75 cents for every dollar spent on public schools students.

Academy Charter School: Top Performing Students with Students Waiting to Enroll

Table 1 illustrates that the Academy Charter School is the top-performing charter school on the Island. In the 2013-2014 school year, 34 percent of Academy students passed the English Language Arts standardized test with 62 percent passing the mathematics test. Both standardized test results are well above those achieved by students in the Hempstead Public School District. Building on this success, Academy Charter School opened a middle school in 2014, bringing the total enrollment to 750. Furthermore, founders of the Academy elementary and middle school are now focusing their efforts on opening a charter high school, which already has a waiting list of nearly 500 students.

Table 1: Academy Charter School Academic Results Compared to Hempstead Public Schools

| | Academy Charter: Hempstead |
|--|-------------------------------|
| Grades | K-7 |
| Enrollment | 750 |
| Established | 2009 |
| Charter School: Pass 2013-2014 ELA | 34% |
| Public School: Pass 2013-2014 ELA | 8% |
| Charter School: Pass 2013-2014 Math | 62% |
| Public School: Pass 2013-2014 Math | 9% |

Source: SUNY Charter Schools Institute:
New York State Education Department:
Local Charter Schools

CHAPTER TWO

Academy Charter School

The Elementary School

The founders of the Academy Charter School, based on their long involvement with the community, believed that the academic performance of students in the Hempstead Public Schools did not accurately reflect the students' true abilities. They strongly believed that all students could learn and succeed if given an optimal educational environment, and based upon the academic performance statistics it was clear that the children in Hempstead needed an opportunity to improve their academic skills.

The Academy Charter School founders believed that if a child's educational experience could be maximized, so could the trajectory of their lives. They wanted to instill a culture of learning and that learning is a lifelong commitment.

Based on their observations, an interested group of individuals decided to become involved in the educational decisions that affected the Hempstead community and the underserved youth who live in it. It was out of that concern and desire to act that the Academy Charter School was founded.

The Academy Charter School was incorporated on February 23, 2009, opened its doors to 164 students in grades K-2 on September 9, 2009, and by the 2014-2015 school year had a total enrollment of 457 students in the elementary school (grades K-5), 200 students in the middle school (grades 6-7), and a waiting list of 750 students.

The Academy Charter School began in a leased 10,000 square foot building at 94 Fulton Avenue, Hempstead, New York. However, as the student body grew it became clear that 94 Fulton Avenue could not accommodate the school's growth in students.

An expansion plan for the charter school and a commitment to invest in the infrastructure of the community resulted in the acquisition of a new school location, a 34,540 square foot two-story building at 117 North Franklin Street, Hempstead, New York.

The Middle School

In 2013, the Academy embarked upon their second expansion plan which included acquisition of an approximately 1.13 acres including a 39,004 square foot four-story building at 159 North

Franklin Street, Hempstead, New York. This site currently serves as the middle school location and has an enrollment of 200 students for the 2014-15 school year.

Academy Charter School’s Academic Success: 2013-2014 Year

The Academy Charter School’s academic success is depicted in the following Table 2, illustrating the Academy Charter School student’s performance in Common Core Math and ELA assessments relative to other New York public school districts for the 2013-2014 school year. In every measurement of academic achievement, the Academy Charter School exceeded the New York State, New York City and other presented Long Island school districts.

Table 2: Comparison 2013/2014 Average Math and ELA Common Core Assessments

| School | Average ELA Scores Grades 3-6 | Average Math Scores Grades 3-6 |
|--------------------------------------|--|---|
| Academy Charter School | 32.75 | 61.5 |
| New York State | 31 | 40.75 |
| New York City Schools | 28.5 | 38 |
| Uniondale Union Free School District | 22.25 | 31.75 |
| Hempstead School District | 7 | 11.75 |
| Freeport School District | 21.25 | 30.5 |
| Roosevelt Union Free School District | 10.75 | 15.75 |

Source: New York State Education Department

Academy Charter School Student Census

Table 3: Academy Charter School Student Census-6/30/2015

| | Male | Female |
|---|-------------|---------------|
| Asian | 2 | 3 |
| Black or African American | 241 | 271 |
| Hispanic or Latino | 58 | 57 |
| American Indian or Alaskan Native | 1 | 1 |
| Multiracial | 10 | 7 |
| Native Hawaiian/Other Pacific Islander | 0 | 4 |
| White | 0 | 2 |

Table 3 illustrates the culture, ethnic and gender composition of the 657 students attending the Academy Charter School as of June 30, 2015.

Academy Charter School’s Academic Success: Common Core Assessments 2014/2015

During the 2014-2015 school year Academy Charter School students showed improvements in education attainment resulting from curriculum that addressed common core standards of instruction. Also, during the 2014-15 school year many administrative challenges were addressed including transition in middle school leadership and acquisition and renovation of the middle school building.

The results of the 2014/2015 Common Core Assessments resulted in an increase in the average English Language Arts score while the average Mathematics score declined from the 2013/2014 year.

Table 4 : New York District Comparison of 2014/2015 Average Math and ELA Common Core Assessments Results for Grades 3-7.

| School | Average ELA Scores Grades 3-7 | Average Math Scores Grades 3-7 |
|--------------------------------------|--|---|
| Academy Charter School | 38.25 | 49 |
| New York State | 30.8 | 40.4 |
| New York City Schools | 29.84 | 37.36 |
| Uniondale Union Free School District | 22.40 | 30.8 |
| Hempstead School District | 7.2 | 10.8 |
| Freeport School District | 22 | 27.2 |
| Roosevelt Union Free School District | 10 | 15.2 |

CHAPTER THREE

The Economic Justification for the Academy Charter High School

CREDO, referenced earlier in this report, found that charter schools had a positive impact on students in poverty and with English language learners in both reading and mathematics. It is in that light that the following socio-economic comparative data for the Village of Hempstead is presented.

Population Growth: Hempstead Village Lags Behind Nassau County

As illustrated in Table 5, the Village of Hempstead's population decreased by 3.9 percent between 2000 and 2013, as compared to the 0.69 percent population growth of Nassau County.

Table 5: Total Population Growth - 2000-2013

| | <u>2000</u> | <u>2010</u> | <u>2013</u> | <u>Increase (Decrease)</u> <u>2000-2013</u> | |
|-------------------|-------------|-------------|-------------|--|--------|
| Nassau County | 1,334,544 | 1,339,532 | 1,343,765 | 9,221 | 0.69% |
| Hempstead Village | 56,554 | 53,891 | 54,350 | (2,204) | (3.9)% |

Source: U.S. Census 2000 Tables DPI and SF1; Census 2010; Census 2013 American FactFinder.

Furthermore, as a percent of the Nassau County population, Hempstead Village's population decreased from 4.24 percent in 2000 to 4.04 percent in 2013. Part of that decrease can be attributed to the Great Recession, which adversely impacted the population pattern of young people and economy of the Village of Hempstead.

The Aging of Hempstead Village: Hempstead Village Losing Its Young People

As in Nassau County, the population of the Village of Hempstead has aged without a corresponding influx of younger families, with Hempstead Village aging to a greater degree.

Table 6 illustrates that between 2000 and 2013 population groups between 5 and 34 years in Hempstead Village decreased in greater percentages, as compared to Nassau County's population which experienced a slower decrease in these younger age groups.

In the 35 to 64, and over 65 years of age demographic, the Village of Hempstead experienced greater percentage growth as compared to Nassau County. One result is that Hempstead Village's middle class is eroding faster than Nassau County, with the Village of Hempstead struggling to attract a younger population with greater earnings to become the new middle class.

Educating Hempstead Villages' young people so they can make a contribution to the Village of Hempstead is a goal of the Academy Charter School, and together with retaining the middle aged demographic are critical elements to an economically vibrant Hempstead of Village.

The importance of keeping the Village of Hempstead's young people is illustrated by its 20.5 percent loss of those between the ages of 5 to 19 between 2000 and 2013, nearly 19 times greater than the 1.11 percent decrease of the same Nassau County population demographic during the same period of time. Similarly, the percent of those between 20 and 64 years of age in the

Village of Hempstead decreased by an aggregate 3.7 percent, while in Nassau County the percent increase of the same demographic increased by 1.4 percent

Table 6: Population By Age-2000-2013: Aging of Nassau County and Village of Hempstead

| <u>Age</u> | <u>Nassau County</u> | | <u>Village of Hempstead</u> | | <u>% Increase (Decrease)</u> | |
|------------|----------------------|-----------------|-----------------------------|-----------------|------------------------------|------------------|
| | <u>2000</u> | <u>2013</u> | <u>2000</u> | <u>2013</u> | <u>2000-2013</u> | |
| | | | | | <u>Nassau</u> | <u>Hempstead</u> |
| Total Pop. | 1,334,544 :100% | 1,343,765 :100% | 56,554 :100% | 54,350 :100% | .69 | (3.90) |
| Under 5 | 86,628 :6.5% | 73,269 :5.5% | 4,445 :7.9% | 4,664 :8.6% | (15.42) | 4.92 |
| 5-19 Yrs | 272,295 :20.4% | 269,286 :20.0% | 13,508 :23.9% | 10,744 :19.8% | (.111) | (20.5) |
| 20-34 | 230,766 :17.3% | 226,448 :16.8% | 15,766 :27.9% | 13,763 :25.3% | (1.87) | (12.7) |
| 35-64 | 544,014 :40.8% | 565,371 :42.1% | 18,034 :31.9% | 19,926 :36.7% | 3.92 | 10.5 |
| Over 65 | 200,841 :15.0% | 209,391 :15.6% | 4,801 :8.4% | 5,253 :9.6% | (4.26) | 9.41 |
| Median Age | 38.5 Yrs Old | 41.2 Yrs +7.0% | 29.4 Yrs Old | 32.5 Yrs+10..5% | 7.0 | 10.5 |

Source: U.S. Census 2000 Table DP1; Census 2010- Table DP1; Census 2013 American FactFinder Table DP05

Within the 20 to 64 years of age demographic, those in the Village of Hempstead between the ages of 35 and 64 increased by 10.5 percent, a rate nearly three times greater than the 3.92 percent increase in Nassau County. Lastly, those over 65 years of age in Nassau County decreased by 4.26 percent, as compared to the 9.41 percent increase in this age group in the Village of Hempstead. The Village of Hempstead population is aging faster as compared to Nassau County.

Another illustration of the aging Village of Hempstead population was the 10.5 percent increase in the median age from 29.4 in 2000 to 32.5 in 2013, whereas Nassau County’s median age increased by 7.0 percent from 38.5 in 2000 to 41.2 in 2012. While the Village of Hempstead’s median age was lower than Nassau County’s, its’ percent increase was greater. Clearly the future of both the Village of Hempstead and Nassau County relies on attracting young families to the community.

Village of Hempstead Population Growth: Lagging Behind Nassau County

As presented in Table 7, there has been a 6.43 percent increase in Village of Hempstead households from 15,204 in 2000 to 16,182 in 2013. This increase was more than six times the 1.31 percent decrease in Nassau County households. More dramatic was the 9.68 percent decrease in the size of Village of Hempstead households between 2000 and 2013 as compared to a 3.75 percent increase in the average size of Nassau County households.

Table 7: Households-Nassau County and the Village of Hempstead 2000-2013

| <u>Total Occupied Households</u> | <u>Nassau County</u> | | <u>Hempstead Village</u> | | <u>Increase(Decrease) 2000-2013</u> | |
|----------------------------------|----------------------|-------------|--------------------------|-------------|-------------------------------------|------------------|
| | <u>2000</u> | <u>2013</u> | <u>2000</u> | <u>2013</u> | <u>Nassau</u> | <u>Hempstead</u> |
| Average Household Size | 2.93 | 3.04 | 3.72 | 3.36 | 3.75% | (9.68)% |
| Total Households | 447,803 | 441,955 | 15,204 | 16,182 | (1.31)% | 6.43% |
| H/H Inc(Dec)2000-2013 | | (1.31)% | | 6.43% | | |

Source: U.S.Census-2000 Table DP1; Census 2012 American Fact Finder Tables S1101 and DP04

Village of Hempstead: Losing Middle Income Households

Table 8 illustrates that between 2000 and 2013 middle class households in the Village of Hempstead modestly increased as compared to decreasing in Nassau County. Hempstead Village households earning between \$35,000 and \$74,999 increased by 3.5 percent while Nassau County households in the same income category decreased by 30 percent. However the 66.7 percent of Village of Hempstead households with incomes below \$75,000 were 73 percent greater than the 38.5 percent of Nassau County households with the same income.

Table 8: Household Income Brackets (1) - Nassau County and the Village of Hempstead

| Household Income | Nassau County 2000 | | Hempstead Village 2000 | | Nassau County 2013 | | Hempstead Village 2013 | | % Increase (Decrease) 2000-2013 | |
|--------------------------------|--------------------|-------|------------------------|------|--------------------|-------|------------------------|-------|---------------------------------|---------|
| | Amount | % | Amount | % | Amount | % | Amount | % | Nassau | Hempstd |
| Households | 447,803 | 100% | 15,204 | 100% | 441,955 | 100% | 16,182 | 100% | (1.3) | 6.4 |
| \$34,999 and under | 95,869 | 21.4% | 6,131 | 40.3 | 74,138 | 16.8% | 5,684 | 35.1% | (22.7) | (7.3) |
| \$35,000 to \$49,999 | 50,414 | 11.3% | 2,080 | 13.7 | 36,629 | 8.3% | 2,190 | 13.5% | (27.3) | 5.3 |
| \$50,000 to \$74,999 | 86,575 | 19.3% | 2,857 | 18.8 | 59,428 | 13.4% | 2,922 | 18.1% | (31.4) | 2.2 |
| \$75,000 to \$99,999 | 70,246 | 15.7% | 2,032 | 13.4 | 55,651 | 12.6% | 1,806 | 11.2% | (20.8) | (11.1) |
| \$100,000 and up | 144,699 | 32.3% | 2,104 | 13.8 | 216,109 | 48.9% | 3,580 | 22.1% | 49.4 | 70.2 |
| Median household income | 72,030 | | 45,234 | | 97,690 | | 52,214 | | 35.6 | 15.4 |

Source: U.S.Census-2000 Table DP1; 2012 U. S. Census American Fact Finder Table DP03

Note (1): Nominal dollars, not adjusted for inflation.

Higher Education Attainment and Higher Earnings- National and Regional Comparisons

As Tables 5 to 8 illustrated, two important components to the economic revival of the Village of Hempstead are retaining the middle class and attracting young people with higher income earning capabilities.

Tables 9 to 11 reflect the impact that higher education attainment has on median earnings. Table 9 illustrates the correlation between higher education attainment levels and median income, Table 10 compares the percent distribution of education attainment in the Village of Hempstead with the nation and the region, and Table 11 presents the economic impact that can be gained in the Village of Hempstead if education attainment levels are increased.

Table 9 compares the correlation between education attainment and the median earnings of residents of the Village of Hempstead with residents the United States, Nassau County, and Jericho Census Designated Place (CDP). While the Village of Hempstead median wages exceed national levels for those having some college and those graduating college, on a regional level Hempstead Village median earnings lag in all categories behind Nassau County and Jericho CDP residents.

Table 9: National-Regional Earnings Comparison:Population 25 Years of Age and Older

| Median Earnings | United States | Nassau County | Hempstead Village | Jericho CDP |
|----------------------------------|---------------|---------------|-------------------|-------------|
| Less than High School Graduate | \$19,652 | \$22,174 | \$19,407 | \$21,121 |
| High School Grad | \$27,528 | \$36,019 | \$25,883 | \$38,333 |
| Some College including associate | \$33,702 | \$46,369 | \$40,689 | \$52,109 |
| Bachelor's Degree | \$50,254 | \$65,034 | \$53,575 | \$92,406 |

Source: U.S. Census, Table S1501 Educational Attainment

Potential for Improved Economic Activity in the Village of Hempstead

The correlation between higher education attainment and median earnings, as illustrated in Table 9, support the findings in Table 10 which illustrate the potential for improvement in the economy of the Village of Hempstead if higher levels of educational attainment are reached. Village of Hempstead residents 25 years of age and older have higher percent distributions in the lower education attainment levels of less than 9th grade, 9th to 12th grade, non-high school graduate and high school graduate than in the United States, Nassau County, and Jericho CDP.

The potential for improving the economy of the Village of Hempstead lies in improving the post high school graduation education attainment levels. As shown in Table 9, residents of the Jericho CDP have the highest median earnings and have also earned nearly twice the national average of Bachelor degrees and three and a half times the national average of graduate degrees. In comparison the residents of the Village of Hempstead lag behind those in the United States and Nassau County in all the higher education categories of some college, Associates degree, Bachelor’s degree and Graduate degree. This affirms the data in Table 9, the higher level of education attainment the higher the median earnings.

The academic results of the students in the Academy Charter School indicate that they are on their way to higher education attainment levels and higher median income, all of which will benefit the Village of Hempstead.

Table 10: National-Regional Comparative Education Attainment Level Percents

| Population 25 years & over | United States | Nassau County | Hempstead Village | Jericho CDP |
|---|---------------|---------------|-------------------|-------------|
| Less than 9 th Grade | 5.9% | 4.9% | 19.2% | 1.7% |
| 9 th to 12 th Grade-No Grad | 8.0% | 4.9% | 12.2% | 1.8% |
| High School Grad | 28.1% | 24.7% | 30.6% | 13.5% |
| Some College | 21.3% | 16.1% | 15.6% | 11.2% |
| Associates Deg | 7.8% | 7.9% | 7.0% | 5.6% |
| Bachelors Deg. | 18.0% | 22.9% | 9.4% | 31.2% |
| Graduate Deg. | 10.9% | 18.6% | 6.0% | 35.0% |

Source: U.S. Census Schedule S1501-Educational Attainment

Table 11 presents the optimum projected direct wages and resulting economic activity lost to the Village of Hempstead from the 2013-2014 Hempstead School District high school graduates and non-graduates had they gone on to higher education. The calculation is based on the median wages for the population 25 years of age and over appearing in Table 9 for each level of education attainment and the wage differentials that could have been earned had the high school graduate or non-graduate pursued a higher level of education, including graduating high school.

As compared to the \$11,470,487 of direct annual earnings of the 404 students either graduating or not-graduating high school in the 2013-2014 school year, had these individuals

completed college they would have earned a maximum of another \$18,387,585 of direct wages, generating \$32,178,274 of new economic impact for the Village of Hempstead economy.

The \$18,387,585 wages that could be earned represents 1.7 percent of the current Village of Hempstead total household income and 2.3 percent of the current total family income in the Village of Hempstead. Similarly, the \$34,178,274 economic activity that would be generated represents 2.9 percent of Village of Hempstead total household income and 3.9 percent of total family income.

Table 11: Economic Impact of Education Attainment Levels on the Village of Hempstead

| | Total | No-High School Grad (Dropouts) | Total High School Grad (columns 4-7) | Attend Four Year College | Attend Two Year College | Employment and Military | Other Known and Unknown Plans |
|---|---------------------|--------------------------------|--------------------------------------|--------------------------|-------------------------|-------------------------|-------------------------------|
| Students (a) | 404 | 157 | 247 | 59 | 126 | 7 | 55 |
| Annual Earnings(b) | ---- | \$19,407 | ---- | \$53,575 | \$40,689 | \$19,407 | ---- |
| Direct Annual Earnings | \$11,470,487 | \$3,046,899 | \$8,423,588 | \$3,160,925 | \$5,126,814 | \$135,849 | ---- |
| Lost Earnings Per Student No High Sch Grad. | ---- | \$6,476 | ---- | ---- | ---- | \$6,476 | \$25,883 |
| Total Lost Earnings-No High Sch Grad | \$2,485,629 | \$1,016,732 | ---- | ---- | ---- | \$45,332 | \$1,423,565 |
| Lost Earnings not Attend 2 Year College | ---- | \$21,282 | ---- | ---- | ---- | \$21,282 | \$40,689 |
| Total Lost Earnings-Not Attnd 2 Yr Col | \$5,728,143 | \$3,341,274 | ---- | ---- | ---- | \$148,974 | \$2,237,895 |
| Lost Earnings not Attend 4 Year College | ---- | \$34,168 | ---- | ---- | \$12,886 | \$34,168 | \$53,575 |
| Total Lost Earnings-Not Attnd 4 Yr Col | \$10,173,813 | \$5,364,376 | ---- | ---- | \$1,623,636 | \$239,176 | \$2,946,625 |
| Total Lost Earnings | \$18,387,585 | \$9,722,382 | ---- | ---- | \$1,623,636 | \$433,482 | \$6,608,085 |
| Total Direct Lost Eco Impact | \$18,387,585 | \$9,722,382 | ---- | ---- | \$1,623,636 | \$433,482 | \$6,608,085 |
| Lost Secondary Econ. Impact | \$13,790,689 | \$7,291,786 | ---- | ---- | \$1,217,727 | \$325,112 | \$4,956,064 |
| Total Lost Eco Impact | \$32,178,274 | \$17,014,168 | ---- | ---- | \$2,841,363 | \$758,594 | \$11,564,149 |

Notes: (a) New York State Education Department School Report Card Hempstead UFSD 2013/2014
 (b) U.S Census Schedule S1501- Educational Attainment Village of Hempstead, (See Table 9).

Academic achievement is based upon a solid foundation of learning in the K-12 grades, which the students at Academy Charter School based on their academic progress are obtaining. This solid educational foundation will result in new economic activity for the Village of Hempstead.

CHAPTER FOUR

Budgetary and Academic Efficiency of Academy Charter School

Table 12 presents a comparison of budgetary and academic data between the Academy Charter School and four Long Island school districts. The Academy Charter School, in addition to students having a high level of academic achievement in assessment tests, had the lowest cost per student, one percent below the highest student attendance rate, the lowest student suspensions, and the lowest teacher turnover rate for teachers with five years or less experience. The average class size was equivalent to the Hempstead Public Schools and the teacher turnover rate for all teachers was 44 percent below that of Hempstead Public Schools. These results affirm the culture of academic and administrative achievement existing at the Academy Charter School.

Table 12: Academy Charter School Comparison with Hempstead Public Schools

| Category 2013-2014 School Year | Hempstead Public Schools | Freeport Public Schools | Glen Cove Public Schools | Jericho Public Schools | Academy Charter School |
|---|--------------------------------|-------------------------------|--------------------------------|------------------------------|---------------------------|
| Total Students (a) | 6,705 | 6,524 | 3,180 | 2,988 | 482 (c) |
| High School Students | 1,902 | 2,089 | 980 | 1,163 | n/a |
| Graduat Rate(a) State Std 80% | 41% | 74% | 77% | 98% | Only K-6 |
| Attendance Rate | 89% | 95% | 94% | 97% | 96% |
| Suspension/Rate | 417 / 7% | 538 / 8% | 184 / 6% | 38 / 1% | 18 / 4% |
| Average Class Size (a) | 25 | 23 | 22 | 20 | 25 |
| Amount Spent Per Student (b) | \$25,551 | \$20,688 | \$21,617 | \$32,851 | \$18,046 |
| Turnover Rate All Teachers | 25% | 8% | 10% | 9% | 14% |
| Turnover Rate Teachers Less than 5 years Exp. | 33% | 32% | 23% | 20% | 6% |

Source: (a) New York State Education Department School Report Card 2013-2014

(b) Winslow and U.S. Census,

(c) See Table 3: Enrollment as of June 30, 2015 is 657 students

CHAPTER FIVE

Academy Charter High School: Benefiting Hempstead Village Students and Residents

The proposed location of the Academy Charter High School, on 216 Washington Street in Hempstead, New York, is a 2.846 acre site currently housing a vacant former New York State Armory built in 1930. The site is zoned Residence AAA which allows for public and parochial schools, thus the Academy Charter High School is an acceptable use of the property.

The proposed Academy Charter High School meets the demand for a charter high school in Hempstead Village because of the overcrowded and at times disorganized conditions at Hempstead High School; because an Academy Charter High School is the natural progression for students advancing from the Charter Elementary and Middle School; and because of the importance of sustaining the opportunity for the academic achievement displayed by the Academy Charter School students. Students in the Academy Charter Elementary and Middle Schools outperform students in all the other Long Island charter schools and academically outperform students in the Hempstead School District.

There can be no better picture of the need for an Academy Charter High School than the 750 students waiting to enroll in the Charter Elementary School. Consider that if there is no charter high school, students completing the charter middle school will have to return to an overcrowded and underperforming Hempstead High School further exacerbating the existing overcrowded conditions at Hempstead High School.

The Academy Charter High School will also provide benefits to the community. The pool, athletic field and gymnasium will be made available for supervised community activities. The ESL program administered by Academy Charter School will be accessible to children from the Hempstead community who require that assistance.

The Academy Charter High School will also provide economic benefits to the community. It will replace an unsightly armory that adversely impacts area home values with a modern high school providing community activities. Economic activity will be generated from construction and permanent teaching and administrative jobs that will be made available to qualified Hempstead Village residents.

CONCLUSION

The Academy Charter School is the top-performing charter school on Long Island. Measurements of academic achievement for the 2013-2014 school year illustrated that Academy Charter School exceeded New York State, New York City and other presented Long Island school districts. The significance of the academic achievement of Academy Charter School students is that these young people are becoming assets essential for the socio-economic growth of the Village of Hempstead.

This is important because the Village of Hempstead is losing its young people at a rate greater than Nassau County, and with the median age of the residents of the Village of Hempstead increasing, the Village of Hempstead population is aging faster as compared to all of Nassau County.

Household income growth in the Village of Hempstead is also lagging behind Nassau County, with the percent of households in the Village of Hempstead earning below \$75,000 greater than Nassau County households.

Since there is a correlation between higher levels of education attainment and higher median earnings, there is potential for improvement of the economy of the Village of Hempstead if higher levels of educational attainment are achieved. In as residents of the Village of Hempstead have higher percent distributions in the lower education attainment levels, lagging behind in all higher education categories, the economic growth potential lies in improving the post high school graduation education attainment levels.

The direct wages and resulting economic activity lost to the Village of Hempstead from Hempstead 2013-2014 school year high school graduates and non-graduates, had they completed college, would have been \$18,387,585 of direct wages resulting in a combined primary and secondary economic impact of \$32,178,274.

Increased earning capacity and academic achievement is based on a solid foundation of learning in grades K-12. The students at Academy Charter School, based on their academic progress are obtaining that solid foundation. The result will be additional economic activity to the Village of Hempstead.

In comparison to selected school districts, that solid foundation of learning is based on the Academy Charter School having the lowest cost per student, one percent below the highest attendance rate, the lowest suspensions, and the lowest teacher turnover rate for teachers with

five years or less experience. The average class size at the Academy Charter School was equivalent to the Hempstead Public Schools and the teacher turnover rate for all teachers was 44 percent less than in the Hempstead Public Schools. These results indicate a level of academic and administrative achievement at the Academy Charter Elementary and Middle Schools.

An Academy Charter High School meets the demand for a charter high school in Hempstead Village because of the overcrowded and at times disorganized conditions at Hempstead High School; because an Academy Charter High School is the natural progression of the students from the Charter Elementary and Middle School; and because of the need to continue the academic achievement displayed by Academy Charter School students who academically outperform students in all the other Long Island charter schools and the students in the Hempstead School District.

Further illustration of the need for an Academy Charter High School is that 750 students are waiting to enroll in the Charter Elementary School and if there is no charter high school, students completing the charter middle school will have to return to an overcrowded and underperforming Hempstead High School further exacerbating the existing overcrowded and academically underperforming conditions at Hempstead High School.

The Academy Charter High School will also provide benefits to the community. The pool, athletic field and gymnasium will be made available for supervised community activities. The ESL program administered by the Academy Charter School will be accessible to children from the Hempstead community who require that assistance.

The Academy Charter High School will also provide economic benefits to the community. The unsightly armory that adversely impacts area home values will be replaced by a modern high school providing community activities, and any construction and permanent teaching and administrative jobs will be made available to qualified Hempstead Village residents creating new economic activity.

The Academy Charter School founders believed that if a child's educational experience could be maximized, so could the trajectory of their lives. They wanted to instill a culture of learning and that learning is a lifelong commitment. Based on the information in this analysis there is every reason for the establishment of the Academy Charter High School.

REFERENCES

- Center for Research on Education Outcomes, 2009 and 2013.
- New York State Education Department. Student Information Repository System (2013-2014)
The New York State School Report Card, Hempstead UFSD, Glen Cove City School District, Freeport UFSD, Jericho UFSD (2013-2014).
- U.S. Census Bureau (2013). *American Community Survey (2009-2013)*. Table DP03 Selected Economic Characteristics. Retrieved on September 3, 2015, from <http://factfinder.census.gov>
- U.S. Census Bureau (2013) *American Community Survey (2009-2013)*. Table DP04 Selected Housing Characteristics. Retrieved on September 3, 2015, from <http://factfinder.census.gov>
- U.S. Census Bureau (2013) *American Community Survey (2009-2013)*. Table S1501 Educational Attainment. Retrieved on September 3, 2015, from <http://factfinder.census.gov>
- U.S. Department of Education, National Center for Education Statistics. (2015). *The Condition of Education 2015* (NCES 2015–144), Charter School Enrollment.
- Winslow, Olivia (2015). New York Spends More Per Student in Public Schools Than Any Other State. *Newsday* June 2, 2015.

Dr. MARTIN R. CANTOR, CPA
Director, Long Island Center for Socio-Economic Policy
28 Woodmont Road, Melville, New York 11747
www.martincantor.com

Tel: (631) 491-1388 - Fax: (631) 491-6744-E - Mail: EcoDev1@aol.com

Martin R. Cantor has a Bachelor of Science Degree in Accounting from Brooklyn College of the City University of New York, a Master of Arts Degree in Interdisciplinary Studies from Hofstra University focusing on the socio-economic relationships between education, household income, community and workforce development, and a Doctor of Education Degree from Dowling College. He has served as Suffolk County Economic Development Commissioner (New York State's largest suburban county), brought Computer Associates to Suffolk County, and created over 23,000 jobs with an estimated \$1.4 billion annual payroll economic impact. He has served as: Chief Economist-New York State Assembly Subcommittee for the Long Island Economy; Senior Fellow at the White Plains, New York based Institute for Socioeconomic Studies - a public policy think tank concentrating on poverty in America and senior citizen quality of life; Chair and Chief Economist of the Long Island Development Corp; a building trades labor/management arbitrator; a consultant to the Nassau Interim Financial Authority; a faculty member in the Brooklyn College Department of Economics; Executive Director of the Patchogue Village Business Improvement District; and Director of Economic Development and Chief Economist for Sustainable Long Island, and the Long Island Fund for Sustainable Development, providing financial, technical assistance to businesses and not-for-profit organizations His work is included in the *National Tax Rebate-A New America With Less Government*, and has prepared downtown revitalization plans for Long Island and New York City neighborhoods featuring arts districts, economic restructuring, waterfront projects and community organizing. He was the architect of the Nassau County Comptroller's debt restructuring plan for resolving Nassau County's fiscal crisis; has been a Long Island Business Journal columnist; has authored: federal, state and local legislation; economic impact analyses; analysis of Long Island's economic, demographic, employment, tax, and educational bases; a convention center feasibility study; taxpayer cost of acquiring open space; and health care reform; and Director of Dowling College's Long Island Economic and Social Policy Institute; and an Adjunct Associate Professor of Economics

He is a Certified Public Accountant in private practice; Director of the Long Island Center for Socio-Economic Policy, chief economist for Destination LI, a consulting economist and economic development consultant to public officials, counties, towns, villages, Industrial Development Agencies, and communities; and Chairman of the Suffolk County Judicial Facilities Agency which financed the acquisition of the Cohalan State Court Complex, oversaw the construction of the Suffolk County Jail in Yaphank and financed the \$70 million purchase/leaseback of the Dennison Building to Suffolk County. He provides economic and business commentary on television and radio; was Co-host of Focus 55, a public affairs program on Channel 55, is a columnist for the Long Island Business News, Long Island's largest business weekly, and Networking Newspaper for Women, has appeared in the New York Times, Newsday, and LI Pulse, and has been syndicated nationally by Newsday, Bridge News and Knight-Ridder/Tribune News Service. He is an Honorary Member of Delta Mu Delta - The National Honor Society in Business Administration and has been recognized by the National Association of Counties for innovative uses of Industrial Revenue Bonds, for international trade promotion initiatives, for downtown revitalization policies, and for minority business incubator initiatives. He was invited by Dr. William Julius Wilson of Harvard University's John F. Kennedy School of Government to present his paper entitled *Race Neutral Sustainable Economic Development*. He is the author of the recently published *Long Island, The Global Economy and Race: The Aging of America's First Suburb*.