
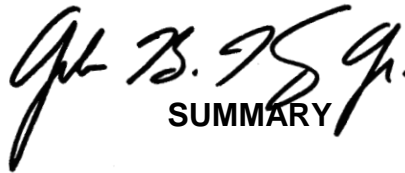




TO: P-12 Education Committee
FROM: Ken Slentz 
SUBJECT: Charter Schools: Charter Renewal Recommendations for Two Charter Schools Authorized by the Chancellor of the New York City Department of Education (NYCDOE)

DATE: February 5, 2014

AUTHORIZATION(S):


SUMMARY

Issue for Decision

Should the Regents approve the proposed renewal charters for two 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 February 2014 Regents meeting.

Procedural History

The Chancellor of the NYCDOE approved these two 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 recommend that the Board of Regents approve 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 letter from the NYCDOE Chancellor submitting the proposed renewal charters to the Board of Regents and the Summary of the NYCDOE's 2013 Renewal Recommendation Report for each school are attached to this item. Links to the full Renewal Reports on the NYCDOE website are provided below:

- **Academic Leadership Charter School**

Recommended Renewal Term: Four years and 5 months¹

(The charter revision/expansion request for this school, referenced in the attached letter from the NYCDOE, is not before the Regents for action this month and is therefore not included in the recommended action below. The Department has requested that the NYCDOE provide additional information about that revision request.)

Full Renewal Report:

<http://schools.nyc.gov/NR/ronlyres/E8A440E8-F3D6-46EC-B302-CD199CA5DEE7/0/ALCSRenewalReportFINAL.pdf>

- **Brooklyn Scholars Charter School**

Recommended Renewal Term: Two years and five months²

Full Renewal Report:

<http://schools.nyc.gov/NR/ronlyres/77CD1C76-8F1F-4402-8223-D507A1A619A0/0/BrooklynScholarsRenewalReportFinal.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 **Academic Leadership Charter School** as proposed by the Chancellor of the New York City Department of Education, and that its provisional charter be extended for a term up through and including June 30, 2018. The charter revision/expansion request is not included in this approval.

¹ This renewal is considered a full-term renewal. However, in order to align the expiration of the renewal charter term with the school year and avoid future mid-year charter expirations, the Chancellor of the NYC DOE is recommending a 4 year and five months charter renewal term for this school rather than a full 5 year renewal term.

² In order to align the expiration of the renewal charter term with the school year and avoid future mid-year charter expirations, and, in order to give this school a renewal term that will encompass two full academic years, the Chancellor of the NYCDOE is recommending a 2 years and five months charter renewal term for this school.

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 **Brooklyn Scholars 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, 2016.

Timetable for Implementation

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

Attachment



February 4, 2014

John B. King Jr.
Commissioner of Education
The State Education Department
The University of the State of New York
Albany, NY 12234

Commissioner King,

In the 2013-2014 academic year, the Chancellor of the New York City Department of Education (NYC DOE) has and will consider renewal applications from 16 public charter schools authorized by NYC DOE. There are two schools with charters that expire in February 2014; the below comprises the Chancellor's recommendation for these schools:

The Chancellor recommends that the following school be granted a short term renewal, with the term starting February 10, 2014 and expiring June 30, 2016.

1. Brooklyn Scholars Charter School, NYC Community School District 19
 - The school currently serves grade K-8 and at scale will serve 704 students.

The Chancellor recommends that the following school be granted a full renewal, with the term starting February 10, 2014 and expiring June 30, 2018.

2. Academic Leadership Charter School, NYC Community School District 7
 - The school currently serves grades K-5, and is approved to also serve grades 6-8, with a total authorized enrollment of 500 students at scale. Approval for the school to begin this grade expansion is strictly contingent on the school's ability to secure private facility space for the middle school grades.
 - If private space is not secured, the grade expansion is denied and the school will continue to serve just grades K-5, with a total authorized enrollment of 300 students.

Sincerely,

A handwritten signature in black ink, appearing to read "Saskia". The signature is stylized with a large, sweeping initial "S" and a long, thin tail that extends downwards and to the right.

Saskia Levy Thompson
Deputy Chancellor for Portfolio Planning
New York City Department of Education

Part 1: Summary of Renewal Recommendation

I. Charter School Overview:

Name of Charter School	Academic Leadership Charter School (ALCS)
Current Board Chair(s)	Robert Podhurst
School Leader	Norma Hurwitz, Executive Director Leena Varghese, Principal
Management Company (if applicable)	N/A
Other Partner(s)	N/A
District(s) of Location	NYC Community School District 7
Physical Address	677 E 141st St Bronx, NY 10454
Facility	Public
School Opened For Instruction	2009-2010 School-Year
Current Charter Term Expiry Date	2/09/2013
Maximum Grade Levels/Enrollment at Expiry Date	K-5 / 350
Proposed Charter Term	Five Years
Proposed Maximum Grade Levels / Enrollment at New Expiry Date	K-8 / 500

II. Overview of School-Specific Data:

Performance on the NYC DOE Progress Report

Progress Report Grade	2008-09	2009-10	2010-11	2011-12	2012-13
Overall Grade	-	-	-	A	B
Student Progress	-	-	-	B	C
Student Performance	-	-	-	B	A
School Environment	-	-	-	B	C
Closing the Achievement Gap Points	-	-	-	4.8	2.2

Students scoring at or above Level 3, compared to CSD, NYC, and State averages

% Proficient in English Language Arts				
	2009-2010	2010-2011	2011-2012	2012-2013
Academic Leadership Charter School	-	-	62.5%	23.2%
CSD 7	-	-	27.6%	9.6%
Difference from CSD 7	-	-	34.9	13.6
NYC	-	-	49.0%	27.7%
Difference from NYC	-	-	13.5	-4.5
New York State	-	-	55.2%	31.2%
Difference from New York State	-	-	7.3	-8.0

% Proficient in Math				
	2009-2010	2010-2011	2011-2012	2012-2013
Academic Leadership Charter School	-	-	70.8%	48.9%
CSD 7	-	-	36.4%	12.0%
Difference from CSD 7	-	-	34.4	36.9
NYC	-	-	57.0%	34.2%
Difference from NYC	-	-	13.8	14.7
New York State	-	-	65.7%	28.9%
Difference from New York State	-	-	5.1	20.0

All comparisons to either the CSD or NYC take into account only grades the school itself serves.

Academic Goal Analysis (based on School's submission)					
	1st Year 2009-2010	2nd Year 2010-2011	3rd year 2011-2012	4th Year 2012-2013	Cumulative 4 Year Total
Total Achievable Academic Goals	2	2	9	8	21
# Met	2	2	5	5	14
# Partially Met	0	0	1	2	3
# Not Met	0	0	3	1	4
% Met	100%	100%	56%	63%	67%
% Partially Met	0%	0%	11%	25%	14%
% Not Met	0%	0%	33%	13%	19%

III. Rationale for Recommendation

A. Academic Performance

At the time of this school's renewal, Academic Leadership Charter School (ALCS) has demonstrated academic achievement. In both years for which there is New York State (NYS) assessment data, ALCS has significantly outperformed its district of location, Community School District (CSD) 7, on NYS ELA and math assessments. The school received overall grades of A and B on New York City Department of Education (NYC DOE) Progress Reports in 2011-2012 and 2012-2013, respectively.

The New York Charter Schools Act of 1998 establishes a system of charter schools throughout New York State, with objectives that include, "(a) Improve student learning and achievement;" and "(b) Increase learning opportunities for all students, with special emphasis on expanded learning experiences for students who are at-risk of academic failure." ALCS has made progress through its initial charter term in fulfilling its primary objectives.

The school's mission is to provide its students an academically focused elementary education with students exceeding New York State standards in ELA, Math, and Science in a safe and nurturing environment that empowers students to become leaders, take an active role in their learning, and exhibit good character.

In its first charter term, ALCS has two years of NYS assessment data and two NYC DOE Progress Reports to evaluate achievement and progress for its students. NYC DOE Progress Reports grade each school with an overall grade of A, B, C, D, or F and are based on the school's performance in each of these categories: student progress, student performance, school environment, with additional points for closing the achievement gap contributing to the overall grade. Grades are based on comparing school results in each category to a peer group of up to 40 schools with the most similar student population, and to all schools citywide.

ALCS has demonstrated positive performance over the last two year on the NYC DOE Progress Report. The school earned an overall A grade in 2011-2012 and an overall B grade in 2012-2013. Based on its Progress Report scores, ALCS was in the top quarter of early childhood schools in 2011-2012 and in the top half of elementary schools in 2012-2013. Further, in both years that ALCS received a Progress Report, its scores placed it in the top third of its peer group; in other words, its overall Progress Report score ranked higher than two-thirds of the schools with the most similar student populations.

ALCS has received strong grades in the subsection of Student Performance in both years, earning a B in 2011-2012 and an A in 2012-2013. The Student Performance grade looks at the number of students who have reached proficiency on NYS ELA and math assessments, comparing the school's average proficiency to that of its peer group and to all schools citywide. Importantly, it also looks at average student proficiency ratings, comparing school averages to peer and city results.

The main metrics contributing to the Student Progress subsection are Median Adjusted Growth Percentiles, which s measure how much students grow relative to all students in the city who received the same proficiency score the year before¹. ALCS earned a B in Student Progress in 2011-2012 and a C in 2012-2013.

¹ This measure calculates the median (middle) adjusted growth percentile of a school's eligible students. 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. A student's growth percentile is a number between 0 and 100, which represents the percentage of students with the same score on last year's test who scored the same or lower than the student on this year's test. To evaluate a school on its students' growth percentile, the Progress Report uses an adjusted growth percentile. Growth percentile adjustments are made for students with special education program recommendations anytime within the last four years, and to account for the Economic Needs index of the school. The Progress Report 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.

In addition, the school received 4.8 and 2.2 points in the Closing the Achievement Gap section of its 2011-2012 and 2012-2013 Progress Reports, respectively. These additional points are awarded to schools based on the percentage of students identified as high need students (Students with Disabilities [SwD], English Language Learners [ELLs], and students scoring in the lowest third citywide, for example) that reach Level 3 or 4 or show particularly strong growth on NYS math and ELA assessments. Schools can also gain points in this section for the percent of SwD who move to a less restrictive setting and progress made by ELL students. ALCS serves a higher need population than 62% of elementary schools citywide. With this population, the school has made gains with their students with disabilities; ALCS is in the top 6% of the district in terms of performance of SwD in the Integrated Co-teaching (ICT) setting on the ELA test and the top 19% or better of the district for proficiency in math for SwD in either ICT setting or receiving Special Education Teacher Support Services (SETSS).

In both years for which there is NYS assessment data, ALCS has significantly outperformed its district of location, CSD 7, in ELA and math when comparing common tested grades. When compared to the CSD, ALCS is in the top 11% of schools in ELA performance, and the top 1% of schools in the CSD for math performance. In addition, ALCS surpassed citywide proficiency averages in math both years and ELA city averages in one of the two years. When compared to the city, the school is in the top 22% of all elementary schools across the city in math, and the top 48% in ELA. As with schools statewide, with the switch to Common Core Learning Standards (CCLS) assessments, ALCS's proficiency scores declined but, as noted, its proficiency rates remained well above the CSD average in 2012-2013, and remained above the city average in math, while falling below the city average in ELA.

Based on an analysis of applicable academic charter goals², over the course of its first term ALCS has cumulatively met 67% of its applicable goals, partially met an additional 14% of its goals, and failed to meet 19% over the course of the term. In its first two years, when there were only two applicable academic goals, based on the grades the school served at the time, ALCS met 100% of its goals. Beginning in 2011-2012, when the school reached grade spans that took NYS assessments for the first time, ALCS met 56% (five of nine goals) of its academic goals that year and 63% (five of eight goals) the following year.

Over the course of its charter term, the NYC DOE has conducted four site visits: Annual Visits in the Spring of 2010, 2011, and 2012, and, as part of the renewal process, a two-day visit in the Fall of 2013. As noted in reports from past NYC DOE school visits, ALCS has developed a responsive education program and supportive learning environment.

Based on a visit in May of 2011, it was noted that "the school provides a strong and consistent academic program for its primary grade students, one that strives for rigor and that evidences differentiation of instruction, a blend of instructional approaches, routine use of assessment data, and effective planning practices." That finding was confirmed in the following year's visit: "[t]he school provides a strong, rigorous, consistent approach to teaching and learning that applies the principles of differentiation based on achievement data and sets high academic performance expectations for students and staff." This was reconfirmed during the more recent renewal visit, which took place in September, where even in the primary grades with children new to the school, students were observed to be consistently on-task, focused on learning, and familiar with instructional routines.

B. Governance, Operations & Finances

At the time of its renewal, ALCS is a fiscally sound and viable organization.

² 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% absolute proficiency or goals that measure reducing the performance gap of a cohort in ELA and Math assessments in its analysis of progress towards goals. Goals that compared the school to the Community School District performance were included in the analysis.

By the end of the school's charter term, the Board of Trustees had established a developed governance structure and organizational design. The Board currently has nine members (two of whom are non-voting), which is more than the minimum number of seven members and fewer than the maximum number of thirteen established in its bylaws. The Board experienced approximately 50% turnover in 2010-2011 and at the start of school year 2011-2012 had only four members. However, by June 2012 it had reestablished and maintained its minimum membership number. Leadership of the Board transferred from Nick McNickle to current Board Chair Robert Podhurst in 2012-2013. The Board receives regular updates from school leadership related to the school's academic and financial health, as evidenced by meeting minutes.

The school's instructional leadership team has been stable over the course of this charter term. The school's current Executive Director (ED), Norma Hurwitz, is the school's founding leader and served as both ED and principal until the 2012-2013 school year. The school promoted two founding teachers to leadership positions at that time: Leena Varghese to Principal and Jaime Kennedy to Assistant Principal. Both staff members still hold these positions.

The school's operational team experienced significant turnover during the beginning of its charter period, leading to several operational concerns that became the basis for the school's Notice of Probation in 2011-2012. The Notice of Probation related particularly but not limited to its administration and management of its 2011 enrollment lottery, high annual turnover among operations and office staff, and board oversight. The Notice, which expired at the end of the year, is described in more detail in Section C. Compliance with Charter, Applicable Law and Regulations, below.

Over the course of the school's charter term, the school has developed a stable school culture. The school's NYC DOE School Survey results have consistently been Average to Well Above Average across all four categories, with the exception of one Below Average category result in 2012-2013. While there has been variation in Teacher satisfaction results in two of the four years, Parent satisfaction results have been consistently above city averages all four years. Participation in the School Survey has consistently been high among both parents and teachers, never having been below 91 percent. In addition, ALCS has met its student enrollment goals related to stability and retention during each year of its charter.

Financially, the school is in a strong position to meet near-term financial obligations and is financially sustainable based on its current practices. There was no material weakness noted in the 2010-2011, 2011-2012 or 2012-2013 independent annual financial audits.

C. Compliance with Charter, Applicable Law and Regulations

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

As noted above, the school was issued a Notice of Probation by the NYC DOE on July 19, 2011. During the probationary period the school successfully addressed the concerns and violations related to operations and oversight, particularly but not limited to its administration and management of its 2011 enrollment lottery, high annual turnover among operations and office staff, and board oversight. ALCS has sufficiently revised its operational policies and procedures as well as its operational job descriptions and evaluation tools and was removed from Probation by the NYC DOE in a letter dated September 18, 2012. The school's operational staff has been stable since the 2012-2013 school year.

Improvements made by the school include re-activation of the Board's required committees; revision of its operational manual, including a revised lottery plan with conducting of the lottery outsourced to a vendor, improved job descriptions and support for new hires. This has resulted in increased stability and improved performance among operations and office staff and fair and open lotteries. Given the impact of turnover on the circumstances that led to probation, the NYC DOE continued to monitor school operations and oversight under a Notice of Concern over the rest of

that school year. By the end of this monitoring period, the Notice of Concern was allowed to expire at the end of the 2012-2013 school year.

Since November 2011, the Board of Trustees has been compliant with applicable laws, regulations, and provisions of the charter contract.

D. Plans for Next Charter Term

ALCS is proposing to expand to serve middle school grades in its next charter term, beginning with grade six and adding a grade each year after its initial expansion until it reaches grade eight, completing its proposed grade expansion.

ALCS is also proposing to add an additional section to each of its elementary grades, beginning in kindergarten and first grades in 2014-2015.

ALCS is working to identify a second, private facility to accommodate its expansion plans. There is no additional space at their current location to accommodate any expansion in enrollment.

The combined impact of the proposed expansions would be for the school to reach a total enrollment at scale of 625 students.

For the aforementioned reasons, the NYCDOE recommends a full-term renewal and approves ALCS's request to expand its grade span served to middle school grades in the next charter term.

The school's approval to begin this expansion in 2014-2015 is contingent on its securing private facility space. If the school expands, as conditionally approved, it would serve 500 students in grades K-8 at full scale in 2016-2017. During the term, ALCS will have an enrollment in its public space of between 300 and 350 students in no more than 14 sections with no additional space available beyond its current (2013-2014) public space allocation. After 2014-2015, the school will use at maximum 12 sections in the public space.

Approval for the school to begin this grade expansion is strictly contingent on the school's ability to secure private facility space for the middle school grades. If private space is not secured, the grade expansion is denied and the school will continue to serve just grades K-5, with a total authorized enrollment of 350 students in 2014-2015 and 300 thereafter.

Part 1: Summary of Renewal Recommendation

I. Charter School Overview:

Name of Charter School	Brooklyn Scholars Charter School
Current Board Chair(s)	Brittany Sessions
School Leader	Desiree Kirton
Management Company (if applicable)	National Heritage Academies
Other Partner(s)	N/A
District(s) of Location	NYC Community School District 19
Physical Address	2635 Linden Blvd., Brooklyn 11208
Facility	Private
School Opened For Instruction	2009
Current Charter Term Expiry Date	2/9/2014
Maximum Grade Levels / Enrollment at Expiry Date	K-8 / 576
Proposed Charter Term	Two Years
Proposed Maximum Grade Levels / Enrollment at New Expiry Date	K-8 / 704

II. Overview of School-Specific Data:

Performance on the NYC DOE Progress Report

Progress Report Grade	2009-2010	2010-2011	2011-2012	2012-2013
Overall Grade	-	B	C	D
Student Progress	-	C	C	D
Student Performance	-	C	B	C
School Environment	-	A	C	B
Closing the Achievement Gap Points	-	-	0.8	1.2

The College and Career Readiness grade was not introduced until the 2011-2012 school year.

Students scoring at or above Level 3, compared to CSD, NYC, and State averages

% Proficient in English Language Arts				
	2009-2010	2010-2011	2011-2012	2012-2013
Brooklyn Scholars Charter School	42.3%	41.3%	53.5%	16.9%
CSD 19	35.6%	37.2%	35.6%	14.1%
Difference from CSD 19	6.7	4.1	17.9	2.8
NYC	46.1%	49.4%	49.7%	26.6%
Difference from NYC	-3.8	-8.1	3.8	-9.7
New York State	52.5%	54.8%	55.2%	31.2%
Difference from New York State	-10.2	-13.5	-1.7	-14.3

% Proficient in Math				
	2009-2010	2010-2011	2011-2012	2012-2013
Brooklyn Scholars Charter School	69.2%	73.1%	54.2%	22.8%
CSD 19	46.1%	45.6%	47.3%	16.3%
Difference from CSD 19	23.1	27.5	6.9	6.5

NYC	56.3%	60.0%	61.8%	30.4%
Difference from NYC	12.9	13.1	-7.6	-7.6
New York State	64.6%	64.6%	65.7%	28.9%
Difference from New York State	4.6	8.5	-11.5	-6.1

All comparisons to either the CSD or NYC take into account only grades the school itself serves.

Academic Goal Analysis (based on school's submission)					
	1st Year 2009-2010	2nd Year 2010-2011	3rd year 2011-2012	4th Year 2012-2013	Cumulative 4 Year Total
Total Achievable Academic Goals	3	10	10	5	28
# Met	2	4	5	4	15
# Partially Met	0	0	0	0	0
# Not Met	1	6	5	1	13
% Met	67%	40%	50%	80%	54%
% Partially Met	0%	0%	0%	0%	0%
% Not Met	33%	60%	50%	20%	46%

III. Rationale for Recommendation

A. Academic Performance

At the time of the school's renewal, Brooklyn Scholars Charter School (Brooklyn Scholars) has partially demonstrated academic achievement and progress. While Brooklyn Scholars has a mixed track record of academic success, the school has outperformed its Community School District (CSD) in all years of operation.

The New York Charter Schools Act of 1998 establishes a system of charter schools throughout New York State, with objectives that include, "(a) Improve student learning and achievement;" and "(b) Increase learning opportunities for all students, with special emphasis on expanded learning experiences for students who are at-risk of academic failure." Data available for Brooklyn Scholars indicates that the school has partially made progress towards meeting these objectives.

Brooklyn Scholars strives to affect positive change in East New York by offering kindergarten through eighth grade students a rigorous educational program that prepares them for success in high school, college, and throughout life. The school aims to set high standards and promotes fundamental values such as integrity, achievement, excellence, and accountability.

The school entered its fifth year of operation with the start of the 2013-2014 academic year. Therefore, the New York City Department of Education (NYC DOE) has three graded NYC DOE Progress Reports and four years of New York State (NYS) assessment data to evaluate the academic achievement and progress of the students at Brooklyn Scholars. NYC DOE Progress Reports grade each school with an overall grade of A, B, C, D, or F and are based on the school's performance in each of these categories: student progress, student performance, school environment, with additional points for closing the achievement gap contributing to the overall grade. Scores are based on comparing school results in each category to a peer group of up to 40 schools with the most similar student population and to school results citywide.

Brooklyn Scholars has a mixed record of academic achievement. Brooklyn Scholars received an overall D grade on the 2012-13 NYC DOE Progress Report, as well as a D grade on the Student Progress section of the report; this represents a drop of one letter grade in both its overall grade and its Student Progress section grade from 2011-2012. Contributing to this decline are decreases in the math and English Language Arts (ELA) growth the school achieved with its students.

The Student Progress section of the NYC DOE Progress Report is the most heavily weighted of all sections; it constitutes 60% of a school's grade. The grade in this section is mostly based on median adjusted growth percentiles¹, which are a measure of how much a school's students perform on state tests relative to other students with the same prior score.

The NYC DOE notes that during the 2010-2011 and 2011-2012 academic years, in accordance to their original charter, the school added fifth and sixth grades. The school also increased enrollment by adding sections to existing grades. With this growth, the school took in an additional one hundred ninety-six students, effectively doubling the student population over the course of two academic years.²

¹ 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 Progress Report 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 Progress Report 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.

² In 2010-2011, the school added a section (twenty-six students) to grade three and added a new grade five, with twenty-six students. In 2011-2012, the school added forty students to kindergarten, and one additional section to grades one, two and four and added a new grade six with twenty-six students.

While the school's overall grade on the NYC DOE Progress Report declined in every year that it has received a Progress Report, the school outperformed CSD 19 in both ELA and math in every year that it administered assessments. Based on its percent proficient in math and ELA, Brooklyn Scholars has ranked in the top 14% of all K-8 schools in CSD 19 in each of the last four years. Furthermore, on the 2011-2012 NYS assessment, the school was 3.8 percentage points above the citywide average in ELA proficiency, and saw a 12.2 percentage point gain from its previous year's result.

Over the four years that data is available for the charter term, Brooklyn Scholars has met 54% of its academic charter goals.³ The school has steadily increased its goal attainment since the 2010-2011 school year from forty to eighty percent. In addition, the school consistently met its charter goal of remaining in good standing with AYP status with state and federal accountability.

The school has partially developed a responsive education program and supportive learning environment. School leadership continuously works to ensure that necessary steps are taken to enhance student achievement, such as using analysis of assessment data for professional development and data-informed instruction. The school administers the NWEA MAP assessments measuring Reading, language usage and mathematics three times a year, fall, winter and spring.

Further, the NYC DOE notes that the school uses instructional methods and strategies which are designed to promote student engagement. Brooklyn Scholars employs a workshop model in kindergarten through second grade. In subsequent grades, Brooklyn Scholars uses guided instruction, collaborative learning, focused lessons and independent work. The school's learning environment is reinforced by the student creed, which is recited daily, summarizing the key tenets of the school's mission: achieving academic excellence, setting high expectations for the future, practicing respect for others and themselves, and committing to attending college.

B. Governance, Operations & Finances

Brooklyn Scholars is a fiscally sound and viable organization.

Over the course of the school's charter term, the Board of Trustees has partially developed its governance structure and organizational design. Throughout most of its charter term, the Board has been out of compliance with the minimum number of Trustees and in compliance with active committees, as addressed in the Board's bylaws. The school currently has six members, which is below the minimal membership number of seven. The Board has demonstrated well-established and clear lines of accountability between itself and school leadership. School leadership regularly updates the Board and its committees on the school's academic performance.

Over the course of the school's charter term, the school has partially developed a stable school culture. In 2009-2010, the school received its first NYC DOE School Survey and received high levels of satisfaction on all four sections; Academic Expectations, Communication, Engagement and Safety & Respect. On all subsequent NYC DOE School Surveys, scores have been inconsistent. However, the school has demonstrated increasingly positive scores on the Communication and Safety & Respect sections.

As it pertains to charter goals, Brooklyn Scholars has met all of its attendance goals and continues to show progress towards meeting its authorized enrollment numbers.

Financially, the school is in a strong position to meet near-term financial obligations and is financially sustainable based on its current practices. There were no material weaknesses noted in

³ 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% absolute proficiency or goals that measure reducing the performance gap of a cohort in ELA and Math assessments in its analysis of progress towards goals. Goals that compared the school to the Community School District performance were included in the analysis.

the last four independent annual financial audits for years 2009-2010, 2010-2011, 2011-2012, or 2012-2013.

C. Compliance with Charter, Applicable Law and Regulations

Over the charter term, Brooklyn Scholars has been compliant with some applicable laws, but not others.

D. Plans for Next Charter Term

Brooklyn Scholars currently serves students in grades kindergarten through eighth grade. Based on the school's charter, the school would continue to grow to serve 704 students by the 2018-2019 school year, adding additional sections until each grade serves 3 sections of students.

For the aforementioned reasons, the NYCDOE recommends a short term charter renewal of 2 years and 4 months (through June 30 of 2016).