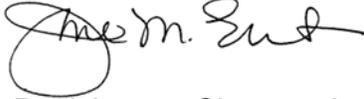




TO: P-12 Education Committee

FROM: Jhone M. Ebert 

SUBJECT: Charter Schools: Revisions to Charters Authorized by the Chancellor of the New York City Department of Education (NYCDOE)

DATE: February 16, 2016

AUTHORIZATION(S): 

SUMMARY

Issue for Decision

Should the Regents approve the proposed revisions to the charters of the following four schools authorized by the Chancellor of the New York City Department of Education (NYCDOE):

1. DREAM Charter School
2. The Equity Project Charter School
3. Mott Haven Academy Charter School
4. John W. Lavelle Preparatory Charter School

Reason(s) for Consideration

Required by New York State law.

Proposed Handling

This issue will come before the P-12 Education Committee and the Full Board for action at the February 2016 Regents meeting.

Background Information

I forward the revision recommendations for the following charter schools, as proposed by the Chancellor of the NYCDOE in her capacity as a charter school authorizer under Article 56 of the Education Law. The Chancellor asks that the charters be revised as indicated. The NYCDOE has provided a summary for each school as set forth below.

DREAM CHARTER SCHOOL

Board Chair(s)	Richard Berlin
Charter Management Organization (if applicable)	N/A
Other Partner(s)	Community Based Organization: Harlem RBI
District(s) of Location	NYC Community School District 4
Physical Address(es)	1991 Second Avenue, Manhattan, NY 10029 (K-8)
Facility Owner(s)	DOE & Private
Enrollment ¹	493
Grades Served ²	K-8
School Opened For Instruction	2008-2009
Current Charter Term	July 1, 2013 to June 30, 2018
Current Authorized Grade Span	K-8
Current Authorized Enrollment	450
Revision Requested	To increase grades served from K-8 to K-12, adding a newly created High School and increase authorized enrollment from 450 to 1004.
Revision Recommendation	Approve
Timetable for Revision Implementation	The Regents action for DREAM Charter School would take effect July 1, 2016.

DREAM Charter School (“DREAM”) was first authorized by the Chancellor of the NYCDOE as a charter school in the 2008-09 school year. The School is in the second charter term and was issued a full term renewal in the 2012-13 school year. DREAM is a K-8 school located in Community School District (CSD) 4 in Manhattan. The school is sited in M121 and is not co-located with other schools.³ The School is currently serving 493 students in Grades K-8 in the 2015-16 school year.

The School has submitted a charter revision request to the Chancellor of the NYCDOE to take the following actions: increase the number of grades served from K-8 to

¹ According to ATS data as of October 14, 2015.

² Grades served during the 2015-16 school year.

³ NYC DOE Location Code Generation and Managements System does not yet reflect the private space and a request has been made to Office of District Planning.

K-12, adding a newly created High School and ultimately serving 1004 students.

Over the course of the charter term, the school did not perform above the average of the CSD of location in ELA and but did perform above the CSD in Math Common Core aligned NYS assessments.

DREAM has submitted the following rationale to support their request:

DREAM Charter School is an inclusive, community-based school that aligns with Chancellor Farina's 4 Pillars. We are unique in the populations we serve as evidenced by our 26% SPED population (with 40% of our entering kindergarten class identified as students with special needs) and our policy of setting enrollment priority for students living in NYC public housing.

The rigor of our current curriculum has been refined over years of practice and our proposed high school model exceeds both Common Core and NYCDOE college readiness standards. We aligned our high school design to the new NYCDOE educational vision, which includes high school Algebra and Advanced Placement courses, college visits, internships, and computer education.

The work we have done to establish a well-defined teacher pathway and the use of effective feedback mechanisms through our evaluation model dignifies the teaching profession and provides them with the needed supports and professional development for their growth. Additionally, our processes for having conversations around student work helps teachers reflect on and refine their practices while driving higher student outcomes.

Family engagement has always been a cornerstone of our school. Our dedicated Family Engagement team has demonstrated innovative practices in engaging parents and has been successfully partnering with families over the last eight years. At the start of each school year, teachers and staff visit every child at home to build bonds and rapport with families.

Another unique aspect of our school is our collaboration with our founding community partner, Harlem RBI. Harlem RBI has a 25-year track record of providing wrap around services to youth in East Harlem. Collaborating with Harlem RBI, ensures that DREAM students are provided with the supporting services of after school enrichment, internships, literacy interventions and high school and college access programs. This collaboration enhances DREAM's vision of providing holistic programming to youth and creates a foundation for academic success.

Overall Proficiency

	ELA					Math				
All Students	DREAM CS	CSD #4	Variance to CSD #4	NYC	Variance to NYC	DREAM CS	CSD #4	Variance to CSD #4	NYC	Variance to NYC
2013-2014	21%	23%	-2%	29%	-8%	45%	29%	+16%	38%	+7%
2014-2015	22%	23%	-1%	30%	-8%	44%	28%	+16%	37%	+7%

Enrollment of Special Populations

	2013 -2014			2014 -2015		
	DREAM Charter School	CSD #4	Variance ⁴	DREAM Charter School	CSD #4	Variance
Economically Disadvantaged	82%	91%	-9%	89%	90%	-1%
Limited English Proficient ⁵	8%	11%	-3%	8%	10%	-2%
Students with Disabilities ⁶	25%	23%	+2%	23%	22%	+1%

⁴ Variance is defined as the percent difference of subgroup enrollment between the charter school and district of location.

⁵ Includes ELL students exited from a program within the last three years of the reporting period.

⁶ Includes SWD students exited from a program within the last three years of the reporting period.

DREAM offers preferences to scholars who attended DREAM the prior year, siblings of scholars who attend DREAM, and scholars who live in Community District 4. DREAM also reserves 50% of PreK and Kindergarten seats for families that reside in NYCHA housing in Community District 4. This preference is to ensure that as the demographics of East Harlem change, DREAM can continue to serve the community that lives in public housing. In addition to setting preferences, DREAM heavily invests in recruitment efforts that target a special population of students.

DREAM Charter School releases its application on December 1st for the following school year in both English and Spanish. Families may choose to fill out the paper application or complete the application online through either DREAM's website or the New York City Charter Center's common application.

DREAM recruitment activities are managed by the DREAM Family Engagement Department. This department seeks to provide a culturally appropriate, family-friendly process that stresses the impact of meaningful family involvement from the time a family applies to our school until their child graduates from our program. Multiple members of this team are bilingual and serve as a resource to both non-native English-speaking parents and to students that are English Language learners (ELL).

Our Family engagement team is active in grassroots efforts and community relation building in order to increase our ability to reach special populations of students. These efforts have paid off as evidenced by our reputation in the field. We are often invited to speak at Community Board meetings and on panels administered by the NYC Charter Center on topics such as "How to recruit ELLs and Sped students." Additionally, we receive referrals from other charter schools in the community for students with special needs when these schools feel that they cannot properly serve a given student. Our reputation with parents is that of a school well known for servicing students with special needs. Parents of these children spread the word to each other to apply to DREAM when other options do not provide the right fit for their children.

One of the most effective recruitment strategies that DREAM utilizes is a program known as the Family Ambassador Program in which more than 20 current DREAM families are trained to represent the school in the community. Ambassadors are recruited from diverse segments of the school population including the Spanish-speaking and African immigrant populations. Ambassadors post fliers at local businesses, churches, mosques, and organizations that they belong to. They are trained to make presentations at schools and community centers to provide other families with information about our school and are also active in recruiting a diverse group of students from within their own social networks. These parents have also been able to garner free media by speaking on community radio programs in order to increase our outreach to parents of ELLs.

The DREAM Family Engagement Team similarly has built relationships with community based organizations, service providers, and PreK and daycare sites throughout East Harlem. Visits are scheduled with these sites from January through April to provide information about the school to community members and encourage families to apply. We consistently present at bilingual Head Start programs, Union Settlement and the Association to Benefit Children.

DREAM also targets the ten NYCHA public housing complexes in the East Harlem neighborhood including Washington, East Rivers, Jefferson, Johnson, Carver, Clinton, and Metro North Housing complexes. Members of the Family Engagement and Family Ambassador Team leave applications and information about the school at the door of every resident of these housing complexes. Our coverage of the local public houses includes reaching over 10,250 public housing units per year. Throughout the years we have also been able to develop deep relations with each of the Public Housing Resident Presidents.

DREAM holds a series of Open Houses and School Tours to introduce families to the school and introduce prospective families to school staff. Each year we offer even more targeted Open Houses that cater to specific populations from the local community. During these Open Houses, DREAM offers a computer clinic in which bilingual staff members are available to assist families with the online application process. This practice has been particularly useful with the recruitment of immigrant families that often lack access to computers.

Additionally, to fill our high school grades, our recruitment team will partner with middle school Guidance Counselors from CSD 4 and 7 to expose students, teachers, parents and other middle school faculty to our high school. Activities will include hosting tours for middle school parents and children, presenting at local middle schools and taking part in borough and citywide high school fairs.

Summary of Public Comment

The New York City Department of Education held the required public hearing regarding the proposed charter revision on January 6, 2016. There were 120-130 attendees and 32 speakers in support of the revision.

THE EQUITY PROJECT CHARTER SCHOOL

Board Chair(s)	David Coleman
Charter Management Organization (if applicable)	N/A
Other Partner(s)	N/A
District(s) of Location	NYC Community School District 6
Physical Address(es)	549 Audubon Avenue, T30, Manhattan, NY 10040
Facility Owner(s)	DOE
Enrollment ⁷	477
Grades Served ⁸	5-8
School Opened For Instruction	2009-2010
Current Charter Term	July 1, 2013 to January 15, 2018
Current Authorized Grade Span	5-8
Current Authorized Enrollment	480
Revision Requested	Expand the grades served from 5-8 to K-8, adding a newly created elementary school and increasing the authorized enrollment from 480 students to 1200 students.
Revision Recommendation	Approve
Timetable for Revision Implementation	The Regents action for The Equity Project Charter School would take effect July 1, 2016.

The Equity Project (TEP) was first authorized by the Chancellor of the NYCDOE as a charter school for the 2009-10 school year. The School is in the second charter term and was issued a full renewal in March 2013. The School is currently serving 477 students in Grades 5-8 in NY CSD 6. The school is sited in temporary classroom units on the George Washington High School Campus, which is where The College Academy, High School for Media and Communications, High School for Law and Public Services, and High School for Health Careers and Sciences are also sited⁹.

⁷ According to ATS data as of October 14, 2015.

⁸ Grades served during the 2015-16 school year.

⁹ According to NYC DOE Location Code Generation and Management System.

The School has submitted a charter revision request to the Chancellor of the NYCDOE to take the following actions: increase the number of grades served from 5-8 to K-8, adding a newly created Elementary School, to ultimately serve 1200 students.

Over the past two years of Common Core aligned NYS assessments, the school performed above the average of the CSD of location in ELA one year (2013) and did not in the next year (2014). Also, the school performed above their peer group in ELA.

TEP provided the following rationale to support their request for revision:

TEP's primary goal in adding Kindergarten through 4th grade is to expand the school's already significantly positive impact on student achievement.

When TEP first opened in 2009, *Mathematica Policy Research* – one of the country's premier research groups – received funding to conduct a long-term study of TEP, examining TEP's impacts over the course of its first 4 years – from 2009 through 2013. The major findings of the study are as follows:

TEP is closing the Latino-White achievement gap with significant gains in English and science, and dramatically so in Math. Specifically:

- Students who attended TEP for 4 years (from 5th through 8th grade) had test score gains equal to an additional 1.6 years of school in Math, slightly less than half a year in English, and slightly more than half a year in science.
- TEP's cumulative effect on student achievement over four years closes nearly 80% of the Latino-White achievement gap in Math.

As noted above, TEP's year-to-year and long term impact on student achievement in Mathematics have been dramatic. On the other hand, TEP's impact on student achievement in literacy has been strong over the long term but has been more mixed from year-to year.

As previously discussed, the study by *Mathematica Policy Research* indicates significant long-term impacts in literacy for students who attend TEP over four years. This finding is supported by data from TEP's 2014 NYC School Quality Guide and TEP's 2013 NYC School Progress Report. These reports compare TEP's Long Term Growth Percentile in literacy to the average figure for peer and city schools. The long term growth percentile in literacy measures student growth from 5th through 8th grade for TEP's first 2 cohorts – the only cohorts who have graduated from TEP to-date.

Metric	Results	Explanation
2014 Long Term Growth Percentile in Literacy	TEP = 76.0 Peer Average = 62.5 City Average = 61.1	<i>TEP's most recently graduated cohort grew dramatically more in literacy over 4 years (by 14 to 15 points) than students at peer and city schools.</i> Source: Page 14 of TEP's 2014 School Quality Guide. Long term growth percentile for 116 students who entered TEP in 5 th grade in September, 2010 and graduated from TEP in 8 th grade in June, 2014.
2013 Long Term Growth Percentile in Literacy	TEP = 75.0 Peer Average = 62.6 City Average = 61.2	<i>TEP's first cohort grew dramatically more in literacy over 4 years (by 13 to 14 points) than students at peer and city schools.</i> Source: Page 7 of TEP's 2013 Progress Report. Long term growth percentile for 106 students who entered TEP in 5 th grade in September, 2009 and graduated from TEP in 8 th grade in June, 2013.

Despite the above, TEP's year-to-year impacts on student literacy are mixed. For example, on the 2014 NY State exams, TEP students only marginally outperformed the average peer school with respect to average student proficiency on the ELA exam (2.27 for TEP as compared to 2.24 for the average peer school) and TEP underperformed the average peer school with respect to the median adjusted growth percentile in literacy (58.0 for TEP vs. 62.9 for the average peer school). In contrast, during the prior 2 years (2012 and 2013), TEP students outperformed the average peer school on the median adjusted growth percentile metric.

While student progress in literacy at TEP is clear and significant over the long term, it is bumpy from year-to-year. Data comparing TEP student performance against its host District (CSD 6) shows that TEP students typically underperform the district in 5th and 6th grade and then eventually outperform the district by 7th and 8th grade.

TEP believes that in order to consistently and dramatically bolster its impacts on student literacy skills and achievement, the school must start working with students at a much younger age. This is because the majority of TEP students arrive at TEP in 5th grade with literacy skills that are far below grade level.

By expanding to elementary school, TEP will be able to focus its resources on developing language skills from the beginning of students' academic careers. Rather than investing resources on 'catching-up' students' language skills, TEP will be able to implement a rigorous language-based curriculum from an early age such that students will be prepared for the rigor of the middle school grades and beyond.

Overall Proficiency

	ELA					Math				
All Students	The Equity Project CS	CSD #6	Variance to CSD #6	NYC	Variance to NYC	The Equity Project CS	CSD#6	Variance to CSD #6	NYC	Variance to NYC
2013-2014	12%	16%	-4%	27%	-15%	31%	20%	+11%	31%	0%
2014-2015	17%	18%	-1%	30%	-13%	38%	22%	+16%	33%	+5%

Enrollment of Special Populations

The following chart compares the percentages of these students enrolled at TEP to the percentages enrolled in TEP's host district, CSD 6.

	2013 -2014			2014 -2015		
	The Equity Project CS	CSD #6	Variance ¹⁰	The Equity Project CS	CSD #6	Variance
Economically Disadvantaged	91%	90%	+1%	100%	87%	+13%
Limited English Proficient ¹¹	21%	31%	-10%	20%	29%	-9%
Students with Disabilities ¹²	18%	16%	+2%	19%	16%	+3%

¹⁰ Variance is defined as the percent difference of subgroup enrollment between the charter school and district of location.

¹¹ Includes ELL students exited from a program within the last three years of the reporting period.

¹² Includes SWD students exited from a program within the last three years of the reporting period.

The chart indicates the following:

- TEP's percentage of Special Education students exceeds that of its host district.
- TEP's percentage of Economically Disadvantaged students exceeds that of CSD 6.
- TEP's percentage of ELLs, while high, is below that of CSD 6. However, approximately 26% of TEP's 5th and 6th graders are ELLs, which more closely matches CSD 6. As students progress through TEP, a significant number of students are de-classified from ELL status by passing the NYSESLAT, thereby reducing TEP's ELL percentage in 8th grade to approximately 14%.

To support TEP's continued commitment to enrolling and retaining these at-risk subgroups, TEP employs 4 primary strategies:

1. TEP's Admissions Lottery process explicitly preferences these 3 at-risk subgroups. Each year, prior to the Admissions lottery, TEP may determine set-aside percentages for the following 3 target populations: (1) ELLs, (2) Special Education students, and (3) FRL students (those who qualify for the federal free or reduced lunch program). For TEP's 2015 Admissions Lottery, (for students entering 5th grade in the fall of 2015), TEP reserved at least 15% of its seats for students with IEPs and at least 30% of its seats for ELLs.
2. All TEP application materials – including the student application, brochures, and letters are – are written in both English and Spanish and include a variety of information that emphasizes TEP's unique curricular focus on language development, which is aimed at attracting parents of ELLs. An application brochure is mailed to families of all rising 5th graders in CSD 6. In addition, parents of current TEP students assist TEP staff in posting recruitment fliers and distributing applications throughout the Washington Heights community.
3. TEP's Student Application form specifically encourages Special Education students to apply to TEP.
4. TEP holds Open House events for prospective parents and families. From January through March of 2015, TEP held 4 of these Open House events, which were publicized through postcard mailings to families of all rising 5th graders in CSD 6. During each Open House event, TEP's Principal or Assistant Principal gives a presentation (with a Spanish translator) in which he encourages parents of Special Education students and parents of ELLs to apply to the school, while specifically outlining the variety of supports TEP has in place for these students.

Summary of Public Comment

The New York City Department of Education held the required public hearing regarding the proposed charter revision on December 15, 2015. There were twenty seven attendees and five speakers in support of the revision.

MOTT HAVEN ACADEMY CHARTER SCHOOL

Board Chair	Patricia Mulvaney
Charter Management Organization (if applicable)	N/A
Other Partner(s)	Community Based Organization: NY Foundling
District(s) of Location	NYC Community School District 7
Physical Address(es)	170 Brown Place, Bronx, NY 10454
Facility Owner(s)	Private
Enrollment ¹³	341
Grades Served ¹⁴	K-5
School Opened For Instruction	2008-2009
Current Charter Term	July 1, 2015 to June 30, 2020
Current Authorized Grade Span	K-5
Current Authorized Enrollment	300
Revision Requested	Expand the number of grades served from K-5 to K-8, adding a newly created Middle School and increasing the authorized enrollment from 300 to 450 students.
Revision Recommendation	Approve
Timetable for Revision Implementation	The Regents action for Mott Haven Academy Charter School would take effect July 1, 2017.

Mott Haven Academy Charter School (Mott Haven) was first authorized by the Chancellor of the NYCDOE as a charter school for the 2008-09 school year. Mott Haven is a K-5 school located in NY CSD 7 in a private space¹⁵. Mott Haven is in its third charter term and was issued a full term renewal in April 2015. Mott Haven is currently serving 341 students in Grades K-5 in the 2015-16 school year.

Mott Haven has submitted a charter revision request to the Chancellor of the NYCDOE to take the following actions: expand the number of grades served from K-5 to K-8, ultimately

¹³ According to ATS data as of October 14, 2015.

¹⁴ Grades served during the 2015-16 school year.

¹⁵ According to NYC DOE Location Code Generation and Management System.

increasing the authorized enrollment from 300 students to 450 students.

Over the course of the school's current charter term, Mott Haven students have outpaced CSD 7 and NYC in ELA and in Math. Mott Haven has provided extensive details regarding the implantation and planning for the expansion of their school to serve grades PreK-8. They have made this request a year in advance to provide their school a planning year prior to the enrollment of 6th graders.

Mott Haven has submitted the following rationale to support their charter revision:

Our request for expansion is based on our recognition of three important factors: Our family community is eager and committed to have their children remain at Mott Haven through the middle school years. The school has accomplished its ability to retain high percentages of students each school year and we have consistently had positive parent feedback, which resulted in Mott Haven receiving an "A" on the School Environment section of the annual report card. Additionally, Mott Haven continues to enroll younger siblings of existing students in the early grades, reinforcing family commitment to our program. Currently, 25% of our families have more than one child in the school.

The need for successful middle school programs in CSD 7 is great. Middle schools in CSD 7 in the South Bronx consistently have lower achievement rates and lower test scores than the New York City average.

Child welfare involved children need stabilizing educational programs to achieve academic success. According to data from the New York City Department of Education, only 15% of foster youth in 8th grade have English or Math skills at or above grade level. Additionally, only 58% of foster youth who age out of the system have a high school degree at age 19, compared to 87% of a national comparison group of non-foster youth, and less than 3% percent of youth over 25 who age out of foster care receive college degrees compared with 28% of the general population. This lack of educational attainment has far reaching negative consequences for these children's future prospects for employment and self-sufficiency. Mott Haven is committed to ensuring our students beat these odds.

To review the future operational impact on the school, please refer to page 9 of the Proposed Charter Revision letter submitted by the school and enclosed in this submission.

Overall Proficiency

	ELA					Math				
All Students	MHA CS	CSD #7	Variance to CSD #7	NYC	Variance to NYC	MHA CS	CSD#7	Variance to CSD#7	NYC	Variance to NYC
2014-2015	31%	12%	+19%	30%	+1%	55%	18%	+37%	39%	+16%

Enrollment of Special Populations

	2014 -2015		
	MHA CS	CSD #7	Variance
Economically Disadvantaged	82%	92%	-10%
Limited English Proficient ¹⁶	15%	17%	-2%
Students with Disabilities ¹⁷	20%	21%	-1%

Mott Haven offers a structured immersion setting and supports special populations, including ELL students, with in-classroom, out of classroom and intervention supports. During student recruitment presentations at local community partners, including but not limited to day care centers and child welfare agencies, we introduce our ELL and Special Education Services to ensure prospective applicants requiring those services are aware of our accommodation abilities. We actively recruit ELL families and every effort is made to attract and retain students who have ELL needs and/or Special Education needs. To do this, we describe the extensive efforts we take to support students, share details about our specialized staff members and continue our data analysis to ensure these student populations make

¹⁶ Includes ELL students exited from a program within the last three years of the reporting period.

¹⁷ Includes SWD students exited from a program within the last three years of the reporting period.

significant gains. In addition to recruiting ELL families, we actively recruit bilingual staff members and also ensure that Spanish-speaking staff are present at all family events to promote engagement practices. Additionally, all materials given to families of Mott Haven students are sent home in two languages, Spanish and English, to accommodate the many Spanish-speaking parents and families in our school community.

Summary of Public Comment

The New York City Department of Education held the required public hearing regarding the proposed charter revision on January 6, 2016. There were twenty-two attendees and four speakers in support of the revision.

JOHN W. LAVELLE PREPARATORY CHARTER SCHOOL

Board Chair(s)	William Henri
Charter Management Organization (if applicable)	N/A
Other Partner(s)	N/A
District(s) of Location	NYC Community School District 31
Physical Address(es)	1 Teleport Drive, Staten Island, NY 10311
Facility Owner(s)	Private
Enrollment ¹⁸	493
Grades Served ¹⁹	6-12
School Opened For Instruction	2009-2010
Current Charter Term	April 21, 2014 to June 30, 2018
Current Authorized Grade Span	6-12
Current Authorized Enrollment	510
Revision Requested	Increase the number of grades served from 6-12 to K-12, adding a newly created Elementary School and increasing the authorized enrollment from 510 to 902.
Revision Recommendation	Approve
Timetable for Revision Implementation	The Regents action for Lavelle Preparatory would take effect July 1, 2016.

John W. Lavelle Preparatory Charter School (Lavelle Prep) was first authorized by the Chancellor of the NYCDOE as a charter school for the 2009-10 school year. Lavelle Prep is in its second charter term and was issued a full term renewal in March 2014. Lavelle Prep serves grades 6-12 and is located in NY CSD 31 in Staten Island. Lavelle Prep is in privately-owned space and is co-located with New Ventures Charter School²⁰. Lavelle Prep is currently serving 493 students in grades 6-12 in the 2015-16 school year.

¹⁸ According to ATS data as of October 14, 2015.

¹⁹ Grades served during the 2015-16 school year.

²⁰ According to the NYC DOE Location Code Generation and Management System.

Lavelle Prep has submitted a charter revision request to the Chancellor of the NYCDOE to increase the number of grades served from 6-12 to K-12, adding a newly created elementary school to ultimately serve 902 students in grades K-12.

Over the course of the charter term, Lavelle Prep did not perform above the average of the CSD 31 in ELA and Math Common Core aligned NYS assessments.

Lavelle Prep provided the following rationale in support of this revision request:

Lavelle Prep, now in its seventh year, provides a unique approach to the integration of general education and special education students in a rigorous college preparatory program. Lavelle Prep serves a high percentage of special education and economically disadvantaged students and is moving these students toward college readiness. As of the current school year, Lavelle Prep has completed the grade level expansion contemplated by its First Renewal Charter with its charter entity, the New York City Department of Education ("NYC DOE"), and currently serves students in grades 6-12. With 2 and a half years remaining in its renewal charter term, Lavelle Prep seeks to expand its reach to include elementary school students in grades K-5. Lavelle Prep strongly believes that if it can begin serving its target students earlier in their educational careers, it will have more success in preparing these students for college and, therefore, will meet its mission.

The current proposal to expand Lavelle Prep to serve elementary school grades is not only supported by research, but also by current Lavelle Prep families. 92% of Lavelle Prep parents and guardians reported that they would have enrolled their children earlier at Lavelle Prep if elementary grades had been offered.

While Lavelle Prep must struggle to overcome the challenges presented by students who enter 6th grade already lagging educationally, notable successes have occurred and parents are overwhelmingly satisfied with the results. Because Staten Island parents opt for charters when they are dissatisfied with the regular public schools, we expect that entering elementary school students, like those currently entering in 6th and 7th grades, will often be struggling academically.

By beginning to work with students earlier to prepare for college and their career opportunities, we expect even greater success in overcoming the challenges they face. Lavelle Prep will adapt the critical elements of its Upper School design to serve younger students, including small class-sizes, integrated classrooms, differentiated instruction provided by teachers certified in special education and project-based learning. The Wellness Curriculum and a heavy emphasis on arts education are other important elements of the Lavelle Prep design that will be adapted for the elementary school. Lavelle Prep's student policies and procedures – such as those relating to discipline and admissions – will now apply to the Lavelle Prep as a whole.

Lavelle Prep has the operational and instructional capacity to manage the K-5 expansion.

Overall Proficiency

	ELA					Math				
All Students	John W. Lavelle Prep CS	CSD #31	Variance to CSD #31	NYC	Variance to NYC	John W. Lavelle Prep CS	CSD #31	Variance to CSD #31	NYC	Variance to NYC
2014-2015	17%	39%	-22%	30%	-13%	22%	34%	-12%	31%	-9%

Enrollment of Special Populations

	2014 -2015		
	John W. Lavelle Prep CS	CSD #31	Variance
Economically Disadvantaged	67%	56%	+11%
Limited English Proficient ²¹	3%	5%	-2%
Students with Disabilities ²²	35%	21%	+14%

Lavelle Preparatory Charter School has consistently exceeded targets for Free/Reduced Lunch and Special Education. Currently, 71.8% of Lavelle Prep students receive Free/Reduced price lunch and 35.8% receive Special Education services. Lavelle Prep more narrowly meets the target for ELLs. With 2.2% ELLs, Lavelle Prep fails to meet the District target. To better reach the non-English speaking communities, Lavelle Prep has and will reach out to community-based organizations which serve this sector, i.e. Russian American

²¹ Includes ELL students exited from a program within the last three years of the reporting period.

²² Includes SWD students exited from a program within the last three years of the reporting period.

Council of Staten Island, Latino Civic Association Inc., the South Asian and Indo-Caribbean Americans for Political Progress, the Staten Island Asian Coalition, the Staten Island Latino Civic Association, and the Staten Island Pakistani Civic Association. Also, Lavelle Prep's lottery application can be accessed in Russian, Spanish, Arabic, Albanian, Haitian Creole, French and Mandarin.

During the 2015-16 academic year, Lavelle Prep has taken an important step to strengthen relationships with Staten Island's growing communities of New Americans. A US State Department-funded Teachers of Critical Language Program grant has allowed us have an Egyptian teacher of Arabic in residence at Lavelle Prep for the year. Through a welcoming reception and other events, our visiting teacher has been introduced to the Staten Island community. Lavelle Prep is in the process of submitting a requesting for a second year of funding to continue this program in the 2016-17 academic year.

Summary of Public Comment

The New York City Department of Education held the required public hearing regarding the proposed charter revision on December 14, 2015. There were eight attendees and two speakers in support of the revision.

Recommendation

VOTED: That the Board of Regents finds that: (1) the charter school meets the requirements set out in Article 56 of the Education Law, and all other applicable laws, rules and regulations; (2) the charter school can demonstrate the ability to operate in an educationally and fiscally sound manner; (3) granting the request to revise the charter 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) granting the request to revise the charter would have a significant educational benefit to the students expected to attend the charter school, and the Board of Regents therefore approves the charter revision for **DREAM Charter School**, as proposed by the Chancellor of the New York City Department of Education and amends the provisional charter accordingly.

VOTED: That the Board of Regents finds that: (1) the charter school meets the requirements set out in Article 56 of the Education Law, and all other applicable laws, rules and regulations; (2) the charter school can demonstrate the ability to operate in an educationally and fiscally sound manner; (3) granting the request to revise the charter 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) granting the request to revise the charter would have a significant educational benefit to the students expected to attend the charter school, and the Board of Regents therefore approves the charter revision for **The Equity Project Charter School**, as proposed by the Chancellor of the New York City Department of Education and amends the provisional charter accordingly.

VOTED: That the Board of Regents finds that: (1) the charter school meets the requirements set out in Article 56 of the Education Law, and all other applicable laws, rules and regulations; (2) the charter school can demonstrate the ability to operate in an educationally and fiscally sound manner; (3) granting the request to revise the charter 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) granting the request to revise the charter would have a significant educational benefit to the students expected to attend the charter school, and the Board of Regents therefore approves the charter revision for **Mott Haven Academy Charter School**, as proposed by the Chancellor of the New York City Department of Education and amends the provisional charter accordingly.

VOTED: That the Board of Regents finds that: (1) the charter school meets the requirements set out in Article 56 of the Education Law, and all other applicable laws, rules and regulations; (2) the charter school can demonstrate the ability to operate in an educationally and fiscally sound manner; (3) granting the request to revise the charter 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) granting the request to revise the charter would have a significant educational benefit to the students expected to attend the charter school, and the Board of Regents therefore approves the charter revision for **John W. Lavelle Preparatory Charter School**, as proposed by the Chancellor of the New York City Department of Education and amends the provisional charter accordingly.

Timetable for Implementation

The Regents action for DREAM Charter School will become effective July 1, 2016.

The Regents action for The Equity Project Charter School will become effective July 1, 2016.

The Regents action for Mott Haven Academy Charter School will become effective July 1, 2017.

The Regents action for John W. Lavelle Preparatory Charter School will become effective July 1, 2016.