



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

**TO:** P-12 Education Committee

**FROM:** Cosimo Tangorra, Jr. 

**SUBJECT:** Charter Schools: Charter Renewal Recommendations for Charters Authorized by the Chancellor of the New York City Department of Education (NYCDOE)

**DATE:** March 12, 2015

**AUTHORIZATION(S):** 

## SUMMARY

### Issue for Decision

Should the Regents approve the proposed renewal charters for charter schools authorized by the Chancellor of the New York City Department of Education (NYCDOE)?

### Reason(s) for Consideration

Required by State Statute.

### Proposed Handling

This issue will be before the Regents P-12 Education Committee and the Full Board for action at the March 2015 Regents meeting.

### Procedural History

The Chancellor of the NYCDOE approved the enclosed renewal charters and submitted them to the Regents for approval and issuance of the renewal charters as required by Article 56 of the Education Law, The New York State Charter School Statute.

## **Background Information**

I forward the recommendations for the proposed renewal charters for the following charter schools as proposed by the Chancellor of the New York City Department of Education (NYCDOE) in her capacity as a charter school authorizer under Article 56 of the Education Law, and that the charters be extended for the terms indicated. The summary of the NYCDOE's 2014 Renewal Recommendation Report for each school is attached to this item. The full Renewal Reports for each school are available at the links below:

- Hebrew Language Academy Charter School (short term through June 2019)  
<http://schools.nyc.gov/NR/ronlyres/71B0C000-D086-48ED-8B03-E7AD95B3D4DF/0/HebrewLanguageAcademyRenewalReport201415Final.pdf>
- KIPP Infinity Charter School (full term through June 2019)  
[http://schools.nyc.gov/NR/ronlyres/54B61F41-34AA-499B-A6D3-E656E03CCBD2/0/KIPPInfinityRenewalReport201415\\_Final.pdf](http://schools.nyc.gov/NR/ronlyres/54B61F41-34AA-499B-A6D3-E656E03CCBD2/0/KIPPInfinityRenewalReport201415_Final.pdf)
- KIPP AMP Charter School (short term through June 2018)  
[http://schools.nyc.gov/NR/ronlyres/E0841C84-D381-4405-B7DE-067A3FF2EBF5/0/KIPPAMPCSRenewalReport201415\\_Final.pdf](http://schools.nyc.gov/NR/ronlyres/E0841C84-D381-4405-B7DE-067A3FF2EBF5/0/KIPPAMPCSRenewalReport201415_Final.pdf)
- Teaching Firms of America – Professional Preparatory Charter School (short term through June 2017)  
[http://schools.nyc.gov/NR/ronlyres/388977E7-1502-4919-948B-498DEFFE9259/0/TeachingFirmsRenewalReport201415\\_Final.pdf](http://schools.nyc.gov/NR/ronlyres/388977E7-1502-4919-948B-498DEFFE9259/0/TeachingFirmsRenewalReport201415_Final.pdf)
- Williamsburg Collegiate Charter School (2 renewals: one short term through June 2015 and one full term through June 2020)  
<http://schools.nyc.gov/NR/ronlyres/165725D8-6698-4CA8-857F-3677B63348C9/0/WilliamsburgCollegiateRenewalReport201415Final.pdf>

## **Recommendation**

VOTED: That the Board of Regents finds that the proposed charter school: (1) meets the requirements set out in Article 56 of the Education Law, and all other applicable laws, rules and regulations; (2) will operate in an educationally and fiscally sound manner; (3) is likely to improve student learning and achievement and materially further the purposes set out in subdivision two of section twenty-eight hundred fifty of Article 56 of the Education Law; and (4) will have a significant educational benefit to the students expected to attend the charter school, and the Board of Regents therefore approves and issues the renewal charter of the Hebrew Language Academy Charter School as proposed by the Chancellor of the New York City Department of Education, and that its provisional charter be extended for a term up through and including June 30, 2019.

VOTED: That the Board of Regents finds that the proposed charter school: (1) meets the requirements set out in Article 56 of the Education Law, and all other applicable laws, rules and regulations; (2) will operate in an educationally and fiscally sound manner; (3) is likely to improve student learning and achievement and materially further the purposes set out in subdivision two of section twenty-eight hundred fifty of Article 56 of the Education Law; and (4) will have a significant educational benefit to the students expected to attend the charter school, and the Board of Regents therefore approves and issues the renewal charter of the KIPP AMP Charter School as proposed by the Chancellor of the New York City Department of Education, and that its provisional charter with the current maximum enrollment be extended for a term up through and including June 30, 2018.

VOTED: That the Board of Regents finds that the proposed charter school: (1) meets the requirements set out in Article 56 of the Education Law, and all other applicable laws, rules and regulations; (2) will operate in an educationally and fiscally sound manner; (3) is likely to improve student learning and achievement and materially further the purposes set out in subdivision two of section twenty-eight hundred fifty of Article 56 of the Education Law; and (4) will have a significant educational benefit to the students expected to attend the charter school, and the Board of Regents therefore approves and issues the renewal charter of the KIPP Infinity Charter School as proposed by the Chancellor of the New York City Department of Education, and that its provisional charter be extended for a term up through and including June 30, 2019.

VOTED: That the Board of Regents finds that the proposed charter school: (1) meets the requirements set out in Article 56 of the Education Law, and all other applicable laws, rules and regulations; (2) will operate in an educationally and fiscally sound manner; (3) is likely to improve student learning and achievement and materially further the purposes set out in subdivision two of section twenty-eight hundred fifty of Article 56 of the Education Law; and (4) will have a significant educational benefit to the students expected to attend the charter school, and the Board of Regents therefore approves and issues the renewal charter of the Teaching Firms of America-Professional Prep Charter School as proposed by the Chancellor of the New York City Department of Education, and that its provisional charter with the current maximum enrollment be extended for a term up through and including June 30, 2017.

VOTED: That the Board of Regents finds that the proposed charter school: (1) meets the requirements set out in Article 56 of the Education Law, and all other applicable laws, rules and regulations; (2) will operate in an educationally and fiscally sound manner; (3) is likely to improve student learning and achievement and materially further the purposes set out in subdivision two of section twenty-eight hundred fifty of Article 56 of the Education Law; and (4) will have a significant educational benefit to the students expected to attend the charter school, and the Board of Regents therefore approves and issues the renewal charter of the Williamsburg Collegiate Charter School as proposed by the Chancellor of the New York City Department of Education, and that its provisional charter be extended for a term up through and including June 30, 2015.

VOTED: That the Board of Regents finds that the proposed charter school: (1) meets the requirements set out in Article 56 of the Education Law, and all other applicable laws, rules and regulations; (2) will operate in an educationally and fiscally sound manner; (3) is likely to improve student learning and achievement and materially further the purposes set out in subdivision two of section twenty-eight hundred fifty of Article 56 of the Education Law; and (4) will have a significant educational benefit to the students expected to attend the charter school, and the Board of Regents therefore approves and issues the renewal charter of the Williamsburg Collegiate Charter School as proposed by the Chancellor of the New York City Department of Education, and that its provisional charter be extended for a term up through and including June 30, 2020.

### **Timetable for Implementation**

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

Attachments

## Part 1: Summary of Renewal Recommendation

### I. Charter School Overview:

#### **Background Information**

Hebrew Language Academy Charter School	
Board Chair(s)	Sara Berman
School Leader(s)	Laura J. Silver
Charter Management Organization (if applicable)	N/A
Other Partner(s)	N/A
District(s) of Location	NYC Community School District 22
Physical Address(es)	1340 East 29th Street, Brooklyn
Facility Owner(s)	Private
School Opened For Instruction	2009-2010
Current Charter Term Expiration Date	6/30/2015
Current Authorized Grade Span	K-5
Current Authorized Enrollment	486

## Overview of School-Specific Data

### School Evaluation of Academic Goals as stated in Annual Report to NYSED and Renewal Application to NYC DOE

Academic Goal Analysis		
	2013-2014	Cumulative Charter Term Total
Total Achievable Goals	21	21
# Met	4	4
# Partially Met	6	6
# Not Met	4	4
# Not Applicable *	7	7
% Met	19%	19%
% Partially Met	29%	29%
% Not Met	19%	19%
% Not Applicable *	33%	33%
% Met of All Applicable Goals	29%	29%

\* Some goals may not be applicable in all years. For example, goals related to the NYC Progress Report are not applicable for the 2013-2014 school year as Progress Reports were not issued that year.

### ES/MS students scoring at or above Level 3 on NYS assessments, compared to CSD, NYC and State averages

% Proficient in English Language Arts	
	2013-2014
<b>Hebrew Language Academy Charter School</b>	31.2%
CSD 22	35.6%
Difference from CSD 22 *	-4.4
NYC	29.8%
Difference from NYC *	1.4
New York State **	30.6%
Difference from New York State	0.6

<b>% Proficient in Mathematics</b>	
	<b>2013-2014</b>
<b>Hebrew Language Academy Charter School</b>	<b>52.7%</b>
CSD 22	44.6%
Difference from CSD 22 *	8.1
NYC	39.1%
Difference from NYC *	13.6
New York State **	36.2%
Difference from New York State	16.5

\* All comparisons to either the CSD or NYC take into account only grades the school itself served. CSD comparisons are particular to the CSD in which the school was sited each year.

\*\* New York State proficiency rates were taken from data.nysed.gov.

### Student improvement on the state tests compared to other students

<b>Median Adjusted Growth Percentile - English Language Arts</b>	
	<b>2013-2014</b>
<b>Hebrew Language Academy Charter School - All Students</b>	<b>54.5%</b>
Peer Percent of Range - All Students	22.0%
City Percent of Range- All Students	21.4%
<b>Hebrew Language Academy Charter School - School's Lowest Third</b>	<b>63.0%</b>
Peer Percent of Range - School's Lowest Third	25.8%
City Percent of Range - School's Lowest Third	17.5%

<b>Median Adjusted Growth Percentile - Mathematics</b>	
	<b>2013-2014</b>
<b>Hebrew Language Academy Charter School - All Students</b>	<b>65.5%</b>
Peer Percent of Range - All Students	54.1%
City Percent of Range- All Students	58.5%
<b>Hebrew Language Academy Charter School - School's Lowest Third</b>	<b>66.0%</b>
Peer Percent of Range - School's Lowest Third	44.5%
City Percent of Range - School's Lowest Third	35.7%

A comparison range consists of all possible results within two standard deviations of the average. A peer/city percent of range

of 50% represents the position of the average and can be interpreted as a school outperforming 50% of their peer group/city.

**Closing the Achievement Gap**

Percent in the 75th Growth Percentile - English Language Arts	
	2013-2014
Students with Disabilities *	40.0%
English Language Learner Students	10.0%
Students in the Lowest Third Citywide	36.4%
Percent in the 75th Growth Percentile - Mathematics	
	2013-2014
Students with Disabilities *	33.3%
English Language Learner Students	10.0%
Students in the Lowest Third Citywide	36.8%

\* Defined as students with a placement in Self-Contained, ICT, or SETSS.

**II. Renewal Recommendation and Rationale**

**A. Academic Performance**

At the time of this school’s renewal, Hebrew Language Academy Charter School has partially demonstrated academic success.

**New York Charter Schools Act**

The New York Charter Schools Act of 1998 establishes a system of charter schools throughout New York State, with objectives that include:

**§ 2850 (2)**

- (a) Improve student learning and achievement;
- (b) Increase learning opportunities for all students, with special emphasis on expanded learning experiences for students who are at-risk of academic failure;
- (c) Encourage the use of different and innovative teaching methods;
- (d) Create new professional opportunities for teachers, school administrators and other school personnel;
- (e) Provide parents and students with expanded choices in the types of educational opportunities that are available within the public school system; and
- (f) Provide schools with a method to change from rule-based to performance-based accountability systems by holding the schools established under this article accountable for meeting measurable student achievement results.

Data available for Hebrew Language Academy Charter School indicates that the school has made progress towards meeting some of these objectives.

## **Mission and Vision**

Hebrew Language Academy Charter School's (Hebrew Language) mission is to be a nurturing yet rigorous K-8 dual language school committed to academic excellence as well as to fostering a high degree of Hebrew language proficiency. HLA strives for its students to achieve a sophisticated knowledge of English Language Arts, mathematics, the sciences, and social studies. HLA aims to offer a rich and innovative curriculum, enhanced by art, music, technology, and physical education, all of which will incorporate Hebrew language instruction, using a partial immersion proficiency model. Hebrew Language strives for students to develop a strong sense of social and civic responsibility through the integration of community service and service learning into their classroom studies. Hebrew Language's goal is for students to graduate with a solid foundation for further academic learning and continuous personal development as ethical citizens in an increasingly global community.

## **School Specific Academic Performance**

The school entered its sixth year of operation with the 2014-2015 academic year. The school was last renewed in January 2014; as a result, the New York City Department of Education (NYC DOE) has one year of New York State (NYS) assessment data and one year of other academic data, such as data obtained through internal assessments and attendance information, to evaluate the academic achievement and progress of the students at Hebrew Language Academy Charter School over the retrospective charter term.

Hebrew Language Academy Charter School's aggregate math proficiency rate on the NYS assessments exceeded those of both Community School District (CSD) 22 and New York City (NYC) for the one-year charter term under review. However, while the school's aggregate English Language Arts (ELA) proficiency rate on NYS assessments exceeded the citywide proficiency rate, it fell below that of CSD 22.

For NYS assessments administered beginning with the 2012-2013 school year, NYS tests were aligned to the Common Core Learning Standards (CCLS). As such, proficiency rates for school years prior to the 2012-2013 are not directly comparable. However, as this school's current charter term covers only the latter half of the 2013-2014 school year and the current 2014-2015 school year, all proficiency results provided in this renewal report are aligned to the CCLS.

In 2013-2014, 52.7% of Hebrew Language Academy Charter School's students were proficient on the NYS assessments in math. For 2013-2014, Hebrew Language Academy Charter School's math proficiency was greater than 73% of elementary schools citywide. However, when compared to elementary schools with student populations most like its own (i.e. peer schools) Hebrew Language Academy Charter School outperformed only 40% of its peer schools. The school outperformed 65% of CSD 22 elementary schools, however. In 2013-2014, 31.2% of Hebrew Language Academy Charter School's students demonstrated proficiency on NYS assessments in ELA. With this level of proficiency, Hebrew Language Academy Charter School outperformed 62% of elementary schools citywide. Hebrew Language Academy Charter School outperformed only 13% of its peer schools and 48% of other elementary schools in CSD 22 in ELA proficiency.

Over the one year that data is available for the retrospective charter term, Hebrew Language Academy Charter School has met only 29% of its applicable academic charter goals.<sup>1,2</sup> Hebrew

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<sup>1</sup> This calculation does not include goals which have not been evaluated (not applicable) either as a result of the goal no longer being measurable (e.g. NYC DOE Progress Report grades for the 2013-2014 school year forward) or the goal not yet measurable for the school at the time of the annual reporting (e.g. high school graduation rate for an academic year in which the school was not serving grade twelve students).

<sup>2</sup> It should be noted that because of the move to Common Core Learning Standards in 2012-2013, the NYC DOE did not evaluate goals that measure a school's actual performance relative to 75% or greater absolute proficiency on the NYS ELA and math exams or goals that measure reducing the performance gap of a cohort in ELA and math assessments in its analysis of progress towards goals for the 2012-2013 school year. Goals that compared the school to the Community School District performance were included in the analysis. In addition, beginning with the 2013-2014 school year, the NYC DOE will not include goals that are

Language Academy Charter School met four of 14 applicable academic performance goals in its most recent year. Because of the move to Common Core Learning Standards in 2012-2013, the NYC DOE did not evaluate goals that measure a school's academic performance relative to 75% or greater absolute proficiency on the NYS ELA and math exams for the 2012-2013 school year. In addition, beginning with the 2013-2014 school year, due to a change in state regulation, the NYC DOE will not evaluate goals that are related to standardized assessments for students in grades kindergarten through two; further, due to the elimination of the accountability instrument, the DOE will not evaluate goals related to NYC DOE Progress Report grades beginning with the 2013-2014 school year.

In 2013-2014, Hebrew Language Academy Charter School's ELA median adjusted growth percentile on the NYS assessments was 54.5% with a City Percent of Range of 21.4%, placing the school in the 12<sup>th</sup> percentile of all elementary schools citywide.<sup>3</sup> Similarly, the school's peer and CSD percentiles were 13% and 9%, respectively. This means that nearly all other elementary schools in Hebrew Language Academy Charter School's peer group and CSD 22 had ELA median adjusted growth percentiles greater than Hebrew Language Academy Charter School's ELA median adjusted growth percentile in 2013-2014.

In 2013-2014, Hebrew Language Academy Charter School's math median adjusted growth percentile on the NYS assessments was 65.5% with a City Percent of Range of 58.5%, placing the school in the 63<sup>rd</sup> percentile of all elementary schools citywide. Similarly, the school's peer and CSD percentiles were 60% and 65%, respectively. The school's math median adjusted growth percentile was above the average of both its peer group and CSD 22 in 2013-2014.

Hebrew Language has a partially developed responsive education program and supportive learning environment. The school provides a partial language immersion model, which employs a co-teaching instructional approach with two teachers providing instruction in both Hebrew and English. Hebrew Language utilizes a Response to Intervention (Rtl) and Child Study Team (CST) approach to provide learning supports for at-risk students and students with disabilities. The school consistently collects, analyses, and utilizes data to inform student outcomes. The school is supported by a community based organization that provides multiple ways for teachers to receive professional development.

### **Closing the Achievement Gap**

NYC DOE-authorized charter schools are also assessed based on their ability to close the achievement gap for specific student populations. In school years prior to the 2013-2014 school year, schools received additional credit on the NYC DOE Progress Report for progress and performance of students with disabilities, English Language Learners, and students who start in the lowest third of proficiency citywide. Beginning with the 2013-2014 school year, charter schools will be assessed on the actual performance as well as the academic growth of students in these populations compared with public school students in the CSD and throughout New York City.

On the 2013-2014 NYS assessments, 36.8% of Hebrew Language Academy Charter School's students in the lowest third citywide experienced growth in math that, with adjustments, matched or exceeded the growth of 75% or more of other students citywide with the same starting math scores. This level places Hebrew Language Academy Charter School in only the 29<sup>th</sup> percentile of all elementary schools citywide. Similarly, only 36.4% of the school's students in the lowest

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related to NYC DOE Progress Report Grades or, due to a change in state regulation, goals that are related to standardized assessments for students in grades kindergarten through two in its analysis of progress towards goals.

<sup>3</sup> A comparison range consists of all possible results within two standard deviations of the average. A percentile rank provides the percentage of schools that score the same or lower than the school under consideration. A City Percent of Range of 21.4% indicates that the school's median adjusted growth percentile was more than one standard deviation below the average (that only 21.4% of the range around the average represented scores lower than that of Hebrew Language Academy Charter School), while a citywide percentile of 12% indicates that Hebrew Language Academy Charter School's ELA median adjusted growth percentile was higher than only 12% of all elementary schools citywide.

third citywide experienced growth in ELA that, with adjustments, matched or exceeded the growth of 75% or more of other students citywide with the same starting ELA scores; this level places Hebrew Language Academy Charter School in only the 9<sup>th</sup> percentile of all elementary schools citywide.

On the 2013-2014 NYS assessments, 33.3% of Hebrew Language Academy Charter School's students with disabilities experienced growth in math that, with adjustments, matched or exceeded the growth of 75% or more of other students with disabilities citywide with the same starting math scores. This level places Hebrew Language Academy Charter School in the bottom 24% of all elementary schools citywide. Similarly, only 40.0% of students with disabilities experienced growth in ELA that, with adjustments, matched or exceeded the growth of 75% or more of other students with disabilities citywide with the same starting ELA scores; this level places Hebrew Language Academy Charter School in the 21<sup>st</sup> percentile of all elementary schools citywide.

On the 2013-2014 NYS assessments, only 10.0% of Hebrew Language Academy Charter School's English Language Learner (ELL) students experienced growth in math that, with adjustments, matched or exceeded the growth of 75% or more of other ELL students citywide with the same starting math scores. This level places Hebrew Language Academy Charter School in only the 3<sup>rd</sup> percentile of all elementary schools citywide. Similarly, only 10.0% of ELL students experienced growth in ELA that, with adjustments, matched or exceeded the growth of 75% or more of other ELL students citywide with the same starting ELA scores; this level places Hebrew Language Academy Charter School in only the 2<sup>nd</sup> percentile of all elementary schools citywide.

## **B. Governance, Operations & Finances**

Hebrew Language Academy Charter School is a partially operationally sound and fiscally viable organization. This assessment was made based on a review of the following indicators of operational and fiscal viability:

- Hebrew Language Academy Charter School's FY12, FY13, and FY14 independent financial audits;
- Hebrew Language Academy Charter School's FY15 budget and five-year projected budget;
- Hebrew Language Academy Charter School's 2014-2015 student, family and staff handbook;
- On-site review of Hebrew Language Academy Charter School's financial and operational records;
- Hebrew Language Academy Charter School's self-reported staffing data;
- Hebrew Language Academy Charter School's Board of Trustee meeting minutes;
- Hebrew Language Academy Charter School's Board of Trustee bylaws; and
- Hebrew Language Academy Charter School's Board of Trustees financial disclosure forms.

Over the course of the school's charter term, the Board of Trustees has maintained a developed governance structure and organizational design. The level of membership is consistent with the minimum of seven and the maximum of 15 members established in the Board's bylaws. There are clear lines of accountability between the Board and school leadership as evidenced by the school's organizational chart and by regular updates at the Board meetings, as recorded in Board meeting minutes.

The Board's bylaws require the following committees: an Executive Committee, a Finance Committee, a Nominating, Education, and Accountability Committee, and a Personnel Committee. The 2014-2015 Board roster and the school's website reference these committees; however, Board minutes do not reference all of the committees. The Board's bylaws indicate the

Board will hold 12 meetings per year consistent with the NYS Charter Schools Act; however, the Board of Trustees did not hold 12 meetings per year during the retrospective term as evidenced by meeting minutes reviewed. Quorum was achieved at all Board meetings over the course of the current charter term.

Over the course of the school's charter term, the school has partially developed a stable school culture. The school is currently led by Principal Laura Silver, who has been at the school since 2011 and the Board Chair, Sara Berman has been with the school since its inception. Over the course of retrospective one-year charter term, the school has not had any changes in school leadership. However, the school has had significant turnover in instructional staff in the most recent one-year charter term. For the most recent period, instructional staff turnover was 35% of instructional staff not returning, either by choice or request, at the start of the 2014-2015<sup>4</sup> school year.

Average daily attendance for students during the retrospective charter term was 94.2%<sup>5</sup>; the school did not meet its attendance goal of 95% in the retrospective one-year charter term. During the 2013-2014 school year, the school had generally positive results on the NYC School Survey.

Overall, the school is in a strong position to meet near-term financial obligations. The school has at least 60 days of unrestricted cash on hand to meet obligations totaling \$1,127,249.

Overall, the school is financially sustainable based on its current practices.

There was no material weakness noted in the FY14 independent financial audit.

### **C. Compliance with Charter, Applicable Law and Regulations**

Over the charter term, Hebrew Language Academy Charter School has been compliant with most applicable laws and regulations, but not others.

Over the current charter term, the Board has consistently had a membership size that falls within the range outlined in the school's charter and in the Board's bylaws, a minimum of seven and maximum of 15 members. However, only eight of the 10 current Board members have submitted conflict of interest and financial disclosure forms. The documents that have been submitted do not demonstrate conflicts of interest.<sup>6</sup> The Board submitted the Annual Report to the New York State Education Department (NYSED) by the deadline of August 1 (or by the NYSED granted extension date) during the current charter term.

NYS Charter law requires the school to post annual audits to its website. Currently, there are financial audits available on the school's website for all years of operation.

All staff members have appropriate fingerprint clearance.

The school has submitted required documentation for teacher certification and is compliant with state requirements for teacher certification. The Charter Schools Act prohibits more than five staff members or more than 30% of the teaching staff from not being certified in accordance with requirements applicable to other public schools.

The school has submitted the required safety plan. The school has the required number of staff with AED/CPR certification.

The school has submitted its required immunization documentation and is in compliance with Department of Health standards of 99% for immunization.

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<sup>4</sup> Self-reported information from school-submitted data collection form in February 2015

<sup>5</sup> Reflects attendance data taken from the NYC DOE's Automate the Schools (ATS) system.

<sup>6</sup> Source: New York State Education Department Annual Report

The school has submitted appropriate insurance documents to the NYC DOE. One or more of the school leaders were trained in General Response Protocols/Fire Emergency Drill Conductor for NYC, as mandated by the NYC Fire Department.

Over the course of the charter term, the school did consistently submit complete invoicing and reconciliation documents by the associated deadlines.

The school has provided the NYC DOE with a current and complete copy of its Student Discipline Policy for the 2014-2015 academic year; this policy was determined to be compliant with federal law regarding due process and a discipline policy for students with disabilities.

**D. Plans for Next Charter Term**

Hebrew Language Academy Charter School would like to continue with its model as presented in its original charter application which is to serve middle school grades in the next charter term. The school would like to continue its phase-in to serve students in grades six through eight starting in the 2015-2016 academic school year.

## Regents Addendum

This Regents Addendum has been prepared at the request of the Board of Regents. The information presented in this addendum regarding Mobility and Enrollment of Special Populations is not factored into the DOE's renewal recommendation. Complete data regarding Mobility and Enrollment of Special Populations is presented in Part 4 of the Renewal Recommendation Report which is available on the DOE website.

### Mobility

Student Mobility out of Hebrew Language Academy Charter School *	
	2013-2014
Number of Students who Left the School <sup>1</sup>	119
Percent of Students who Left the School <sup>2</sup>	26.3%

\* Figures are based on student enrollment as of October 31 for each respective school year with the exception of the 2012-2013 school year, which is as of October 26, 2012. Students in terminal grades are not included.

### Enrollment of Special Populations<sup>3</sup>

Special Population		2013-2014	2013-2014 State Enrollment Target (Current)
Free and Reduced Price Lunch (FRPL)	<b>Hebrew Language Academy Charter School</b>	<b>62.8%</b>	<b>83.9%</b>
	CSD 22	79.1%	
	NYC	82.5%	
Students with Disabilities (SWD)	<b>Hebrew Language Academy Charter School</b>	<b>15.0%</b>	<b>14.0%</b>
	CSD 22	17.2%	
	NYC	19.7%	
English Language Learners (ELL)	<b>Hebrew Language Academy Charter School</b>	<b>8.1%</b>	<b>16.5%</b>
	CSD 22	12.7%	
	NYC	16.0%	

<sup>1</sup> The Number of Students who Left the School for a given school year is the total number of students who were enrolled in the school on October 31 in the given school year that were not enrolled in the school on October 31 of the following school year. The figure includes students who left the school for any reason (i.e. all discharge and transfer codes are included); the only exception made to this rule was for students in terminal, non-phase-in grades.

<sup>2</sup> The Percent of Students who Left the School for a given school year is the percentage of students who were enrolled in the school on October 31 in the given school year that were not enrolled in the school on October 31 of the following school year. The percentage figure includes students who left the school for any reason (i.e. all discharge and transfer codes are included); the only exception made to this rule was for students in terminal, non-phase-in grades.

<sup>3</sup> Comparisons of a charter school's special populations to the CSD and City are made relative only to the grades served by the school. For example, if a charter school serves grades kindergarten through five, comparisons of that school's special populations will only be made relative to grades kindergarten through five in the CSD and citywide. CSD comparisons are particular to the grades served in each CSD each year. Enrollment rates reflect demographic characteristics as of June 1 and enrollment as of October 31 for each given school year, with the exception of enrollment in the 2012-2013 school year, which is as of October 26, 2012.

State enrollment targets were generated by a calculator developed by the State Education Department (SED). Once a school's CSD, total enrollment and grade span are entered, the calculator generates a school-specific enrollment target. The CSD for a multi-district school is the primary CSD as determined by each school. The enrollment is determined by the total number of students enrolled as of October 31, 2013. Any school with an unusual grade configuration (i.e. K, 6-9) should use an available grade configuration provided by SED that is most aligned as determined by the DOE, otherwise a school's actual grade span is used. For more information regarding SED's methodology behind the calculation of charter school enrollment and retention targets, please refer to the memo at

<http://www.regents.nysed.gov/meetings/2012Meetings/July2012/712brca11.pdf>.

## Part 1: Summary of Renewal Recommendation

### I. Charter School Overview:

#### Background Information

KIPP Infinity Charter School	
Board Chair(s)	David Massey
School Leader(s)	Stephanie Adams (ES), Lindsay Danon (ES), Allison Willis Holley (MS), Natalie Webb (HS), Josh Zoia (KIPP NYC Superintendent)
Charter Management Organization (if applicable)	KIPP NYC LLC
Other Partner(s)	N/A
District(s) of Location	NYC Community School Districts 5 (Grades K-8) and 7 (Grades 9-12)
Physical Address(es)	625 West 133 <sup>rd</sup> Street, Manhattan (K-8)
	201 East 144th Street, Bronx (9-12)
Facility Owner(s)	DOE (the high school site is a Charter Partnership building)
School Opened For Instruction	2005-2006
Current Charter Term Expiration Date	3/14/2015
Current Authorized Grade Span	K-12
Current Authorized Enrollment	949

## Overview of School-Specific Data

### School Evaluation of Academic Goals as stated in Annual Report to NYSED and Renewal Application to NYC DOE

Academic Goal Analysis						
	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	Cumulative Charter Term Total
Total Achievable Goals	29	29	29	29	29	145
# Met	8	10	8	16	13	55
# Partially Met	0	2	1	0	1	4
# Not Met	4	4	7	8	10	33
# Not Applicable *	17	13	13	5	5	53
% Met	28%	34%	28%	55%	45%	38%
% Partially Met	0%	7%	3%	0%	3%	3%
% Not Met	14%	14%	24%	28%	34%	23%
% Not Applicable *	59%	45%	45%	17%	17%	37%
% Met of All Applicable Goals	67%	63%	50%	67%	54%	60%

\* Some goals may not be applicable in all years. For example, goals related to the NYC Progress Report are not applicable for the 2013-2014 school year as Progress Reports were not issued that year.

### ES/MS students scoring at or above Level 3 on NYS assessments, compared to CSD, NYC and State averages

% Proficient in English Language Arts					
	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014
<b>KIPP Infinity Charter School</b>	52.3%	41.4%	48.1%	24.4%	30.7%
CSD 5	27.7%	28.3%	28.8%	13.8%	15.3%
Difference from CSD 5 *	24.6	13.1	19.3	10.6	15.4
NYC	40.5%	41.0%	45.0%	25.7%	27.9%
Difference from NYC *	11.8	0.4	3.1	-1.3	2.8
New York State **	53.2%	52.8%	55.1%	31.1%	30.6%
Difference from New York State	-0.9	-11.4	-7.0	-6.7	0.1

<b>% Proficient in Mathematics</b>					
	<b>2009-2010</b>	<b>2010-2011</b>	<b>2011-2012</b>	<b>2012-2013</b>	<b>2013-2014</b>
<b>KIPP Infinity Charter School</b>	85.4%	83.8%	85.2%	47.3%	59.3%
CSD 5	37.5%	40.7%	39.4%	11.8%	14.1%
Difference from CSD 5 *	47.9	43.1	45.8	35.5	45.2
NYC	52.8%	56.7%	59.3%	27.3%	33.0%
Difference from NYC *	32.6	27.1	25.9	20.0	26.3
New York State **	61.0%	63.3%	64.8%	31.1%	36.2%
Difference from New York State	24.4	20.5	20.4	16.2	23.1

\* All comparisons to either the CSD or NYC take into account only grades the school itself served. CSD comparisons are particular to the CSD in which the school was sited each year.

\*\* New York State proficiency rates were taken from data.nysed.gov.

### Student improvement on the state tests compared to other students

<b>Median Adjusted Growth Percentile - English Language Arts</b>					
	<b>2009-2010</b>	<b>2010-2011</b>	<b>2011-2012</b>	<b>2012-2013</b>	<b>2013-2014</b>
<b>KIPP Infinity Charter School – All Students</b>	<b>72.0%</b>	<b>60.0%</b>	<b>72.0%</b>	<b>72.0%</b>	<b>74.0%</b>
Peer Percent of Range - All Students	69.2%	24.8%	96.3%	75.0%	97.1%
City Percent of Range- All Students	62.4%	19.2%	82.7%	75.0%	88.2%
<b>KIPP Infinity Charter School – School's Lowest Third</b>	<b>83.0%</b>	<b>71.0%</b>	<b>72.5%</b>	<b>83.0%</b>	<b>84.0%</b>
Peer Percent of Range - School's Lowest Third	82.8%	32.0%	61.0%	67.1%	87.6%
City Percent of Range - School's Lowest Third	72.1%	25.6%	50.4%	62.8%	80.6%

<b>Median Adjusted Growth Percentile - Mathematics</b>					
	<b>2009-2010</b>	<b>2010-2011</b>	<b>2011-2012</b>	<b>2012-2013</b>	<b>2013-2014</b>
<b>KIPP Infinity Charter School – All Students</b>	<b>69.0%</b>	<b>78.0%</b>	<b>78.0%</b>	<b>79.0%</b>	<b>87.0%</b>
Peer Percent of Range - All Students	65.8%	83.1%	93.2%	98.7%	100.0%
City Percent of Range- All Students	62.1%	80.4%	93.4%	93.8%	100.0%
<b>KIPP Infinity Charter School – School's Lowest Third</b>	<b>68.0%</b>	<b>79.5%</b>	<b>78.0%</b>	<b>83.5%</b>	<b>88.5%</b>
Peer Percent of Range - School's Lowest Third	54.4%	78.8%	79.4%	78.9%	100.0%
City Percent of Range - School's Lowest Third	50.0%	77.4%	81.8%	77.6%	100.0%

A comparison range consists of all possible results within two standard deviations of the average. A peer/city percent of range of 50% represents the position of the average and can be interpreted as a school outperforming 50% of its peer group/city.

## Closing the Achievement Gap

Percent in the 75th Growth Percentile - English Language Arts					
	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014
Students with Disabilities *	69.7%	53.8%	42.6%	59.1%	61.1%
English Language Learner Students	66.7%	32.8%	44.6%	51.9%	51.5%
Students in the Lowest Third Citywide	70.0%	44.6%	50.0%	70.1%	67.1%
Percent in the 75th Growth Percentile - Mathematics					
	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014
Students with Disabilities *	45.5%	64.1%	66.0%	47.7%	59.3%
English Language Learner Students	44.0%	56.3%	58.5%	47.4%	69.6%
Students in the Lowest Third Citywide	78.4%	79.1%	76.2%	75.5%	83.3%

\* Defined as students with a placement in Self-Contained, ICT, or SETSS.

KIPP Infinity Charter School is one of four charter schools run by the KIPP NYC LLC (KIPP NYC) Charter Management Organization (CMO) that share high school resources, staff and space at 201 East 144<sup>th</sup> Street, Bronx. The KIPP NYC CMO refers to this building, and the four schools sharing staff and resources within it, as KIPP NYC College Prep Charter School.<sup>1</sup> KIPP NYC College Prep Charter School is not a legal charter school, but rather the collection of the high school grades of four unique charter schools: KIPP Infinity Charter School, KIPP AMP Charter School, KIPP STAR College Prep Charter School and KIPP Academy Charter School. Only three of these charter schools are authorized by the New York City Department of Education (NYC DOE) Chancellor. Beginning in the 2010-2011 school year, the NYC DOE began grouping the high school grades of the four KIPP CMO schools together for public reporting and accountability purposes, including the NYC School Survey, NYC DOE Progress Reports, and the 2013-2014 NYC School Quality Reports.

The high school graduation rates presented below reflect high school students from KIPP Infinity Charter School only.

For high school performance data reflecting all students at KIPP NYC College Prep Charter School (i.e. high school students enrolled in one of the four KIPP CMO schools serving high school students), including data on weighted Regents pass rates, credit accumulation, and closing the achievement gap metrics, please see Appendix B.

<sup>1</sup> The four KIPP CMO schools whose high school grades together make up KIPP NYC College Prep Charter School are KIPP Infinity Charter School, KIPP AMP Charter School, KIPP STAR College Prep Charter School and KIPP Academy Charter School. KIPP STAR College Prep Charter School is not authorized by the NYC DOE Chancellor.

## HS Performance Compared to NYC Averages

4-year Graduation Rate					
	2009-2010	2010-2011	2011-2012	2012-2013 <sup>2</sup>	2013-2014
<b>KIPP Infinity Charter School</b>	-	-	-	98.0%	94.0%
NYC *	-	-	-	66.0%	68.4%
Difference from NYC	-	-	-	32.0	25.6

\* The New York State graduation rate calculation method was first adopted in NYC for the Cohort of 2001 (Class of 2005). The cohort consists of all students who first entered ninth grade in a given school year (e.g., the Cohort of 2005 entered ninth grade in the 2005-2006 school year). Graduates are defined as those students earning either a Local or Regents diploma and exclude those earning either a special education (IEP) diploma or GED.

## II. Renewal Recommendation and Rationale

### A. Academic Performance

At the time of this school's renewal, KIPP Infinity Charter School has demonstrated academic success.

#### **New York Charter Schools Act**

The New York Charter Schools Act of 1998 establishes a system of charter schools throughout New York State, with objectives that include:

#### **§ 2850 (2)**

- (a) Improve student learning and achievement;
- (b) Increase learning opportunities for all students, with special emphasis on expanded learning experiences for students who are at-risk of academic failure;
- (c) Encourage the use of different and innovative teaching methods;
- (d) Create new professional opportunities for teachers, school administrators and other school personnel;
- (e) Provide parents and students with expanded choices in the types of educational opportunities that are available within the public school system; and
- (f) Provide schools with a method to change from rule-based to performance-based accountability systems by holding the schools established under this article accountable for meeting measurable student achievement results.

Data available for KIPP Infinity Charter School indicates that the school has made progress towards meeting all of these objectives.

#### **Mission and Vision**

KIPP Infinity Charter School's (KIPP Infinity) mission is to graduate students with the strength of character and academic abilities to succeed in life—and in so doing, to prove what is possible in urban schools. The school executes against this mission by providing a results-focused instructional program that emphasizes both academic achievement and character building. KIPP AMP students benefit from a continuum of services throughout their education, including KIPP Through College, a program designed to ensure that all KIPP AMP middle school graduates, including those who do not attend KIPP AMP's high school, attend and graduate from college.

#### **School Specific Academic Performance**

The school entered its tenth year of operation with the 2014-2015 academic year. The New York City Department of Education has five years of New York State (NYS) assessment data and five

<sup>2</sup> School year 2012-2013 was the first year in which KIPP Infinity Charter School served twelfth grade students and, therefore, the first year in which the school had a graduating class.

years of other academic indicator(s) to evaluate the academic achievement and progress of the students at KIPP Infinity Charter School over the course of the retrospective charter term.

Annual aggregate English Language Arts (ELA) and math proficiency rates on NYS assessments for KIPP Infinity Charter School have generally exceeded those of Community School District (CSD) 5 and New York City during the current charter term.<sup>3</sup>

Beginning with the 2012-2013 school year, NYS assessments were aligned to the Common Core Learning Standards. As such, proficiency rates for school years prior to the 2012-2013 are not directly comparable.

In 2012-2013, 47.3% of KIPP Infinity Charter School's students were proficient in math on the NYS assessments. KIPP Infinity Charter School's math proficiency was greater than or equal to that of 80% of all elementary/middle schools citywide and 100% of elementary/middle schools in CSD 5. When compared to elementary/middle schools with student populations most like its own (i.e. peer schools) KIPP Infinity Charter School outperformed 100% of similar schools. In 2012-2013, 24.4% of KIPP Infinity Charter School's students demonstrated proficiency on NYS assessments in ELA. With this level of proficiency, KIPP Infinity Charter School outperformed 57% of all elementary/middle schools citywide and 83% of elementary/middle schools in CSD 5. However, KIPP Infinity Charter School outperformed 97% of its peer schools in ELA proficiency in 2012-2013.<sup>4</sup>

The following year, in 2013-2014, the percent of students at KIPP Infinity Charter School who were proficient in math on the NYS assessments rose to 59.3%. KIPP Infinity Charter School's math proficiency was higher than 87% of all elementary/middle schools citywide. When compared to peer schools, KIPP Infinity Charter School again outperformed 100% of similar schools and outperformed 100% of CSD 5 elementary/middle schools. In 2013-2014, the percent of students at KIPP Infinity Charter School who demonstrated proficiency in ELA on the NYS assessments also rose, to 30.7%. With this level of proficiency, KIPP Infinity Charter School outperformed 62% of all elementary/middle schools citywide, 100% of elementary/middle schools in its peer group, and 100% of elementary/middle schools in CSD 5.

In 2013-2014, KIPP Infinity Charter School's ELA median adjusted growth percentile on the NYS assessments was 74.0% with a City Percent of Range of 88.2%, placing the school in the 96<sup>th</sup> percentile of all elementary/middle schools citywide.<sup>5</sup> Similarly, the school's peer and Community School District percentiles were both 100%. This means that all other elementary/middle schools in KIPP Infinity Charter School's peer group and all other elementary/middle schools in CSD 5 had an ELA median adjusted growth percentile less than or equal to KIPP Infinity Charter School's ELA median adjusted growth percentile in 2013-2014.

In 2013-2014, KIPP Infinity Charter School's math median adjusted growth percentile was 87.0% with a City Percent of Range of 100.0%, placing it in the 100<sup>th</sup> percentile of all elementary/middle schools citywide. The school's peer group and CSD percentiles were also both 100%. This means all other elementary/middle schools in the city, including all other elementary/middle

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<sup>3</sup> The only exception is for ELA proficiency in 2012-2013, when KIPP Infinity Charter School's aggregate ELA proficiency was 1.3 percentage points below the overall NYC proficiency for the comparable grade span.

<sup>4</sup> Please note that while KIPP Infinity Charter School was classified as a middle school for the 2012-2013 NYC DOE Progress Report, the 2012-2013 percentile rankings provided in this report reflect the school's current classification as an elementary/middle school such that the schools in KIPP Infinity Charter School's peer, CSD, and city comparison groups remain the same.

<sup>5</sup> A comparison range consists of all possible results within two standard deviations of the average. A percentile rank provides the percentage of schools that score lower than the school under consideration. A City Percent of Range of 88.2% indicates that the school's ELA median adjusted growth percentile was above the average and more than one standard deviation above the average (that 88.2% of the range around the average represented scores lower than that of KIPP Infinity Charter School), while a Citywide percentile of 96% indicates that KIPP Infinity Charter School's ELA median adjusted growth percentile was higher than 96% of all elementary/middle schools citywide.

schools in KIPP Infinity Charter School's peer group and CSD 5, had math median adjusted growth percentiles less than or equal to KIPP Infinity Charter School's math median adjusted growth percentile in 2013-2014.

As noted above, KIPP Infinity Charter School is one of four KIPP NYC CMO charter schools that share high school resources, staff and space. The high school grades of these schools are collectively known as KIPP NYC College Prep Charter School. For more information on the aggregate academic performance of KIPP NYC College Prep Charter School, which is not a legal or stand-alone chartered entity, please see Appendix B. The high school graduation and Regents pass rate information presented below reflects high school students from only KIPP Infinity Charter School.

For the 2013-2014 school year, KIPP Infinity Charter School's four-year graduation rate was 94.0%. This rate was higher than the citywide average by 25.6 percentage points.

Over the five years that data is available for the retrospective charter term, KIPP Infinity Charter School has met 60% of its applicable academic charter goals.<sup>6</sup> KIPP Infinity Charter School met 13 of 24 applicable academic performance goals in its most recent year.<sup>7</sup> Because of the move to Common Core Learning Standards in 2012-2013, the NYC DOE did not evaluate goals that measure a school's academic performance relative to 75% or greater absolute proficiency on the NYS ELA and math exams for the 2012-2013 school year. In addition, beginning with the 2013-2014 school year, due to a change in state regulation, the NYC DOE will not evaluate goals that are related to standardized assessments for students in grades kindergarten through two; further, due to the elimination of the accountability instrument, the DOE will not evaluate goals related to NYC DOE Progress Report grades beginning with the 2013-2014 school year. The school has demonstrated a stable trend of achieving 50% or more of its stated applicable charter goals in each of the five years of the charter term under review, though the school's success rate did fall in two of the three most recent academic years.

On its 2012-2013 NYC DOE Middle School Progress Report, KIPP Infinity Charter School received an A grade in all sections, including as its Overall grade. This ranked KIPP Infinity Charter School in the 97<sup>th</sup> percentile of all middle schools citywide and represented a slight improvement in overall performance from the prior year. On its 2011-2012 NYC DOE Middle School Progress Report, KIPP Infinity Charter School received an A grade in all sections, including as its Overall grade. This ranked KIPP Infinity Charter School in the 96<sup>th</sup> percentile of all middle schools citywide. As its Overall Grade, the school earned A grades in both 2009-2010 and 2010-2011.<sup>8</sup>

As previously noted, KIPP Infinity Charter School is one of four KIPP charter schools, only three of which are authorized by the NYC DOE Chancellor, that feed into KIPP NYC College Prep Charter School. KIPP Infinity Charter School did not receive a high school Progress Report for the 2012-2013 school year that reflected performance, progress and environment for the high school students specifically registered to KIPP Infinity Charter School. However, a Progress Report was produced for KIPP NYC College Prep Charter School based on the high school

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<sup>6</sup> This calculation does not include goals which have not been evaluated (not applicable) either as a result of the goal no longer being measurable (e.g. NYC DOE Progress Report grades for 2013-2014 school year forward) or the goal not yet measurable for the school at the time of the annual reporting (e.g. high school graduation rate for an academic year in which the school was not serving grade twelve students).

<sup>7</sup> It should be noted that because of the move to Common Core Learning Standards in 2012-2013, the NYC DOE did not evaluate goals that measure a school's actual performance relative to 75% or greater absolute proficiency on the NYS ELA and math exams or goals that measure reducing the performance gap of a cohort in ELA and math assessments in its analysis of progress towards goals for the 2012-2013 school year. Goals that compared the school to the Community School District performance were included in the analysis. In addition, beginning with the 2013-2014 school year, the NYC DOE will not evaluate goals that are related to NYC DOE Progress Report Grades or, due to a change in state regulation, goals that are related to standardized assessments for students in grades kindergarten through two in its analysis of progress towards goals.

<sup>8</sup> For purposes of the NYC DOE Progress Report, KIPP Infinity Charter School was classified as a middle school for the 2009-2010, 2010-2011, 2011-2012 and 2012-2013 school years.

performance data of students enrolled at all four KIPP CMO charter schools that collectively make up KIPP NYC College Prep Charter School. For more information on the Progress Report for KIPP NYC College Prep Charter School, please see Appendix B.

NYC DOE Progress Reports graded each school with an A, B, C, D, or F and were based on student progress, student performance, and school environment. Scores were based on comparing results from one school to a peer group of 40 schools with similar student populations and to all schools citywide. The Student Progress section of the NYC DOE Progress Report was the most heavily weighted of all sections; it constituted 60% of a school's grade. The grade in this section was primarily based on median adjusted growth percentiles,<sup>9</sup> which measure students' growth on state tests relative to other students with the same prior-year score. Although the NYC DOE Progress Report was discontinued beginning with the 2013-2014 school year, individual academic performance metrics from the former NYC DOE Progress Report are included in this renewal report for all years for which data was available in the current charter term.

### **Closing the Achievement Gap**

NYC DOE-authorized charter schools are also assessed based on their ability to close the achievement gap for specific student populations. In school years prior to the 2013-2014 school year, schools received additional credit on the NYC DOE Progress Report for progress and performance of students with disabilities, English Language Learners, and students who start in the lowest third of proficiency citywide. Beginning with the 2013-2014 school year, charter schools will be assessed on the actual performance as well as the academic growth of students in these populations compared with public school students in the CSD and throughout New York City.

On the 2013-2014 NYS assessments, 83.3% of KIPP Infinity Charter School's students in the lowest third citywide experienced growth in math that, with adjustments, matched or exceeded the growth of 75% or more of other students citywide with the same starting math scores. This level places KIPP Infinity Charter School in the 99<sup>th</sup> percentile of all elementary/middle schools citywide. In the same year, 67.1% of KIPP Infinity Charter School's students in the lowest third citywide experienced growth in ELA that, with adjustments, matched or exceeded the growth of 75% or more of other students citywide with the same starting ELA scores; this places KIPP Infinity Charter School in the 95<sup>th</sup> percentile of all elementary/middle schools citywide.

On the 2013-2014 NYS assessments, 59.3% of KIPP Infinity Charter School's students with disabilities experienced growth in math that, with adjustments, matched or exceeded the growth of 75% or more of other students with disabilities citywide with the same starting math scores. This level places KIPP Infinity Charter School in the 91<sup>st</sup> percentile of all elementary/middle schools citywide. In the same year, 61.1% of KIPP Infinity Charter School's students with disabilities experienced growth in ELA that, with adjustments, matched or exceeded the growth of 75% or more of other students with disabilities citywide with the same starting ELA scores; this places KIPP Infinity Charter School in the 79<sup>th</sup> percentile of all elementary/middle schools citywide.

On the 2013-2014 NYS assessments, 69.6% of KIPP Infinity Charter School's English Language Learner students experienced growth in math that, with adjustments, matched or exceeded the growth of 75% or more of other English Language Learner students citywide with the same starting math scores. This level places KIPP Infinity Charter School in 99<sup>th</sup> percentile of all elementary/middle schools citywide. Similarly, 51.5% of the school's English Language Learner students experienced growth in ELA that, with adjustments, matched or exceeded the growth of

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<sup>9</sup> A student's growth percentile compares his or her growth to the growth of all students in the City who started at the same level of proficiency the year before. To evaluate a school on its students' growth percentile, the NYC DOE uses an adjusted growth percentile. Growth percentile adjustments are based on students' demographic characteristics and reflect average differences in growth compared to students with the same starting proficiency level. The NYC DOE evaluates a school based on its median adjusted growth percentile, the adjusted growth percentile of the middle student when all students adjusted growth percentiles are listed from lowest to highest.

75% or more of other English Language Learner students citywide with the same starting ELA scores; this places KIPP Infinity Charter School in the 84<sup>th</sup> percentile of all elementary/middle schools citywide.

Please see Appendix B for high school closing the achievement gap data, which reflects high school students from all KIPP NYC CMO schools that collectively make up KIPP NYC College Prep Charter School and is not limited to those enrolled at KIPP Infinity Charter School.

## **B. Governance, Operations & Finances**

KIPP Infinity Charter School is an operationally sound and fiscally viable organization. This assessment was made based on a review of the following indicators of operational and fiscal viability:

- KIPP Infinity Charter School's FY10, FY11, FY12, FY13, and FY14 independent financial audits;
- KIPP Infinity Charter School's FY15 budget and five-year projected budget;
- KIPP Infinity Charter School's 2014-2015 staff handbook;
- KIPP Infinity Charter School's 2014-2015 student/family handbook;
- On-site review of KIPP Infinity Charter School's financial and operational records;
- KIPP Infinity Charter School's self-reported staffing data;
- KIPP Infinity Charter School's Board of Trustees meeting minutes;
- KIPP Infinity Charter School's Board of Trustees bylaws; and
- KIPP Infinity Charter School's financial disclosure forms.

Over the course of the school's charter term, the Board of Trustees has maintained a developed governance structure and organizational design. Board Chair David Massey has been on the Board since January 2005. The Board's level of membership has stayed consistently within the minimum of five members and maximum of 25 members established in the Board's bylaws; the Board currently has nine members.

During the course of the retrospective charter term, the Board's bylaws did not require a specified number of regular Board meetings. In each of the past two academic years, the Board held four meetings which met quorum during the academic year not including any annual meetings. The KIPP Infinity Charter School Board holds its meetings concurrently with the meetings of the other four KIPP NYC CMO affiliated charter schools and the KIPP NYC College Prep high school advisory Board.

The KIPP NYC Superintendent regularly updates the Board on academic progress at the school, as recorded in meeting minutes, and regular operational and financial updates are provided by the KIPP NYC operations and finance staff. However, these updates are provided not by members of the KIPP Infinity school leadership team but rather by members of the KIPP NYC network.

Over the course of the school's charter term, the school has developed a stable school culture. KIPP Infinity's elementary school level co-leaders have held their principalships since September 2005 and its high school level principal has held this position since the opening of high school grades. The middle school level principal has held this role since 2012 and was a teacher and dean at the school for six years prior to assuming the principalship. Instructional staff turnover has been relatively low over the charter term although it was highest in the most recent year. In 2010-2011, 2011-2012, 2012-2013 and 2013-2014, the percentage of staff who did not return, either by choice or request, at the start of the following school year was 16%, 11%, 12% and 18%, respectively.

Overall, the school is in a strong position to meet near-term financial obligations. Based on the FY14 financial audit, the school's current ratio of 3.86 indicated a strong ability to meet its current liabilities. However, based on the FY14 financial audit and follow up, the school's unrestricted

cash availability of only \$984,367 representing 21 days cash on hand, indicated a risk that the school will be able to cover at least one month of its operating expenses without an infusion of cash.

A comparison of the enrollment projections for the 2014-2015 budget to the actual enrollment as of November 30, 2014 revealed that the school had met its enrollment target, supporting its projected revenue. As of the FY14 financial audit, the school had no debt obligations.

Overall, the school is financially sustainable based on its current practices. Based on the financial audits from FY10 to FY14, the school generated an aggregate surplus over these audited fiscal years. Based on the FY14 financial audit, the school's debt-to-asset ratio of 0.21 indicated that the school had more total assets than it had total liabilities. However, based on the financial audits from FY10 through FY14, the school had overall negative cash flow with cash declining each year between FY12 through FY14.

There were no material weaknesses noted in the past three independent financial audits from FY12 to FY14; however, there was a significant deficiency noted for the FY11 financial audit related to the internal control over financial reporting with regard to untimely account reconciliations and adjustments. The school's plan to address this deficiency is outlined in Part 4 of this report.

### **C. Compliance with Charter, Applicable Law and Regulations**

Over the charter term, KIPP Infinity Charter School has been compliant with some applicable laws and regulations, but not others.

Over the charter term, the Board has consistently had a membership size that falls within the range of five to 25 members outlined in the school's charter and in the Board's bylaws; and currently has a full Board roster with nine members.

The school's bylaws specify one required annual meeting but do not specify a required number of regular meetings. In years 2010 through 2014 of the charter term, the Board held one annual meeting each year and also held the following number of regular meetings, as evidenced by the Board Yearly Meeting Schedule and collected meeting minutes: four in 2011-2012, four in 2012-2013 and four in 2013-2014.<sup>10</sup> Meetings are those which met quorum. Beginning with the 2014-2015 academic year, the Board has not held the number of board meetings required by the Charter Schools Act. The Charter Schools Act requires that the Board hold monthly meetings over a period of 12 calendar months per year. The Board has not updated its bylaws to comply with this requirement.

All current Board members have submitted conflict of interest and financial disclosure forms, and these documents do not demonstrate conflicts of interest. The board has consistently submitted board resignation notices or new board member credentials within the required five days of change to the Office of School Design and Charter Partnerships (OSDCP) for review and if necessary, approval.

Although the Board has not consistently made all Board minutes and agendas available upon request to the public prior to or at Board meetings by posting on the school's website, it does consistently post its most recent Board minutes and agenda to the school's website. Similarly, although the school has not posted to its website its annual audit for each year of the charter term, as required in charter law, it has posted the audit pertaining to FY13.

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<sup>10</sup> The NYC DOE did not collect regular Board minutes from KIPP AMP in school year 2010-2011 or 2011-2012. However, the school's Board calendar for school year 2011-2012 shows four meetings scheduled.

The Board did consistently submit the Annual Report to the New York State Education Department (NYSED) by the deadline of August 1 (or by the NYSED granted extension date) for each year of the current charter term.

The school has submitted the required safety plan and has the required number of staff with AED/CPR certification. The school has submitted appropriate insurance documents to the NYC DOE. The school has submitted its required immunization documentation and is not in compliance with Department of Health standards of 99% for immunization, with only 98.4% of its students immunized.

The school has one staff member whose appropriate fingerprint clearance is outstanding; however, as of the review during February 2015, the school had faxed the appropriate documentation to the state for review.

The school has submitted required documentation for teacher certification and is not compliant with state requirements for teacher certification. The Charter Schools Act prohibits more than five staff members or more than 30% of the teaching staff from not being certified in accordance with requirements applicable to other public schools. The school has 26 uncertified staff members. The school's plan to address this area of non-compliance is outlined in Part 4 of this report.

**D. Plans for Next Charter Term**

KIPP Infinity Charter School proposes a material revision to increase enrollment in current grades in the next charter term.

## Regents Addendum

This Regents Addendum has been prepared at the request of the Board of Regents. The information presented in this addendum regarding Mobility and Enrollment of Special Populations is not factored into the DOE's renewal recommendation. Complete data regarding Mobility and Enrollment of Special Populations is presented in Part 4 of the Renewal Recommendation Report which is available on the DOE website.

### Mobility

Student Mobility out of KIPP Infinity Charter School *					
	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014
Number of Students who Left the School <sup>1</sup>	21	29	37	53	92
Percent of Students who Left the School <sup>2</sup>	6.2%	5.7%	5.4%	6.5%	10.4%

\* Figures are based on student enrollment as of October 31 for each respective school year with the exception of the 2012-2013 school year, which is as of October 26, 2012. Students in terminal grades are not included.

### Enrollment of Special Populations<sup>3</sup>

Special Population		2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	2013-2014 State Enrollment Target (Current)
Free and Reduced Price Lunch (FRPL)	<b>KIPP Infinity Charter School</b>	<b>87.5%</b>	<b>91.4%</b>	<b>91.1%</b>	<b>93.6%</b>	<b>92.9%</b>	<b>89.1%</b>
	CSD 5	89.3%	86.6%	91.3%	85.1%	89.3%	
	CSD 7	-	89.3%	89.8%	-	89.9%	
	NYC	84.1%	78.7%	80.8%	80.2%	80.2%	
Students with Disabilities (SWD)	<b>KIPP Infinity Charter School</b>	<b>14.2%</b>	<b>14.9%</b>	<b>15.4%</b>	<b>16.9%</b>	<b>18.8%</b>	<b>15.6%</b>
	CSD 5	18.5%	19.4%	19.4%	17.6%	24.0%	
	CSD 7	-	20.7%	19.3%	-	20.0%	
	NYC	19.0%	17.8%	17.2%	17.7%	18.9%	

<sup>1</sup> The Number of Students who Left the School for a given school year is the total number of students who were enrolled in the school on October 31 in the given school year that were not enrolled in the school on October 31 of the following school year. The figure includes students who left the school for any reason (i.e. all discharge and transfer codes are included); the only exception made to this rule was for students in terminal, non-phase-in grades.

<sup>2</sup> The Percent of Students who Left the School for a given school year is the percentage of students who were enrolled in the school on October 31 in the given school year that were not enrolled in the school on October 31 of the following school year. The percentage figure includes students who left the school for any reason (i.e. all discharge and transfer codes are included); the only exception made to this rule was for students in terminal, non-phase-in grades.

<sup>3</sup> Comparisons of a charter school's special populations to the CSD and City are made relative only to the grades served by the school. For example, if a charter school serves grades kindergarten through five, comparisons of that school's special populations will only be made relative to grades kindergarten through five in the CSD and citywide. CSD comparisons are particular to the grades served in each CSD each year. Enrollment rates reflect demographic characteristics as of June 1 and enrollment as of October 31 for each given school year, with the exception of enrollment in the 2012-2013 school year, which is as of October 26, 2012.

State enrollment targets were generated by a calculator developed by the State Education Department (SED). Once a school's CSD, total enrollment and grade span are entered, the calculator generates a school-specific enrollment target. The CSD for a multi-district school is the primary CSD as determined by each school. The enrollment is determined by the total number of students enrolled as of October 31, 2013. Any school with an unusual grade configuration (i.e. K, 6-9) should use an available grade configuration provided by SED that is most aligned as determined by the DOE, otherwise a school's actual grade span is used. For more information regarding SED's methodology behind the calculation of charter school enrollment and retention targets, please refer to the memo at <http://www.regents.nysed.gov/meetings/2012Meetings/July2012/712brca11.pdf>.

Special Population		2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	2013-2014 State Enrollment Target (Current)
English Language Learners (ELL)	<b>KIPP Infinity Charter School</b>	<b>8.6%</b>	<b>8.3%</b>	<b>8.7%</b>	<b>9.5%</b>	<b>11.5%</b>	<b>12.2%</b>
	CSD 5	10.3%	13.7%	13.6%	10.7%	12.9%	
	CSD 7	-	17.5%	17.0%	-	15.2%	
	NYC	12.8%	14.6%	14.5%	14.3%	13.9%	

## Part 1: Summary of Renewal Recommendation

### I. Charter School Overview:

#### Background Information

KIPP AMP Charter School	
Board Chair(s)	David Massey
School Leader(s)	Emily Carroll (ES), Latasha Williams (MS), Natalie Webb (HS), Josh Zoia (KIPP NYC Superintendent)
Charter Management Organization (if applicable)	KIPP NYC LLC
Other Partner(s)	N/A
District(s) of Location	NYC Community School Districts 17 (Grades K-1, 5-8) and 7 (Grades 9-12)
Physical Address(es)	1224 Park Place, Brooklyn (Grades K-1, 5-8)
	201 East 144th Street, Bronx (Grades 9-12)
Facility Owner(s)	DOE (the high school site is a Charter Partnership building)
School Opened For Instruction	2005-2006
Current Charter Term Expiration Date	3/14/2015
Current Authorized Grade Span	K-12
Current Authorized Enrollment	949

## Overview of School-Specific Data

### School Evaluation of Academic Goals as stated in Annual Report to NYSED and Renewal Application to NYC DOE

Academic Goal Analysis						
	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	Cumulative Charter Term Total
Total Achievable Goals	26	26	26	26	26	130
# Met	4	4	5	11	9	33
# Partially Met	0	1	2	0	1	4
# Not Met	6	6	4	8	11	35
# Not Applicable *	16	15	15	7	5	58
% Met	15%	15%	19%	42%	35%	25%
% Partially Met	0%	4%	8%	0%	4%	3%
% Not Met	23%	23%	15%	31%	42%	27%
% Not Applicable *	62%	58%	58%	27%	19%	45%
% Met of All Applicable Goals	40%	36%	45%	58%	43%	46%

\* Some goals may not be applicable in all years. For example, goals related to the NYC Progress Report are not applicable for the 2013-2014 school year as Progress Reports were not issued that year.

### ES/MS students scoring at or above Level 3 on NYS assessments, compared to CSD, NYC and State averages

% Proficient in English Language Arts					
	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014
<b>KIPP AMP Charter School</b>	33.7%	28.8%	38.0%	14.1%	15.7%
CSD 17	31.3%	33.9%	36.8%	16.7%	18.6%
Difference from CSD 17 *	2.4	-5.1	1.2	-2.6	-2.9
NYC	40.5%	41.0%	45.0%	25.7%	27.4%
Difference from NYC *	-6.8	-12.2	-7.0	-11.6	-11.7
New York State **	53.2%	52.8%	55.1%	31.1%	30.6%
Difference from New York State	-19.5	-24.0	-17.1	-17.0	-14.9

<b>% Proficient in Mathematics</b>					
	<b>2009-2010</b>	<b>2010-2011</b>	<b>2011-2012</b>	<b>2012-2013</b>	<b>2013-2014</b>
<b>KIPP AMP Charter School</b>	46.4%	62.6%	70.6%	15.0%	25.5%
CSD 17	40.5%	46.1%	50.4%	14.7%	17.5%
Difference from CSD 17 *	5.9	16.5	20.2	0.3	8.0
NYC	52.8%	56.7%	59.3%	27.3%	31.5%
Difference from NYC *	-6.4	5.9	11.3	-12.3	-6.0
New York State **	61.0%	63.3%	64.8%	31.1%	36.2%
Difference from New York State	-14.6	-0.7	5.8	-16.1	-10.7

\* All comparisons to either the CSD or NYC take into account only grades the school itself served. CSD comparisons are particular to the CSD in which the school was sited each year.

\*\* New York State proficiency rates were taken from data.nysed.gov.

### Student improvement on the state tests compared to other students

<b>Median Adjusted Growth Percentile - English Language Arts</b>					
	<b>2009-2010</b>	<b>2010-2011</b>	<b>2011-2012</b>	<b>2012-2013</b>	<b>2013-2014</b>
<b>KIPP AMP Charter School – All Students</b>	<b>55.0%</b>	<b>56.0%</b>	<b>68.0%</b>	<b>62.0%</b>	<b>61.0%</b>
Peer Percent of Range - All Students	14.4%	9.6%	82.6%	40.1%	44.7%
City Percent of Range- All Students	4.7%	5.2%	69.6%	41.2%	41.4%
<b>KIPP AMP Charter School – School's Lowest Third</b>	<b>62.0%</b>	<b>66.5%</b>	<b>77.0%</b>	<b>75.5%</b>	<b>74.0%</b>
Peer Percent of Range – School's Lowest Third	8.5%	13.6%	78.7%	34.6%	43.7%
City Percent of Range – School's Lowest Third	-5.1%	8.6%	66.2%	34.6%	40.4%

<b>Median Adjusted Growth Percentile - Mathematics</b>					
	<b>2009-2010</b>	<b>2010-2011</b>	<b>2011-2012</b>	<b>2012-2013</b>	<b>2013-2014</b>
<b>KIPP AMP Charter School – All Students</b>	<b>63.0%</b>	<b>80.0%</b>	<b>68.0%</b>	<b>60.0%</b>	<b>61.0%</b>
Peer Percent of Range - All Students	55.2%	86.3%	72.0%	37.4%	43.8%
City Percent of Range- All Students	49.5%	84.6%	71.4%	45.1%	49.2%
<b>KIPP AMP Charter School – School's Lowest Third</b>	<b>60.5%</b>	<b>82.5%</b>	<b>75.0%</b>	<b>65.0%</b>	<b>76.0%</b>
Peer Percent of Range – School's Lowest Third	38.2%	85.8%	72.1%	21.3%	55.5%
City Percent of Range – School's Lowest Third	31.5%	84.8%	74.0%	20.2%	58.9%

A comparison range consists of all possible results within two standard deviations of the average. A peer/city percent of range of

50% represents the position of the average and can be interpreted as a school outperforming 50% of their peer group/city.

### Closing the Achievement Gap

Percent in the 75th Growth Percentile - English Language Arts					
	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014
Students with Disabilities *	24.0%	45.0%	63.4%	66.7%	45.5%
English Language Learner Students	-	-	-	-	40.0%
Students in the Lowest Third Citywide	33.3%	37.0%	46.5%	51.6%	48.4%
Percent in the 75th Growth Percentile - Mathematics					
	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014
Students with Disabilities *	20.0%	56.4%	58.5%	45.2%	44.4%
English Language Learner Students	-	-	-	-	30.0%
Students in the Lowest Third Citywide	31.5%	59.4%	51.7%	48.1%	57.8%

\* Defined as students with a placement in Self-Contained, ICT, or SETSS.

KIPP AMP Charter School is one of four charter schools run by the KIPP NYC LLC (KIPP NYC) Charter Management Organization (CMO) that share high school resources, staff and space at 201 East 144<sup>th</sup> Street, Bronx. The KIPP NYC CMO refers to this building, and the four schools sharing staff and resources within it, as KIPP NYC College Prep Charter School.<sup>1</sup> KIPP NYC College Prep Charter School is not a legal charter school, but rather the collection of the high school grades of four unique charter schools: KIPP AMP Charter School, KIPP Infinity Charter School, KIPP STAR College Prep Charter School and KIPP Academy Charter School. Three of these charter schools, including KIPP AMP Charter School, are authorized by the New York City Department of Education (NYC DOE) Chancellor. Beginning in the 2010-2011 school year, the NYC DOE began grouping the high school grades of the four KIPP NYC CMO schools together for public reporting and accountability purposes, including the NYC School Survey, NYC DOE Progress Reports, and the 2013-2014 NYC School Quality Reports.

The high school graduation rates presented below reflect high school students from KIPP AMP Charter School only.

For high school performance data reflecting all students at KIPP NYC College Prep Charter School (i.e. high school students enrolled in all of the four KIPP NYC CMO schools serving high school students), including data on weighted Regents pass rates, credit accumulation, and closing the achievement gap metrics, please see Appendix B.

<sup>1</sup> The four KIPP NYC CMO schools whose high school grades together make up KIPP NYC College Prep Charter School are KIPP AMP Charter School, KIPP Infinity Charter School, KIPP STAR College Prep Charter School and KIPP Academy Charter School. KIPP STAR College Prep Charter School is not authorized by the NYC DOE Chancellor.

## HS Performance Compared to NYC Averages

4-year Graduation Rate					
	2009-2010	2010-2011	2011-2012	2012-2013 <sup>2</sup>	2013-2014
<b>KIPP AMP Charter School</b>	-	-	-	86.4%	95.7%
NYC *	-	-	-	66.0%	68.4%
Difference from NYC	-	-	-	20.4	27.3

\* The New York State graduation rate calculation method was first adopted in NYC for the Cohort of 2001 (Class of 2005). The cohort consists of all students who first entered ninth grade in a given school year (e.g., the Cohort of 2005 entered ninth grade in the 2005-2006 school year). Graduates are defined as those students earning either a Local or Regents diploma and exclude those earning either a special education (IEP) diploma or GED.

## II. Renewal Recommendation and Rationale

### A. Academic Performance

At the time of this school's renewal, KIPP AMP Charter School has partially demonstrated academic success.

#### **New York Charter Schools Act**

The New York Charter Schools Act of 1998 establishes a system of charter schools throughout New York State, with objectives that include:

#### **§ 2850 (2)**

- (a) Improve student learning and achievement;
- (b) Increase learning opportunities for all students, with special emphasis on expanded learning experiences for students who are at-risk of academic failure;
- (c) Encourage the use of different and innovative teaching methods;
- (d) Create new professional opportunities for teachers, school administrators and other school personnel;
- (e) Provide parents and students with expanded choices in the types of educational opportunities that are available within the public school system; and
- (f) Provide schools with a method to change from rule-based to performance-based accountability systems by holding the schools established under this article accountable for meeting measurable student achievement results.

Data available for KIPP AMP Charter School indicates that the school has made progress towards meeting some of these objectives.

#### **Mission and Vision**

The mission of KIPP AMP Charter School (KIPP AMP) is to help students develop the academic and character skills necessary to achieve success in high school and college, be self-sufficient in the competitive world beyond and build a better tomorrow for themselves and us all. The school executes against this mission by providing a results-focused instructional program that emphasizes both academic achievement and character building. KIPP AMP students benefit from a continuum of services throughout their education, including KIPP Through College, a program designed to ensure that all KIPP AMP middle school graduates, including those who do not attend KIPP AMP's high school, attend and graduate from college.

<sup>2</sup> School year 2012-2013 was the first year in which KIPP AMP Charter School served twelfth grade students and, therefore, the first year in which the school had a graduating class.

### **School Specific Academic Performance**

The school entered its tenth year of operation with the 2014-2015 academic year. The New York City Department of Education has five years of New York State (NYS) assessment data and five years of other academic indicator(s) to evaluate the academic achievement and progress of the students at KIPP AMP Charter School over the course of the retrospective charter term.

Annual aggregate English Language Arts (ELA) and math proficiency rates on NYS assessments for KIPP AMP Charter School's middle school students have generally fallen below those of New York City during the current charter term.<sup>3</sup> Aggregate math proficiency rates consistently exceeded those of Community School District (CSD) 17, though aggregate ELA proficiency rates for the school only exceeded those of CSD 17 in two of the five years of the retrospective charter term.

Beginning with the 2012-2013 school year, NYS assessments were aligned to the Common Core Learning Standards (CCLS). As such, proficiency rates for school years prior to the 2012-2013 are not directly comparable.

In 2012-2013, 15.0% of KIPP AMP Charter School's students were proficient in math on the NYS assessments. KIPP AMP Charter School's math proficiency was greater than 54% of all middle schools citywide but 71% of middle schools in CSD 17. However, when compared to middle schools with student populations most like its own (i.e. peer schools) KIPP AMP Charter School outperformed just 41% of similar schools. In 2012-2013, 14.1% of KIPP AMP Charter School's students demonstrated proficiency on NYS assessments in ELA. With this level of proficiency, KIPP AMP Charter School outperformed 54% of all middle schools citywide but 71% of middle schools in CSD 17. KIPP AMP Charter School outperformed 54% of its peer schools.<sup>4</sup>

The following year, in 2013-2014, the percent of students at KIPP AMP Charter School who were proficient in math on NYS assessments rose to 25.5%. KIPP AMP Charter School's math proficiency was higher than 59% of all middle schools citywide. When compared to peer schools, KIPP AMP Charter School outperformed 58% of similar schools but outperformed 82% of CSD 17 middle schools. In 2013-2014, the percent of students at KIPP AMP Charter School who demonstrated proficiency on NYS assessments in ELA also rose, to 15.7%. With this level of proficiency, KIPP AMP Charter School outperformed 54% of all middle schools citywide, 58% of middle schools in its peer group, and 59% of middle schools in CSD 17.

In 2013-2014, KIPP AMP Charter School's ELA median adjusted growth percentile on NYS assessments was 61.0% with a City Percent of Range of 41.4%, placing the school in the 29<sup>th</sup> percentile of all middle schools citywide.<sup>5</sup> Similarly, the school's peer and CSD percentiles were 43% and 35%, respectively. This means that over 50% of all other middle schools in KIPP AMP Charter School's peer group and over 60% of other middle schools in CSD 17 had an ELA median adjusted growth percentile greater than KIPP AMP Charter School's median adjusted growth percentile in 2013-2014.

In 2013-2014, KIPP AMP Charter School's math median adjusted growth percentile on NYS assessments was 61.0% with a City Percent of Range of 49.2%, placing it in the 46<sup>th</sup> percentile of all middle schools citywide. The school's peer group and CSD percentiles were 35% and 76%,

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<sup>3</sup> The only exceptions are for math proficiency in 2010-2011 and 2011-2012, in which KIPP AMP Charter School's aggregate math proficiency exceeded the overall NYC proficiency for the comparable grade span.

<sup>4</sup> Please note that while KIPP AMP Charter School began serving elementary school students in 2013-2014, the school was classified as a middle school for the 2012-2013 NYC DOE Progress Report and the 2013-2014 School Quality Reports.

<sup>5</sup> A comparison range consists of all possible results within two standard deviations of the average. A percentile rank provides the percentage of schools that score lower than the school under consideration. A City Percent of Range of 41.4% indicates that the school's ELA median adjusted growth percentile was below the average but less than one standard deviation below the average (that only 41.4% of the range around the average represented scores lower than that of KIPP AMP Charter School), while a Citywide percentile of 29% indicates that KIPP AMP Charter School's ELA median adjusted growth percentile was higher than only 29% of all middle schools citywide.

respectively. This means that over 60% of all other middle schools in KIPP AMP Charter School's peer group and just over 20% of other middle schools in CSD 17 had math median adjusted growth percentiles greater than KIPP AMP Charter School's median adjusted growth percentile in 2013-2014.

As noted above, KIPP AMP Charter School is one of four KIPP NYC CMO charter schools that share high school resources, staff and space. The high school grades of these schools are collectively known as KIPP NYC College Prep Charter School. For more information on the aggregate academic performance of KIPP NYC College Prep Charter School, which is not a legal or stand-alone chartered entity, please see Appendix B. The high school graduation rate and Regents pass rate information presented below reflects high school students from only KIPP AMP Charter School.

For the 2013-2014 school year, KIPP AMP Charter School's four-year graduation rate was 95.7%. This rate was higher than the citywide average by 27.3 percentage points.

Over the five years that data is available for the retrospective charter term, KIPP AMP Charter School has met 46% of its applicable academic charter goals.<sup>6,7</sup> KIPP AMP Charter School met nine of 21 applicable academic performance goals in its most recent year. Because of the move to Common Core Learning Standards in 2012-2013, the NYC DOE did not evaluate goals that measure a school's academic performance relative to 75% or greater absolute proficiency on the NYS ELA and math exams for the 2012-2013 school year. In addition, beginning with the 2013-2014 school year, due to a change in state regulation the NYC DOE will not evaluate goals that are related to standardized assessments for students in grades kindergarten through two; further, due to the elimination of the accountability instrument, the DOE will not evaluate goals related to NYC DOE Progress Report grades beginning with the 2013-2014 school year. The school has generally demonstrated a stable trend of achievement of its stated charter goals over the five years of the charter term under review, though the school's success rate did fall over the last two years.

On its 2012-2013 NYC DOE Middle School Progress Report, KIPP AMP Charter School received a C grade in all sections except School Environment, for which the school received a B grade. This ranked KIPP AMP Charter School in the 20<sup>th</sup> percentile of all middle schools citywide and represented a marked deterioration in overall performance from the prior two years. On its 2011-2012 NYC DOE Middle School Progress Report, KIPP AMP Charter School received an A grade in all sections except School Environment, for which the school received a B grade. This ranked KIPP AMP Charter School in the 88<sup>th</sup> percentile of all middle schools citywide. As its Overall Grade, the school earned a C and B in 2009-2010 and 2010-2011, respectively.<sup>8</sup>

As previously noted, KIPP AMP Charter School is one of four KIPP NYC charter schools, only three of which are authorized by the NYC DOE Chancellor, that feed into KIPP NYC College Prep Charter School. KIPP AMP Charter School did not receive a high school Progress Report for the 2012-2013 school year that reflected performance, progress and environment for the high school students specifically registered to KIPP AMP Charter School. However, a Progress Report was

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<sup>6</sup> This calculation does not include goals which have not been evaluated (not applicable) either as a result of the goal no longer being measurable (e.g. NYC DOE Progress Report grades for 2013-2014 school year forward) or the goal not yet measurable for the school at the time of the annual reporting (e.g. high school graduation rate for an academic year in which the school was not serving grade twelve students).

<sup>7</sup> It should be noted that because of the move to Common Core Learning Standards in 2012-2013, the NYC DOE did not evaluate goals that measure a school's actual performance relative to 75% or greater absolute proficiency on the NYS ELA and math exams or goals that measure reducing the performance gap of a cohort in ELA and math assessments in its analysis of progress towards goals for the 2012-2013 school year. Goals that compared the school to the Community School District performance were included in the analysis. In addition, beginning with the 2013-2014 school year, the NYC DOE will not evaluate goals that are related to NYC DOE Progress Report Grades or, due to a change in state regulation, goals that are related to standardized assessments for students in grades kindergarten through two in its analysis of progress towards goals.

<sup>8</sup> For purposes of the NYC DOE Progress Report, KIPP AMP Charter School was classified as a middle school for the 2009-2010, 2010-2011, 2011-2012 and 2012-2013 school years.

produced for KIPP NYC College Prep Charter School based on the high school performance data of students enrolled at all four KIPP NYC charter schools that collectively make up KIPP NYC College Prep Charter School. For more information on the Progress Report for KIPP NYC College Prep Charter School, please see Appendix B.

NYC DOE Progress Reports graded each school with an A, B, C, D, or F and were based on student progress, student performance, and school environment. Scores were based on comparing results from one school to a peer group of 40 schools with similar student populations and to all schools citywide. The Student Progress section of the NYC DOE Progress Report was the most heavily weighted of all sections; it constituted 60% of a school's grade. The grade in this section was primarily based on median adjusted growth percentiles,<sup>9</sup> which measure students' growth on state tests relative to other students with the same prior-year score. Although the NYC DOE Progress Report was discontinued beginning with the 2013-2014 school year, individual academic performance metrics from the former NYC DOE Progress Report are included in this renewal report for all years for which data was available in the current charter term.

### **Closing the Achievement Gap**

NYC DOE-authorized charter schools are also assessed based on their ability to close the achievement gap for specific student populations. In school years prior to the 2013-2014 school year, schools received additional credit on the NYC DOE Progress Report for progress and performance of students with disabilities, English Language Learners, and students who start in the lowest third of proficiency citywide. Beginning with the 2013-2014 school year, charter schools will be assessed on the actual performance as well as the academic growth of students in these populations compared with public school students in the CSD and throughout New York City.

On the 2013-2014 NYS assessments, 57.8% of KIPP AMP Charter School's students in the lowest third citywide experienced growth in math that, with adjustments, matched or exceeded the growth of 75% or more of other students citywide with the same starting math scores. This level places KIPP AMP Charter School in the 75<sup>th</sup> percentile of all middle schools citywide. In the same year, 48.4% of KIPP AMP Charter School's students in the lowest third citywide experienced growth in ELA that, with adjustments, matched or exceeded the growth of 75% or more of other students citywide with the same starting ELA scores; this places KIPP AMP Charter School in the 42<sup>nd</sup> percentile of all middle schools citywide.

On the 2013-2014 NYS assessments, 44.4% of KIPP AMP Charter School's students with disabilities experienced growth in math that, with adjustments, matched or exceeded the growth of 75% or more of other students with disabilities citywide with the same starting math scores. This level places KIPP AMP Charter School in the 37<sup>th</sup> percentile of all middle schools citywide. In the same year, 45.5% of the school's students with disabilities experienced growth in ELA that, with adjustments, matched or exceeded the growth of 75% or more of other students with disabilities citywide with the same starting ELA scores; this places KIPP AMP Charter School in the 22<sup>nd</sup> percentile of all middle schools citywide.

On the 2013-2014 NYS assessments, 30.0% of KIPP AMP Charter School's English Language Learner students experienced growth in math that, with adjustments, matched or exceeded the growth of 75% or more of other English Language Learner students citywide with the same starting math scores. This level places KIPP AMP Charter School in 24<sup>th</sup> percentile of all middle schools citywide. Similarly, only 40.0% of the school's English Language Learner students experienced growth in ELA that, with adjustments, matched or exceeded the growth of 75% or

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<sup>9</sup> A student's growth percentile compares his or her growth to the growth of all students in the City who started at the same level of proficiency the year before. To evaluate a school on its students' growth percentile, the NYC DOE uses an adjusted growth percentile. Growth percentile adjustments are based on students' demographic characteristics and reflect average differences in growth compared to students with the same starting proficiency level. The NYC DOE evaluates a school based on its median adjusted growth percentile, the adjusted growth percentile of the middle student when all students adjusted growth percentiles are listed from lowest to highest.

more of other English Language Learner students citywide with the same starting ELA scores; however this places KIPP AMP Charter School in the 52<sup>nd</sup> percentile of all middle schools citywide.

Please see Appendix B for high school closing the achievement gap data, which reflects high school students from all KIPP NYC CMO schools that collectively make up KIPP NYC College Prep Charter School, not simply those enrolled at KIPP AMP Charter School.

## **B. Governance, Operations & Finances**

KIPP AMP Charter School is an operationally sound and fiscally viable organization. This assessment was made based on a review of the following indicators of operational and fiscal viability:

- KIPP AMP Charter School's FY11 mid-year, FY12, FY13, and FY14 independent financial audits;
- KIPP AMP Charter School's 2014-2015 staff handbook;
- KIPP AMP Charter School's 2014-2015 student/family handbook;
- On-site review of KIPP AMP Charter School's financial and operational records;
- KIPP AMP Charter School's FY15 budget and five-year projected budget;
- KIPP AMP Charter School's Board of Trustees financial disclosure forms;
- KIPP AMP Charter School's Board of Trustees minutes;
- KIPP AMP Charter School's Board of Trustees by-laws; and
- KIPP AMP Charter School's self-reported staffing data.

Over the course of the school's charter term, the Board of Trustees has maintained a partially developed governance structure and organizational design. Board Chair David Massey has been on the Board since January 2005. The Board's level of membership has stayed consistently within the minimum of five members and maximum of twenty-five members established in the Board's bylaws. The Board currently has six members.

The Board's Chair, Secretary, and Treasurer positions, as specified in the bylaws, are currently filled. However, the bylaws also specify Superintendent and Principal positions, which appear to be vacant.

During the course of the retrospective charter term, the Board's bylaws did not require a specified number of regular Board meetings. In each of the past two completed academic years, the Board held only three meetings which met quorum during the academic year not including any annual meetings. The KIPP AMP Charter School Board holds its meeting concurrently with the meetings of the other four KIPP NYC affiliated charter schools and the KIPP NYC College Prep Charter School advisory Board.

Updates on the school's academic, financial, and operational progress are regularly provided not by the school's leadership team but by members of the KIPP NYC network. The KIPP NYC Superintendent regularly updates the Board on academic progress at the school, as recorded in meeting minutes, and regular operational and financial updates are provided by the KIPP NYC operations and finance staff.

Over the course of the school's charter term, the school has partially developed a stable school culture. The school experienced significant turnover in its middle school leadership staff, with three different leaders occupying the principal role over the course of the charter term. Additionally, primary instructional staff turnover has been consistently high over the charter term, though it has declined over the last year. In 2010-2011, 2011-2012, 2012-2013, and 2013-2014, the percentage of primary instructional staff who did not return, either by choice or request, at the start of the following school year was 30%, 24%, 29% and 17%, respectively.<sup>10</sup>

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<sup>10</sup> Self-reported information from the school's Renewal Data Collection Form, submitted in November 2014

Overall, the school is in a strong position to meet near-term financial obligations. Based on the FY14 financial audit, the school's current ratio of 6.24 indicated a strong ability to meet its current liabilities. Based on the FY14 financial audit, the school had sufficient unrestricted cash of \$2,108,080, representing 85 days of operating expenses, which allows for at least two months of operation without an infusion of cash.

A comparison of the enrollment projections for the 2014-2015 budget to the actual enrollment as of November 30, 2014 revealed that the school had met its enrollment target, supporting its projected revenue. As of the FY14 financial audit, the school had no debt obligations.

There were no material weaknesses noted in the past three independent financial audits from FY12 to FY14; however, there was a significant deficiency noted for the mid-year FY11 financial audit. The deficiency noted in the audited financials pertained to untimely account reconciliations and adjustments.

### **C. Compliance with Charter, Applicable Law and Regulations**

Over the charter term, KIPP AMP Charter School has been compliant with some applicable laws and regulations but not others.

Over the charter term, the Board has consistently had a membership size that falls within the range of five to 25 members outlined in the school's charter and in the Board's bylaws, and currently has a full Board roster with six members.

The school's bylaws specify one required annual meeting but do not specify a required number of regular meetings. In school years 2010-2011 through 2013-2014 of the charter term, the Board held one annual meeting each year and also held the following number of regular meetings, as evidenced by the Board Yearly Meeting Schedule and collected meeting minutes: four in 2011-2012, four in 2012-2013 and four in 2013-2014.<sup>11</sup> Meetings are those which met quorum. Beginning with the 2014-2015 academic year, the Board has not held the number of board meetings required by the Charter Schools Act. The Charter Schools Act requires that the Board hold monthly meetings over a period of 12 calendar months per year. The Board has not updated its bylaws to comply with this requirement.

All current Board members have submitted conflict of interest and financial disclosure forms, and these documents do not demonstrate conflicts of interest. The board has consistently submitted board resignation notices or new board member credentials within the required five days of change to the Office of School Design and Charter Partnerships (OSDCP) for review and, if necessary, approval.

Although the Board has not consistently made all Board minutes and agendas available upon request to the public prior to or at Board meetings by posting on the school's website, it does consistently post its most recent Board minutes and agenda to the school's website. Similarly, although the school has not posted to its website its annual audit for each year of the charter term, as required in charter law, it has posted the audit pertaining to FY13.

The Board did consistently submit the Annual Report to the New York State Education Department (NYSED) by the deadline of August 1 (or by the NYSED granted extension date) for each year of the current charter term.

All staff members have appropriate fingerprint clearance. The school has submitted the required safety plan and has the required number of staff with AED/CPR certification. The school has submitted its required immunization documentation and is in compliance with Department of

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<sup>11</sup> The NYC DOE did not collect regular Board minutes from KIPP AMP Charter School in school years 2010-2011 or 2011-2012. However, the school's Board calendar for school year 2011-2012 shows four meetings scheduled.

Health standards of 99% for immunization. The school has submitted appropriate insurance documents to the NYC DOE.

The school has submitted required documentation for teacher certification and is not compliant with state requirements for teacher certification. The Charter Schools Act prohibits more than five staff members or more than 30% of the teaching staff from not being certified in accordance with requirements applicable to other public schools. The school has 26 uncertified staff members. The school's plan to address this area of non-compliance is outlined in Part 4 of this report.

**D. Plans for Next Charter Term**

As part of its next charter term the school plans to:

- Continue phase-in of previously authorized elementary grades such that the school will serve students in grades kindergarten through twelve at full scale.

## Regents Addendum

This Regents Addendum has been prepared at the request of the Board of Regents. The information presented in this addendum regarding Mobility and Enrollment of Special Populations is not factored into the DOE's renewal recommendation. Complete data regarding Mobility and Enrollment of Special Populations is presented in Part 4 of the Renewal Recommendation Report which is available on the DOE website.

### Mobility

Student Mobility out of KIPP AMP Charter School *					
	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014
Number of Students who Left the School <sup>1</sup>	50	65	68	54	61
Percent of Students who Left the School <sup>2</sup>	16.7%	19.1%	18.2%	13.5%	12.5%

\* Figures are based on student enrollment as of October 31 for each respective school year with the exception of the 2012-2013 school year, which is as of October 26, 2012. Students in terminal grades are not included.

### Enrollment of Special Populations<sup>3</sup>

Special Population		2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	2013-2014 State Enrollment Target (Current)
Free and Reduced Price Lunch (FRPL)	<b>KIPP AMP Charter School</b>	<b>74.2%</b>	<b>80.3%</b>	<b>86.1%</b>	<b>85.9%</b>	<b>90.1%</b>	<b>90.2%</b>
	CSD 17	91.9%	93.8%	93.1%	92.9%	92.5%	
	CSD 7	-	89.3%	89.8%	-	89.9%	
	CSD 5	-	-	-	78.3%	-	
	NYC	84.1%	78.4%	80.1%	79.3%	79.3%	
Students with Disabilities (SWD)	<b>KIPP AMP Charter School</b>	<b>17.4%</b>	<b>19.7%</b>	<b>20.1%</b>	<b>16.0%</b>	<b>16.4%</b>	<b>12.1%</b>
	CSD 17	16.2%	16.5%	15.9%	16.5%	17.3%	
	CSD 7	-	20.7%	19.3%	-	20.0%	
	CSD 5	-	-	-	13.1%	-	
	NYC	19.0%	18.4%	18.1%	18.4%	18.7%	

<sup>1</sup> The Number of Students who Left the School for a given school year is the total number of students who were enrolled in the school on October 31 in the given school year that were not enrolled in the school on October 31 of the following school year. The figure includes students who left the school for any reason (i.e. all discharge and transfer codes are included); the only exception made to this rule was for students in terminal, non-phase-in grades.

<sup>2</sup> The Percent of Students who Left the School for a given school year is the percentage of students who were enrolled in the school on October 31 in the given school year that were not enrolled in the school on October 31 of the following school year. The percentage figure includes students who left the school for any reason (i.e. all discharge and transfer codes are included); the only exception made to this rule was for students in terminal, non-phase-in grades.

<sup>3</sup> Comparisons of a charter school's special populations to the CSD and City are made relative only to the grades served by the school. For example, if a charter school serves grades kindergarten through five, comparisons of that school's special populations will only be made relative to grades kindergarten through five in the CSD and citywide. CSD comparisons are particular to the grades served in each CSD each year. Enrollment rates reflect demographic characteristics as of June 1 and enrollment as of October 31 for each given school year, with the exception of enrollment in the 2012-2013 school year, which is as of October 26, 2012.

State enrollment targets were generated by a calculator developed by the State Education Department (SED). Once a school's CSD, total enrollment and grade span are entered, the calculator generates a school-specific enrollment target. The CSD for a multi-district school is the primary CSD as determined by each school. The enrollment is determined by the total number of students enrolled as of October 31, 2013. Any school with an unusual grade configuration (i.e. K, 6-9) should use an available grade configuration provided by SED that is most aligned as determined by the DOE, otherwise a school's actual grade span is used. For more information regarding SED's methodology behind the calculation of charter school enrollment and retention targets, please refer to the memo at <http://www.regents.nysed.gov/meetings/2012Meetings/July2012/712brca11.pdf>.

Special Population		2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	2013-2014 State Enrollment Target (Current)
English Language Learners (ELL)	<b>KIPP AMP Charter School</b>	<b>0.0%</b>	<b>0.0%</b>	<b>0.3%</b>	<b>0.5%</b>	<b>1.3%</b>	<b>9.3%</b>
	CSD 17	8.9%	9.4%	9.3%	9.2%	9.8%	
	CSD 7	-	17.5%	17.0%	-	15.2%	
	CSD 5	-	-	-	6.6%	-	
	NYC	12.8%	13.6%	13.0%	12.6%	13.1%	

## Part 1: Summary of Renewal Recommendation

### I. Charter School Overview:

#### **Background Information**

Teaching Firms of America-Professional Preparatory Charter School	
Board Chair(s)	Latoya Massey, Shahidah Kalam Id-Din
School Leader(s)	Rafiq R. Kalam Id-Din II, Esq., Damien Dunkley
Charter Management Organization (if applicable)	N/A
Other Partner(s)	N/A
District(s) of Location	NYC Community School District 16
Physical Address(es)	616 Quincy Street, Brooklyn
Facility Owner(s)	DOE
School Opened For Instruction	2011-2012
Current Charter Term Expiration Date	1/11/2015
Current Authorized Grade Span	K-5
Current Authorized Enrollment	342

## Overview of School-Specific Data

### School Evaluation of Academic Goals as stated in Annual Report to NYSED and Renewal Application to NYC DOE

Academic Goal Analysis				
	2011-2012	2012-2013	2013-2014	Cumulative Charter Term Total
Total Achievable Goals	11	11	11	33
# Met	1	1	0	2
# Partially Met	0	0	0	0
# Not Met	2	2	3	7
# Not Applicable *	8	8	8	24
% Met	9%	9%	0%	6%
% Partially Met	0%	0%	0%	0%
% Not Met	18%	18%	27%	21%
% Not Applicable *	73%	73%	73%	73%
% Met of All Applicable Goals	33%	33%	0%	22%

\* Some goals may not be applicable in all years. For example, goals related to the NYC Progress Report are not applicable for the 2013-2014 school year as Progress Reports were not issued that year.

### ES/MS students scoring at or above Level 3 on NYS assessments, compared to CSD, NYC and State averages

% Proficient in English Language Arts			
	2011-2012	2012-2013	2013-2014
<b>Teaching Firms of America - Professional Preparatory Charter School</b>	-	-	19.3%
CSD 16	-	-	22.0%
Difference from CSD 16 *	-	-	-2.7
NYC	-	-	29.9%
Difference from NYC *	-	-	-10.6
New York State **	-	-	30.6%
Difference from New York State	-	-	-11.3

<b>% Proficient in Mathematics</b>			
	<b>2011-2012</b>	<b>2012-2013</b>	<b>2013-2014</b>
<b>Teaching Firms of America - Professional Preparatory Charter School</b>	-	-	28.1%
CSD 16	-	-	20.3%
Difference from CSD 16 *	-	-	7.8
NYC	-	-	38.6%
Difference from NYC *	-	-	-10.5
New York State **	-	-	36.2%
Difference from New York State	-	-	-8.1

\* All comparisons to either the CSD or NYC take into account only grades the school itself served. CSD comparisons are particular to the CSD in which the school was sited each year.

\*\* New York State proficiency rates were taken from data.nysed.gov.

Teaching Firms of America – Professional Preparatory Charter School began serving students in third grade, the first grade level in which NYS assessments are administered, in the 2013-2014 school year. As a result, data pertaining to growth metrics is not yet available. This includes, but is not limited to, data on median adjusted growth and closing the achievement gap statistics related to percent of students in the 75<sup>th</sup> growth percentile for students with disabilities, English Language Learner (ELL) students, and students in the lowest third citywide.

## II. Renewal Recommendation and Rationale

### A. Academic Performance

At the time of this school's renewal, Teaching Firms of America – Professional Preparatory Charter School has not yet demonstrated academic success. Academic success cannot be adequately evaluated for Teaching Firms of America – Professional Preparatory Charter School primarily because the school has not yet generated more than one year of accountability data on NYS assessments and has been classified as an Early Childhood school by the NYC DOE for the 2011-2012 through 2013-2014 school years. As a result, no data exists with regards to median adjusted growth, closing the achievement gap, or peer groupings.

#### **New York Charter Schools Act**

The New York Charter Schools Act of 1998 establishes a system of charter schools throughout New York State, with objectives that include:

#### **§ 2850 (2)**

- (a) Improve student learning and achievement;
- (b) Increase learning opportunities for all students, with special emphasis on expanded learning experiences for students who are at-risk of academic failure;
- (c) Encourage the use of different and innovative teaching methods;
- (d) Create new professional opportunities for teachers, school administrators and other school personnel;
- (e) Provide parents and students with expanded choices in the types of educational opportunities that are available within the public school system; and
- (f) Provide schools with a method to change from rule-based to performance-based accountability systems by holding the schools established under this article accountable for meeting measurable student achievement results.

Currently there is not sufficient data available for Teaching Firms of America – Professional Preparatory Charter School to determine if the school has made progress towards meeting these objectives.

#### **Mission and Vision**

Teaching Firms of America – Professional Preparatory Charter School's mission is to prepare students to become the future professionals (lawyers, doctors, scientists, entrepreneurs, etc.) who will lead our global society in the 21<sup>st</sup> Century. The school executes against this mission by making efforts to provide instruction that will enable its students to meet or exceed the academic performance of the top public elementary schools in New York State as measured by the mandated standardized exams; as well as by moving towards an interdisciplinary, inquiry-based curricular approach informed by the Common Core Learning Standards.

#### **School Specific Academic Performance**

The school entered its fourth year of operation with the 2014-2015 academic year. As a result, the New York City Department of Education (NYC DOE) has only one year of New York State (NYS) assessment data to evaluate the academic achievement of the school and no NYS growth data available at the time of this report to assess the progress of students at Teaching Firms of America – Professional Preparatory Charter School (TFOA).

TFOA does not have sufficient academic data to determine trends of academic progress as compared to its district of location, CSD 16, or to its peer schools.<sup>1</sup> However, the New York City Department of Education (NYC DOE) has three years of other academic data, such as data

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<sup>1</sup> Teaching Firms of America – Professional Preparatory Charter School was classified by the NYC DOE as an Early Childhood Education school for the 2013-2014 school year, the first school year in which NYS assessment data was available for the school. Early Childhood Education schools did not receive peer groups for the 2013-2014 school year. As a result, peer group data does not yet exist for Teaching Firms of America – Professional Preparatory Charter School.

obtained through internal assessments and attendance information, to evaluate the academic achievement and progress of the students at Teaching Firms of America – Professional Preparatory Charter School.

Beginning with the 2012-2013 school year, NYS tests were aligned to the Common Core Learning Standards (CCLS). As such, proficiency rates for school years prior to the 2012-2013 are not directly comparable. However, as this school had its first year of NYS test administration in 2013-2014, all proficiency results are aligned to the CCLS. Additionally, as the school served only grades kindergarten through three in 2013-2014, the only students who took the NYS ELA and math assessments were the school's third grade students. In 2013-2014, 28.1% of TFOA's students were proficient in math. TFOA's math proficiency was 7.8 percentage points higher than the CSD 16 proficiency rate for third grade students. In 2013-2014, 19.3% of TFOA's students demonstrated proficiency in state tests in English. With this level of proficiency, TFOA underperformed the CSD 16 proficiency rate for third grade students by 2.7 percentage points.

Over the three years that data is available for the retrospective charter term, TFOA has met only 22% of its applicable academic charter goals.<sup>2,3</sup> TFOA met zero of its three applicable academic goals in its most recent year. Since the school has only one year of NYS assessment data, there is limited data to demonstrate a trend of achievement of its stated applicable academic charter goals over the three years of the charter term under review. However, year over year goal attainment shows a declining trend during the three-year period. In addition, the school failed to meet its charter goals of absolute proficiency of 75% of students taking state assessments scoring proficiency or higher in ELA and math in the 2013-2014 school year. Although the NYC DOE did not evaluate progress towards this goal for any NYC DOE-authorized charter schools in the first year of CCLS aligned state assessments, 2012-2013, this goal was evaluated for 2013-2014 forward. However, beginning with the 2013-2014 school year, due to a change in state regulation, the NYC DOE will not include goals that are related to standardized assessments for students in grades kindergarten through two in its analysis of progress towards goals. Because the school took two planning years and opened with kindergarten and first grades in 2011-2012, there is limited academic data for the charter term. Since the school has only one year of state test results, cohort-level growth data is not yet available for the NYS ELA or math assessments.

The school has shown only mixed evidence of a developed responsive education program and supportive learning environment. Reports from past NYC DOE visits to the school indicate that the quality of instruction varied, and that there were instances of unclear lesson objectives and expectations set for the students. In addition, the school has struggled with providing feedback and support to teachers. In a visit to the school in April 2012, reviewers noted that because the teachers had high levels of autonomy, the school should have identified "strategies to ensure teachers are held accountable for student learning."<sup>4</sup> Continuing in the 2012-2013 school year, reviewers noted that teachers were "unaware of [a] systematic approach to their evaluation."<sup>5</sup>

Since the school did not serve students in testing grades for the NYS assessments in 2012-2013, the school did not receive a NYC DOE Progress Report.

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<sup>2</sup> This calculation does not include goals which have not been evaluated (not applicable) either as a result of the goal no longer being measurable (e.g. NYC DOE Progress Report grades for 2013-2014 school year forward) or the goal not yet measurable for the school at the time of the annual reporting (e.g. high school graduation rate for an academic year in which the school was not serving grade 12 students).

<sup>3</sup> It should be noted that because of the move to Common Core standards in 2012-2013, the NYC DOE did not include goals that measure a school's actual performance relative to 75% or greater absolute proficiency on the NYS ELA and Math exams or goals that measure reducing the performance gap of a cohort in ELA and Math assessments in its analysis of progress towards goals for the 2012-2013 school year. Goals that compared the school to the Community School District performance were included in the analysis. In addition, beginning with the 2013-2014 school year, the NYC DOE will not include goals that are related to NYC DOE Progress Report Grades or, due to a change in state regulation, goals that are related to standardized assessments for students in grades kindergarten through two in its analysis of progress towards goals.

<sup>4</sup> TFOA Annual Site Visit Report 2011-2012

<sup>5</sup> TFOA Annual Comprehensive Report 2012-2013

NYC DOE Progress Reports graded each school with an A, B, C, D, or F and were based on student progress, student performance, and school environment. Scores were based on comparing results from one school to a peer group of up to 40 schools with the most similar student population and to all schools citywide. The Student Progress section of the NYC DOE Progress Report was the most heavily weighted of all sections; it constituted 60% of a school's grade. The grade in this section was based on median adjusted growth percentiles,<sup>6</sup> which were a measure of how much a school's students perform on state tests relative to other students with the same prior score. Although the NYC DOE Progress Report was discontinued beginning with the 2013-2014 school year, individual academic performance metrics from the former NYC DOE Progress Report are included in this renewal report for all years for which data was available in the current charter term.

### **Closing the Achievement Gap**

NYC DOE-authorized charter schools are also assessed based on their ability to close the achievement gap for specific student populations. In school years prior to the 2013-2014 school year, schools received additional credit on the NYC DOE Progress Report for progress and performance of students with disabilities, English Language Learners, and students who start in the lowest third of proficiency citywide. Beginning with the 2013-2014 school year, charter schools will be assessed on the actual performance as well as the academic growth of students in these populations compared with public school students in the CSD and throughout New York City.

The school does not yet have any data on closing the achievement gap as demonstrated by the percent of students in the 75<sup>th</sup> growth percentile who are classified as either students with disabilities, ELLs, or students in the lowest third citywide.

For the 2013-2014 NYS assessments, TFOA did not serve the minimum number of students with disabilities for the NYC DOE to report on proficiency levels for this student population. Comparisons to the CSD and City are also not reported for this reason.<sup>7</sup>

For the 2013-2014 NYS assessments, TFOA did not serve the minimum number of English Language Learner (ELL) students for the NYC DOE to report on proficiency levels for this student population. Comparisons to the CSD and City are also not reported for this reason.

## **B. Governance, Operations & Finances**

TFOA is a partially operationally sound and fiscally viable organization. This assessment was made based on a review of the following indicators of operational and fiscal viability:

- Teaching Firms of America – Professional Preparatory Charter School's Board of Trustee bylaws;
- Teaching Firms of America – Professional Preparatory Charter School's Board of Trustee meeting minutes;
- Teaching Firms of America – Professional Preparatory Charter School's self-reported staffing data;
- Teaching Firms of America – Professional Preparatory Charter School's financial disclosure forms;
- Teaching Firms of America – Professional Preparatory Charter School's FY12, FY13, and FY14 independent financial audits;

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<sup>6</sup> A student's growth percentile compares his or her growth to the growth of all students in the City who started at the same level of proficiency the year before. To evaluate a school on its students' growth percentile, the NYC DOE uses an adjusted growth percentile. Growth percentile adjustments are based on students' demographic characteristics and reflect average differences in growth compared to students with the same starting proficiency level. The NYC DOE evaluates a school based on its median adjusted growth percentile, the adjusted growth percentile of the middle student when all students adjusted growth percentiles are listed from lowest to highest.

<sup>7</sup> The minimum number of students for Closing the Achievement Gap metrics is five. Metrics are excluded for a school when student sample-size criteria are not met because of confidentiality considerations and the unreliability of measurements based on small numbers.

- Teaching Firms of America – Professional Preparatory Charter School’s 2014-2015 staff handbook;
- Teaching Firms of America – Professional Preparatory Charter School’s 2014-2015 student/family handbook; and
- Teaching Firms of America – Professional Preparatory Charter School’s FY15 budget.

Over the course of the school’s charter term, the Board of Trustees has not yet developed a governance structure and its organizational design. The Board currently has seven active members, which is consistent with the established bylaws, all of whom were part of the board in the most recent school year. However, in the 2012-2013 school year, the Board experienced a 67% attrition rate as a result of the resignation or termination of six of nine board members that year. The school’s bylaws indicate that the Board is to hold at least six meetings a year. The Board held 11 meetings in 2011-2012 and in 2012-2013. The Board’s current model is structured differently than what is outlined in the established bylaws. Further, the functioning committees referenced in the bylaws are not currently represented. There are, however, clear lines of accountability between the Board and the school leadership team.

Over the course of the school’s charter term, the school has partially developed a stable school culture. Two of the three school’s founding leaders are still with the school. The Pedagogy Partner left after the 2012-2013 school year and, to date, has not been replaced. The Managing Partner and Stakeholder Partner have both been with the school since it opened. The school’s Executive Officer, who had been with the school since it opened, resigned after the start of the 2014-2015 school year. The instructional turnover rate over the course of the charter term has averaged 17.5% over the period. In year one, year two, and year three of the charter term (2011-2012, 2012-2013, and 2013-2014), 19%, 14.3%, and 19% of instructional staff did not return, either by choice or request, at the start of the following school year.

The school employs a Choice Theory framework as well as a Leadership Index, which has been incorporated into all of the Schoolhouses and been adopted by all staff and students. Schoolhouse is the term used for “classroom” under the TFOA model.

TFOA self-reported average yearly attendance rates of 92.3%, 92.4% and 92.3% for school years 2011-2012, 2012-2013 and 2013-2014, respectively.<sup>8</sup> Average yearly attendance at TFOA has been lower than the citywide average attendance rates of 93.9%, 93.6% and 93.2% for all elementary/middle schools over the same period. Across the charter term, the school generally had a higher percentage of parents and teachers that agreed or strongly agreed with key statements on the NYC School Survey compared with citywide averages. The school has an active Parents Council.

Overall, the school is in a strong position to meet near-term financial obligations. The school has at least 51 days of unrestricted cash on hand to meet current liabilities totaling \$600,827.

There was no material weakness noted in the three independent financial audits from FY12 to FY14.

### **C. Compliance with Charter, Applicable Law and Regulations**

Over the charter term, TFOA has been compliant with some applicable laws and regulations, but not others.

Conflict of interest and financial disclosure forms are not available for all current Board members.

The Board has not consistently submitted board resignation notices or new Board member credentials within the required five days of change to the NYC DOE Office of School Design and

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<sup>8</sup> Attendance data was self-reported by the school in its Renewal Application to the NYC DOE dated November 2014.

Charter Partnerships (OSDCP) for review and if necessary, approval. During the charter term, documents were not submitted per the required timeframe for three Board members.

The Board relies heavily on videoconferencing to ensure that quorum is met; however, the Board does not notify or disclose the public locations of the videoconferences. Additionally, the Board has not consistently made all board minutes and agendas available upon request to the public prior to or at Board meetings.

The Board did not consistently submit the Annual Report to the New York State Education Department (NYSED) by the deadline of August 1 (or by the NYSED granted extension date) for each year of the current charter term. The school has not posted on its website its annual report and audit for each year of the charter term, as required in charter law. The school posted the 2012 annual audit to its website; however, no other years' audits are available.

The school has submitted required documentation for teacher certification and is not compliant with state requirements for teacher certification. The Charter Schools Act prohibits more than five staff members or more than 30% of the teaching staff from not being certified in accordance with requirements applicable to other public schools. Eight staff members are pending certification and five are not appropriately certified. In addition, four staff members may not meet highly qualified status as their Bachelor's degree has not been confirmed.

None of the school leaders were trained in General Response Protocols/Fire Emergency Drill Conductor for NYC, as mandated by the NYC Fire Department.

All staff members have appropriate fingerprint clearance.

The school has submitted the required safety plan. The school has the required number of staff with AED/CPR certification.

The school has submitted its required immunization documentation and is in compliance with Department of Health standards of 99% for immunization.

The school has submitted appropriate insurance documents to the NYC DOE.

For the 2014-2015 school year, the school had an application deadline of April 1, 2014 and lottery date of April 3, 2014 adhering to charter law's requirement of accepting applications up to at least April 1. Over the course of the charter term, the school did consistently adhere to this requirement.

Over the course of the charter term, the school did consistently submit complete invoicing and reconciliation documents by the associated deadlines.

The school has not submitted a current and complete copy of its Student Discipline Policy for the 2014-2015 school year; the school maintains that they deliver student discipline on an individualized basis consistent with the school culture and behavior management model, which outlines possible consequences for "highly disruptive or unsafe behavior."<sup>9</sup> As no formal discipline policy exists which clearly details behaviors and resulting consequences, the due process policy, and consideration of disciplinary measures for students with disabilities, the NYC DOE finds that the school's policy is not compliant with federal law.

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<sup>9</sup> Teaching Firms of America – Professional Preparatory Charter School - 2014-2015 School Culture and Behavior Management Policy

#### **D. Plans for Next Charter Term**

As part of its renewal application to the NYC DOE, Teaching Firms of America – Professional Preparatory Charter School requested a material revision to expand its grade configuration to include middle school grades, expanding from serving grades kindergarten through five to serving kindergarten through eight during its next charter term. If the request is approved, the school would add a new grade each year until it reached its full grade span of kindergarten through eighth grade.

In addition to this material revision request, the school is also requesting to add a preference for students who qualify for free and reduced priced lunch, as well as a variance to give a preference to those students from CSD 16 and 13 (allowing them to serve all of the Bedford Stuyvesant community).

The school also plans on applying to the NYC DOE Department of Early Childhood Education to offer Pre-Kindergarten as part of the NYC DOE's Universal Pre-Kindergarten program.

## Regents Addendum

This Regents Addendum has been prepared at the request of the Board of Regents. The information presented in this addendum regarding Mobility and Enrollment of Special Populations is not factored into the DOE's renewal recommendation. Complete data regarding Mobility and Enrollment of Special Populations is presented in Part 4 of the Renewal Recommendation Report which is available on the DOE website.

### Mobility

Student Mobility out of Teaching Firms of America – Professional Preparatory Charter School *			
	2011-2012	2012-2013	2013-2014
Number of Students who Left the School <sup>1</sup>	16	22	35
Percent of Students who Left the School <sup>2</sup>	12.2%	11.3%	13.9%

\* Figures are based on student enrollment as of October 31 for each respective school year with the exception of the 2012-2013 school year, which is as of October 26, 2012. Students in terminal grades are not included.

### Enrollment of Special Populations<sup>3</sup>

Special Population		2011-2012	2012-2013	2013-2014	2013-2014 State Enrollment Target (Current)
Free and Reduced Price Lunch (FRPL)	<b>Teaching Firms of America – Professional Preparatory Charter School</b>	<b>92.4%</b>	<b>87.7%</b>	<b>92.3%</b>	<b>91.1%</b>
	CSD 16	93.4%	92.8%	94.5%	
	NYC	83.1%	82.4%	82.3%	
Students with Disabilities (SWD)	<b>Teaching Firms of America – Professional Preparatory Charter School</b>	<b>10.7%</b>	<b>11.3%</b>	<b>13.6%</b>	<b>12.7%</b>
	CSD 16	14.0%	16.3%	21.8%	
	NYC	14.3%	15.8%	18.6%	
English Language Learners (ELL)	<b>Teaching Firms of America – Professional Preparatory Charter School</b>	<b>8.4%</b>	<b>6.7%</b>	<b>7.4%</b>	<b>2.8%</b>
	CSD 16	5.3%	5.4%	5.1%	
	NYC	19.7%	18.4%	17.1%	

<sup>1</sup> The Number of Students who Left the School for a given school year is the total number of students who were enrolled in the school on October 31 in the given school year that were not enrolled in the school on October 31 of the following school year. The figure includes students who left the school for any reason (i.e. all discharge and transfer codes are included); the only exception made to this rule was for students in terminal, non-phase-in grades.

<sup>2</sup> The Percent of Students who Left the School for a given school year is the percentage of students who were enrolled in the school on October 31 in the given school year that were not enrolled in the school on October 31 of the following school year. The percentage figure includes students who left the school for any reason (i.e. all discharge and transfer codes are included); the only exception made to this rule was for students in terminal, non-phase-in grades.

<sup>3</sup> Comparisons of a charter school's special populations to the CSD and City are made relative only to the grades served by the school. For example, if a charter school serves grades kindergarten through five, comparisons of that school's special populations will only be made relative to grades kindergarten through five in the CSD and citywide. CSD comparisons are particular to the grades served in each CSD each year. Enrollment rates reflect demographic characteristics as of June 1 and enrollment as of October 31 for each given school year, with the exception of enrollment in the 2012-2013 school year, which is as of October 26, 2012.

State enrollment targets were generated by a calculator developed by the State Education Department (SED). Once a school's CSD, total enrollment and grade span are entered, the calculator generates a school-specific enrollment target. The CSD for a multi-district school is the primary CSD as determined by each school. The enrollment is determined by the total number of students enrolled as of October 31, 2013. Any school with an unusual grade configuration (i.e. K, 6-9) should use an available grade configuration provided by SED that is most aligned as determined by the DOE, otherwise a school's actual grade span is used. For more information regarding SED's methodology behind the calculation of charter school enrollment and retention targets, please refer to the memo at

<http://www.regents.nysed.gov/meetings/2012Meetings/July2012/712brca11.pdf>.

## Part 1: Summary of Renewal Recommendation

### I. Charter School Overview:

#### **Background Information**

Williamsburg Collegiate Charter School	
Board Chair(s)	Linton Mann III
School Leader(s)	J.T. Leaird (MS), Maya Roth Bisignano (HS)
Charter Management Organization (if applicable)	Uncommon Schools
Other Partner(s)	N/A
District(s) of Location	NYC Community School Districts 14 (Grades 5-8) and 17 (Grades 9-12)
Physical Address(es)	157 Wilson Street, Brooklyn (Grades 5-8)
	1485 Pacific Street, Brooklyn (Grades 9-12)
Facility Owner(s)	DOE (the high school site is a Charter Partnership building)
School Opened For Instruction	2005-2006
Current Charter Term Expiration Date	4/14/2015
Current Authorized Grade Span	5-12
Current Authorized Enrollment	489

## Overview of School-Specific Data

### School Evaluation of Academic Goals as stated in Annual Report to NYSED and Renewal Application to NYC DOE

Academic Goal Analysis						
	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	Cumulative Charter Term Total
Total Achievable Goals	6	6	6	6	6	30
# Met	4	5	2	3	3	17
# Partially Met	0	0	2	2	1	5
# Not Met	1	0	1	1	2	5
# Not Applicable *	1	1	1	0	0	3
% Met	67%	83%	33%	50%	50%	57%
% Partially Met	0%	0%	33%	33%	17%	17%
% Not Met	17%	0%	17%	17%	33%	17%
% Not Applicable *	17%	17%	17%	0%	0%	10%
% Met of All Applicable Goals	80%	100%	40%	50%	50%	63%

\* Some goals may not be applicable in all years. For example, goals related to the NYC Progress Report are not applicable for the 2013-2014 school year as Progress Reports were not issued that year.

### ES/MS students scoring at or above Level 3 on NYS assessments, compared to CSD, NYC and State averages

% Proficient in English Language Arts					
	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014
<b>Williamsburg Collegiate Charter School</b>	59.8%	60.8%	61.1%	31.0%	32.6%
CSD 14	34.6%	35.7%	42.1%	20.8%	22.2%
Difference from CSD 14 *	25.2	25.1	19.0	10.2	10.4
NYC	40.5%	41.0%	45.0%	25.7%	27.4%
Difference from NYC *	19.3	19.8	16.1	5.3	5.2
New York State **	53.2%	52.8%	55.1%	31.1%	30.6%
Difference from New York State	6.6	8.0	6.0	-0.1	2.0

<b>% Proficient in Mathematics</b>					
	<b>2009-2010</b>	<b>2010-2011</b>	<b>2011-2012</b>	<b>2012-2013</b>	<b>2013-2014</b>
<b>Williamsburg Collegiate Charter School</b>	93.0%	94.5%	96.2%	66.1%	67.6%
CSD 14	47.5%	47.9%	54.8%	19.3%	21.7%
Difference from CSD 14 *	45.5	46.6	41.4	46.8	45.9
NYC	52.8%	56.7%	59.3%	27.3%	31.5%
Difference from NYC *	40.2	37.8	36.9	38.8	36.1
New York State **	61.0%	63.3%	64.8%	31.1%	36.2%
Difference from New York State	32.0	31.2	31.4	35.0	31.4

\* All comparisons to either the CSD or NYC take into account only grades the school itself served. CSD comparisons are particular to the CSD in which the school was sited each year.

\*\* New York State proficiency rates were taken from data.nysed.gov.

### Student improvement on the state tests compared to other students

<b>Median Adjusted Growth Percentile - English Language Arts</b>					
	<b>2009-2010</b>	<b>2010-2011</b>	<b>2011-2012</b>	<b>2012-2013</b>	<b>2013-2014</b>
<b>Williamsburg Collegiate Charter School – All Students</b>	<b>73.0%</b>	<b>68.0%</b>	<b>68.0%</b>	<b>69.5%</b>	<b>66.0%</b>
Peer Percent of Range - All Students	61.4%	45.5%	71.7%	77.7%	64.5%
City Percent of Range- All Students	65.8%	47.2%	69.6%	66.6%	59.3%
<b>Williamsburg Collegiate Charter School – School's Lowest Third</b>	<b>78.0%</b>	<b>75.0%</b>	<b>77.0%</b>	<b>78.5%</b>	<b>76.5%</b>
Peer Percent of Range - School's Lowest Third	58.3%	47.7%	80.0%	57.5%	58.8%
City Percent of Range - School's Lowest Third	53.7%	40.6%	66.2%	45.9%	49.3%

<b>Median Adjusted Growth Percentile - Mathematics</b>					
	<b>2009-2010</b>	<b>2010-2011</b>	<b>2011-2012</b>	<b>2012-2013</b>	<b>2013-2014</b>
<b>Williamsburg Collegiate Charter School – All Students</b>	<b>77.0%</b>	<b>93.0%</b>	<b>85.5%</b>	<b>78.0%</b>	<b>70.0%</b>
Peer Percent of Range - All Students	74.5%	100.0%	100.0%	100.0%	71.0%
City Percent of Range- All Students	78.8%	100.0%	100.0%	91.3%	72.2%
<b>Williamsburg Collegiate Charter School – School's Lowest Third<sup>1</sup></b>	<b>90.5%</b>	<b>95.0%</b>	<b>90.5%</b>	<b>83.0%</b>	<b>81.0%</b>
Peer Percent of Range - School's Lowest Third	100.0%	100.0%	100.0%	84.0%	75.8%
City Percent of Range - School's Lowest Third	100.0%	100.0%	100.0%	76.1%	74.2%

<sup>1</sup> In the 2009-2010 NYC DOE Progress Report for Williamsburg Collegiate Charter School, the Peer Percent of Range for the school's lowest third math median adjusted growth percentile was reported as 109.8%. This figure has been changed to 100.0% in this table for consistency, because the percent of range methodology was changed in 2010-2011 so that the highest possible percent of range for a school was 100.0%. Similarly, in the 2009-2010 NYC DOE Progress Report for Williamsburg Collegiate Charter School, the City Percent of Range for the school's lowest third math median adjusted growth percentile was reported as 105.4%. This figure has been changed to 100.0% in this table for consistency.

A comparison range consists of all possible results within two standard deviations of the average. A peer/city percent of range of 50% represents the position of the average and can be interpreted as a school outperforming 50% of its peer group/city.

### Closing the Achievement Gap

Percent in the 75th Growth Percentile - English Language Arts					
	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014
Students with Disabilities *	70.4%	54.5%	60.0%	59.4%	40.7%
English Language Learner Students	-	45.5%	47.2%	45.0%	50.0%
Students in the Lowest Third Citywide	62.5%	44.2%	62.5%	66.7%	54.1%
Percent in the 75th Growth Percentile - Mathematics					
	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014
Students with Disabilities *	51.9%	84.8%	68.6%	68.8%	55.6%
English Language Learner Students	-	81.8%	80.6%	62.5%	56.7%
Students in the Lowest Third Citywide	87.5%	70.8%	73.7%	82.4%	73.0%

\* Defined as students with a placement in Self-Contained, ICT, or SETSS.

Williamsburg Collegiate Charter School is one of three charter schools run by the Uncommon Schools Charter Management Organization (CMO) that share high school space at 1485 Pacific Street in Brooklyn. The Uncommon Schools CMO refers to the three schools sharing space as Uncommon Charter High School. Uncommon Charter High School is a high school program created by the Uncommon Schools CMO to allow the high schools grades of three schools to share staff and resources. Uncommon Charter High School is not a legal entity or charter school, but rather the collection of the high school grades of three unique charter schools: Williamsburg Collegiate Charter School, Excellence Boys Charter School, and Kings Collegiate Charter School. Beginning in the 2011-2012 school year, the New York City Department of Education (NYC DOE) began grouping the high school grades of these three Uncommon Schools CMO schools together for accountability purposes, including the NYC School Survey, NYC DOE Progress Reports, and the 2013-2014 NYC School Quality Reports.<sup>2</sup>

The high school data presented below reflects high school students from Williamsburg Collegiate Charter School only.

For high school performance data reflecting all students at Uncommon Charter High School (i.e. high school students enrolled in Williamsburg Collegiate Charter School, Excellence Boys Charter School, and Kings Collegiate Charter School), including data on weighted Regents pass rates and credit accumulation, please see Appendix B.

<sup>2</sup> Williamsburg Collegiate Charter School began serving ninth grade students in the 2009-2010 school year. However, Kings Collegiate Charter School did not begin serving ninth grade students until 2011-2012, at which point the DOE began grouping those two schools together for accountability purposes. When Excellence Boys Charter School began serving ninth grade students in 2012-2013, this school was added to the Uncommon Charter High School such that the 2012-2013 NYC DOE Progress Report and the 2013-2014 NYC DOE School Quality Report produced for Uncommon Charter High School reflected all high school students enrolled in any of the three schools.

## HS Performance Compared to Peer and NYC Averages

4-year Graduation Rate					
	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014
Williamsburg Collegiate Charter School	-	-	-	90.3%	83.9%
NYC *	-	-	-	66.0%	68.4%
Difference from NYC	-	-	-	24.3	15.5
6-year Graduation Rate					
	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014
Williamsburg Collegiate Charter School	-	-	-	-	-
NYC *	-	-	-	-	-
Difference from NYC	-	-	-	-	-
College and Career Preparatory Course Index **					
	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014
Williamsburg Collegiate Charter School	-	-	-	100.0%	83.9%
Peer Percent of Range	-	-	-	100.0%	76.0%
City Percent of Range	-	-	-	100.0%	100.0%

\* The New York State graduation rate calculation method was first adopted in NYC for the Cohort of 2001 (Class of 2005). The cohort consists of all students who first entered ninth grade in a given school year (e.g., the Cohort of 2005 entered ninth grade in the 2005-2006 school year). Graduates are defined as those students earning either a Local or Regents diploma and exclude those earning either a special education (IEP) diploma or GED.

\*\* The College and Career Preparatory Course Index score was not introduced until the 2010-2011 school year and peer and city percent of range scores were not available until the 2011-2012 school year. A comparison range consists of all possible results within two standard deviations of the average. A peer/city percent of range of 50% represents the position of the average and can be interpreted as a school outperforming 50% of their peer group/city.

## Closing the Achievement Gap<sup>3</sup>

4-year Weighted Diploma Rate*					
	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014
Students with Disabilities **	-	-	-	-	-
English Language Learner Students	-	-	-	-	-
Students in the Lowest Third Citywide	-	-	-	-	-

<sup>3</sup> In years when the school had a graduating class, a dash indicates that the school did not serve the minimum number of students in the relevant special population to receive data on the four-year weighted diploma rate and/or College and Career Preparatory Course Index for that special population. The minimum number of students for each metric in the Closing the Achievement Gap section is five. Metrics are excluded for a school when student-sample-size criteria are not met because of confidentiality considerations and the unreliability of measurements based on small numbers.

College and Career Preparatory Course Index ***					
	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014
Students in the Lowest Third Citywide	-	-	-	-	-

\* The weighted diploma rate assigns a weight to each type of diploma based on the relative level of proficiency and college and career readiness indicated by the diploma type and based on certain student demographic characteristics.

\*\* Defined as students with a placement in Self-Contained, ICT, or SETSS.

\*\*\* The College and Career Preparatory Course Index score for the school's lowest third was not introduced until the 2011-2012 school year.

## II. Renewal Recommendation and Rationale

### A. Academic Performance

At the time of this school's renewal, Williamsburg Collegiate Charter School has demonstrated academic success.

#### New York Charter Schools Act

The New York Charter Schools Act of 1998 establishes a system of charter schools throughout New York State, with objectives that include:

#### § 2850 (2)

- (a) Improve student learning and achievement;
- (b) Increase learning opportunities for all students, with special emphasis on expanded learning experiences for students who are at-risk of academic failure;
- (c) Encourage the use of different and innovative teaching methods;
- (d) Create new professional opportunities for teachers, school administrators and other school personnel;
- (e) Provide parents and students with expanded choices in the types of educational opportunities that are available within the public school system; and
- (f) Provide schools with a method to change from rule-based to performance-based accountability systems by holding the schools established under this article accountable for meeting measurable student achievement results.

Data available for Williamsburg Collegiate Charter School indicates that the school has made progress towards meeting most of these objectives.

#### Mission and Vision

The mission of Williamsburg Collegiate Charter School (Williamsburg Collegiate) is to prepare each student for college. In order to achieve this mission, the Williamsburg Collegiate educational program is founded on three core tenets:

- Belief that creativity flourishes within structured academic environments.
  - Good work cannot occur unless there is a safe and orderly environment in and out of the classroom.
- Very high academic and behavioral expectations.
  - High expectations demand significant amounts of extra support before, during, and after school and on Saturdays.
- Without great teachers, nothing else matters.
  - Teachers must have the time and professional tools and resources to do their jobs effectively.

#### School Specific Academic Performance

The school entered its tenth year of operation with the 2014-2015 academic year. The NYC DOE has five years of New York State (NYS) assessment data and five years of other academic

indicator(s) to evaluate the academic achievement and progress of the students at Williamsburg Collegiate Charter School over the course of the retrospective charter term.

Annual aggregate English Language Arts (ELA) and math proficiency rates on the NYS assessments for Williamsburg Collegiate Charter School have exceeded those of Community School District (CSD) 14 and New York City over every year of the retrospective charter term.

Beginning with the 2012-2013 school year, NYS assessments were aligned to the Common Core Learning Standards (CCLS). As such, proficiency rates for school years prior to 2012-2013 are not directly comparable.

In 2012-2013, 66.1% of Williamsburg Collegiate Charter School's students were proficient on NYS assessments in math. Williamsburg Collegiate Charter School's math proficiency was greater than that of 96% of middle schools citywide and 100% of middle schools in CSD 14. When compared to middle schools with student populations most like its own (i.e. peer schools) Williamsburg Collegiate Charter School outperformed 100% of similar schools. In 2012-2013, 31.0% of Williamsburg Collegiate Charter School's students demonstrated proficiency on state assessments in ELA. With this level of proficiency, Williamsburg Collegiate Charter School outperformed 81% of middle schools citywide and 100% of middle schools in CSD 14. Williamsburg Collegiate Charter School also outperformed 100% of its peer schools.

The following year, in 2013-2014, the percent of students at Williamsburg Collegiate Charter School who were proficient in math on NYS assessments rose to 67.6%. Williamsburg Collegiate Charter School's math proficiency was higher than 94% of middle schools citywide. When compared to peer schools, Williamsburg Collegiate Charter School outperformed 98% of similar schools and outperformed 100% of CSD 14 middle schools. In 2013-2014, the percent of students at Williamsburg Collegiate Charter School who demonstrated proficiency in ELA on state assessments also rose, to 32.6%. With this level of proficiency, Williamsburg Collegiate Charter School outperformed 80% of middle schools citywide, 95% of middle schools in its peer group, and 89% of middle schools in CSD 14.

In 2013-2014, Williamsburg Collegiate Charter School's ELA median adjusted growth percentile was 66.0% with a City Percent of Range of 59.3%, placing the school in the 63<sup>rd</sup> percentile of all middle schools citywide.<sup>4</sup> The school's peer and CSD percentiles were 60% and 89%, respectively. This means that more than half of other middle schools in Williamsburg Collegiate Charter School's peer group and more than three-quarters of other middle schools in CSD 14 had an ELA median adjusted growth percentile lower than Williamsburg Collegiate Charter School's ELA median adjusted growth percentile in 2013-2014.

In 2013-2014, Williamsburg Collegiate Charter School's math median adjusted growth percentile was 70.0% with a City Percent of Range of 72.2%, placing it in the 79<sup>th</sup> percentile of all middle schools citywide. The school's peer group and CSD percentiles were 78% and 89%, respectively. This means that more than three-quarters of other middle schools in Williamsburg Collegiate Charter School's peer group and almost all other middle schools in CSD 14 had math median adjusted growth percentiles lower than Williamsburg Collegiate Charter School's math median adjusted growth percentile in 2013-2014.

As noted above, Williamsburg Collegiate Charter School is one of three Uncommon Schools CMO charter schools that share high school resources and staff. The high school grades of these schools are collectively known as Uncommon Charter High School. For more information on the

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<sup>4</sup> A comparison range consists of all possible results within two standard deviations of the average. A percentile rank provides the percentage of schools that score the same or lower than the school under consideration. A City Percent of Range of 59.3% indicates that the school's ELA median adjusted growth percentile was above the average but less than one standard deviation above the average (that 59.3% of the range around the average represented scores lower than that of Williamsburg Collegiate Charter School), while a citywide percentile of 63% indicates that Williamsburg Collegiate Charter School's ELA median adjusted growth percentile was higher than 63% of all middle schools citywide.

academic performance of Uncommon Charter High School in the aggregate, please see Appendix B. The high school graduation rate information presented below reflects high school students from only Williamsburg Collegiate Charter School.

For the 2013-2014 school year, Williamsburg Collegiate Charter School's four-year graduation rate was 83.9%. This rate was higher than the citywide average by 15.5 percentage points. Williamsburg Collegiate Charter School's four-year graduation rate was in the 71<sup>st</sup> percentile of high schools citywide. However, when compared to high schools with student populations most like its own (i.e. peer schools) Williamsburg Collegiate Charter School outperformed only 5% of similar schools.

Over the five years that data is available for the retrospective charter term, Williamsburg Collegiate Charter School has met 63% of its applicable academic charter goals.<sup>5,6</sup> Williamsburg Collegiate Charter School met three of six applicable academic performance goals in its most recent year. Because of the move to Common Core Learning Standards in 2012-2013, the NYC DOE did not evaluate goals that measure a school's academic performance relative to 75% or greater absolute proficiency on the NYS ELA and math exams for the 2012-2013 school year. In addition, beginning with the 2013-2014 school year, due to a change in state regulation, the NYC DOE will not evaluate goals that are related to standardized assessments for students in grades kindergarten through two; further, due to the elimination of the accountability instrument, the DOE will not evaluate goals related to NYC DOE Progress Report grades beginning with the 2013-2014 school year. The school has demonstrated an inconsistent trend of achievement of its stated charter goals over the five years of the charter term under review, with higher achievement rates early in the retrospective charter term.

The school has shown strong evidence of a developed responsive education program and supportive learning environment. Reports from past NYC DOE visits to the school indicate that the school had developed a strong school culture that supports student achievement and has rigorous academic program that supports student success. In a visit to the school in May 2012, reviewers noted that the school's teachers reported that "school leadership is supportive and attentive to needs and that the school provides professional development for non-instructional staff and differentiated professional development opportunities in and out of the school."<sup>7</sup>

On its 2012-2013 NYC DOE Middle School Progress Report, Williamsburg Collegiate Charter School received an Overall Grade of A, as well as A grades for Student Progress, Student Performance, and School Environment. This ranked Williamsburg Collegiate Charter School in the 98<sup>th</sup> percentile of all middle schools citywide. On its 2011-2012 NYC DOE Middle School Progress Report, Williamsburg Collegiate Charter School also received an A grade in all categories, including as its Overall grade. This ranked Williamsburg Collegiate Charter School in the 99<sup>th</sup> percentile of all middle schools citywide. As its Overall Grade, the school also earned an A grade in both school years 2009-2010 and 2010-2011.

As previously noted, Williamsburg Collegiate Charter School is one of three Uncommon Schools CMO charter schools that feed into Uncommon Charter High School. Williamsburg Collegiate Charter School did not receive its own high school Progress Report for the 2012-2013 school

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<sup>5</sup> This calculation does not include goals which have not been evaluated (not applicable) either as a result of the goal no longer being measurable (e.g. NYC DOE Progress Report grades for 2013-2014 school year forward) or the goal not yet measurable for the school at the time of the annual reporting (e.g. high school graduation rate for an academic year in which the school was not serving grade twelve students).

<sup>6</sup> It should be noted that because of the move to Common Core Learning Standards in 2012-2013, the NYC DOE did not evaluate goals that measure a school's actual performance relative to 75% or greater absolute proficiency on the NYS ELA and math exams or goals that measure reducing the performance gap of a cohort in ELA and math assessments in its analysis of progress towards goals for the 2012-2013 school year. Goals that compared the school to the Community School District performance were included in the analysis. In addition, beginning with the 2013-2014 school year, the NYC DOE will not include goals that are related to NYC DOE Progress Report Grades or, due to a change in state regulation, goals that are related to standardized assessments for students in grades kindergarten through two in its analysis of progress towards goals.

<sup>7</sup> Williamsburg Collegiate Charter School Annual Comprehensive Report May 2012

year. However, a Progress Report was produced for Uncommon Charter High School based on the high school performance data of students enrolled at all three Uncommon Schools CMO schools that collectively make up Uncommon Charter High School. For more information on the Progress Report for Uncommon Charter High School, please see Appendix B.

NYC DOE Progress Reports graded each school with an A, B, C, D, or F and were based on student progress, student performance, and school environment. Scores were based on comparing results from one school to a peer group of 40 schools with similar student populations and to all schools citywide. The Student Progress section of the NYC DOE Progress Report was the most heavily weighted of all sections; it constituted 60% of a school's grade. The grade in this section was primarily based on median adjusted growth percentiles,<sup>8</sup> which measure students' growth on state tests relative to other students with the same prior-year score. Although the NYC DOE Progress Report was discontinued beginning with the 2013-2014 school year, individual academic performance metrics from the former NYC DOE Progress Report are included in this renewal report for all years for which data was available in the current charter term.

### **Closing the Achievement Gap**

NYC DOE-authorized charter schools are also assessed based on their ability to close the achievement gap for specific student populations. In school years prior to the 2013-2014 school year, schools received additional credit on the NYC DOE Progress Report for progress and performance of students with disabilities, English Language Learners (ELLs), and students who start in the lowest third of proficiency citywide. Beginning with the 2013-2014 school year, charter schools will be assessed on the actual performance as well as the academic growth of students in these populations compared with public school students in the CSD and throughout New York City.

On the 2013-2014 NYS assessments, 73.0% of Williamsburg Collegiate Charter School's students in the lowest third citywide experienced growth in math that, with adjustments, matched or exceeded the growth of 75% or more of other students citywide with the same starting math scores. This level places Williamsburg Collegiate Charter School in the 96<sup>th</sup> percentile of middle schools citywide. In the same year, 54.1% of students in the lowest third citywide experienced growth in ELA that, with adjustments, matched or exceeded the growth of 75% or more of other students citywide with the same starting ELA scores; this places Williamsburg Collegiate Charter School in the 64<sup>th</sup> percentile of all middle schools citywide.

On the 2013-2014 NYS assessments, 55.6% of Williamsburg Collegiate Charter School's students with disabilities experienced growth in math that, with adjustments, matched or exceeded the growth of 75% or more of other students citywide with the same starting math scores. This level places Williamsburg Collegiate Charter School in the 80<sup>th</sup> percentile of middle schools citywide. In the same year, 40.7% of students with disabilities citywide experienced growth in ELA that, with adjustments, matched or exceeded the growth of 75% or more of other students citywide with the same starting ELA scores; this places Williamsburg Collegiate Charter School in only the 10<sup>th</sup> percentile of all middle schools citywide.

On the 2013-2014 NYS assessments, 56.7% of Williamsburg Collegiate Charter School's English Language Learner students experienced growth in math that, with adjustments, matched or exceeded the growth of 75% or more of other ELL students citywide with the same starting math scores. This level places Williamsburg Collegiate Charter School in the 89<sup>th</sup> percentile of middle schools citywide. Similarly, 50.0% of Williamsburg Collegiate Charter School's English Language Learner students experienced growth in ELA that, with adjustments, matched or exceeded the

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<sup>8</sup> A student's growth percentile compares his or her growth to the growth of all students in the City who started at the same level of proficiency the year before. To evaluate a school on its students' growth percentile, the NYC DOE uses an adjusted growth percentile. Growth percentile adjustments are based on students' demographic characteristics and reflect average differences in growth compared to students with the same starting proficiency level. The NYC DOE evaluates a school based on its median adjusted growth percentile, the adjusted growth percentile of the middle student when all students adjusted growth percentiles are listed from lowest to highest.

growth of 75% or more of other ELL students citywide with the same starting ELA scores; this places Williamsburg Collegiate Charter School in the 81<sup>st</sup> percentile of all middle schools citywide.

In 2013-2014, Williamsburg Collegiate Charter School did not serve any students in the lowest third citywide in its graduating class. As a result, no data exists with regards to the four-year weighted diploma rate or the College and Career Preparatory Course Index for students in the lowest third citywide.

In 2013-2014, Williamsburg Collegiate Charter School did not serve any students with disabilities in its graduating class. As a result, no data exists with regards to the four-year weighted diploma rate for students with disabilities.

In 2013-2014, Williamsburg Collegiate Charter School did not serve any English Language Learner students in its graduating class. As a result, no data exists with regards to the four-year weighted diploma rate for English Language Learner students.

## **B. Governance, Operations & Finances**

Williamsburg Collegiate Charter School is a partially operationally sound and fiscally viable organization. This assessment was made based on a review of the following indicators of operational and fiscal viability:

- Williamsburg Collegiate Charter School's FY11, FY12, FY13, and FY14 independent financial audits;
- Williamsburg Collegiate Charter School's FY15 budget and five-year projected budget;
- Uncommon School's 2014-2015 staff handbook;
- Williamsburg Collegiate Charter School and Uncommon Charter High School's 2014-2015 student/family handbook;
- On-site review of Williamsburg Collegiate Charter School's financial and operational records;
- Williamsburg Collegiate Charter School's self-reported staffing data;
- Williamsburg Collegiate Charter School's bylaws; and
- Williamsburg Collegiate Charter School's Board of Trustees financial disclosure forms.

Over the course of the school's charter term, the Board of Trustees has maintained a partially developed governance structure and organizational design.

The Board currently has nine active members, which is consistent with the minimum of seven members and maximum of 13 members established in the Board's bylaws. The Board Chair, a specified position in the bylaws is currently filled; however, the Vice Chair, Secretary and Treasurer, specified positions in bylaws are currently vacant. The founding Board Chair is no longer a member of the school's Board; however, the founding principal of Williamsburg Collegiate Charter School Julie Kennedy, joined the Board in 2012, after resigning from her position as principal of Williamsburg Collegiate Charter School. Financial disclosure forms are not available for four current board members.

The school's bylaws indicate that the Board is to hold five meetings a year, and an annual meeting in June. In all years of the charter term the Board did hold the required number of meetings, as evidenced by school self-reported data. Required meetings are those which met quorum; the school's Board has consistently achieved quorum during the charter term. Board meeting minutes are not available on the school's website and were not submitted to the NYC DOE. The current Charter Schools Act requires that the Board hold monthly meetings over a period of 12 calendar months, per year. The Board has not updated its bylaws to comply with this law.

The Board's bylaws reference the following standing committees: Executive Committee, Finance Committee, Accountability Committee, and High School Committee. It is unclear as to whether these committees are active without reviewing Board meeting minutes, which are not available on the school's website, and were neither submitted to the NYC DOE nor the New York State Education Department.

Over the course of the school's charter term, the school has developed a stable school culture.

Based on NYC School Survey results, 100% Williamsburg Collegiate teachers agree or strongly agree that order and discipline are maintained at the school, the principal communicates a clear vision for the school, school leaders place a high priority on the quality of teaching and would recommend the school to parents. This level of agreement has remained at 100% in all years of the retrospective charter term, and 8-20 percentage points above citywide average of 80%-92%, suggesting that school culture is developed.

For the most recent period, instructional staff turnover was 16% of instructional staff not returning, either by choice or request, at the start of the 2014-2015 school year, which is tied with the lowest instructional turnover rate since the school opened in 2005.<sup>9</sup> During the retrospective charter term, instructional staff turnover ranged from a high of 23% to a low of 16% in the most recent year.

The leaders of the middle and high school grades at Williamsburg Collegiate Charter School were all founding members of their respective schools. Principal J.T Leaird has been at the middle school since its inception in 2005, becoming principal in 2010, and Co-Principal Maya Roth-Bisignano has been at the high school since its inception in 2009, and was the founding high school principal. Co-Principal Thomas O'Brien has been at the high school since 2014 after five years at Williamsburg Collegiate Charter School. Furthermore, the founding principal of Williamsburg Collegiate Charter School, Julie Kennedy, is a member of the Board and is still employed by Uncommon Schools CMO.

Overall, the school is in a strong position to meet near-term financial obligations. The school has at least 96 days of unrestricted cash on hand to meet operating expense obligations totaling \$1,965,675.

Overall, the school is financially sustainable based on its current practices. There was no material weakness noted in the three most recent independent financial audits.

### **C. Compliance with Charter, Applicable Law and Regulations**

Over the charter term, Williamsburg Collegiate Charter School has been compliant with most applicable laws and regulations.

All staff members have appropriate fingerprint clearance.

Williamsburg Collegiate Charter School is not compliant with state requirements for teacher certification. The Charter Schools Act prohibits more than five staff members or more than 30% of the teaching staff from not being certified in accordance with requirements applicable to other public schools. Of Williamsburg Collegiate Charter School's 35 instructional staff members, 13 are not certified.

For the 2014-2015 school year, the school had an application deadline of April 4, 2014 and lottery date of April 9, 2014, adhering to charter law's requirement of accepting applications up to at least April 1. Over the course of the charter term, the school did consistently adhere to this requirement.

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<sup>9</sup> Self-reported information from school-submitted data collection form in December 2014

The school has provided the NYC DOE with a current and complete copy of its Student Discipline Policy for the 2014-2015 academic year. This policy was determined to be compliant with federal law.

Over the course of the charter term, the school did consistently submit complete invoicing and reconciliation documents by the associated deadlines.

**D. Plans for Next Charter Term**

Uncommon Schools CMO is seeking to eventually merge its 11 charters, as permitted by the 2010 Education Law amendments, under one authorizer. Williamsburg Collegiate Charter School is currently authorized by the NYCDOE while its other 10 charters are authorized by the State University of New York (SUNY). To effectuate the merger, it will be necessary for all charters planned for the merged entity to be under one authorizer - SUNY.

## Regents Addendum

This Regents Addendum has been prepared at the request of the Board of Regents. The information presented in this addendum regarding Mobility and Enrollment of Special Populations is not factored into the DOE's renewal recommendation. Complete data regarding Mobility and Enrollment of Special Populations is presented in Part 4 of the Renewal Recommendation Report which is available on the DOE website.

### Mobility

Student Mobility out of Williamsburg Collegiate Charter School *					
	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014
Number of Students who Left the School <sup>1</sup>	37	33	41	46	27
Percent of Students who Left the School <sup>2</sup>	12.3%	9.2%	9.8%	10.4%	6.3%

\* Figures are based on student enrollment as of October 31 for each respective school year with the exception of the 2012-2013 school year, which is as of October 26, 2012. Students in terminal grades are not included.

### Enrollment of Special Populations<sup>3</sup>

Special Population		2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	2013-2014 State Enrollment Target (Current)
Free and Reduced Price Lunch (FRPL)	<b>Williamsburg Collegiate Charter School</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>	<b>80.5%</b>	<b>82.9%</b>	<b>88.8%</b>
	CSD 14	94.2%	91.7%	90.4%	97.4%	97.5%	
	CSD 17	-	-	-	82.4%	82.3%	
	NYC	84.1%	78.4%	80.1%	79.3%	79.0%	
Students with Disabilities (SWD)	<b>Williamsburg Collegiate Charter School</b>	<b>14.6%</b>	<b>12.3%</b>	<b>11.3%</b>	<b>11.2%</b>	<b>10.9%</b>	<b>15.4%</b>
	CSD 14	18.2%	19.2%	19.0%	21.7%	23.6%	
	CSD 17	-	-	-	12.7%	13.3%	
	NYC	19.0%	18.4%	18.1%	18.4%	19.1%	

<sup>1</sup> The Number of Students who Left the School for a given school year is the total number of students who were enrolled in the school on October 31 in the given school year that were not enrolled in the school on October 31 of the following school year. The figure includes students who left the school for any reason (i.e. all discharge and transfer codes are included); the only exception made to this rule was for students in terminal, non-phase-in grades.

<sup>2</sup> The Percent of Students who Left the School for a given school year is the percentage of students who were enrolled in the school on October 31 in the given school year that were not enrolled in the school on October 31 of the following school year. The percentage figure includes students who left the school for any reason (i.e. all discharge and transfer codes are included); the only exception made to this rule was for students in terminal, non-phase-in grades.

<sup>3</sup> Comparisons of a charter school's special populations to the CSD and City are made relative only to the grades served by the school. For example, if a charter school serves grades kindergarten through five, comparisons of that school's special populations will only be made relative to grades kindergarten through five in the CSD and citywide. CSD comparisons are particular to the grades served in each CSD each year. Enrollment rates reflect demographic characteristics as of June 1 and enrollment as of October 31 for each given school year, with the exception of enrollment in the 2012-2013 school year, which is as of October 26, 2012.

State enrollment targets were generated by a calculator developed by the State Education Department (SED). Once a school's CSD, total enrollment and grade span are entered, the calculator generates a school-specific enrollment target. The CSD for a multi-district school is the primary CSD as determined by each school. The enrollment is determined by the total number of students enrolled as of October 31, 2013. Any school with an unusual grade configuration (i.e. K, 6-9) should use an available grade configuration provided by SED that is most aligned as determined by the DOE, otherwise a school's actual grade span is used. For more information regarding SED's methodology behind the calculation of charter school enrollment and retention targets, please refer to the memo at <http://www.regents.nysed.gov/meetings/2012Meetings/July2012/712brca11.pdf>.

Special Population		2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	2013-2014 State Enrollment Target (Current)
English Language Learners (ELL)	<b>Williamsburg Collegiate Charter School</b>	<b>4.6%</b>	<b>4.5%</b>	<b>2.4%</b>	<b>3.4%</b>	<b>3.9%</b>	<b>12.3%</b>
	CSD 14	12.0%	11.8%	10.9%	11.2%	10.5%	
	CSD 17	-	-	-	10.4%	10.4%	
	NYC	12.8%	13.6%	13.0%	12.6%	12.2%	