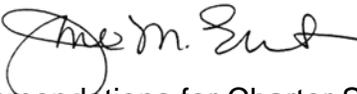




THE STATE EDUCATION DEPARTMENT / THE UNIVERSITY OF THE STATE OF NEW YORK / ALBANY, NY 12234

TO: P-12 Education Committee

FROM: Jhone M. Ebert 

SUBJECT: Renewal Recommendations for Charter Schools
Authorized by the New York City Department of Education

DATE: March 28, 2019

AUTHORIZATION(S): 

SUMMARY

Issue for Decision

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

1. **Imagine Me Leadership Charter School** (full-term, five-year renewal and a revision to expand current enrollment to 360 students and increase grade levels from K – 5 to K - 8)
2. **Renaissance Charter School** (full-term, five-year renewal and a revision to expand current enrollment to 604 students)
3. **Peninsula Preparatory Academy Charter School** (full-term, five-year renewal)
4. **Dr. Richard Izquierdo Health and Science Charter School** (short-term, three-year renewal)
5. **Metropolitan Lighthouse Charter School** (short-term, three-year renewal and a revision to expand current enrollment to 676 students and increase grade levels from K – 10 to K – 12)

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 the April 2019 Regents meeting.

Procedural History

The New York City Department of Education Chancellor (NYCDOE) made the renewal recommendations being presented to the Board of Regents for approval and issuance as required by Article 56 of the Education Law, the New York Charter Schools Act.

Charter School Renewal Applications

Education Law §2852(2) requires the chartering entity (in this case the NYCDOE) 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.

Related Regents Items

Imagine Me Leadership Charter School

[January 2010 Initial Charter](http://www.regents.nysed.gov/meetings/2010Meetings/January2010/0110emsca14.htm)

<http://www.regents.nysed.gov/meetings/2010Meetings/January2010/0110emsca14.htm>

[January 2015 First Renewal](http://www.regents.nysed.gov/common/regents/files/115p12a4.pdf)

<http://www.regents.nysed.gov/common/regents/files/115p12a4.pdf>

[2016 Second Renewal](http://www.regents.nysed.gov/common/regents/files/316p12a5.pdf)

<http://www.regents.nysed.gov/common/regents/files/316p12a5.pdf>

Renaissance Charter School

April 2000 Initial Charter
Document not available in BOR Meeting Archives

[May 2005 First Renewal](#)

<https://www.regents.nysed.gov/common/regents/files/documents/meetings/2005Meetings/May2005/0505emscvesida7.htm>

[June 2010 Second Renewal](#)

<http://www.regents.nysed.gov/meetings/2010Meetings/June2010/0610emsca4.htm>

[June 2015 Third Renewal](#)

<http://www.regents.nysed.gov/common/regents/files/meetings/Jun%202015/615p12a8.pdf>

[March 2016 Enrollment Expansion](#)

<http://www.regents.nysed.gov/common/regents/files/316p12a6.pdf>

Peninsula Preparatory Academy Charter School

[April 2004 Initial Charter](#)

<http://www.regents.nysed.gov/common/regents/files/documents/meetings/2004Meetings/April2004/0404bra2.htm>

[June 2008 Revision to Add a Mandatory Summer Program](#)

<http://www.regents.nysed.gov/meetings/2008Meetings/June2008/0608emsca5.htm>

[April 2009 First Renewal](#)

<http://www.regents.nysed.gov/meetings/2009Meetings/April2009/0409emsca7.htm>

2012 Second Renewal
Issued by Operation of Law

2014 Third Renewal
Issued by Operation of Law

Dr. Richard Izquierdo Health and Science Charter School

[December 2009 Initial Charter](#)

<http://www.regents.nysed.gov/meetings/2009Meetings/December2009/1209emsca13.htm>

[January 2015 First Renewal](#)

<http://www.regents.nysed.gov/common/regents/files/meetings/215bra2.pdf>

[March 2016 Second Renewal](#)

<http://www.regents.nysed.gov/common/regents/files/316p12a5.pdf>

[July 2016 Material Revision to increase enrollment to 800](#)

<http://www.regents.nysed.gov/common/regents/files/716p12a2revised.pdf>

Metropolitan Lighthouse Charter School

[September 2009 Initial Charter](#)

<http://www.regents.nysed.gov/meetings/2009Meetings/September2009/0909emsca5.htm>

[May 2014 First Renewal](#)

<http://www.regents.nysed.gov/common/regents/files/514p12a4.pdf>

Recommendations

VOTED: That the Board of Regents finds that the proposed charter school: (1) meets the requirements set out in Article 56 of the Education Law, and all other applicable laws, rules and regulations; (2) will operate in an educationally and fiscally sound manner; (3) 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 Article 56 of the Education Law; and (4) will have a significant educational benefit to the students expected to attend the charter school, and the Board of Regents therefore approves and issues the renewal charter of the **Imagine Me Leadership Charter School** as proposed by the Chancellor of the New York City Department of Education, 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 proposed charter school: (1) meets the requirements set out in Article 56 of the Education Law, and all other applicable laws, rules and regulations; (2) will operate in an educationally and fiscally sound manner; (3) 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 Article 56 of the Education Law; and (4) will have a significant educational benefit to the students expected to attend the charter school, and the Board of Regents therefore approves and issues the renewal charter of the **Renaissance Charter School** as proposed by the Chancellor of the New York City Department of Education, 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 proposed charter school: (1) meets the requirements set out in Article 56 of the Education Law, and all other applicable laws, rules and regulations; (2) will operate in an educationally and fiscally sound manner; (3) 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 Article 56 of the Education Law; and (4) will have a significant educational benefit to the students expected to attend the charter school, and the Board of Regents therefore approves and issues the renewal charter of the **Peninsula Preparatory Academy Charter School** as proposed by the Chancellor of the New York City Department of Education, 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 proposed charter school: (1) meets the requirements set out in Article 56 of the Education Law, and all other applicable laws, rules and regulations; (2) will operate in an educationally and fiscally sound manner; (3) 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 Article 56 of the Education Law; and (4) will have a significant educational benefit to the students expected to attend the charter school, and the Board of Regents therefore approves and issues the renewal charter of the **Dr. Richard Izquierdo Health and Science Charter School** as proposed by the Chancellor of the New York City Department of Education, and that its provisional charter be extended for a term up through and including **June 30, 2022**.

VOTED: That the Board of Regents finds that the proposed charter school: (1) meets the requirements set out in Article 56 of the Education Law, and all other applicable laws, rules and regulations; (2) will operate in an educationally and fiscally sound manner; (3) 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 Article 56 of the Education Law; and (4) will have a significant educational benefit to the students expected to attend the charter school, and the Board of Regents therefore approves and issues the renewal charter of the **Metropolitan Lighthouse Charter School** as proposed by the Chancellor of the New York City Department of Education, and that its provisional charter be extended for a term up through and including **June 30, 2022**.

Timetable for Implementation

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

Imagine Me Leadership Charter School

In accordance with Education Law §§2851(4) and 2852(2), the Chancellor of the New York City Department of Education recommends a full-term renewal for a period of five years for Imagine Me Leadership Charter School. The charter term would begin on July 1, 2019 and expire on June 30, 2024, and the school would be permitted to revise its charter to expand from serving 264 students in grades K - 5 to serving 360 students in grades K through 8.

Imagine Me Leadership Charter School (Imagine Me) is meeting most benchmarks set forth in the New York City Department of Education Accountability Framework. The school is implementing the mission, key design elements, education program and organizational plan set forth in the charter.

Charter School Summary

Name of Charter School	Imagine Me Leadership Charter School
Board Chair	Janice Chen
District of location	NYC CSD 19
Opening Date	Fall 2010
Charter Terms	<ul style="list-style-type: none"> • Initial: January 12, 2010 – January 11, 2015 • First Renewal: January 12, 2015 – June 30, 2016 • Second Renewal: July 1, 2016 – June 30, 2019
Current Term Authorized Grades/ Approved Enrollment	K - Grade 5/ 264 students
Proposed Renewal Term Authorized Grades/ Proposed Approved Enrollment	K – Grade 8/ 360 students
Comprehensive Management Service Provider	None
Facilities	818 Schenck Avenue, Brooklyn – Private Space
Mission Statement	<i>Imagine Me Leadership Charter School (IMLCS) will provide a positive, nurturing environment along with an exciting, rigorous, academic and cultural program where boys learn to become responsible citizens, life-long learners, and community leaders. They will develop a sense of self by knowing who they are, and what they are expected to become, thus, allowing them to be confident and prepared to face the challenges in a competitive world.</i>
Key Design Elements	<ul style="list-style-type: none"> • More time on task • Mandatory academic intervention program for Grades K-5 • Advanced Math and Science classes • Use of on-going assessment • On-going curriculum-based competitions • Collaborative Planning • Parents as Partners
Requested Revisions	<ul style="list-style-type: none"> • Increase grade levels served from K - 5, to K - 8 by the end of the charter term • Increase enrollment from 264 students to 360 students by the end of the proposed charter term

Imagine Me Leadership Charter School is an all-boys school that utilizes research-based instructional strategies that meet the needs of boys. The school offers an extended day, extended year and Saturday Academy. In addition, selected 5th grade boys sit for the Living Environment Exam; in 2018, 100% passed.

Current Grade Levels and Approved Enrollment

	Year 1 2016 to 2017	Year 2 2017 to 2018	Year 3 2018 to 2019
Grade Configuration	K – Grade 5	K – Grade 5	K – Grade 5
Total Approved Enrollment	264	264	264

Proposed Renewal Term Grade Levels and Approved Enrollment

	Year 1 2019 to 2020	Year 2 2020 to 2021	Year 3 2021 to 2022	Year 4 2022 to 2023	Year 5 2023 to 2024
Grade Configuration	K – Grade 6	K – Grade 7	K – Grade 8	K – Grade 8	K – Grade 8
Total Approved Enrollment	270	315	360	360	360

Background

The Board of Regents granted an initial charter to Imagine Me Leadership Charter School in January 2010, which opened for instruction in September 2010. The school initially served 108 students in K through Grade 1. Imagine Me Leadership Charter School’s charter was subsequently renewed by the Board of Regents in 2015 and 2016. Although the school’s English language learners/Multi-lingual learners (ELL/MLL) enrollment is below the district of location average, an analysis of the average ELL/MLL enrollment in schools within a half mile shows that Imagine Me Leadership Charter School is within range of the schools in the neighborhood (see table 5b).

Summary of Evidence for Renewal

Key Performance Area: Educational Success

Imagine Me Leadership Charter School serves an all-boys population, offering a program of instruction in English Language Arts, math, Science, Social Studies, Physical Education, Music and the Arts. Leadership curriculum is taught, and selected boys sit for the Living Environment Regents each year.

Imagine Me Leadership Charter School provides Integrated Co-Teaching (ICT) sections in all grades for Students with Disabilities (SWDs). All staff are given training and resources to serve students who are ELL/MLL).

Student Performance – Elementary/Middle School Outcomes

See Tables 1 and 2 below regarding 3-8 ELA and math exams aggregate and subgroup student performance compared to the district of locations and the state average.

Over the course of the charter term, the school has consistently outperformed the district of location, Community School District (CSD) 19, as well as the state in both ELA and math performance.

**Table 1: Elementary/Middle School Assessment Proficiency Outcomes for All Students:
School, District & State Level Aggregates**

All Students	ELA					Math				
	IMLCS	CSD 19	Variance to CSD 19	NYS	Variance to NYS	IMLCS	CSD 19	Variance to CSD 19	NYS	Variance to NYS
2015-2016	44%	25%	+19	39%	+5	71%	22%	+49	43%	+28
2016-2017	63%	26%	+37	40%	+23	66%	26%	+40	45%	+21
2017-2018	73%	31%	+42	45%	+28	72%	31%	+41	49%	+23

Note: Data in Table 1 represents tested students in Grades 3-5 at Imagine Me Leadership Charter School, the Community School District 19, and the state average who scored proficiently (level 3 or above) on each state assessment. This table was created using grade level data to generate the comparative values, the percent difference between the school's performance and the district of location or state averages. All values were calculated to the nearest whole number; therefore, the percent differences may show a rounded value.

SWDs and Economically Disadvantaged (ED) students at Imagine Me have outperformed their counterparts in the CSD in both ELA and math. Not enough ELL/MLL were tested to comment on their performance.

Table 2: Elementary/Middle School Assessment Proficiency Outcomes for Subgroups

Subject	School Year	Students with Disabilities (Variance to the district of location)	ELL/MLL (Variance to the district of location)	Economically Disadvantaged (Variance to the district of location)
ELA	2015-2016	26% (+20)	S	44% (+21)
	2016-2017	26% (+18)	S	63% (+38)
	2017-2018	52% (+41)	S	73% (+44)
Mathematics	2015-2016	30% (+21)	S	70% (+50)
	2016-2017	52% (+40)	S	66% (+42)
	2017-2018	59% (+44)	S	71% (+42)

Note: Data in Table2 represents tested students in respective subgroups at Imagine Me Leadership Charter School and in NYC CSD 19 who scored proficiently (level 3 or above) on each state assessment. This table was created using grade level data to generate the comparative values, the percent difference between the school's performance and the district of location or state averages. All values were calculated to the nearest whole number; therefore, the percent differences may show a rounded value. Outcomes for groups of five or fewer are suppressed and indicated in the table with an s.

According to the 2017-2018 school year ESEA accountability designations, Imagine Me Leadership Charter School is *In Good Standing*.

Key Performance Area: Organizational Viability

Financial Condition

Imagine Me Leadership 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 NYCDOE 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.¹

¹ These rigorous indicators of fiscal soundness are aligned with those recommended by the National Association of Charter School Authorizers.

Financial Management

The NYCDOE reviewed Imagine Me’s audited financial statements from Fiscal Year 2017 and Fiscal Year 2018 to determine whether the independent auditor observed sufficient internal controls over financial reporting. The auditor did not identify any significant deficiencies but recommended the following to address weaknesses: one individual should record the financial data, while a second more experienced accountant reviews the activity for accuracy; a revenue recognition policy should be developed and the school should prepare a schedule of grants to reconcile the cash received and receivables outstanding; and the school should require a receipt for all cash donations and establish a maximum cash donation threshold.

Key Performance Area: Faithfulness to the Charter and Law

Enrollment, Recruitment and Retention

Imagine Me Leadership Charter School has strong enrollment and backfills students at all grades from its waitlist. Through efforts towards increasing the percentage of at-risk students enrolled, the school is coming close to but not yet meeting its targets for SWDs or ELL/MLL. Although the school’s ELL/MLL enrollment is below the CSD average, an analysis of the average ELL/MLL enrollment in schools within a half mile show that Imagine Me Leadership Charter School is within the range of the schools in the neighborhood (see table 3b). The school is meeting its targets for enrollment of ED students. (Table 3a). The school’s enrollment of subgroups has not fluctuated during the charter term. The school is making good faith efforts to recruit, serve, and retain at-risk students² and has submitted a letter of intent to implement a lottery preference for SWDs and ELL/MLL students in the next lottery.

Efforts to recruit and retain students in the SWD, ELL/MLL, and ED populations include:

- Offering school tours and open houses for directors of daycare centers;
- Visiting and offering on-site enrollment presentations to more than 10 daycare centers, including those that serve high numbers of families that might contain ELL/MLL students; and
- Mailing 6000 families with enrollment information and placing recruitment ads in local newspapers that cater to families that might have ELL/MLL students.

² 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 section Education Law §2855(1)(e).

Table 3a: Student Demographics – Charter School Compared to District of Location

Student Population	2016-2017			2017-2018		
	IMLCS	CSD 19	Variance	IMLCS	CSD 19	Variance
Students with Disabilities	15%	22%	-7	14%	23%	-9
ELL/MLL	2%	17%	-15	3%	17%	-14
Economically Disadvantaged	93%	85%	+8	92%	90%	+2

Table 3b: Student Demographics – Charter School Compared to District of Location within Set Radii

Student Population	2017-2018						
	Imagine Me CS	CSD 19, <0.5 Mile Radius	Variance	CSD 19, 1 Mile Radius	Variance	CSD 19, 2 Mile Radius	Variance
ELL/MLL	3%	5%	-2	8%	-5	12%	-9

Note: Values taken from the NYCDOE Demographics snapshot and may differ from values presented elsewhere due to different sourcing and definitions. Comparative values are averaged at the school level and taken from K-5 schools in CSD 19.

Student Retention

According to NYCDOE data, in the 2017-2018 school year, 86% of students were retained in Imagine Me Leadership Charter School compared with 83% in the district of location.

Legal Compliance

Imagine Me Leadership 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 New York City Department of Education on November 18, 2018. Thirty-eight people attended, and eighteen spoke. Eighteen were in favor of the renewal and revision and none were opposed.

Renaissance Charter School

In accordance with Education Law §§2851(4) and 2852(2), the Chancellor of the New York City Department of Education recommends a full-term renewal for a period of five years for Renaissance Charter School. The charter term would begin on July 1, 2019 and expire on June 30, 2024, and the school would be permitted to revise its charter to serve 604 students, increasing enrollment from serving 558 students in K – 12th grade.

Renaissance Charter School (RCS) is meeting most benchmarks set forth in the New York City Department of Education Accountability Framework. The school is implementing the mission, key design elements, education program and organizational plan set forth in the charter.

Charter School Summary

Name of Charter School	Renaissance Charter School
Board Chair	Monte Joffee
District of location	NYC CSD 30
Opening Date	Fall 2000
Charter Terms	<ul style="list-style-type: none"> • Initial Charter September 1, 2000 – August 31, 2005 • First Renewal: September 1, 2005 – August 31, 2010 • Second Renewal: September 1, 2010 -- May 17, 2015 • Third Renewal: May 18, 2015 -- June 30, 2019
Current Term Authorized Grades/ Approved Enrollment	K - Grade 12/ 558 students
Proposed Renewal Term Authorized Grades/ Proposed Approved Enrollment	K - Grade 12/ 604 students
Comprehensive Management Service Provider	None
Facilities	Sample: 35-59 81st Street, Queens – Public Space
Mission Statement	<p><i>“Developing Leaders for the Renaissance of New York”</i> <i>Renaissance is based on the conviction that a change in the destiny of a single individual can lead to a change in the destiny of a community, nation, and ultimately humankind. Its mission as a PreK-12 school is to foster educated, responsible, humanistic young leaders who will through their own personal growth spark a renaissance in New York. Its graduates will be global citizens with an abiding respect for peace, human rights, the environment, and sustainable development.</i></p>
Key Design Elements	<ul style="list-style-type: none"> • College and Career Readiness • Community and External Partnerships • Global Humanities • Experiential Learning • Teacher Leadership • Engaged Parents • Timely Assessments to Drive Instruction • Social Emotional Wellness
Requested Revisions	<ul style="list-style-type: none"> • Increase enrollment from 558 to 604 in the first year of the proposed charter term

Renaissance's comprehensive Pre-K to Grade 12 model allows the school to focus on the whole child, nurturing a trajectory from early-childhood through graduation. Mirroring the neighborhood of Jackson Heights, Queens, students reflect a rich ethnic diversity and diversity of learning needs and styles, and the school exceeds the district's percentage of students with disabilities (SWDs). The only charter school with a District 75 partnership (now in the 22nd year), the school welcomes and supports the learning of all students, subscribing to an inclusive model of educating students with special needs. Speaking over 24 languages throughout the building, the pre-kindergarten class has welcomed a high percentage of multi-language learners (exceeding 55% currently) since its inception. In addition, English Language Learners/Multilingual Learners (ELL/MLL) enrollment in K, and at Grades 1 and 2 is above the district of location Community School District (CSD) 30 average at 24%, 38% and 28% (respectively). The school utilizes a "three-tiered curriculum" consisting of core studies, experiential learning, and community involvement, with each valued equally as a significant pathway for student learning.

Current Grade Levels and Approved Enrollment

	Year 1 2015 to 2016	Year 2 2016 to 2017	Year 3 2017 to 2018	Year 4 2018 to 2019
Grade Configuration	K – Grade 12			
Total Approved Enrollment	558	558	558	558

Proposed Renewal Term Grade Levels and Approved Enrollment

	Year 1 2019 to 2020	Year 2 2020 to 2021	Year 3 2021 to 2022	Year 4 2022 to 2023	Year 5 2023 to 2024
Grade Configuration	K – Grade 12				
Total Approved Enrollment	604	604	604	604	604

Background

The Board of Regents granted an initial charter to Renaissance Charter School (RCS) in April 2000. Renaissance Charter School opened for instruction as a conversion charter school in September 2000 initially serving 500 students in K through Grade 12. RCS's charter was subsequently renewed by the Board of Regents in 2005, 2010 and 2015.

Summary of Evidence for Renewal

Key Performance Area: Educational Success

Renaissance Charter School (RCS) offers curricula and coursework aligned to New York State Learning Standards in ELA, math, Social Studies and Science. The school also offers art, physical education, dance and drama. In addition to core academics, the school’s curriculum includes project-based learning and experiential learning. RCS utilizes an arts-infused approach to ELA and Social Studies, as well as special attention to Geography education.

RCS offers SWDs in K – Grade 4 with Special Education Teacher Support Services (SETSS) push-in services to integrate the Individualized Education Program (IEP) into the instruction students receive throughout the day. The school offers Integrated Co-Teaching (ICT) classes for grades 5-12. English as a Second Language (ESL) teachers work with ELL/MLL students to provide pull-out and push-in support. The school also provides extensive professional development on support to SWDs and ELL/MLL students.

Student Performance – Elementary/Middle School Outcomes

See Tables 1 and 2 below regarding 3-8 ELA and math exam aggregate and subgroup student performance compared to the district of location and state average.

In ELA, the school has shown growth in proficiency rates over the course of the charter term. The school narrowed the gap between proficiency rates of the host CSD and is now within 2 percentage points of meeting that of the host CSD. The school has met or exceeded ELA proficiency rates of the state in each year of the charter term. In math, the school has had growth over the charter term, and has exceeded proficiency rates of the CSD in each year of the charter term. RCS has also exceeded the math proficiency rates of the state in each year of the charter term.

**Table 1: Elementary/Middle School Assessment Proficiency Outcomes for All Students:
School, District & State Level Aggregates**

All Students	ELA					Math				
	Renaissance CS	CSD 30	Variance to CSD 30	NYS	Variance to NYS	Renaissance CS	CSD 30	Variance to CSD 30	NYS	Variance to NYS
2015-2016	38%	44%	-6	38%	0	52%	43%	+9	39%	+13
2016-2017	40%	48%	-8	40%	0	48%	45%	+3	40%	+8
2017-2018	53%	55%	-2	45%	+8	62%	51%	+11	45%	+17

Note: Data in Table 1 represents tested students in Grades 3-8 at RCS, CSD 30, and the state who scored proficiently (level 3 or above) on each state assessment. This table was created using grade level data to generate the comparative values, the percent

difference between the school's performance and the district of location or state averages. All values were calculated to the nearest whole number; therefore, the percent differences may show a rounded value.

In ELA, the school has narrowed the gap between the performance of ELL/MLL at the school versus the district of location and is now meeting the host CSD proficiency. Economically Disadvantaged (ED) students have seen growth each year of the charter term and are now within 3 percentage points of the district. SWDs performance is below that of the host CSD. In Math, all subgroup performance is higher than the first year of the charter term and in the last year of the charter term, all subgroups are exceeding the proficiency rates of their peers in the CSD.

Table 2: Elementary/Middle School Assessment Proficiency Outcomes for Subgroups

Subject	School Year	Students with Disabilities (Variance to the district of location)	ELL/MLL (Variance to the district of location)	Economically Disadvantaged (Variance to the district of location)
ELA	2015-2016	7% (-1)	8% (+4)	26% (-13)
	2016-2017	8% (-2)	7% (+1)	36% (-6)
	2017-2018	7% (-9)	13% (0)	47% (-3)
Mathematics	2015-2016	13% (+2)	8% (-2)	39% (0)
	2016-2017	8% (-3)	7% (-5)	44% (+5)
	2017-2018	20% (+4)	29% (+11)	58% (+12)

Note: Data in Table 2 represents tested students in Grades 3-8 at Renaissance CS, CSD 30, and the state who scored proficiently (level 3 or above) on each state assessment. This table was created using grade level data to generate the comparative values, the percent difference between the school's performance and the district or state averages. All values were calculated to the nearest whole number; therefore, the percent differences may show a rounded value.

Student Performance – High School

RCS has demonstrated strong academic performance in the high school grades, outperforming New York City (NYC) on many Regents exams on an annual basis and outscoring the state average on Regents exams cohort outcomes in each year of the charter term. The school offers courses that lead to Regents exams in Common Core Algebra and Algebra II, Geometry, Chemistry, Physics, US History, ELA, Earth Science, Living Environment, and Global History. In addition, the school offers AP courses in Biology, Physics, Environmental Science, Principles of Computer Science, English Literature, Spanish Language, Spanish Literature, U.S. History and World History.

The school's four-year Regents cohort outcomes have been above the state average in each year of the charter term. RCS's four-year graduation rate has exceeded the state-wide average in all years of the charter term. Economically Disadvantaged students have graduation rates that have exceeded the state-wide rate in all years of the charter term. The graduation rate for the 2012 Cohort of SWD was below the

state by 5 percentage points; the rate for SWDs in the 2013 Cohort exceeded the state by over 20 percentage points. Graduation rates for ELL/MLL are not available for any year of the charter term.

Table 3a: High School Total 4-Year Regents Outcomes for All Students: School & State Level Aggregates

4-Yr Cohort: All Students	2012 Cohort			2013 Cohort			2014 Cohort			
	Subject	School	State	Variance	School	State	Variance	School	State	Variance
	ELA	94%	85%	+9	90%	85%	+5	96%	84%	+12
	Global History	80%	78%	+2	82%	78%	+4	94%	77%	+17
	Math	90%	86%	+4	92%	85%	+7	96%	83%	+13
	Science	90%	84%	+6	90%	84%	+6	94%	83%	+11
	US History	88%	81%	+7	86%	81%	+5	96%	80%	+16

Table 3b: High School Total 4-Year Regents Outcomes for Sub-Groups: School & State Level Aggregates

Subject	Cohort and School Year	Students with Disabilities (Variance to the State)	ELL/MLL (Variance to the State)	Economically Disadvantaged (Variance to the State)
ELA	2012 Cohort (2015-2016)	63% (+12)	s	88% (+9)
	2013 Cohort (2016-2017)	70% (+16)	s	93% (+13)
	2014 Cohort (2017-2018)	s	s	95% (+17)
Global History	2012 Cohort (2015-2016)	38% (-3)	s	75% (+5)
	2013 Cohort (2016-2017)	30% (-10)	s	80% (+10)
	2014 Cohort (2017-2018)	s	s	93% (+24)
Math	2012 Cohort (2015-2016)	50% (-1)	s	75% (-6)
	2013 Cohort (2016-2017)	70% (+21)	s	95% (+15)
	2014 Cohort (2017-2018)	s	s	95% (+18)
Science	2012 Cohort (2015-2016)	50% (0)	s	75% (-3)
	2013 Cohort (2016-2017)	70% (+20)	s	93% (+15)
	2014 Cohort (2017-2018)	s	s	93% (+17)
US History	2012 Cohort (2015-2016)	25% (-22)	s	75% (+1)
	2013 Cohort (2016-2017)	60% (+12)	s	85% (+11)
	2014 Cohort (2017-2018)	s	s	95% (+23)

Note: Outcomes for cohorts of fewer than five students are suppressed and indicated with an s.

Table 4a: High School Graduation Rate/Diplomas Awarded for All Students

4-Yr Cohort: All Students	2012 Cohort			2013 Cohort			2014 Cohort		
	School	State	Variance	School	State	Variance	School	State	Variance
Graduation Rate	84%	82%	+2	88%	82%	+6	94%	83%	+11
Local Diplomas	4%	5%	-1	10%	5%	+5	4%	6%	-2
Regents Diplomas	78%	46%	+32	78%	44%	+34	52%	43%	+9
Advanced Regents Diplomas	2%	31%	-29	0%	33%	-33	38%	33%	+5

Table 4b: High School Graduation Rate/Diplomas Awarded for Students with Disabilities

4-Yr Cohort: Sub-Groups	2012 Cohort Students with Disabilities			2013 Cohort Students with Disabilities			2014 Cohort Students with Disabilities		
	School	State	Variance	School	State	Variance	School	State	Variance
Graduation Rate	50%	55%	-5	80%	57%	+23	s	59%	-
Local Diplomas	25%	23%	+2	50%	24%	+26	s	25%	-
Regents Diplomas	25%	30%	-5	30%	29%	+1	s	30%	-
Advanced Regents Diplomas	0%	3%	-3	0%	4%	-4	s	3%	-

Note: Outcomes for cohorts of fewer than five students are suppressed and indicated with an s.

Table 4c: High School Graduation Rate/Diplomas Awarded for Economically Disadvantaged

4-Yr Cohort: Sub-Groups	2012 Cohort Economically Disadvantaged			2013 Cohort Economically Disadvantaged			2014 Cohort Economically Disadvantaged		
	School	State	Variance	School	State	Variance	School	State	Variance
Graduation Rate	88%	75%	+13	88%	76%	+12	93%	76%	+17
Local Diplomas	13%	6%	+7	10%	7%	+3	5%	8%	-3
Regents Diplomas	75%	51%	+24	78%	50%	+28	51%	49%	+2
Advanced Regents Diplomas	0%	18%	-18	0%	19%	-19	37%	19%	+18

Graduation rates for ELL/MLL are not available for any year of the charter term.

According to the 2017-2018 school year ESEA accountability designations, Renaissance Charter School is *In Good Standing*.

Key Performance Area: Organizational Viability

Financial Condition

Renaissance Charter School appears to be in good or sound financial condition, with some concerns around long-term sustainability as evidenced by performance on key indicators derived from the school's independently audited financial statements. The school has submitted steps taken to ensure financial viability as a part of the Fiscal Year 2018 audited financial statements. The NYCDOE 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.³

Financial Management

The NYCDOE reviewed Renaissance Charter School's audited financial statements from Fiscal Year 2016, 2017 and 2018 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. The Fiscal Year 2017 audit made two recommendations, and the NYCDOE will be working with the school during the next charter term to address the deficiencies found.

Key Performance Area: Faithfulness to the Charter and Law

Enrollment, Recruitment and Retention

The school has strong enrollment and backfills students at all grades from its waitlist. Through efforts towards increasing the percentage of at-risk students enrolled, the school is meeting its targets for SWDs and ED students. The school is coming close to but not yet meeting its targets for ELL/MLL. (Table 5). However, an analysis of ELL/MLL enrollment by grade shows ELL/MLL enrollment rates that significantly exceed the host district in K and Grades 1, 2 and 4. The school is making good faith efforts to recruit, serve, and retain at-risk students⁴ and has submitted a letter of intent to implement a lottery preference for ELL/MLL students in the next lottery.

Efforts to recruit and retain students in the SWD, ELL/MLL and ED populations include:

³ These rigorous indicators of fiscal soundness are aligned with those recommended by the National Association of Charter School Authorizers.

⁴ 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 section Education Law §2855(1)(e).

- Employing an Admissions Coordinator who is a long-time resident of the community as well as two parent coordinators (one bilingual);
- Offering translation services at open houses and offering a variety of time slots to accommodate the schedules of working families;
- Advertising in local newspapers, including those in different languages; advertising to local community-based organizations that have strong ties to families with special needs and who speak languages other than English;
- Utilizing policies that never exclude students from school activities due to financial reasons; and
- Hosting community-wide events that are designed to be inclusive and welcoming to all families, including those who do not speak English.

Table 5: Student Demographics – Charter School Compared to District of Location

Student Population	2016-2017			2017-2018		
	Renaissance CS	CSD 30	Variance	Renaissance CS	CSD 30	Variance
Students with Disabilities	18%	16%	+2	18%	16%	+2
ELL/MLL	8%	25%	-17	9%	24%	-15
Economically Disadvantaged	77%	68%	+9	76%	74%	+2

Student Retention

According to NYCDOE data, in the 2017-2018 school year, 90% of students were retained in Charter School compared with 88% in the district of location.

Legal Compliance

Renaissance 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 SWDs, 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 November 27, 2018. One hundred sixty-six people attended, and thirty-four spoke. Thirty-four were in favor of the renewal and none were opposed. There were also sixty-four emailed or hand-written comments, of which sixty-four were in favor of the renewal and none were opposed.

Peninsula Preparatory Academy Charter School

In accordance with Education Law §§2851(4) and 2852(2), the Chancellor of the New York City Department of Education recommends a full-term renewal for a period of five years for Peninsula Preparatory Academy Charter School. The charter term would begin on July 1, 2019 and expire on June 30, 2024.

Peninsula Preparatory Academy Charter School (PPA) is meeting most benchmarks set forth by the New York City Department of Education Accountability Framework. The school is implementing the mission, key design elements, education program and organizational plan set forth in the charter.

Charter School Summary

Name of Charter School	Peninsula Preparatory Academy Charter School
Board Chair	Betty Leon, Esq.
District of location	NYC CSD 27
Opening Date	Fall 2004
Charter Terms	<ul style="list-style-type: none"> • Initial: April 20, 2004 – April 19, 2009 • First Renewal: April 20, 2009 – July 19, 2012 • Second Renewal (nunc pro tunc): July 20, 2012 – June 30, 2014 • Third Renewal: July 1, 2014 – June 30, 2019
Current Term Authorized Grades/ Approved Enrollment	K – Grade 5/ 320 students
Proposed Renewal Term Authorized Grades/ Proposed Approved Enrollment	K – Grade 5/ 320 students
Comprehensive Management Service Provider	None
Facilities	611 Beach 19 Street, Queens,– Private Space
Mission Statement	<i>By creating a rigorous academic environment, with high expectations and a focused and challenging curriculum, Peninsula Prep Academy engages its Scholars, parents, and the community as crucial partners to create a nurturing school culture where every child achieves personal, academic excellence and a demonstrated intrinsic motivation for learning, while demonstrating strength of character.</i>
Key Design Elements	<ul style="list-style-type: none"> • Academic Rigor • Engaging Instructional Techniques • A Range of Assessments • Robust Professional Development • Extended Day
Requested Revisions	None

PPA engages students in the adventure of learning through engaging instructional techniques, including small-group work, project-based learning, and STEAM projects. This approach, paired with a rigorous, standards-aligned curriculum, builds mastery and encourages students to have a lifelong love of learning.

Current Grade Levels and Approved Enrollment

	Year 1 2014 to 2015	Year 2 2015 to 2016	Year 3 2016 to 2017	Year 4 2017 to 2018	Year 5 2018 to 2019
Grade Configuration	K – Grade 5				
Total Approved Enrollment	320	320	320	320	320

Proposed Renewal Term Grade Levels and Approved Enrollment

	Year 1 2019 to 2020	Year 2 2020 to 2021	Year 3 2021 to 2022	Year 4 2022 to 2023	Year 5 2023 to 2024
Grade Configuration	K – Grade 5	K – Grade 5	K – Grade 55	K – Grade 5	K – Grade 5
Total Approved Enrollment	320	320	320	320	320

Background

The Board of Regents granted an initial charter to Peninsula Preparatory Academy Charter School in April 2004. Peninsula Preparatory Academy Charter School opened for instruction in September 2004 initially serving 150 students in K through Grade 2. Peninsula Preparatory Academy Charter School’s charter was subsequently renewed by the Board of Regents in 2009 and 2014. A material revision to add a mandatory summer program was made in 2008.

Summary of Evidence for Renewal

Key Performance Area: Educational Success

Peninsula Preparatory Academy Charter School offers curricula aligned with the New York State Learning Standards in English Language Arts, math, Science, Social Studies, Physical Education, Music, Art, Chess/ Legos and Library. PPA uses a Project-Based Learning approach, and works to incorporate Science, Technology, Engineering, Art and math (STEAM) into the PBL units of study.

PPA provides Integrated Co-Teaching (ICT) sections in all grades for Students with Disabilities (SWDs). All staff are given training and resources to serve students who are English language learners/multi-lingual learners (ELL/MLL). Teachers are also employed to provide pull-out and push-in services.

Student Performance – Elementary/Middle School Outcomes

See Tables 1 and 2 below regarding 3-8 ELA and math exam aggregate and subgroup student performance compared to the district of location and state average.

Over the course of the charter term, the school has consistently outperformed the district of location, Community School District (CSD) 27, as well as the state in ELA. PPA has made consistent growth in math performance and now exceeds the CSD as well as the state in proficiency.

**Table 1: Elementary/Middle School Assessment Proficiency Outcomes for All Students:
School, District & State Level Aggregates**

All Students	ELA					Math				
	Peninsula Prep CS	CSD 27	Variance to CSD 27	NYS	Variance to NYS	Peninsula Prep CS	CSD 27	Variance to CSD 27	NYS	Variance to NYS
2015-2016	40%	38%	+2	39%	+1	27%	39%	-12	43%	-16
2016-2017	41%	39%	+2	40%	+1	35%	41%	-6	45%	-10
2017-2018	58%	44%	+14	45%	+13	53%	46%	+7	49%	+4

Note: Data in Table 1 represents tested students in Grades 3-5 at PPA, CSD 27, and the state who scored proficiently (level 3 or above) on each state assessment. This table was created using grade level data to generate the comparative values, the percent difference between the school's performance and the district of location or state averages. All values were calculated to the nearest whole number; therefore, the percent differences may show a rounded value.

ELL/MLL and Economically Disadvantaged (ED) students at PPA outperform their peers in the CSD; SWDs are underperforming the CSD in ELA and are approaching the state in math.

Table 2: Elementary/Middle School Assessment Proficiency Outcomes for Subgroups

Subject	School Year	Students with Disabilities (Variance to the district of location)	ELL/MLL (Variance to the district of location)	Economically Disadvantaged (Variance to the district of location)
ELA	2015-2016	14% (+4)	s	38% (+4)
	2016-2017	7% (-3)	s	40% (+6)
	2017-2018	9% (-6)	44% (+31)	60% (+19)
Mathematics	2015-2016	10% (-7)	s	25% (-11)
	2016-2017	7% (-10)	s	34% (-3)
	2017-2018	19% (-2)	33% (+12)	53% (+10)

Note: Data in Table2 represents tested students in respective subgroups in Grades 3-5 at PPA, CSD 27, and the state who scored proficiently (level 3 or above) on each state assessment. This table was created using grade level data to generate the comparative values, the percent difference between the school's performance and the district of location or state averages. All values were calculated to the nearest whole number; therefore, the percent differences may show a rounded value. Outcomes for cohorts of fewer than five students are suppressed and indicated with an s.

According to the 2017-2018 school year ESEA accountability designations, Peninsula Preparatory Academy Charter School is *In Good Standing*.

Key Performance Area: Organizational Viability

Financial Condition

Peninsula Preparatory Academy 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 NYCDOE 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.⁵

Financial Management

The NYCDOE reviewed PPA's audited financial statements from Fiscal Year 2015 to Fiscal Year 2018 to determine whether the independent auditor observed sufficient internal controls over financial reporting. The auditor did not identify any significant deficiencies in any year of the charter term.

⁵ 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

Peninsula Preparatory Academy Charter School has strong enrollment and backfills students at all grades from its waitlist. Through efforts towards increasing the percentage of at-risk students enrolled, the school is coming close to but not yet meeting its targets for ELL/MLL. PPA is meeting its targets for all ED students and is approaching the target for SWDs (Table 3). The school’s enrollment of ELL/MLL has increased each year of the charter term, and has been steady for SWDs and ED students. The school is making good faith efforts to recruit, serve, and retain at-risk students⁶ and has submitted a letter of intent to implement a lottery preference for ELL/MLL students in the next lottery.

Efforts to recruit and retain students in the SWD, ELL/MLL, and ED populations include:

- Advertising in all NYCHA buildings in the district, partnering with public assistance agencies to host open houses and partnering with day care centers that serve low-income families;
- Ensuring that recruitment and application materials are in English and Spanish, hosting workshops and open houses in Spanish; and
- Developing strong relationships with Far Rockaway’s organizations that serve students with disabilities.

Table 3: Student Demographics – Charter School Compared to District of Location

Student Population	2016-2017			2017-2018		
	Peninsula Prep CS	CSD 27	Variance	Peninsula Prep CS	CSD 27	Variance
Students with Disabilities	17%	20%	-3	16%	21%	-5
ELL/MLL	8%	15%	-7	10%	16%	-6
Economically Disadvantaged	89%	76%	+13	89%	80%	+9

⁶ 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 section Education Law §2855(1)(e).

Student Retention

According to NYCDOE data, in the 2017-2018 school year, 89% of students were retained in Peninsula Preparatory Academy Charter School compared with 87% in the district of location.

Legal Compliance

Peninsula Preparatory Academy 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 SWDs, 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 December 4, 2018. Two hundred eighty-one people attended, and thirty-one spoke. Thirty-one were in favor of the renewal and none were opposed.

Dr. Richard Izquierdo Health and Science Charter School

In accordance with Education Law §§2851(4) and 2852(2), the Chancellor of the New York City Department of Education recommends a short-term renewal for a period of three years for Dr. Richard Izquierdo Health and Science Charter School. The charter term would begin on July 1, 2019 and expire on June 30, 2022.

Dr. Richard Izquierdo Health and Science Charter School (Izquierdo) is meeting most benchmarks set forth in the New York City Department of Education Accountability Framework. The school is implementing the mission, key design elements, education program and organizational plan set forth in the charter.

Charter School Summary

Name of Charter School	Dr. Richard Izquierdo Health and Science Charter School
Board Chair	Duarna Oller
District of location	NYC CSD 12
Opening Date	Fall 2010
Charter Terms	<ul style="list-style-type: none"> • Initial Charter: December 15, 2009 – December 14, 2014 • First Renewal: December 15, 2014 – June 30, 2016 • Second Renewal: July 1, 2016 – June 30, 2019
Current Term Authorized Grades/ Approved Enrollment	Grades 6-12/ 800 students
Proposed Renewal Term Authorized Grades/ Proposed Approved Enrollment	Grades 6-12/ 800 students
Comprehensive Management Service Provider	None
Facilities	800 Home Street, Bronx – Public Space
Mission Statement	<i>Dr. Richard Izquierdo Health & Science Charter School provides our Scholars with a nurturing and challenging educational experience to develop their abilities and address the health and economic disparities in our community. Upon graduation, our Scholars will be prepared for the highest levels of college achievement, gainful employment as certified health care professionals, and a commitment to serve others as they pursue rewarding lives and respected careers for themselves.</i>
Key Design Elements	<ul style="list-style-type: none"> • Informed Teachers/Data Driven Instruction • College Access • Restorative Discipline • Parents As Partners • Exquisite Programming Possibilities • Health and Science Focus • Strong Partnerships
Requested Revisions	None

One hundred percent of students from the first two graduating classes at Dr. Richard Izquierdo Health and Science Charter School were accepted into college; many had multiple options. In the majority of the school's Regents exams, the school's students surpassed the District, NYC and the State pass rates. The school achieved 100% participation in the latest NYCDOE School Survey.

Current Grade Levels and Approved Enrollment

	Year 1 2016 to 2017	Year 2 2017 to 2018	Year 3 2018 to 2019
Grade Configuration	Grades 6 - 12	Grades 6 - 12	Grades 6 - 12
Total Approved Enrollment	800	800	800

Proposed Renewal Term Grade Levels and Approved Enrollment

	Year 1 2019 to 2020	Year 2 2020 to 2021	Year 3 2021 to 2022
Grade Configuration	Grades 6 - 12	Grades 6 - 12	Grades 6 - 12
Total Approved Enrollment	800	800	800

Background

The Board of Regents granted an initial charter to Dr. Richard Izquierdo Health and Science Charter School in December 2009. Izquierdo opened for instruction in September 2010 initially serving 100 students in Grade 6. Izquierdo's charter was subsequently renewed by the Board of Regents in 2015 and 2016. In 2016, the Board of Regents approved a material revision to increase enrollment.

Summary of Evidence for Renewal

Key Performance Area: Educational Success

Dr. Richard Izquierdo Health and Science Charter School offers curricula and coursework aligned to New York State Learning Standards in ELA, math, Social Studies and Science. In addition, the school offers Physical Education, Music, Visual Arts and Yoga.

The school offers Integrated Co-Teaching (ICT) sections on all grades, as well as Special Education Teacher Support Services (SETSS). The school employs multiple English as a Second Language (ESL) and English language learners/Multi-lingual Learners (ELL/MLL) teachers to work with ELL/MLL students.

Student Performance – Elementary/Middle School Outcomes

See Tables 1 and 2 below regarding 3-8 math and ELA exam aggregate and subgroup student performance compared to the district of location and state average.

**Table 1: Elementary/Middle School Assessment Proficiency Outcomes for All Students:
School, District & State Level Aggregates**

All Students	ELA					Math				
	Izquierdo CS	CSD 12	Variance to CSD 12	NYS	Variance to NYS	Izquierdo CS	CSD 12	Variance to CSD 12	NYS	Variance to NYS
2015-2016	21%	17%	+4	37%	-16	14%	14%	+0	34%	-20
2016-2017	22%	21%	+1	40%	-18	15%	11%	+4	34%	-19
2017-2018	30%	24%	+6	46%	-16	26%	15%	+11	40%	-14

Note: Data in Table 1 represents tested students in Grades 6-8 at Izquierdo CS, CSD 12, and at the state who scored proficiently (level 3 or above) on each state assessment. This table was created using grade level data to generate the comparative values, the percent difference between the school's performance and the district of location or state averages. All values were calculated to the nearest whole number; therefore, the percent differences may show a rounded value.

Performance of the subgroups at Izquierdo has been mixed, with some years some subgroups outperforming the Community School District (CSD), but not in others, with no clear trends.

Table 2: Elementary/Middle School Assessment Proficiency Outcomes for Subgroups

Subject	School Year	Students with Disabilities (Variance to the district of location)	ELL/MLL (Variance to the district of location)	Economically Disadvantaged (Variance to the district of location)
ELA	2015-2016	4% (+1)	3% (+1)	20% (+4)
	2016-2017	10% (+5)	4% (+2)	21% (+1)
	2017-2018	7% (+0)	0% (-2)	31% (+7)
Mathematics	2015-2016	3% (-1)	2% (-1)	13% (-1)
	2016-2017	8% (+6)	3% (+0)	15% (+3)
	2017-2018	6% (+2)	5% (+2)	25% (+10)

Note: Data in Table2 represents tested students in respective subgroups in Grades 6-8 at Izquierdo CS, CSD 12, and at the state who scored proficiently (level 3 or above) on each state assessment. This table was created using grade level data to generate the comparative values, the percent difference between the school's performance and the district of location or state averages. All values were calculated to the nearest whole number; therefore, the percent differences may show a rounded value.

Student Performance – High School

Izquierdo offers a theme-based education in health and science that is integrated throughout the curriculum and life of the school. The school offers courses that lead to Regents exams in Common Core Algebra and Algebra II, Geometry, Chemistry, Physics, US History, ELA, Earth Science, Living Environment, and Global History I and II. AP courses are available in English, Government and Spanish. High school students have access to college coursework through the College Now Program at Hostos Community College as well as Stony Brook University's Accelerated College Education (ACE) Program for High School Students. In addition, all 11th graders take the 1st Responder Course; 12th grade students take the Emergency Medical Technician course.

The school's four-year Regents cohort outcomes have been above the state average except in the last year of the charter term. The same is true for graduation rates.

Table 3a: High School Total 4-Year Regents Outcomes for All Students: School & State Level Aggregates

4-Yr Cohort: All Students	2012 Cohort			2013 Cohort			2014 Cohort		
	Subject	School	State	Variance	School	State	Variance	School	State
ELA	N/A	-	-	96%	85%	+11	90%	84%	+6
Global History	N/A	-	-	93%	78%	+15	75%	77%	-2
Math	N/A	-	-	97%	85%	+12	93%	83%	+10
Science	N/A	-	-	93%	84%	+9	82%	83%	-1
US History	N/A	-	-	88%	81%	+7	77%	80%	-3

Note: 2013 is the first year of Izqueirdo being at full scale with a graduating class.

Table 3b: High School Total 4-Year Regents Outcomes for Sub-Groups: School & State Level Aggregates

Subject	Cohort and School Year	Students with Disabilities (Variance to the State)	ELL/MLL (Variance to the State)	Economically Disadvantaged (Variance to the State)
ELA	2012 Cohort (2015-2016)	N/A	N/A	N/A
	2013 Cohort (2016-2017)	83% (+29)	s	95% (+15)
	2014 Cohort (2017-2018)	85% (+33)	43% (+17)	89% (+11)
Global History	2012 Cohort (2015-2016)	N/A	N/A	N/A
	2013 Cohort (2016-2017)	75% (+35)	s	92% (+22)
	2014 Cohort (2017-2018)	54% (+14)	29% (+4)	73% (+4)
Math	2012 Cohort (2015-2016)	N/A	N/A	N/A
	2013 Cohort (2016-2017)	83% (+34)	s	97% (+17)
	2014 Cohort (2017-2018)	77% (+30)	71% (+28)	92% (+15)
Science	2012 Cohort (2015-2016)	N/A	N/A	N/A
	2013 Cohort (2016-2017)	75% (+25)	s	92% (+14)
	2014 Cohort (2017-2018)	54% (+4)	29% (-3)	80% (+4)
US History	2012 Cohort (2015-2016)	N/A	N/A	N/A
	2013 Cohort (2016-2017)	75% (+27)	s	88% (+14)
	2014 Cohort (2017-2018)	54% (+8)	14% (-18)	76% (+4)

Notes: Outcomes for cohorts of fewer than five students are suppressed and indicated with an s. 2013 is the first year of Izqueirido being at full scale with a graduating class.

Table 4a: High School Graduation Rate/Diplomas Awarded for All Students

4-Yr Cohort: All Students	2012 Cohort			2013 Cohort			2014 Cohort		
	School	State	Variance	School	State	Variance	School	State	Variance
Graduation Rate	N/A	-	-	96%	82%	+14	79%	83%	-4
Local Diplomas	N/A	-	-	3%	5%	-2	1%	6%	-5
Regents Diplomas	N/A	-	-	62%	44%	+18	52%	43%	+9
Advanced Regents Diplomas	N/A	-	-	31%	33%	-2	25%	33%	-8

Note: 2013 is the first year of Izqueirdo being at full scale with a graduating class.

Table 4b: High School Graduation Rate/Diplomas Awarded for Students with Disabilities

4-Yr Cohort: Sub-Groups	2012 Cohort Students with Disabilities			2013 Cohort Students with Disabilities			2014 Cohort Students with Disabilities		
	School	State	Variance	School	State	Variance	School	State	Variance
Graduation Rate	N/A	-	-	92%	57%	+35	54%	59%	-5
Local Diplomas	N/A	-	-	17%	24%	-7	0%	25%	-25
Regents Diplomas	N/A	-	-	67%	29%	+38	54%	30%	+24
Advanced Regents Diplomas	N/A	-	-	8%	4%	+4	0%	3%	-3

Note: 2013 is the first year of Izqueirdo being at full scale with a graduating class.

Table 4c: High School Graduation Rate/Diplomas Awarded for ELL/MLL

4-Yr Cohort: Sub-Groups	2012 Cohort ELLs/MLLs			2013 Cohort ELLs/MLLs			2014 Cohort ELLs/MLLs		
	School	State	Variance	School	State	Variance	School	State	Variance
Graduation Rate	N/A	-	-	s	31%	-	29%	34%	-5
Local Diplomas	N/A	-	-	s	8%	-	14%	11%	+3
Regents Diplomas	N/A	-	-	s	21%	-	0%	22%	-22
Advanced Regents Diplomas	N/A	-	-	s	1%	-	14%	1%	+13

Notes: Outcomes for cohorts of fewer than five students are suppressed and indicated with an s. 2013 is the first year of Izqueirdo being at full scale with a graduating class.

Table 4d: High School Graduation Rate/Diplomas Awarded for Economically Disadvantaged

4-Yr Cohort: Sub-Groups	2012 Cohort Economically Disadvantaged			2013 Cohort Economically Disadvantaged			2014 Cohort Economically Disadvantaged		
	School	State	Variance	School	State	Variance	School	State	Variance
Graduation Rate	N/A	-	-	95%	76%	+19	77%	76%	+1
Local Diplomas	N/A	-	-	3%	7%	-4	2%	8%	-6
Regents Diplomas	N/A	-	-	63%	50%	+13	52%	49%	+3
Advanced Regents Diplomas	N/A	-	-	29%	19%	+10	24%	19%	+5

Note: 2013 is the first year of Izquierdo being at full scale with a graduating class.

According to the 2017-2018 school year ESEA accountability designations, Dr. Richard Izquierdo Health and Science Charter School is *In Good Standing*.

Key Performance Area: Organizational Viability

Financial Condition

Dr. Richard Izquierdo Health and Science 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 NYCDOE 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.⁷

Financial Management

The NYCDOE reviewed Dr. Richard Izquierdo Health and Science Charter School’s audited financial statements for Fiscal Year 2017 and Fiscal Year 2018 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

Izquierdo has strong enrollment and backfills students on Grades 6-11 from its waitlist. Through efforts towards increasing the percentage of at-risk students enrolled, the school is meeting its targets for ED

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

students. The school is approaching its targets for SWDs and ELL/MLL. (Table 5a and 5b). The school has had consistent percentages of these groups over the charter term.

The school is making good faith efforts to recruit, serve, and retain at-risk students⁸ and is approaching the targets for subgroups.

Efforts to recruit and retain students in the ED, ELL/MLL, and SWD populations include:

- Placing informational flyers in schools and churches; and
- Conducting outreach to parents of current students.

Table 5a: Student Demographics – Charter School Compared to District of Location

Student Population	2016-2017			2017-2018		
	Izquierdo CS	CSD 12	Variance	Izquierdo CS	CSD 12	Variance
Students with Disabilities	20%	25%	-5	21%	25%	-4
ELL/MLL	13%	25%	-12	14%	25%	-11
Economically Disadvantaged	96%	88%	+8	93%	92%	+1

Table 5b: Student Demographics – Charter School Compared to District of Location, Adjusted

Student Population	2016-2017			2017-2018		
	Izquierdo CS	CSD 12	Variance	Izquierdo CS	CSD 12	Variance
ELL/MLL	13%	19%	-6	14%	18%	-4

⁸ 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 section Education Law §2855(1)(e).

Note: CSD 12 is the home to two high schools that specifically serve recent ELL/MLL immigrants as their education model. These high schools serve more than double the number of ELLs/MLLs seen at other schools in the CSD. This table presents the averages for CSD 12 excluding those two high schools.

Student Retention

According to NYCDOE data, in the 2017-2018 school year, 90% of students were retained in Charter School compared with 78% in the district of location.

Legal Compliance

Dr. Richard Izquierdo Health and Science 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 SWDs, 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 January 9, 2019. One hundred and sixty-two people attended, and thirteen spoke. Thirteen were in favor of the renewal and none were opposed.

Metropolitan Lighthouse Charter School

In accordance with Education Law §§2851(4) and 2852(2), the Chancellor of the New York City Department of Education recommends a short-term renewal for a period of three years for Metropolitan Lighthouse Charter School. The charter term would begin on July 1, 2019 and expire on June 30, 2022.

Metropolitan Lighthouse Charter School (Met Lighthouse) is meeting most benchmarks set forth in the New York City Department of Education Accountability Framework. The school is implementing the mission, key design elements, education program and organizational plan set forth in the charter.

Charter School Summary

Name of Charter School	Metropolitan Lighthouse Charter School
Board Chair	Jessica Haber
District of location	NYC CSD 9
Opening Date	Fall 2009
Charter Terms	<ul style="list-style-type: none"> • Initial Charter: September 15, 2009 – September 14, 2014 • September 15, 2014 -- June 30, 2019
Current Term Authorized Grades/ Approved Enrollment	K – Grade 10/ 572 students
Proposed Renewal Term Authorized Grades/ Proposed Approved Enrollment	K – Grade 12/ 676 students
Comprehensive Management Service Provider	Lighthouse Academies
Facilities	180 West 165th Street, Bronx – Private Space
Mission Statement	<i>At Lighthouse Academies, we prepare our scholars through rigorous programs that provide them with a foundation that will allow them to succeed in and graduate from college. Our unique arts-infused curriculum, emphasis on social development and integration of diverse cultural opportunities augments learning and broadens horizons.</i>
Key Design Elements	<ul style="list-style-type: none"> • More time for learning • Rigorous, standards-based curriculum • Data Driven Instruction for all • Empowering Hearts and Minds • Restorative Practices • Arts Infusion • Parental and Community Partnership
Requested Revisions	Expand current enrollment to 676 students and increase grade levels from K – 10 to K – 12.

Throughout the current charter term, Met Lighthouse has had countless accomplishments they are proud of as a school community. This includes increasing ELA and math proficiency rates by double digits, growing and developing a College Preparatory Academy within Met Lighthouse, and taking steps to solidify the entire school program to ensure that students are one step closer to college and success in life.

Current Grade Levels and Approved Enrollment

	Year 1 2014 to 2015	Year 2 2015 to 2016	Year 3 2016 to 2017	Year 4 2017 to 2018	Year 5 2018 to 2019
Grade Configuration	K – Grade 6	K – Grade 7	K – Grade 8	K – Grade 9	K – Grade 10
Total Approved Enrollment	322	368	414	520	572

Proposed Renewal Term Grade Levels and Approved Enrollment

	Year 1 2019 to 2020	Year 2 2020 to 2021	Year 3 2021 to 2022
Grade Configuration	K – Grade 11	K – Grade 12	K – Grade 12
Total Approved Enrollment	624	676	676

Background

The Board of Regents granted an initial charter to Metropolitan Lighthouse Charter School in September 2009. The school opened for instruction in September 2010 initially serving 138 students in Grades K through 2. Met Lighthouse’s charter was subsequently renewed by the Board of Regents in 2014.

Summary of Evidence for Renewal

Key Performance Area: Educational Success

Metropolitan Lighthouse Charter School offers curricula and coursework aligned to New York State Learning Standards in ELA, math, Social Studies and Science. In addition, the school offers Drama, Dance, and Physical Education.

The school offers Special Education Teacher Support Services (SETSS) push-in and pull-out services and employs multiple English as a Second Language (ESL) teachers to work with English Language Learners/Multilingual Learners (ELL/MLL) students.

Student Performance – Elementary/Middle School Outcomes

See Tables 1 and 2 below regarding 3-8 ELA and math exam aggregate and subgroup student performance compared to the district of location and state average.

**Table 1: Elementary/Middle School Assessment Proficiency Outcomes for All Students:
School, District & State Level Aggregates**

All Students	ELA					Math				
	Met Lighthouse	CSD 9	Variance to CSD 9	NYS	Variance to NYS	Met Lighthouse CS	CSD 9	Variance to CSD 9	NYS	Variance to NYS
2015-2016	24%	20%	+4	37%	-13	32%	19%	+13	41%	-9
2016-2017	32%	22%	+10	40%	-8	29%	19%	+10	40%	-11
2017-2018	41%	29%	+12	45%	-4	40%	26%	+14	45%	-5

Note: Data in Table 1 represents tested students in Grades 3-7 (2015-2016) and 3-8 (2016-2017 and 2017-2018) at Met Lighthouse CS, CSD 9, and the state who scored proficiently (level 3 or above) on each state assessment. This table was created using grade level data to generate the comparative values, the percent difference between the school's performance and the district of location or state averages. All values were calculated to the nearest whole number; therefore, the percent differences may show a rounded value.

The school's performance with subgroups has consistently exceeded that of the district of location Community School District (CSD) 9.

Table 2: Elementary/Middle School Assessment Proficiency Outcomes for Subgroups

Subject	School Year	<i>Students with Disabilities (Variance to the district of location)</i>	<i>ELL/MLL (Variance to the district of location)</i>	<i>Economically Disadvantaged (Variance to the district of location)</i>
ELA	2015-2016	3% (-1)	9% (+6)	24% (+5)
	2016-2017	7% (+1)	20% (+16)	31% (+9)
	2017-2018	22% (+12)	7% (+1)	41% (+12)
Mathematics	2015-2016	10% (+4)	17% (+11)	32% (+14)
	2016-2017	14% (+8)	20% (+14)	29% (+10)
	2017-2018	15% (+5)	19% (+9)	39% (+14)

Note: Data in Table2 represents tested students in respective subgroups in Grades 3-7 (2015-2016) and 3-8 (2016-2017 and 2017-2018) at Met Lighthouse CS, CSD 9, and the state who scored proficiently (level 3 or above) on each state assessment. This table was created using grade level data to generate the comparative values, the percent difference between the school's performance and the district of location or state averages. All values were calculated to the nearest whole number; therefore, the percent differences may show a rounded value.

Student Performance – High School

Metropolitan Lighthouse Charter School serves high school grades, but cohort data is not yet available because they have not yet had a graduation class.

According to the 2017-2018 school year ESEA accountability designations, Metropolitan Lighthouse Charter School is *In Good Standing*.

Key Performance Area: Organizational Viability

Financial Condition

Metropolitan Lighthouse 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 NYCDOE 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.⁹

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

Financial Management

The NYCDOE reviewed Met Lighthouse Charter School's audited financial statements from Fiscal Year 2015, Fiscal Year 2016, Fiscal Year 2017 and Fiscal Year 2018 to determine whether the independent auditor observed sufficient internal controls over financial reporting. In Fiscal Year 2015, the auditor noted that the school signed a twenty-one year lease that was improperly recorded as an operating lease, but did not identify any deficiencies in internal controls that could be considered material weaknesses, nor were any material weaknesses noted in any other audit during the charter term.

Key Performance Area: Faithfulness to the Charter and Law

Enrollment, Recruitment and Retention

Met Lighthouse has strong enrollment and backfills students on all grades from its waitlist. Through efforts towards increasing the percentage of at-risk students enrolled, the school is coming close to but not yet meeting its targets for all of the subgroups – economically disadvantaged (ED), SWDs, or ELL/MLL. (Table 3). The school is making good faith efforts to recruit, serve, and retain at-risk students¹⁰ and has submitted a letter of intent to implement a lottery preference for SWDs and ELL/MLL students in the next lottery.

Efforts to recruit and retain students in the SWD, ELL/MLL, and ED populations include:

- Conducting direct mail advertising in languages other than English; advertising on the radio, TV and via flyers in languages other than English;
- Conducting outreach to immigrant communities by multi-lingual staff;
- Translating school materials and advertising as needed; and
- Conducting outreach to specialized programs and feeder schools.

¹⁰ 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 section Education Law §2855(1)(e).

Table 3: Student Demographics – Charter School Compared to District of Location

Student Population	2016-2017			2017-2018		
	Met Lighthouse CS	CSD 9	Variance	Met Lighthouse CS	CSD 9	Variance
Students with Disabilities	12%	24%	-12	11%	25%	-14
ELL/MLL	18%	29%	-11	17%	29%	-12
Economically Disadvantaged	91%	91%	0	92%	94%	-2

Student Retention

According to NYCDOE data, in the 2017-2018 school year, 84% of students were retained in Metropolitan Lighthouse Charter School compared with 82% in the district of location.

Legal Compliance

Metropolitan Lighthouse 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 SWDs, 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 December 13, 2018. Ninety-eight people attended, and thirty-three spoke. Thirty-three were in favor of the renewal and none were opposed.