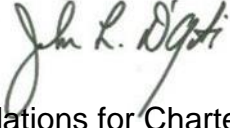





**TO:** P-12 Education Committee

**FROM:** John L. D'Agati 

**SUBJECT:** Renewal Recommendations for Charter Schools Authorized by the Board of Regents

**DATE:** February 24, 2020

**AUTHORIZATION(S):** 

### SUMMARY

#### Issue for Decision

Should the Board of Regents approve the proposed renewal charters for the following charter schools authorized by the Board of Regents pursuant to Article 56 of the Education Law (the New York Charter Schools Act):

1. **Bronx Charter School for the Arts** (short-term, four-year renewal).
2. **Charter High School for Law and Social Justice** (short-term, three-year renewal and a revision to contract with the Center for Educational Innovation, a not-for-profit entity that seeks to provide comprehensive educational management services to the school).
3. **New American Academy Charter School (The)** (short-term, three-year renewal).
4. **New Ventures Charter School** (full-term, five-year renewal).
5. **New Visions Charter High School for Advanced Math and Science IV** (full-term, five-year renewal).
6. **New Visions Charter High School for the Humanities II** (short-term, three-year renewal).
7. **Rosalyn Yalow Charter School** (short-term, four-year renewal).
8. **Southside Academy Charter School** (short-term, three-year renewal).
9. **Western New York Maritime Charter School** (full-term, five-year renewal; a revision to increase to current grade span of the school to include Grades 5 and 6 from the school's current Grade 7 through Grade 12; and to increase authorized enrollment from 425 students to 510 students, beginning in the 2020-2021 school year).

### **Reason(s) for Consideration**

Required by State statute.

### **Proposed Handling**

This issue will be before the P-12 Education Committee and the Full Board for action at its March 2020 Regents meeting.

### **Procedural History**

The New York State Education Department (the Department) made the renewal recommendations being presented to the Board of Regents for approval and issuance as required by Article 56 of the Education Law and 8 NYCRR 119.7.

### **Background Information**

#### **Performance Framework**

The Board of Regents Charter School Performance Framework, which is part of the Board of Regents Charter School Renewal Policy and the Oversight Plan included in the Charter Agreement for each school, outlines three key areas of charter school performance: (1) Educational/Academic Success; (2) Organizational Soundness; and (3) Faithfulness to Charter and Law. The Charter School Performance Framework sets forth ten performance benchmarks in these three areas. The Charter School Performance Framework is designed to focus on performance outcomes, to preserve operational autonomy, and to facilitate transparent feedback to schools. It aligns with the Department's ongoing accountability and effectiveness work under the Every Student Succeeds Act (ESSA) and holds charter schools accountable to standards set forth in the Education Law while providing the Regents with discretion. Generally, charter schools are required to demonstrate performance outcomes that exceed those of traditional public schools.

## NYSED 2015 Charter School Performance Framework

Performance Benchmark	
<b>Educational Success</b>	<p><b>Benchmark 1: Student Performance:</b> 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).</p>
	<p><b>Benchmark 2: Teaching and Learning:</b> 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 NYS 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.</p>
	<p><b>Benchmark 3: Culture, Climate, and Family Engagement:</b> 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.</p>
<b>Organizational Soundness</b>	<p><b>Benchmark 4: Financial Condition:</b> The school is in sound and stable financial condition as evidenced by performance on key financial indicators.</p>
	<p><b>Benchmark 5: Financial Management:</b> 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.</p>
	<p><b>Benchmark 6: Board Oversight and Governance:</b> 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.</p>
	<p><b>Benchmark 7: Organizational Capacity:</b> 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.</p>
<b>Faithfulness to Charter &amp; Law</b>	<p><b>Benchmark 8: Mission and Key Design Elements:</b> The school is faithful to its mission and has implemented the key design elements included in its charter.</p>
	<p><b>Benchmark 9: Enrollment, Recruitment, and Retention:</b> 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-price lunch program; or has demonstrated that it has made extensive good faith efforts to attract, recruit, and retain such students.</p>
	<p><b>Benchmark 10: Legal Compliance:</b> The school complies with applicable laws, regulations, and the provisions of its charter.</p>

## Charter School Renewal Applications

Education Law §2852(2) requires the chartering entity (in this case the Board of Regents) to make the following findings when considering a charter renewal application:

- (a) The charter school described in the application meets the requirements set out in this article and all other applicable laws, rules, and regulations;
- (b) The applicant can demonstrate the ability to operate the school in an educationally and fiscally sound manner;
- (c) Granting the application is likely to improve student learning and achievement and materially further the purposes set out in subdivision two of section twenty-eight hundred fifty-one of this article; and
- (d) In a school district where the total enrollment of resident students attending charter schools in the base year is greater than five percent of the total public school enrollment of the school district in the base year (i) granting the application would have a significant educational benefit to the students expected to attend the proposed charter school or (ii) the school district in which the charter school will be located consents to such application.

In addition, Renewal Guidelines contained in the Regulations of the Commissioner of Education (8 NYCRR 119.7(d)) were adopted by the Board of Regents and require that the Board further consider the following when evaluating a charter renewal application:

- (a) The information in the charter school's renewal application;
- (b) Any additional material or information submitted by the charter school;
- (c) Any public comments received;
- (d) Any information relating to the site visit and the site visit report;
- (e) The charter school's annual reporting results including, but not limited to, student academic achievement;
- (f) The Department's renewal recommendation and the charter school's written response, if any; and
- (g) Any other information that the board, in its discretion, may deem relevant to its determination whether the charter should be renewed.

### **Related Regents Items**

#### **Bronx Charter School for the Arts**

December 2001 Initial Charter (not available on NYSED website)

#### **[November 2006 First Renewal](https://www.regents.nysed.gov/common/regents/files/documents/meetings/2006Meetings/December2006/1206emscvesida2.htm)**

(<https://www.regents.nysed.gov/common/regents/files/documents/meetings/2006Meetings/December2006/1206emscvesida2.htm>)

[July 2009 Enrollment Expansion Revision](#)

(<https://www.regents.nysed.gov/meetings/2009Meetings/July2009/0709bra8.htm>)

[December 2009 Second Renewal](#)

(<https://www.regents.nysed.gov/meetings/2009Meetings/December2009/1209emsca5.htm>)

[February 2015 Third Renewal](#)

(<https://www.regents.nysed.gov/common/regents/files/215p12a3.pdf>)

[April 2017 Enrollment and Grade Expansion Revision](#)

(<https://www.regents.nysed.gov/common/regents/files/417p12a3.pdf>)

**Charter High School for Law and Social Justice**

[December 2013 Initial Charter](#)

(<https://www.regents.nysed.gov/common/regents/files/1213p12a2%5B1%5D.pdf>)

[May 2015 Revision to Change District of Location](#)

(<https://www.regents.nysed.gov/common/regents/files/meetings/May%202015/515p12a3.pdf>)

[March 2016 Revision to Change District of Location](#)

(<https://www.regents.nysed.gov/common/regents/files/316p12a2REVISED.pdf>)

[February 2019 Revision to Change Organizational Structure](#)

(<https://www.regents.nysed.gov/common/regents/files/319brca2.pdf>)

**New American Academy Charter School (The)**

[November 2012 Initial Charter](#)

(<https://www.regents.nysed.gov/common/regents/files/documents/meetings/2012Meetings/November2012/4TheNewAmericanAcademyCS.pdf>)

[February 2018 First Renewal](#)

(<https://www.regents.nysed.gov/common/regents/files/218p12a1revised.pdf>)

**New Ventures Charter School**

[November 2014 Initial Charter](#)

(<https://www.regents.nysed.gov/common/regents/files/1114p12a3.pdf>)

[March 2017 Merger Revision](#)

(<https://www.regents.nysed.gov/common/regents/files/417p12a4.pdf>)

[April 2019 Enrollment Revision](https://www.regents.nysed.gov/common/regents/files/519p12a1.pdf)

(<https://www.regents.nysed.gov/common/regents/files/519p12a1.pdf>)

**New Visions Charter High School for Advanced Math and Science IV**

[November 2012 Initial Charter](https://www.regents.nysed.gov/common/regents/files/documents/meetings/2012Meetings/November2012/1112p12a3.pdf)

(<https://www.regents.nysed.gov/common/regents/files/documents/meetings/2012Meetings/November2012/1112p12a3.pdf>)

[April 2015 Location Revision](https://www.regents.nysed.gov/common/regents/files/meetings/Apr%202015/415p12a5.pdf)

(<https://www.regents.nysed.gov/common/regents/files/meetings/Apr%202015/415p12a5.pdf>)

[April 2019 Enrollment Revision](https://www.regents.nysed.gov/common/regents/files/419p12a3.pdf)

(<https://www.regents.nysed.gov/common/regents/files/419p12a3.pdf>)

**New Visions Charter High School for the Humanities II**

[September 2011 Initial Charter](https://www.regents.nysed.gov/common/regents/files/documents/meetings/2011Meetings/September2011/911p12a1.pdf)

(<https://www.regents.nysed.gov/common/regents/files/documents/meetings/2011Meetings/September2011/911p12a1.pdf>)

[March 2017 First Renewal](https://www.regents.nysed.gov/common/regents/files/317p12a4.pdf)

(<https://www.regents.nysed.gov/common/regents/files/317p12a4.pdf>)

**Rosalyn Yalow Charter School**

[June 2014 Initial Charter](https://www.regents.nysed.gov/common/regents/files/614p12a2.pdf)

(<https://www.regents.nysed.gov/common/regents/files/614p12a2.pdf>)

[March 2019 Revision: Leadership Structure](https://www.regents.nysed.gov/common/regents/files/419brca12.pdf)

(<https://www.regents.nysed.gov/common/regents/files/419brca12.pdf>)

**Southside Academy Charter School**

January 2002 Initial Charter (not available on NYSED website)

[September 2006 Enrollment Revision](https://www.regents.nysed.gov/common/regents/files/documents/meetings/2006Meetings/October2006/1006brca3.htm)

(<https://www.regents.nysed.gov/common/regents/files/documents/meetings/2006Meetings/October2006/1006brca3.htm>)

[December 2006 First Renewal](https://www.regents.nysed.gov/common/regents/files/documents/meetings/2006Meetings/December2006/1206emscvesida2.htm)

(<https://www.regents.nysed.gov/common/regents/files/documents/meetings/2006Meetings/December2006/1206emscvesida2.htm>)

[May 2007 Second Renewal](#)

(<https://www.regents.nysed.gov/common/regents/files/documents/meetings/2007Meetings/May2007/0507emscvesida6.doc>)

[January 2010 Third Renewal](#)

(<https://www.regents.nysed.gov/meetings/2010Meetings/January2010/0110bra1.htm>)

[March 2015 Fourth Renewal](#)

(<https://www.regents.nysed.gov/common/regents/files/meetings/Mar%202015/315p12a3.pdf>)

[March 2017 Fifth Renewal](#)

(<https://www.regents.nysed.gov/common/regents/files/317p12a4.pdf>)

**Western New York Maritime Charter School**

[January 2004 Initial Charter](#)

(<https://www.regents.nysed.gov/common/regents/files/documents/meetings/2004Meetings/January2004/0104emscvesidca2.htm>)

[November 2006 Implementation of a Student Discipline Review Board and Enrollment Revision](#)

(<https://www.regents.nysed.gov/common/regents/files/documents/meetings/2006Meetings/December2006/1206emscvesidca1.htm>)

[December 2008 First Renewal](#)

(<https://www.regents.nysed.gov/meetings/2008Meetings/December2008/1208emsca12.htm>)

[March 2012 Second Renewal](#)

(<https://www.regents.nysed.gov/common/regents/files/documents/meetings/2012Meetings/March2012/312p12a1.pdf>)

[February 2015 Third Renewal](#)

(<https://www.regents.nysed.gov/common/regents/files/215p12a3.pdf>)

[February 2016 Enrollment Expansion Revision](#)

(<https://www.regents.nysed.gov/common/regents/files/216p12a4.pdf>)

**Recommendations**

The attached Renewal Recommendation Reports provide summary information about the Renewal Applications before the Regents for action at the March 2020 meeting, as well as an analysis of the academic and fiscal performance of each of the schools over the charter term.

Pursuant to Education Law §2851(2)(p), charters may be renewed for a charter term of no more than five years. The Department typically makes renewal recommendations for a full term of five years or a short term of three years. The Department may also make recommendations for nonrenewal and has additional flexibility to make renewal recommendations for other charter term lengths.

The Department considers evidence related to all ten performance benchmark areas of the Charter School Performance Framework when making recommendations to the Regents concerning charter renewal applications. However, student academic performance is of paramount importance when evaluating each school.<sup>1</sup> The recommendations below were made after a full due diligence process over the charter term, including review of the information presented by the schools in their Renewal Applications; specific fiscal reviews; a renewal site visit of up to two days, conducted by a Department team for each school; comprehensive analysis of achievement data; and consideration of public comment. Over the course of the charter term, the Department closely monitors all charter schools based on the Oversight Plan.<sup>2</sup>

VOTED: That the Board of Regents finds that, the **Bronx Charter School for the Arts**: (1) meets the requirements set out in Article 56 of the Education Law, and all other applicable laws, rules and regulations; (2) the applicant can demonstrate the ability to operate the school in an educationally and fiscally sound manner; (3) granting the application is likely to improve student learning and achievement and materially further the purposes set out in subdivision two of section twenty-eight hundred fifty of this article; and (4) granting the application would have a significant educational benefit to the students expected to attend the charter school, and the Board of Regents therefore approves the renewal application of the **Bronx Charter School for the Arts** and that a renewal charter be issued, and that its provisional charter be extended for a term up through and including **June 30, 2024**.

VOTED: That the Board of Regents finds that, the **Charter High School for Law and Social Justice**: (1) meets the requirements set out in Article 56 of the Education Law, and all other applicable laws, rules and regulations; (2) the applicant can demonstrate the ability to operate the school in an educationally and fiscally sound manner; (3) granting the application is likely to improve student learning and achievement and materially further the purposes set out in subdivision two of section twenty-eight hundred fifty of this article; and (4) granting the application would have a significant educational benefit to the students expected to attend the charter school, and the Board of Regents therefore approves the renewal application of the **Charter High School for Law and Social Justice** and that a renewal charter be issued, and that its provisional charter be extended for a term up through and including **June 30, 2023**.

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<sup>1</sup> See [§8 NYCRR 119.7](http://www.p12.nysed.gov/psc/aboutcharterschools/Financing/Regulations/csreg119.7.html)  
(<http://www.p12.nysed.gov/psc/aboutcharterschools/Financing/Regulations/csreg119.7.html>)

<sup>2</sup> The [Oversight Plan for Board of Regents-Authorized schools](http://www.p12.nysed.gov/psc/regentsoversightplan/OversightPlan.html) is located on the following webpage:  
(<http://www.p12.nysed.gov/psc/regentsoversightplan/OversightPlan.html>)



VOTED: That the Board of Regents finds that, **New American Academy Charter School (The)**: (1) meets the requirements set out in Article 56 of the Education Law, and all other applicable laws, rules and regulations; (2) the applicant can demonstrate the ability to operate the school in an educationally and fiscally sound manner; (3) granting the application is likely to improve student learning and achievement and materially further the purposes set out in subdivision two of section twenty-eight hundred fifty of this article; and (4) granting the application would have a significant educational benefit to the students expected to attend the charter school, and the Board of Regents therefore approves the renewal application of **New American Academy Charter School (The)** and that a renewal charter be issued, and that its provisional charter be extended for a term up through and including **June 30, 2023**.

VOTED: That the Board of Regents finds that, the **New Ventures Charter School**: (1) meets the requirements set out in Article 56 of the Education Law, and all other applicable laws, rules and regulations; (2) the applicant can demonstrate the ability to operate the school in an educationally and fiscally sound manner; (3) granting the application is likely to improve student learning and achievement and materially further the purposes set out in subdivision two of section twenty-eight hundred fifty of this article; and (4) granting the application would have a significant educational benefit to the students expected to attend the charter school, and the Board of Regents therefore approves the renewal application of the **New Ventures Charter School** and that a renewal charter be issued, and that its provisional charter be extended for a term up through and including **June 30, 2025**.

VOTED: That the Board of Regents finds that, the **New Visions Charter High School for Advanced Math and Science IV**: (1) meets the requirements set out in Article 56 of the Education Law, and all other applicable laws, rules and regulations; (2) the applicant can demonstrate the ability to operate the school in an educationally and fiscally sound manner; (3) granting the application is likely to improve student learning and achievement and materially further the purposes set out in subdivision two of section twenty-eight hundred fifty of this article; and (4) granting the application would have a significant educational benefit to the students expected to attend the charter school, and the Board of Regents therefore approves the renewal application of the **New Visions Charter High School for Advanced Math and Science IV** and that a renewal charter be issued, and that its provisional charter be extended for a term up through and including **June 30, 2025**.

VOTED: That the Board of Regents finds that, the **New Visions Charter High School for the Humanities II**: (1) meets the requirements set out in Article 56 of the Education Law, and all other applicable laws, rules and regulations; (2) the applicant can demonstrate the ability to operate the school in an educationally and fiscally sound manner; (3) granting the application is likely to improve student learning and achievement and materially further the purposes set out in subdivision two of section twenty-eight hundred fifty of this article; and (4) granting the application would have a significant educational benefit to the students expected to attend the charter school, and the Board of Regents therefore approves the renewal application of the **New Visions Charter High**

**School for the Humanities II** and that a renewal charter be issued, and that its provisional charter be extended for a term up through and including **June 30, 2023**.

VOTED: That the Board of Regents finds that, the **Rosalyn Yalow Charter School**: (1) meets the requirements set out in Article 56 of the Education Law, and all other applicable laws, rules and regulations; (2) the applicant can demonstrate the ability to operate the school in an educationally and fiscally sound manner; (3) granting the application is likely to improve student learning and achievement and materially further the purposes set out in subdivision two of section twenty-eight hundred fifty of this article; and (4) granting the application would have a significant educational benefit to the students expected to attend the charter school, and the Board of Regents therefore approves the renewal application of the **Rosalyn Yalow Charter School** and that a renewal charter be issued, and that its provisional charter be extended for a term up through and including **June 30, 2024**.

VOTED: That the Board of Regents finds that, the **Southside Academy Charter School**: (1) meets the requirements set out in Article 56 of the Education Law, and all other applicable laws, rules and regulations; (2) the applicant can demonstrate the ability to operate the school in an educationally and fiscally sound manner; (3) granting the application is likely to improve student learning and achievement and materially further the purposes set out in subdivision two of section twenty-eight hundred fifty of this article; and (4) granting the application would have a significant educational benefit to the students expected to attend the charter school, and the Board of Regents therefore approves the renewal application of the **Southside Academy Charter School** and that a renewal charter be issued, and that its provisional charter be extended for a term up through and including **June 30, 2023**.

VOTED: That the Board of Regents finds that, the **Western New York Maritime Charter School**: (1) meets the requirements set out in Article 56 of the Education Law, and all other applicable laws, rules and regulations; (2) the applicant can demonstrate the ability to operate the school in an educationally and fiscally sound manner; (3) granting the application is likely to improve student learning and achievement and materially further the purposes set out in subdivision two of section twenty-eight hundred fifty of this article; and (4) granting the application would have a significant educational benefit to the students expected to attend the charter school, and the Board of Regents therefore approves the renewal application of the **Western New York Maritime Charter School** and that a renewal charter be issued, and that its provisional charter be extended for a term up through and including **June 30, 2025**.

### **Timetable for Implementation**

The Regents action for the above-named charter schools will become effective immediately.

### Bronx Charter School for the Arts

In accordance with Education Law Sections 2851(4) and 2852(2), Commissioner’s Regulation Section 119.7, and the Board of Regents Charter School Renewal Policy, the **New York State Education Department recommends a short-term renewal for a period of four years for the Bronx Charter School for the Arts. The charter term would begin on July 1, 2020 and expire on June 30, 2024, and the school would be permitted to revise its charter to increase authorized enrollment from 624 students to 648 students beginning in year 1 of the renewal charter term, 2020-2021.**

Bronx Charter School for the Arts (Bronx Arts) is meeting 10 out of the 10 benchmarks set forth in the Board of Regents Charter School Performance Framework. The school is implementing the mission, key design elements, education program, and organizational plan set forth in the charter.

#### Charter School Summary

<b>Name of Charter School</b>	Bronx Charter School for the Arts
<b>Board Chair</b>	Charles A. Whites, Jr.
<b>District of Location</b>	NYC CSD 8
<b>Opening Date</b>	Fall 2003
<b>Charter Term(s)</b>	<ul style="list-style-type: none"> <li>• Initial: April 23, 2002 - April 22, 2007</li> <li>• 1<sup>st</sup> Renewal: January 16, 2007 - August 31, 2010</li> <li>• 2<sup>nd</sup> Renewal: September 1, 2010 - August 31, 2015</li> <li>• 3<sup>rd</sup> Renewal: September 1, 2015 - June 30, 2020</li> </ul>
<b>Current Term Authorized Grades/Approved Enrollment</b>	K – Grade 8/624 students
<b>Proposed Renewal Term Authorized Grades/Proposed Approved Enrollment</b>	K – Grade 8/648 students
<b>Facilities</b>	<ul style="list-style-type: none"> <li>• 1440 Story Avenue, Bronx, NY 10473 (middle school) - Private Space</li> <li>• 950 Longfellow Avenue, Bronx, NY 10474 (elementary school) - Private Space</li> </ul>
<b>Mission Statement</b>	<i>Bronx Charter School for the Arts is a public elementary school founded on the principle that a rich and vibrant background in the arts is a key component of achieving academic excellence. We strive to serve as a model that encourages creativity and innovation in the classroom and inspires students to develop the intellectual and personal fortitude to realize their dreams.</i>
<b>Key Design Elements</b>	<ul style="list-style-type: none"> <li>• Creativity</li> <li>• Conscience</li> <li>• Critical Thinking</li> <li>• Continued Learning</li> <li>• Collaboration, Communication, and Community</li> </ul>

<b>Recommended Material Revisions</b>	<b>Increase authorized enrollment from 624 students to 648 students beginning in year 1 of the renewal charter term, 2020-2021</b>
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**Noteworthy:** Bronx Charter School for the Arts has an expansive view of arts education, including arts integration across the curriculum, as well as developing artistic skills and mindsets. In Grades 4 and 5, students select which electives they would like to take for part of the year; at the middle school level, students choose one of the arts disciplines to focus on as a major. Both the elementary and middle levels offer instruction in dance, music, theater, and visual arts. The school also utilizes the arts as an intervention strategy; its focus on creativity throughout the curriculum allows students the opportunity to both access learning and express understanding across content areas in various ways, an approach that benefits all learning styles.

**Innovative Programs:**

- Bronx Arts provides daily skills-based instruction in dance, music, theater, and the visual arts.
- Bronx Arts offers extended opportunities to its students through its arts-focused after school program, two bands, two dance teams, a visual arts club, two annual theatrical productions, and partnerships with cultural institutions and artists throughout New York City.
- Bronx Arts features arts integration as an instructional approach where students use art forms to construct and demonstrate understanding, connecting core subject area and art forms to deepen and enhance students’ understanding.
- Art teachers and academic teachers at Bronx Arts collaborate regularly to provide integrated lessons.

**Current Grade Levels and Approved Enrollment**

	<b>Year 1 2015 to 2016</b>	<b>Year 2 2016 to 2017</b>	<b>Year 3 2017 to 2018</b>	<b>Year 4 2018 to 2019</b>	<b>Year 5 2019 to 2020</b>
<b>Grade Configuration</b>	K – Grade 5	K - Grade 5	K - Grade 5	K - Grade 6	K - Grade 7 <sup>3</sup>
<b>Total Approved Enrollment</b>	282	282	282	416	520

**Proposed Renewal Term Grade Levels and Proposed Enrollment\***

	<b>Year 1 2020 to 2021</b>	<b>Year 2 2021 to 2022</b>	<b>Year 3 2022 to 2023</b>	<b>Year 4 2023 to 2024</b>	<b>Year 5 2024 to 2025</b>
<b>Grade Configuration</b>	K - Grade 8	K - Grade 8	K - Grade 8	K - Grade 8	K - Grade 8
<b>Total Proposed Enrollment</b>	624	624	624	624	624

\*The proposed chart was submitted by the Bronx Charter School for the Arts in its renewal application. It is subject to change pending the final renewal recommendation and approval by the Board of Regents.

<sup>3</sup> Bronx Arts is already authorized to serve Grade 8 and will do so in the 2020-2021 school year.

## Summary of Evidence for Renewal

### Key Performance Area: Educational Success

#### Student Performance – Elementary/Middle School Outcomes

See Figure 1 below regarding assessment proficiency regarding 3-8 math and ELA. See Table 1 below regarding 3-8 math and ELA exam aggregate and subgroup student performance compared to the district and state average which serve as two of the many indicators in Benchmark One of the Charter School Performance Framework. **According to the 2018-2019 school year ESEA accountability designations, Bronx Arts is *In Good Standing*.**

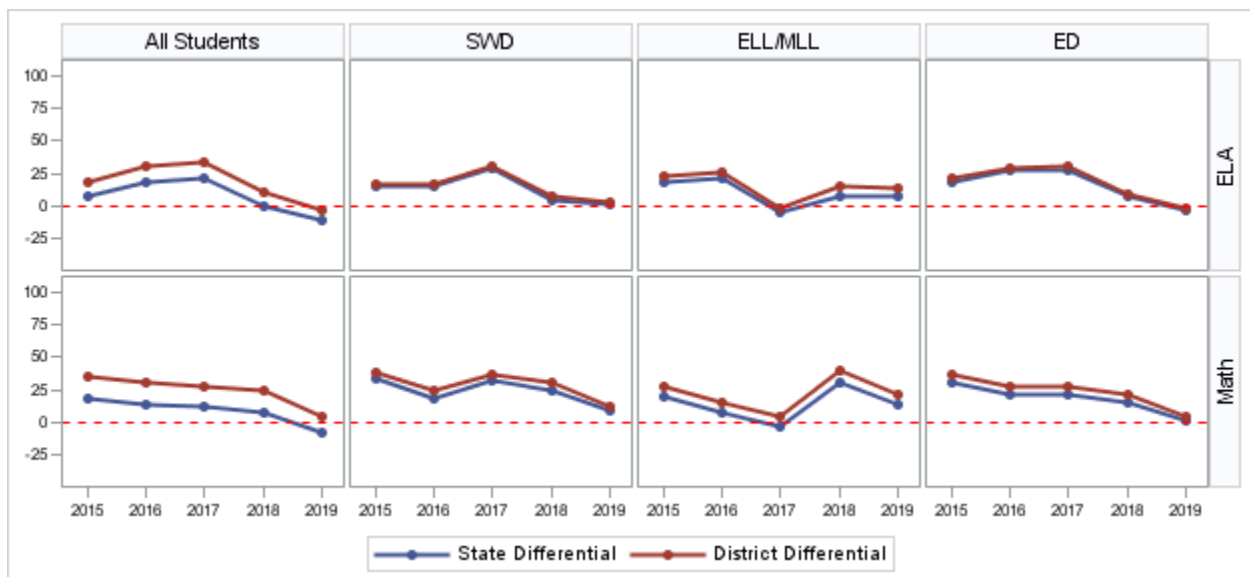
#### **Academic Program for Elementary School/Middle School:**

Bronx Arts offers an elementary and middle school program on two campuses in the south Bronx. Its mission is to provide a high-quality education and considers the arts “a key component of achieving academic excellence.” The arts are both integrated into core subject instruction and taught as stand-alone subjects. The elementary school uses a team-teaching approach and has departmentalized its upper grades. At the middle school, students “major” in an art discipline after studying all arts areas in the sixth grade. The school uses a variety of commercial and school-developed curricula and has introduced a number of new literacy and math programs in recent years in an effort to increase academic rigor.

#### **Academic Program for Students with Disabilities and English Language Learners (ELLs)/Multilingual Learners (MLLs):**

The school provides integrated co-teaching (ICT) classes for students in all grades as well as special education teacher support services (SETSS) through both push-in and pull-out approaches. There is also a self-contained 12:1 program for students with disabilities at the middle school. The school has two full-time English as a New Language (ENL) teachers this year who provide literacy instruction and push-in support for ELLs/MLLs. Team teaching provides opportunities for differentiated instruction and targeted support within the general education classroom.

**Figure 1: Elementary/Middle School Assessment Proficiency State and District Differentials Over Time Comparison to NYC CSD 8**



**Table 1: Elementary/Middle School Assessment Proficiency Outcomes: Charter School, District & NYS**

		ELA					Math				
		Bronx CS for the Arts	NYC CSD 8	Differential to District	NYS	Differential to NYS	Bronx CS for the Arts	NYC CSD 8	Differential to District	NYS	Differential to NYS
All Students	2014-2015	38%	20%	+18	31%	+7	62%	27%	+35	43%	+19
	2015-2016	57%	27%	+30	39%	+18	57%	27%	+30	43%	+14
	2016-2017	62%	28%	+34	40%	+22	57%	29%	+28	45%	+12
	2017-2018	46%	35%	+11	46%	0	56%	32%	+24	48%	+8
	2018-2019	35%	38%	-3	46%	-11	43%	38%	+5	50%	-7
SWD	2014-2015	23%	6%	+17	8%	+15	50%	11%	+39	16%	+34
	2015-2016	26%	9%	+17	11%	+15	35%	11%	+24	16%	+19
	2016-2017	41%	10%	+31	12%	+29	50%	13%	+37	18%	+32
	2017-2018	23%	15%	+8	18%	+5	47%	17%	+30	22%	+25
	2018-2019	17%	14%	+3	16%	+1	29%	16%	+13	20%	+9
ELL/MLL	2014-2015	31%	8%	+23	13%	+18	44%	16%	+28	24%	+20
	2015-2016	38%	12%	+26	16%	+22	31%	15%	+16	24%	+7
	2016-2017	10%	11%	-1	15%	-5	20%	16%	+4	23%	-3
	2017-2018	36%	21%	+15	28%	+8	64%	24%	+40	34%	+30
	2018-2019	35%	21%	+14	28%	+7	48%	26%	+22	34%	+14
ED	2014-2015	39%	18%	+21	21%	+18	62%	25%	+37	31%	+31
	2015-2016	55%	26%	+29	28%	+27	53%	25%	+28	31%	+22
	2016-2017	56%	26%	+30	29%	+27	54%	27%	+27	33%	+21
	2017-2018	43%	33%	+10	36%	+7	52%	30%	+22	36%	+16
	2018-2019	33%	35%	-2	36%	-3	40%	36%	+4	39%	+1

**Key Performance Area: Organizational Viability**

**Financial Condition**

Bronx Arts appears to be in good financial condition as evidenced by performance on key indicators derived from the school’s independently audited financial statements.

The Charter School Office (CSO) reviews the financial performance and management of charter schools using quantitative and qualitative methods. Near-term indicators, such as the current ratio and unrestricted days cash, are measures of liquidity and of the charter school’s capacity to maintain

operations. Long-term indicators, such as total margin and debt-to asset ratio, are measures of the charter school’s capacity to remain viable and to meet financial obligations.<sup>4</sup>

A *composite score* is an overall measure of financial health. This score is based on a weighting of primary reserves, equity, and net income. A charter school with a score between 1.5 and 3.0 is considered to be in strong financial health. Bronx Arts’ composite score for 2018-2019 is 2.27. Table 2 below shows the school’s composite scores from 2014-2015 to 2018-2019.

**Table 2: Bronx Charter School for the Arts’ Composite Scores  
2014-2015 to 2018-2019**

<i>Year</i>	<i>Composite Score</i>
2014-2015	1.45
2015-2016	2.25
2016-2017	1.75
2017-2018	2.07
2018-2019	2.27

### **Financial Management**

The Charter School Office reviewed Bronx Arts’ 2018-2019 audited financial statements to determine whether the independent auditor observed sufficient internal controls over financial reporting. The auditor did not identify any deficiencies in internal controls that could be considered material weaknesses.

### **Key Performance Area: Faithfulness to the Charter and Law**

#### **Enrollment, Recruitment and Retention**

Each year, Bronx Arts accepts students eligible to enroll in New York City schools, with admissions preference given to students residing in NYC CSD 8. Other preferences include returning students, siblings, and children of staff employed by Bronx Arts. To serve as many students as possible, the school will backfill all open seats through January 1st at all grade levels by offering them to families on the waitlist.

Through efforts toward increasing the percentage of at-risk students enrolled, the school has met or is close to meeting its targets for all the special population subgroups – economically disadvantaged (ED), SWDs, and ELLs/MLLs (see Table 3 below). In 2018-2019, the school enrolled 422 students, close to its targeted enrollment of 416 for that academic year. While it exceeded NYC CSD 8 in enrollment of ELLs/MLLs for all years in the current charter term, its enrollment of SWDs and ED students was slightly below the district of location from 2016-2017 to 2018-2019. For the past two years, however, the school has remained within five percentage points of NYC CSD 8’s enrollment of these two subgroup populations. Bronx Arts had strong student retention, with 87 percent of all students returning in 2019-2020 from 2018-2019. Similarly, 96 percent of ELLs/MLLs, 89 percent of ED students, and 88 percent of SWDs returned during that same timeframe (see Table 4 below).

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<sup>4</sup> These rigorous indicators of fiscal soundness are aligned with those recommended by the National Association of Charter School Authorizers.

The school is making good faith efforts to recruit, serve, and retain at-risk students<sup>5</sup>. Efforts to recruit and retain students in the ED, ELL/MLL, and SWD populations include:

- Using Vanguard services to send informational material to households with elementary- and middle-school-aged children;
- Sending street teams to areas in NYC CSD 8 that are highly trafficked by families;
- Sending materials to schools and community-based organizations such as community centers, shelters, community clinics, and health centers that provide support to families in the district;
- Sending application materials to the Committee on Special Education and requesting that the information be posted;
- Holding parent information sessions where parents of SWDs can ask questions and receive information about services the schools can provide for their children;
- Providing flexibility in the services offered to best meet the needs of individual students;
- Distributing all recruitment materials in both English and Spanish, and translating all application materials into Spanish and French;
- Sending home all correspondence in both English and Spanish;
- Employing staff members at both sites who are multilingual, and providing interpreters at all workshops, conferences, and meetings; and
- Using family members of current ELL/MLL students to act as spokespeople for the school.

**Table 3: Student Demographics**

	SWD			ELL/MLL			ED		
	Bronx CS for the Arts	NYC CSD 8	Differential to District	Bronx CS for the Arts	NYC CSD 8	Differential to District	Bronx CS for the Arts	NYC CSD 8	Differential to District
<b>2015-2016</b>	21%	26%	<b>-5</b>	19%	15%	<b>+4</b>	84%	81%	<b>+3</b>
<b>2016-2017</b>	22%	26%	<b>-4</b>	18%	15%	<b>+3</b>	74%	81%	<b>-7</b>
<b>2017-2018</b>	22%	27%	<b>-5</b>	23%	17%	<b>+6</b>	82%	86%	<b>-4</b>
<b>2018-2019</b>	24%	27%	<b>-3</b>	20%	18%	<b>+2</b>	84%	85%	<b>-1</b>

<sup>5</sup> Education Law §2854(2)(a) requires that schools demonstrate good faith efforts to attract and retain a comparable or greater enrollment of students with disabilities, FRPL-eligible students and English language learners when compared to the enrollment figures for such students in the school district in which the charter is located. SUNY and the Regents were charged with setting specific enrollment and retention targets for each charter school and have done so (Education Law §2852(9-a)(b)(i)). All charter schools that were initially chartered after August 2010 or renewed after January 1, 2011, are expected to meet or exceed the enrollment and retention targets set by the Regents and SUNY. When submitting an application for renewal of the charter, schools are required to provide information detailing the means by which they will meet the enrollment and retention targets (Education Law §2851(4)(e)), and this information is considered by the Regents in the review of the school's performance over the charter term. A school's plan to change its enrollment practices, whether by weighting the lottery or preferencing, may also be considered when determining whether the school will meet the targets in the upcoming charter term. A school's repeated failure to meet or exceed its enrollment and retention targets, when combined with a failure to show that extensive efforts to meet the targets have been made, may be cause for termination or revocation of the charter pursuant to Education Law §2855(1)(e).



**Table 4: Retention – Aggregate and Subgroups**

	All Students			SWD			ELL/MLL			ED		
	Bronx Charter School for the Arts	NYC CSD 8	Differential to District	Bronx Charter School for the Arts	NYC CSD 8	Differential to District	Bronx Charter School for the Arts	NYC CSD 8	Differential to District	Bronx Charter School for the Arts	NYC CSD 8	Differential to District
2016-2017	74%	84%	<b>-10</b>	71%	84%	<b>-13</b>	83%	84%	<b>-1</b>	75%	83%	<b>-8</b>
2017-2018	87%	86%	<b>+1</b>	79%	85%	<b>-6</b>	82%	85%	<b>-3</b>	85%	85%	<b>0</b>
2018-2019	87%	84%	<b>+3</b>	88%	83%	<b>+5</b>	96%	84%	<b>+12</b>	89%	84%	<b>+5</b>

**Legal Compliance**

Bronx Arts operates in accordance with applicable law, regulations, rules and other policies, including the terms of its charter, its by-laws and other school-specific policies. It is also in compliance with federally mandated disciplinary procedures for students with disabilities, and the Dignity for All Students Act. The board holds meetings in accordance with the Open Meetings Law.

**Summary of Public Comment**

The required public hearing was held by the New York City Department of Education on October 10, 2019. All attendees were in favor of the renewal and revision.

## Charter High School for Law and Social Justice

In accordance with Education Law Sections 2851(4) and 2852(2), Commissioner’s Regulation Section 119.7, and the Board of Regents Charter School Renewal Policy, the **New York State Education Department’s (NYSED) Charter School Office (CSO) recommends a short-term renewal for a period of three years for Charter High School for Law and Social Justice (CHLSJ). The charter term would begin on July 1, 2020 and expire on June 30, 2023.**

In May 2019, the CSO sent the school a Notice of Deficiency which required the CHLSJ Board of Trustees to develop a comprehensive school turnaround plan. This plan, developed by the school, included:

- Identify an institutional partner (e.g., a Charter Management Organization, Community-Based Organization, Educational Support Organization, or some combination thereof) to provide financial, operational, and academic supports;
- Engage in a formal or informal evaluation of the capacity of the current officers and members of the school's board toward ensuring that all members of the board are assisting the school toward compliance with Benchmark 6 and other areas of the Charter School Performance Framework; and
- Engage in professional development for the CHLSJ Board of Trustees conducted by a provider with experience working with charter school boards.
- Include a proposal to restructure the board in the scope of services provided by the identified institutional partner.

By July 2019, the CSO approved the CHLSJ Board of Trustees’ corrective action plan, which the school began to implement immediately to address concerns raised in the Notice of Deficiency.

Based on the recent renewal site visit report covering the initial 5-year charter term, CHLSJ is meeting 4 out of the 10 benchmarks set forth in the Board of Regents Charter School Performance Framework. In recent months, the school made great strides in implementing with fidelity the mission, key design elements, education program, and organizational plan set forth in the charter.

### Charter School Summary<sup>6</sup>

<b>Name of Charter School</b>	Charter High School for Law and Social Justice
<b>Board Chair</b>	Jack Callahan
<b>District of Location</b>	NYC CSD 10
<b>Opening Date</b>	Fall 2015
<b>Charter Terms</b>	Initial Charter: August 24, 2015 – June 30, 2020
<b>Current Term Authorized Grades/Approved Enrollment</b>	Grades 9-12/450 students
<b>Proposed Renewal Term Authorized Grades/Proposed Approved Enrollment</b>	Grades 9-12/450 students

<sup>6</sup> The information in this section was provided by the NYS Education Department Charter School Office.

<b>Comprehensive Management Service Provider</b>	None currently; seeks approval to engage with Center for Educational Innovation to serve as the School’s Educational Support Organization (ESO)
<b>Facilities</b>	1960 University Avenue, Bronx, New York 10453 - Private Space
<b>Mission Statement</b>	<p><i>The Charter High School for Law and Social Justice will provide students from the Bronx with a comprehensive high school education and lay the academic and social groundwork for success in college and careers. Using a theme of law and social justice, the School will engage, inspire, and empower students, and will equip them with the academic skills to earn a Regents diploma and gain admission to the college of their choice prepared for success. The School will create a pathway for its students to law school and careers as attorneys. The pathway will include mentoring opportunities with law students and attorneys and partnerships with institutions of higher learning. These institutions will offer college and law school experiences to our students and share with them the academic benchmarks and habits necessary to gain entrance to college and law school.</i></p>
<b>Key Design Elements</b>	<ul style="list-style-type: none"> <li>• <i>A comprehensive high school curriculum that engages and empowers students through the study of law and social justice aligned to the New York State Common Core and College and Career Readiness Standards. Law and social justice themes are incorporated into the core curriculum, elective courses, community service projects, law office internships, after-school clubs and activities, and the Summer Bridge program to support student pathways to college, law school, and careers as attorneys.</i></li> <li>• <i>Individualized academic supports, remediation, and acceleration efforts to meet the needs of all students and to ensure students graduate on time with a Regents diploma with the academic and social skills to attend and succeed in the college of their choice. Efforts include: Universal Design for Learning ("UDL") and flexible grouping; individual learning plans ("ILP"); small class sizes and low student-teacher ratios; teaching assistants from the College of Mount St. Vincent; support for ELLs and students with disabilities.</i></li> </ul>

	<ul style="list-style-type: none"> <li>• <i>More time for learning and structural supports</i> including an extended school day; a second ELA class for ninth and tenth graders; mandatory summer bridge programs for rising ninth and tenth graders;</li> <li>• <i>Engaging students in learning and development</i> via an advisory program; looping in academic courses from ninth to tenth grades; and college experiences.</li> <li>• <i>Data-based decision-making and extended time for planning and professional development.</i></li> </ul>
<b>Requested Revisions</b>	<b>To enter into a contract with the Center for Educational Innovation, a not-for-profit entity that seeks to provide comprehensive educational management services to the school.</b>

**Noteworthy:** CHSLSJ offers a curriculum in law and social justice which incorporates law and social justice into the core curriculum, elective courses, community service projects, internships, after-school club and activities, and a summer bridge program. In partnership with the New York Law School, Charter High School for Law and Social Justice students participate in a weekly street law class.

**Innovative Programs:**

- ***A comprehensive high school curriculum that engages students and empowers them through the study of law and social justice:*** CHSLSJ’s theme of law and social justice plays an integral role in engaging and empowering its students. CHSLSJ incorporates law and social justice in the educational program through a course sequence in law and social justice as part of the curriculum; integration of law and social justice themes in core content areas; law and social justice elective courses, community service projects; and law and social justice-related internships, after-school clubs and activities.
- ***The Advisory Program (“Advisory”):*** Students participate in Advisory twice a week. The curriculum focuses on academic, social/emotional, and college and career development. Advisors meet with their students and offer students an opportunity to address problems and explore issues that are impacting their lives with a caring and nurturing adult and among their peers. An important role of the Advisors is to ensure they provide their advisees with the advice and guidance necessary to help them develop and articulate short-term and long-term goals and make appropriate decisions in order to achieve those goals.
- ***Early College Experiences:*** CHSLSJ offers all students the opportunity for early college experiences and college advising. Experiences include AP courses; freshman-level core academic courses through the College Now program; a college preparatory program for eleventh graders; a college planning course for seniors, and Advisory period which includes college selection and application-related activities.
- ***Restorative Approaches:*** In alignment with the Law and Social Justice focus of the charter school, the school incorporates Restorative Justice as the foundation of its discipline approach. Restorative approaches serve to strengthen the school’s culture and cohesiveness and build meta-cognitive understanding and skills in CHSLSJ students as they increasingly understand and take responsibility

for their own roles in forging a safe, trustworthy and democratic community that supports a trajectory toward excellence.

- **Community Partnerships:** CHSLSJ forges community partnerships in order to bring to bear the resources, opportunities and experiences they can offer to benefit the school and its stakeholders, in particular its students and teachers. Current partnerships include Bronx Community College and its College Now Program; the New York Law School, which implements Summer Bridge and supports law electives at the school; Mount St. Vincent College, which had been a community partner in the past providing teaching assistants to the school and early college experiences for students.
- **Student-Centered Instructional Model:** The Workshop Model and Teachers College Readers and Writers Workshop are both student-centered approaches that support both Bloom’s Taxonomy by challenging students to engage in analyzing, evaluating and creating, as well as Wiggins and McTighe’s Understanding by Design where the underlying premise of instruction is teaching for understanding. When students actively participate in their own learning through discussion and collaboration, they engage more fully in higher order skills.

**Current Grade Levels and Approved Enrollment**

	<b>Year 1 2015 to 2016</b>	<b>Year 2 2016 to 2017</b>	<b>Year 3 2017 to 2018</b>	<b>Year 4 2018 to 2019</b>	<b>Year 5 2019 to 2020</b>
<b>Grade Configuration</b>	Grade 9	Grades 9-10	Grades 9-11	Grades 9-12	Grades 9-12
<b>Total Approved Enrollment</b>	126	252	378	450	450

**Proposed Renewal Term Grade Levels and Projected Enrollment Requested by the School\***

	<b>Year 1 2020 to 2021</b>	<b>Year 2 2021 to 2022</b>	<b>Year 3 2022 to 2023</b>	<b>Year 4 2023 to 2024</b>	<b>Year 5 2024 to 2025</b>
<b>Grade Configuration</b>	Grades 9-12	Grades 9-12	Grades 9-12	Grades 9-12	Grades 9-12
<b>Total Proposed Enrollment</b>	450	450	450	450	450

\*The proposed chart was submitted by Charter High School for Law and Social Justice in its renewal application. It is subject to change pending the final renewal recommendation and approval by the Board of Regents.

**Summary of Evidence for Renewal**

**Key Performance Area: Educational Success**

**Student Performance – High School Outcomes**

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

- The school's graduation rates for subgroups were above the NYS graduation rates for the 2015 four-year cohort. For SWDs, ELLs/MLLs, and Economically Disadvantaged (ED) students, they were 13, 6, and 1 percentage point higher, respectively. The 2015 four-year August overall graduation rate was 76%.

**Academic Program for High School:**

- Due to low student performance and the need for instructional support, the school hired an executive director and the Center for Educational Innovation (CEI) as a leadership and institutional partner to help improve academic performance and graduation rates. For much of the first four years of the school, there were no school-wide curricula that aligned with New York State Learning Standards (NYSLS), and the progression of courses did not align with the sequence of courses of the Regents diploma.

**Academic Program for Students with Disabilities (SWDs) and English Language Learners (ELLs)/Multilingual Learners (MLLs):**

- The school has an integrated co-teacher (ICT) for each core subject area who co-plans with general education teachers and provides push-in support in general education classrooms. The school holds Special Education Teacher Support Services classes for students to receive support after school. To attempt to meet the needs of ELLs/MLLs, the school provides push-in services especially focused on writing support. For lower tier ELLs/MLLs, the school provides a pull-out class focused on writing and another pull-out class focused on reading.

**Table 1: Regents 4-Year Cohort Outcomes**

		All Students				SWD				ELL/MLL				ED			
		Charter Total Cohort	CHS for Law And Social Justice	NYS	Differential to NYS	Charter Total Cohort	CHS for Law And Social Justice	NYS	Differential to NYS	Charter Total Cohort	CHS for Law And Social Justice	NYS	Differential to NYS	Charter Total Cohort	CHS for Law And Social Justice	NYS	Differential to NYS
ELA	2015 Cohort	109	88%	84%	+4	12	67%	55%	+12	11	73%	55%	+18	72	89%	79%	+10
Global History	2015 Cohort	109	77%	78%	-1	12	33%	43%	-10	11	64%	48%	+16	72	79%	70%	+9
Math	2015 Cohort	109	80%	84%	-4	12	58%	51%	+7	11	55%	60%	-5	72	83%	78%	+5
Science	2015 Cohort	109	74%	83%	-9	12	25%	51%	-26	11	45%	51%	-6	72	75%	76%	-1
US History	2015 Cohort	109	72%	79%	-7	12	25%	48%	-23	11	45%	48%	-3	72	71%	71%	0

**Table 2: High School Graduation Rates by Cohort**

		All Students				SWD				ELL/MLL				ED			
		Charter Total Cohort	CHS for Law and Social Justice	NYS Graduation Rate	NYS Differential	Charter Total Cohort	CHS for Law and Social Justice	NYS Graduation Rate	NYS Differential	Charter Total Cohort	CHS for Law and Social Justice	NYS Graduation Rate	NYS Differential	Charter Total Cohort	CHS for Law and Social Justice	NYS Graduation Rate	NYS Differential
2015 Cohort	4 Year	109	76%	83%	-7	12	75%	62%	+13	11	64%	58%	+6	72	78%	77%	+1

## Key Performance Area: Organizational Viability

### Financial Condition

Charter High School for Law and Social Justice appears to be in adequate financial condition as evidenced by performance on key indicators derived from the school's independently audited financial statements.

The CSO reviews the financial performance and management of charter schools using quantitative and qualitative methods. Near-term indicators, such as the current ratio and unrestricted days' cash, are measures of liquidity and of the charter school's capacity to maintain operations. Long-term indicators, such as total margin and debt-to-asset ratio, are measures of the charter school's capacity to remain viable and to meet financial obligations.<sup>7</sup>

A *composite score* is an overall measure of financial health. This score is based on a weighting of primary reserves, equity, and net income. A charter school with a score between 1.5 and 3.0 is considered to be in good financial health. Charter High School for Law and Social Justice's 2018-2019 composite score is 2.15.

**Table 3: Charter High School for Law and Social Justice Composite Scores  
2015-2016 to 2018-2019**

<i>Year</i>	<i>Composite Score</i>
2015-2016	2.44
2016-2017	2.49
2017-2018	2.34
2018-2019	2.15

### Financial Management

The Charter School Office reviewed Charter High School for Law and Social Justice's 2018-2019 audited financial statements to determine whether the independent auditor observed sufficient internal controls over financial reporting. The auditor did not identify any deficiencies in internal controls that could be considered material weaknesses. Issues raised in the prior year's financial audit appear to have been addressed to the satisfaction of the school's outside independent auditors.

The school's outside independent auditors' report in the financial statements that the school has a reserve established for legal and audit expenses to cover the dissolution of the school should it occur.

The school has a strong cash position and its cash coverage of its total current liabilities is 2.64 times its total current liabilities.

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<sup>7</sup> These rigorous indicators of fiscal soundness are aligned with those recommended by the National Association of Charter School Authorizers.

## Key Performance Area: Faithfulness to the Charter and Law

### Enrollment, Recruitment and Retention

CHLSJ's enrollment of SWDs at the school has generally stayed constant at 15 percent of the student body. While the percentage has remained the same, CHLSJ has been steadily closing the gap between the percentage of SWD enrolled in the school and the percentage enrolled in NYC CSD 10. The gap has decreased from 8 percentage points to 3 percentage points from 2015-2016 to 2017-2018. The enrollment of ELL/MLL students has increased dramatically over the course of the first three years of the charter term. The school started with 7 percent of its population ELL/MLL but by the 2017-2018 school year, that percentage had increased to 21 percent. While enrollment is still below that of NYC CSD 10, the gap between the percent of ELL/MLL enrolled in NYC CSD 10 and in the school has closed significantly from 14 percentage points in its first year to 5 percentage points in 2017-2018. The school's proportion of ED students either exceeded or has been on par with that of NYC CSD 10. In its first year of operations, CHLSJ enrolled a percentage of ED that was 6 percentage points higher than that of CSD 10, and in 2016-2017 and 2017-2018 it was within +/- 1 percentage point of the district.

In NYSED CSO's May 20, 2019 Notice of Deficiency to the board, NYSED expressed "concerns about the long-term recruitment and retention of all students." The school's current leadership acknowledges that while a number of good faith strategies to recruit, serve, and retain at-risk students<sup>8</sup> were implemented throughout the charter term, no formal process was in place to evaluate student recruitment and retention efforts for each of the special population students to inform subsequent strategic improvements. Current leadership will implement a formal, coordinated plan to recruitment students and to strengthen the school's curricular, instructional and intervention program as well as parent and student engagement necessary to improve the recruitment and retention of students at the school. This plan will include data-driven progress monitoring that will allow the board and the school's leadership to have sufficient information to adjust its recruitment and retention efforts as needed.

CHLSJ will have a written system in place so that all employees charged with student recruitment, both existing and new, have a consistent understanding of every detail of how the school has conducted student outreach and recruitment. At a minimum, recruitment will include the following multiple strategies to recruit parents of children with special needs and ELLs/MLLs as well as poverty-level families. These strategies will include: 1) posting flyers and placing notices in local newspapers, supermarkets, communities of faith, community centers, hospitals/medical centers, barber shops, community health clinics, and apartment complexes, including large public housing developments in NYC CSD 10 and surrounding CSDs; 2) hosting a regular schedule of school open houses both during the school day and in

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<sup>8</sup> Education Law §2854(2)(a) requires that schools demonstrate good faith efforts to attract and retain a comparable or greater enrollment of students with disabilities, FRPL eligible students and English language learners when compared to the enrollment figures for such students in the school district in which the charter is located. SUNY and the Regents were charged with setting specific enrollment and retention targets for each charter school and have done so. Education Law §2852(9-a)(b)(i). All charter schools that were initially chartered after August 2010 or renewed after January 1, 2011, are expected to meet or exceed the enrollment and retention targets set by the Regents and SUNY. When submitting an application for renewal of the charter, schools are required to provide information detailing the means by which they will meet the enrollment and retention targets (Education Law §2851(4)(e)), and this information is considered by the Regents in the review of the school's performance over the charter term. A school's plan to change its enrollment practices, whether by weighting the lottery or preferencing, may also be considered when determining whether the school will meet the targets in the upcoming charter term. A school's repeated failure to meet or exceed its enrollment and retention targets, when combined with a failure to show that extensive efforts to meet the targets have been made, may be cause for termination or revocation of the charter pursuant to Education Law §2855(1)(e).



evenings where prospective parents and students can tour the school and learn about the instructional program, including the comprehensive support for SWD, ELLs/MLLs and struggling students; 3) conducting information sessions at appropriate locations throughout the community, including after-school programs, houses of worship, youth centers, public libraries, community health clinics, and community-based organizations serving pre-teens and teens, as well as economically disadvantaged and/or immigrant youth and families; 4) targeting mailings of school brochures and application materials to zip codes where a predominance of low income and immigrant families reside; and 5) canvassing neighborhoods and distributing school marketing materials, including the application, particularly in areas where there is low-income housing or other subsidized housing, to further reach economically disadvantaged families; 6) having a presence on Sundays outside of churches to speak with families after church service about the school, providing them with school marketing materials and student applications to complete; 7) utilizing social media targeting residents of CHSLSJ with information on the school and upcoming Open Houses and information sessions; 8) leveraging the networks of the CHSLSJ students, their families, and CHSLSJ alumni as well as those of teachers and staff to spread the word about the schools' educational programming and class openings.

All these efforts will be conducted in English and Spanish, as well as any other dominant languages in the community as necessary, using translators. The outreach plan will be comprised of an intensive, targeted and ongoing community information dissemination strategy that will: a) build widespread community awareness about the CHSLSJ, particularly now that the school is undergoing a revitalization; b) demonstrate to parents in the community the importance of education and the critical role of parental involvement in the academic achievement and outcomes of children; c) inform parents about the CHSLSJ's curriculum and academic model, especially the law and social justice theme that is now being implemented; and d) inform parents of the programs, support, services, and staff. The school's website will convey information about the school, its curriculum and its events and activities. The school's website will be accessible in Spanish in addition to English.

**Table 4: Student Demographics**

	SWD			ELL/MLL			ED		
	CHS for Law and Social Justice	NYC CSD 10	Differential to District	CHS for Law and Social Justice	NYC CSD 10	Differential to District	CHS for Law and Social Justice	NYC CSD 10	Differential to District
<b>2015-2016</b>	14%	22%	<b>-8</b>	7%	21%	<b>-14</b>	84%	78%	<b>+6</b>
<b>2016-2017</b>	15%	20%	<b>-5</b>	6%	22%	<b>-16</b>	76%	75%	<b>+1</b>
<b>2017-2018</b>	15%	18%	<b>-3</b>	21%	26%	<b>-5</b>	77%	78%	<b>-1</b>
<b>2018-2019</b>	13%	17%	<b>-4</b>	15%	24%	<b>-9</b>	78%	75%	<b>+3</b>

**Table 5: Retention – Aggregate and Subgroups**

	All Students			SWD			ELL/MLL			ED		
	Charter High School for Law and Social Justice	NYC CSD 10	Differential to District	Charter High School for Law and Social Justice	NYC CSD 10	Differential to District	Charter High School for Law and Social Justice	NYC CSD 10	Differential to District	Charter High School for Law and Social Justice	NYC CSD 10	Differential to District
2016-2017	87%	85%	+2	78%	77%	+1	78%	82%	-4	88%	84%	+4
2017-2018	77%	85%	-8	65%	78%	-13	86%	80%	+6	77%	84%	-7
2018-2019	85%	86%	-1	76%	79%	-3	84%	81%	+3	83%	84%	-1

**Legal Compliance**

The Charter High School for Law and Social Justice generally complies with applicable laws and regulations. However, the school has failed to submit in a timely fashion a required BEDS report and evidence of a valid fire inspection. Additionally, the CSO Liaison to the school has communicated Open Meetings Law concerns and discussed a number of parent/student and staff complaints with the previous Board Chair over the charter term.

The Board and/or school has undertaken appropriate corrective action when needed and has implemented necessary safeguards to maintain compliance with all legal requirements.

The school has sought Board of Regents and/or Charter School Office approval for revisions, including a request to a change in facility and/or location; student enrollment; and organizational structure.

**Summary of Public Comment**

The required public hearing was held by the New York City Department of Education (NYCDOE) on October 17, 2019. The NYCDOE reported that 40 members of the public attended the hearing. All 14 members of the public who represented students, faculty, and parents spoke in favor of renewal citing challenges as well as growth and success over the charter term. No one spoke in opposition to the school’s renewal application.

## New American Charter School (The)

In accordance with Education Law Sections 2851(4) and 2852(2), Commissioner’s Regulation Section 119.7, and the Board of Regents Charter School Renewal Policy, the **New York State Education Department recommends a short-term renewal for a period of three years for New American Academy Charter School (The). The charter term would begin on July 1, 2020 and expire on June 30, 2023**

**New American Academy Charter School (The)** is meeting 7 out of the 10 benchmarks set forth in the Board of Regents Charter School Performance Framework. The school is implementing the mission, key design elements, education program, and organizational plan set forth in the charter.

### Charter School Summary

<b>Name of Charter School</b>	New American Academy Charter School (The)
<b>Board Chair</b>	Valerton McDonald
<b>District of Location</b>	NYC CSD 18
<b>Opening Date</b>	Fall 2013
<b>Charter Term(s)</b>	<ul style="list-style-type: none"> <li>• Initial Charter: July 1, 2013 – June 30, 2018</li> <li>• First Renewal: July 1, 2018 - June 30, 2020</li> </ul>
<b>Current Term Authorized Grades/Approved Enrollment</b>	K – Grade 5/370 students
<b>Proposed Renewal Term Authorized Grades/Proposed Approved Enrollment</b>	K – Grade 5/370 students
<b>Facilities</b>	9301 Avenue B, Brooklyn, New York 11236 - Public Space
<b>Mission Statement</b>	<i>The New American Academy Charter School empowers learners and inspires leaders to make this a better world. Through our collaborative teacher-teams, mastery-based career ladders, and looping cycles, we offer personalized rigorous instruction that enables our students to succeed in high school, college and their future lives.</i>
<b>Key Design Elements</b>	<ul style="list-style-type: none"> <li>• Four-person teaching teams</li> <li>• Embedded master teacher</li> <li>• Looping cycle</li> <li>• Mastery-based career ladder</li> <li>• Multi-dimensional teacher evaluation system</li> <li>• Lower teacher/student ratio</li> <li>• Five-week summer training program</li> </ul>
<b>Recommended Material Revisions</b>	<b>None</b>

**Noteworthy:**

The school’s Humility, Empowerment, Aspiration, Responsibility, Teamwork, and Scholarship (HEARTS) Values create a positive school culture in which personal responsibility and caring for others is celebrated in classroom and schoolwide events. The school participated in a number of collaborative efforts with other schools to support its continued improvement and enhance its data analysis, transition to new curricula, and self-reflective and team-based practices.

**Innovative Programs:**

The school is implementing the following unique components, which provide an alternative to other schools in the community:

- **Teachers have opportunities for professional growth and development including:**
  - Schoolwide systemic structures of reflection called Refined Praxis that support the school values of teacher empowerment and voice, learning through shared communication and mentoring, as well as transparency and organic shared and self-assessment;
  - Embedded lead partner/teacher/master teacher structure which includes coaching, support, feedback and mentors to ensure best practice and academic rigor; and
  - Mastery-based teacher career ladder supporting a continuum for teacher growth.
- **Emphasis on social-emotional education and wellness:**
  - Implementation of schoolwide positive school culture programs designed to cultivate an environment where students genuinely care for one another and learn to make positive behavioral choices and demonstrate empathy; and
  - Inclusion of a staffing position, dean of culture, to support social-emotional learning and crisis intervention as needed.
- **Academic Program:**
  - The school utilizes a multi-year looping cycle in two grade bands; kindergarten-Grade 2 and Grades 3-5 with multi-person teaching teams responsible for one level cohort;
  - Partnership with the District/Charter Collaborative, an Equity and Excellence initiative; and
  - Partnership with the Cognitively Guided Instruction (CGI) Math Teacher Learning Center.

**Current Grade Levels and Approved Enrollment**

	<b>Year 1 2018 to 2019</b>	<b>Year 2 2019 to 2020</b>
<b>Grade Configuration</b>	K - Grade 5	K - Grade 5
<b>Total Approved Enrollment</b>	370	370

**Proposed Renewal Term Grade Levels and Proposed Enrollment\***

	<b>Year 1 2020 to 2021</b>	<b>Year 2 2021 to 2022</b>	<b>Year 3 2022 to 2023</b>	<b>Year 4 2023 to 2024</b>	<b>Year 5 2024 to 2025</b>
<b>Grade Configuration</b>	K - Grade 5	K - Grade 5	K - Grade 5	K - Grade 5	K - Grade 5
<b>Total Proposed Enrollment</b>	370	370	370	370	370

\*The proposed chart was submitted by New American Academy Charter School (The) in its renewal application. It is subject to change pending the final renewal recommendation and approval by the Board of Regents.

## **Summary of Evidence for Renewal**

### **Key Performance Area: Educational Success**

#### **Student Performance – Elementary/Middle School Outcomes**

See Figure 1 regarding assessment proficiency in 3-8 math and ELA. See Table 1 below regarding 3-8 math and ELA exam aggregate and subgroup student performance compared to the district and state average which serve as two of the many indicators in Benchmark 1 of the Charter School Performance Framework. **According to the 2018-2019 school year ESEA accountability designations, New American Academy Charter School (The) is *In Good Standing*.**

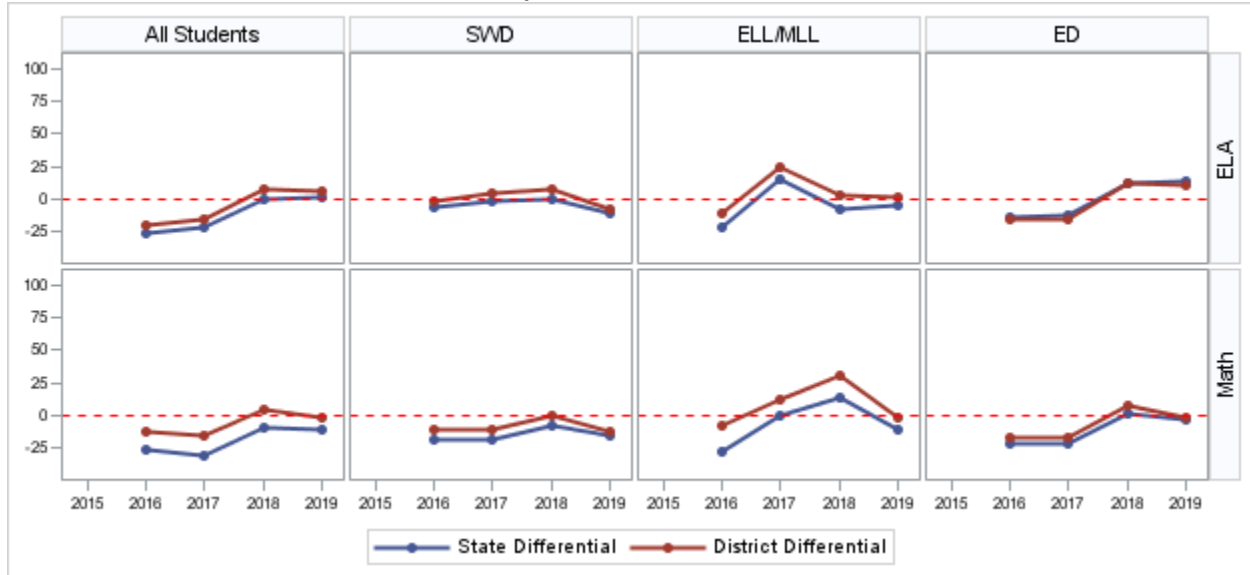
#### **Academic Program for Elementary School/Middle School:**

- Multi-year teaching loops by grade bands kindergarten-Grade 2 and Grades 3-5;
- Teaching teams structure with teachers, lead partners, and master teachers responsible for a grade-level cohort, grouping and regrouping students into three houses/universities for daily instruction;
- Teachers College Reading and Writing Project (TCRWP);
- Technical Education Research Centers (TERC) Investigations 3;
- Number Talks and Cognitively Guided Instruction (CGI) Math programs to strengthen students' ability to practice mental math and problem solve;
- Envisions 2.0 Math;
- Interdisciplinary science and social studies units; and
- Project Lead the Way

#### **Academic Program for Students with Disabilities and English Language Learners (ELLs)/Multilingual Learners (MLLs):**

- Variety of instructional groupings and methods of presentation in order to differentiate instruction—groupings are fluid based on data and student progress/need;
- Student support team with special education teachers, ESL Teacher and an Intervention teacher to work directly with students or with teachers to modify instruction;
- iReady online instruction;
- Intervention teacher provides small group instruction in ELA and mathematics;
- Fountas and Pinnell Leveled Literacy Intervention System;
- Special Education Teacher Support Services through SETTSS and Integrated co-teaching;
- English as a New/Second Language services; and
- Saturday Test Preparation Academy

**Figure 1: Elementary/Middle School Assessment Proficiency State and District Differentials Over Time Comparison to NYC CSD 18**



**Table 1: Elementary/Middle School Assessment Proficiency Outcomes: Charter School, District & NYS**

		ELA					Math				
		New American Academy CS (The)	NYC CSD 18	Differential to District	NYS	Differential to NYS	New American Academy CS (The)	NYC CSD 18	Differential to District	NYS	Differential to NYS
All Students	2015-2016	16%	36%	-20	42%	-26	18%	31%	-13	44%	-26
	2016-2017	21%	36%	-15	42%	-21	16%	32%	-16	46%	-30
	2017-2018	45%	37%	+8	45%	0	40%	35%	+5	49%	-9
	2018-2019	47%	41%	+6	46%	+1	39%	41%	-2	50%	-11
SWD	2015-2016	7%	9%	-2	13%	-6	0%	11%	-11	18%	-18
	2016-2017	12%	8%	+4	14%	-2	0%	10%	-10	19%	-19
	2017-2018	18%	11%	+7	18%	0	14%	14%	0	22%	-8
	2018-2019	6%	14%	-8	17%	-11	7%	19%	-12	22%	-15
ED	2015-2016	17%	33%	-16	31%	-14	11%	28%	-17	33%	-22
	2016-2017	19%	35%	-16	31%	-12	13%	30%	-17	34%	-21
	2017-2018	47%	34%	+13	35%	+12	39%	32%	+7	38%	+1
	2018-2019	50%	39%	+11	36%	+14	37%	38%	-1	40%	-3

## Key Performance Area: Organizational Viability

### Financial Condition

New American Academy Charter School (The) (TNAACS) appears to be in good financial condition as evidenced by performance on key indicators derived from the school's independently audited financial statements.

The Charter School Office reviews the financial performance and management of charter schools using quantitative and qualitative methods. Near-term indicators, such as the current ratio and unrestricted days' cash, are measures of liquidity and of the charter school's capacity to maintain operations. Long-term indicators, such as total margin and debt-to-asset ratio, are measures of the charter school's capacity to remain viable and to meet financial obligations.<sup>9</sup>

A *composite score* is an overall measure of financial health. This score is based on a weighting of primary reserves, equity, and net income. A charter school with a score between 1.5 and 3.0 is considered to be in strong financial health. TNAACS's composite score for 2018-2019 is 1.91. Table 2 below shows the school's composite scores from 2014-2015 to 2018-2019.

**Table 2: New American Academy Charter School's (The) Composite Scores  
2014-2015 to 2018-2019**

<i>Year</i>	<i>Composite Score</i>
2014-2015	2.05
2015-2016	2.45
2016-2017	2.40
2017-2018	2.17
2018-2019	1.91

### Financial Management

The Charter School Office reviewed TNAACS's audited financial statements to determine whether the independent auditor observed sufficient internal controls over financial reporting. The auditor did not identify any deficiencies in internal controls that could be considered material weaknesses.

## Key Performance Area: Faithfulness to the Charter and Law

### Enrollment, Recruitment and Retention

A child who is legally qualified for admission into any New York City public school is also qualified for admission, without charge, to TNAAC. Admission will be purely on a lottery basis, except with regard to siblings of currently enrolled students and students from the school's home district. Admission will be based on the following preferences in strict order:

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<sup>9</sup> These rigorous indicators of fiscal soundness are aligned with those recommended by the National Association of Charter School Authorizers.

- First, siblings of students who have also been accepted in this lottery are also accepted in the order their names appear on the list.
- Second, students residing in the district of location will be admitted in the order that their names appear on the list.
- Thereafter, applicants from outside the district of location will be “drawn”

These preferences will all be combined into a single lottery, and the preferences will be achieved using statistical formulas.

Through efforts toward increasing the percentage of at-risk students enrolled, the school is coming close to, but not yet meeting, its targets for all of the special population subgroups –ED, SWDs, or ELLs/MLLs (see Table 3 below). The school has met its maximum authorized enrollment and maintains a wait list across grade levels. In comparison to the district of location, the school retains a higher percentage of students, including ELLs/MLLs and students who are economically disadvantaged.

The school is making efforts to recruit, serve, and retain at-risk students. Efforts to recruit and retain students in the ED, ELL/MLL, and SWD populations include:

- TNAACS has hired a Community Outreach Coordinator who speaks Spanish and has been recruiting additional students in NYC CSD 18. The ELL/MLL teacher has also partnered with one of our ELL/MLL families to help spread the word about the resources and options that TNAACS provides to ELL/MLL students, hoping to spread good word-of-mouth via our existing parents.
- TNAACS has been most consistent with recruiting and retaining students with disabilities, as this population has nearly met or exceeded the district average since the previous renewal. As described below, TNAACS created an entire special education department focusing on educating students in this population.
- TNAACS has offered a kindergarten spot to every student from NYC CSD 18 that has ever applied to the school.
- TNAACS has placed ads in the local NYC Housing Authority.

**Table 3: Student Demographics**

	SWD			ELL/MLL			ED		
	New American Academy CS (The)	NYC CSD 18	Differential to District	New American Academy CS (The)	NYC CSD 18	Differential to District	New American Academy CS (The)	NYC CSD 18	Differential to District
<b>2015-2016</b>	18%	18%	<b>0</b>	1%	5%	<b>-4</b>	60%	78%	<b>-18</b>
<b>2016-2017</b>	16%	19%	<b>-3</b>	2%	6%	<b>-4</b>	81%	78%	<b>+3</b>
<b>2017-2018</b>	19%	21%	<b>-2</b>	2%	8%	<b>-6</b>	80%	80%	<b>0</b>
<b>2018-2019</b>	17%	22%	<b>-5</b>	2%	9%	<b>-7</b>	75%	78%	<b>-3</b>



**Table 4: Retention – Aggregate and Subgroups**

	All Students			SWD			ELL/MLL			ED		
	New American Academy Charter School (The)	NYC CSD 18	Differential to District	New American Academy Charter School (The)	NYC CSD 18	Differential to District	New American Academy Charter School (The)	NYC CSD 18	Differential to District	New American Academy Charter School (The)	NYC CSD 18	Differential to District
2016-2017	78%	84%	-6	67%	82%	-15	100%	87%	+13	78%	84%	-6
2017-2018	78%	83%	-5	66%	86%	-20	100%	84%	+16	77%	84%	-7
2018-2019	84%	84%	0	73%	84%	-11	89%	84%	+5	84%	83%	+1

**Legal Compliance**

New American Academy Charter School (The) generally complies with applicable laws and regulations. However, there are policy documents that are inconsistent with the law and/or guidance and require revisions. NYSED is working closely with the school to review applicable policy documents and ensure they are in compliance with applicable laws and regulations. This includes the complaint policy, discipline policy, and by-laws. The board holds meetings in accordance with the Open Meetings Law.

**Summary of Public Comment**

The required public hearing was held by the New York City Department of Education on October 10, 2019; 17 people attended, and 5 spoke. Five were in favor of the renewal and none were opposed.

### New Ventures Charter School

In accordance with Education Law Sections 2851(4) and 2852(2), Commissioners Regulation Section 119.7, and the Board of Regents Charter School Renewal Policy, the **New York State Education Department recommends a full-term renewal for a period of five years for New Ventures Charter School. The charter term would begin on July 1, 2020 and expire on June 30, 2025.**

New Ventures Charter School (NVCS) is meeting 7 out of the 10 benchmarks set forth in the Board of Regents Charter School Performance Framework. The school is implementing the mission, key design elements, education program, and organizational plan set forth in the charter.

#### Charter School Summary

<b>Name of Charter School</b>	New Ventures Charter School
<b>Board Chair</b>	Deborah Miller
<b>District of Location</b>	NYC CSD 31
<b>Opening Date</b>	Fall 2015
<b>Charter Term(s)</b>	July 6, 2015 – June 30, 2020
<b>Current Term Authorized Grades/Approved Enrollment</b>	Grades 10-12/180 students
<b>Proposed Renewal Term Authorized Grades/Proposed Approved Enrollment</b>	Grades 10-12/180 students
<b>Comprehensive Management Service Provider</b>	Integration Charter Schools
<b>Facilities</b>	1 Teleport Drive, Staten Island – Private Space
<b>Mission Statement</b>	<i>The mission of New Ventures Charter School is to create a learning community in which all students, including those living in challenging economic circumstances and those living with emotional challenges and other disabilities, develop the skills and social fluency to lead fulfilling and contributive lives in their communities. Toward this end, NVCS will promote college and career readiness for over-age and under-credited, disconnected and at-risk youth aged 16-21 living on Staten Island, enabling them to graduate from high school prepared to excel in their academic, professional, and personal lives.</i>
<b>Key Design Elements</b>	<ul style="list-style-type: none"> <li>• NVCS will offer small classes.</li> <li>• The NVCS field learning experiences feature small groups of students participating at community businesses, government, and not-for-profit organizations.</li> <li>• NVCS will offer each student an individualized pathway to a Regents diploma within 26 months of entering NVCS (two years plus three summers) and will provide individualized skill development in reading, writing, and mathematics for students who need extra</li> </ul>

	<p>time and effort to "catch up" to academic standards.</p> <ul style="list-style-type: none"> <li>• NVCS will fully integrate students living with disabilities</li> <li>• NVCS will proactively assess student needs for support services, will work with students and their families to identify areas requiring immediate/intensive action, as well as those which, if not addressed, will likely disrupt schooling, and will link students with community social service agencies. Students will begin their NVCS experience with an intensive summer boot camp which will lay the groundwork for field learning.</li> </ul>
<b>Recommended Revisions</b>	<b>None</b>

**Noteworthy:** The 2018-2019 English Language Arts’ Common Core Regents test scores were 5 percentage points above NYS for all students, 19 percentage points above NYS for students with disabilities (SWDs), and 17 percentage points above NYS for economically disadvantaged (ED) students. These scores were significantly higher than the previous two years. New Ventures serves over-aged/under-credited students. They are one of the highest performing charter schools serving this population in New York State.

**Innovative Programs:** Instructional delivery and fieldwork assignments foster engagement with students. All students are required to conduct apprenticeships that count toward graduation. Specific information includes:

- The school day starts after 11 a.m.—later than the traditional NYC High Schools. According to Harvard University, The National Youth Risk Behavior Survey questioned 12,154 high school students across the US and reported 68.9 percent of students getting an insufficient amount of sleep (less than 7 hours of sleep per night).
- Students arrive first to their fieldwork class where we combine NYSLS with real world content. Instead of learning about American History through a textbook, they learn through working with real artifacts; instead of learning about marketing through lectures, they design and implement marketing campaigns with local businesses. This creates engaging project-based curriculum that students can benefit from during and after their high school careers.
- Friday internships allow the students to not only earn the credits needed to graduate, they provide real world experiences that prepare them with employment experiences that will build their professional resume and help guide their professional experiences.
- Instead of moving with a “grade cohort”, when students enter New Ventures, they are given an individualized schedule based on their accrued credits from their previous high school. These classes are specifically credit bearing courses based on what the student needs in order to graduate.

**Current Grade Levels and Approved Enrollment**

	<b>Year 1 2015 to 2016</b>	<b>Year 2 2016 to 2017</b>	<b>Year 3 2017 to 2018</b>	<b>Year 4 2018 to 2019</b>	<b>Year 5 2019 to 2020</b>
<b>Grade Configuration</b>	Grades 10-12	Grades 10-12	Grades 10-12	Grades 10-12	Grades 10-12
<b>Total Approved Enrollment</b>	60	150	175	200	180

**Proposed Renewal Term Grade Levels and Proposed Enrollment\***

	<b>Year 1 2020 to 2021</b>	<b>Year 2 2021 to 2022</b>	<b>Year 3 2022 to 2023</b>	<b>Year 4 2023 to 2024</b>	<b>Year 5 2024 to 2025</b>
<b>Grade Configuration</b>	Grades 10-12	Grades 10-12	Grades 10-12	Grades 10-12	Grades 10-12
<b>Total Proposed Enrollment</b>	180	180	180	180	180

\*The proposed chart is the enrollment plan being recommended by NYSED.

**Summary of Evidence for Renewal**

**Key Performance Area: Educational Success**

**Student Performance – High School Outcomes**

The school has demonstrated strong academic performance in the high school grades, outperforming the district of location and, in some grades and subjects, outscoring the state average. **According to the 2018-2019 school year ESEA accountability designations, New Ventures Charter School is in *Good Standing*. For the 2014 Cohort, the school's 4-year graduation rate more than doubled with an extra year. Previous cohorts show similarly dramatic increases from 4 to 5 to 6-year rates.**

**Academic Program for the High School**

The school provides differentiated student learning paths and provides differentiated presentation of materials but does not regularly provide differentiated content to students. The school does not place students in particular grade levels; each individual's education path is unique. Upon admission to the school, the school provides individualized graduation plans to students and places students into skills-based courses designed to match the students' needs. In classroom observations, CSO visitors observed special education certified teachers, as well as teaching assistants, present class material in ways designed to help SWDs understand the material. In classroom and fieldwork observations, the content and material provided to students was not differentiated; teachers provided all students the same learning materials and learning activities.

**Academic Program for Students with Disabilities and English Language Learners /Multilingual Learners:**

The school provides supports to meet the academic needs of its students, especially its SWDs. School leaders reported that the school provides all students instruction from a certified special education

teacher at least 60 percent of the time through a dually certified teacher in special education and a content area or from two teachers, one of whom is certified in special education. In NYSED CSO's teacher survey response, six of seven teachers agreed that the school has a strong and effective special education program. The school provides push-in services for its three students who are ELLs/MLLs. NYCDOE's Office of Special Education noted that NVCS staff and leadership were always collaborative, receptive to feedback, responsive to concerns, and very easy to work with.

**Table 1: Regents 4-Year Cohort Outcomes**

		All Students				SWD				ED			
		Charter Total Cohort	New Ventures CS	NYS	Differential to NYS	Charter Total Cohort	New Ventures CS	NYS	Differential to NYS	Charter Total Cohort	New Ventures CS	NYS	Differential to NYS
ELA	2012 Cohort	23	52%	85%	<b>-33</b>	12	25%	53%	<b>-28</b>	16	50%	79%	<b>-29</b>
	2013 Cohort	51	59%	85%	<b>-26</b>	19	37%	55%	<b>-18</b>	27	52%	80%	<b>-28</b>
	2014 Cohort	52	77%	84%	<b>-7</b>	17	59%	54%	<b>+5</b>	34	71%	78%	<b>-7</b>
	2015 Cohort	79	78%	84%	<b>-6</b>	37	65%	55%	<b>+10</b>	54	74%	79%	<b>-5</b>
Global History	2012 Cohort	23	35%	78%	<b>-43</b>	12	17%	42%	<b>-25</b>	16	25%	70%	<b>-45</b>
	2013 Cohort	51	29%	78%	<b>-49</b>	19	5%	42%	<b>-37</b>	27	30%	70%	<b>-40</b>
	2014 Cohort	52	58%	77%	<b>-19</b>	17	53%	42%	<b>+11</b>	34	56%	69%	<b>-13</b>
	2015 Cohort	79	49%	78%	<b>-29</b>	37	30%	43%	<b>-13</b>	54	41%	70%	<b>-29</b>
Math	2012 Cohort	23	70%	86%	<b>-16</b>	12	50%	52%	<b>-2</b>	16	81%	81%	<b>0</b>
	2013 Cohort	51	51%	85%	<b>-34</b>	19	26%	50%	<b>-24</b>	27	52%	80%	<b>-28</b>
	2014 Cohort	52	52%	83%	<b>-31</b>	17	41%	49%	<b>-8</b>	34	53%	77%	<b>-24</b>
	2015 Cohort	79	59%	84%	<b>-25</b>	37	35%	51%	<b>-16</b>	54	61%	78%	<b>-17</b>
Science	2012 Cohort	23	57%	84%	<b>-27</b>	12	33%	51%	<b>-18</b>	16	50%	78%	<b>-28</b>
	2013 Cohort	51	73%	84%	<b>-11</b>	19	58%	52%	<b>+6</b>	27	78%	78%	<b>0</b>
	2014 Cohort	52	65%	83%	<b>-18</b>	17	53%	52%	<b>+1</b>	34	65%	76%	<b>-11</b>
	2015 Cohort	79	59%	83%	<b>-24</b>	37	43%	51%	<b>-8</b>	54	56%	76%	<b>-20</b>
US History	2012 Cohort	23	43%	81%	<b>-38</b>	12	8%	49%	<b>-41</b>	16	44%	74%	<b>-30</b>
	2013 Cohort	51	37%	81%	<b>-44</b>	19	37%	49%	<b>-12</b>	27	30%	74%	<b>-44</b>
	2014 Cohort	52	42%	80%	<b>-38</b>	17	35%	48%	<b>-13</b>	34	41%	72%	<b>-31</b>
	2015 Cohort	79	44%	79%	<b>-35</b>	37	27%	48%	<b>-21</b>	54	39%	71%	<b>-32</b>

**Table 2: High School Graduation Rates**

		All Students				SWD				ED			
		Charter Total Cohort	New Ventures CS	NYS Graduation Rate	NYS Differential	Charter Total Cohort	New Ventures CS	NYS Graduation Rate	NYS Differential	Charter Total Cohort	New Ventures CS	NYS Graduation Rate	NYS Differential
2011 Cohort	5 Year	12	25%	84%	-59	5	40%	60%	-20	8	25%	79%	-54
	6 Year	14	36%	85%	-49	7	57%	62%	-5	9	44%	81%	-37
2012 Cohort	4 Year	23	17%	82%	-65	12	17%	57%	-40	16	13%	75%	-62
	5 Year	24	63%	85%	-22	14	50%	62%	-12	13	62%	80%	-18
	6 Year	23	74%	86%	-12	12	58%	64%	-6	12	75%	82%	-7
2013 Cohort	4 Year	51	18%	82%	-64	19	26%	58%	-32	27	19%	76%	-57
	5 Year	58	55%	85%	-30	23	52%	64%	-12	25	44%	80%	-36
	6 Year	58	71%	86%	-15	22	73%	66%	+7	24	58%	82%	-24
2014 Cohort	4 Year	52	31%	83%	-52	17	29%	60%	-31	34	26%	76%	-50
	5 Year	57	65%	86%	-21	16	75%	66%	+9	34	56%	81%	-25
2015 Cohort	4 Year	79	30%	83%	-53	37	32%	62%	-30	54	19%	77%	-58

**Key Performance Area: Organizational Viability**

**Auditor Findings:**

NYSED’s CSO reviewed Integration Charter Schools’ 2018-2019 audited financial statements to determine whether the independent auditor observed sufficient internal controls over financial reporting. The auditor identified a deficiency in internal controls that is considered a material weakness, continuing from 2017-2018 into 2018-2019, where the fiscal management team did not post audit adjustments from the prior year or perform accurate analysis on a regular basis, causing the books to contain errors that required adjustments prior to preparation of the financial statements. The auditor recommended that the fiscal management team perform ongoing account analysis that identifies and corrects errors in the books so that accurate financial statements can be prepared.

The auditor identified a significant deficiency where a student did not attend New Ventures Charter School during the 2018-19 school year yet was included in per-pupil tuition billing to the New York City Department of Education, resulting in Integration Charter Schools being paid tuition for a student who never attended. The auditor recommended that a review of attendance records and final reconciliation billing be performed prior to submitting the billing.

NYSED’s Office of Audit Services has recently conducted an audit of Integration Charter Schools network, the education corporation. The findings have not yet been released.

Integration Charter Schools submitted a corrective action plan to the auditors to address the findings.

## Financial Condition

The Charter School Office reviews the financial performance and management of charter schools using quantitative and qualitative methods. Near-term indicators, such as the current ratio and unrestricted days cash, are measures of liquidity and of the charter school's capacity to maintain operations. Long-term indicators, such as total margin and debt-to-asset ratio, are measures of the charter school's capacity to remain viable and to meet financial obligations.<sup>10</sup>

A *composite score* is an overall measure of financial health. This score is based on a weighting of primary reserves, equity, and net income. A charter school with a score between 1.5 and 3.0 is considered to be in good financial health. Integration Charter Schools' 2018-2019 composite score is 1.83. Table 3 below shows the school's composite score from 2015-2016 to 2018-2019.

**Table 3: Composite Scores  
2015-2016 to 2018-2019**

<i>Year</i>	<i>Composite Score</i>
2015-2016	2.36 (New Ventures only)
2016-2017	3.00 (New Ventures only)
2017-2018	2.54 (Integration)
2018-2019	1.83 (Integration)

## Financial Management

Effective July 1, 2017, New Ventures Charter School became part of the Integration Charter Schools network. Integration Charter Schools needs to improve its financial condition as evidenced by performance on key indicators derived from the network's 2018-2019 independently audited financial statements.

### **Key Performance Area: Faithfulness to the Charter and Law**

#### **Enrollment, Recruitment and Retention**

NVCS's Admission Policy is designed to support its mission. Admission to NVCS is open to all students. New students are admitted each year to NVCS through a lottery system, without regard to prior measures of achievement or aptitude, disability, ethnicity, race, gender, national origin, religion or athletic ability. An enrollment preference will be given to returning students, students residing in NYC CSD 31, siblings of current students, and children of NVCS employees, provided that children of NVCS employees will not constitute more than 15 percent of NVCS's total enrollment.

Through efforts toward increasing the percentage of at-risk students enrolled, the school is meeting its targets in serving SWDs and significantly surpasses NYC CSD 31 (see Table 6 below). The school is above NYC CSD 31 for the ED population but remains below NYC CSD 31 for the ELL/MLL population. NVCS has never met full enrollment and is working to increase its enrollment efforts.

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<sup>10</sup> These rigorous indicators of fiscal soundness are aligned with those recommended by the National Association of Charter School Authorizers.

The school expects to admit several more students in the coming year, boosting its outreach to include most of Staten Island. According to school leaders, in each of the first four years of the school, the number of SWDs was greater than 38 percent, thus exceeding the percentage of the local community school district in total and exceeding the percentage of the other transfer school in the local community school district.

The school is making good faith efforts to recruit, serve, and retain at-risk students<sup>11</sup>. Efforts to recruit and retain students in the ED, ELL/MLL, and SWD populations and address the enrollment shortages include: NVCS is making presentations at local schools directly to students, rather than just guidance counselors, to explain the NVCS program and graduation and Regents success rates.

- NVCS has begun offering a Saturday English as a second language (ESL) class to address the ELL/MLL underrepresentation in addition to translating school flyers into Spanish and partnering with community-based organizations in areas in which there are more Spanish speakers. School leaders designed this class for Spanish-speaking parents in an attempt to better inform the Spanish-speaking Staten Island population about NVCS and its programs.

**Table 6: Student Demographics**

	SWD			ELL/MLL			ED		
	New Ventures CS	NYC CSD 31	Differential to District	New Ventures CS	NYC CSD 31	Differential to District	New Ventures CS	NYC CSD 31	Differential to District
<b>2015-2016</b>	53%	19%	<b>+34</b>	.	4%	<b>-4</b>	63%	50%	<b>+13</b>
<b>2016-2017</b>	46%	21%	<b>+25</b>	1%	4%	<b>-3</b>	63%	54%	<b>+9</b>
<b>2017-2018</b>	39%	22%	<b>+17</b>	4%	7%	<b>-3</b>	55%	56%	<b>-1</b>
<b>2018-2019</b>	39%	22%	<b>+17</b>	5%	7%	<b>-2</b>	63%	57%	<b>+6</b>

<sup>11</sup> Education Law §2854(2)(a) requires that schools demonstrate good faith efforts to attract and retain a comparable or greater enrollment of students with disabilities, FRPL-eligible students and English language learners when compared to the enrollment figures for such students in the school district in which the charter is located. SUNY and the Regents were charged with setting specific enrollment and retention targets for each charter school and have done so (Education Law §2852(9-a)(b)(i)). All charter schools that were initially chartered after August 2010 or renewed after January 1, 2011, are expected to meet or exceed the enrollment and retention targets set by the Regents and SUNY. When submitting an application for renewal of the charter, schools are required to provide information detailing the means by which they will meet the enrollment and retention targets (Education Law §2851(4)(e)), and this information is considered by the Regents in the review of the school's performance over the charter term. A school's plan to change its enrollment practices, whether by weighting the lottery or preferencing, may also be considered when determining whether the school will meet the targets in the upcoming charter term. A school's repeated failure to meet or exceed its enrollment and retention targets, when combined with a failure to show that extensive efforts to meet the targets have been made, may be cause for termination or revocation of the charter pursuant to Education Law §2855(1)(e).



**Table 7: Retention – Aggregate and Subgroups**

	All Students			SWD			ELL/MLL			ED		
	New Ventures Charter School	NYC CSD 31	Differential to District	New Ventures Charter School	NYC CSD 31	Differential to District	New Ventures Charter School	NYC CSD 31	Differential to District	New Ventures Charter School	NYC CSD 31	Differential to District
2016-2017	70%	90%	<b>-20</b>	64%	81%	<b>-17</b>	.	.	.	76%	88%	<b>-12</b>
2017-2018	52%	91%	<b>-39</b>	55%	83%	<b>-28</b>	100%	73%	<b>+27</b>	63%	90%	<b>-27</b>
2018-2019	68%	91%	<b>-23</b>	65%	84%	<b>-19</b>	100%	83%	<b>+17</b>	74%	89%	<b>-15</b>

**Legal Compliance**

NVCS generally complies with applicable laws and regulations. However, the review of the school’s 2018-2019 Annual Report showed that it failed to submit evidence of a valid fire inspection and certificate of occupancy (CoO) and has not maintained proof of the existence of a dissolution escrow account. The review also showed concerns with the Complaint/Grievance Policy, Discipline Policy, By-Laws, and Enrollment Policy. The valid fire inspection documentation was eventually provided.

**Summary of Public Comment**

The required public hearing was held by the New York City Department of Education on October 2, 2019; 27 people attended, and 15 spoke. All 15 people were in favor of the renewal and none were opposed.

### New Visions Charter High School for Advanced Math and Science IV

In accordance with Education Law Sections 2851(4) and 2852(2), Commissioner’s Regulation Section 119.7, and the Board of Regents Charter School Renewal Policy, the **New York State Education Department recommends a full-term renewal for a period of five years for New Visions Charter High School for Advanced Math and Science IV. The charter term would begin on July 1, 2020 and expire on June 30, 2025.**

New Visions Charter High School for Advanced Math and Science IV (AMS IV) is meeting 10 out of the 10 benchmarks set forth in the Board of Regents Charter School Performance Framework. The school is implementing the mission, key design elements, education program, and organizational plan set forth in the charter.

#### Charter School Summary

<b>Name of Charter School</b>	New Visions Charter High School for Advanced Math and Science IV
<b>Board Chair</b>	Lior Evan
<b>District of Location</b>	NYC CSD 27
<b>Opening Date</b>	Fall 2015
<b>Charter Term(s)</b>	Initial Charter: September 9, 2015 – June 30, 2020
<b>Current Term Authorized Grades/Approved Enrollment</b>	Grades 9-12/566 students
<b>Proposed Renewal Term Authorized Grades/Proposed Approved Enrollment</b>	Grades 9-12/566 students
<b>Comprehensive Management Service Provider</b>	New Visions for Public Schools
<b>Facilities</b>	156-10 Baisley Blvd., Jamaica – Public Space
<b>Mission Statement</b>	<i>AMS IV is part of the New Visions charter school network. New Visions charter schools provide all students, regardless of their previous academic history, the highest quality education in an atmosphere of respect, responsibility, and rigor. New Visions schools ensure that graduates have the skills and content knowledge necessary to succeed in post-secondary choices by engaging students, teachers, and administrators in learning experiences that allow risk-taking, embrace multiple attempts at learning, cultivate students’ imaginative and creative abilities, and celebrate achievement. Through an intensive study of math and science concepts, students learn how to generate research questions, develop the skills necessary to answer those questions, create products that demonstrate understanding, and defend their knowledge publicly.</i>
<b>Key Design Elements</b>	<ul style="list-style-type: none"> <li>• Learning Framework: Capacities for Imaginative Thinking</li> </ul>

	<ul style="list-style-type: none"> <li>• System of assessment and continuous assessment of data</li> <li>• Aligned goal setting focused on student need</li> <li>• Team teaching</li> <li>• Extended day and Saturday classes</li> <li>• Additional math and reading specialists on staff</li> <li>• Challenge-based curriculum and Anchor Projects</li> <li>• Cascade of writing</li> <li>• Remediation and Acceleration</li> <li>• Adult inquiry</li> </ul>
<b>Recommended Material Revisions</b>	<b>None</b>

**Noteworthy:** While New Visions Charter High School for Advanced Math and Science IV (AMS IV) maintains a strong focus on math and science, it has begun to integrate writing and the arts across its curriculum. The school has a four-year plan to fully realize its vision of engaging students in “design thinking and civic mindedness” in order to prepare them to think critically and solve problems independently.

**Innovative Programs:**

- AMS IV creates challenge-based learning projects that draw from the Lincoln Center Education’s *Capacities for Imaginative Thinking* in order to prepare students to be critical thinkers, problem solvers, and designers with a compassionate outlook on the world. The school is refining its program to mindfully integrate the arts into its college preparatory STEAM-based curricula.
- AMS IV is committed to supporting its students, families, and the community. The school has a robust school culture team and offers many extended learning opportunities for staff, students, and families. It continues to develop its implementation of Restorative Justice practices and welcomes opportunities to share and increase its knowledge with district and charter schools in the community by hosting student and school leadership conferences on its campus.

**Current Grade Levels and Approved Enrollment**

	<b>Year 1 2015 to 2016</b>	<b>Year 2 2016 to 2017</b>	<b>Year 3 2017 to 2018</b>	<b>Year 4 2018 to 2019</b>	<b>Year 5 2019 to 2020</b>
<b>Grade Configuration</b>	Grade 9	Grades 9 - 10	Grades 9 - 11	Grades 9 - 12	Grades 9 – 12
<b>Total Approved Enrollment</b>	125	249	397	542	566

**Proposed Renewal Term Grade Levels and Proposed Enrollment\***

	<b>Year 1 2020 to 2021</b>	<b>Year 2 2021 to 2022</b>	<b>Year 3 2022 to 2023</b>	<b>Year 4 2023 to 2024</b>	<b>Year 5 2024 to 2025</b>
<b>Grade Configuration</b>	Grades 9 - 12	Grades 9 - 12	Grades 9 - 12	Grades 9 - 12	Grades 9 - 12
<b>Total Proposed Enrollment</b>	566	566	566	566	566

\*The proposed chart was submitted by the New Visions Charter High School for Advanced Math and Science IV in its renewal application. It is subject to change pending the final renewal recommendation and approval by the Board of Regents.

**Summary of Evidence for Renewal**

**Key Performance Area: Educational Success**

**Student Performance – High School Outcomes**

The school has demonstrated strong academic performance in the high school grades. See Tables 1 and 2 below regarding Regents 4-year cohort outcomes and 4-year graduation rates compared to the state averages, which serve as two of the many indicators in Benchmark 1 of the Charter School Performance Framework. **According to the 2018-2019 school year ESEA accountability designations, AMS IV is *In Good Standing*.**

**Academic Program for the High School:**

AMS IV has a college prep curriculum in place based on the New Visions curriculum, which is modified to meet its students’ needs. The school also uses a number of supplemental intervention programs, including Read 180, Wilson, and Just Words. The school’s assessment system includes standardized tests (Performance Series), curriculum-based assessments, and mock Regents to inform instructional planning, interventions and program evaluation. The school has expanded its intervention classes focused on building foundational numeracy and literacy skills, increasing the numbers of seats offered and the frequency of the intervention, which is now provided daily.

**Academic Program for Students with Disabilities and English Language Learners (ELLs)/Multilingual Learners (MLLs):**

The school emphasizes inclusion for SWDs and ELLs/MLLs. Numerous classes are co-taught to facilitate differentiation and small group instruction. The school has a large number of special education and English as a New Language (ENL) teachers who provide push-in and pull-out supports. The counseling staff also provides mandated counseling. NYCDOE’s Office of Special Education noted that it is easy to contact and communicate directly with the liaison and the directors of special education. However, the school often does not draft IEP goals and present levels of performance. The school does not appear to have clearly defined Response to Intervention (RtI) supports.

**Table 1: Regents 4-Year Cohort Outcomes**

		All Students				SWD				ELL/MLL				ED			
		Charter Total Cohort	New Visions CHS for Advanced Math And Science IV	NYS	Differential to NYS	Charter Total Cohort	New Visions CHS for Advanced Math And Science IV	NYS	Differential to NYS	Charter Total Cohort	New Visions CHS for Advanced Math And Science IV	NYS	Differential to NYS	Charter Total Cohort	New Visions CHS for Advanced Math And Science IV	NYS	Differential to NYS
ELA	2015 Cohort	113	95%	84%	+11	24	75%	55%	+20	6	67%	55%	+12	87	93%	79%	+14
Global History	2015 Cohort	113	75%	78%	-3	24	50%	43%	+7	6	50%	48%	+2	87	72%	70%	+2
Math	2015 Cohort	113	88%	84%	+4	24	58%	51%	+7	6	83%	60%	+23	87	87%	78%	+9
Science	2015 Cohort	113	86%	83%	+3	24	50%	51%	-1	6	67%	51%	+16	87	84%	76%	+8
US History	2015 Cohort	113	73%	79%	-6	24	42%	48%	-6	6	67%	48%	+19	87	68%	71%	-3

**Table 2: High School 4-Year Graduation Rates**

		All Students				SWD				ELL/MLL				ED			
		Charter Total Cohort	New Visions CHS for Advanced Math and Science IV	NYS Graduation Rate	NYS Differential	Charter Total Cohort	New Visions CHS for Advanced Math and Science IV	NYS Graduation Rate	NYS Differential	Charter Total Cohort	New Visions CHS for Advanced Math and Science IV	NYS Graduation Rate	NYS Differential	Charter Total Cohort	New Visions CHS for Advanced Math and Science IV	NYS Graduation Rate	NYS Differential
2015 Cohort	4 Year	113	87%	83%	+4	24	67%	62%	+5	6	67%	58%	+9	87	83%	77%	+6

**Key Performance Area: Organizational Viability**

**Financial Condition**

AMS IV is part of the New Visions Charter Schools network. New Visions Charter Schools appears to be in very good financial condition as evidenced by performance on key indicators derived from the school's independently audited financial statements.

The Charter School Office reviews the financial performance and management of charter schools using quantitative and qualitative methods. Near-term indicators, such as the current ratio and unrestricted days cash, are measures of liquidity and of the charter school's capacity to maintain operations. Long-term indicators, such as total margin and debt-to-asset ratio, are measures of the charter school's capacity to remain viable and to meet financial obligations.<sup>12</sup>

<sup>12</sup> These rigorous indicators of fiscal soundness are aligned with those recommended by the National Association of Charter School Authorizers.

A *composite score* is an overall measure of financial health. This score is based on a weighting of primary reserves, equity, and net income. A charter school with a score between 1.5 and 3.0 is considered to be in strong financial health. New Visions Charter Schools’ composite score for 2018-2019 is 2.91. The table below shows the school’s composite scores from 2015-2016 to 2018-2019.

**Table 3: New Visions Charter Schools’ Composite Scores  
2015-2016 to 2018-2019**

<i>Year</i>	<i>Composite Score</i>
2015-2016	2.85
2016-2017	3.00
2017-2018	2.66
2018-2019	2.91

### **Financial Management**

The Charter School Office reviewed New Visions Charter Schools’ 2018-2019 audited financial statements to determine whether the independent auditor observed sufficient internal controls over financial reporting. The auditor did not identify any deficiencies in internal controls that could be considered material weaknesses.

### **Key Performance Area: Faithfulness to the Charter and Law**

#### **Enrollment, Recruitment and Retention**

AMS IV applicants include those students who are entering the ninth grade as well as those transferring in to the tenth grade. The school’s enrollment policy provides for preferences for returning students, their siblings, students who reside in the district, their siblings, then those outside the district. Children of employees of the school also receive a preference. An application form is required, as are a number of documents upon admission. If there are more applications than available seats, a public lottery will be conducted by a representative of an outside organization, and a waiting list is maintained from year to year for those not chosen.

Through efforts toward increasing the percentage of at-risk students enrolled, the school is coming close to, but not yet meeting, its target for all of the special population subgroups – economically disadvantaged (ED) students, SWDs, or ELLs/MLLs (see Table 4 below). While the school has met its targets for SWDs and ED students, it continues to enroll a smaller percentage of ELLs/MLLs than the district of location. School leaders reported that their ELL/MLL enrollment is increasing, albeit slowly. AMS IV’s overall student enrollment remains above 85 percent of the total approved enrollment of 566 students, and the school’s retention of all students, including the three subgroup populations, was between 3 and 5 percentage points above that of NYC CSD 27 from 2017-2018 to 2018-2019 (see Table 5 below).

The school is making efforts to recruit, serve, and retain at-risk students<sup>13</sup>. Efforts to recruit and retain students in the ED, ELL/MLL, and SWD populations include:

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<sup>13</sup> Education Law §2854(2)(a) requires that schools demonstrate good faith efforts to attract and retain a comparable or greater enrollment of students with disabilities, FRPL-eligible students, and English language learners when compared to the

- participating in local community events such as fairs and presentations at local networks of community-based organizations and social service networks;
- placing advertisements in local English and Spanish newspapers as well as on over 400 buses throughout Queens;
- building relationships with feeder middle schools in the area to ensure that school counselors have school information and applications to distribute to eighth grade families;
- enlisting “street teams” comprised of students and staff to conduct outreach in the local community with a specific focus on parts of the district with higher ELL/MLL populations;
- distributing the brochure entitled *Serving our Students: English Language Learners (ELLs) and students with Individualized Education Plans (IEP) or Section 504 Plans*, which outlines support services in place for students;
- translating the above-mentioned brochure into Spanish, French, and Haitian/Creole;
- creating a video that showcases the school’s supports available to students enrolled in the ENL program;
- engaging all students through utilizing a culturally responsive pedagogy; and
- inviting family and community members to attend open houses, informational sessions, parent-teacher conferences, Progress Report Nights, and events that celebrate the diverse cultural heritage of the school community.

**Table 4: Student Demographics Comparison to District of Location**

	SWD			ELL/MLL			ED		
	New Visions CHS for Advanced Math and Science IV	NYC CSD 27	Differential to District	New Visions CHS for Advanced Math and Science IV	NYC CSD 27	Differential to District	New Visions CHS for Advanced Math and Science IV	NYC CSD 27	Differential to District
<b>2015-2016</b>	24%	20%	+4	3%	14%	-11	84%	75%	+9
<b>2016-2017</b>	22%	21%	+1	5%	15%	-10	78%	75%	+3
<b>2017-2018</b>	19%	18%	+1	6%	17%	-11	77%	75%	+2
<b>2018-2019</b>	17%	17%	0	6%	16%	-10	78%	73%	+5

enrollment figures for such students in the school district in which the charter is located. SUNY and the Regents were charged with setting specific enrollment and retention targets for each charter school and have done so (Education Law §2852(9-a)(b)(i)). All charter schools that were initially chartered after August 2010 or renewed after January 1, 2011, are expected to meet or exceed the enrollment and retention targets set by the Regents and SUNY. When submitting an application for renewal of the charter, schools are required to provide information detailing the means by which they will meet the enrollment and retention targets (Education Law §2851(4)(e)), and this information is considered by the Regents in the review of the school’s performance over the charter term. A school’s plan to change its enrollment practices, whether by weighting the lottery or preferencing, may also be considered when determining whether the school will meet the targets in the upcoming charter term. A school’s repeated failure to meet or exceed its enrollment and retention targets, when combined with a failure to show that extensive efforts to meet the targets have been made, may be cause for termination or revocation of the charter pursuant to Education Law §2855(1)(e).

**Table 5: Retention – Aggregate and Subgroups**

	All Students			SWD			ELL/MLL			ED		
	New Visions Charter High School for Advanced Math and Science Iv	NYC CSD 27	Differential to District	New Visions Charter High School for Advanced Math and Science Iv	NYC CSD 27	Differential to District	New Visions Charter High School for Advanced Math and Science Iv	NYC CSD 27	Differential to District	New Visions Charter High School for Advanced Math and Science Iv	NYC CSD 27	Differential to District
2016-2017	85%	81%	+4	80%	78%	+2	100%	78%	+22	85%	81%	+4
2017-2018	84%	86%	-2	78%	81%	-3	83%	79%	+4	85%	87%	-2
2018-2019	90%	87%	+3	88%	84%	+4	83%	80%	+3	92%	87%	+5

**Legal Compliance**

AMS IV operates in accordance with applicable law, regulations, rules and other policies, including the terms of its charter, its by-laws and other school-specific policies. It is also in compliance with federally mandated disciplinary procedures for students with disabilities and the Dignity for All Students Act. The board holds meetings in accordance with the Open Meetings Law.

**Summary of Public Comment**

The required public hearing was held by the New York City Department of Education on October 15, 2019. Eleven people attended, and two spoke. Both speakers were in favor of the renewal.



**New Visions Charter High School for the Humanities II**

In accordance with Education Law Sections 2851(4) and 2852(2), Commissioner’s Regulation Section 119.7, and the Board of Regents Charter School Renewal Policy, the **New York State Education Department recommends a short-term renewal for a period of three years for New Visions Charter High School for the Humanities II. The charter term would begin on July 1, 2020 and expire on June 30, 2023.** In 2019, the school was required by NYSED to provide a Corrective Action Plan (CAP) establishing strategies and measurable outcomes to improve academic performance. The school is currently implementing the specific strategies outlined in the CAP and provides quarterly progress reports and updates to NYSED’s Charter School Office (CSO). The CAP will be closely monitored, and the Department will report to the Regents as necessary.

New Visions Charter High School for the Humanities II (HUM II) is meeting 8 out of the 10 benchmarks set forth in the Board of Regents Charter School Performance Framework. The school is implementing the mission, key design elements, education program, and organizational plan set forth in the charter.

**Charter School Summary**

<b>Name of Charter School</b>	New Visions Charter High School for the Humanities II
<b>Board Chair</b>	Nancy Grossman
<b>District of Location</b>	NYC CSD 7
<b>Opening Date</b>	Fall 2012
<b>Charter Term(s)</b>	<ul style="list-style-type: none"> <li>• Initial Charter: August 13, 2012 – June 30, 2017</li> <li>• First Renewal: July 1, 2017 – June 30, 2020</li> </ul>
<b>Current Term Authorized Grades/Approved Enrollment</b>	Grades 9-12/566 students
<b>Proposed Renewal Term Authorized Grades/Proposed Approved Enrollment</b>	Grades 9-12/566 students
<b>Comprehensive Management Service Provider</b>	New Visions for Public Schools
<b>Facilities</b>	455 Southern Blvd., Bronx – Public Space
<b>Mission Statement</b>	<i>HUM II is part of the New Visions charter school network. New Visions charter schools provide all students, regardless of their previous academic history, the highest quality education in an atmosphere of respect, responsibility, and rigor. New Visions schools ensure that graduates have the skills and content knowledge necessary to succeed in post-secondary choices by engaging students, teachers, and administrators in learning experiences that allow risk-taking, embrace multiple attempts at learning, cultivate students’ imaginative and creative abilities, and celebrate achievement. Through an intensive study of English, history and art concepts, students learn how to generate research questions, develop the skills necessary to answer those questions, create</i>

	<i>products that demonstrate understanding, and defend their knowledge publicly.</i>
<b>Key Design Elements</b>	<ul style="list-style-type: none"> <li>• Learning Framework: Capacities for Imaginative Thinking</li> <li>• System of assessment and continuous assessment of data</li> <li>• Aligned goal setting focused on student need</li> <li>• Team teaching</li> <li>• Extended day and Saturday classes</li> <li>• Additional math and reading specialists on staff</li> <li>• Challenge-based curriculum and Anchor Projects</li> <li>• Cascade of writing</li> <li>• Remediation and Acceleration</li> <li>• Adult inquiry</li> </ul>
<b>Recommended Material Revisions</b>	<b>None</b>

**Noteworthy:** The New Visions Charter High School for the Humanities II (HUM II) values the cultural and linguistic diversity among the members of its school community. The school is committed to capitalizing on students’ English language development and providing a program to develop both English and Spanish authentically at an academic level. To this end, it has been developing a robust bilingual program, offering its Spanish-speaking students the opportunity to earn the Seal of Biliteracy.

**Innovative Programs:**

- HUM II believes that home languages other than English are assets for students. In addition to the bilingual program mentioned above, the school capitalizes on its students’ language development in the following ways:
  - HUM II encourages students to use translanguaging within the classroom, utilizing their primary language as support. When ELL/MLL students feel comfortable expressing themselves, they are more apt to take risks and authentically experiment with learning English in an academic setting.
  - HUM II provides opportunities for students to celebrate African American and Latino cultural heritage through special events geared at establishing openness within the school community and allowing students to view themselves as local and global citizens.
  - HUM II encourages families to partner with the school through such events as the Family Dinner Project series where students and their families have dinner together and then talk about critical family issues. For these events, the school sets up rooms where families can engage in discussions in English, Spanish, and select African languages that are spoken by families in the community.
- HUM II is committed to closing the achievement gaps in both reading and writing by employing a robust Response to Intervention (RtI) system. Regardless of a student’s literacy level upon entering the school, HUM II seeks to ensure that each student meets postsecondary literacy levels by the time he/she graduates.
- HUM II has built a school community that is defined by “respect, reflection, and representation.” The school encourages student voice and fosters student leadership capacity. Students can participate in student government and/or the Peer Group Connection, where older students serve

as mentors and provide leadership lessons to underclassmen. Another way the school values student participation is through its alumni events, which fosters a continued connection between former students and the school community.

**Current Grade Levels and Approved Enrollment**

	<b>Year 1 2017 to 2018</b>	<b>Year 2 2018 to 2019</b>	<b>Year 3 2019 to 2020</b>
<b>Grade Configuration</b>	Grades 9 - 12	Grades 9 - 12	Grades 9 - 12
<b>Total Approved Enrollment</b>	511	536	566

**Proposed Renewal Term Grade Levels and Proposed Enrollment\***

	<b>Year 1 2020 to 2021</b>	<b>Year 2 2021 to 2022</b>	<b>Year 3 2022 to 2023</b>	<b>Year 4 2023 to 2024</b>	<b>Year 5 2024 to 2025</b>
<b>Grade Configuration</b>	Grades 9 - 12	Grades 9 - 12	Grades 9 - 12	Grades 9 - 12	Grades 9 - 12
<b>Total Proposed Enrollment</b>	566	566	566	566	566

\*The proposed chart was submitted by the New Visions Charter High School for the Humanities II in its renewal application. It is subject to change pending the final renewal recommendation and approval by the Board of Regents.

**Summary of Evidence for Renewal**

**Key Performance Area: Educational Success**

**Student Performance – High School Outcomes**

See Tables 1 and 2 below regarding Regents 4-year cohort outcomes and 4-, 5-, and 6-year graduation rates compared to the state averages, which serve as two of the many indicators in Benchmark 1 of the Charter School Performance Framework. **According to the 2018-2019 school year ESEA accountability designations, HUM II is a school in need of Comprehensive Support and Improvement.**

**Academic Program for the High School:**

HUM II is part of the New Visions network of charter schools. Starting in the 2018-2019 school year, HUM II adopted the New Visions network’s curricula in core subjects, while continuing to develop its own curriculum in other areas, including the school’s bilingual program. The school has expanded its AP and dual certification offerings. The school has a comprehensive assessment system in place, including diagnostic, formative and summative tools, and data are used by a variety of stakeholders, including the board, school leadership, and faculty. The school also has a robust support staff and tiered response to intervention (RTI) program that provides both academic and behavioral supports.

**Academic Program for Students with Disabilities and English Language Learners (ELLs)/Multilingual Learners (MLLs):**

Supports for SWDs and ELLs/MLLs are provided by both push-in and pull-out services. Special education teachers are assigned to specific subjects to facilitate the co-planning of lessons and the co-teaching of students in an inclusive setting. Bilingual classes are provided to ELL/MLL students as well. The school also provides mandated counseling and related services based on students' individualized education programs (IEPs). NYCDOE's Office of Special Education noted that when communication is frequent and fluid, HUM II makes a good effort to support its students during the IEP process. However, they reported that students' teachers do not always participate in IEP meetings, and the special education liaison who attends IEP meetings sometimes does not have key information.

**Table 1: Regents 4-Year Cohort Outcomes**

		All Students				SWD				ELL/MLL				ED			
		Charter Total Cohort	New Visions CHS for Humanities II	NYS	Differential to NYS	Charter Total Cohort	New Visions CHS for Humanities II	NYS	Differential to NYS	Charter Total Cohort	New Visions CHS for Humanities II	NYS	Differential to NYS	Charter Total Cohort	New Visions CHS for Humanities II	NYS	Differential to NYS
ELA	2013 Cohort	88	89%	85%	+4	15	53%	55%	-2	6	67%	41%	+26	64	89%	80%	+9
	2014 Cohort	117	72%	84%	-12	32	56%	54%	+2	18	39%	52%	-13	92	71%	78%	-7
	2015 Cohort	104	72%	84%	-12	18	22%	55%	-33	20	35%	55%	-20	76	67%	79%	-12
Global History	2013 Cohort	88	59%	78%	-19	15	13%	42%	-29	6	17%	35%	-18	64	58%	70%	-12
	2014 Cohort	117	59%	77%	-18	32	28%	42%	-14	18	28%	43%	-15	92	55%	69%	-14
	2015 Cohort	104	50%	78%	-28	18	28%	43%	-15	20	25%	48%	-23	76	47%	70%	-23
Math	2013 Cohort	88	83%	85%	-2	15	33%	50%	-17	6	50%	53%	-3	64	83%	80%	+3
	2014 Cohort	117	62%	83%	-21	32	22%	49%	-27	18	33%	59%	-26	92	58%	77%	-19
	2015 Cohort	104	70%	84%	-14	18	17%	51%	-34	20	40%	60%	-20	76	66%	78%	-12
Science	2013 Cohort	88	77%	84%	-7	15	33%	52%	-19	6	33%	42%	-9	64	77%	78%	-1
	2014 Cohort	117	62%	83%	-21	32	28%	52%	-24	18	22%	50%	-28	92	59%	76%	-17
	2015 Cohort	104	63%	83%	-20	18	22%	51%	-29	20	35%	51%	-16	76	59%	76%	-17
US History	2013 Cohort	88	65%	81%	-16	15	33%	49%	-16	6	17%	40%	-23	64	66%	74%	-8
	2014 Cohort	117	56%	80%	-24	32	28%	48%	-20	18	44%	50%	-6	92	53%	72%	-19
	2015 Cohort	104	62%	79%	-17	18	28%	48%	-20	20	40%	48%	-8	76	59%	71%	-12

**Table 2: High School 4-, 5-, and 6-Year Graduation Rates**

		All Students				SWD				ELL/MLL				ED			
		Charter Total Cohort	New Visions CHS for Humanities II	NYS Graduation Rate	NYS Differential	Charter Total Cohort	New Visions CHS for Humanities II	NYS Graduation Rate	NYS Differential	Charter Total Cohort	New Visions CHS for Humanities II	NYS Graduation Rate	NYS Differential	Charter Total Cohort	New Visions CHS for Humanities II	NYS Graduation Rate	NYS Differential
2013 Cohort	4 Year	88	80%	82%	-2	15	60%	58%	+2	6	50%	42%	+8	64	81%	76%	+5
	5 Year	82	91%	85%	+6	11	82%	64%	+18	.	.	.	.	60	90%	80%	+10
	6 Year	81	93%	86%	+7	10	90%	66%	+24	.	.	.	.	59	92%	82%	+10
2014 Cohort	4 Year	117	73%	83%	-10	32	66%	60%	+6	18	50%	54%	-4	92	72%	76%	-4
	5 Year	113	86%	86%	0	32	84%	66%	+18	17	71%	62%	+9	87	85%	81%	+4
2015 Cohort	4 Year	104	76%	83%	-7	18	50%	62%	-12	20	55%	58%	-3	76	74%	77%	-3

**Key Performance Area: Organizational Viability**

**Financial Condition**

HUM II appears to be in good financial condition as evidenced by performance on key indicators derived from the school’s independently audited financial statements.

The Charter School Office reviews the financial performance and management of charter schools using quantitative and qualitative methods. Near-term indicators, such as the current ratio and unrestricted days cash, are measures of liquidity and of the charter school’s capacity to maintain operations. Long-term indicators, such as total margin and debt-to asset ratio, are measures of the charter school’s capacity to remain viable and to meet financial obligations.<sup>14</sup>

A *composite score* is an overall measure of financial health. This score is based on a weighting of primary reserves, equity, and net income. A charter school with a score between 1.5 and 3.0 is considered to be in strong financial health. HUM II’s composite score for 2018-2019 is 3.00. The table below shows the school’s composite scores from 2016-2017 to 2018-2019.

**Table 3: New Visions Charter High School for the Humanities II’s Composite Scores 2016-2017 to 2018-2019**

<i>Year</i>	<i>Composite Score</i>
2016-2017	3.00
2017-2018	3.00
2018-2019	3.00

<sup>14</sup> These rigorous indicators of fiscal soundness are aligned with those recommended by the National Association of Charter School Authorizers.

## Financial Management

The Charter School Office reviewed HUM II's 2018-2019 audited financial statements to determine whether the independent auditor observed sufficient internal controls over financial reporting. The auditor did not identify any deficiencies in internal controls that could be considered material weaknesses.

### Key Performance Area: Faithfulness to the Charter and Law

#### Enrollment, Recruitment and Retention

HUM II applicants include those students who are entering the ninth grade, as well as those transferring in to the tenth grade. The school's enrollment policy provides for preferences for returning students, their siblings, students who reside in the district, their siblings, then those outside the district. Children of employees of the school also receive a preference. An application form is required, as are a number of documents upon admission. If there are more applications than available seats, a public lottery will be conducted by a representative of an outside organization, and a waiting list is maintained from year to year for those not chosen.

Through efforts toward increasing the percentage of at-risk students enrolled, the school is coming close to, but not yet meeting, its targets for all of the special population subgroups – economically disadvantaged (ED) students, SWDs, or ELLs/MLLs (see Table 4 below). While the school is slightly below the district in the percentage of SWDs and ELLs/MLLs, it has a smaller percentage of ED students in comparison to the district. However, school leaders believe that this is inaccurate, as they described the challenge in getting high school families to complete the financial forms for free and reduced-price lunch necessary to document ED students.

The school is making efforts to recruit, serve, and retain at-risk students<sup>15</sup>. Efforts to recruit and retain students in the ED, ELL/MLL, and SWD populations include:

- adding a New York State Seal of Biliteracy program in Spanish, thus providing students an opportunity to pursue advanced language proficiency in two languages;
- participating in local community events such as fairs and presentations at local networks of community-based organizations and social service networks;
- advertising in English and Spanish newspapers and administering an extensive digital campaign;
- building relationships with feeder middle schools in the area to ensure that school counselors have school information and applications to distribute to eighth grade families;

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<sup>15</sup> Education Law §2854(2)(a) requires that schools demonstrate good faith efforts to attract and retain a comparable or greater enrollment of students with disabilities, FRPL-eligible students and English language learners when compared to the enrollment figures for such students in the school district in which the charter is located. SUNY and the Regents were charged with setting specific enrollment and retention targets for each charter school and have done so (Education Law §2852(9-a)(b)(i)). All charter schools that were initially chartered after August 2010 or renewed after January 1, 2011, are expected to meet or exceed the enrollment and retention targets set by the Regents and SUNY. When submitting an application for renewal of the charter, schools are required to provide information detailing the means by which they will meet the enrollment and retention targets (Education Law §2851(4)(e)), and this information is considered by the Regents in the review of the school's performance over the charter term. A school's plan to change its enrollment practices, whether by weighting the lottery or preferencing, may also be considered when determining whether the school will meet the targets in the upcoming charter term. A school's repeated failure to meet or exceed its enrollment and retention targets, when combined with a failure to show that extensive efforts to meet the targets have been made, may be cause for termination or revocation of the charter pursuant to Education Law §2855(1)(e).

- inviting principals and school representatives from all middle schools in CSD 7 to attend Breakfast with the Principal to learn more about the school;
- distributing the brochure entitled *Serving our Students: English Language Learners (ELLs) and students with Individualized Education Plans (IEP) or Section 504 Plans*, which outlines support services in place for students;
- translating the above-mentioned brochure into Spanish, French, and Haitian/Creole;
- utilizing New Visions network-based support for ELL/MLL students in instruction, compliance, and advocating for family involvement;
- providing supports for struggling students that include individual and group counseling opportunities, after-school study hall and Regents prep sessions, Saturday Academy, and a mentoring/advocate program;
- promoting supportive relationships between incoming students and upperclassmen, current students and alumni, and families and staff; and
- connecting ED students and their families with valuable resources and services within and outside the school (such as mental health, employment, social services, etc.) to meet their needs.

**Table 4: Student Demographics Comparison to NYC CSD 7**

	SWD			ELL/MLL			ED		
	New Visions CHS for Humanities II	NYC CSD 7	Differential to District	New Visions CHS for Humanities II	NYC CSD 7	Differential to District	New Visions CHS for Humanities II	NYC CSD 7	Differential to District
<b>2016-2017</b>	21%	24%	<b>-3</b>	15%	18%	<b>-3</b>	79%	88%	<b>-9</b>
<b>2017-2018</b>	22%	25%	<b>-3</b>	19%	23%	<b>-4</b>	82%	90%	<b>-8</b>
<b>2018-2019</b>	21%	25%	<b>-4</b>	20%	23%	<b>-3</b>	79%	89%	<b>-10</b>

**Table 5: Retention – Aggregate and Subgroups**

	All Students			SWD			ELL/MLL			ED		
	New Visions Charter High School for the Humanities II	NYC CSD 7	Differential to District	New Visions Charter High School for the Humanities II	NYC CSD 7	Differential to District	New Visions Charter High School for the Humanities II	NYC CSD 7	Differential to District	New Visions Charter High School for the Humanities II	NYC CSD 7	Differential to District
2016-2017	86%	80%	<b>+6</b>	81%	75%	<b>+6</b>	95%	79%	<b>+16</b>	87%	82%	<b>+5</b>
2017-2018	87%	83%	<b>+4</b>	84%	77%	<b>+7</b>	89%	82%	<b>+7</b>	87%	84%	<b>+3</b>
2018-2019	84%	79%	<b>+5</b>	79%	74%	<b>+5</b>	92%	81%	<b>+11</b>	84%	79%	<b>+5</b>

### **Legal Compliance**

HUM II operates in accordance with applicable law, regulations, rules and other policies, including the terms of its charter, its by-laws and other school-specific policies. It is also in compliance with federally mandated disciplinary procedures for students with disabilities, and the Dignity for All Students Act. The board holds meetings in accordance with the Open Meetings Law.

### **Summary of Public Comment**

The required public hearing was held by the New York City Department of Education on October 22, 2020. Fifteen people attended, and nine spoke. All nine speakers were in favor of the renewal.



## Rosalyn Yalow Charter School

In accordance with Education Law Sections 2851(4) and 2852(2), Commissioner’s Regulation Section 119.7, and the Board of Regents Charter School Renewal Policy, the **New York State Education Department recommends a short-term renewal for a period of four years for Rosalyn Yalow Charter School. The charter term would begin on July 1, 2020 and expire on June 30, 2024.** In August 2018, the school was required by NYSED to provide a Corrective Action Plan (CAP) establishing strategies and measurable outcomes to improve its legal obligations to the school and its stakeholders and to comply with Open Meetings Law §106. The school is currently implementing the specific strategies outlined in the CAP, and the issue has been satisfactorily addressed. In February 2019, the school was required by NYSED to provide a CAP establishing strategies and measurable outcomes to improve procedures for the identification of English language learners (ELLs)/Multilingual learners (MLLs). The school is currently implementing the specific strategies outlined in the CAP and the issue has been satisfactorily addressed.

Rosalyn Yalow Charter School (RYCS) is meeting six and exceeding one out of the 10 benchmarks set forth in the Board of Regents Charter School Performance Framework. The school is approaching NYSED standards in the other three benchmarks. The school is implementing the mission, key design elements, education program, and organizational plan set forth in the charter.

### Charter School Summary

<b>Name of Charter School</b>	Rosalyn Yalow Charter School
<b>Board Chair</b>	Miguel Balbuena
<b>District of Location</b>	NYC CSD 9
<b>Opening Date</b>	September 1, 2015
<b>Charter Term(s)</b>	Initial Charter Term: September 1, 2015 – June 30, 2020
<b>Current Term Authorized Grades/Approved Enrollment</b>	K-Grade 5/536 students
<b>Proposed Renewal Term Authorized Grades/Proposed Approved Enrollment</b>	K-Grade 5/536 students
<b>Facilities</b>	116 E. 169th Street, Bronx, New York 10452 - Private Space
<b>Mission Statement</b>	<i>The Rosalyn Yalow Charter School will eliminate the learning achievement gap for urban children—including special needs students and English language learners—by using an engaging and demanding curriculum to graduate students at or above grade level in literacy and math.</i>
<b>Key Design Elements</b>	<ul style="list-style-type: none"> <li>• Qualified Staff Focused on At Risk Students</li> <li>• Robust Response to Intervention</li> <li>• Quality Curriculum and Pedagogy</li> <li>• High-Quality Collaborators</li> <li>• Meticulous Data-Driven School</li> <li>• Comprehensive Professional Development</li> <li>• Team Teaching</li> <li>• Family Involvement</li> <li>• Strong School Culture</li> </ul>

	<ul style="list-style-type: none"> <li>• Low Student/Teacher Ratio</li> <li>• Extended School Day</li> </ul>
<b>Recommended Material Revisions</b>	<b>None</b>

**Noteworthy:** Rosalyn Yalow Charter School (RYCS) is making progress in implementing an ambitious educational model, characterized by a rigorous curriculum, particularly in mathematics; an enriched staffing model to support individual student learning pace and needs; extended learning time during the school day, week, and year; and attention to student and family social-emotional needs. The in-school chess and fencing programs avail RYCS students of additional enrichment opportunities not typically found in Bronx schools. The school's early academic outcomes in the NYS testing program are strong. The validity of the model is promising, despite the fiscal, facility, and staffing challenges the school continues to face as it moves forward in its implementation.

**Innovative Programs:** Targeted recruitment of at-risk students is a strong RYCS commitment, and the school has built a successful model to eliminate the achievement gap for ELL/MLL and SWD students. Although NYCDOE schools utilize a variety of ENL services, RYCS provides a model in which children are supported several times a week in a pullout/push-in model. In general, proportionately more ELLs/MLLs reach English proficiency at RYCS in comparison to ELLs/MLLs attending NYC CSD 9 schools. In ELA, Yalow's ELL/MLL, SWD, and ED students tend to outperform students in schools with similar grade spans and demographics.

RYCS's goal is developing the whole child, encouraging each young student to excel. The extended school day and two-week longer school year builds in supports for children beyond academic achievement. Partnerships with high-quality collaborators, including Bronx Arts Ensemble (BAE) for art, dance, and music, a satellite clinic run by Mosaic Mental Health Association, chess and fencing programs for all students and across the tri-state region for the chess and fencing teams—beginning in kindergarten—exposes at-risk children to worlds beyond the Bronx and prove that they can compete with the very best, building their self-esteem and encouraging deeper family engagement in a child's growth. Yalow parents are learning to play chess with their children, and a few now compete in a parent section at chess tournaments. Grades 2-4 students engage in choral performances alongside the Bronx Opera Company at Bronx Community College and the BAE at Van Cortlandt Park, and RYCS fencers engage in fencing competitions against the elite Hunter Elementary school and private schools in Manhattan.

In addition, RYCS has created the Yalow "Yalowbirds" family support group—a 10-week after-school session for troubled students and their parent(s), fostering stronger family bonds and better student focus. Children in the support group engage in creative activities designed to develop better relations with other children. Parents are encouraged to practice self-care, stress management, and discipline strategies. Yalow held 100 family support group sessions in 2015–2018, attended by 63 student families.

#### Current Grade Levels and Approved Enrollment

	<b>Year 1 2015 to 2016</b>	<b>Year 2 2016 to 2017</b>	<b>Year 3 2017 to 2018</b>	<b>Year 4 2018 to 2019</b>	<b>Year 5 2019 to 2020</b>
<b>Grade Configuration</b>	K- Grade 1	K- Grade 2	K- Grade 3	K- Grade 4	K- Grade 5
<b>Total Approved Enrollment</b>	202	249	374	456	536

**Proposed Renewal Term Grade Levels and Projected Enrollment Requested by the School\***

	<b>Year 1 2020 to 2021</b>	<b>Year 2 2021 to 2022</b>	<b>Year 3 2022 to 2023</b>	<b>Year 4 2023 to 2024</b>	<b>Year 5 2024 to 2025</b>
<b>Grade Configuration</b>	K- Grade 5	K- Grade 5	K- Grade 5	K- Grade 5	K- Grade 5
<b>Total Proposed Enrollment</b>	536	536	536	536	536

\*The proposed chart was submitted by Rosalyn Yalow Charter School in its renewal application. It is subject to change pending the final renewal recommendation and approval by the Board of Regents.

**Summary of Evidence for Renewal**

**Key Performance Area: Educational Success**

**Student Performance – Elementary/Middle School Outcomes**

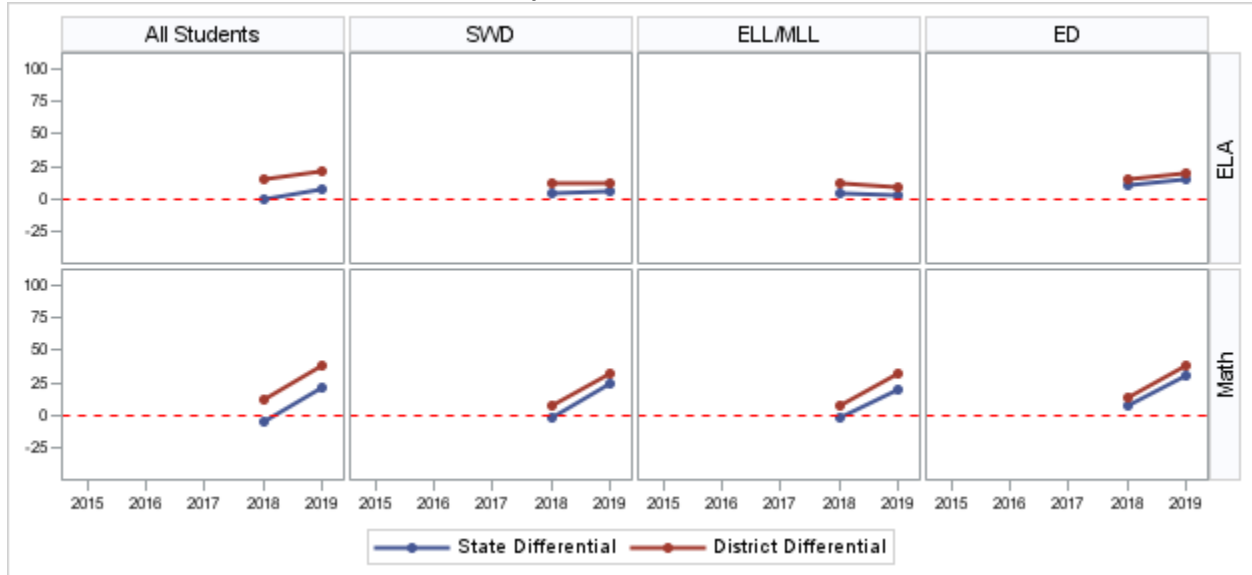
See Figure 1 regarding assessment proficiency regarding 3-8 math and ELA. See Table 1 below regarding 3-8 math and ELA exam aggregate and subgroup student performance compared to the district and State average which serve as two of the many indicators in Benchmark 1 of the Charter School Performance Framework. **According to the 2018-2019 school year ESEA accountability designations, RYCS is *In Good Standing*.**

**Academic Program for Elementary School:** Core Knowledge Language Arts (CKLA) and Singapore Math are the foundational curricula at RYCS. Science and social studies content are embedded in CKLA, and teachers supplement science instruction with Full Option Science System (FOSS) kits and bi-monthly American Museum of Natural History visits. Teachers develop flexible, differentiated grouping for guided classroom practice, using data from exit tickets, unit tests, and Northwest Evaluation Association (NWEA) and STEP assessments. Response to Intervention (RtI) groups are developed by interventionists with teacher input, using the same approach. The school uses Reading A-Z resources for guided reading instruction. Arts instruction is provided by the Bronx Arts Ensemble, through an ongoing contract.

**Academic Program for Students with Disabilities and English Language Learners (ELLs)/Multilingual Learners (MLLs):** RYCS expands on its strategies for differentiating instruction in the general education program to meet the specific needs of its ELL/MLL and SWD students:

- Student data is used to facilitate student success in accessing the school curriculum through heterogenous grouping (general education, special education, and multilingual students), based on student skill levels.
- English as a New Language (ENL) teachers push into classrooms to provide scaffolded support in academic language and vocabulary development.
- Special education teachers monitor alignment of classroom practice with IEP goals, work with classroom teachers to design relevant instruction, and provide small group instruction and pullout Special Education Teacher Support Services (SETSS).
- Wilson Foundations is used to improve phonemic awareness and decoding skills for special education students (and in general education students in RtI Tier 2).
- The school is seeking to add additional interventionists and reading teachers to better support all student literacy needs, including those of special populations.

**Figure 1: Elementary/Middle School Assessment Proficiency State and District Differentials Over Time Comparison to NYC CSD 9**



**Table 1: Elementary/Middle School Assessment Proficiency Outcomes: Charter School, District, & NYS**

		ELA					Math				
		Rosalyn Yalow CS	NYC CSD 9	Differential to District	NYS	Differential to NYS	Rosalyn Yalow CS	NYC CSD 9	Differential to District	NYS	Differential to NYS
All Students	2017-2018	51%	35%	+16	51%	0	49%	37%	+12	54%	-5
	2018-2019	58%	37%	+21	50%	+8	73%	34%	+39	52%	+21
SWD	2017-2018	27%	15%	+12	23%	+4	27%	20%	+7	28%	-1
	2018-2019	26%	14%	+12	20%	+6	48%	15%	+33	24%	+24
ELL/MLL	2017-2018	38%	25%	+13	33%	+5	38%	30%	+8	40%	-2
	2018-2019	36%	26%	+10	33%	+3	59%	27%	+32	39%	+20
ED	2017-2018	51%	35%	+16	40%	+11	50%	36%	+14	43%	+7
	2018-2019	56%	36%	+20	40%	+16	72%	33%	+39	42%	+30

## Key Performance Area: Organizational Viability

### Financial Condition

RYCS appears to be in very good financial condition as evidenced by performance on key indicators derived from the school's independently audited financial statements.

The Charter School Office reviews the financial performance and management of charter schools using quantitative and qualitative methods. Near-term indicators, such as the current ratio and unrestricted days cash, are measures of liquidity and of the charter school's capacity to maintain operations. Long-term indicators, such as total margin and debt-to asset ratio, are measures of the charter school's capacity to remain viable and to meet financial obligations.<sup>16</sup>

A *composite score* is an overall measure of financial health. This score is based on a weighting of primary reserves, equity, and net income. A charter school with a score between 1.5 and 3.0 is considered to be in strong financial health. RYCS's composite score for 2018-2019 is 3.00. Table 2 below shows the school's composite scores from 2015-2016 to 2018-2019.

**Table 2: Rosalyn Yalow Charter School's Composite Scores  
2015-2016 to 2018-2019**

<i>Year</i>	<i>Composite Score</i>
2015-2016	2.60
2016-2017	2.82
2017-2018	3.00
2018-2019	3.00

### Financial Management

The Charter School Office reviewed RYCS's 2018-2019 audited financial statements to determine whether the independent auditor observed sufficient internal controls over financial reporting. The auditor did not identify any deficiencies in internal controls that could be considered material weaknesses.

## Key Performance Area: Faithfulness to the Charter and Law

### Enrollment, Recruitment and Retention

Parents interested in enrolling their child at RYCS must complete an application available on the school website, at the school office, or by mail. RYCS also uses the New York State Charter School Uniform Application, and all applications are available in English and Spanish. If no openings are anticipated for either the 1st or 2nd grade, parents may complete an enrollment application and request to have their child's name placed on the school's waitlist for such grades. If RYCS receives fewer applications than there are vacant seats in any grade for which RYCS is accepting applications, all students whose applications are received by the deadline of April 1st will be admitted to such grade. Remaining vacant seats in any grade will be offered to any additional applicants for such grade in the order in which their applications are

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<sup>16</sup> These rigorous indicators of fiscal soundness are aligned with those recommended by the National Association of Charter School Authorizers.

received. Once a grade is filled, RYCS will maintain a waitlist. Applicants, who submit an application after the application deadline, and who are not immediately offered a vacant seat in a grade, will be placed on the waitlist for such grade in the order of the date and time their application is received by the school. Throughout the school year, RYCS will backfill any vacant seats in K - Grade 2 with new students to account for student attrition.

Through efforts toward increasing the percentage of at-risk students enrolled, the school is meeting or coming close to meeting its targets for all of the special population subgroups—economically disadvantaged (ED), students with disabilities (SWDs), and English language learners (ELLs)/Multilingual learners (MLLs). RYCS is serving a comparable population of ELL/MLL and ED students to that of NYC CSD 9. The percentage of SWD served at RYCS has remained slightly smaller than at NYC CSD 9 over the past three years. The school has made significant progress toward meeting its enrollment target for the ELL/MLL subgroup. Over the past three years, RYCS has increased its percentage of enrolled ELL/MLL students from 18 percent to 29 percent, which has decreased the differential between the school and NYC CSD 9 from ten percentage points to one percentage point. The SWD population has hovered within four percentage points over the past three years, with a variance of six percentage points or less to the NYC CSD 9 SWD population. The school's SWD population was 18 percent in 2018-2019, six percentage points below that of NYC CSD 9. Since 2016-2017, RYCS has maintained an ED population of 94-95 percent, which is comparable to that of NYC CSD 9 (see Table 4 below).

The school is making good faith efforts to recruit, serve, and retain at-risk students<sup>17</sup>. Efforts to recruit and retain students in the ED, ELL/MLL, and SWD populations include:

- school staff will visit local preschools, Head Start programs, houses of worship, and community-based organizations to provide information about RYCS;
- seeking advocacy groups for children with special needs and groups that work with students who are at-risk for academic failure and provide them with information about the RYCS educational program;
- distributing flyers and post informational posters in both English and Spanish; and
- highlighting the school's special education services as well as its differentiated, progressive approach to education.

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<sup>17</sup> Education Law §2854(2)(a) requires that schools demonstrate good faith efforts to attract and retain a comparable or greater enrollment of students with disabilities, FRPL-eligible students and English language learners when compared to the enrollment figures for such students in the school district in which the charter is located. SUNY and the Regents were charged with setting specific enrollment and retention targets for each charter school and have done so (Education Law §2852(9-a)(b)(i)). All charter schools that were initially chartered after August 2010 or renewed after January 1, 2011, are expected to meet or exceed the enrollment and retention targets set by the Regents and SUNY. When submitting an application for renewal of the charter, schools are required to provide information detailing the means by which they will meet the enrollment and retention targets (Education Law §2851(4)(e)), and this information is considered by the Regents in the review of the school's performance over the charter term. A school's plan to change its enrollment practices, whether by weighting the lottery or preferencing, may also be considered when determining whether the school will meet the targets in the upcoming charter term. A school's repeated failure to meet or exceed its enrollment and retention targets, when combined with a failure to show that extensive efforts to meet the targets have been made, may be cause for termination or revocation of the charter pursuant to Education Law §2855(1)(e).

**Table 3: Student Demographics Comparison to NYC CSD 9**

	SWD			ELL/MLL			ED		
	Rosalyn Yalow CS	NYC CSD 9	Differential to District	Rosalyn Yalow CS	NYC CSD 9	Differential to District	Rosalyn Yalow CS	NYC CSD 9	Differential to District
<b>2015-2016</b>	14%	20%	<b>-6</b>	21%	28%	<b>-7</b>	91%	92%	<b>-1</b>
<b>2016-2017</b>	15%	21%	<b>-6</b>	18%	28%	<b>-10</b>	94%	93%	<b>+1</b>
<b>2017-2018</b>	19%	23%	<b>-4</b>	26%	29%	<b>-3</b>	95%	95%	<b>0</b>
<b>2018-2019</b>	18%	24%	<b>-6</b>	29%	30%	<b>-1</b>	94%	95%	<b>-1</b>

**Table 4: Retention – Aggregate and Subgroups**

	All Students			SWD			ELL/MLL			ED		
	Rosalyn Yalow Charter School	NYC CSD 9	Differential to District	Rosalyn Yalow Charter School	NYC CSD 9	Differential to District	Rosalyn Yalow Charter School	NYC CSD 9	Differential to District	Rosalyn Yalow Charter School	NYC CSD 9	Differential to District
2016-2017	74%	80%	<b>-6</b>	52%	77%	<b>-25</b>	67%	84%	<b>-17</b>	74%	80%	<b>-6</b>
2017-2018	86%	82%	<b>+4</b>	86%	82%	<b>+4</b>	80%	84%	<b>-4</b>	87%	82%	<b>+5</b>
2018-2019	81%	82%	<b>-1</b>	69%	83%	<b>-14</b>	77%	84%	<b>-7</b>	81%	82%	<b>-1</b>

### Legal Compliance

The RYCS board of trustees has not always held meetings in accordance with the Open Meetings Law. In addition, the school has not always provided timely responses to CSO notices of deficiency or followed required protocol in responses to CSO requests for a corrective action plan. In 2017-2018 and 2018-2019, the RYCS Board acted out of compliance with NYS Open Meetings Law and Freedom of Information Law (FOIL) because meetings were not properly noticed (meeting times not included) and because minutes recording meeting attendance and action were not maintained. This was corrected in 2019. RYCS has not always provided timely responses to CSO notices of deficiency or followed required protocol in responses to CSO requests for a corrective action plan. RYCS is in compliance with federally mandated disciplinary procedures for students with disabilities, and the Dignity for All Students Act.

### Summary of Public Comment

The required public hearing was held by the New York City Department of Education on October 24, 2019. Three people attended, and one spoke. One was in favor of the renewal and none were opposed.

### Southside Academy Charter School

In accordance with Education Law Sections 2851(4) and 2852(2), Commissioner’s Regulation Section 119.7, and the Board of Regents Charter School Renewal Policy, the **New York State Education Department recommends a short-term renewal for a period of three years for Southside Academy Charter School. The charter term would begin on July 1, 2020 and expire on June 30, 2023.**

The Southside Academy Charter School is meeting 6 out of the 10 benchmarks set forth in the Board of Regents Charter School Performance Framework. The school is implementing the mission, key design elements, education program, and organizational plan set forth in the charter.

#### Charter School Summary<sup>18</sup>

<b>Name of Charter School</b>	Southside Academy Charter School
<b>Board Chair</b>	Dr. Carol Hill
<b>District of Location</b>	Syracuse City School District
<b>Opening Date</b>	Fall 2002
<b>Charter Terms</b>	<ul style="list-style-type: none"> <li>• Initial Charter Term: January 16, 2002- January 16, 2007</li> <li>• First Renewal: January 16, 2007- June 30, 2007</li> <li>• Second Renewal: July 1, 2007- June 30, 2010</li> <li>• Third Renewal: July 1, 2010 -June 30, 2015</li> <li>• Fourth Renewal: July 1, 2015 – June 30, 2017</li> <li>• Fifth Renewal: July 1, 2017 – June 30, 2020</li> </ul>
<b>Current Term Authorized Grades/Approved Enrollment</b>	K – Grade 8/690 students
<b>Proposed Renewal Term Authorized Grades/Proposed Approved Enrollment</b>	K – Grade 8/690 students
<b>Comprehensive Management Service Provider</b>	National Heritage Academies
<b>Facilities</b>	2200 Onondaga Creek Blvd., Syracuse, NY - Private Space
<b>Mission Statement</b>	<i>Southside Academy Charter School offers families and students a community public charter school that provides a challenging academic program, focuses on high achievement, and instills a sense of family, community and leadership within all of its students.</i>
<b>Key Design Elements</b>	<ul style="list-style-type: none"> <li>• Academic excellence</li> <li>• Student responsibility</li> <li>• Moral Focus</li> <li>• Parental partnerships</li> </ul>
<b>Recommended Revisions</b>	<b>None</b>

<sup>18</sup> The information in this section was provided by the NYS Education Department Charter School Office.



**Noteworthy:** The school has established a strong school culture built around positive reinforcement, Moral Focus virtues, and restorative practices. Teachers employ a color-coded behavior level system, and teachers and school leaders wore student names on their lanyards who had achieved the highest levels.

**Innovative Programs:**

- **Chess Club.** The school offers an award-winning Chess Club, which has won the Onondaga County Championship several times. Chess is an important part of Southside’s academic program; the school believes there is a strong correlation between learning to play chess and academic achievement. The Chess Club improves students’ higher order thinking skills, math and reading skills, and, importantly, self-confidence.
- **Robotics Club.** The Southside Robotics Club was implemented in the 2018-19 school year to inspire student creativity and engage students in STEM objectives. Students must utilize math and engineering skills to build a robot. Students work as a team, developing communication and critical thinking skills through their design work, problem solving, building, and testing.
- **Rocketry Club.** Aimed at building student excitement about a technology-driven curriculum, the Rocketry Club concentrates on hands-on, experimental learning. Southside rocketeers use applied science to incorporate components of STEM. Students experience variations among different rockets; experiment in building, build different tests, and see cause and effect.
- **Science and Technology Entry Program (STEP).** STEP is a program through Syracuse University that provides academic support services and enrichment activities to Southside’s seventh and eighth grade students to prepare them for technical, scientific, and health-related fields. The key components of STEP are comprised of advising, counseling, academic instruction, a computer science enrichment program, tutorials, mentoring, and enrichment activities (field trips, workshops, and cultural awareness programs).
- **University partnerships.** Southside has established a partnership with Syracuse University and SUNY Cortland by hosting student teachers and interns who are on the path to be future educators. Cortland produced approximately 360 education graduates in 2017-18, with a majority of program completers obtaining degrees that align to Southside’s K-8 program. Syracuse University places over 700 students in field placements annually. The school is fortunate to have established partnerships with both schools where future educators become better prepared for their future careers through the experience and where the school has an opportunity to recruit teachers to school through these placements.

**Current Grade Levels and Approved Enrollment**

	<b>Year 1 2017 to 2018</b>	<b>Year 2 2018 to 2019</b>	<b>Year 3 2019 to 2020</b>
<b>Grade Configuration</b>	K-Grade 8	K-Grade 8	K-Grade 8
<b>Total Approved Enrollment</b>	690	690	690

**Proposed Renewal Term Grade Levels and Projected Enrollment Requested by the School\***

	<b>Year 1 2020 to 2021</b>	<b>Year 2 2021 to 2022</b>	<b>Year 3 2022 to 2023</b>	<b>Year 4 2023 to 2024</b>	<b>Year 5 2024 to 2025</b>
<b>Grade Configuration</b>	K- Grade 8	K- Grade 8	K- Grade 8	K- Grade 8	K- Grade 8
<b>Total Proposed Enrollment</b>	690	690	690	690	690

\*The chart is the proposed enrollment plan being Recommended by NYSED.

**Summary of Evidence for Renewal**

**Key Performance Area: Educational Success**

**Student Performance – Elementary/Middle School Outcomes**

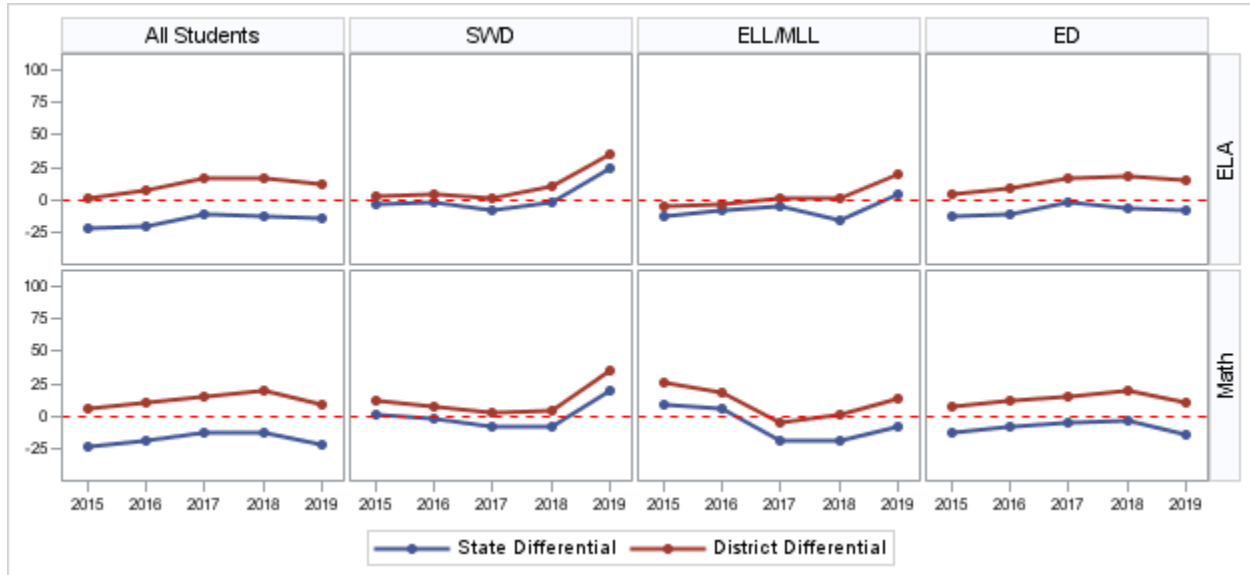
See Figure 1 below regarding assessment proficiency in 3-8 math and ELA. See Table 2 below regarding 3-8 math and ELA exam aggregate and subgroup student performance compared to the district and state average which serve as two of the many indicators in Benchmark 1 of the Charter School Performance Framework. The school is deemed in **Good Standing**. Student proficiency climbed over the charter term with a decline in the last year. The school consistently outperformed the local school district by a large margin. Based on 2018-19 state test results, the school has underperformed state performance overall, though notably its students with disabilities outperformed the state in both ELA and math, and ELL students exceeded state performance in ELA. Its combined mean student growth percentile has exceeded 50.0 for the last three years, though it increased in 2016-2017 and declined in 2017-2018. It has exceeded the performance of similar schools for the last two years for which data are available.

Supplemental data also provide a favorable view of student performance. When comparing students who had been enrolled at the school for three or more years to students who had enrolled for less than three years, there were large gaps in both ELA and math. The school reported that last year 35 percent of students enrolled for three or more years students were proficient in ELA, compared to 22 percent of students enrolled for three or fewer years. In math, 27 percent of students enrolled for three or more years were proficient, compared to 17 percent of students enrolled for three or fewer years. The school noted that it has the fourth highest proficient rate in the city in ELA and the sixth highest proficiency rate in math. In comparison to the five closest schools in the district, Southside Academy reported that it outperformed all five in ELA and outperformed four and equaled the performance of one in math. In addition, in looking at growth percentiles in 2017-2018, the school reported that it exceeded the state mean in 8 out of 10 grade and subject combinations.

**Academic Program for Elementary School/Middle School:** Southside Academy is managed by National Heritage Academies (NHA), a national charter management company. Its academic program is based on the NHA model and modified based on state standards and school needs. The school uses a variety of commercial programs, including Reading Mastery, Illustrative Math, and Bridges Math. The school uses a literacy rotation model in the lower grades that incorporates phonics, comprehension and computer-based learning. The school also has a Moral Focus component that is embedded in curriculum and taught in short blocks.

**Academic Program for Students with Disabilities and English Language Learners (ELLs)/Multilingual Learners (MLLs):** The school has a robust team of instructional leaders and teachers to support students with disabilities and multilingual learners. The school provides consultant and resource services in every grade for students with disabilities, as well as mandated counseling and tiered academic and behavioral intervention supports. The school also uses a shelter English instruction model for multilingual learners, along with pull-out English language development services.

**Figure 1: Elementary/Middle School Assessment Proficiency State and District Differentials Over Time Comparison to Syracuse City School District**



**Table 1: Elementary/Middle School Assessment Proficiency Outcomes: Charter School, District, and NYS**

		ELA					Math				
		Southside Academy CS	Syracuse CSD	Differential to District	NYS	Differential to NYS	Southside Academy CS	Syracuse CSD	Differential to District	NYS	Differential to NYS
All Students	2014-2015	10%	8%	+2	31%	-21	15%	9%	+6	38%	-23
	2015-2016	18%	11%	+7	38%	-20	21%	10%	+11	39%	-18
	2016-2017	30%	13%	+17	40%	-10	27%	11%	+16	40%	-13
	2017-2018	32%	15%	+17	45%	-13	33%	13%	+20	45%	-12
	2018-2019	31%	18%	+13	45%	-14	25%	15%	+10	47%	-22
SWD	2014-2015	4%	1%	+3	7%	-3	14%	2%	+12	12%	+2
	2015-2016	7%	2%	+5	9%	-2	10%	3%	+7	12%	-2
	2016-2017	4%	2%	+2	11%	-7	6%	3%	+3	14%	-8
	2017-2018	14%	3%	+11	16%	-2	9%	4%	+5	17%	-8
	2018-2019	40%	5%	+35	16%	+24	40%	5%	+35	20%	+20
ELL/MLL	2015-2016	0%	3%	-3	8%	-8	20%	2%	+18	14%	+6
	2016-2017	8%	6%	+2	12%	-4	0%	5%	-5	19%	-19
	2017-2018	10%	8%	+2	25%	-15	10%	9%	+1	29%	-19
	2018-2019	29%	9%	+20	25%	+4	24%	10%	+14	31%	-7
ED	2014-2015	9%	5%	+4	21%	-12	15%	7%	+8	27%	-12
	2015-2016	17%	8%	+9	27%	-10	21%	8%	+13	28%	-7
	2016-2017	27%	10%	+17	29%	-2	25%	9%	+16	29%	-4
	2017-2018	30%	12%	+18	36%	-6	31%	11%	+20	34%	-3
	2018-2019	29%	14%	+15	36%	-7	23%	12%	+11	37%	-14

**Key Performance Area: Organizational Viability**

**Financial Condition**

Southside Academy Charter School appears to be in adequate financial condition as evidenced by performance on key indicators derived from the school’s independently audited financial statements.

The Charter School Office reviews the financial performance and management of charter schools using quantitative and qualitative methods. Near-term indicators, such as the current ratio and unrestricted days cash, are measures of liquidity and of the charter school’s capacity to maintain operations. Long-term indicators, such as total margin and debt-to asset ratio, are measures of the charter school’s capacity to remain viable and to meet financial obligations.<sup>19</sup>

<sup>19</sup> These rigorous indicators of fiscal soundness are aligned with those recommended by the National Association of Charter School Authorizers.

A *composite score* is an overall measure of financial health. This score is based on a weighting of primary reserves, equity, and net income. A charter school with a score between 1.5 and 3.0 is considered to be in good financial health. Southside Academy Charter School’s 2018-2019 composite score is 0.58.

**Table 2: Southside Academy Charter School’s Composite Scores  
2014-2015 to 2018-2019**

<i>Year</i>	<i>Composite Score</i>
2014-2015	0.41
2015-2016	0.30
2016-2017	0.38
2017-2018	0.63
2018-2019	0.58

**Note:** Fees to National Heritage Academies (NHA) annually are nearly equal to the school’s revenue, the school itself holds very little cash or tangible assets, and the only substantial real liability is more fees owed to NHA as of 6/30/19. NHA does provided needed materials, supplies, and equipment as required by the school upon request.

**Financial Management**

The Charter School Office reviewed Southside Academy Charter School’s 2018-2019 audited financial statements to determine whether the independent auditor observed sufficient internal controls over financial reporting. The auditor did not identify any deficiencies in internal controls that could be considered material weaknesses.

This school’s Board of Trustees has delegated to its management company the responsibility of conducting the operations of the school, including its finances, with minimal cash on hand, and its single largest asset is Grants and Contracts Receivable.

**Key Performance Area: Faithfulness to the Charter and Law**

**Enrollment, Recruitment and Retention**

Southside Academy Charter School (SACS) enrolls students in grades K through Grade 8. SACS has maintained its overall projected enrollment in each year of the current term in compliance with its charter agreement. The school has done consistently well enrolling a comparable number of economically disadvantaged students as compared to the district of location. From 2015-2016 to 2017-2018, the school met its enrollment target for economically disadvantaged students and exceed the district’s enrollment for this population of students 13, 10, and 7 percentage points respectively. For the 2018-19, the school’s enrollment of economically disadvantaged students fell below the district of location in comparison by 4 percentage points. From 2015-2016 to 2017-2018, the school has fallen short in meeting its enrollment targets of students with disabilities in comparison to district of location by 13, 9, and 10 percentage points. For the 2018-2019 school year, the gap has increased by 21 percentage points. Finally, the school’s enrollment targets for ELL/MLL students remains far short in comparison to the district of location schools, hovering at 17 percentage points below the district’s enrollment of ELL/MLL students.

Student retention has increased slightly from 2016-2017 to 2018-2019. The school has retained 85 percent all students; 80 percent of students with disabilities; 86 percent of ELLs/MLLs; and 85 percent of ED students – which on average is 5 percentage points below the district of location in comparison for each group except for students with disabilities. While 80 percent of the school’s students with disabilities returned during that same timeframe, the gap, when compared to the number of students with disabilities who returned to district of location, has widened slightly from 10 to 12 percentage points.

Despite the school’s demonstrated efforts to recruit, serve, and retain at-risk students, NYSED’s CSO placed the school on corrective action in March 2019 for failure to enroll a comparable number of ELLs/MLLs and SWDs when compared to the district of location.<sup>20</sup> The school has made progress to recruit and retain ELL/MLL students and implemented a plan to increase recruitment and retention of ELLs/MLLs and all at-risk, special populations of students. SACS’s leaders and board of trustees recognize that the recruitment and retention of special populations continues to be a challenge for the school and are very conscious of the need to enroll more ELLs/MLLs and SWDs comparable to the district of location. The school has put into place several additional recruitment strategies to connect with new communities and households, and several retention initiatives focused on strengthening the school’s relationships with current parents and families of enrolled students.

**Table 3: Student Demographics**

	SWD			ELL/MLL			ED		
	Southside Academy CS	Syracuse CSD	Differential to District	Southside Academy CS	Syracuse CSD	Differential to District	Southside Academy CS	Syracuse CSD	Differential to District
<b>2015-2016</b>	9%	22%	<b>-13</b>	1%	18%	<b>-17</b>	93%	80%	<b>+13</b>
<b>2016-2017</b>	13%	22%	<b>-9</b>	2%	20%	<b>-18</b>	93%	83%	<b>+10</b>
<b>2017-2018</b>	12%	22%	<b>-10</b>	5%	21%	<b>-16</b>	96%	89%	<b>+7</b>
<b>2018-2019</b>	2%	23%	<b>-21</b>	5%	21%	<b>-16</b>	84%	88%	<b>-4</b>

<sup>20</sup> Education Law §2854(2)(a) requires that schools demonstrate good faith efforts to attract and retain a comparable or greater enrollment of students with disabilities, FRPL-eligible students and English language learners when compared to the enrollment figures for such students in the school district in which the charter is located. SUNY and the Regents were charged with setting specific enrollment and retention targets for each charter school and have done so (Education Law §2852(9-a)(b)(i)). All charter schools that were initially chartered after August 2010 or renewed after January 1, 2011, are expected to meet or exceed the enrollment and retention targets set by the Regents and SUNY. When submitting an application for renewal of the charter, schools are required to provide information detailing the means by which they will meet the enrollment and retention targets (Education Law §2851(4)(e)), and this information is considered by the Regents in the review of the school’s performance over the charter term. A school’s plan to change its enrollment practices, whether by weighting the lottery or preferencing, may also be considered when determining whether the school will meet the targets in the upcoming charter term. A school’s repeated failure to meet or exceed its enrollment and retention targets, when combined with a failure to show that extensive efforts to meet the targets have been made, may be cause for termination or revocation of the charter pursuant to Education Law §2855(1)(e).

**Table 4: Retention – Aggregate and Subgroups**

	All Students			SWD			ELL/MLL			ED		
	Southside Academy Charter School	Syracuse CSD	Differential to District	Southside Academy Charter School	Syracuse CSD	Differential to District	Southside Academy Charter School	Syracuse CSD	Differential to District	Southside Academy Charter School	Syracuse CSD	Differential to District
2016-2017	80%	87%	-7	78%	88%	-10	60%	88%	-28	80%	88%	-8
2017-2018	83%	89%	-6	79%	90%	-11	94%	89%	+5	83%	90%	-7
2018-2019	85%	90%	-5	80%	92%	-12	86%	90%	-4	85%	90%	-5

**Legal Compliance**

Throughout the charter term, Southside Academy Charter School has generally complied with applicable laws and regulations, and there was no evidence at the time of the renewal visit that the school was out of compliance with applicable state and federal laws and the provisions of its charter. Furthermore, board members and the renewal application noted working with legal counsel as well as NHA to maintain compliance. Support staff also worked with an SED regional associate to define and document special education requirements.

Several policy documents are inconsistent with the law and/or NYSED guidance and require revision. For example, the Complaint/Grievance Policy does not include information on submitting a complaint to the Board of Regents through the Charter School Office. Additionally, the school’s discipline policy--the DASA section in particular--requires updates. The NYSED CSO will work with the charter school to update these policies.

**Summary of Public Comment**

The required public hearing was held by the Syracuse City School District on November 7, 2019. The Syracuse City School District reported that four members of the public attended the hearing; however, “no speakers came forth, and no written or electronic commentaries were received.”

### Western New York Maritime Charter School

In accordance with Education Law Sections 2851(4) and 2852(2), Commissioner’s Regulation Section 119.7, and the Board of Regents Charter School Renewal Policy, the **New York State Education Department (the Department)** recommends a full-term renewal for a period of five years for Western New York Maritime Charter School. The charter term would begin on July 1, 2020 and expire on June 30, 2025, and the school would be permitted to revise its charter to relocate the high school from 266 Genesee Street, Buffalo to 2193 South Park Avenue, Buffalo; to increase current grade span of the school to include Grades 5 and 6 from the school’s current Grade 7 through Grade 12; and to increase authorized enrollment from 425 students to 510 students beginning in year 1 of the renewal charter terms, 2020-2021.

In February 2019, the school was required by NYSED to provide a Corrective Action Plan (CAP) establishing strategies and measurable outcomes to improve Grade 7 and 8 ELA and math performance on state assessments. The school is currently implementing the specific strategies outlined in the CAP and provides quarterly progress reports and updates to NYSED’s Charter School Office (CSO). The CAP will be closely monitored, and the Department will report to the Regents as necessary.

Western New York Maritime Charter School (Maritime) is meeting nine out of the ten benchmarks set forth in the Board of Regents Charter School Performance Framework. The school is implementing the mission, key design elements, education program, and organizational plan set forth in the charter.

#### Charter School Summary

<b>Name of Charter School</b>	Western New York Maritime Charter School
<b>Board Chair</b>	Thomas C. O’Brien
<b>District of Location</b>	Buffalo Public Schools
<b>Opening Date</b>	Fall 2004
<b>Charter Term(s)</b>	<ul style="list-style-type: none"> <li>• Initial Term: January 12, 2004 – January 11, 2009</li> <li>• First Renewal: January 12, 2009 – June 30, 2012</li> <li>• Second Renewal: July 1, 2012 – June 30, 2015</li> <li>• Third Renewal: July 1, 2015 – June 30, 2020</li> </ul>
<b>Current Term Authorized Grades/Approved Enrollment</b>	Grades 7 - 12/425 students
<b>Proposed Renewal Term Authorized Grades/Proposed Approved Enrollment</b>	Grades 5 -12/510 students
<b>Facilities</b>	<ul style="list-style-type: none"> <li>• 266 Genesee Street, Buffalo, NY 14204 – Private Space</li> <li>• 102 Buffam Street, Buffalo, NY 14210 – Private Space</li> </ul>
<b>Mission Statement</b>	<i>Western New York Maritime Charter School’s mission is to develop cadets in mind, body and character, to prepare them for further education and to prepare them to be effective leaders and responsible citizens. There are four cornerstones to the mission: 1) Academic excellence; 2) Character</i>



	<i>Development; 3) Physical Development; and 4) Leadership Development.</i>
<b>Key Design Elements</b>	<ul style="list-style-type: none"> <li>• Academic Development</li> <li>• Character Development</li> <li>• Physical Development</li> <li>• Leadership Development</li> </ul>
<b>Recommended Material Revisions</b>	<ul style="list-style-type: none"> <li>• <b>Increase grade span to include Grades 5 and 6 from school’s current Grades 7-12; and</b></li> <li>• <b>Increase maximum enrollment from 425 students to 510 students, beginning in year 1 of the renewal charter term, 2020-2021</b></li> </ul>

**Noteworthy:** In April 2019, Western New York Maritime’s Navy Junior Reserve Officers Training Corps (NJROTC) was designated by the United States Navy as a “Distinguished Unit” for the fifth year in a row. Over the same timeframe, the school’s NJROTC Cadets participated in 835 separate school and community events, completing 46, 537 service hours.

**Innovative Programs:** Maritime’s curriculum and array of course offerings provide its students with unique opportunities. School leaders and staff regularly integrate the *Naval Science Curriculum* into English language arts, global studies, and science courses to reinforce all content areas.

#### Current Grade Levels and Approved Enrollment

	<b>Year 1 2015 to 2016</b>	<b>Year 2 2016 to 2017</b>	<b>Year 3 2017 to 2018</b>	<b>Year 4 2018 to 2019</b>	<b>Year 5 2019 to 2020</b>
<b>Grade Configuration</b>	Grades 7 - 12	Grades 7 - 12	Grades 7 - 12	Grades 7 - 12	Grades 7 - 12
<b>Total Approved Enrollment</b>	425	425	425	425	425

#### Proposed Renewal Term Grade Levels and Proposed Enrollment\*

	<b>Year 1 2020 to 2021</b>	<b>Year 2 2021 to 2022</b>	<b>Year 3 2022 to 2023</b>	<b>Year 4 2023 to 2024</b>	<b>Year 5 2024 to 2025</b>
<b>Grade Configuration</b>	Grades 5 - 12	Grades 5 - 12	Grades 5 - 12	Grades 5 - 12	Grades 5 - 12
<b>Total Proposed Enrollment</b>	510	510	510	510	510

\*The proposed chart was submitted by Western NY Maritime Charter School in its renewal application. It is subject to change pending the final renewal recommendation and approval by the Board of Regents.

## **Summary of Evidence for Renewal**

### **Key Performance Area: Educational Success**

#### **Student Performance – Elementary/Middle School Outcomes**

See Figure 1 below regarding assessment proficiency information for ELA and math. See Table 1 below regarding Grades 7-8 math and ELA exam aggregate and subgroup student performance compared to the district and state average which serve as two of the many indicators in Benchmark 1 of the Charter School Performance Framework.

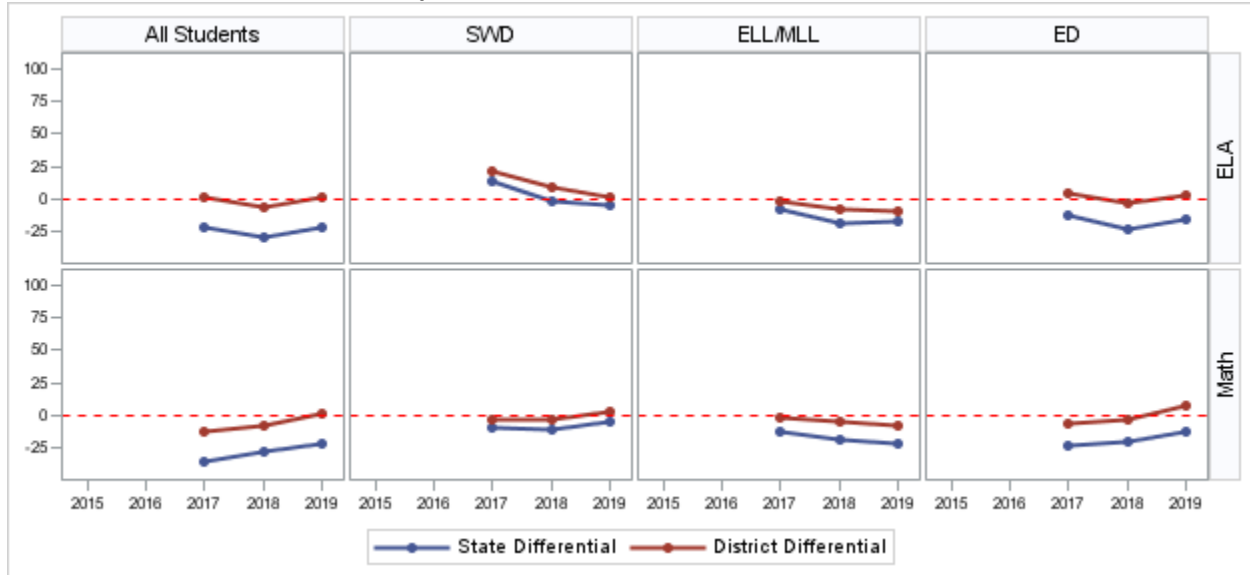
**Academic Program for Middle School and High School:** Maritime currently serves students in Grades 7-12 through a school model focused on providing a robust array of courses, extracurriculars, and supports designed to meet students' academic, social-emotional, and behavioral needs. Each of Maritime's high school students participates in the NJROTC program, which aims "to instill in Cadets the value of citizenship, service to the United States, personal responsibility, and a sense of accomplishment" through a combination of academic, character, and physical activities to develop each student's leadership potential.

#### **Academic Program for Students with Disabilities (SWDs) and English Language Learners (ELLs)/Multilingual Learners (MLLs):**

Maritime allots substantial resources to maintain an inclusive learning environment to serve its SWDs. The school employs two directors of special education/student services, full-time special education teachers to provide push-in support in core content area classes, and provides customized interventions in accordance with students' individualized education programs (IEPs).

Maritime's ELL/MLL program supports students' language acquisition skills so that they can equitably partake in all school programs. To accomplish this, the school's ELL/MLL teacher meets ELL/MLL students' needs through a combination of push-in and pull-out supports that align with their level of English fluency. As needed, the school has also created standalone classes, such as practical writing, to benefit ELL/MLL students.

**Figure 1: Middle School Assessment Proficiency State and District Differentials Over Time  
Comparison to Buffalo Public School District**



**Table 1: Middle School Assessment Proficiency Outcomes: Charter School, District & NYS**

		ELA					Math				
		Western New York Maritime CS	Buffalo Public Schools	Differential to District	NYS	Differential to NYS	Western New York Maritime CS	Buffalo Public Schools	Differential to District	NYS	Differential to NYS
All Students	2016-2017	21%	20%	+1	42%	-21	3%	15%	-12	38%	-35
	2017-2018	15%	21%	-6	44%	-29	10%	17%	-7	37%	-27
	2018-2019	23%	22%	+1	44%	-21	17%	16%	+1	39%	-22
SWD	2016-2017	25%	4%	+21	11%	+14	0%	3%	-3	9%	-9
	2017-2018	13%	4%	+9	14%	-1	0%	3%	-3	11%	-11
	2018-2019	7%	5%	+2	12%	-5	7%	4%	+3	12%	-5
ELL/MLL	2016-2017	0%	1%	-1	8%	-8	0%	2%	-2	12%	-12
	2017-2018	0%	7%	-7	18%	-18	0%	5%	-5	19%	-19
	2018-2019	0%	9%	-9	17%	-17	0%	7%	-7	21%	-21
ED	2016-2017	18%	14%	+4	31%	-13	3%	9%	-6	26%	-23
	2017-2018	12%	15%	-3	35%	-23	8%	11%	-3	28%	-20
	2018-2019	20%	17%	+3	35%	-15	19%	12%	+7	31%	-12

### Student Performance – High School Outcomes

The school has demonstrated strong academic performance in the high school grades, outscoring the district of location and, in some subjects, outscoring the state average. **According to the 2018-2019 school year ESEA accountability designations, Western New York Maritime Charter School is *In Good Standing*.** The school’s four-year Regents cohort outcomes have been consistently higher than the state average, although they trended slightly downward from the 2014 cohort to the 2015 cohort. The four-year graduation rate for the 2015 cohort was 89 percent.

**Table 2: Regents 4-Year Cohort Outcomes**

		All Students				SWD				ELL/MLL				ED			
		Charter Total Cohort	Western New York Maritime CS	NYS	Differential to NYS	Charter Total Cohort	Western New York Maritime CS	NYS	Differential to NYS	Charter Total Cohort	Western New York Maritime CS	NYS	Differential to NYS	Charter Total Cohort	Western New York Maritime CS	NYS	Differential to NYS
ELA	2012 Cohort	68	91%	85%	+6	9	78%	53%	+25	.	.	.	.	60	92%	79%	+13
	2013 Cohort	66	92%	85%	+7	15	80%	55%	+25	.	.	.	.	56	91%	80%	+11
	2014 Cohort	70	94%	84%	+10	9	89%	54%	+35	.	.	.	.	58	93%	78%	+15
	2015 Cohort	65	91%	84%	+7	18	89%	55%	+34	8	75%	55%	+20	46	87%	79%	+8
Global History	2012 Cohort	68	90%	78%	+12	9	67%	42%	+25	.	.	.	.	60	90%	70%	+20
	2013 Cohort	66	92%	78%	+14	15	80%	42%	+38	.	.	.	.	56	91%	70%	+21
	2014 Cohort	70	91%	77%	+14	9	67%	42%	+25	.	.	.	.	58	90%	69%	+21
	2015 Cohort	65	82%	78%	+4	18	67%	43%	+24	8	38%	48%	-10	46	74%	70%	+4
Math	2012 Cohort	68	90%	86%	+4	9	67%	52%	+15	.	.	.	.	60	90%	81%	+9
	2013 Cohort	66	91%	85%	+6	15	67%	50%	+17	.	.	.	.	56	93%	80%	+13
	2014 Cohort	70	97%	83%	+14	9	89%	49%	+40	.	.	.	.	58	97%	77%	+20
	2015 Cohort	65	91%	84%	+7	18	89%	51%	+38	8	75%	60%	+15	46	87%	78%	+9
Science	2012 Cohort	68	90%	84%	+6	9	78%	51%	+27	.	.	.	.	60	90%	78%	+12
	2013 Cohort	66	92%	84%	+8	15	87%	52%	+35	.	.	.	.	56	91%	78%	+13
	2014 Cohort	70	97%	83%	+14	9	100%	52%	+48	.	.	.	.	58	97%	76%	+21
	2015 Cohort	65	86%	83%	+3	18	72%	51%	+21	8	50%	51%	-1	46	80%	76%	+4
US History	2012 Cohort	68	85%	81%	+4	9	67%	49%	+18	.	.	.	.	60	85%	74%	+11
	2013 Cohort	66	91%	81%	+10	15	80%	49%	+31	.	.	.	.	56	93%	74%	+19
	2014 Cohort	70	93%	80%	+13	9	67%	48%	+19	.	.	.	.	58	91%	72%	+19
	2015 Cohort	65	77%	79%	-2	18	61%	48%	+13	8	25%	48%	-23	46	70%	71%	-1

**Table 3: High School 4-Year Graduation Rates**

		All Students				SWD				ELL/MLL				ED			
		Charter Total Cohort	Western New York Maritime CS	NYS Graduation Rate	NYS Differential	Charter Total Cohort	Western New York Maritime CS	NYS Graduation Rate	NYS Differential	Charter Total Cohort	Western New York Maritime CS	NYS Graduation Rate	NYS Differential	Charter Total Cohort	Western New York Maritime CS	NYS Graduation Rate	NYS Differential
2011 Cohort	4 Year	59	97%	80%	+17	7	100%	54%	+46	.	.	.	.	49	98%	73%	+25
	5 Year	59	97%	84%	+13	7	100%	60%	+40	.	.	.	.	49	98%	79%	+19
	6 Year	59	97%	85%	+12	7	100%	62%	+38	.	.	.	.	49	98%	81%	+17
2012 Cohort	4 Year	68	91%	82%	+9	9	67%	57%	+10	.	.	.	.	60	92%	75%	+17
	5 Year	68	93%	85%	+8	9	78%	62%	+16	.	.	.	.	59	95%	80%	+15
	6 Year	68	93%	86%	+7	9	78%	64%	+14	.	.	.	.	59	95%	82%	+13
2013 Cohort	4 Year	66	94%	82%	+12	15	87%	58%	+29	.	.	.	.	56	93%	76%	+17
	5 Year	65	95%	85%	+10	15	93%	64%	+29	.	.	.	.	54	94%	80%	+14
	6 Year	65	95%	86%	+9	15	93%	66%	+27	.	.	.	.	54	94%	82%	+12
2014 Cohort	4 Year	70	94%	83%	+11	9	89%	60%	+29	.	.	.	.	58	93%	76%	+17
	5 Year	70	97%	86%	+11	9	89%	66%	+23	.	.	.	.	58	97%	81%	+16
2015 Cohort	4 Year	65	89%	83%	+6	18	89%	62%	+27	8	63%	58%	+5	46	87%	77%	+10

**Key Performance Area: Organizational Viability**

**Financial Condition**

In 2019, the [Office of the NYS Comptroller](http://www.osc.state.ny.us/localgov/audits/schools/2019/western-ny-maritime-charter-2019-176.htm) (OSC) (<http://www.osc.state.ny.us/localgov/audits/schools/2019/western-ny-maritime-charter-2019-176.htm>) conducted an audit of the school with the objective of determining whether billings to school districts of residence are accurate and supported for the period July 1, 2017 through July 9, 2019. The audit findings referenced errors in tuition billings and errors in documenting student residency. The school’s contracted accounting services firm took appropriate steps to address the findings in this OSC audit.

Western New York Maritime Charter School appears to be in good or sound financial condition as evidenced by performance on key indicators derived from the school’s independently audited financial statements.

The Charter School Office reviews the financial performance and management of charter schools using quantitative and qualitative methods. Near-term indicators, such as the current ratio and unrestricted days cash, are measures of liquidity and of the charter school’s capacity to maintain operations. Long-term indicators, such as total margin and debt-to asset ratio, are measures of the charter school’s capacity to remain viable and to meet financial obligations.<sup>21</sup>

A *composite score* is an overall measure of financial health. This score is based on a weighting of primary reserves, equity, and net income. A charter school with a score between 1.5 and 3.0 is considered to be

<sup>21</sup> These rigorous indicators of fiscal soundness are aligned with those recommended by the National Association of Charter School Authorizers.

in strong financial health. Western New York Maritime Charter School’s composite score for 2018-2019 is 1.57. The table below shows the school’s composite scores from 2015-2016 to 2018-2019.

**Table 4: Western New York Maritime Charter School’s Composite Scores  
2015-2016 to 2018-2019**

<i>Year</i>	<i>Composite Score</i>
2015-2016	2.54
2016-2017	2.74
2017-2018	2.00
2018-2019	1.57

### **Financial Management**

The Charter School Office reviewed Western New York Maritime Charter School’s 2018-2019 audited financial statements to determine whether the independent auditor observed sufficient internal controls over financial reporting. The auditor did not identify any deficiencies in internal controls that could be considered material weaknesses.

### **Key Performance Area: Faithfulness to the Charter and Law**

#### **Enrollment, Recruitment and Retention**

Enrollment is open to all eligible applicants. If the number of applicants exceeds the number of available seats, an open, random lottery will be held, conducted by a dispassionate individual. Preference will be given to returning students, then to their siblings, then residents of the district of location, then any others. Waiting lists for each grade will be created for the purpose of filling vacant seats as they may occur.

Through efforts toward increasing the percentage of at-risk students enrolled, the school is coming close to, but not yet meeting, its targets for all the special population subgroups – economically disadvantaged (EDs), SWDs, and ELLs/MLLs. The enrollment of the sub-groups has remained steady over the past four years, fluctuating only a few points from year to year.

The school is making good faith efforts to recruit, serve, and retain at-risk students.<sup>22</sup> Efforts to recruit and retain students in the ED, ELL/MLL, and SWD populations include:

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<sup>22</sup> Education Law §2854(2)(a) requires that schools demonstrate good faith efforts to attract and retain a comparable or greater enrollment of students with disabilities, FRPL-eligible students and English language learners when compared to the enrollment figures for such students in the school district in which the charter is located. SUNY and the Regents were charged with setting specific enrollment and retention targets for each charter school and have done so (Education Law §2852(9-a)(b)(i)). All charter schools that were initially chartered after August 2010 or renewed after January 1, 2011, are expected to meet or exceed the enrollment and retention targets set by the Regents and SUNY. When submitting an application for renewal of the charter, schools are required to provide information detailing the means by which they will meet the enrollment and retention targets (Education Law §2851(4)(e)), and this information is considered by the Regents in the review of the school’s performance over the charter term. A school’s plan to change its enrollment practices, whether by weighting the lottery or preferencing, may also be considered when determining whether the school will meet the targets in the upcoming charter term. A school’s repeated failure to meet or exceed its enrollment and retention targets, when combined with a failure to show that extensive

- After 15 years of operation, the school has determined that the most effective recruitment strategy is based upon word of mouth related to the reputation of the school in this community, largely gained from the 800+ public appearances made by the students;
- Focus on the three demographic populations with additional targeted mailings, radio and newspaper advertising, social media, and television appearances; and
- In-person participation by representatives of the school at recruiting booths at major community events, recruiting trips to other public and parochial schools, and a growing participation in high school athletic events.

**Table 5: Student Demographics Comparison to District of Location**

	SWD			ELL/MLL			ED		
	Western New York Maritime CS	Buffalo Public Schools	Differential to District	Western New York Maritime CS	Buffalo Public Schools	Differential to District	Western New York Maritime CS	Buffalo Public Schools	Differential to District
<b>2015-2016</b>	20%	18%	<b>+2</b>	8%	14%	<b>-6</b>	86%	76%	<b>+10</b>
<b>2016-2017</b>	21%	19%	<b>+2</b>	7%	14%	<b>-7</b>	83%	74%	<b>+9</b>
<b>2017-2018</b>	20%	20%	<b>0</b>	9%	20%	<b>-11</b>	86%	78%	<b>+8</b>
<b>2018-2019</b>	19%	20%	<b>-1</b>	12%	20%	<b>-8</b>	78%	79%	<b>-1</b>

**Table 6: Retention – Aggregate and Subgroups**

	All Students			SWD			ELL/MLL			ED		
	Western New York Maritime Charter School	Buffalo Public Schools	Differential to District	Western New York Maritime Charter School	Buffalo Public Schools	Differential to District	Western New York Maritime Charter School	Buffalo Public Schools	Differential to District	Western New York Maritime Charter School	Buffalo Public Schools	Differential to District
2016-2017	74%	86%	<b>-12</b>	63%	80%	<b>-17</b>	72%	82%	<b>-10</b>	73%	86%	<b>-13</b>
2017-2018	73%	89%	<b>-16</b>	68%	85%	<b>-17</b>	86%	85%	<b>+1</b>	71%	88%	<b>-17</b>
2018-2019	75%	88%	<b>-13</b>	68%	86%	<b>-18</b>	89%	86%	<b>+3</b>	73%	87%	<b>-14</b>

efforts to meet the targets have been made, may be cause for termination or revocation of the charter pursuant to Education Law §2855(1)(e).

### **Legal Compliance**

Western New York Maritime Charter School operates in accordance with applicable law, regulations, rules and other policies, including the terms of its charter, its by-laws and other school-specific policies. It is also in compliance with federally mandated disciplinary procedures for students with disabilities, and the Dignity for All Students Act. The board holds meetings in accordance with the Open Meetings Law.

### **Summary of Public Comment**

The required public hearing was held by the Buffalo Public Schools on September 25, 2019. Twenty-seven people attended and one spoke. All comments were in favor of the renewal and revisions and none were opposed.