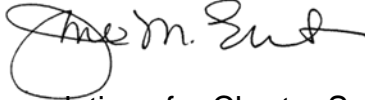





TO: P-12 Education Committee

FROM: Jhone M. Ebert 

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

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 Board of Regents pursuant to Article 56 of the Education Law (the New York Charter Schools Act):

1. **Bronx Charter School for Children** (full-term five-year renewal and a revision to increase enrollment from 432 to 672 students and expand its grade levels from kindergarten – Grade 5 to kindergarten - Grade 8, by year 4 of the next charter term)
2. **Williamsburg Charter High School** (full-term five-year renewal)
3. **Amani Public Charter School** (short-term, three-year renewal)
4. **Brooklyn Laboratory Charter School** (short-term, three-year renewal and a revision to extend the current grades served to add Grades 11 and 12, and a corresponding increase in enrollment from 765 to 909 students in Grades 6-12)
5. **Discovery Charter School** (short-term, two-year renewal)
6. **Global Community Charter School** (short-term three-year renewal)
7. **New York City Montessori Charter School** (short-term, three-year renewal)
8. **Renaissance Academy Charter School of the Arts** (short-term two-year renewal)
9. **Vertus Charter School** (short-term, two-year renewal and a revision to decrease enrollment from 384 to 340 students due to space constraints)

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

Background Information

Performance Framework

The Board of Regents Charter School Performance Framework, which is part of the Board of Regents Charter School Renewal Policy and the Oversight Plan included in the Charter Agreement for each school, outlines three key areas of charter school performance: (1) Educational/Academic Success; (2) Organizational Soundness; and (3) Faithfulness to Charter and Law. The Charter School Performance Framework sets forth ten performance benchmarks in these three areas. The Charter School Performance Framework is designed to focus on performance outcomes, to preserve operational autonomy and to facilitate transparent feedback to schools. It aligns with the ongoing accountability and effectiveness work with traditional public schools and balances clear performance measures with Regents' discretion.

New York State Education Department Charter School Performance Framework

Performance Benchmark	
Educational Success	<p>Benchmark 1: Student Performance: The school has met or exceeded achievement indicators for academic trends toward proficiency, proficiency and high school graduation. At all grade levels and all assessments, scoring proficiently means achieving a performance level of 3 or higher (high school Regents and Common Core Regents exam score of 65 or higher).</p>
	<p>Benchmark 2: Teaching and Learning: School leaders have systems in place designed to cultivate shared accountability and high expectations and that lead to students' well-being, improved academic outcomes, and educational success. The school has rigorous and coherent curriculum and assessments that are aligned to the NYS Learning Standards (NYSLS) for all students. Teachers engage in strategic practices and decision-making in order to address the gap between what students know and need to learn so that all students experience consistent high levels of engagement, thinking and achievement.</p>
	<p>Benchmark 3: Culture, Climate, and Family Engagement: The school has systems in place to support students' social and emotional health and to provide for a safe and respectful learning environment. Families, community members and school staff work together to share in the responsibility for student academic progress and social-emotional growth and well-being. Families and students are satisfied with the school's academics and the overall leadership and management of the school.</p>
Organizational Soundness	<p>Benchmark 4: Financial Condition: The school is in sound and stable financial condition as evidenced by performance on key financial indicators.</p>
	<p>Benchmark 5: Financial Management: The school operates in a fiscally sound manner with realistic budgets pursuant to a long-range financial plan, appropriate internal controls</p>

	and procedures, and in accordance with state law and generally accepted accounting practices.
	Benchmark 6: Board Oversight and Governance: The board of trustees provides competent stewardship and oversight of the school while maintaining policies, establishing performance goals, and implementing systems to ensure academic success, organizational viability, board effectiveness and faithfulness to the terms of its charter.
	Benchmark 7: Organizational Capacity: The school has established a well-functioning organizational structure, clearly delineated roles for staff, management, and board members. The school has systems and protocols that allow for the successful implementation, evaluation, and improvement of its academic program and operations.
Faithfulness to Charter & Law	Benchmark 8: Mission and Key Design Elements: The school is faithful to its mission and has implemented the key design elements included in its charter.
	Benchmark 9: Enrollment, Recruitment, and Retention: The school is meeting or making annual progress toward meeting the enrollment plan outlined in its charter and its enrollment and retention targets for students with disabilities, English language learners, and students who are eligible applicants for the free and reduced priced lunch program; or has demonstrated that it has made extensive good faith efforts to attract, recruit, and retain such students.
	Benchmark 10: Legal Compliance: The school complies with applicable laws, regulations, and the provisions of its charter.

Charter School Renewal Applications

In Article 56 of the Education Law, §2852(2) requires the chartering entity (in this case the Board of Regents) to make the following findings when considering a charter renewal application:

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

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

- (a) The information in the charter school's renewal application;
- (b) Any additional material or information submitted by the charter school;
- (c) Any public comments received;

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

Related Regents Items

Bronx Charter School for Children

[January 2008 First Renewal](http://www.regents.nysed.gov/meetings/2007Meetings/December2007/1207emscvesida1.htm)

(<http://www.regents.nysed.gov/meetings/2007Meetings/December2007/1207emscvesida1.htm>)

[June 2010 Enrollment Revision](http://www.regents.nysed.gov/meetings/2010Meetings/June2010/0610emsca1.htm)

– (Increase enrollment from 22 students to 24 students in each class at each grade level).
(<http://www.regents.nysed.gov/meetings/2010Meetings/June2010/0610emsca1.htm>)

[July 2011 Second Renewal](http://www.regents.nysed.gov/common/regents/files/documents/meetings/2010Meetings/December2010/1210p12a1.pdf)

(<http://www.regents.nysed.gov/common/regents/files/documents/meetings/2010Meetings/December2010/1210p12a1.pdf>)

[July 2016 Third Renewal](http://www.regents.nysed.gov/common/regents/files/516p12a3.pdf)

(<http://www.regents.nysed.gov/common/regents/files/516p12a3.pdf>)

Williamsburg Charter High School

[February 2004 Initial Charter](https://www.regents.nysed.gov/common/regents/files/documents/Summaries/0204summary.htm)

<https://www.regents.nysed.gov/common/regents/files/documents/Summaries/0204summary.htm>

[June 2005 Revision to change name to Williamsburg Charter High School \(from Williamsburg Charter School\) and to modify its grade configuration from 580 students in Grades 6-12 to 600 students in Grades 9-12](http://www.regents.nysed.gov/Summaries/0605summary.htm)

(<http://www.regents.nysed.gov/Summaries/0605summary.htm>)

[February 2009 First Renewal](http://www.regents.nysed.gov/meetings/2009Meetings/February2009/0209monthmat-new.html)

(<http://www.regents.nysed.gov/meetings/2009Meetings/February2009/0209monthmat-new.html>)

[February 2009 Revision to increase enrollment from 600 to 662 students and to sever its relationship with its institutional partner, St. Nicholas Neighborhood Preservation Corporation](http://www.regents.nysed.gov/meetings/2009Meetings/February2009/0209monthmat-new.html)

(<http://www.regents.nysed.gov/meetings/2009Meetings/February2009/0209monthmat-new.html>)

[May 2009 Second Renewal](#)

(<http://www.regents.nysed.gov/meetings/2009Meetings/May2009/0509monthmat-new.html>)

[May 2009 Revision to increase enrollment from 662 to 944 students](#)

(<http://www.regents.nysed.gov/meetings/2009Meetings/May2009/0509monthmat-new.html>)

[May 2014 Third Renewal](#)

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

[May 2014 Revision to increase enrollment from 944 to 963 students](#)

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

[May 2018 Transfer from the New York City Department of Education Chancellor to the Board of Regents](#)

<http://www.regents.nysed.gov/common/regents/files/518p12a1.pdf>

Amani Public Charter School

[December 2011 Initial Charter](#)

<http://www.regents.nysed.gov/common/regents/files/documents/meetings/2010Meetings/December2010/1210p12a2.pdf>

[April 2016 First Renewal](#)

<http://www.regents.nysed.gov/common/regents/files/416p12a2.pdf>

Brooklyn Laboratory Charter School

[December 2013 Initial Charter](#)

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

[March 2017 Merger with Brooklyn Laboratory Charter High School operating under the amended name Brooklyn Laboratory Charter Schools](#)

<http://www.regents.nysed.gov/common/regents/files/317p12a6.pdf>

[March 2018 Revision to decrease enrollment](#)

<http://www.regents.nysed.gov/common/regents/files/318p12a4.pdf>

Discovery Charter School

[December 2010 Initial Charter](#)

<http://www.regents.nysed.gov/common/regents/files/documents/meetings/2010Meetings/December2010/1210p12a2.pdf>

[April 2016 First Renewal](#)

<http://www.regents.nysed.gov/common/regents/files/416p12a2.pdf>

Global Community Charter School

[September 2011 Initial Charter](#)

<http://www.regents.nysed.gov/common/regents/files/documents/meetings/2011Meetings/September2011/911p12a1.2.pdf>

[January 2017 First Renewal](#)

<http://www.regents.nysed.gov/common/regents/files/117p12a2.pdf>

New York City Montessori Charter School

[December 2010 Initial Charter](#)

<http://www.regents.nysed.gov/common/regents/files/documents/meetings/2010Meetings/December2010/1210p12a2.pdf>

[May 2016 First Renewal](#)

<http://www.regents.nysed.gov/common/regents/files/516p12a3.pdf>

Renaissance Academy Charter School of the Arts

[December 2013 Initial Charter](#)

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

[June 2014 Revision: Change of district of location](#)

<http://www.regents.nysed.gov/common/regents/files/614p12a3.pdf>

Vertus Charter School

[December 2013 Initial Charter](#)

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

Recommendations

The State Education Department Renewal Recommendations

The attached Renewal Recommendation Reports provide summary information about the Renewal Applications before the Regents for action at the April 2019 meeting, as well as an analysis of the academic and fiscal performance of each of the schools over the charter term.

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

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

Renewal Recommendations

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

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

¹ See § 8 NYCRR 119.7 at <http://www.p12.nysed.gov/psc/aboutcharterschools/Financing/Regulations/csreg119.7.html>

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

students expected to attend the charter school, and the Board of Regents therefore approves the renewal application of the **Williamsburg Charter High School** and that a renewal charter be issued, and that its provisional charter be extended for a term up through and including **June 30, 2024**.

VOTED: That the Board of Regents finds that, the **Amani Public Charter School**: (1) meets the requirements set out in Article 56 of the Education Law, and all other applicable laws, rules and regulations; (2) the applicant can demonstrate the ability to operate the school in an educationally and fiscally sound manner; (3) granting the application is likely to improve student learning and achievement and materially further the purposes set out in subdivision two of section twenty-eight hundred fifty of this article; and (4) granting the application would have a significant educational benefit to the students expected to attend the charter school, and the Board of Regents therefore approves the renewal application of the **Amani Public Charter School** and that a renewal charter be issued, and that its provisional charter be extended for a term up through and including **June 30, 2022**.

VOTED: That the Board of Regents finds that, the **Brooklyn Laboratory Charter School**: (1) meets the requirements set out in Article 56 of the Education Law, and all other applicable laws, rules and regulations; (2) the applicant can demonstrate the ability to operate the school in an educationally and fiscally sound manner; (3) granting the application is likely to improve student learning and achievement and materially further the purposes set out in subdivision two of section twenty-eight hundred fifty of this article; and (4) granting the application would have a significant educational benefit to the students expected to attend the charter school, and the Board of Regents therefore approves the renewal application of the **Brooklyn Laboratory Charter School** and that a renewal charter be issued, and that its provisional charter be extended for a term up through and including **June 30, 2022**.

VOTED: That the Board of Regents finds that, the **Discovery Charter School**: (1) meets the requirements set out in Article 56 of the Education Law, and all other applicable laws, rules and regulations; (2) the applicant can demonstrate the ability to operate the school in an educationally and fiscally sound manner; (3) granting the application is likely to improve student learning and achievement and materially further the purposes set out in subdivision two of section twenty-eight hundred fifty of this article; and (4) granting the application would have a significant educational benefit to the students expected to attend the charter school, and the Board of Regents therefore approves the renewal application of the **Discovery Charter School** and that a renewal charter be issued, and that its provisional charter be extended for a term up through and including **June 30, 2021**.

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

renewal charter be issued, and that its provisional charter be extended for a term up through and including **June 30, 2022**.

VOTED: That the Board of Regents finds that, the **New York City Montessori Charter School**: (1) meets the requirements set out in Article 56 of the Education Law, and all other applicable laws, rules and regulations; (2) the applicant can demonstrate the ability to operate the school in an educationally and fiscally sound manner; (3) granting the application is likely to improve student learning and achievement and materially further the purposes set out in subdivision two of section twenty-eight hundred fifty of this article; and (4) granting the application would have a significant educational benefit to the students expected to attend the charter school, and the Board of Regents therefore approves the renewal application of the **New York City Montessori Charter School** and that a renewal charter be issued, and that its provisional charter be extended for a term up through and including **June 30, 2022**.

VOTED: That the Board of Regents finds that, the **Renaissance Academy Charter School of the Arts**: (1) meets the requirements set out in Article 56 of the Education Law, and all other applicable laws, rules and regulations; (2) the applicant can demonstrate the ability to operate the school in an educationally and fiscally sound manner; (3) granting the application is likely to improve student learning and achievement and materially further the purposes set out in subdivision two of section twenty-eight hundred fifty of this article; and (4) granting the application would have a significant educational benefit to the students expected to attend the charter school, and the Board of Regents therefore approves the renewal application of the **Renaissance Academy Charter School of the Arts** and that a renewal charter be issued, and that its provisional charter be extended for a term up through and including **June 30, 2021**.

VOTED: That the Board of Regents finds that, the **Vertus Charter School**: (1) meets the requirements set out in Article 56 of the Education Law, and all other applicable laws, rules and regulations; (2) the applicant can demonstrate the ability to operate the school in an educationally and fiscally sound manner; (3) granting the application is likely to improve student learning and achievement and materially further the purposes set out in subdivision two of section twenty-eight hundred fifty of this article; and (4) granting the application would have a significant educational benefit to the students expected to attend the charter school, and the Board of Regents therefore approves the renewal application of the **Vertus Charter School** and that a renewal charter be issued, and that its provisional charter be extended for a term up through and including **June 30, 2021**.

Timetable for Implementation

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

Bronx Charter School for Children

In accordance with Education Law, Article 56, Sections 2851(4) and 2852(2), Commissioners Regulation 119.7, and the Board of Regents Charter School Renewal Policy, the **New York State Education Department recommends a full-term renewal for a period of five years for Bronx Charter School for Children. 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 the grade levels served from kindergarten – Grade 5 to kindergarten - Grade 8, by year 4 of the next charter term with a corresponding increase in enrollment from 432 to 672 students.**

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

Charter School Summary

Name of Charter School	Bronx Charter School for Children
Board Chair	Jane Ehrenberg Rosen
District of location	NYC CSD 7
Opening Date	Fall 2004
Charter Terms	<ul style="list-style-type: none"> • Initial Term: January 15, 2003 – January 15, 2008 • First Renewal: January 16, 2008 – June 30, 2011 • Second Renewal: July 1, 2011 – June 30, 2016 • Third Renewal: July 1, 2016 – June 30, 2019
Current Term Authorized Grades/ Approved Enrollment	K – Grade 5/ 432 students
Proposed Renewal Term Authorized Grades/ Proposed Approved Enrollment	K – Grade 8/ 672 students
Comprehensive Management Service Provider	None
Facilities	388 Willis Avenue, Bronx NY 10454 - Private Space
Mission Statement	<i>The mission of The Bronx Charter School for Children is to empower our children to achieve their greatest potential both as students and as members of their communities.</i>
Key Design Elements	<ul style="list-style-type: none"> • Fostering Academic Excellence • Nurturing the Whole Child • Ensuring a Safe Environment • Developing Critical Thinkers • Building Partnership • Advisory Blocks • Restorative Justice Practices
Requested Revision	<ul style="list-style-type: none"> • Expand the grade levels served from kindergarten – Grade 5 to kindergarten - Grade 8, by year 4 of the next charter term with a corresponding increase in enrollment from 432 to 672 students.

Noteworthy: The school is mission driven, serving under-resourced families in a high-need community, to make a positive impact on the lives of students and families each day, and year after year. The school aims at creating unprecedented opportunities for the community, and for exceeding state and district performance standards. Equally important for the school is nurturing socio-emotional development and cultivating personal ownership of lifelong education as a pathway to change for the students and their family.

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	432	432	432

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 6	K - Grade 7	K - Grade 8	K - Grade 8
Total Approved Enrollment	432	512	592	672	672

Background

The Board of Regents granted an initial charter to Bronx Charter School for Children in 2003. The school opened for instruction in September 2004 initially serving 132 students in K through Grade 5. Bronx Charter School for Children’s charter was subsequently renewed by the Board of Regents in 2008 for a three-year period, in 2011 for a full-term five-year renewal, and in 2016 for a short-term three-year renewal. In 2010, The Board of Regents’ approved a material revision to the school’s charter, increasing enrollment from 22 students to 24 students in each class at each grade level.

Summary of Evidence for Renewal

Key Performance Area: Educational Success

Bronx Charter School for Children is:

- Fostering Academic Excellence - its instructional staff are members of a Professional Learning Community that promotes increased adult learning in order to collectively respond to students’ academic needs.
- Nurturing the Whole Child - Annual budget allocates financial resources to fully accomplish this core value. The school has a Family Support Team, comprising two school counselors, a family liaison, and a middle school placement coordinator. This team works with families every day, providing direct counseling and connecting families to community-based organizations, thus ensuring all students have necessities outside of school to support them.

- Ensuring a Safe Environment - the school works hard to create and maintain a physically safe environment, and to create an atmosphere that is free from exclusion, and promotes tolerance, celebrates differences, and includes all members of the community.
- Developing Critical Thinkers - The school uses instructional programs noted for rigor and complexity, Core Knowledge Language Arts (Listening and Learning) and Eureka Math as foundations in curriculum planning deepening conceptual development. The Five E and Workshop Model support students' abilities to construct and defend viable arguments. The daily schedule allocates time for interdisciplinary development as well as extensions from core instruction.
- Building Partnership-Staff facilitates home visits at the onset of each year. The Family Support Team partners with families to identify needs other than academics. The school provides workshops for families on topics to provide them with tools, thus enabling their abilities to develop their children outside of school. The Mott Haven Community Project Program and Bronx for Children have co-sponsored programs that address mental health awareness; this partnership will deepen as a plan to increase workshops and programs has been developed for the next charter term. The school has worked consistently with New York Restoration Project to provide supplemental, hands-on experiences for all students that develop science concepts.
- A Full-Service School that provides the scholars and their families with the essential services, programs, information to help them become and/or maintain their status as a vital and productive citizen in the community.
- The Bronx Charter School for Children's recruitment activities are managed by school operations and the school's family support services with the intent to help all parents, and in particular, parents of students with disabilities, and to provide culturally-appropriate assistance to access services and navigate obstacles until the child graduates from the school.

Student Performance – Elementary/Middle School Outcomes

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

See Tables 1 and 2 below regarding 3-8 math and ELA exam aggregate and subgroup student performance compared to the district and state average which serve as two of the many indicators in Benchmark One of the Charter School Performance Framework.

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

	ELA					Math				
	Bronx CS for Children	NYC CSD 7	Variance to District	NYS	Variance to NYS	Bronx CS for Children	NYC CSD 7	Variance to District	NYS	Variance to NYS
2014-2015	11%	12%	-1	31%	-20	15%	18%	-3	43%	-28
2015-2016	35%	21%	+14	39%	-4	44%	21%	+23	43%	+1
2016-2017	44%	24%	+20	40%	+4	45%	24%	+21	45%	0
2017-2018	63%	30%	+33	45%	+18	49%	30%	+19	49%	0

NOTE:

(1) Data in the table above represents all students tested who scored proficiently (level 3 or above) on each state assessment.

The school consistently outperformed the district of location with growth trending in both ELA and math for each subgroup and in the past two years have been performing at the state average in ELA and in math.

Table 2: Elementary/Middle School Assessment Proficiency Outcomes for Special Populations

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	2014-2015	11% (+7)	4% (-4)	11% (-2)
	2015-2016	24% (+17)	28% (+17)	35% (+14)
	2016-2017	27% (+19)	18% (+4)	43% (+19)
	2017-2018	42% (+29)	46% (+26)	63% (+33)
Mathematics	2014-2015	0% (-8)	11% (-3)	14% (-4)
	2015-2016	24% (+14)	39% (+22)	43% (+23)
	2016-2017	24% (+12)	25% (+7)	44% (+20)
	2017-2018	36% (+19)	46% (+19)	49% (+19)

NOTES:

- (1) Data in the table above represents tested students in respective subgroups who scored proficiently (level 3 or above) on each state assessment.
- (2) For the students with disabilities and the ELL/MLL subgroups, both current and former members of the subgroups have been combined.
- (3) In some cases, student subgroups still did not have enough tested students to form a representative sample (<5 students). For those subgroups testing data was withheld.

Key Performance Area: Organizational Viability

Financial Condition and Financial Management

Financial Condition

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

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

Overall Financial Outlook

A *composite score* is an overall measure of financial health calculated by the Department's Office of Audit Services. This score is based on a weighting of primary reserves, equity, and net income. A charter school with a score between 1.5 and 3.0 is considered to be in strong financial health. Bronx Charter School for Children's 2016-2017 composite score is 2.7. The table below shows the school's composite scores from 2014-2015 to 2016-2017.

**Bronx Charter School for Children's Composite Scores
2014-2015 to 2016-2017**

<i>Year</i>	<i>Composite Score</i>
2014-2015	3.0
2015-2016	2.9
2016-2017	2.7

Source: NYSED Office of Audit Services

Near-Term Indicators

Near-term indicators of financial health are used to understand the current financial performance and viability of the school. The Charter School Office uses three measures:

The *current ratio* is a financial ratio that measures whether or not a charter school has enough resources to pay its debts over the next 12 months. The ratio is mainly used to give an idea of the school's ability to pay back its short-term liabilities (debt and payables) with its short-term assets (cash, inventory, receivables). The higher the current ratio, the more capable the school is of paying its obligations, with a ratio under 1.0 indicating concern. For 2016-2017, Bronx Charter School for Children had a current ratio of 6.9.

Unrestricted cash measures, in days, whether the charter school can meet operating expenses without receiving new income. Charter schools typically strive to maintain at least 90 days of cash on hand. For fiscal year 2016-2017, Bronx Charter School for Children operated with 232 days of unrestricted cash.

Enrollment maximization measures whether or not a charter school is meeting its enrollment projections, thereby generating sufficient revenue to fund ongoing operations. Actual enrollment that is over 85 percent is considered reasonable. Bronx Charter School for Children's enrollment maximization for 2016-2017 was at 100 percent.

Long-Term Indicators

A charter school's *debt to asset ratio* measures the extent to which the school relies on borrowed funds to finance its operations. It is calculated as total liabilities divided by total assets. A ratio of 0.9 or less meets a standard of low risk. For 2016-2017, Bronx Charter School for Children's debt to asset ratio was 0.1.

Total margin measures the deficit or surplus a charter school yields out of its total revenues; in other words, whether or not the school is living within its available resources. Total margin is calculated as net income divided by total revenue. A total margin that is positive indicates low risk. For 2016-2017, Bronx Charter School for Children's total margin was 1 percent.

The Charter School Office reviewed Bronx Charter School for Children's 2016-2017 audited financial statements to determine whether the independent auditor observed sufficient internal controls over financial reporting. The auditor did not identify any deficiencies in internal controls that could be considered material weaknesses.

However, the auditor identified an opportunity to strengthen internal controls. The school's accounting manual should be updated and expanded to account for changes in certain accounting procedures, specifically regarding electronic approval and payment of invoices as well as travel and conference expenses.

Key Performance Area: Faithfulness to the Charter and Law

Enrollment, Recruitment and Retention

Bronx Charter School for Children resides in the poorest Congressional district in the nation. Through efforts towards increasing the percentage of at-risk students enrolled, the school is coming close to but not yet meeting its target for students with disabilities (SWDs). The school has a robust enrollment waiting list. In order to enroll, recruit, and retain ELL/MLL students, the school collaborates with community-based organizations and local religious organizations that cater for non-native English speakers.

The school is making good faith efforts to recruit, serve, and retain at-risk students³. The school has a set aside percentage for SWDs and Economically Disadvantaged Students. Efforts to recruit and retain SWDs include:

- Building positive relationships with district elementary schools;
- Outreach to local health services providers and community support centers with visits and translated flyers;

³ 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).

- Clear outreach emphasizing school programming to support SWDs; and
- Building partnerships with community youth organizations serving all students, including SWDs.

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

	2016-2017			2017-2018		
	Bronx Charter School for Children	NYC CSD 7	Variance	Bronx Charter School for Children	NYC CSD 7	Variance
Students with Disabilities	13%	26%	-13	14%	27%	-13
ELL/MLL	21%	21%	0	24%	23%	+1
Economically Disadvantaged	90%	97%	-7	91%	96%	-5

NOTES:

- (1) Data in the table above represents a comparison between those grades served in the charter school to only those same grades in the district.
- (2) For the students with disabilities and the ELL/MLL subgroups, both current and former members of the subgroups have been combined.

Student Retention

According to NYSED data, in the 2017-2018 school year, 95% of students were retained in Bronx Charter School for Children compared with 92% in the district of location.

Legal Compliance

Bronx Charter School for Children 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 for the requested renewal for the school’s charter was held by the New York City Department of Education on October 23, 2018. Seventy people attended, and thirty people spoke. Thirty were in favor of the renewal and none were opposed.

The required public hearing for the school’s requested revision was held by the New York City Department of Education on February 26th, 2019. Forty people attended, and eleven spoke. Eleven were in favor of the renewal and none were opposed.

Williamsburg Charter High School

In accordance with Education Law, Article 56, Sections 2851(4) and 2852(2), Commissioners Regulation 119.7, and the Board of Regents Charter School Renewal Policy, the **New York State Education Department recommends a full-term renewal for a period of five years for Williamsburg Charter High School. The charter term would begin on July 1, 2019 and expire on June 30, 2024.**

Williamsburg Charter High School (WCHS) is meeting most benchmarks set forth in the Board of Regents Charter School Performance Framework. The school is implementing the mission, key design elements, education program and organizational plan set forth in the charter.

Charter School Summary

Name of Charter School	Williamsburg Charter High School
Board Chair	Lourdes Rivera-Putz
District of location	NYC CSD 14
Opening Date	Fall 2004
Charter Terms	<ul style="list-style-type: none"> • Initial: February 23, 2004 to February 22, 2009 • First renewal: February 23, 2009 to July 27, 2009 • Second renewal: July 28, 2009 to July 27, 2014 • Third renewal: July 28, 2014 to June 30, 2019
Current Term Authorized Grades/ Approved Enrollment	Grades 9-12/ 963 students
Proposed Renewal Term Authorized Grades/ Proposed Approved Enrollment	Grades 9-12/ 963 students
Comprehensive Management Service Provider	None
Facilities	198 Varet Street, Brooklyn, NY 11206 (Private Space)
Mission Statement	<p><i>The Williamsburg Charter High School unites youth, families, staff, teachers and the community at large in providing young people with the tools necessary to make sense of the world, preparing them in their journey to become citizens of the local and global community.</i></p> <p><i>Young people will accomplish this through participation in a liberal arts education that includes language, literature, writing, science, history, mathematics, the visual and performing arts, technology and explorations in disciplines designed to teach justice, independent-thinking, respect and compassion for themselves and others as well as the skills of critical thinking, communication and research.</i></p>
Key Design Elements	<ul style="list-style-type: none"> • Student Centered and Therapeutically Supportive Environment • Rigorous, Responsive Educational Program • College and Career Readiness Culture • Community Oriented • Literacy Across the Content Areas and Support for Struggling Readers

	<ul style="list-style-type: none"> • Interdepartmental Collaboration • Collaborative, Data-Driven Academics • Multifaceted Learning Opportunities and Experiences • Course Sequence and Academic Program Diversity
Requested Revisions	None

Noteworthy: Williamsburg Charter High school offers students a wide selection of course offerings in literature and writing, music, the visual arts, dance, theater, and world languages. As a result of partnerships that the school has developed with such organizations as Betty’s Daughter Arts Collaborative and New Beginnings, the school is able to offer its students a unique variety of experiences in art and dance.

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	Grades 9 – 12	Grades 9 – 12	Grades 9 – 12	Grades 9 – 12	Grades 9 – 12
Total Approved Enrollment	963	963	963	963	963

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	Grades 9 – 12	Grades 9 – 12	Grades 9 – 12	Grades 9 – 12	Grades 9 – 12
Total Approved Enrollment	963	963	963	963	963

Background

The New York City Department of Education (NYC DOE) granted an initial charter to WCHS in February 2004. The school opened for instruction in the Fall of 2004, initially serving 500 students in Grades 9 through 12. WCHS’s charter was subsequently renewed by the NYC DOE in February 2009, May 2009, and May 2014. Throughout its four charter terms, the school has revised its maximum authorized enrollment four times, each time increasing the number to accommodate for the high demand of the school. In May 2018, the Board of Regents approved WCHS’s request to transfer authorizers. This is the school’s first year as a Board of Regents-authorized school.

Summary of Evidence for Renewal

Key Performance Area: Educational Success

- WCHS is a high school program currently serving Grades 9-12.
- The school’s academic and social emotional programming focuses on enhancing its students’ college and career readiness.
- The school has a strong focus on literacy across content areas for all grade levels.
- The school, led by its Student Needs and Services Department, utilizes integrated co-teaching (ICT), self-contained classes, and SETTS to support students with disabilities (SWDs) enrolled at the school.
- The school meets the educational needs of English Language Learners/Multilingual Learners (ELLs/MLLs) by offering designated English as a New Language (ENL) classes based on students’ English language proficiency levels and push-in and pull-out services in core subject areas.
- The school offers a wide variety of courses to provide its students with a culturally relevant twenty-first century academic program.

Student Performance – High School

The school’s four-year Regents cohort outcomes for all students over the past three years show a majority of students either meeting or exceeding the state average. Total cohort outcomes for the three years listed range from a variance of nine points above the state average in US History to five points below in math, both for the 2013 Cohort. In total cohort outcomes for the subgroup populations, there was a lack of discernable trends for the ELLs/MLLs and economically disadvantaged (ED) populations over the three years listed; however, in four out of the five subject areas, these same populations in the school’s 2014 Cohort outperformed the state average. The performance of SWDs trended downward from the 2013 to 2014 cohorts in all subject areas, performing below the state average in all five. The 4- and 5-year graduation rates for the 2012-2014 cohorts and 2011-2013 cohorts, respectively, for all students as well as ED students exceeded both the state average and state target for all three years. The 4- and 5-year graduation rates for SWDs consistently exceeded the state average while those for the ELL/MLL student population exceeded the state average, in each measure, for two out of the three years listed.

Table 1: High School Total 4-Year Regents Outcomes for All Students: School & State Level Aggregates

Subject	2012 Cohort			2013 Cohort			2014 Cohort		
	School	State	Variance	School	State	Variance	School	State	Variance
ELA	81%	85%	-4	89%	85%	+4	83%	84%	-1
Global History	75%	78%	-3	83%	78%	+5	82%	77%	+5
Math	86%	86%	0	80%	85%	-5	80%	83%	-3
Science	84%	84%	0	90%	84%	+6	85%	83%	+2
US History	86%	81%	+5	90%	81%	+9	80%	80%	0

NOTE:

(1) Data in the table above represents the percentage of students within each cohort passing Annual Regents tests or equivalents (score of 65 or better).

Table 2: High School Total 4-Year Regents Outcomes for Sub-Groups: School & State Level Aggregates

Subject	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)	48% (-4)	64% (+14)	82% (+3)
	2013 Cohort (2016-2017)	64% (+9)	0% (-41)	90% (+10)
	2014 Cohort (2017-2018)	40% (-14)	56% (+5)	81% (+3)
Global History	2012 Cohort (2015-2016)	42% (+0)	64% (+24)	76% (+6)
	2013 Cohort (2016-2017)	53% (+11)	11% (-23)	82% (+12)
	2014 Cohort (2017-2018)	37% (-5)	63% (+19)	77% (+8)
Math	2012 Cohort (2015-2016)	61% (+9)	79% (+17)	87% (+6)
	2013 Cohort (2016-2017)	50% (0)	0% (-53)	82% (+2)
	2014 Cohort (2017-2018)	26% (-23)	56% (-3)	77% (-1)
Science	2012 Cohort (2015-2016)	45% (-6)	71% (+23)	86% (+8)
	2013 Cohort (2016-2017)	64% (+12)	33% (-9)	92% (+14)
	2014 Cohort (2017-2018)	49% (-3)	56% (+6)	83% (+7)
US History	2012 Cohort (2015-2016)	65% (+16)	79% (+32)	86% (+12)
	2013 Cohort (2016-2017)	69% (+20)	22% (-18)	90% (+15)
	2014 Cohort (2017-2018)	46% (-2)	81% (+32)	79% (+6)

NOTES:

(1) Data in the table above represents the percentage of students within each cohort passing Annual Regents tests or equivalents (score of 65 or better).

(2) For the students with disabilities and the ELL/MLL subgroups, both current and former members of the subgroups have been combined.

(3) In some cases, student subgroups still did not have enough tested students to form a representative sample (<5 students). For these subgroups the testing data was withheld.

Table 3: High School Diplomas Awarded for All Students and Sub-Groups

		2012 Cohort			2013 Cohort			2014 Cohort		
		School	NYS	Variance	School	NYS	Variance	School	NYS	Variance
Local Diplomas	All Students	9%	5%	+4	5%	5%	0	9%	6%	+3
	Students with Disabilities	45%	22%	+23	33%	23%	+10	46%	25%	+21
	ELL/MLL	7%	7%	0	11%	8%	+3	50%	10%	+40
	Economically Disadvantaged	8%	6%	+1	4%	7%	-3	12%	8%	+4
Regents Diplomas	All Students	73%	46%	+27	66%	44%	+22	70%	44%	+26
	Students with Disabilities	32%	31%	+1	44%	31%	+13	26%	32%	-6
	ELL/MLL	64%	37%	+27	0%	29%	-29	44%	38%	+6
	Economically Disadvantaged	73%	52%	+21	67%	51%	+16	66%	50%	+16
Advanced Regents Diplomas	All Students	2%	31%	-29	12%	33%	-21	4%	34%	-30
	Students with Disabilities	0%	4%	-4	3%	4%	-1	0%	4%	-4
	ELL/MLL	0%	6%	-6	0%	5%	-5	0%	7%	-7
	Economically Disadvantaged	3%	18%	-15	12%	19%	-7	4%	20%	-16

NOTES:

- (1) In some cases, student subgroups did not have enough students to form a representative sample (<5 students). For these subgroups the graduation rate data was withheld.
- (2) For the students with disabilities and the ELL/MLL subgroups, both current and former members of the subgroups have been combined.
- (3) Diplomas awarded reported above are as of August.
- (4) The percentage of diploma types awarded are based on the total cohort, NOT the number of graduates.

Table 4: High School 4-Year Graduation Rates for All Students and Sub-Groups

		All Students	Students with Disabilities	ELL/MLL	Economically Disadvantaged
2012 Cohort	School	84%	77%	71%	84%
	NYS	82%	57%	50%	75%
	Variance to NYS	+2	+20	+21	+9
	NYS Target	80%	80%	80%	80%
	Variance to NYS Target	+4	-3	-9	+4
2013 Cohort	School	83%	81%	11%	83%
	NYS	82%	58%	43%	76%
	Variance to NYS	+1	+23	-32	+7
	NYS Target	80%	80%	80%	80%
	Variance to NYS Target	+3	+1	-69	+3
2014 Cohort	School	83%	71%	94%	82%
	NYS	83%	60%	55%	76%
	Variance to NYS	0	+11	+39	+6
	NYS Target	80%	80%	80%	80%
	Variance to NYS Target	+3	-9	+14	+2

NOTES:

- (1) In some cases, student subgroups did not have enough students to form a representative sample (<5 students). For these subgroups the graduation rate data was withheld.
- (2) For the students with disabilities and the ELL/MLL subgroups, both current and former members of the subgroups have been combined.
- (3) Graduation rates reported above are as of August.

Table 5: High School 5-Year Graduation Rates for All Students and Sub-Groups

		All Students	Students with Disabilities	ELL/MLL	Economically Disadvantaged
2011 Cohort	School	88%	81%	93%	91%
	NYS	84%	61%	58%	79%
	Variance to NYS	+4	+20	+35	+12
	NYS Target	80%	80%	80%	80%
	Variance to NYS Target	+8	+1	+13	+11
2012 Cohort	School	88%	84%	86%	87%
	NYS	85%	62%	57%	81%
	Variance to NYS	+3	+22	+29	+6
	NYS Target	80%	80%	80%	80%
	Variance to NYS Target	+8	+4	+6	+7
2013 Cohort	School	92%	89%	22%	91%
	NYS	86%	65%	51%	80%
	Variance to NYS	+6	+24	-29	+11
	NYS Target	80%	80%	80%	80%
	Variance to NYS Target	+12	+9	-58	+11

NOTES:

(1) In some cases, student subgroups did not have enough students to form a representative sample (<5 students). For these subgroups the graduation rate data was withheld.

(2) For the students with disabilities and the ELL/MLL subgroups, both current and former members of the subgroups have been combined.

(3) Graduation rates reported above are as of August.

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

Key Performance Area: Organizational Viability

Financial Condition and Financial Management

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

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

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

A *composite score* is an overall measure of financial health calculated by the Department’s Office of Audit Services. This score is based on a weighting of primary reserves, equity, and net income. A charter school with a score between 1.5 and 3.0 is considered to be in strong financial health. Williamsburg Charter High School’s composite score for 2017-2018 is 3.0. The table below shows the school’s composite scores from 2014-2015 to 2016-2017.

**Table 6: Williamsburg Charter High School’s Composite Scores
2014-2015 to 2017-2018**

<i>Year</i>	<i>Composite Score</i>
2014-2015	1.0
2015-2016	1.1
2016-2017	0.8
2017-2018	3.0

Source: NYSED Office of Audit Services

Financial Management

The Charter School Office reviewed Williamsburg Charter High School’s 2015-2016 audited financial statements to determine whether the independent auditor observed sufficient internal controls over financial reporting. The auditor did not identify any deficiencies in internal controls that could be considered material weaknesses.

Key Performance Area: Faithfulness to the Charter and Law

Enrollment, Recruitment and Retention

Through efforts towards increasing the percentage of at-risk students enrolled, the school is close to but not yet meeting its targets for all the special population subgroups – SWDs, ELL/MLL students, and ED students.

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

Table 7: Student Demographics – Williamsburg Charter High School Compared to District of Location

	2016-2017			2017-2018		
	Williamsburg Charter High School	NYC CSD 14	Variance	Williamsburg Charter High School	NYC CSD 14	Variance
Students with Disabilities	17%	21%	-4	17%	21%	-4
ELL/MLL	7%	12%	-5	10%	15%	-5
Economically Disadvantaged	83%	79%	+4	80%	83%	-3

NOTES:

(1) Data in the table above represents a comparison between those grades served in the charter school to only those same grades in the district.

(2) For the students with disabilities and the ELL/MLL subgroups, both current and former members of the subgroups have been combined.

The school is making good faith efforts to recruit, serve, and retain at-risk students⁵. Efforts to recruit and retain students in the ED, ELL/MLL, and SWD populations include:

- Conducting outreach to community organizations, places of worship, and both local and out-of-district middle schools;
- Participating in recruitment fairs;
- Hosting school tours;
- Making all prospective students aware of the variety of career readiness programming, such as the Career Development and Occupational Studies opportunities, which can serve as an alternate pathway for students who are struggling to meet their Regents requirements; and
- Maintaining its ongoing connection to community organizations through established partnerships.

Student Retention

According to NYSED data, in the 2017-2018 school year, 89% of students were retained in the Williamsburg Charter High School compared with 92% in the district of location.

⁵ 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 multi-lingual learners/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).

Legal Compliance

Williamsburg Charter High 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 October 30, 2018. Eighty people attended, and thirty-six spoke. All thirty-six were in favor of the renewal and none were opposed.

Amani Public Charter School

In accordance with Education Law, Article 56, Sections 2851(4) and 2852(2), Commissioners Regulation 119.7, and the Board of Regents Charter School Renewal Policy, the **New York State Education Department recommends a short-term renewal for a period of three years for Amani Public Charter School. The charter term would begin on July 1, 2019 and expire on June 30, 2022.**

Amani Public Charter School is meeting most benchmarks set forth in the Board of Regents Charter School Performance Framework. The school is implementing the mission, key design elements, education program and organizational plan set forth in the charter.

Charter School Summary

Name of Charter School	Amani Public Charter School
Board Chair	Sidney Burke
District of location	Mount Vernon School District
Opening Date	August 2011
Charter Terms	<ul style="list-style-type: none"> • August 29, 2011 - June 30, 2016 • July 1, 2016 - June 30, 2019
Current Term Authorized Grades/ Approved Enrollment	Grades 5-8/ 355 students
Proposed Renewal Term Authorized Grades/ Proposed Approved Enrollment	Grades 5-8/ 355 students
Comprehensive Management Service Provider	None
Facilities	60 South Third Avenue, Mount Vernon, NY 10552 (Private Space)
Mission Statement	<i>The Mission of the Amani Public Charter School (Amani) is to provide 100% of Mount Vernon students who attend the school from the 5th through the 8th grade with the academic and critical thinking skills necessary to succeed in competitive high school programs, college and the career of their choice.</i>
Key Design Elements	<ul style="list-style-type: none"> • Great Teaching • Rigorous Academic Program • Strong School Culture
Requested Revisions	None

The Amani Public Charter School (APCS) received a rating of “Meets” in all but two Performance Framework benchmarks. Since its initial renewal, the school has implemented changes in an effort to improve student outcomes and meet the Performance Framework benchmarks. All stakeholders demonstrated a thorough commitment to the success of scholars and fulfilling the mission of the school. APCS is well regarded in the community, as evidenced by its high rate of applicants and low rate of student attrition. School leadership and the governing board have been stable though there have been minimal changes to each.

Current Grade Levels and Approved Enrollment

	Year 1 2016 to 2017	Year 2 2017 to 2018	Year 3 2018 to 2019
Grade Configuration	Grades 5-8	Grades 5-8	Grades 5-8
Total Approved Enrollment	355	355	355

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 5-8	Grades 5-8	Grades 5-8
Total Approved Enrollment	355	355	355

Background

The Board of Regents granted an initial charter to Amani Public Charter School (APCS) in December 2010. The school opened for instruction in August 2011, initially serving eighty students in Grade 5. Amani's charter was subsequently renewed by the Board of Regents in April 2016. APCS has not requested any material revisions to its charter.

Summary of Evidence for Renewal

Key Performance Area: Educational Success

- The leadership team is focusing on having greater consistency of classroom routines and procedures across the school. Such practices as an emphasis on Gradual Release of Responsibility (where students are given more voice and autonomy) and LEADs (Learning Objectives, Essential Questions, Agenda, and Do Nows) are to be evident and standard practice in every classroom.
- During a recent visit from the NYSED Charter School Office, team members observed high levels of rigor and student engagement in the majority of classrooms.
- There appears to be a common understanding by staff that activities must be varied to meet the diverse learning styles of students.
- Lessons observed incorporated the use of interactive notebooks, manipulatives, cooperative learning, visuals, technology, and some rotating centers with timed activities.
- To address the student performance needs, the school has made staffing and programmatic changes that continue to be implemented. For example, during this year greater emphasis has been placed, across all grades, and on reading with dedicated time at the beginning of every ELA class. Teachers are increasing the level of rigor in mathematics by building out modules from Engage NY, since the school determined that the math program used previously was not meeting the expectations.
- Academic Intervention Services (AIS) take place during the day and after school.
- In ELA, interventions are held during the 90-minute ELA block with additional support available via online self-guided programs - Renaissance Learning and Kahn Academy.

- This year, the school has initiated TransMath for math intervention.
- During Wednesday Advisory Period, all staff speak with students and discuss their needs including academic assistance.
- Students with disabilities (SWDs) are serviced in integrated co-teaching (ICT) classrooms with a team of co-teachers that consists of general education and special education teachers.
- Saturday Academy will be offered again starting the second semester for students three or more grades behind.

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 and state average which serve as two of the many indicators in Benchmark One of the Charter School Performance Framework.

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

	ELA					Math				
	Amani Public CS	Mount Vernon SD	Variance to District	NYS	Variance to NYS	Amani Public CS	Mount Vernon SD	Variance to District	NYS	Variance to NYS
2014-2015	21%	12%	+9	31%	-10	24%	11%	+13	36%	-12
2015-2016	28%	19%	+9	36%	-8	16%	12%	+4	36%	-20
2016-2017	22%	24%	-2	39%	-17	20%	17%	+3	37%	-17
2017-2018	37%	32%	+5	43%	-6	17%	23%	-6	41%	-24

NOTE:

(1) Data in the table above represents all students tested who scored proficiently (level 3 or above) on each state assessment.

The school’s aggregate scores on state testing in ELA and math for three of the past four years indicate that the school’s students score higher than their peers in the district of location. A comparison to NYS State proficiency rates indicates that over that same time period the school continues to lag behind. In 2017-2018 ELA scores rose significantly and have started to close the gap. Math scores did not see the same gain (see Table 1).

Proficiency outcomes for SWDs and ELLs/MLLs need more data before a trend can be seen. For ED students, they have consistently outperformed their peers in the district of location in both ELA and math testing (see Table 2).

In reviewing the 2017-2018 data for students in grade 8 who have taken Regents exams in Algebra and Earth Science, they have significantly outperformed the state average (see Table 3).

Table 2: Elementary/Middle School Assessment Proficiency Outcomes for Special Populations

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	2014-2015	. .	. .	26% (+17)
	2015-2016	. .	. .	29% (+12)
	2016-2017	. .	. .	. .
	2017-2018	5% (-4)	11% (-10)	34% (+4)
Mathematics	2014-2015	. .	. .	33% (+30)
	2015-2016	. .	. .	16% (+5)
	2016-2017	. .	. .	. .
	2017-2018	5% (+1)	0% (-7)	16% (-6)

NOTES:

- (1) Data in the table above represents tested students in respective subgroups who scored proficiently (level 3 or above) on each state assessment.
- (2) For the students with disabilities and the ELL/MLL subgroups, both current and former members of the subgroups have been combined.
- (3) In some cases, student subgroups still did not have enough tested students to form a representative sample (<5 students). For these subgroups testing data was withheld.
- (4) The Amani Public Charter School reports that a data reporting error was made in the 2016-2017 school year regarding the percentages of subgroup students enrolled in the school.
- (5) A "." in any table indicates that the data is suppressed, no student sat for the exam, or the exam was not given.

Table 3: 2017-2018 Annual Regents Outcomes by Subgroup

		Total Charter Tested	Amani Public Charter School	NYS	Variance to NYS
Algebra I (Common Core)	All Students	25	96%	70%	+26
	Economically Disadvantaged	17	94%	60%	+34
Physical Setting/Earth Science	All Students	25	96%	73%	+23
	Economically Disadvantaged	17	94%	60%	+34

NOTES:

- (1) Data in the table above represents students within their respective subgroups who passed the Annual Regents and Regents Common Core Examinations (score of 65 or better).
- (2) For the students with disabilities and the ELL/MLL subgroups, both current and former members of the subgroups have been combined.
- (3) In some cases, student subgroups still did not have enough tested students to form a representative sample (<5 students). For these subgroups the testing data was withheld.

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

Key Performance Area: Organizational Viability

Financial Condition and Financial Management

The Charter School Office reviewed Amani Public Charter School’s 2016-17 audited financial statements to determine whether the independent auditor observed sufficient internal controls over financial reporting. The auditor did not identify any deficiencies in internal controls that could be considered material weaknesses.

However, when the auditor performed tests of the school’s compliance with certain provisions of laws, regulations, contracts, and grant agreements, noncompliance with which could have a direct and material effect on the determination of financial statement amounts, the results of the tests disclosed one instance of noncompliance must be reported under Government Auditing Standards:

Tagging of Temporarily Restricted Revenue

Revenue and expenses related to a fundraiser where all donations would go to the 21st Century Learning Center and the library were not tagged as such. The auditor recommended that the school implement procedures to track the restrictions on all fundraising income and contributions received during the year, as well as the satisfaction of those restrictions.

Operating Reserves

The school was holding and, as of the 2017 audit, continues to hold a large amount of cash planned for leasehold improvements without a board-approved policy regarding the purpose and

use of the reserve funds. The auditor recommended that the school adopt a policy that reflects the intended use of the reserve and that the board approve it.

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

The Charter School Office reviews the financial performance and management of charter schools using quantitative and qualitative methods. Near-term indicators, such as the current ratio and unrestricted days cash, are measures of liquidity and of the charter school’s capacity to maintain operations. Long-term indicators, such as total margin and debt-to asset ratio, are measures of the charter school’s capacity to remain viable and to meet financial obligations.⁶

A *composite score* is an overall measure of financial health calculated by the Department’s Office of Audit Services. This score is based on a weighting of primary reserves, equity, and net income. A charter school with a score between 1.5 and 3.0 is considered to be in strong financial health. Amani Public Charter School’s composite score for 2016-2017 is 2.1. The table below shows the school’s composite scores from 2014-2015 to 2016-2017.

Table 4: Amani Public Charter School’s Composite Scores

<i>Year</i>	<i>Composite Score</i>
2014-2015	3.0
2015-2016	2.6
2016-2017	2.1

Source: NYSED Office of Audit Services

Key Performance Area: Faithfulness to the Charter and Law

Enrollment, Recruitment and Retention

In previous years misreported and unattributed data had been submitted to the state and students who should have been identified as ED, SWD or ELL/MLL were not properly identified, thus the school’s enrollment data did not accurately reflect the demographics of the school. The school has since restructured its process to collect, analyze and report data with more accurate information reported to the state in 2017. The school hired a new data coordinator; and is working with various departments at the NYS Education Department to ensure it is in compliance.

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 special population subgroups – SWDs, ELLs/MLLs and ED (see Table 5).

⁶ These rigorous indicators of fiscal soundness are aligned with those recommended by the National Association of Charter School Authorizers.

The school is making good faith efforts to recruit, serve, and retain at-risk students⁷. Efforts to recruit and retain students in the SWD, ELL/ MLL, and ED populations include:

- Public outreach campaigns with assistance from parents, community-based organizations and school staff
- The board approved an amendment to Amani’s admission policy and beginning in 2019 will implement a weighted lottery system with preferences given to ELLs/MLLs and SWDs.
- Amani will set targets for ELLs/MLLs and SWDs on an annual basis on the percentages of ELLs/MLLs and SWDs in the Mount Vernon School District, as determined from the final BEDS-day enrollment for the same grades served by Amani in the year prior to the lottery.

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

Student Population	2016-2017			2017-2018		
	Amani Public Charter School *	Mount Vernon SD	Variance *	Amani Public Charter School	Mount Vernon SD	Variance
Students with Disabilities	.	18%	-18	6%	18%	-12
ELL/MLL	1%	10%	-9	3%	14%	-11
Economically Disadvantaged	.	80%	-80	76%	86%	-10

* The Amani Public Charter School reports that a data reporting error was made in the 2016-17 school year regarding the percentages of subgroup students enrolled in the school. The actual percentages as reported by the school are 10% for students with disabilities, 1% for ELLs/MLLs and 63% for economically disadvantaged students, representing -8, -9, and -17 percentage point variances with the district of location respectively.

NOTES:

- (1) Data in the table above represents a comparison between those grades served in the charter school to only those same grades in the district.
- (2) For the students with disabilities and the ELL/MLL subgroups, both current and former members of the subgroups have been combined.
- (3) A "." in any table indicates that the data is suppressed, no student sat for the exam, or the exam was not given.

⁷ 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 NYSED data, in the 2017-2018 school year, 92% of students were retained in Amani Public Charter School compared with 94% in the district of location.

Legal Compliance

Amani Public 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 Mount Vernon School District on October 28, 2018. Thirty-three people attended, and ten spoke. Ten were in favor of the renewal and none were opposed.

Brooklyn Laboratory Charter School

In accordance with Education Law, Article 56, Sections 2851(4) and 2852(2), Commissioners Regulation 119.7, and the Board of Regents Charter School Renewal Policy, the **New York State Education Department recommends a short-term renewal for a period of three years for Brooklyn Laboratory Charter School. The charter term would begin on July 1, 2019 and expire on June 30, 2022, and the school would be permitted to revise its charter to add Grades 11-12, increasing enrollment from 765 students to 909 students.**

In February 2019, the school was required by NYSED to provide a Corrective Action Plan (CAP) establishing strategies and measurable outcomes to improve academic performance. The school is currently in the process of creating a plan to implement the specific strategies outlined in the CAP and will provide quarterly progress reports and updates to the NYSED Charter School Office (CSO). The CAP will be closely monitored, and the Department will report to the Regents as necessary.

Brooklyn Laboratory Charter School (BLCS) is meeting most benchmarks set forth in the Board of Regents Charter School Performance Framework. The school is implementing the mission, key design elements, education program and organizational plan set forth in the charter.

Charter School Summary

Name of Charter School	Brooklyn Laboratory Charter School
Board Chair	Martha Revenaugh
District of location	NYC CSD 13
Opening Date	Fall 2014
Charter Terms	August 18, 2014 - June 30, 2019
Current Term Authorized Grades/ Approved Enrollment	Grades 6-10/ 765 students
Proposed Renewal Term Authorized Grades/ Proposed Approved Enrollment	Grades 6-12/ 909 students
Comprehensive Management Service Provider	None
Facilities	<ul style="list-style-type: none"> • Chapel Street Campus, 40 Flatbush Avenue Extension, Brooklyn, New York 11201 (Private Space: Grades 6 - 8) • Sand Street Campus, 77 Sands Street Brooklyn, New York 11201 (Private Space: Grades 7-10) • Jay Street Campus, 240 Jay Street, Brooklyn, New York 11201 (Private Space: Afterschool Programming Assemblies, School Events, Administrative Office)
Mission Statement	<i>"Brooklyn Laboratory Charter School (LAB) prepares students, including English language learners, students with disabilities, and over-age under-credited students, with the academic foundation, digital literacy, and leadership skills necessary to excel in college and professional life as they grow as ethical leaders."</i>

Key Design Elements	<ul style="list-style-type: none"> • College-preparatory curriculum • Extended learning time • Building productive, engaged and active citizens • High expectations school culture • Data-driven instruction • Next generation learning and assessment
Requested Revisions	Expand from serving Grades 6-10 with 765 students to serving Grades 6-12 with 909 students.

To meet the needs of all scholars, BLCS uses a range of research based instructional strategies to engage their students in high-quality, rigorous instruction that includes high-dosage academic tutoring, structured, consistent whole group instruction, and co-teaching. Real-time data is used to best understand the needs of students with school leadership and teaching staff reviewing student work and analyzing assessment data to provide students with scaffolded instruction and feedback.

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	Grades 6	Grades 6 - 7	Grades 6 - 8	Grades 6 - 9	Grades 6 - 10
Total Approved Enrollment	132	249	479	700	765

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 - 11	Grades 6 - 12	Grades 6 - 12
Total Approved Enrollment	865	909	909

Background

The Board of Regents granted an initial charter to BLCS in December 2013. The school opened for instruction in September 2014 initially serving 125 students in Grade 6.

At the school's request, the Board of Regents approved a material revision in March 2017 to merge the school with Brooklyn Laboratory High School. The education corporation after the merger was renamed Brooklyn Laboratory Charter Schools. The school also requested in March 2018 to decrease student enrollment from 909 students to 765 students and this request was also approved. The current revision request of additional students is due to adding Grades 11-12.

Summary of Evidence for Renewal

Key Performance Area: Educational Success

- Brooklyn Lab is designed as a college preparatory middle and high school.
- It is focused on every student taking an Advanced Placement (AP) course in high school and has initiated pre-AP instruction to prepare students for that challenge.
- In order to serve all students with varying needs, the school implements an inclusive model.
- The school uses co-teaching to provide differentiated learning opportunities with an emphasis on small group instruction.
- The school also offers integrated co-teaching (ICT) and 12:1:1 settings.
- The school supports a fellowship program that provides all students with daily small group or 1:1 tutoring by recent college graduates. Beyond providing a pipeline of potential candidates for its teacher residency program, students in need of additional supports get another dose of small group instruction linked to their individual needs. The tutoring program allows for additional small group or 1:1 instruction for all students.
- Students and families have access to Goalbook, which is a goal setting platform where IEP goals are monitored by learning specialists and the student support team. The data is integrated with Cortex to facilitate personalized learning tailored to individual goals and to monitor progress.
- The school uses a pull-out model to provide sheltered instruction for English language learners/multi-lingual learners.
- The school has adopted the TNTP framework for teaching and leadership.

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 and state average which serve as two of the many indicators in Benchmark One of the Charter School Performance Framework.

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

	ELA					Math				
	Brooklyn Laboratory CS	NYC CSD 13	Variance to District	NYS	Variance to NYS	Brooklyn Laboratory CS	NYC CSD 13	Variance to District	NYS	Variance to NYS
2014-2015	25%	18%	+7	31%	-6	25%	16%	+9	39%	-14
2015-2016	41%	25%	+16	35%	+6	38%	19%	+19	38%	0
2016-2017	31%	31%	0	40%	-9	23%	18%	+5	34%	-11
2017-2018	33%	40%	-7	46%	-13	25%	26%	-1	40%	-15

NOTE:

(1) Data in the table above represents all students tested who scored proficiently (level 3 or above) on each state assessment.

The school's aggregate scores on state testing in ELA and math for three of the past four years indicates that the school's students score higher than their peers in the district of location, CSD 13. A comparison to NYS proficiency rates has varied over that same time period (see Table 1). Proficiency outcomes for special populations have consistently been above the district of location.

**Table 1: Elementary/Middle School Assessment Proficiency Outcomes for All Students:
School, District & State Level Aggregates CSD 17**

	ELA					Math				
	Brooklyn Laboratory CS	NYC CSD 17	Variance to District	NYS	Variance to NYS	Brooklyn Laboratory CS	NYC CSD 17	Variance to District	NYS	Variance to NYS
2014-2015	25%	22%	+3	31%	-6	25%	25%	0	39%	-14
2015-2016	41%	28%	+13	35%	+6	38%	24%	+14	38%	0
2016-2017	31%	34%	-3	40%	-9	23%	21%	+2	34%	-11
2017-2018	33%	43%	-10	46%	-13	25%	30%	-5	40%	-15

NOTE:

(1) Data in the table above represents all students tested who scored proficiently (level 3 or above) on each state assessment.

Table 2a: Elementary/Middle School Assessment Proficiency Outcomes for Special Populations

Subject	School Year	Students with Disabilities (Variance to the district of location CSD 13)	ELL/MLL (Variance to the district of location CSD 13)	Economically Disadvantaged (Variance to the district of location CSD 13)
ELA	2014-2015	5% (-1)	. .	19% (+6)
	2015-2016	16% (+6)	14% (+9)	33% (+14)
	2016-2017	13% (-1)	10% (+5)	26% (+2)
	2017-2018	17% (0)	21% (+5)	29% (-4)
Mathematics	2014-2015	5% (-3)	. .	22% (+11)
	2015-2016	17% (+6)	14% (+8)	30% (+15)
	2016-2017	9% (0)	10% (+2)	16% (+3)
	2017-2018	12% (+1)	21% (+8)	22% (+4)

NOTES:

- (1) Data in the table above represents tested students in respective subgroups who scored proficiently (level 3 or above) on each state assessment.
- (2) For the students with disabilities and the ELL/MLL subgroups, both current and former members of the subgroups have been combined.
- (3) In some case, student subgroups still did not have enough tested students to form a representative sample (<5 students). For these subgroups testing data was withheld.
- (4) A "." In any table indicates that the data is suppressed, no student sat for the exam, or the exam was not given.

Table 2b: Elementary/Middle School Assessment Proficiency Outcomes for Special Population

Subject	School Year	Students with Disabilities (Variance to CSD 17)	ELL/MLL (Variance to CSD 17)	Economically Disadvantaged (Variance to CSD 17)
ELA	2014-2015	5% (+1)	.	19% (-3)
	2015-2016	16% (+9)	14% (+5)	32% (+5)
	2016-2017	13% (+2)	10% (+2)	26% (-7)
	2017-2018	17% (0)	21% (+1)	29% (-13)
Math	2014-2015	5% (-1)	.	22% (-3)
	2015-2016	17% (+9)	14% (0)	30% (+7)
	2016-2017	9% (+2)	10% (+2)	16% (-5)
	2017-2018	12% (+2)	21% (+4)	22% (-7)

NOTES:

(1) Data in the table above represents tested students in respective subgroups who scored proficiently (level 3 or above) on each state assessment.

(2) For the SWDs and the ELL/MLL subgroups, both current and former members of the subgroups have been combined.

(3) In some case, student subgroups still did not have enough tested students to form a representative sample (<5 students). For these subgroups testing data was withheld.

Table 3: 2017-18 Annual Regents Outcomes by Subgroup

		Total Charter Tested	Brooklyn Laboratory Charter School	NYS	Variance to NYS
Algebra I (Common Core)	All Students	16	81%	70%	+11
	Economically Disadvantaged	7	100%	60%	+40
Living Environment	All Students	108	56%	73%	-17
	Students with Disabilities	33	39%	44%	-5
	ELL/MLL	6	33%	44%	-11
	Economically Disadvantaged	66	52%	62%	-10

NOTES:

(1) Data in the table above represents students within their respective subgroups who passed the Annual Regents and Regents Common Core Examinations (score of 65 or better).

(2) For students with disabilities and the ELL/MLL subgroups, both current and former members of the subgroups have been combined.

(3) In some cases, student subgroups still did not have enough tested students to form a representative sample (<5 students). For these subgroups the testing data with withheld.

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

Key Performance Area: Organizational Viability

Financial Condition and Financial Management

The Charter School Office reviews the financial performance and management of charter schools using quantitative and qualitative methods. Near-term indicators, such as the current ratio and unrestricted days cash, are measures of liquidity and of the charter school’s capacity to maintain operations. Long-term indicators, such as total margin and debt-to asset ratio, are measures of the charter school’s capacity to remain viable and to meet financial obligations.⁸

A *composite score* is an overall measure of financial health calculated by the Department’s Office of Audit Services. This score is based on a weighting of primary reserves, equity, and net income. A charter school

⁸ These rigorous indicators of fiscal soundness are aligned with those recommended by the National Association of Charter School Authorizers.

with a score between 1.5 and 3.0 is considered to be in strong financial health. BLCS’s composite score for 2016-2017 is 2.8 The table below shows the school’s composite scores from 2014-2015 to 2016-2017.

**Table 4: Brooklyn Laboratory Charter School’s Composite Scores
2014-2015 to 2016-2017**

<i>Year</i>	<i>Composite Score</i>
2014-2015	0.8
2015-2016	2.5
2016-2017	2.8

Source: NYSED Office of Audit Services

Financial Management

The Charter School Office reviewed Brooklyn Laboratory Charter School’s 2016-17 audited financial statements to determine whether the independent auditor observed sufficient internal controls over financial reporting. The Charter School Office 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

Through efforts towards increasing the percentage of at-risk students enrolled, the school is above its target for enrolling students with disabilities. They are very close to but not yet meeting its targets for the special population subgroups – ED and ELLs/MLLs (see Table 5). In addition to providing CSD 13 district of location comparisons, we are also providing CSD 17 comparisons. This is due to the fact that while 131 students representing 20.57% of the student population come from CSD 13, 126 students representing 19.78% of the student population come from CSD 17.

The school is making good faith efforts to recruit, serve, and retain at-risk students⁹. Efforts to recruit and retain students include:

- The school has demonstrated a commitment to equity by their focus on enrolling and retaining at-risk students, including low-income students from public housing and students with District 75 placements on their Individualized Education Programs (IEPs).
- The school backfills vacant seats in grades 6-10.
- At the time of the evaluation visit, school leaders reported enrollment as 706 students, with 31% SWDs, 81% eligible for free and reduced-price lunch (but 100% meeting community

⁹ 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).

eligibility program calculus), 5% current ELLs/MLLs, and 11% are transient (homeless or in the foster care system).

- Regarding the relatively small percentage of ELL/MLL students, school leaders noted that most ELL/MLL students in the district attend one single district school (Brooklyn International) and that the school employs bilingual canvassers to recruit ELL/MLL students and provide applications and marketing in multiple languages.

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

	2016-2017			2017-2018		
	Brooklyn Laboratory Charter School	NYC CSD 13	Variance	Brooklyn Laboratory Charter School	NYC CSD 13	Variance
Students with Disabilities	29%	27%	+2	30%	19%	+11
ELL/MLL	2%	7%	-5	2%	8%	-6
Economically Disadvantaged	65%	72%	-7	69%	73%	-4

NOTES:

- (1) Data in the table above represents a comparison between those grades served in the charter school to only those same grades in the district.
- (2) For the students with disabilities and the ELL/MLL subgroups, both current and former members of the subgroups have been combined.

Table 5b: Student Demographics – Brooklyn Laboratory Charter School Compared to CSD 17

	2016-2017			2017-2018		
	Brooklyn Laboratory Charter School	NYC CSD 17	Variance	Brooklyn Laboratory Charter School	NYC CSD 17	Variance
Students with Disabilities	29%	20%	+9	30%	21%	+9
ELL/MLL	2%	10%	-8	2%	13%	-11
Economically Disadvantaged	65%	78%	-13	69%	83%	-14

NOTES:

- (1) Data in the table above represents a comparison between those grades served in the charter school to only those same grades in the district.
- (2) For the students with disabilities and the ELL/MLL subgroups, both current and former members of the subgroups have been combined.

Student Retention

According to NYSED data, in the 2017-2018 school year, 70% of students were retained in Brooklyn Laboratory Charter School compared with 75% in the district of location.

Legal Compliance

Brooklyn Laboratory 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 February 28, 2018. Forty people attended, and twenty spoke. All twenty were in favor of the renewal and revision and none were opposed.

In accordance with Education Law, Article 56, Sections 2851(4) and 2852(2), Commissioners Regulation 119.7, and the Board of Regents Charter School Renewal Policy, the **New York State Education Department recommends a short-term renewal for a period of two years for Discovery Charter School (DCS). The charter term would begin on July 1, 2019 and expire on June 30, 2021.**

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

Charter School Summary

Name of Charter School	Discovery Charter School
Board Chair	Sara Varhus
District of location	Greece Central School District
Opening Date	August 2011
Charter Terms	<ul style="list-style-type: none"> • Initial: August 15, 2011 – June 30, 2016 • First Renewal: July 1, 2016 – June 30, 2019
Current Term Authorized Grades/ Approved Enrollment	K-Grade 6, 280 students
Proposed Renewal Term Authorized Grades/ Proposed Approved Enrollment	K-Grade 6, 280 students
Comprehensive Management Service Provider	None
Facilities	133 Hoover Drive, Rochester, New York 14615 (Private Space)
Mission Statement	<i>Discovery Charter School prepares students to meet the challenges of a rapidly changing world, providing children living in poverty “real skills for the real world.” Within a learning environment featuring a rigorous and highly enriched curriculum, Expeditionary Learning assessment-guided instruction, a culture of inquiry and enthusiasm, and services designed to mitigate the major negative impacts of poverty, students achieve beyond their peers and become exceptionally well prepared to engage the world wherever their interests take them.</i>
Key Design Elements	<ul style="list-style-type: none"> • Poverty preference • Rigorous and highly enriched curriculum • Assessment-guided instruction • Culture of inquiry and enthusiasm • Services designed to mitigate the major negative impacts of poverty • Students achieve beyond their peers
Requested Revision	None

Noteworthy: Serving students in poverty is of primary importance at Discovery Charter School (DCS), exemplified in its key design elements. These students need, to a greater extent than their more privileged peers, what Discovery stakeholders call “real world skills.” DCS places a strong emphasis on the social-emotional development of the students it serves. DCS leaders and teachers report prioritizing ongoing communication and engagement with families to discuss students’ strengths and needs. The school has created a social and emotional learning (SEL) team to collect and use data to track the needs

of its students as well as implement several structured programs that promote positive and productive behavior. One hundred percent of teacher responses to an anonymous online CSO survey agreed that DCS “has systems in place to support students' social emotional needs.”

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 6	K - Grade 6	K - Grade 6
Total Approved Enrollment	280	280	280

Proposed Renewal Term Grade Levels and Approved Enrollment

	Year 1 2019 to 2020	Year 2 2020 to 2021
Grade Configuration	K - Grade 6	K - Grade 6
Total Approved Enrollment	280	280

Background

The Board of Regents granted an initial charter to Discovery Charter School in December 2010. DCS opened for instruction in August 2011, initially serving 120 students in kindergarten through Grade 2. The school added a grade each year until the 2015-2016 school year when they served kindergarten through Grade 6 with 280 students. In April 2016, DCS’s charter was subsequently renewed by the Board of Regents for a term of three years, from July 1, 2016 to June 30, 2019. In the current academic year, DCS has developed and implemented a performance improvement plan to build upon the social-emotional/developmental strengths of the school to improve academic outcomes.

Summary of Evidence for Renewal

Key Performance Area: Educational Success

The Elementary School Academic Program:

- DCS currently serves students in kindergarten through Grade 6.
- Since its authorization in 2010, the school has implemented EL Education (formerly Expeditionary Learning) methodology and programming.
- The school reports a dual focus on strengthening students’ academic as well as social-emotional skills to meet the needs of the “whole child.”
- Most grade levels feature a dedicated interventionist and special education teacher, as well as a shared teacher assistant; subsequently, student to teacher ratios in classrooms are generally low.

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

- With the exception of kindergarten, DCS employs a dedicated special education teacher at each grade level to support SWDs enrolled at the school in integrated co-teaching classrooms. In addition, the school organizes counseling services as well as speech, occupational, and physical therapies through students' home districts.
- To support ELL/MLL students, DCS employs a full-time, certified English to Speakers of Other Languages (ESOL) teacher, who provides language acquisition instruction by pushing into classrooms and pulling students out for small group work.

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 and state average which serve as two indicators in Benchmark One of the Charter School Performance Framework.

**Table 1: Elementary/Middle School Assessment Proficiency Outcomes for All Students:
Charter School, District, and NYS Level Aggregates**

Comparison of Discovery Charter School and Rochester City School District

	ELA					Math				
	Discovery CS	Rochester City SD	Variance to District	NYS	Variance to NYS	Discovery CS	Rochester City SD	Variance to District	NYS	Variance to NYS
2014-2015	11%	5%	+6	31%	-20	8%	10%	-2	43%	-35
2015-2016	18%	7%	+11	38%	-20	21%	9%	+12	42%	-21
2016-2017	18%	8%	+10	38%	-20	13%	10%	+3	44%	-31
2017-2018	15%	12%	+3	46%	-31	16%	13%	+3	48%	-32

NOTE:

- (1) Data in the table above represents all students tested who scored proficiently (level 3 or above) on each state assessment.

Comparison of Discovery Charter School and Greece Central School District

	ELA					Math				
	Discovery CS	Greece Central SD	Variance to District	NYS	Variance to NYS	Discovery CS	Greece Central SD	Variance to District	NYS	Variance to NYS
2014-2015	11%	34%	-23	31%	-20	8%	49%	-41	43%	-35
2015-2016	18%	38%	-20	38%	-20	21%	46%	-25	42%	-21
2016-2017	18%	35%	-17	38%	-20	13%	44%	-31	44%	-31
2017-2018	15%	39%	-24	46%	-31	16%	42%	-26	48%	-32

NOTE:

(1) Data in the table above represents all students tested who scored proficiently (level 3 or above) on each state assessment.

ELA proficiency rates for SWDs have decreased over time when compared with Greece Central School District, the district of location, and to the Rochester City School District; however, the Discovery Charter School consistently outscores the RCSD. Mathematics scores tend to be lower for SWDs when compared with Greece Central School District. When the comparison is made with RCSD, the charter school demonstrates a somewhat higher level of proficiency.

For students who are economically disadvantaged (ED), when compared to the Greece Central School District, DCS students underperform the district in both ELA and math. When ED students are compared to the RCSD, they consistently perform above the district in both areas.

Table 2: Elementary/Middle School Assessment Proficiency Outcomes by Subgroup:
Comparison of Discovery Charter School and Rochester City School District

Subject	School Year	Students with Disabilities (Variance to the district of location)		Economically Disadvantaged (Variance to the district of location)	
		Percentage	Variance	Percentage	Variance
ELA	2014-2015	25%	(+24)	11%	(+6)
	2015-2016	11%	(+10)	18%	(+12)
	2016-2017	7%	(+6)	19%	(+12)
	2017-2018	5%	(+2)	14%	(+3)
Mathematics	2014-2015	0%	(-4)	8%	(-1)
	2015-2016	11%	(+9)	20%	(+12)
	2016-2017	7%	(+5)	13%	(+5)
	2017-2018	5%	(+2)	16%	(+4)

NOTES:

- (1) Data in the table above represents tested students in respective subgroups who scored proficiently (level 3 or above) on such state assessment.
- (2) For the students with disabilities and the ELL/MLL subgroups, both current and former members of the subgroups have been combined.
- (3) In some cases, student subgroups still did not have enough tested students to form a representative sample (<5 students). For these subgroups testing data was withheld.

Comparison of Discovery Charter School and Greece Central School District

Subject	School Year	Students with Disabilities (Variance to the district of location)		Economically Disadvantaged (Variance to the district of location)	
		Percentage	Variance	Percentage	Variance
ELA	2014-2015	25%	(+20)	11%	(-10)
	2015-2016	11%	(+7)	18%	(-7)
	2016-2017	7%	(+4)	19%	(-6)
	2017-2018	5%	(-4)	14%	(-15)
Mathematics	2014-2015	0%	(-16)	8%	(-29)
	2015-2016	11%	(+3)	20%	(-13)
	2016-2017	7%	(-5)	13%	(-18)
	2017-2018	5%	(-5)	16%	(-16)

NOTES:

- (1) Data in the table above represents tested students in respective subgroups who scored proficiently (level 3 or above) on such state assessment.
- (2) For the students with disabilities and the ELL/MLL subgroups, both current and former members of the subgroups have been combined.
- (3) In some cases, student subgroups still did not have enough tested students to form a representative sample (<5 students). For these subgroups testing data was withheld.

According to the 2017-2018 school year ESEA accountability designation Discovery Charter School is *In Good Standing*.

Key Performance Area: Organizational Viability

Financial Condition and Financial Management

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

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

A *composite score* is an overall measure of financial health calculated by the Department’s Office of Audit Services. This score is based on a weighting of primary reserves, equity, and net income. A charter school with a score between 1.5 and 3.0 is considered to be in strong financial health. Discovery Charter School’s composite score for 2016-2017 is 1.8. The table below shows the school’s composite scores from 2014-2015 to 2016-2017.

**Table 3: Discovery Charter School’s Composite Scores
2014-2015 to 2016-2017**

<i>Year</i>	<i>Composite Score</i>
2014-2015	2.0
2015-2016	2.3
2016-2017	1.8

Source: NYSED Office of Audit Services

Financial Management

The Charter School Office reviewed Discovery Charter School’s 2015-2016 audited financial statements to determine whether the independent auditor observed sufficient internal controls over financial reporting. The auditor did not identify any deficiencies in internal controls that could be considered material weaknesses.

¹⁰ 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

Discovery Charter School uses an admissions preference for students at risk of academic failure and their siblings, defined as those who qualify for the federal free or reduced-price school lunch program. Beginning with the 2018 lottery, Discovery Charter School instituted a weighted lottery for ELLs/MLLs, as well as a preference for children of staff members.

Through efforts toward increasing the percentage of at-risk students enrolled, the school is coming close to but not yet meeting its targets for SWDs and ELLs/MLLs. ED students remain consistently above the district of location, by a small margin.

The school is making good faith efforts to recruit, serve, and retain at-risk students¹¹. The school's admissions policy includes a lottery preference for at-risk students defined as eligible for free and reduced-price lunch and weighting for ELLs/MLLs. Efforts to recruit and retain students in the ED, ELL/MLL, and SWD populations include:

- To increase its enrollment and retention rates for SWDs and ELLs/MLLs, the school has implemented the following strategies: outreach to community-based organizations such as the Rochester Refugee Resettlement Center and local Head Start programs, strengthening academic supports for at-risk groups, outreach in both Spanish and Arabic languages, and a lottery preference for ELL/MLL students.
- School leadership and board members report regularly reviewing enrollment and retention data to monitor the effectiveness of the afore-mentioned strategies and plan for adjustments as necessary. For example, as the lottery preference has not produced a significant increase in the school's ELL/MLL population to date, the board is considering tripling its weight in the next school year to garner more robust enrollment results.

Table 4: Student Demographics

¹¹ 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).

Comparison of Discovery Charter School and Rochester City School District

	2016-2017			2017-2018		
	Discovery Charter School	Rochester CSD	Variance	Discovery Charter School	Rochester CSD	Variance
Students with Disabilities	17%	22%	-5	16%	22%	-6
ELL/MLL	2%	15%	-13	4%	16%	-12
Economically Disadvantaged	97%	92%	+5	97%	92%	+5

NOTES:

- (1) Data in the table above represents a comparison between those grades served in the charter school to only those same grades in the district
- (2) For the students with disabilities and ELL/MLL subgroups, both current and former members of the subgroups have been combined.

Comparison of Discovery Charter School and Greece Central School District

	2016-2017			2017-2018		
	Discovery Charter School	Greece CSD	Variance	Discovery Charter School	Greece CSD	Variance
Students with Disabilities	17%	14%	+3	16%	14%	+2
ELL/MLL	2%	5%	-3	4%	7%	-3
Economically Disadvantaged	97%	55%	+42	97%	61%	+36

NOTES:

- (1) Data in the table above represents a comparison between those grades served in the charter school to only those same grades in the district
- (2) For the students with disabilities and ELL/MLL subgroups, both current and former members of the subgroups have been combined.

Student Retention

According to NYSED data, in the 2017-2018 school year, 81% of students were retained in Discovery Charter School compared with 93% in the Greece Central School District, the district of location.

According to NYSED data, in the 2017-2018 school year, 81% of students were retained in Discovery Charter School compared with 94% in the Rochester City School District.

Legal Compliance

Discovery 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 Greece Central School District as the district of location on October 9, 2018. No one spoke in favor or opposition to the charter school renewal.

Global Community Charter School

In accordance with Education Law, Article 56, Sections 2851(4) and 2852(2), Commissioners Regulation 119.7, and the Board of Regents Charter School Renewal Policy, the **New York State Education Department recommends a short-term renewal for a period of three years for Global Community Charter School. The charter term would begin on July 1, 2019 and expire on June 30, 2022.**

Global Community Charter School (GCCS) is meeting most benchmarks set forth in the Board of Regents Charter School Performance Framework. The school is implementing the mission, key design elements, education program and organizational plan set forth in the charter.

Charter School Summary

Name of Charter School	Global Community Charter School
Board Chair	James Zika
District of location	NYC CSD 5
Opening Date	Fall 2012
Charter Terms	<ul style="list-style-type: none"> • Initial: September 4, 2012 – June 30, 2017 • First Renewal: July 1, 2017 – June 30, 2019
Current Term Authorized Grades/ Approved Enrollment	K – Grade 5/ 465 students
Proposed Renewal Term Authorized Grades/ Proposed Approved Enrollment	K – Grade 5/ 465 students
Comprehensive Management Service Provider	None
Facilities	2350 5 th Avenue, New York, NY 10037 (Private Space)
Mission Statement	<i>Global Community Charter School (GCCS) serves the communities of Harlem by providing students in grades K-5 with an education that is rigorous, inquiry-based, and that teaches students and their families to work successfully together across differences in language, culture, economic background, age, and nationality. Our school prepares students for admission to a challenging secondary education and to exhibit the courage and conviction to make a difference.</i>
Key Design Elements	<ul style="list-style-type: none"> • Multiple forms of evidence • Two teachers in each classroom • Visual and performing arts integration • International Baccalaureate Primary Years Programme (PYP)
Requested Revisions	None

GCCS has made significant gains in academic outcomes over their current charter term for all students as well as subgroup populations. In the 2017-2018 school year, students at GCCS outperformed the district in ELA and math by 12 and 16 percentage points, respectively, after performing near or just below the district two years prior. When comparing students' performance in ELA and math with New York State (NYS) averages for the same years, GCCS has decreased the variance in both subjects for all students as well as students with disabilities (SWDs) and students who are economically disadvantaged (ED). One increase to note is with the school's ED student population, which outperformed both the district and NYS in ELA and math in 2018.

Current Grade Levels and Approved Enrollment

	Year 1 2017 to 2018	Year 2 2018 to 2019
Grade Configuration	K - Grade 5	K - Grade 5
Total Approved Enrollment	465	465

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 5	K - Grade 5	K - Grade 5
Total Approved Enrollment	465	465	465

Background

The Board of Regents granted an initial charter to GCCS in the fall of 2011. The school opened for instruction in September 2012 initially serving 465 students in kindergarten through Grade 5. GCCS’s charter was subsequently renewed by the Board of Regents in 2017. At that time, the school was issued a renewal term of two years due to deficiencies in academic performance, board oversight and governance, organizational capacity, and legal compliance. During its brief second charter term, GCCS has shown marked improvement in all areas.

Summary of Evidence for Renewal

Key Performance Area: Educational Success

- GCCS currently serves students in kindergarten through Grade 5.
- In August 2017, GCCS earned certification as an International Baccalaureate (IB) World School, which requires, in part, that the school displays evidence of a rigorous, inquiry-based program.
- GCCS uses the Primary Years Programme (PYP) framework. The school’s curriculum aligns PYP’s transdisciplinary inquiry units with the New York State Learning Standards (NYSLs).
- GCCS uses a co-teaching model with two teachers in every classroom.
- GCCS’s curriculum consists of transdisciplinary units that use multiple disciplines, such as the arts, science, history, and character education, to explore specific topics.
- GCCS’s students have the opportunity to attend art, dance, music, Spanish, science, physical education, and library classes.
- GCCS employs an English as a New Language (ENL) coordinator and an ENL specialist who support teachers in implementing strategies for instruction, which, for English language learners/multi-lingual learners (ELL/MLL), includes both push in and pull out instruction.
- GCCS’s special education (SPED) program is led by the SPED coordinator who works with teachers, the special education teacher support services (SETSS) provider, school counselors, the reading

specialist, and agencies that provide the school with other services as required by students' individualized education programs (IEPs). The school's SWD population is also supported by the presence of two teachers in every classroom, designated integrated co-teaching (ICT) classrooms that include one SPED certified teacher, and the extensive use of small group instruction across all classrooms.

- GCCS has expanded its intervention programs that take place during the school day, afterschool, on Saturdays, and during the school's summer program.

Student Performance – Elementary/Middle School Outcomes

See Tables 1 and 2 below regarding 3-8 ELA and mathematics exam aggregate and subgroup student performance compared to the district and state average which serve as two indicators in Benchmark One of the Charter School Performance Framework.

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

	ELA					Math				
	Global Community CS	NYC CSD 5	Variance to District	NYS	Variance to NYS	Global Community CS	NYC CSD 5	Variance to District	NYS	Variance to NYS
2015-2016	14%	21%	-7	41%	-27	21%	20%	+1	44%	-23
2016-2017	26%	23%	+3	40%	-14	34%	21%	+13	45%	-11
2017-2018	40%	28%	+12	45%	-5	42%	26%	+16	49%	-7

NOTE:

(1) Data in the table above represents all students tested who scored proficiently (level 3 or above) on each state assessment

Table 2: Elementary/Middle School Assessment Proficiency Outcomes for Special Populations

		ELA					Math				
		Charter	District	Variance to District	NYS	Variance to NYS	Charter	District	Variance to District	NYS	Variance to NYS
Students with Disabilities	2015-2016	0%	8%	-8	12%	-12	9%	9%	0	17%	-8
	2016-2017	8%	9%	-1	12%	-4	18%	11%	+7	18%	0
	2017-2018	13%	15%	-2	18%	-5	21%	15%	+6	22%	-1
ELL/MLL	2015-2016	7%	8%	-1	19%	-12	22%	14%	+8	26%	-4
	2016-2017	14%	8%	+6	15%	-1	22%	14%	+8	23%	-1
	2017-2018	20%	16%	+4	28%	-8	27%	19%	+8	34%	-7
Economically Disadvantaged	2015-2016	14%	20%	-6	30%	-16	22%	20%	+2	33%	-11
	2016-2017	21%	22%	-1	29%	-8	32%	21%	+11	33%	-1
	2017-2018	39%	25%	+14	35%	+4	41%	24%	+17	38%	+3

NOTES:

(1) Data in the table above represents tested students in respective subgroups who scored proficiently (level 3 or above) on each NYS assessment.

(2) For the students with disabilities and the ELL/MLL subgroups, both current and former members of the subgroups have been combined.

(3) In some cases, student subgroups did not have enough tested students to form a representative sample (<5 students). For these subgroups the testing data was withheld.

According to the 2017-2018 school year ESEA accountability designations, GCCS was a *Focus Charter*. This designation was given to GCCS in 2016, after which time the school had to show two years of consecutive growth in order to be considered in Good Standing. According to the 2018-2019 ESSA accountability designations, GCCS is now in *Good Standing*.

Key Performance Area: Organizational Viability

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

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

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

A *composite score* is an overall measure of financial health calculated by the Department’s Office of Audit Services. This score is based on a weighting of primary reserves, equity, and net income. A charter school with a score between 1.5 and 3.0 is considered to be in strong financial health. GCCS’s composite score for 2017-2018 is 1.6. The table below shows the school’s composite scores from 2016-2017 to 2017-2018.

**Table 3: Global Community Charter School’s Composite Scores
2016-2017 to 2017-2018**

<i>Year</i>	<i>Composite Score</i>
2016-2017	2.1
2017-2018	1.6

Source: NYSED Office of Audit Services

Financial Management

The Charter School Office reviewed GCCS’s 2015-2016 audited financial statements to determine whether the independent auditor observed sufficient internal controls over financial reporting. The auditor did not identify any deficiencies in internal controls that could be considered material weaknesses.

Key Performance Area: Faithfulness to the Charter and Law

Enrollment, Recruitment and Retention

Through efforts towards increasing the percentage of at-risk students enrolled, the school is meeting its targets for two of the special population subgroups, ED students and ELL/MLL students, and but not yet meeting its targets for SWDs. (Note: The number of ED students enrolled GCCS for the 2016-2017 school year was underreported by the school due to the school’s transition to offering free meals to all students as a school food authority. This reporting error was subsequently remedied the following year, resulting in accurate demographic data for the 2017-2018 school year.)

Table 4: Student Demographics – Global Community Charter School Compared to District of Location

	2016-2017			2017-2018		
	Global Community Charter School	NYC CSD 5	Variance	Global Community Charter School	NYC CSD 5	Variance
Students with Disabilities	23%	28%	-5	22%	30%	-8
MLLs/ELLs	17%	14%	+3	19%	15%	+4
Economically Disadvantaged	68%	91%	-23	92%	91%	+1

NOTES:

(1) Data in the table above represents a comparison between those grades served in the charter school to only those same grades in the district.

(2) For the students with disabilities and the ELL/MLL subgroups, both current and former members of the subgroups have been combined.

The school is making good faith efforts to recruit, serve, and retain at-risk students¹³. Efforts to recruit students in the ED, ELL/MLL, and SWD populations include:

- marketing to families living in one of several public housing complexes located near the school;
- visiting nearby daycare providers and area preschools, some of which serve high concentrations of ELL/MLL students and others with large populations of SWDs;
- offering presentations and school tours to interested families with the assistance of bilingual staff members;
- providing marketing materials in English, Spanish, and French.

Some of the supports that aid in the retention of the three sub-group populations include:

- Intervention periods;
- Extended-day, after-school, and summer programming;
- Parent workshops on supporting student literacy at home;
- A hiring preference for teachers who speak multiple languages;
- A Spanish program for all grade levels;
- The ICT model;
- Additional staffing at the administrative and instructional levels to support ELL/MLL students and SWDs;

¹³ 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/multi-lingual 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).

- Professional development for teachers on how to support the academic, social, and emotional needs of all students at GCCS.

Student Retention

According to NYSED data, in the 2017-2018 school year, 79% of students were retained in Global Community Charter School compared with 89% in the district of location.

Legal Compliance

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

Summary of Public Comment

The required public hearing was held by the New York City Department of Education on October 3, 2018. Forty people attended, and 14 spoke. Eight were in favor of the renewal and six were opposed. There were also three emailed comments, of which all three were in favor of the renewal and none were opposed.

New York City Montessori Charter School

In accordance with Education Law, Article 56, Sections 2851(4) and 2852(2), Commissioners Regulation 119.7, and the Board of Regents Charter School Renewal Policy, the **New York State Education Department recommends a short-term renewal for a period of three years for New York City Montessori Charter School (NYCMCS). The charter term would begin on July 1, 2019 and expire on June 30, 2022.** In 2016 and 2017, the school was required by NYSED to provide a Corrective Action Plan (CAP) establishing strategies and measurable outcomes to improve academic performance. The school is currently implementing the specific strategies outlined in the CAP and provided progress reports and updates to the NYSED Charter School Office (CSO), as required. The CAP was closely monitored by the Department.

New York City Montessori Charter School (NYCMCS) is meeting most benchmarks set forth in the Board of Regents Charter School Performance Framework. The school is implementing the mission, key design elements, education program and organizational plan set forth in the charter.

Charter School Summary

Name of Charter School	New York City Montessori Charter School
Board Chair	Rory Cohen
District of location	NYC CSD 7
Opening Date	Fall 2011
Charter Terms	<ul style="list-style-type: none"> • Initial: December 14, 2011 - June 30, 2016 • Renewal: July 1, 2016 – June 30, 2019
Current Term Authorized Grades/ Approved Enrollment	K – Grade 5/ 294 students
Proposed Renewal Term Authorized Grades/ Proposed Approved Enrollment	K – Grade 5/ 294 students
Comprehensive Management Service Provider	None
Facilities	423 East 138 th Street, Bronx, NY 10454 (Private Space)
Mission Statement	<i>The New York City Montessori Charter School will empower children to be critical thinkers and creative problem solvers with strong social skills so that they can succeed in their world and continue to learn in their pursuit of higher education as they prepare for careers needed in the 21st Century.</i>
Key Design Elements	<ul style="list-style-type: none"> • Differentiated instruction • Individual work plans • Specially designed materials • Prepared environment • Independence and the freedom and ability to make choices • Time and practice • Peer modeling and teacher scaffolding • Content related instructional strategies • Montessori philosophy
Requested Revisions	None

New York City Montessori Charter School was the first public Montessori Charter School in New York City. One third of its students are classified as a student with disabilities (SWDs) and one-fourth of its student body is considered English language learners (ELLs)/multi-lingual learners (MLLs). They are implementing a program that blends the Montessori teaching philosophy with the New York State Learning Standards.

Current Grade Levels and Approved Enrollment

	Year 1 2016 to 2017	Year 2 2017-2018	Year 3 2018-2019
Grade Configuration	K-Grade 5	K-Grade 5	K-Grade 5
Total Approved Enrollment	294	294	294

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 5	K-Grade 5	K-Grade 5
Total Approved Enrollment	294	294	294

Background

The Board of Regents granted an initial charter to NYCMCS in December 2010. The school opened for instruction in August 2011 initially serving 104 students in kindergarten - Grade 1. NYCMCS’s charter was subsequently renewed by the Board of Regents in May 2016

Summary of Evidence for Renewal

Key Performance Area: Educational Success

- NYCMCS has steadily improved its academic performance and with the 2018 state assessments and outperformed its district Community School District (CSD) 7. Though it has not yet met state averages for all students, subgroup performance of ELLs/MLLs and SWDs exceeded state averages.
- The school continues to refine its approach to incorporating the Montessori philosophy with the New York State Learning Standards.
- The implementation of a more standards aligned curriculum has led to the adoption of Eureka Math, Teachers College Readers and Writers Workshop, NYS standards for Science, and Engage NY for Social Studies.
- Reading is supported by Renaissance Learning (STAR Reading, STAR Early Literacy, Accelerated Reader), Wilson Foundations and Raz Kids/Headsprout Reading.
- Lesson planning, relatively new for teachers, is departmentalized so that no teacher has to develop all five subject-based lessons (the five subjects being math, reading, writing, social studies

and science). Teachers share their plans with other teachers on their grade team with each teacher planning one subject exclusively. Teachers are subject-based departmentalized and work with teachers from all other grades who plan the same subject.

- School leadership has placed an emphasis on Gradual Release of Responsibility (where students are given more voice and autonomy) and on defining and refining how Montessori Philosophy and Practice is implemented. There is a greater emphasis on rigor and shift in how the Montessori approach is implemented.
- The various instructional methods and group settings are used to support NYCMCS population of SWDs and ELL/MLL students, which has steadily increased to 32% and 23% respectively.
- The school implements Response to Intervention, co-teaching, ELL/MLL instruction or supports, and a social emotional support team.
- SoBro, the school’s partner organization, provides afterschool remediation to supplement the instruction that takes place during the school day. The afterschool program has been restructured this year to create greater consistency between instruction and afterschool support. Afterschool teaching staff receives professional development training along with school staff and many are employed during the day as trained paraprofessionals.

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 and state average which serve as two indicators in Benchmark One of the Charter School Performance Framework.

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

	ELA					Math				
	New York City Montessori CS	NYC CSD 7	Variance to District	NYS	Variance to NYS	New York City Montessori CS	NYC CSD 7	Variance to District	NYS	Variance to NYS
2014-2015	5%	13%	-8	32%	-27	18%	18%	0	43%	-25
2015-2016	12%	21%	-9	39%	-27	11%	21%	-10	43%	-32
2016-2017	20%	24%	-4	40%	-20	13%	24%	-11	45%	-32
2017-2018	33%	30%	+3	45%	-12	32%	30%	+2	49%	-17

NOTE:

(1) Data in the table above represents all students tested who scored proficiently (level 3 or above) on each state assessment.

NYCMCS has steadily improved its academic performance and with the 2017-2018 state assessments in ELA and math and outperformed its district of location Community School District (CSD) 7. ELA scores have grown from 5% proficient to 33% proficient. Math scores have grown from 11% proficient to 32% during the past four years.

Though they have not yet met state averages for all students, subgroup performance of SWDs, ELLs/MLLs, and EDs have exceeded district of location averages.

Table 2: Elementary/Middle School Assessment Proficiency Outcomes for Special Populations

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	2014-2015	0% (-5)	0% (-11)	4% (-9)
	2015-2016	7% (-1)	15% (+4)	10% (-11)
	2016-2017	14% (+6)	12% (-2)	20% (-4)
	2017-2018	19% (+7)	36% (+16)	34% (+4)
Mathematics	2014-2015	8% (-2)	0% (-16)	15% (-3)
	2015-2016	13% (+3)	10% (-7)	10% (-11)
	2016-2017	8% (-4)	6% (-12)	13% (-11)
	2017-2018	19% (+1)	29% (+2)	34% (+4)

NOTES:

- (1) Data in the table above represents tested students in respective subgroups who scored proficiently (level 3 or above) on each state assessment.
- (2) For the students with disabilities and the ELL/MLL subgroups, both current and former members of the subgroups have been combined.
- (3) In some cases, student subgroups still did not have enough tested students to form a representative sample (<5 students). For these subgroups testing data was withheld.

According to the 2017-2018 school year ESEA accountability designations, New York City Montessori Charter School is a *Priority School*.

Key Performance Area: Organizational Viability

Financial Condition and Financial Management

New York City Montessori Charter School appears to be in poor financial condition as evidenced by performance on key indicators derived from the school’s independently audited financial statements from 2014-2017.

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

A *composite score* is an overall measure of financial health calculated by the Department’s Office of Audit Services. This score is based on a weighting of primary reserves, equity, and net income. A charter school with a score between 1.5 and 3.0 is considered to be in strong financial health. New York City Montessori Charter School’s 2016-17 composite score is -0.5. The table below shows the school’s composite scores from 2014-2015 to 2016-2017.

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

**Table 3: New York City Montessori Charter School’s Composite Scores
2014-2015 to 2016-2017**

<i>Year</i>	<i>Composite Score</i>
2014-2015	0.0
2015-2016	-0.5
2016-2017	-0.5

Source: NYSED Office of Audit Services

Financial Management

The Charter School Office reviewed New York City Montessori Charter School’s 2016-17 audited financial statements to determine whether the independent auditor observed sufficient internal controls over financial reporting. The auditor did not identify any deficiencies in internal controls that could be considered material weaknesses.

Key Performance Area: Faithfulness to the Charter and Law

Enrollment, Recruitment and Retention

Summarize enrollment policies. NYCMCS has made substantial progress in meeting its enrollment and retention targets since its 2015-16 renewal when NYCMCS served fewer subgroup populations than its district of location. The school is on par with CSD7 in serving English language learners/multi-lingual learners and above the district is serving with disabilities; however, NYCMCS continues to serve fewer economically disadvantaged students than CSD 7.

The school continues to make good faith efforts to recruit, serve, and retain at-risk students. Efforts include working with its bilingual family coordinator and its community-based partner to reach out to families and organizations that serve this population.

Table 4: Student Demographics – New York City Montessori Charter School Compared to District of Location

	2016-2017			2017-2018		
	NYC MCS	NYC CSD 7	Variance	NYC MCS	NYC CSD 7	Variance
Student Population						
Students with Disabilities	28%	26%	+2	32%	27%	+5
ELL/MLL	22%	21%	+1	23%	23%	0
Economically Disadvantaged	90%	97%	-7	88%	96%	-8

NOTES:

- (1) Data in the table above represents a comparison between those grades served in the charter school to only those same grades in the district.
- (2) For the students with disabilities and the ELL/MLL subgroups, both current and former members of the subgroups have been combined.

Student Retention

According to NYSED data, in the 2017-2018 school year, 78% of students were retained in New York City Montessori Charter School compared with 92% in the district of location.

Legal Compliance

New York City Montessori 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 October 3, 2018. Eight people attended, and three spoke. Three were in favor of the renewal and none were opposed.

In accordance with Education Law, Article 56, Sections 2851(4) and 2852(2), Commissioners Regulation 119.7, and the Board of Regents Charter School Renewal Policy, the **New York State Education Department recommends a short-term renewal for a period of two years for Renaissance Academy Charter School of the Arts. The charter term would begin on July 1, 2019 and expire on June 30, 2021.** In February 2019, the school was required by NYSED to provide a Corrective Action Plan (CAP) establishing strategies and measurable outcomes to improve academic and fiscal performance. The school is currently implementing the specific strategies outlined in the CAP and provides quarterly progress reports and updates to the NYSED Charter School Office (CSO). The CAP will be closely monitored by the Department.

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

Charter School Summary

Name of Charter School	Renaissance Academy Charter School of the Arts
Board Chair	Steve Gordon
District of location	Greece Central School District
Opening Date	Fall 2014
Charter Terms	Initial: August 2014 – June 30, 2019
Current Term Authorized Grades/ Approved Enrollment	K- Grade 6/ 506 students
Proposed Renewal Term Authorized Grades/ Proposed Approved Enrollment	K – Grade 6/ 506 students
Comprehensive Management Service Provider	None
Facilities	299 Kirk Road, Rochester, NY 14612 (Private Space)
Mission Statement	<i>Renaissance Academy Charter School of the Arts provides children an enriched and rigorous education through the humanities and arts integration leading to success in college, careers and life.</i>
Key Design Elements	<ul style="list-style-type: none"> • More time: Block scheduling, longer days, more days • A Disposition for Learning – Habits of Mind • A Focus on Language and Literacy: Speech and Language Support for All Learners • A Focus on Numeracy and Eight Mathematical Practices • Arts instruction and integration • Character Education • Child and Family Support <p><i>(NOTE: revision to original was approved by CSO in July 2018)</i></p>
Requested Revision	None

To effectively integrate the arts into the Renaissance Academy Charter School (RA) student experience, each grade level is assigned an arts integration specialist for each trimester across the school year.

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 2	K – Grade 3	K – Grade 4	K – Grade 5	K – Grade 6
Total Approved Enrollment	176	250	300	400	506

Proposed Renewal Term Grade Levels and Approved Enrollment

	Year 1 2019 to 2020	Year 2 2020 to 2021
Grade Configuration	K – Grade 6	K – Grade 6
Total Approved Enrollment	506	506

Background

The Board of Regents granted an initial charter to Renaissance Academy Charter School of the Arts in December 2013. Renaissance Academy Charter School of the Arts opened for instruction in August 2014, initially serving 176 students in kindergarten - Grade 2. A material revision request was submitted in June of 2014 to change the district of location from Rochester City School District to Greece Central School District. The request was approved by the Board of Regents in June 2014.

Summary of Evidence for Renewal

Key Performance Area: Educational Success

The Elementary/Middle School Academic Program:

- RA aligns its curriculum to the New York State Learning Standards; and uses the standards in a backwards mapping process based on the Understanding by Design methodology to create thematic unit and lesson plans for all content areas.
- The thematic units are seen as motivating student engagement through choice-based projects, collaborative learning, and opportunities for students to engage in a variety of learning modalities.
- Data is used on many levels: during class instruction, the use of checklists to track student mastery, grade level teams’ analysis of student work to identify needs for reteaching or for increasing rigor, and for overall program evaluation.

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

- The school provides supports for diverse learners through small group pull-outs, push-ins to classes, additional adults in classrooms, and enhanced time devoted to addressing specific learning needs.
- Teachers have numerous opportunities to work collaboratively, such as weekly grade team meetings, common planning times with classroom co-teachers, and departments.

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 and state average which serve as two indicators in Benchmark One of the Charter School Performance Framework.

In 2016-2017, 29% of students attending Renaissance Academy Charter School of The Arts were trending towards proficiency in ELA. In 2017-2018, the rate was 33%. This falls below the minimum expectation of 75% as set forth in the Charter School Performance Framework.

In 2016-2017, 18% of students attending Renaissance Academy Charter School of The Arts were trending towards proficiency in math. In 2017-2018, the rate was 22%. This falls below the minimum expectation of 75% as set forth in the Charter School Performance Framework.

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

Comparison of Renaissance Academy Charter School of the Arts and Rochester City School District

	ELA					Math				
	Renaissance Academy CS of the Arts	Rochester City SD	Variance to District	NYS	Variance to NYS	Renaissance Academy CS of the Arts	Rochester City SD	Variance to District	NYS	Variance to NYS
2015-2016	25%	8%	+17	42%	-17	15%	11%	+4	44%	-29
2016-2017	31%	9%	+22	42%	-11	12%	11%	+1	46%	-34
2017-2018	24%	12%	+12	45%	-21	14%	14%	0	49%	-35

NOTE:

- (1) Data in the table above represents all students tested who scored proficiently (level 3 or above) on each state assessment.

Comparison of Renaissance Academy Charter School of the Arts and Greece Central School District

	ELA					Math				
	Renaissance Academy CS of the Arts	Greece Central SD	Variance to District	NYS	Variance to NYS	Renaissance Academy CS of the Arts	Greece Central SD	Variance to District	NYS	Variance to NYS
2015-2016	25%	37%	-12	42%	-17	15%	49%	-34	44%	-29
2016-2017	31%	39%	-8	42%	-11	12%	47%	-35	46%	-34
2017-2018	24%	39%	-15	45%	-21	14%	44%	-30	49%	-35

NOTE:

(1) Data in the table above represents all students tested who scored proficiently (level 3 or above) on each state assessment.

In 2017-2018, 0% of SWDs attending Renaissance Academy Charter School of The Arts were trending towards proficiency in ELA. This falls below the minimum expectation of 75% as set forth in the Charter School Performance Framework. In 2017-2018, 0% of SWDs attending Renaissance Academy Charter School of The Arts were trending towards proficiency in math. This falls below the minimum expectation of 75% as set forth in the Charter School Performance Framework.

In 2016-2017, 29% of ED students attending Renaissance Academy Charter School of The Arts were trending towards proficiency in ELA. In 2017-2018, the rate was 32%. This falls below the minimum expectation of 75% as set forth in the Charter School Performance Framework. In 2016-2017, 18% of ED students attending Renaissance Academy Charter School of The Arts were trending towards proficiency in math. In 2017-2018, the rate was 22%. This falls below the minimum expectation of 75% as set forth in the Charter School Performance Framework.

Table 2: Elementary/Middle School Assessment Proficiency Outcomes by Subgroup:

Comparison of Renaissance Academy Charter School of the Arts and Rochester City School District

Subject	School Year	Students with Disabilities (Variance to the district of location)		Economically Disadvantaged (Variance to the district of location)	
ELA	2015-2016	0%	(-1)	26%	(+19)
	2016-2017	14%	(+12)	28%	(+20)
	2017-2018	13%	(+10)	23%	(+12)
Mathematics	2015-2016	.	.	15%	(+5)
	2016-2017	13%	(+10)	12%	(+2)
	2017-2018	8%	(+5)	12%	(-1)

NOTES:

- (1) Data in the table above represents tested students in respective subgroups who scored proficiently (level 3 or above) on each state assessment.
- (2) For the students with disabilities subgroup, both current and former members of the subgroup have been combined.
- (3) In some cases, student subgroups still did not have enough tested students to form a representative sample (<5 students). For these subgroups testing data was withheld.
- (4) A "." In any table indicates that the data is suppressed, no student sat for the exam, or the exam was not given.

Comparison of Renaissance Academy Charter School of the Arts and Greece Central School District

Subject	School Year	Students with Disabilities (Variance to the district of location)		Economically Disadvantaged (Variance to the district of location)	
ELA	2015-2016	0%	(-7)	26%	(+1)
	2016-2017	14%	(+6)	28%	(0)
	2017-2018	13%	(+3)	23%	(-6)
Mathematics	2015-2016	.	.	15%	(-23)
	2016-2017	13%	(-5)	12%	(-24)
	2017-2018	8%	(-3)	12%	(-22)

NOTES:

- (1) Data in the table above represents tested students in respective subgroups who scored proficiently (level 3 or above) on each state assessment.
- (2) For the students with disabilities subgroup, both current and former members of the subgroup have been combined.
- (3) In some cases, student subgroups still did not have enough tested students to form a representative sample (<5 students). For these subgroups testing data was withheld.
- (4) A "." In any table indicates that the data is suppressed, no student sat for the exam, or the exam was not given.

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

Key Performance Area: Organizational Viability

Financial Condition and Financial Management

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

The Charter School Office reviews the financial performance and management of charter schools using quantitative and qualitative methods. Near-term indicators, such as the current ratio and unrestricted days cash, are measures of liquidity and of the charter school's capacity to maintain operations. Long-term indicators, such as total margin and debt-to-asset ratio, are measures of the charter school's capacity to remain viable and to meet financial obligations.¹⁵

A *composite score* is an overall measure of financial health calculated by the Department's Office of Audit Services. This score is based on a weighting of primary reserves, equity, and net income. A charter school with a score between 1.5 and 3.0 is considered to be in strong financial health. Renaissance Academy Charter School for the Arts' composite score for 2016-2017 is 1.4. The table below shows the school's composite scores from 2014-2015 to 2016-2017.

**Table 4: Renaissance Academy Charter School of the Arts' Composite Scores
2014-2015 to 2016-2017**

<i>Year</i>	<i>Composite Score</i>
2014-2015	1.1
2015-2016	2.1
2016-2017	1.4

Source: NYSED Office of Audit Services

Financial Management

The Charter School Office reviewed Renaissance Academy Charter School of the Arts' 2015-2016 audited financial statements to determine whether the independent auditor observed sufficient internal controls over financial reporting. The auditor did not identify any deficiencies in internal controls that could be considered material weaknesses.

The Office of the State Comptroller issued an audit report in August of 2016, covering the financial operations during the period from July 1, 2014 to March 17, 2016. There were three findings, related to ensuring policies and procedures for disbursements are properly supported, consultation with legal counsel to address inconsistencies between the school's charter, the bylaws, and the code of ethics, as related to the GML Sections 800-806, and ensuring board policy related to the signing of checks over \$10,000 is followed. The school responded to correct policies to address specific procedures, rewrite the bylaws and code of ethics, and to create a new check signing policy.

¹⁵ 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

Through efforts toward increasing the percentage of at-risk students enrolled, the school is not yet meeting its targets for the special population subgroups of SWDs or ELLs/MLLs. The school enrolls a proportion of ED students comparable with the Rochester City School District, the district of residence of most of its students. The percentage of SWDs has decreased slightly, from 16% to 14% over the past two years. The school did not enroll any ELL/MLL students until this, the final year of its initial charter term, when a weighted lottery was put into place. The enrollment for this sub-group is 7% below Greece and 16% below Rochester.

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

- Instituting a weighted lottery for ELL/MLL students in the current school year.
- Increased outreach and canvassing of Rochester neighborhoods and community centers to distribute informational materials.
- Developing relationships with refugee and immigration, religious outreach, and nationality-specific centers and other cultural organizations.

Table 5: Renaissance Academy Charter School of the Arts Compared to Rochester City School District

Student Population	2016-2017			2017-2018		
	Renaissance Academy CS of the Arts	Rochester CSD	Variance	Renaissance Academy CS of the Arts	Rochester CSD	Variance
Students with Disabilities	16%	21%	-5	14%	22%	-8
ELL/MLL	0%	14%	-14	0%	16%	-16
Economically Disadvantaged	91%	92%	-1	94%	92%	+2

NOTES:

- (1) Data in the table above represents a comparison between those grades served in the charter school to only those same grades in the district.
- (2) For the students with disabilities and the ELL/MLL subgroups, both current and former members of the subgroups have been combined.

Table 6: Renaissance Academy Charter School of the Arts Compared to Greece Central School District

	2016-2017			2017-2018		
	Renaissance Academy CS of The Arts	Greece CSD	Variance	Renaissance Academy CS of The Arts	Greece CSD	Variance
Students with Disabilities	16%	14%	+2	14%	13%	+1
ELL/MLL	0%	6%	-6	0%	7%	-7
Economically Disadvantaged	91%	54%	+37	94%	60%	+34

NOTES:

- (1) Data in the table above represents a comparison between those grades served in the charter school to only those same grades in the district.
- (2) For the students with disabilities and the ELL/MLL subgroups, both current and former members of the subgroups have been combined.

Student Retention:

According to NYSED data, in the 2017-2018 school year, 83% of students were retained in the Renaissance Academy Charter School for the Arts compared with 94% in Rochester.

According to NYSED data, in the 2017-2018 school year, 83% of students were retained in Renaissance Academy Charter School of the Arts compared with 93% in Greece CSD, the district of location.

Legal Compliance

RA has been inconsistent in operating in accordance with applicable law, regulations, rules and other policies, including the terms of its charter, its by-laws and other school-specific policies. The school has not always been timely with submissions, nor has it implemented all of the provisions of the charter agreement. The board is addressing these concerns by contracting with a law firm, an accounting firm, and an insurance carrier with charter school-specific expertise to ensure compliance with legal requirements and best practice. The school has further updated the by-laws, conflict of interest policy, and enrollment policy.

Summary of Public Comment

The required public hearing was held by the Greece Central School District on October 9, 2018. No one except school district people attended, and no one spoke in favor or opposed to the charter school. There were no emailed/hand-written comments, in favor or opposed. It was later determined that the charter school had not been informed of the date of the hearing.

Vertus Charter School

In accordance with Education Law, Article 56, Sections 2851(4) and 2852(2), Commissioners Regulation 119.7, and the Board of Regents Charter School Renewal Policy, the **New York State Education Department recommends a short-term renewal for a period of two years for Vertus Charter School. The charter term would begin on July 1, 2019 and expire on June 30, 2021. The Department also recommends a decrease in enrollment from 384 to 340 due to space constraints.** In February 2019, the school was required by NYSED to provide a Corrective Action Plan (CAP) establishing strategies and measurable outcomes to improve enrollment deficiencies. The school is currently implementing the specific strategies outlined in the CAP and provides quarterly progress reports and updates to the NYSED Charter School Office (CSO). The CAP will continue to be closely monitored by the Department.

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

Charter School Summary

Name of Charter School	Vertus Charter School
Board Chair	Bryan Hickman
District of location	Rochester City School District
Opening Date	Fall 2014
Charter Terms	July 1, 2014 – June 30, 2019
Current Term Authorized Grades/ Approved Enrollment	Grades 9-12/ 384 students
Proposed Renewal Term Authorized Grades/ Proposed Approved Enrollment	Grades 9-12/ 340 students
Comprehensive Management Service Provider	None
Facilities	21 Humboldt Street, Rochester, NY 14609 (Private Space)
Mission Statement	<i>To develop leaders of character for the community and the workplace.</i>
Key Design Elements	<ul style="list-style-type: none"> • Strong relationships • Personalized year-round academics • Character development • Career preparation
Requested Revision	Reduce the approved enrollment from 384 students to 340 students due to space constraints

The school serves young men at high risk who have previously been unsuccessful in high school and are typically over-aged and under credited.

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	Grades 9	Grades 9-10	Grades 9 -11	Grades 9 -12	Grades 9 -12
Total Approved Enrollment	96	192	288	384	384

Proposed Renewal Term Grade Levels and Approved Enrollment

	Year 1 2019 to 2020	Year 2 2020 to 2021
Grade Configuration	Grades 9 -12	Grades 9 -12
Total Approved Enrollment	340	340

Background

The Board of Regents granted an initial charter to Vertus Charter School (Vertus) in December 2013. Vertus opened for instruction in September 2014, initially serving 96 students in Grade 9, and added a grade level each year for the three subsequent school years.

Summary of Evidence for Renewal

Key Performance Area: Educational Success

The Academic Program for SWDs:

- High staff-to-student ratio allows supports for all students.
- Students are offered multiple layers of academic assistance such as special educators, as well as teaching fellows, preceptors and content area teachers are in the labs with students.
- Online courses can be replayed, offer translations, and include an embedded dictionary.
- Special educators meet regularly with classroom teachers, preceptors, and administrators.
- Special educators meet weekly as a team and with each house team.

The Academic Program for ELLs/MLLs:

- High staff-to-student ratio allows supports for all students.
- Students are offered multiple layers of academic assistance such as special educators, as well as teaching fellows, preceptors and content area teachers are in the labs with students.
- Online courses can be replayed, offer translations, and include an embedded dictionary.
- All ELL/MLL students attend an additional class separate from their regular daily instruction.
- ELL/MLL students are assigned a Spanish speaking preceptor or students “buddy.”
- ELL/MLL students receive intensive summer tutoring from graduate students from a nearby college from students seeking their Teachers of English to Speakers of Other Languages (TESOL) credentials.

Student Performance – High School

Vertus implements a documented curriculum that blends classroom-based instruction with on-line, individualized instruction in a laboratory setting. The lab is heavily supported by classroom teachers, preceptors and special education and ELL/MLL specialists. This approach allows a multitude of supports for these students, deliberately recruited as having been unsuccessful in traditional high schools. The school's first four-year Regents cohort outcomes have been below the state average, but early indicators such as percentage of students on track to graduate show that allowing more time for these students to reach mastery will result in increased levels of proficiency.

With only one year of graduation data, trends cannot be identified.

3.a.i. Regents Testing Outcomes – Aggregate Annual Regents Outcomes: See Table 1 below.

Table 1: Annual Regents Outcomes

	2015-2016			2016-2017			2017-2018		
	Vertus Charter School	NYS	Variance to NYS	Vertus Charter School	NYS	Variance to NYS	Vertus Charter School	NYS	Variance to NYS
Algebra I (Common Core)	100%	72%	+28	65%	75%	-10	59%	70%	-11
English Language Arts (Common Core)	.	.	.	88%	84%	+4	65%	79%	-14
Geometry (Common Core)	.	.	.	67%	63%	+4	70%	67%	+3
Global History	.	.	.	81%	68%	+13	71%	39%	+32
Global History Transition	.	.	.	.	.	.	62%	73%	-11
Living Environment	100%	78%	+22	72%	74%	-2	73%	73%	0
Physical Setting/Earth Science	100%	71%	+29	60%	69%	-9	54%	73%	-19
US History and Government	.	.	.	.	.	.	96%	81%	+15

NOTES:

- (1) Data in the table above represents all students who passed the Annual Regents and Regents Common Core Examinations (score of 65 or better).
- (2) In some cases, the all students' subgroup did not have enough tested students for form a representative sample (<5 students). In those cases, the testing data was withheld.
- (3) A "." in any table indicates that the data is suppressed, no student sat for the exam, or the exam was not given.

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

Key Performance Area: Organizational Viability

Financial Condition and Financial Management

Vertus Charter School appears to be in sound financial condition as evidenced by performance on key indicators derived from the school's independently audited financial statements.

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

term indicators, such as total margin and debt-to asset ratio, are measures of the charter school’s capacity to remain viable and to meet financial obligations.¹⁶

A *composite score* is an overall measure of financial health calculated by the Department’s Office of Audit Services. This score is based on a weighting of primary reserves, equity, and net income. A charter school with a score between 1.5 and 3.0 is considered to be in strong financial health. Vertus Charter School’s 2016-2017 composite score is 1.7.

**Vertus Charter School’s Composite Scores
2014-2015 to 2016-2017**

<i>Year</i>	<i>Composite Score</i>
2014-2015	2.1
2015-2016	1.3
2016-2017	1.7

Source: NYSED Office of Audit Services

Financial Management

The Charter School Office reviewed Vertus Charter School’s 2016-2017 audited financial statements to determine whether the independent auditor observed sufficient internal controls over financial reporting. The auditor did not identify any deficiencies in internal controls that could be considered material weaknesses.

Key Performance Area: Faithfulness to the Charter and Law

Enrollment, Recruitment and Retention

Vertus deliberately targets students at the greatest risk, those young men in danger of not graduating from high school, in poverty, with learning disabilities and/or who are ELL/MLL students. Through efforts toward increasing the percentage of at-risk students enrolled, the school is coming close to but not yet quite meeting all its targets for the special population subgroups – economically disadvantaged (ED), SWDs, or ELL/MLL students.

Enrollment of subgroups varies slightly from year to year, maintaining minor variances to the district.

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

Table 6: Student Demographics – Vertus Charter School Compared to District of Location

	2016-2017			2017-2018		
	Vertus Charter School	Rochester City School District	Variance	Vertus Charter School	Rochester City School District	Variance
Students with Disabilities	21%	21%	0	17%	20%	-3
ELL/MLL	4%	16%	-12	8%	18%	-10
Economically Disadvantaged	100%	88%	+12	86%	87%	-1

NOTES:

- (1) Data in the table above represents a comparison between those grades served in the charter school to only those same grades in the district.
- (2) For the students with disabilities and the ELL/MLL subgroups, both current and former members of the subgroups have been combined.

The school is making good faith efforts to recruit, serve, and retain at-risk students¹⁷. Efforts to recruit and retain students in the ED, ELL/MLL, and SWD populations include: a recently-established strong relationship with Ibero, serving the Hispanic community in Rochester; the establishment of a Community Engagement and Recruitment Committee at the board level; and outreach to mental and health service contractors, the Rochester CSD Committee on Special Education (CSE), and youth development organizations. The school also disseminates information through organizations known to have ties to non- or limited-English speaking families.

Student Retention

According to NYSED data, in the 2017-2018 school year, 67% of students were retained in Vertus Charter School compared with 96% in the district of location.

¹⁷ 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).

Legal Compliance

Vertus 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 Rochester City School District on October 16, 2018 to address the renewal itself. No school people attended, and no one spoke. A second hearing was held on November 13, 2018 to address a request by the school for a revision to set its maximum enrollment at 340 from 384 due to space constraints. The school leader attended this hearing, but no one spoke either in favor or in opposition.